Washoe County School District

Huffaker Elementary School

2024-2025 School Performance Plan

Classification: 3 Star School

Mission Statement

Huffaker Elementary School will partner with our families to support the emotional, academic, and social development of our students so that every student has an equitable opportunity to perform and achieve at the highest level.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/huffaker_elementary/2024

Table of Contents

Comprehensive Needs Assessment

Student Success

Student Success Summary

Math: To increase growth of our Hispanic population's proficiency from 22% in 2024. To increase growth of our EL population's proficiency from 5%.

Student Success Strengths

* Math: Increased proficiency from 43% in 2023 to 45% in 2024.

* Math: Our white population's proficiency showed growth from 54% in 2023 to 60% in 2024. Our FRL population's proficiency showed growth from 26% in 2023 to 34% in 2024. Our IEP population's proficiency showed growth from 13% in 2023 to 16% in 2024.

*Math: Overall Math Median Student Growth Percentile showed growth from 46 percentile in 2023 to 61 percentile in 2024. Our Hispanic populations showed growth from 37 percentile in 2023 to 42 percentile in 2024. Our white populations showed growth from 47 percentile in 2023 to 63 percentile in 2024. Our IEP populations showed growth from 53 percentile in 2023 to 54 percentile in 2024.

*Math: The percentage of students identified as white, who were not year at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8 went from 32% in 2023 to 41% in 2024. The overall school percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8 sent from 56% in 2023 to 65% in 2024. Students identified as White, went from 64% in 2023 to 67% in 2024. The overall school percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3) went from 40% in 2023 to 42% in 2024. Students identified as Hispanic went from 24% in 2023 to 25% in 2024 and the students identified as White went from 47% in 2023 to 54% in 2024.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Huffaker's SBAC Math score has not returned to a post pandemic overall score of 52% in 2019 to an overall score of 45% in 2024. Our goal is to shrink our proficiency gap by 7% in 2025. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content **Critical Root Cause:** * A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

Adult Learning Culture

Adult Learning Culture Summary

* Five-year Vision: Reorganization of our four major teams into two major teams; Instructional Leadership Team (ILT) and Climate and Culture Team (CCT).

*Address effective instructional strategies to improve student engagement and learning of essential standards/outcomes.

* Engage in professional learning around Teacher Clarity. Put learning intentions and success criteria in practice in every classroom.

*Develop Instructional Peer Observational Rounds and tailor support to teacher's learning and growth needs.

Adult Learning Culture Strengths

* Focus on four major teams/committees: Leadership, MTSS, PBIS and STEM for the past four years earning site-based professional development credit/hours.

*Highly effective MTSS and PBIS systems allowing for a school-wide adoption.

*A focus aligning STEM to our adopted FOSS program.

*A Highly effective PLC process being in stage 7 – Reflecting on Instruction in ELA and math.

* ILT - math focus around claim 1: students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. Implementation of instructional rounds around teacher clarity and student math practice engagement.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language FRL: limited strategies to teach academic vocabulary and language to students identified as FRL. Racial/Ethnic Groups: Address any disparities tracked **Critical Root Cause:** * A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * A lack of observation/feedback cycles * A lack of teacher coaching

Connectedness

Connectedness Summary

Huffaker works hard to ensure our students identified as being chronically absent have a connection to school and/or services to support their attendance and participation.

- Chronic Absenteeism for Huffaker measured at 16%. Students identified as Hispanic measured at 20%, students identified as white measured at 12%, students identified as multiracial measured at 25%.
- 88% of 5th graders agree or strongly agree, a teacher or some other adult at school would notice their absence
- 96% of 5th graders agree or strongly agree they are happy to be at Huffaker
- 84% of 5th graders agree or strongly agree they feel like they are part of Huffaker

Connectedness Strengths

- Decreased Chronic Absenteeism in third grade by going from 10% to 9% and in fourth grade by going from 13% to 9%.
- Decreased Severe Absenteeism for the school going from 3% to 2%, for Hispanic by going from 4% to 3%, for White by going from 2% to 0%, and for Multiracial by going from 5% to 4%.
- 88% of 5th graders agree or strongly agree, a teacher or some other adult at school would notice their absence
- 96% of 5th graders agree or strongly agree they are happy to be at Huffaker
- 84% of 5th graders agree or strongly agree they feel like they are part of Huffaker

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school   **Critical Root Cause:** A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/achievement, a need to connect to school

Priority Problem Statements

Problem Statement 1: Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school

Critical Root Cause 1: A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/achievement, a need to connect to school

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Huffaker's SBAC Math score has not returned to a post pandemic overall score of 52% in 2019 to an overall score of 45% in 2024. Our goal is to shrink our proficiency gap by 7% in 2025. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content

Critical Root Cause 2: * A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

Problem Statement 2 Areas: Student Success

Problem Statement 3: There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language FRL: limited strategies to teach academic vocabulary and language to students identified as FRL. Racial/Ethnic Groups: Address any disparities tracked

Critical Root Cause 3: * A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * A lack of observation/feedback cycles * A lack of teacher coaching

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Performance objectives (SMART goals)
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback

Support Systems and Other Data

- Master schedule

- Processes and procedures for teaching and learning, including program implementation
- Capacity building resources data

Goals

Goal 1: Student Success
  Aligns with District Priority

Annual Performance Objective 1: By the 2025 SBAC, math proficiency will grow from 45% of students at or above standards to 52% of students at or above standards

  Evaluation Data Sources: 2025 SBAC,
  i-Ready
  SLO math focus
  PLC data dives/discussions

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	Status Check		
Continue implementation of the District adopted i-Ready program.	Jan	Apr	June
Use i-Ready Diagnostic results (BOY, MOY, EOY) to identify 3rd - 5th grade students projected to pass the SBAC at a level 3.			
Create an intervention schedule for students to engage in i-ready lessons.			
Create a monthly schedule to track student engagement, tests passed, and progress towards SBAC ready.			
Create agenda item to discuss student i-Ready proficiency during weekly PLC.			
Formative Measures: Use i-Ready Diagnostic			
Position Responsible: Lea Anderson, Principal			
Connor Dillon, Dean			
3rd - 5th grade teachers			
Student Groups This Strategy Targets:			
FRL, EL, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent			
- **Evidence Level:**			
Moderate			
Problem Statements/Critical Root Causes: Student Success 1			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Huffaker's SBAC Math score has not returned to a post pandemic overall score of 52% in 2019 to an overall score of 45% in 2024. Our goal is to shrink our proficiency gap by 7% in 2025. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content   **Critical Root Cause**: * A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics
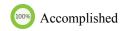
Goal 2: Adult Learning Culture
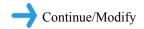   **Aligns with District Priority**

Annual Performance Objective 1: By the end of May 2025, Huffaker's Instructional Leadership Team (ILT) will meet ten times with the agenda to strategize student academic experiences and outcome improvement through the focus on Teacher Clarity. Results of the 2025 SBAC will show Huffaker's math proficiency to grow from 45% of students at or above standards to 52% of students at or above standards.

    Evaluation Data Sources: 10 ILT meeting agendas
SMARTIE goal and action steps
SLO common formative assessment
Instructional Rounds

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLC's		**Status Check**		
Professional Development: The ILT will have a shared vision for math instruction, as well as a shared understanding of our current scores. The ILT will work together to strategize how to improve student academic experiences and outcomes, through individualized and collective Teacher Clarity actions.		**Jan**	**Apr**	**June**
Create Collective Agreements through Brene Brown Container Building Activity Create SMARTIE goals to define the ILT effectiveness Professional Development to address Teacher Clarity (Learning Intentions and Success Criteria) Professional Development to address effective instructional strategies to improve student engagement and learning of essential standards/outcomes Implement Professional Learning opportunities and coaching within ILT monthly meetings Develop knowledge of instructional practices are most effective for our students Develop Instructional Rounds with clear outcomes, and schedule of 3 times during 24-25 school year Tailor support to teacher's strength, learning styles and growth needs Build PLC capacity - ILT member lead grade level PLC				
Formative Measures: Instructional Rounds, Agendas				
Position Responsible: Lea Anderson, Principal Connor Dillon, Dean K-5 ILT members support ILT members				
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent - **Evidence Level:** Moderate				
Problem Statements/Critical Root Causes: Adult Learning Culture 1				

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language FRL: limited strategies to teach academic vocabulary and language to students identified as FRL. Racial/Ethnic Groups: Address any disparities tracked   **Critical Root Cause**: * A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * A lack of observation/feedback cycles * A lack of teacher coaching

Goal 3: Connectedness

    Aligns with District Priority

Annual Performance Objective 1: By the end of May 2025, Huffaker's chronic absenteeism data will be reduced by 10% from the 2024 chronic absenteeism data of 16%.

    Evaluation Data Sources: Chronic Absenteeism Data
Student Climate Data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS	**Status Check**		
Students identified as chronically absent, will participate in a check in and check out system, and their families will receive a weekly positive attendance email.	**Jan**	**Apr**	**June**
Counselor and Dean will greet students and their families arriving tardy at the start of the school day Attendance of District Re-engagement facilitators at both 3-5 and K-2 Back to School Nights Bi-weekly attendance meetings Daily attendance calls made to families Check in and check out systems with designated staff Special jobs for students arriving to school on time; announcements, breakfast job Attendance letters mailed Truancy Officer Support Weekly Family email addressing academic and attendance connections MTSS/IAT weekly meetings to address re-engagement strategies for students identified as chronically absent Weekly PLC agenda item to address re-engagement strategies for students identified as chronically absent **Formative Measures:** Attendance Reports Bi-weekly attendance Spreadsheets Bi-weekly attendance meetings Daily attendance calls made to families **Position Responsible:** Lea Anderson, Principal Connor Dillon, Dean Katie LaRiviere, Counselor Terri Shoupe, Administrative Secretary Jessica Hanson, Clinical aide K-5 teachers **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Chronically Absent, At Risk - **Evidence Level:** Strong **Problem Statements/Critical Root Causes:** Connectedness 1			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school   **Critical Root Cause**: A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/achievement, a need to connect to school