Washoe County School District

Jerry Whitehead Elementary School

2024-2025 Status Check with Notes

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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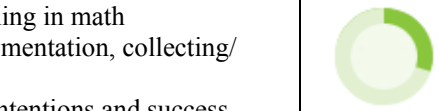
Goals

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 * Teachers will participate in professional learning focused on routines for reasoning in math * 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 **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	**Feb**  **February Lessons Learned** The professional development and collaboration efforts within our school are enhancing teachers' capacity. This growth is evident in increased teacher clarity, which has led to greater student engagement and a heightened awareness of their own learning. Additionally, students are benefiting from more opportunities to engage in discussions, fostering the development of their reasoning and oral language skills. **February Next Steps/Need** While progress is evident, differentiation and the identification of effective ways to support and scaffold learning remain areas of challenge. Moving forward, we will focus on addressing these challenges to ensure all students receive the targeted support they need to succeed. **Apr** **April Lessons Learned** We are gaining proficiency in iReady implementation, data collection, and data analysis, using the program's resources to plan and implement interventions based on individual student needs. We are setting student goals, ensuring students have clear targets to strive toward. About 80% of our students are engaging in 50 minutes of iReady time per subject area per week. We've also seen increases in the implementation of GLAD and Three-Reads strategies. The integration of learning

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

targets, learning intentions, and success criteria into lessons is still in the developing stages. While we continue to refine and embed these practices, we've made strides in aligning instruction with these elements to maintain focus and drive student success. Awareness around school ratings and SBAC preparation has grown, with focus on students who are close to proficiency, as indicated by the iReady mid-year diagnostic. Teachers are actively using this data to provide targeted support and refine instruction.

April Next Steps/Need

Increase the frequency and depth of vertical collaboration sessions to refine best practices for differentiation and scaffolding while also enhancing the planning and implementation of clear learning targets, learning intentions, and success criteria in all lessons. Enhance SBAC preparation strategies by providing more targeted review sessions for students close to proficiency, and integrating formative assessments aligned with SBAC standards to ensure continuous progress toward proficiency. Increase opportunities for peer-to-peer collaboration and sharing of effective teaching practices during PLCs, with a specific focus on aligning instructional practices with learning targets and success criteria to foster continued professional growth and improve instructional consistency.

June

June Lessons Learned

June Next Steps/Need

No Progress | Accomplished | Continue/Modify | Discontinue

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 * Develop a Shared Understanding of Effective PLCs * Establish and Maintain Norms for PLCs * 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	**Feb** **February Lessons Learned** Our school climate continues to be above average, with teachers demonstrating increased engagement in professional learning and implementing their new knowledge. Regular PLC meetings at both the grade level and whole school have fostered a culture of support and close collaboration among teachers. Every team is cohesive, with no exceptions, which has greatly contributed to our positive school environment. **February Next Steps/Need** To build on this progress, we will focus on enhancing accountability by implementing a PLC reflection form. This will help ensure consistent reflection and continuous improvement in our collaborative practices. **Apr** **April Lessons Learned** Our school has made steady progress toward cultivating a positive and collaborative adult learning culture. This year, we prioritized reducing staff-reported work stress levels by improving access to planning time and strengthening targeted supports for students in our FRL, IEP, and EL subgroups. Through the development of structured PLC practices, anchored in shared norms, growing collaboration, and open communication, we've seen increased teacher voice and a more unified approach to meeting diverse student needs. Staff have been empowered to share resources, co-plan, and engage in solution-oriented dialogue, fostering a stronger sense of community and professional trust. Efforts to reduce stress and workload have included

	revisiting expectations, recognizing contributions, and encouraging open dialogue around teacher well-being. Restorative practices have been introduced to help maintain positive team dynamics and address conflicts constructively. **April Next Steps/Need** Looking ahead, we recognize the importance of continuing to strengthen our collaborative systems. Finalizing and consistently using PLC accountability templates remains a key next step. In addition, we see the need for increased vertical alignment and more structured time for collaboration across grade levels. We also plan to foster deeper collaboration between Special Education, EL, and Speech staff with general education teachers to ensure comprehensive support for all learners. **June** **June Lessons Learned** **June Next Steps/Need**

 No Progress Accomplished Continue/Modify Discontinue

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 * 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. * 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	**Feb** **February Lessons Learned** We have made considerable progress in improving student attendance, successfully implementing all our outlined strategies. Throughout this process, we have learned that persistence, along with collaboration among administrators, office staff, and classroom teachers, is essential to the success of ensuring students are present and engaged. **February Next Steps/Need** To further strengthen our efforts, we will focus on being more intentional with home visits, specifically targeting families with whom we need to build stronger relationships. This will help address attendance concerns more effectively and foster deeper family engagement. **Apr** **April Lessons Learned** Our school has made notable strides in reducing chronic absenteeism by implementing a variety of strategies. Daily monitoring of attendance by administration and school counselor, consistent parent outreach, improved accuracy in absence coding, and classroom-level attendance incentives have contributed to these gains. Celebrations like our "Whale of the Week" attendance shoutouts have helped motivate students. We also partnered with Trustee Colleen Westlake, who generously rewards the grade level with the highest monthly attendance percentage with donuts. We have collaborated closely with our reengagement attendance officer to follow up with students and families showing

Risk
- **Evidence Level:**
Moderate
Problem Statements/Critical Root Causes: Connectedness 1

patterns of chronic absenteeism. Additionally, we've deepened our commitment to family engagement through community-building events. Parent Teacher Home Visits, the Fall Festival, Bingo Night, and our school-wide Talent Show have all encouraged parent involvement and helped build trust between families and the school.

April Next Steps/Need

As we look ahead, we recognize that continued progress will require us to better understand the underlying causes of student absences. Next steps may include exploring parent and student feedback to identify root causes, expanding our wraparound supports, and increasing partnerships with community organizations that can assist families facing attendance barriers. We are also considering parent-focused incentives, such as a quarterly drawing for a gift basket awarded to a parent who demonstrates growth in effort and consistency in bringing their child to school.

June

June Lessons Learned

June Next Steps/Need

 No Progress Accomplished Continue/Modify Discontinue