



Washoe County School District

Huffaker Elementary School

School Performance Plan: A Roadmap to Success

Huffaker Elementary School 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: Lea Anderson

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

Email: landerson@washoeschools.net

Phone: 775-689-2510

School Designations: ☐ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on September 3, 2023



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
Lea Anderson	Principal(s) <i>(required)</i>
Jill Dickey	Other School Administrator(s) <i>(required)</i>
Madison Camron	Teacher(s) <i>(required)</i>
Brooke Chidlaw	Teacher(s) <i>(required)</i>
Melissa Francis	Teacher(s) <i>(required)</i>
Madison Ficke	Teacher(s) <i>(required)</i>
Shirley Horner	Teacher(s) <i>(required)</i>
Kimberly Rivard	Teacher(s) <i>(required)</i>
Sarah Perez	Paraprofessional(s) <i>(required)</i>
Desiree Espinoza	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>
<i>Add additional members/roles as necessary</i>	

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/huffaker_elementary/2023/nspf/



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">Math: 43% proficiency for Huffaker; 40% proficiency for DistrictMath: Our white population's proficiency showed growth from 42% in 2022 to 54% in 2023. Our FRL population's proficiency showed growth from 24% in 2022 to 26% in 2023. Our IEP population's proficiency showed growth from 4% in 2022 to 13% in 2023.	<ul style="list-style-type: none">Math: To increase growth of our Hispanic population's proficiency from 24% in 2023. To increase growth of our EL population's proficiency from 7%.
<p>Problem Statement: Huffaker's SBAC Math score has not returned to a post pandemic overall score of 52% in 2019 to an overall score of 43% in 2023. Our goal is to shrink our proficiency gap by 9% in 2024.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">A need for school-wide alignment and standardization of Tier II/III Math interventionsA need for collective efficacy during PLC to support mathematical teaching strategiesA need for an interventionist to support students in MathA need to use the district adopted i-Ready programA need for students to track essential mathematical outcomes using a data notebookA need to focus on academic vocabulary in math instruction and use of language support in Tier 1 math instruction	
Student Success	



<p>School Goal: By the 2024 SBAC, Math proficiency will grow from 43% in 2023 to 52% in 2024.</p> <p>Formative Measures:</p> <p><i>2024 SBAC</i></p> <p><i>i-Ready</i></p> <p><i>SLO math focus</i></p> <p><i>PLC data dives/discussions</i></p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" 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>
<p>Improvement Strategy: Implement the district adopted i-Ready program.</p> <p>Evidence Level: Tier 3 – Promising Evidence</p> <p>Action Steps: What steps do you need to take to implement this improvement strategy?</p> <ul style="list-style-type: none">• <i>Use i-Ready Diagnostic results to identify 3rd – 5th grade students projected to pass the SBAC at a level 3</i>• <i>Create an intervention schedule for students to engage in i-Ready lessons.</i>• <i>Create a monthly schedule to track student engagement, tests passed, and progress towards SBAC ready.</i>• <i>Create agenda item to discuss student proficiency during weekly PLC</i> <p>Resources Needed: What resources do you need to implement this improvement strategy?</p> <ul style="list-style-type: none">• <i>i-Ready training and support</i>	<p>Lead: Who is responsible for implementing this strategy?</p> <p><i>Lea Anderson, principal</i></p> <p><i>Jill Dickey, Dean</i></p> <p><i>3rd – 5th grade teachers</i></p>



- *i-Ready Diagnostic results. i-Ready student reports.*
- *Electronic devices for each student (1:1 support)*
- *Intervention schedule created and time to implement*
- *Consistent probing of student growth*
- *Time set into PLC agenda to discuss students and data*

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

- *Implementation Challenge: Newly adopted i-Ready program, minimal i-Ready training, probing training and availability, scheduling of time for students to use i-Ready program, limited ipads/laptops/computers for students to use the i-Ready program, communication between teacher, administration and students, compensated time to track proficiency*
- *Potential Solution: Seek i-Ready support and webinars to train administrators and teachers, create a check-out calendar for grade-level laptop use, seek funding for more electronic devices, create PLC agenda item to connect weekly about i-Ready results, schedule contract time to track proficiency*

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

- *Huffaker does not have a funding resource to pay for this math improvement strategy.*

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?*

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)



English Learners

- Challenge: *Limited English Language*
- Support: *use of ELlevation high-yield strategies and ELD support*

Foster/Homeless:

- Challenge: *Limited academic vocabulary and language support*
- Support: *Focus on academic vocabulary and language support. Licensed teacher work with students during small group instruction.*

Free and Reduced Lunch:

- Challenge: *Limited academic vocabulary and language support*
- Support: *Focus on academic vocabulary and language support. Licensed teacher work with students during small group instruction.*

Migrant:

- Challenge: *n/a*
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: *Address any disparities tracked from data*
- Support: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs:

- Challenge: *Repeated exposure of content*
- Support: *Intervention support from Resource Teacher and Case Manager*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth



- *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.*

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

Problem Statement: 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.

Critical Root Causes of the Problem:

- *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 and lesson study*
- *A lack of observation/feedback cycles*
- *A lack of teacher coaching*

Adult Learning Culture



School Goal: By the end of May 2024, Huffaker’s Instructional Leadership Team (ILT) will meet 9 times to work together to strategize how to improve student academic experiences and outcomes. Results of the 2024 SBAC will show Huffaker’s math proficiency to grow from 43% in 2023 to 52% in 2024.

Formative Measures:

- *Agendas from 9 ILT meetings*
- *SMARTIE goal and action steps*
- *SLO common formative assessment*

Aligned to Nevada’s STIP Goal:

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

Improvement Strategy: Professional Development: The ILT will have a shared vision for instruction, as well as a shared understanding of our current state. The ILT will work together to strategize how to improve student academic experiences and outcomes, through individual and collective action.

Evidence Level: Tier 4 – Demonstrates a Rationale

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

- *Implement two major teams: Instructional Leadership Team (ILT) and Culture and Climate Team (CCT).*
- *Create norms using the Brene Brown Container Building Activity*
- *Define Collective Commitments to reach Huffaker's vision using Huffaker's School Performance Plan*
- *Create SMARTIE goals to define the ILT effectiveness*
- *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*
- *Develop knowledge of which instructional practices are most effective for our students*

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

Lea Anderson, Principal

Jill Dickey, Dean

K-5 ILT members

Support ILT members



- *Develop Instructional Peer observation Rounds with clear outcomes*
- *Develop Instructional Peer observation Round schedules*
- *Tailor support to teacher's learning styles and growth needs.*
- *Build PLC capacity – ILT member leads grade level PLC*

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

- *Assign staff to a major team to meet monthly.*
- *Brene Brown's Container Building Activity. Create norms/agreements.*
- *Define ILT purpose and create SMARTIE goals*
- *Time to meet monthly through the 23-24 school year*
- *Professional development focused on instructional practices and Instructional Rounds*

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

- *Implementation Challenge: Time to create norms/agreements, time to define ILT purpose and create SMARTIE goals, time to meet within contract hours monthly throughout the 23-24 school year, resources and experts to lead professional development, time to access effectiveness of ILT.*
- *Potential Solution: The use of professional development early release Wednesdays. ILT members engage in deep reflection and tackling innovative projects such as action research and lesson study to become experts and lead professional development.*

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

- *Huffaker does not have a funding resource to pay for ILT time – done during contract time*
- *Department of Accountability/School Improvement – School Improvement Stipend for outside of contract work time*

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: *Limited English Language*
- Support: *ELD serve as a member of the ILT. ELD provide ELlevation high-yield strategies and ELD support*

Foster/Homeless:

- Challenge: *Limited strategies to teach academic vocabulary and language to students identified as EL*
- Support: *Focus on high-yield academic vocabulary and language instruction. The ELD and licensed teachers work with students during small group instruction.*

Free and Reduced Lunch:

- Challenge: *Limited strategies to teach academic vocabulary and language to students identified as FRL.*
- Support: *Focus on high-yield academic vocabulary and language instruction. Licensed teachers work with students during small group instruction.*

Migrant:

- Challenge: *n/a*
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: *Address any disparities tracked from data*
- Support: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs:

- Challenge: *Repeated exposure of content*
- Support: *Collaboration between PLC members, Resource Teacher and Case Manager. Intervention support from Resource Teacher and Case Manager.*



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">• <i>Decreased Chronic Absenteeism overall at Huffaker by 6%</i>• <i>Decreased Chronic Absenteeism for Hispanic by 9%, for white by 6% and for multiracial by 3%.</i>• <i>Decreased Chronic Absenteeism for FRL by 8%, for IEP by 12% and for EL by 24%.</i>• <i>93% of 5th graders feel if they were absent, a teacher or some other adult at school would notice their absence</i>• <i>88% of 5th graders are happy to be at Huffaker</i>• <i>86% of 5th graders feel like they are part of Huffaker</i>	<ul style="list-style-type: none">• <i>Chronic Absenteeism for African American measured at 15% and CIT measured at 58%.</i>• <i>7% of 5th graders disagree or strongly disagree, a teacher or some other adult at school would notice their absence</i>• <i>12% of 5th graders disagree or strongly disagree they are happy to be at Huffaker</i>• <i>14% of 5th graders disagree or strongly disagree they feel like they are part of Huffaker</i>
<p>Problem Statement: Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">• <i>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</i>	
Connectedness	



School Goal: By the end of May 2024, Huffaker's chronic absenteeism reduced by 10% from the 2023 chronic absenteeism data of 11%.

Formative Measures:

- *Chronic Absenteeism Data, Student Climate Data*

Aligned to Nevada's STIP Goal:

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

Improvement Strategy: MTSS: Students identified as chronically absent, will participate in a check in and check out system

Evidence Level: Tier 3 – Promising Evidence

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

- Dean greet students and their families coming to school tardy at the start of the school day
- District Re-engagement facilitators attend both 3-5 and K-2 Back to School Nights
- Daily attendance calls made to families
- Check in and Check out system with counselor
- Students at school and on-time, lead morning announcements
- Attendance letters mailed
- Notify Truancy Officer for support
- Weekly Family Email addressing academic and attendance connections
- MTSS/IAT weekly meetings to address re-engagement strategies for students identified as chronically absent

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

- Create Check in and Check out system

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

Lea Anderson, principal

Jill Dickey, Dean

Katie LaRiviere, Counselor

5th grade teachers



- Create student led morning announcements
- Invite re-engagement facilitators to Back to School Nights
- Print, address and mail attendance letters
- Make daily attendance calls
- Notify truancy officer
- Create Weekly Email
- MTSS/IAT meeting time, space and team members

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

- *Implementation Challenge: Time for Dean to greet students and their families. Time for counselor to check in and check out with students, availability of re-engagement facilitators, time to generate attendance letters, time to address attendance letters, mail attendance letters. Time to make attendance calls daily. Time to notify Truancy Officer. Time to create weekly email. Ensure two-way contact/communication occurs. Ensure IC is up-to-date with working contact information/phone numbers.*
- *Potential Solution: Cover other duties so Dean can greet students and their families, have the administrative secretary and clinical aide work closely with the counselor to generate attendance letters, address them and mail them. Have the administrative secretary, clinical aide and counselor make phone calls and notify truancy. Have principal and counselor work together to create weekly email and ensure two-way contact/communication occurs. Have administrative secretary and clinical aide get working phone numbers from families for IC.*

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

- *Huffaker does not have a funding resource. District repurposed the Safe Schools Professional from Huffaker to a Title School .*

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: *Spanish and other languages spoken at home. Limited staff that speaks other languages*
- Support: *If Spanish or another language is spoken at home, make phone calls and send letters in spoken language. Dojo and Microsoft have translation options*

Foster/Homeless:

- Challenge: *Missing or lack of up-to-date contact/phone numbers in IC*
- Support: *Attempt to make in-person connections with families*

Free and Reduced Lunch:

- Challenge: *Missing or lack of up-to-date contact/phone numbers in IC*
- Support: *Attempt to make in-person connections with families*

Migrant:

- Challenge: *n/a*
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: *Address any disparities tracked from data*
- Support: *Track formative data across racial groups to measure if any disparities exist during interventions*

Students with IEPs:

- Challenge: *School and learning new concepts can be challenging*
- Support: *Make connections during annual IEP meetings*



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
<i>Welcome Family Social</i>	<i>8/10/23</i>	<ul style="list-style-type: none"> <i>Many new families to our school community attended</i> <i>Doesn't need to b 2 hours</i> <i>Grade level tables with grade level teachers and school supply lists was welcoming</i> <i>Having the office and counselor office open was inviting and allowed families to have questions answered</i> <i>Scavenger hunt with popsicle reward was fun</i>
<i>Kinder Family Welcome Social</i>	<i>8/18/23</i>	<ul style="list-style-type: none"> <i>Invited families to see the lunchroom and the playground</i> <i>Principal, Kitchen Manager and PTA president made introductions and provided valuable information needed for first week of kinder</i> <i>Transportation provided a bus for kinders to board and ride around the block</i> <i>Families found where students would line up, where they would play and the gate they would enter the first day of school</i> <i>Have parents bring school supplies to this social and not first day of school</i>
<i>State of the School Address/Back to School Nights</i>	<i>3rd – 5th</i> <i>8/22</i> <i>K – 2nd</i> <i>8/24</i>	<ul style="list-style-type: none"> <i>Invited families to see the lunchroom and classrooms</i> <i>Principal made introductions of staff. Principal, Kitchen Manager, Re-engagement Facilitators and PTA president presented valuable information for the success of the school year and an update on the state of the school</i>



		<ul style="list-style-type: none">Families attended classroom Back to School presentations
Instructional Leadership Team (ILT) Meeting	8/23/23 9/20/23 11/1/23 12/6/23 1/17/23 2/21/23 3/21/23 5/1/23 5/29/23	<ul style="list-style-type: none">8/23/23 Agenda Items: Container Building Activity – Norms, Define purpose of Huffaker Instructional Leadership Team (ILT)9/20/23 Agenda Items: Approve Norms, Finalize Purpose Statement, Goal Setting – aligned to SPP/aligned to ILT values, Walkthrough guidelines
Culture and Climate Team (CCT) Meeting	9/6/23 10/11/23 11/15/23 1/17/23 1/31/23 3/6/23 4/17/23 5/15/23	<ul style="list-style-type: none">9/6/23 Agenda Items: Container Building Activity – Norms, Define purpose of Huffaker Culture and Climate Team (CCT), Creation of Kindness Week10/11/23 Agenda Items: Approve Norms, Create Purpose Statement, Debrief Reward Day Star Chart Data, Finalize Kindness Week activities and duties, Walkthrough guidelines



<i>Fall Conference Week</i>	<i>10/20/23 10/26/23</i>	<ul style="list-style-type: none">● <i>Fall: i-Ready data, MAP data, Common Formative Assessment, Goal setting - Student Data notebooks, PBIS/ROCK STAR data</i>● <i>Spring: Student lead conference - i-Ready data, MAP data, Common Formative Assessment, Student Data notebooks, PBIS/ROCK STAR data</i>
<i>Spring Conference Week</i>	<i>2/12/24 - 2/16/23</i>	