Washoe County School District

Ted Hunsberger Elementary School

2024-2025 School Performance Plan

Classification: 5 Star School

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.

Demographics & Performance Information

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 https://nevadareportcard.nv.gov/DI/nv/washoe/ted_hunsberger_elementary/2024/nspf/

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Student Success

Student Success Summary

The SBAC performance data for the 2023-2024 school year demonstrates strong student success in several areas, with all grade levels performing above the 50th percentile compared to district averages. In 3rd grade, 85% of students scored within levels 3-4 in Math (up from 84%) and 83% in ELA (up from 78%). Similarly, 4th grade saw 73% of students achieving levels 3-4 in Math and 77% in ELA, remaining relatively stable from the previous year. In 5th grade, 76% of students reached levels 3-4 in Math (up from 74%), while 78% maintained their performance in ELA.

Despite these successes, a three-year trend (2022-2024) indicates a slight decline in ELA scores in some grade levels. To better understand this trend, iReady data will be reviewed alongside the 2024 SBAC results. Additionally, chronic absenteeism has risen from 4% to 6% during the same period, with extended family vacations contributing 2% to the absenteeism rate.

While teacher-centered instruction remains central to classroom practices, there is a need for more standards-driven planning, horizontal and vertical alignment, and collaborative efforts across grade levels to improve instructional consistency and address these challenges.

Student Success Strengths

SBAC Improved Performance:
3rd Grade: Above the 50th percentile in most categories compared to the district average.
Math: 85% of students placed within levels 3-4. Previous year: 84%
ELA: 83% of students placed within levels 3-4. Previous year: 78%
4th Grade: Above the 50th percentile in most categories compared to the district average.
Math: 73% of students placed within levels 3-4. Previous year: 74%
ELA: 77% of students placed within levels 3-4. Previous year: 76%
5th Grade: Above the 50th percentile in most categories compared to the district average.
Math: 76% of students placed within levels 3-4. Previous year: 74%
ELA: 78% of students placed within levels 3-4. Previous year: 78%

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on a three-year (2022-2024) SBAC trend, students ELA scores are on a downward trend in some grade levels. iReady data will be accessed to verify the trend along with 2024 SBAC data. Schoolwide chronic absenteeism increased from 4% to 6% during the three year time period as well.
Critical Root Cause: Teacher-centered instruction remains at the core of teaching practices. There is a lack of standards-driven planning instruction. Horizontal and vertical

alignment, as well as collaborative planning, are needed for consistency across grade levels and subjects. Families taking extended vacations increase the number of students considered chronically absent by 2%.

Adult Learning Culture

Adult Learning Culture Summary

The adult learning culture at Hunsberger demonstrates a commitment to professional growth, with consistent weekly PLCs held throughout the 23-24 school year. Time and space were allocated for addressing concerns, and staff showed vulnerability by engaging with data and exploring new instructional techniques. Grade-level iReady goals were regularly reviewed, and district-led iReady trainings were provided on PD days. MTSS information was well-organized and systematically communicated.

The current PLC structure lacks strategic, standards-based discussions focused on learning intentions, success criteria, and outcomes. Incorporating common assessment analysis with these discussions is needed to improve Tier 1 instruction. Additionally, clearer guidance on using iReady data will enhance targeted Tier 2 and Tier 3 interventions. To strengthen this learning culture, PLCs require a shared vision and outcomes, as well as more consistent use of both formal and informal assessments across grade levels. Historically, PLCs have been more business-oriented and need to prioritize instructional planning and standards-based conversations to maximize their impact.

Adult Learning Culture Strengths

Consistent PLCs were held weekly among grade levels throughout the 23-24 school year.

Dedicated time and space were allocated to address concerns during PLCs.

Staff demonstrated vulnerability by engaging with data and exploring instructional techniques.

Grade-level iReady goals were established and regularly reviewed.

District-led iReady trainings were provided on PD days.

MTSS information was organized, communicated, and maintained in a clear, systematic manner all year.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The current PLC system lacks strategic, standards-based discussions focused on learning intentions, success criteria, and outcomes. Incorporating common assessment analysis alongside standards-based discussions will lead to improved Tier 1 instruction. Additionally, iReady data will help identify skill deficits, allowing for more targeted Tier 2 and Tier 3 interventions.
Critical Root Cause: PLC's in need of strategic common understanding, vision and outcomes. Common formal and informal assessments within grade levels are inconsistent. PLCs historically are more business oriented and do not dive into standards based and planning discussions.

Connectedness

Connectedness Summary

The student climate survey, completed by 116 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 all five key competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. To ensure students develop these essential SEL competencies, a clear, schoolwide SEL vision and 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.

Connectedness Strengths

Our student climate survey, completed by 116 fifth graders, revealed that students make responsible decisions, understand right from wrong, say no to peers encouraging rule-breaking, and actively contribute to improving the school environment.

Hunsberger is perceived as a safe place where students feel respected by adults and supported by the staff. Socially, students recognize when their peers need help and understand the positive impact their behavior can have on others.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Data from the student and staff climate surveys reveal a need to establish a structured and consistent SEL system. The results show a downward trend in all five competencies. This is a issue that must be addressed to ensure our students develop the essential SEL competencies needed for their success.
Critical Root Cause: There is a need for a clear, schoolwide SEL vision and a better understanding of SEL competencies. Additionally, clear guidance is needed across grade levels and vertically to define who is teaching what, when, and how. Staff members feel they lack a voice and choice in schoolwide decisions.

Priority Problem Statements

Problem Statement 1: Based on a three-year (2022-2024) SBAC trend, students ELA scores are on a downward trend in some grade levels. iReady data will be accessed to verify the trend along with 2024 SBAC data. Schoolwide chronic absenteeism increased from 4% to 6% during the three year time period as well.

Critical Root Cause 1: Teacher-centered instruction remains at the core of teaching practices. There is a lack of standards-driven planning instruction. Horizontal and vertical alignment, as well as collaborative planning, are needed for consistency across grade levels and subjects. Families taking extended vacations increase the number of students considered chronically absent by 2%.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Data from the student and staff climate surveys reveal a need to establish a structured and consistent SEL system. The results show a downward trend in all five competencies. This is a issue that must be addressed to ensure our students develop the essential SEL competencies needed for their success.

Critical Root Cause 2: There is a need for a clear, schoolwide SEL vision and a better understanding of SEL competencies. Additionally, clear guidance is needed across grade levels and vertically to define who is teaching what, when, and how. Staff members feel they lack a voice and choice in schoolwide decisions.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: The current PLC system lacks strategic, standards-based discussions focused on learning intentions, success criteria, and outcomes. Incorporating common assessment analysis alongside standards-based discussions will lead to improved Tier 1 instruction. Additionally, iReady data will help identify skill deficits, allowing for more targeted Tier 2 and Tier 3 interventions.

Critical Root Cause 3: PLC's in need of strategic common understanding, vision and outcomes. Common formal and informal assessments within grade levels are inconsistent. PLCs historically are more business oriented and do not dive into standards based and planning discussions.

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
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
  - SBA for Math and Reading, MAP for K-3 Reading, State assessment for Science

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Study of best practices
- Action research results

Goals

Goal 1: Student Success

    Aligns with District Priority

Annual Performance Objective 1: ELA Core Curriculum & Instruction: Based on NVACS, and our Essential Standards for ELA, our 2024-2025 goal is to continue to increase ELA grade level growth in all grade levels as measured by 85% of students meeting the grade level ELA i-ready goals or higher and/or 85% of students making at least 2 points growth on their SLO.

    Evaluation Data Sources: SBA ELA, iReady and MAP

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC	**Status Check**		
Grade-level and vertical data-driven discussions will analyze three-year trends and establish new to targeted goals for improved outcomes.	**Jan**	**Apr**	**June**
Align grade level common assessment with student learning intentions.	45%		
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 intervention teachers to use i-ready platform.			
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.			
centered 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
    Formative Measures: SBA, iReady and MAP
    Position Responsible: All K-5 certified staff
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - **Evidence Level:**
    Moderate
    Problem Statements/Critical Root Causes: Student Success 1			

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Based on a three-year (2022-2024) SBAC trend, students ELA scores are on a downward trend in some grade levels. iReady data will be accessed to verify the trend along with 2024 SBAC data. Schoolwide chronic absenteeism increased from 4% to 6% during the three year time period as well.   **Critical Root Cause**: Teacher-centered instruction remains at the core of teaching practices. There is a lack of standards-driven planning instruction. Horizontal and vertical alignment, as well as collaborative planning, are needed for consistency across grade levels and subjects. Families taking extended vacations increase the number of students considered chronically absent by 2%.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Teams will continue to meet in weekly PLC with 100% teacher attendance. Teachers will analyze i-Ready data, common assessments, and standard based discussion. Based on discussion and data teams will identify changes that can be made and adapt classroom instruction and practice in real time based on i-ready progress monitoring reports, intervention data, end of unit assessments, grade level common assessments, and student attendance.

Evaluation Data Sources: Staff and student attendance records

Self-reflection- quarterly teams will reflect upon new practices implemented.

PLC team notes and documentation

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC	**Status Check**		
	Jan	**Apr**	**June**

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
    Formative Measures: Staff ad student attendance
 	
    Self-reflection- quarterly teams will reflect upon new practices implemented.
 	
    PLC team notes and documentation
    Position Responsible: All certified staff
 	
    Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
 - **Evidence Level:**
Moderate
Problem Statements/Critical Root Causes: Adult Learning Culture 1
	20%		

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

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: The current PLC system lacks strategic, standards-based discussions focused on learning intentions, success criteria, and outcomes. Incorporating common assessment analysis alongside standards-based discussions will lead to improved Tier 1 instruction. Additionally, iReady data will help identify skill deficits, allowing for more targeted Tier 2 and Tier 3 interventions.   **Critical Root Cause**: PLC's in need of strategic common understanding, vision and outcomes. Common formal and informal assessments within grade levels are inconsistent. PLCs historically are more business oriented and do not dive into standards based and planning discussions.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Based on our 2023-2024 student climate survey data, our goal for the 2024-2025 school year is to increase students' self-management of emotions by 5% and reduce the total number of major discipline events in Infinite Campus by 5%.

Evaluation Data Sources: Yearly climate survey for students, staff, parents

Adapt k-4 version of student climate survey to be more responsive and not have results be anonymous. This will allow staff to help students in need faster.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PBIS/SEL	**Status Check**		
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 **Formative Measures:** Yearly climate survey for students, staff, parents **Position Responsible:** All staff **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Strong, Moderate **Problem Statements/Critical Root Causes:** Connectedness 1	**Jan**	**Apr**	**June**
	30%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
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Site Based Decision Making Team

Team Role	Name	Position
Admin Rep	Jorie Turner	Dean
Admin	Erin Dawson	Principal
SPED Rep.	Dawn Colletto	Resource Teacher
GT Rep.	Kelly Miller	SWAS Teacher
5th Grade Rep.	Chauncey Ashby	5th Grade Teacher
4th Grade Rep.	Shabree Miller	4th Grade Teacher
3rd Grade Rep.	Katie Senn	3rd Grade Teacher
2nd Grade Rep.	Gina Derryman	2nd Grade Teacher
1st Grade Rep.	Debbie Reynolds	1st Grade Teacher
Kinder Lead	Michelle Herschbach	Kindergarten Teacher