Washoe County School District

Jerry Whitehead Elementary School

2024-2025 School Performance Plan

Classification: 2 Star School

Mission Statement

Teachers and staff at Jerry Whitehead Elementary School partner with families and the community to support the whole child by providing meaningful, balanced, and individualized social, emotional, and academic curricula using highly effective strategies that unlock students' highest potential.

Vision

The Whitehead Whales will resolutely dive into meaningful academic, social, and emotional experiences and breach well-rounded life-long learners.

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/jerry_whitehead_elementary/2024

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Student Success

Student Success Summary

The 2023-24 school year at Jerry Whitehead Elementary has revealed notable strengths in student success in math, particularly in Problem Solving and Data Analysis, where a substantial percentage of students (81%-84%) are performing "At or Near Standard" or "Above Standard." Additionally, students are demonstrating strong performance in Communicating Reasoning, with 70%-83% achieving similar proficiency levels. Furthermore, there is a positive trend in the percentage of students who, although not yet at standard, are on track to meet "Meets Standard" benchmarks within three years, increasing from 17% to 21% in specific areas.

Despite these strengths, challenges persist, especially for key subgroups, including students eligible for Free and Reduced Lunch (FRL), those with Individualized Education Programs (IEP), and English Learners (EL). These groups continue to face achievement gaps, with lower percentages reaching or maintaining proficiency. The current math curriculum is densely packed, leading to surface-level understanding, and insufficient time is allocated for processing and practicing concepts using hands-on methods, such as manipulatives and visual tools. Strict adherence to pacing guides limits the flexibility needed to provide targeted support for students, hindering their ability to solidify their learning. Addressing these critical root causes will be essential in closing achievement gaps and ensuring all students reach their full potential in math.

Student Success Strengths

Based on 2023-24 SBAC data there are some identified strengths:

- Growth in Problem Solving and Data Analysis: Across grade levels, there is consistent improvement in students' performance in Problem Solving and Modeling/Data Analysis, with a large percentage of students performing "At or Near Standard" or "Above Standard" (e.g., 81%-84% in some grades).
- Strong Performance in Communicating Reasoning: The majority of students are performing well in Communicating Reasoning, with 70%-83% of students in different grades achieving "At or Near Standard" or "Above Standard."
- Improvement in Students "Catching Up": There is growth in the percentage of students who are not yet at standard but are on track to meet "Meets Standard" within three years (e.g., increase from 17% to 21% in some areas).

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): A significant portion of students are not meeting state growth targets. Achievement gaps persist among key student subgroups, (FRL, IEP, EL). These groups are disproportionately underperforming, with lower percentages reaching or maintaining proficiency levels.
Critical Root Cause: Math lessons are packed with too much content resulting in surface-level understanding. Insufficient time for processing and practicing concepts through hands-on methods, such as using manipulatives or visual tools (anchor charts, graphic organizers). Adhering strictly to pacing guides without flexibility can prevent students from getting the support they need to solidify their learning.

Adult Learning Culture

Adult Learning Culture Summary

The data from the Staff Climate Survey highlights a strong adult learning culture characterized by high expectations and effective communication. An impressive **95%** of staff members demonstrate confidence in their expectations for student success, indicating a shared commitment to professional growth and a culture of achievement. The **100%** satisfaction rate in home-school communication showcases the emphasis on collaboration and engagement, reflecting an environment where adult learning is prioritized to foster partnerships with families. With **97%** of staff feeling safe and **93%** supporting social-emotional learning initiatives, the school nurtures an atmosphere conducive to continuous improvement and personal development.

Furthermore, the **85%** of staff who feel positively about collaboration underscores a collegial spirit that promotes shared learning experiences. The high utilization rate of the iReady program (**83%**) indicates that staff are actively engaging with tools designed to enhance instructional quality and improve student outcomes. However, challenges persist; **61%** of staff reported experiencing work stress, highlighting the need for ongoing professional development and support. The struggle to find adequate planning time and implement targeted interventions for diverse student needs, especially for subgroups like FRL, IEP, and EL, points to a crucial area for growth in adult learning practices. Enhancing the adult learning culture requires addressing these challenges to ensure that staff feel empowered and equipped to meet the unique needs of their students.

Adult Learning Culture Strengths

Based on the data from the 2023-24 Staff Climate Survey several strengths have been identified:

- High Expectations of Success: An impressive 95% of staff members expressed confidence in their expectations for student success.
- Strong Home-School Communication: Achieving a 100% satisfaction rate in home-school communication.
- Safety Perception: With a high 97% of staff feeling safe within the school environment.
- Social Emotional Learning Commitment: 93% of staff support social-emotional learning initiatives.
- Positive Staff-Student Relationships: A strong 94% of staff members reported good relationships with students.
- Effective Staff Collaboration: With 85% of staff feeling positively about collaboration.
- Quality of Instruction with I-Ready: A high 83% of staff are utilizing the I-Ready program effectively.
- Positive Student Behaviors: A significant 94% approval rate regarding student behaviors.
- Strategic Plan Buy-In: Achieving a 100% approval rate for the strategic plan.
- Reduction in Work Stress: While 61% of staff reported work stress, this is an improvement of 10% since the last survey.

Other Strengths:

- Three staff members are National Board certified
- Three more staff members awaiting National Board for Professional Teaching Standards certification results.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers struggle to find time to plan and effectively implement targeted interventions tailored to diverse student needs, including subgroups like FRL, IEP, and EL. An average of 61% of Whitehead teachers feel tense and anxious at work.
Critical Root Cause: The demands of a packed curriculum, along with limited planning time, hinder meaningful collaboration and the development of differentiated instructional strategies. There is also a pressing need for additional support staff and professional development, to effectively meet the unique learning needs of all students.

Connectedness

Connectedness Summary

Based on the data from the 2023-24 Student and Parent Climate Surveys, Jerry Whitehead Elementary demonstrates several strengths that contribute to a positive school environment. The school enjoys a high level of Adult Support (82%) and Adult Respect (78%), coupled with strong perceptions of safety, as reflected in the 75% of students feeling safe. Notably, Student Respect has increased to 70%, indicating a growing culture of respect among peers. Parents express high satisfaction with school communication (94%) and report improved perceptions of their children's learning behaviors (67%). Additionally, a remarkable 91% of parents feel their children are physically safe, while the same percentage approve of relationships and respect within the school. Overall, 94% of parents recognize the quality of education, and 93% see the school as a supportive place.

Despite these strengths, the school faces significant challenges, particularly with chronic absenteeism among students, especially those in subgroups such as Free and Reduced Lunch (FRL), Individualized Education Programs (IEP), and English Learners (EL), with many missing 10% or more of their enrolled days. Contributing factors to this issue include socioeconomic challenges, health issues, transportation barriers, and academic pressure. Addressing these root causes is crucial to ensuring that all students have the opportunity to thrive in a supportive and effective educational environment.

Connectedness Strengths

Based on the data from the 2023-24 Student and Parent Climate Surveys there are some identified strengths:

- Positive Trends in Adult Support and Respect: Adult Support (82%) and Adult Respect (78%)
- High Safety Perception: 75%, reflecting students' feelings of safety within the school environment.
- Increased Student Respect: A 70% rating for Student Respect, with an increase of 11% since the last survey, highlights a growing culture of respect among peers.
- High Communication Satisfaction: With 94% of parents reporting satisfaction with communication from the school.
- Improved Learning Behaviors: A substantial increase to 67% in families' perceptions of their child's learning-related behaviors indicates growing awareness and engagement in academic progress compared to previous years.
- Physical Safety Assurance: With 91% of parents feeling their children are physically safe at school.
- Quality Education Recognition: An impressive 94% of parents rated the quality of education positively, showing confidence in the school's instructional effectiveness.
- Positive Relationships and Respect: A 91% approval rating for relationships and respect.
- Supportive Environment: A high 93% of parents view the school as a supportive place.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): A significant percentage of students, particularly those in subgroups such as Free and Reduced Lunch (FRL), Individualized Education Programs (IEP), and English Learners (EL), are missing 10% or more of their enrolled days.
Critical Root Cause: * Socioeconomic Challenges * Health Issues * Transportation Barriers * Academic Pressure

Priority Problem Statements

Problem Statement 1: A significant portion of students are not meeting state growth targets. Achievement gaps persist among key student subgroups, (FRL, IEP, EL). These groups are disproportionately underperforming, with lower percentages reaching or maintaining proficiency levels.

Critical Root Cause 1: Math lessons are packed with too much content resulting in surface-level understanding. Insufficient time for processing and practicing concepts through hands-on methods, such as using manipulatives or visual tools (anchor charts, graphic organizers). Adhering strictly to pacing guides without flexibility can prevent students from getting the support they need to solidify their learning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers struggle to find time to plan and effectively implement targeted interventions tailored to diverse student needs, including subgroups like FRL, IEP, and EL. An average of 61% of Whitehead teachers feel tense and anxious at work.

Critical Root Cause 2: The demands of a packed curriculum, along with limited planning time, hinder meaningful collaboration and the development of differentiated instructional strategies. There is also a pressing need for additional support staff and professional development, to effectively meet the unique learning needs of all students.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: A significant percentage of students, particularly those in subgroups such as Free and Reduced Lunch (FRL), Individualized Education Programs (IEP), and English Learners (EL), are missing 10% or more of their enrolled days.

Critical Root Cause 3: * Socioeconomic Challenges * Health Issues * Transportation Barriers * Academic Pressure

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math 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

Accountability Data

- State assessment performance report
  - SBAC, iReady, MAP

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment 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
- Foster
- Gifted and talented data
- Dyslexia 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
- Violence and/or violence prevention records

- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Success

    Aligns with District Priority

Annual Performance Objective 1: By the end of the 202-245 school year, increase the percentage of students from key subgroups (FRL, IEP, and EL) achieving "At or Near Standard" or "Above Standard" in Problem Solving, Data Analysis, and Communicating Reasoning by at least 5%.

    Evaluation Data Sources: SBAC, iReady, Summative Assessments

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: iReady		**Status Check**		
* Teachers will participate in professional learning focused on routines for reasoning in math		**Feb**	**Apr**	**June**
* Teachers will participate in professional learning focused around iReady (implementation, collecting/interpreting student data, setting student goals) * Teachers will participate in professional learning focused on creating learning intentions and success criteria for organized effective instruction * Teachers will participate in vertical collaboration to determine best practices for differentiation and the use of scaffolds and supports in math * Teachers will participate in vertical collaboration to develop common and correct use of mathematical language during math instruction * Teachers will participate in professional learning focused on how to incorporate the four domains of language into math lessons (ELLevation/GLAD Strategies) * Teachers will plan and execute interventions that are systematic, explicit, and address the specific needs of students * Students will participate weekly in the "Three Reads" routines and engage in math reasoning discussions * Students will spend a minimum of 40 minutes per week completing iReady math lessons		Some Progress	Considerable	
Formative Measures: 3 Read Rubrics 2. iReady Progress Monitoring Reports 3. Professional Learning Reflection Logs 4. Weekly Learning Intentions and Success Criteria Checks 5. Student Goal-Setting and Reflection Conferences 8. Intervention Effectiveness Data Review 9. Peer Observation and Feedback on Language Integration in Math Lessons **Position Responsible:** Principal, Dean of Students, Classroom Teachers, Resource Teacher, English Language Facilitator, English Language Assistant, Early Literacy Assistant, ETS, Long term Guest Teacher Supporting Specific Academic Needs **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				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: A significant portion of students are not meeting state growth targets. Achievement gaps persist among key student subgroups, (FRL, IEP, EL). These groups are disproportionately underperforming, with lower percentages reaching or maintaining proficiency levels. **Critical Root Cause**: Math lessons are packed with too much content resulting in surface-level understanding. Insufficient time for processing and practicing concepts through hands-on methods, such as using manipulatives or visual tools (anchor charts, graphic organizers). Adhering strictly to pacing guides without flexibility can prevent students from getting the support they need to solidify their learning.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-25 school year, reduce staff-reported work stress levels by 10% by improving access to planning time and enhancing support for targeted interventions, especially for FRL, IEP, and EL subgroups. Increase collaboration-focused professional development opportunities, empowering staff to meet diverse student needs more effectively and fostering a supportive, balanced adult learning environment.

Evaluation Data Sources: Annual District Staff Survey

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs	**Status Check**		
* Develop a Shared Understanding of Effective PLCs * Establish and Maintain Norms for PLCs	**Feb**	**Apr**	**June**

* Use Consistent PLC Templates for Accountability and Focus
* Empower Teacher Voice and Recognize Contributions
* Encourage Collaboration and Resource Sharing
* Review and Adjust Work Demands to Reduce Stress
* Create a Supportive and Open Environment for Teacher Well-being
* Implement Restorative Practices for Conflict Resolution and Team Cohesion
 	
    Formative Measures: * PLC Reflection Logs
    * Stress Level and Workload Check-Ins
    * Observation of PLC Meetings for Norm Adherence and Inclusivity
    * Celebration and Recognition Tracking
    * Restorative Circle Feedback Forms
 	
    Position Responsible: Principal, Dean of Students, Classroom Teachers, Resource Teacher, English Language Facilitator, English Language Assistant, Early Literacy Assistant, ETS, Long term Guest Teacher Supporting Specific Academic Needs
 	
    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
	Some Progress		

No Progress Accomplished Continue/Modify Discontinue			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers struggle to find time to plan and effectively implement targeted interventions tailored to diverse student needs, including subgroups like FRL, IEP, and EL. An average of 61% of Whitehead teachers feel tense and anxious at work. **Critical Root Cause**: The demands of a packed curriculum, along with limited planning time, hinder meaningful collaboration and the development of differentiated instructional strategies. There is also a pressing need for additional support staff and professional development, to effectively meet the unique learning needs of all students.

Goal 3: Connectedness
  Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-25 school year, decrease chronic absenteeism by 8% among students, with a specific focus on FRL, IEP, and EL subgroups, by implementing targeted support initiatives. These initiatives aim to reinforce a positive and inclusive school climate, address barriers to attendance, and ensure that all students, particularly those in vulnerable subgroups, can access a supportive and consistent learning environment.

Evaluation Data Sources: Absenteeism BIG Data and Annual District Student and Parent Surveys

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement/PBIS/Home Visits	**Status Check**		
* All staff will warmly welcome students when they arrive late to school. * Attendance will be highlighted as a priority at events and in all school communications.	**Feb**	**Apr**	**June**

* At Back-to-School Night, we will emphasize the importance of regular attendance.
 * Will improve coding accuracy for absences to better reflect attendance data.
 * Will practice persistence in reminding parents to provide doctor's notes for absences.
 * Teachers will regularly contact parents to inquire about absences and to offer any support the school can provide.
 * The principal, dean of students, and school counselor will daily check attendance and make positive contact with absent students.
 * Each classroom will have an attendance incentive program.
 * Our Friday "Whale of the Week" announcements will include a recognition of one student with perfect attendance from each class.
 * Each week, our school-wide message will celebrate the grade level with the highest attendance percentage.
 * Our counselor will make regular support calls to families to encourage attendance.
 * Monthly letters will be sent to students with 5, 10, and 15 days of absence.
 * When appropriate, the principal and the counselor will conduct home visits to address attendance concerns.
 * The counselor will maintain a detailed log of all family communications regarding attendance.
 	
     Formative Measures: * Attendance Data Analysis
     * Family Contact and Communication Logs
     * Analysis of Absence Coding Accuracy
     * Attendance Incentive Participation Tracking
     * "Whale of the Week" and Grade-Level Recognition Impact Survey
     * Reports on Home Visit Outcomes
     * Review of Counselor's Family Communication Log
 	
     Position Responsible: All School 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: Connectedness 1
	Considerable	Considerable	

No Progress   Accomplished   ➡ Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: A significant percentage of students, particularly those in subgroups such as Free and Reduced Lunch (FRL), Individualized Education Programs (IEP), and English Learners (EL), are missing 10% or more of their enrolled days.   **Critical Root Cause**: * Socioeconomic Challenges * Health Issues * Transportation Barriers * Academic Pressure