



Washoe County School District

Hunter Lake ES

School Performance Plan: A Roadmap to Success

Hunter Lake has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: McWilliams, Amanda

School Website: <https://www.washoeschools.net/hunterlake>.

Email: washoeschools>hunterlake

Phone: 775-333-5040

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 1/29/2024



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Amanda McWilliams	Principal(s) <i>(required)</i>
Wendy Mulligan-Dean	Other School Administrator(s) <i>(required)</i>
Natia Chogovadze, Natia Chogovadze, Cari Williams, Erin Re	Teacher(s) <i>(required)</i>
Kathy Green	Paraprofessional(s) <i>(required)</i>
Emily Bennett	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Amanda Manha	Counselor

School Demographics and Performance Information

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/hunter_lake_elementary/2023



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> This year after our team reflected on the data as a staff, we found that our school increased 4 percentage points from 59% to 63% in math and 1 point from 67% to 68% in ELA. Further, our EL sub-population grew 9 points from 47% to 56% in ELA and 19 points from 36% to 55% in math. 	<ul style="list-style-type: none"> A PRIORITY GOAL of Hunter Lake is to raise the number of students in the Hispanic/EL Population and students with an IEP who are proficient as measured by the SBAC (Level 3 or 4 proficiency) by at least 3 percentage points in both math and ELA. The PRIORITY GOAL of Hunter Lake is to raise the number of students who are proficient in mathematics by a minimum of 3 percent as measured by the SBAC Mathematics (Level 3 or 4 proficiency). The PRIORITY GOAL of Hunter Lake is to raise the number of students who are proficient in ELA by a minimum of 3 percent as measured by the SBAC ELA (Level 3 or 4 proficiency). The FOCUSED GOAL of Hunter Lake is to decrease the students who are chronically absent this year from 21% to under 18% as measured by district attendance goals in Infinite Campus.
<p>Problem Statement: In reviewing the data, the staff identified three areas of concern that we wish to address: the performance of the Hispanic/EL population and students with an IEP, particularly in ELA, overall math and ELA performance as measured by a level 3 or 4 on SBAC, and continued issues with chronic absenteeism.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Due to absenteeism over the past 3 years, students have missed large portions of mathematics and ELA curriculum and have struggled to perform both formal and informal assessments. Given the transient dynamics of our population, chronic absenteeism continues to be a challenge at our school. Writing conventions need attention and daily support in grades K-5 as evidenced by essay writing. 	



Student Success

School Goal: A PRIORITY GOAL of Hunter Lake is to raise the number of students in the Hispanic/EL Population and students with an IEP who are proficient as measured by the SBAC (Level 3 or 4 proficiency) by at least 3 percentage points in both math and ELA.

Formative Measures:

- SBAC
- MAP Reading (K-3 only)
- iReady (K-5)
- Weekly formative assessments

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: After a staff data dive, grade levels met together and identified strategies that could be implemented to support this academic concern. All grade levels pledged to work toward improving this common goal.

Evidence Level: Tier 2- Moderate Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Utilizing GLAD strategies
- Specially targeted ELs and IEP students who will receive targeted Tier 3 instruction in small groups and iReady-leveled instruction in both math and reading in after-school tutoring

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Daily paragraph editing books (K-5)
- iReady
- ESSER provided tutor
- Stretch Run monies
- Administrative support and supervision
- Tier 1 instructional materials
- Tier 2 and Tier 3 interventions

Lead: *Who is responsible for implementing this strategy?*

Amanda McWilliams (Principal), Wendy Mulligan (Dean), teaching staff, counselor, tutoring instructor, stretch-run instructors, Natia Chogovadze (stretch-run supervisor)



- Small group instruction as needed

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Making enough time in the instructional day to meet all the minutes necessary for safety nets and supports.
- *Potential Solution:* Backward planning and PLCs to create common lesson plans and assessments. Furthermore, our team is committed to Vertical Alignment in order to support the next grades' demands.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- ESSER monies
- IDEA/Stretch Run monies
- PLC stipend monies
- School Performance Plan stipend
- Care For Classroom grant
- Fruit and Vegetables Breakfast grant

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners:

- Challenge: Due to absenteeism over the past 3 years, students have missed large portions of mathematics and ELA curriculum and have struggled to perform on both formal and informal assessments. Given the transient dynamics of our population, chronic absenteeism continues to be a challenge at our school. Writing conventions need attention and daily support in grades K-5 as evidenced by essay writing.
- Support: 1. Having vocabulary focus in all subject areas. 2. Small more focused Tier II intervention groups 3. Calling on targeted students more often and offering less scaffolding and more accountability. 4. Encourage more partner discussions. 5. Ask students to revoice or reiterate ideas from another student 6. Using more engaging materials.

Foster/Homeless:

- Challenge: Due to absenteeism over the past 3 years, students have missed large portions of mathematics and ELA curriculum and have

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



struggled to perform on both formal and informal assessments. Given the transient dynamics of our population, chronic absenteeism continues to be a challenge at our school. Writing conventions need attention and daily support in grades K-5 as evidenced by essay writing.

- Support: 1. Having vocabulary focus in all subject areas. 2. Small more focused Tier II intervention groups 3. Calling on targeted students more often and offering less scaffolding and more accountability. 4. Encourage more partner discussions. 5. Ask students to revoice or reiterate ideas from another student 6. Using more engaging materials.

Free and Reduced Lunch:

- Challenge: Due to absenteeism over the past 3 years, students have missed large portions of mathematics and ELA curriculum and have struggled to perform both formal and informal assessments. Given the transient dynamics of our population, chronic absenteeism continues to be a challenge at our school. Writing conventions need attention and daily support in grades K-5 as evidenced by essay writing.
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Migrant:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:

- Challenge: *Due to absenteeism over the past 3 years, students have missed large portions of mathematics and ELA curriculum and have struggled to perform on both formal and informal assessments. Given the transient dynamics of our population, chronic absenteeism continues to be a challenge at our school. Writing conventions need attention and daily support in grades K-5 as evidenced by essay writing.*
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Students with IEPs:

- Challenge: *Due to absenteeism over the past 3 years, students have missed large portions of mathematics and ELA curriculum and have struggled to perform on both formal and informal assessments. Given the transient dynamics of our population, chronic absenteeism continues to be a challenge at our school. Writing conventions need attention and daily support in grades K-5 as evidenced by essay writing.*
- Support: 1. Having vocabulary focus in all subject areas. 2. Small more focused Tier II intervention groups 3. Calling on targeted students more often and offering less scaffolding and more accountability. 4. Encourage more partner discussions. 5. Ask students to revoice or reiterate ideas from another student 6. Using more engaging materials.



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Teachers are continuing to work on being tightly aligned within grade levels using essential standards to guide instruction and engage students. Teachers are adept at using a variety of engagement strategies and maximizing student growth. Our school has a sound PLC and MTSS protocol in place where teachers are utilizing data and making data-based decisions that can improve student performance. 	<ul style="list-style-type: none"> More intentional Tier II and Tier III intentional instructional supports K-5 Targeted students identified for Stretch Run Becoming adept at the use and data disaggregation of iReady Continued math support embedded in the classroom
<p>Problem Statement: Our school is always striving to improve engagement and alignment among grade levels.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Various skill levels with using engagement strategies amongst teachers. New teachers lack experience and understanding requiring training. We are understaffed and do not have access to substitute teachers requiring our own staff to double-up or use classified support staff instead of trained teachers. Another major area of concern is the lack of staffing for IEP students. 	

Adult Learning Culture	
<p>School Goal: Hunter Lake will increase the focus on learning strategies and data-informed outcomes in each grade level by increasing student understanding of data usage and rigorous focus on data interpretation by bringing various forms of data to disseminate and discuss at 50% of the PLCs.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Walkthroughs, formal and informal observations, team teaching, and tutoring support. PLC minutes and observations 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: Data outcome from PLCs

Evidence Level: Tier 2-moderate Evidence.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- 1. Have grade levels meet to inform each other about what pivotal standards or understandings are necessary for student success.
- 2. PLCs and stipend supported PLCs to data-dive and to backward plan together.
- 3. Using data to assign students to stretch-run supports and embedded tutoring instead of pulling students out of the classroom.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- IReady training and data usage
- BIG Warehouse
- Tutors for stretch-run
- Schedule for embedded tutoring
- School-wide use of PD Days

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* 1. Finding enough tutors for an after-school program 2. Families providing transportation for students who are targeted for interventions 3. Adequate time for embedded tutor given all of the students that need supports.
- *Potential Solution:* 1. Start recruiting tutors earlier in the year 2. Contact families in advance to prepare for our stretch run opportunities 3. Reach out to Boys and Girls Club to get transportation for students who use their program.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- ESSER monies
- IDEA/Stretch Run monies
- PLC stipend monies
- School Performance Plan stipend
- Care For Classroom grant
- Fruit and Vegetables Breakfast grant

Lead: *Who is responsible for implementing this strategy?*

Amanda McWilliams (Principal), Wendy Mulligan (Dean), teaching staff, counselor, tutoring instructor, stretch-run instructors, Natia Chogovadze (stretch-run supervisor)



Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Chronic absenteeism and students not making connections in academic areas
- Support: GLAD strategies, small group instruction, interventions, iReady, tutoring, and Stretch Run

Foster/Homeless:

- Challenge: Chronic absenteeism and students not making connections in academic areas
- Support: GLAD strategies, small group instruction, interventions, iReady, tutoring, and Stretch Run

Free and Reduced Lunch:

- Challenge: Chronic absenteeism and students not making connections in academic areas
- Support: GLAD strategies, small group instruction, interventions, iReady, tutoring, and Stretch Run

Migrant:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:

- Challenge: Chronic absenteeism and students not making connections in academic areas
- Support: GLAD strategies, small group instruction, interventions, iReady, tutoring, and Stretch Run

Students with IEPs:

- Challenge: Lack of adequate resource support and students being multiple grade-levels behind
- Support: iReady, librarian helping with reading support, Administrative support with math interventions, and after school tutoring.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● When students are present at school, the learning and growth are above average for our district. 	<ul style="list-style-type: none"> ● Getting students to school on time, ready to learn, and minimizing vacations and absences. Informing families about absenteeism and how it impacts student learning and graduation potential cumulatively over time.
<p>Problem Statement: Chronic absenteeism continues to be a challenge with 21% of our students chronically absent.</p>	



Critical Root Causes of the Problem: Parents schedule vacations and appointments during school time. Students are often used for supervising and babysitting younger siblings. Students often do not make up the work, and even when they do, since they missed instruction, it's often wrong and practiced incorrectly.

Connectedness

School Goal: The FOCUSED GOAL of Hunter Lake is to decrease the number of students who are chronically absent this year from 21% to under 18% as measured by district attendance goals in Infinite Campus.

Formative Measures:

- BIG data and MTSS data

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: 1. Attendance intervention using restorative circles 2. Letter and phone call home to families 3. Dojo messages to parents telling what the student missed during their absence 4. Having students make up the work missed 5. Soccer weekly visual updates and incentives

Evidence Level: Tier 4- Demonstrates a Rational

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Restorative Circles conducted by the counselor and staff

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Weekly MTSS meetings
- Letters to families
- Dojo messages to families
- Counselor, Dean and staff doing restorative circles

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Making sure students complete and turn in missed work in a timely manner. Finding time to teach missed instruction to absent students when they come back to school.
- *Potential Solution:* Setting aside teacher time to reteach and support, implementing peer support

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- None

Lead: *Who is responsible for implementing this strategy?*

Amanda McWilliams (Principal), Wendy Mulligan (Dean), teaching staff, counselor, tutoring instructor, stretch-run instructors, Natia Chogovadze (stretch-run supervisor)

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome*



these challenges?

English Learners

- Challenge: Adequate time to make up missed instruction due to absences
- Support: Targeted reteaching time

Foster/Homeless:

- Challenge: Adequate time to make up missed instruction due to absences
- Support: Targeted reteaching time

Free and Reduced Lunch:

- Challenge: Adequate time to make up missed instruction due to absences
- Support: Targeted reteaching time

Migrant:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:

- Challenge: Adequate time to make up missed instruction due to absences
- Support: Targeted reteaching time

Students with IEPs:

- Challenge: Adequate time to make up missed instruction due to absences
- Support: Targeted reteaching time

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back-to-School Night survey delivered to all families, requesting input regarding school improvement (total of 174 surveys completed)	08/22/23	<ul style="list-style-type: none"> ● 99% of parents reported that overall the school is meeting the academic needs of their children. ● 95% of parents reported that the school is meeting the behavioral needs of their children. ● 94% of parents feel that the school is meeting the social needs of their



		<p>children.</p> <ul style="list-style-type: none">● 89% of parents are satisfied with the current level of communication with families.● 94% of parents said that they feel welcomed at school.● 95% of parents feel “very satisfied” or “satisfied” with the school overall.
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