Washoe County School District

Ted Hunsberger Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Mission Statement

At Hunsberger Elementary, we are committed to fostering a sense of community and connection by building meaningful relationships. Through these relationships, we empower our students to grow emotionally and academically, building a supportive and inclusive environment where every student can thrive.

Vision

Our vision is to create a community where relationships are the foundation of success and contribute positively to the world around them.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Hunsberger Elementary continues to demonstrate strong academic achievement and growth, supported by a collaborative culture focused on student learning and continuous improvement. Through ongoing PLC collaboration, data analysis, intervention planning, and a commitment to high expectations for all students, staff have created learning environments where students consistently perform at high levels across multiple content areas. Schoolwide achievement, growth, and progress-monitoring data indicate that students are benefiting from strong Tier I instruction, targeted intervention systems, and a collective commitment to academic success. These efforts have resulted in student outcomes that continue to exceed district and similar-school averages in English Language Arts and Mathematics while showing continued growth in Science achievement

SBAC Improved Performance:

> Hunsberger Elementary continues to demonstrate strong academic performance in both English Language Arts (ELA) and Mathematics, with results that consistently exceed district and similar-school averages.

Overall Performance

- **ELA:** 82% of students scored at or above standard (Levels 3 & 4), continuing to exceed district and similar-school averages.
- **Math:** 79% of students scored at or above standard (Levels 3 & 4), remaining above district and similar-school averages.
- **Science:** 54% of students scored proficient on the Science CRT, demonstrating continued improvement and the highest science performance in recent years.

Growth Measures

- **Adequate Growth Percentile (AGP):**
    - ELA: 51% of students met state Catch-Up
    - Math: 48% of students met state Catch-Up

Keep-Up AGP Rates

- ELA: 72% of students met Keep-Up targets.
- Math: 63% of students met Keep-Up targets.

Student Growth Percentile (Median SGP)

- ELA: Median SGP of 56.
- Math: Median SGP of 57.

Grade-Level Highlights

ELA Proficiency

- Grade 3 – 81% Proficient
- Grade 4 – 78% Proficient
- Grade 5 – 88% Proficient

Math Proficiency

- Grade 3 – 86% Proficient
- Grade 4 – 78% Proficient
- Grade 5 – 74% Proficient

Additional Performance Indicators

- i-Ready EOY projected proficiency aligned closely with SBA results:
  - ELA projected proficiency: 84%
  - Math projected proficiency: 79%
- End-of-year progress toward typical growth:
  - ELA: 72% of students met typical growth targets.
  - Math: 63% of students met typical growth targets.

Areas for Growth

While Hunsberger maintains high levels of student achievement, growth data indicate opportunities to further accelerate learning for students performing below standard. The 2025-2026 SBA results show strong overall proficiency rates of 82% in ELA and 79% in Mathematics, continuing to exceed district and similar-school averages. However, students scoring below standard are not consistently making the accelerated growth needed to close achievement gaps and reach proficiency, particularly in Mathematics, where only 43% of students below standard met their Catch-Up AGP targets. Although overall achievement remains strong, continued refinement of instructional and intervention systems will help ensure all students make the growth necessary to achieve grade-level proficiency and long-term academic success.

To address these opportunities, Hunsberger will continue implementing and refining the Walk to Learn model in both Mathematics and Reading. This targeted intervention structure provides students with skill-based instruction aligned to demonstrated needs and allows for greater differentiation, progress monitoring, and instructional responsiveness. Walk to Learn groups will be informed by SBA, i-Ready, common assessment, and classroom data to ensure students receive the support necessary to accelerate growth and close identified learning gaps.

Additionally, Hunsberger will prioritize strengthening schoolwide systems that support academic growth, including PLC data cycles, vertical alignment, standards-based instructional planning, common instructional expectations, and the ongoing evaluation of intervention effectiveness. Through increased instructional coherence, collaborative decision-making, and responsive use of student data, staff will work to ensure all students experience high-quality instruction and receive timely support aligned to their individual learning needs.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may experience difficulty accessing complex academic vocabulary and content-specific language required for success in Mathematics and ELA. ACCESS results indicate a small but important population requiring continued language support.	Teachers will utilize WIDA-aligned instructional strategies, language objectives, academic vocabulary support, and scaffolded instruction to support language acquisition while maintaining access to grade-level content. ACCESS, SBA, and classroom assessment data will be used to monitor student progress.
Foster/Homeless	Students experiencing homelessness may encounter disruptions to instructional continuity, attendance, and access to academic supports that can impact student growth.	School staff will collaborate with district support personnel, monitor student achievement and attendance data, and provide timely intervention services to ensure students maintain access to grade-level instruction and support programs.
Free and Reduced Lunch	Students qualifying for FRL may require additional supports and opportunities to ensure equitable access to academic growth and achievement opportunities. Achievement data indicate proficiency rates for FRL students remain below overall school averages.	Hunsberger will utilize Walk-to-Learn intervention groups, MTSS supports, i-Ready diagnostic data, and ongoing progress monitoring to provide targeted instruction aligned to student learning needs. Staff will regularly review achievement and growth data to ensure students receive timely intervention and enrichment opportunities.
Migrant/Title1-C Eligible	Students identified as Migrant may experience interruptions in schooling, mobility between districts or states, and inconsistent access to instructional services, which can impact academic growth and achievement.	Hunsberger Elementary will monitor the academic progress of any students identified as Migrant and ensure timely access to grade-level instruction, intervention supports, progress monitoring, and family communication. Students will be included in Walk-to-Learn intervention groups, MTSS supports, and other academic programs as needed to address identified learning needs.
		Staff will monitor achievement, growth, and intervention data by

Racial/Ethnic Minorities	Achievement and growth outcomes vary among student groups, highlighting the importance of ensuring all students have equitable access to rigorous instruction, intervention opportunities, and academic support systems. SBA subgroup data indicate continued opportunities to monitor outcomes and support growth across student groups.	subgroup throughout the year to identify potential opportunity gaps and ensure equitable access to high-quality instruction, enrichment, and intervention services. PLC teams will use data to adjust instructional practices and provide targeted support based on identified student needs.
Students with IEPs	Students with IEPs require specialized supports, accommodations, and targeted instruction to access grade-level standards and demonstrate academic growth. Achievement and growth data indicate continued opportunities to strengthen outcomes for students receiving special education services.	Special education and general education staff will collaborate through PLCs, MTSS processes, and Walk-to-Learn intervention groups to provide targeted, data-driven instruction aligned to individual student needs. Progress will be monitored regularly using i-Ready diagnostics, classroom assessments, and SBA-related growth measures to adjust supports and maximize student growth

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Despite strong overall proficiency rates in ELA and Mathematics on the 2025-2026 SBA, AGP data indicate opportunities to further accelerate growth for students performing below standard. This need is particularly evident in Mathematics, where only 48% of students below standard met their Catch-Up AGP targets. While overall achievement remains strong, targeted intervention and acceleration are needed to ensure all students make the growth necessary to achieve grade-level proficiency and long-term academic success.	Variability in PLC data cycles, standards-based instructional planning, vertical alignment, and collaborative decision-making across grade levels contributes to differences in instructional responses and growth outcomes for students performing below proficiency. While Hunsberger has established PLC structures, intervention systems, and strong Tier I instruction, opportunities exist to strengthen the consistent use of student achievement, growth, and progress-monitoring data to provide timely, targeted support for students performing below standard. Additional opportunities exist to strengthen data-informed instructional planning and intervention adjustments to more effectively address specific skill deficits and accelerate student growth. Teachers do not consistently utilize common instructional resources, materials, and instructional practices within and across grade levels to teach priority standards. Variability in curriculum implementation, instructional materials, pacing, and expectations can result in differences in Tier I instruction and student learning experiences. Strengthening the use of common assessment data, progress-monitoring tools, and intervention effectiveness measures will support more responsive instructional decision-making. Continued refinement of the Walk-to-Learn model, PLC processes, Tier I instruction, and intervention systems will help ensure students receive targeted instruction aligned to individual learning needs and growth goals.

★ = Priority

Adult Learning Culture

Areas of Strength

Hunsberger has established strong collaborative structures that support professional learning, student achievement, and continuous improvement. Consistent PLCs were held weekly throughout the 2025-2026 school year, providing dedicated time for collaborative planning, MTSS discussions, intervention planning, and the review of student data. Staff demonstrated a willingness to engage in reflective conversations, analyze student performance data, and explore instructional practices designed to improve student outcomes. Staff continue to demonstrate a strong commitment to student success, positive school-family partnerships, and maintaining a safe learning environment. Staff survey results reflected strengths in Expectations of Success (92%), Home-School Communication (94%), Parent Involvement (85%), Student Behaviors (93%), and Safety (96%). These strengths provide a solid foundation for continued growth and improvement.

Areas for Growth

While Hunsberger has established collaborative structures and systems, staff survey results and schoolwide reflections indicate opportunities to strengthen collective efficacy, instructional coherence, and shared leadership across the school. Staff continue to demonstrate a commitment to student success; however, there is a need for greater consistency in PLC implementation, instructional planning, and schoolwide systems that support collaboration and decision-making. Staff climate survey results show opportunities to increase collaboration, strengthen communication, and expand staff involvement in school improvement processes, a need for greater consistency in schoolwide systems and instructional practices.

Although PLCs occur regularly and provide valuable opportunities for collaboration, teams would benefit from more consistent structures for standards-based planning, data analysis, and instructional decision-making.

To continue strengthening the adult learning culture, Hunsberger will focus on expanding teacher leadership, increasing staff voice in decision-making, and establishing consistent PLC processes led by grade-level and department representatives in partnership with administration. Through common PLC structures, collaborative data discussions, and shared instructional expectations, the school will work to strengthen alignment, build collective ownership, and ensure a consistent learning experience for all students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners require consistent instructional supports and language-development strategies to successfully access grade-level content.	PLC teams will review EL achievement and growth data, implement common language supports, and ensure students have consistent access to grade-

		level instruction and academic vocabulary development.
Foster/Homeless	Students experiencing housing instability may encounter disruptions to learning that impact academic growth and continuity.	PLC teams will monitor student progress, identify academic needs early, and ensure students receive timely instructional support, intervention, and access to grade-level learning.
Free and Reduced Lunch	Students qualifying for FRL may experience opportunity gaps that impact academic growth and achievement.	Teachers will use PLC data discussions and MTSS processes to identify learning needs, provide targeted support, and ensure equitable access to high-quality instruction and intervention.
Migrant/Title1-C Eligible	Students identified as Migrant may experience interruptions in schooling that impact instructional continuity and growth.	Teachers will utilize common assessments and PLC data reviews to identify learning needs and provide consistent academic support and intervention services.
Racial/Ethnic Minorities	Differences in achievement and growth outcomes require ongoing monitoring to ensure equitable access to instruction and academic opportunities.	PLC teams will review subgroup data from BIG, identify potential opportunity gaps, and implement common instructional practices that support success for all students.
Students with IEPs	Students with disabilities require coordinated instructional planning, accommodations, and supports to access grade-level standards and demonstrate growth.	General and special education staff will collaborate through PLCs and MTSS processes to align accommodations, interventions, and instructional supports while monitoring student progress.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While collaborative structures and PLC systems are established, Hunsberger has identified an opportunity to strengthen collective efficacy, instructional alignment, and teacher leadership across the school. As the school continues its commitment to continuous improvement, staff feedback and schoolwide reflections indicate a need for greater consistency in collaborative planning, instructional decision-making, and the use of student data to inform teaching and learning. Establishing common expectations and processes across teams will help ensure all students experience high-quality, standards-aligned instruction regardless of classroom or grade level.	PLC teams are in the process of developing a more unified vision, structure, and set of outcomes centered on student learning and instructional excellence. While collaboration occurs regularly, opportunities exist to strengthen common instructional expectations, standards-based planning, and the use of shared instructional resources across grade levels. Staff currently utilize a variety of instructional approaches, materials, pacing structures, and assessment practices. Greater alignment around priority standards, instructional resources, and Tier I instructional practices will support a more consistent learning experience for students and strengthen collective teacher efficacy. PLC conversations have established a strong foundation for collaboration and now have an opportunity to deepen their focus on standards-based instruction, analysis of student learning, and responsive instructional planning. Strengthening data cycles, collaborative decision-making, and teacher leadership structures will support more consistent instructional practices and improved student outcomes across the school.

★ = Priority

Connectedness

Areas of Strength

The 2025-2026 student climate survey indicates that students continue to feel safe, supported, and connected at Hunsberger Elementary. Hunsberger is perceived by both students and families as a welcoming, safe, and supportive school where positive relationships, high expectations, and student well-being are valued. Student and family survey results reflect a strong sense of trust in the school, positive communication, and meaningful connections between students, staff, and families.

Students report strong relationships with adults, high levels of safety, and a sense of belonging within the school community. Students perceive teachers and staff as caring adults who support their success, notice when they are absent, and create an environment where students feel respected and valued. Student survey results show high ratings in Adult Support (82%), Adult Respect (81%), Safety (91%), and Student Respect (78%), exceeding district averages in many categories.

Students also demonstrate strengths in social awareness, relationship skills, and responsible decision-making. Survey results indicate that students understand the importance of making positive choices, recognizing when peers need support, and contributing positively to the school community. Students additionally reported strong perceptions regarding bullying prevention and school safety, reinforcing Hunsberger's commitment to maintaining a positive and supportive learning environment.

Family survey results further support these findings, with parents reporting high levels of confidence in school communication, relationships and respect, physical safety, and quality education. These results reflect a strong foundation of trust and connection among students, staff, and families

Areas for Growth

The student climate survey, completed by 107 fifth graders, indicates that students at Hunsberger feel connected and supported. They make responsible decisions, understand right from wrong, resist peer pressure to break rules, and actively work to improve their school environment. Additionally, Hunsberger is perceived as a safe place where students feel respected by adults and supported by staff. Socially, students recognize when peers need help and understand the positive impact their behavior can have on others.

However, data from the student and staff climate surveys reveal a need for a more structured and consistent SEL system, as there is a downward trend in four out of five of the key competencies: self-awareness, self-management, social awareness, and relationship skills. To ensure students develop these essential SEL competencies, a clear, schoolwide SEL vision and a stronger understanding of these competencies are necessary. Furthermore, there is a need for clearer guidance across grade levels and vertically to define who is teaching what, when, and how. Additionally, staff members feel they lack a voice and choice in schoolwide decisions, indicating a need for more inclusive collaboration.

Building a more connected school community will require addressing these concerns to foster both student success and staff engagement.

Equity Resource Supports

Student Group	Challenge	Solution
	English Learners may require	Staff will provide consistent opportunities for student voice,

English Learners	additional support in developing a sense of belonging, connection, and confidence while navigating both language development and academic expectations.	relationship-building, and participation in schoolwide activities while utilizing MTSS, PBIS, and SEL supports to foster engagement and connectedness.
Foster/Homeless	Students experiencing housing instability or placement changes may face disruptions that impact school connectedness, attendance, and relationships with peers and staff.	Staff will monitor student well-being, attendance, and engagement while providing proactive support, relationship-building opportunities, and access to schoolwide behavioral and social-emotional supports.
Free and Reduced Lunch	Students qualifying for FRL may experience barriers that impact school participation, attendance, and engagement.	Staff will utilize MTSS, PBIS, attendance supports, and relationship-building strategies to ensure all students feel connected, supported, and engaged in the school community.
Migrant/Title1-C Eligible	Students identified as Migrant may experience interruptions in schooling and transitions between educational settings that impact connectedness and continuity of support.	Staff will provide consistent schoolwide expectations, relationship-building opportunities, and access to behavioral, attendance, and social-emotional supports to promote belonging and engagement.
Racial/Ethnic Minorities	Staff will provide consistent schoolwide expectations, relationship-building opportunities, and access to behavioral, attendance, and social-emotional supports to promote belonging and engagement.	Staff will foster inclusive learning environments, promote student voice, and utilize schoolwide systems that ensure all students experience a sense of belonging, respect, and connection.
Students with IEPs	Students with disabilities may require additional social-emotional, behavioral, and organizational supports to fully engage in school and extracurricular opportunities.	General education, special education, and support staff will collaborate through MTSS processes to provide consistent behavioral, attendance, and social-emotional supports while increasing opportunities for student engagement and belonging.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Despite strong perceptions of safety, positive relationships, and family engagement, climate survey data indicate opportunities to further strengthen student engagement, student voice, and self-management skills. Student survey results show Self-Management of Emotion, Self-Management of Goals, Student Engagement, and Student Voice as areas for continued growth. As Hunsberger continues to build on its strong culture and climate, students would benefit from additional opportunities to develop the skills necessary to persevere through challenges, take ownership of their learning, and contribute meaningfully to the school community.	While Hunsberger has established a safe, supportive, and welcoming school environment, opportunities exist to further align schoolwide systems that support student connectedness and success. As practices have evolved over time, behavior supports, attendance processes, intervention systems, student leadership opportunities, and social-emotional learning structures would benefit from increased alignment within a unified MTSS framework. Strengthening common expectations, shared language, and consistent implementation of PBIS, SEL instruction, attendance supports, and intervention processes across grade levels will help ensure students experience a cohesive system of support throughout their educational journey. These efforts will create stronger opportunities for student engagement, student voice, leadership development, and social-emotional growth while reinforcing the positive culture already present at Hunsberger.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Despite strong overall proficiency rates in ELA and Mathematics on the 2025-2026 SBA, AGP data indicate opportunities to further accelerate growth for students performing below standard. This need is particularly evident in Mathematics, where only 48% of students below standard met their Catch-Up AGP targets. While overall achievement remains strong, targeted intervention and acceleration are needed to ensure all students make the growth necessary to achieve grade-level proficiency and long-term academic success.	Variability in PLC data cycles, standards-based instructional planning, vertical alignment, and collaborative decision-making across grade levels contributes to differences in instructional responses and growth outcomes for students performing below proficiency. While Hunsberger has established PLC structures, intervention systems, and strong Tier I instruction, opportunities exist to strengthen the consistent use of student achievement, growth, and progress-monitoring data to provide timely, targeted support for students performing below standard. Additional opportunities exist to strengthen data-informed instructional planning and intervention adjustments to more effectively address specific skill deficits and accelerate student growth. Teachers do not consistently utilize common instructional resources, materials, and instructional practices within and across grade levels to teach priority standards. Variability in curriculum implementation, instructional materials, pacing, and expectations can result in differences in Tier I instruction and student learning experiences. Strengthening the use of common assessment data, progress-monitoring tools, and intervention effectiveness measures will support more responsive instructional decision-making. Continued refinement of the Walk-to-Learn model, PLC processes, Tier I instruction, and intervention systems will help ensure students receive targeted instruction aligned to individual learning needs and growth goals.

2 ★

While collaborative structures and PLC systems are established, Hunsberger has identified an opportunity to strengthen collective efficacy, instructional alignment, and teacher leadership across the school. As the school continues its commitment to continuous improvement, staff feedback and schoolwide reflections indicate a need for greater consistency in collaborative planning, instructional decision-making, and the use of student data to inform teaching and learning. Establishing common expectations and processes across teams will help ensure all students experience high-quality, standards-aligned instruction regardless of classroom or grade level.

PLC teams are in the process of developing a more unified vision, structure, and set of outcomes centered on student learning and instructional excellence. While collaboration occurs regularly, opportunities exist to strengthen common instructional expectations, standards-based planning, and the use of shared instructional resources across grade levels. Staff currently utilize a variety of instructional approaches, materials, pacing structures, and assessment practices. Greater alignment around priority standards, instructional resources, and Tier I instructional practices will support a more consistent learning experience for students and strengthen collective teacher efficacy. PLC conversations have established a strong foundation for collaboration and now have an opportunity to deepen their focus on standards-based instruction, analysis of student learning, and responsive instructional planning. Strengthening data cycles, collaborative decision-making, and teacher leadership structures will support more consistent instructional practices and improved student outcomes across the school.

3 ★

Despite strong perceptions of safety, positive relationships, and family engagement, climate survey data indicate opportunities to further strengthen student engagement, student voice, and self-management skills. Student survey results show Self-Management of Emotion, Self-Management of Goals, Student Engagement, and Student Voice as areas for continued growth. As Hunsberger continues to build on its strong culture and climate, students would benefit from additional opportunities to develop the skills necessary to persevere through challenges, take ownership of their learning, and contribute meaningfully to the school community.

While Hunsberger has established a safe, supportive, and welcoming school environment, opportunities exist to further align schoolwide systems that support student connectedness and success. As practices have evolved over time, behavior supports, attendance processes, intervention systems, student leadership opportunities, and social-emotional learning structures would benefit from increased alignment within a unified MTSS framework. Strengthening common expectations, shared language, and consistent implementation of PBIS, SEL instruction, attendance supports, and intervention processes across grade levels will help ensure students experience a cohesive system of support throughout their educational journey. These efforts will create stronger opportunities for student engagement, student voice, leadership development, and social-emotional growth while reinforcing the positive culture already present at Hunsberger.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Communications data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher retention**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment trends**
- [x] **Gifted and talented data**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-2027 school year, the percentage of students who scored Level 1 or Level 2 on the 2025-2026 SBA and meet or exceed their Adequate Growth Percentile (AGP) target in ELA and Mathematics will increase from baseline by at least 15 percentage points, as measured by state growth reports, i-Ready growth measures, and local progress-monitoring data.

Formative Measures: Track SBA level 1 and 2 students, iReady, formative and summative assessments

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC Grade-level and vertical data-driven discussions will analyze three-year trends and establish new to targeted goals for improved outcomes. Align grade level common assessment with student learning intentions. Review standards-based instruction on weekly PLC's. Review i-ready data monthly in PLC's. Adapt tiered intervention support based on i-ready intervention lessons (skill gap needs). Train teachers on how to use i-ready reports and progress monitoring. Monitor intervention lessons. Monitor regular tier one instruction in all classrooms. Establish a system to celebrate classrooms where teachers are taking healthy risks with students that build student centered learning. Establish schoolwide accepted practices around curriculum to meet essential standards within each subject area involving student-based learning. Identify what success criteria and key "look fors" in classrooms that demonstrate student-centered learning. Administration and the counselor will collaborate closely with families to reduce chronic absenteeism by implementing an incentive program that encourages consistent school attendance	All K-5 certified staff	SY 2026-27	

Position Responsible: All K-5 certified staff

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite strong overall proficiency rates in ELA and Mathematics on the 2025-2026 SBA, AGP data indicate opportunities to further accelerate growth for students performing below standard. This need is particularly evident in Mathematics, where only 48% of students below standard met their Catch-Up AGP targets. While overall achievement remains strong, targeted intervention and acceleration are needed to ensure all students make the growth necessary to achieve grade-level proficiency and long-term academic success.	Variability in PLC data cycles, standards-based instructional planning, vertical alignment, and collaborative decision-making across grade levels contributes to differences in instructional responses and growth outcomes for students performing below proficiency. While Hunsberger has established PLC structures, intervention systems, and strong Tier I instruction, opportunities exist to strengthen the consistent use of student achievement, growth, and progress-monitoring data to provide timely, targeted support for students performing below standard. Additional opportunities exist to strengthen data-informed instructional planning and intervention adjustments to more effectively address specific skill deficits and accelerate student growth. Teachers do not consistently utilize common instructional resources, materials, and instructional practices within and across grade levels to teach priority standards. Variability in curriculum implementation, instructional materials, pacing, and expectations can result in differences in Tier I instruction and student learning experiences. Strengthening the use of common assessment data, progress-monitoring tools, and intervention effectiveness measures will support more responsive instructional decision-making. Continued refinement of the Walk-to-Learn model, PLC processes, Tier I instruction, and intervention systems will help ensure students receive targeted instruction aligned to individual learning needs and growth goals.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, 80% of grade-level PLC teams will consistently implement the Hunsberger PLC cycle, including common instructional planning, standards alignment, common assessments, analysis of student learning evidence, and responsive instructional adjustments, resulting in at least 80% of students demonstrating mastery of identified grade-level learning targets as measured through common formative assessments and PLC data cycles.

Formative Measures: PLC agendas and minutes

Evidence of the four PLC questions being addressed

Grade-level action plan monitoring

Completion of agreed-upon PLC action steps

Walkthrough data focused on:
Learning intentions
Success criteria
Standards alignment
Student engagement
PLC observation tool/rubric results
Teacher self-assessment and reflection data

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will leverage PLCs, common assessments, and standards-based discussions to develop comprehensive systems that strengthen vertical alignment in ELA and Math, with the ultimate goal of achieving consistent schoolwide alignment. Utilize common assessments and PLCs to establish best practices for delivering the ELA curriculum, with a focus on increasing students' reasoning skills and depth of knowledge. Schedule vertical PLC meetings on district professional development days to ensure collaboration across grade levels. Train teachers to identify improvement areas at the class, grade-level, grade-band, and schoolwide levels. Coordinate teacher data to enhance vertical alignment in both ELA and Math. Regularly incorporate learning intentions into daily instruction while reviewing the rigor and relevance of lessons. Use data to plan targeted interventions for high- and low-performing students and inform the next school year's instructional planning. Continue providing i-Ready professional development on district PD days to support ongoing growth in instructional practices	All certified staff	End of 26-27SY	

Position Responsible: All certified staff

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While collaborative structures and PLC systems are established, Hunsberger has identified an opportunity to strengthen collective efficacy, instructional alignment, and teacher leadership across the school. As the school continues its commitment to continuous improvement, staff feedback and schoolwide reflections indicate a need for greater consistency in collaborative planning, instructional decision-making, and the use of student data to inform teaching and learning. Establishing common expectations and processes across teams will help ensure all students experience high-quality, standards-aligned instruction regardless of classroom or grade level.	PLC teams are in the process of developing a more unified vision, structure, and set of outcomes centered on student learning and instructional excellence. While collaboration occurs regularly, opportunities exist to strengthen common instructional expectations, standards-based planning, and the use of shared instructional resources across grade levels. Staff currently utilize a variety of instructional approaches, materials, pacing structures, and assessment practices. Greater alignment around priority standards, instructional resources, and Tier I instructional practices will support a more consistent learning experience for students and strengthen collective teacher efficacy. PLC conversations have established a strong foundation for collaboration and now have an opportunity to deepen their focus on standards-based instruction, analysis of student learning, and responsive instructional planning. Strengthening data cycles, collaborative decision-making, and teacher leadership structures will support more consistent instructional practices and improved student outcomes across the school.

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, Hunsberger Elementary will increase favorable student climate survey responses in the areas of Self-Management of Emotions, Self-Management of Goals, Student Engagement, and Student Voice by at least 5 percentage points while reducing major behavioral incidents by 5% as measured by the district climate survey and Infinite Campus behavior data.

Formative Measures: Student leadership participation rates

Student participation in school clubs, activities, and leadership opportunities

Percentage of students maintaining and monitoring personal academic goals

Student conference participation data

Monthly office discipline referrals

Major discipline events

Repeat behavior incidents

Recess and playground behavior data

Behavior intervention success rates

Monthly attendance rates

Chronic absenteeism rates

Attendance intervention tracking

Tardy trends

Connectedness Walkthroughs

Student engagement observations

Classroom culture observations

Evidence of PBIS implementation

Use of schoolwide expectations and common language

Improvement Strategy 1

PBIS/SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Increase student engagement by developing a clear and consistent, schoolwide SEL and PBIS system that will lead to more student-centered learning at the site. Elicit stakeholder voice to form consensus on schoolwide vision and mission regarding Build staff knowledge of Restorative Practices that is used for conflict resolution. Designate time once per month to address SEL practices in the classroom. Staff PD on SEL department Connectedness activity. Establish a SEL/ Restorative Practice Committee that meets at least once a quarter. Utilize professional learning of research-based practices around collaborative planning, modeling, Celebrate classrooms where teachers are taking healthy risk with students that build exemplary SEL practices. Adopt common practices/curriculum/resources; utilize common, age-appropriate SEL language and PBIS practices schoolwide. Use common resources for SEL curriculum that develop strategic grade level planning and monitoring of student success. Vertical alignment of SEL curriculum and instruction	All staff	End of 26-27SY	

Position Responsible: All staff

Evidence Level

Level 1: Strong:
SEL

Level 2: Moderate:
PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Despite strong perceptions of safety, positive relationships, and family engagement, climate survey data indicate opportunities to further strengthen student engagement, student voice, and self-management skills. Student survey results show Self-Management of Emotion, Self-Management of Goals, Student Engagement, and Student Voice as areas for continued growth. As Hunsberger continues to build on its strong culture and climate, students would benefit from additional opportunities to develop the skills necessary to persevere through challenges, take ownership of their learning, and contribute meaningfully to the school community.	While Hunsberger has established a safe, supportive, and welcoming school environment, opportunities exist to further align schoolwide systems that support student connectedness and success. As practices have evolved over time, behavior supports, attendance processes, intervention systems, student leadership opportunities, and social-emotional learning structures would benefit from increased alignment within a unified MTSS framework. Strengthening common expectations, shared language, and consistent implementation of PBIS, SEL instruction, attendance supports, and intervention processes across grade levels will help ensure students experience a cohesive system of support throughout their educational journey. These efforts will create stronger opportunities for student engagement, student voice, leadership development, and social-emotional growth while reinforcing the positive culture already present at Hunsberger.

Teams

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School Continuous Improvement (CI) Team

Members

First Name	Last Name	Position	Committee Role
Jennifer	Cubrilovic	Special Education Teacher	Participant
Summer	Thorson	4th Grade GT Teacher	Participant
Michelle	Mackay	1st Grade Teacher	Participant
Paige	Eriksen	5th Grade Teacher	Participant
Shabree	Miller	4th Grade Teacher	Participant
Christi	Wilson	3rd Grade Teacher	Participant
Krista	Anderson	2nd Grade Teacher	Participant
Genesse	Greene	Kinder Teacher	Participant
Michelle	Brown	Admin Secretary	Participant
Jorie	Turner	Dean of Students	Leader
Erin	Dawson	Principal	Leader

Community Outreach Activities

Activity	Date	Lesson Learned
2026/2027 School Year Open House/ PTO Ice Cream Social	8/7/2026	The open house format successfully promoted family engagement by providing students and their families with an opportunity to visit classrooms, meet teachers and support staff, and become familiar with the school environment prior to the first day of school. As a result, students demonstrated increased confidence and preparedness when school began. Students were able to locate classrooms and designated line-up areas, recognize teachers and staff members, and transition into the school day with reduced anxiety. The event highlighted the value of early relationship-building and orientation opportunities in supporting a smooth start to the academic year for both students and families. The inclusion of the PTO-sponsored Ice Cream Social enhanced the sense of community and encouraged meaningful interactions among families, staff, and students. The positive turnout and feedback reinforced the importance of hosting informal, family-centered events that strengthen school-family partnerships and support student success.

Activity	Date	Lesson Learned
		The Kindergarten Playdate provided an early opportunity to build relationships with incoming students and families prior to the start of the school year. Recognizing that all kindergarten students would begin school during the first week of the academic year, the event was

Kinder Playdate	**May, 2026**	intentionally designed to help students and families become familiar with the school environment, meet kindergarten teachers and staff, and establish connections with other incoming families. Families were invited to spend an afternoon on campus engaging in informal play, touring the school, and learning more about the Hunsberger community. The event was supported by the Hunsberger PTO, which welcomed families, provided snacks, and helped create a warm and inviting atmosphere. All kindergarten staff members participated, allowing families to begin building relationships with the educators who would support their children throughout the school year. As a result, families reported feeling more comfortable and confident about their child's transition to kindergarten. The Kindergarten Playdate also served as an effective outreach and recruitment opportunity. Through conversations and relationship-building during the event, five families who had initially planned to enroll their children in local charter schools ultimately chose to attend Hunsberger. Families shared that the welcoming environment, positive interactions with staff, and strong sense of community influenced their decision to join the Hunsberger school family. The success of the Kindergarten Playdate reinforced the importance of providing intentional transition opportunities for students and families. By creating a welcoming first experience, the event helped reduce anxiety, increase family engagement, strengthen school-

Activity	Date	Lesson Learned
		family partnerships, and support a positive start to each student's educational journey at Hunsberger.
PTO Free Events	**2025-2027**	In collaboration with the Hunsberger PTO, the school intentionally shifted its approach to family engagement by increasing opportunities for families to participate in school events that did not require an admission fee or financial commitment. Historically, many family events included a cost associated with attendance, which often limited participation and created barriers for some families. Recognizing the importance of fostering an inclusive school community, Hunsberger and the PTO worked together to develop a series of free, family-centered events designed to increase engagement and strengthen school-family partnerships. Throughout the year, families were invited to participate in a variety of no-cost events, including the Kindergarten Playdate, Open House and PTO-sponsored Ice Cream Social, Halloween Carnival, Book Swap, garden activities, and other community-building opportunities. These events provided meaningful opportunities for students, families, and staff to connect in a welcoming and relaxed environment while reducing financial barriers to participation. The transition to free family events resulted in increased participation and broader representation of families across the school community. Families were able to engage with school staff, connect

with one another, and build a stronger sense of belonging within the Hunsberger community. These events also created opportunities for parents and guardians to become more familiar with school programs, expectations, and available resources while fostering positive relationships with teachers and support staff.

The partnership between Hunsberger and the PTO demonstrated a shared commitment to ensuring that all families have access to meaningful engagement opportunities regardless of financial circumstances. Moving forward, the school and PTO will continue prioritizing inclusive, family-focused events that promote connectedness, strengthen family engagement, and support student success both inside and outside of the classroom.