

Washoe County School District
Jerry Whitehead Elementary School
2025-2026 School Improvement 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/2025

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Comprehensive Needs Assessment

Revised/Approved: August 14, 2025

Student Success

Student Success Areas of Strength

Based on 2024-2025 SBAC data there are some identified strengths:

- Student proficiency across the school for mathematics improved from 19% to 27% proficiency
- 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. Percentage of students (schoolwide) who are "Catching Up" in mathematics increased from 10% to 26%. Percentage of students (schoolwide) who are growing to "Catch Up" in mathematics increased from 14% to 32%
- Schoolwide overall mathematical median student growth percentile increased from 42% to 52%. This was the same for special programs.

Student Success Areas for Growth

The 2024-25 school year at Jerry Whitehead Elementary has revealed notable strengths in student success in math, particularly in growth and proficiency. Student proficiency in mathematics increased by 8% and most growth percentages were 10% or higher.

Despite these strengths, challenges persist, especially in regard to overall student proficiency of level 3 or 4 in mathematics for the SBAC. 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.

Additionally, we only had 5% of our 5th graders show proficiency on the Science CRT. This percentage decreased from the year before where the proficiency was 10% (2023-2024)

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

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.

Problem Statement 2 (Prioritized): Overall our students are not being successful and showing proficiency in science. This is not just a fifth grade problem. The FOSS curriculum came out during Covid and teachers were not properly trained on how to implement and teach science.

Critical Root Cause: There was a focus on tier II interventions, for all grades accross the school. One hour a day was dedicated to TIER II interventions, there for impacting the master calendar and TIER I instruction. When there is a shortage of time and TIER I instruction, the first areas to be forgotten are science and social studies.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Based on the data from the 2024-2-25 Staff Climate Survey several strengths have been identified:

- High Expectations of Success: An impressive 99% of staff members expressed confidence in their expectations for student success.
- Strong Home-School Communication: Achieving a 99% satisfaction rate in home-school communication.
- Safety Perception: With a high 97% of staff feeling safe within the school environment.
- Social Emotional Learning Commitment: 89% of staff support social-emotional learning initiatives.
- Positive Staff-Student Relationships: A strong 98% of staff members reported good relationships with students.
- Effective Staff Collaboration: With 89% of staff feeling positively about collaboration.
- Quality of Instruction with I-Ready: A high 96% of staff are utilizing the I-Ready program effectively.
- Positive Student Behaviors: A significant 96% approval rate regarding student behaviors.

Adult Learning Culture Areas for Growth

The data from the Staff Climate Survey highlights a strong adult learning culture characterized by high expectations and effective communication. An impressive **99%** of staff members demonstrate confidence in their expectations for student success, indicating a shared commitment to professional growth and a culture of achievement. The **99%** 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 **89%** supporting social-emotional learning initiatives, the school nurtures an atmosphere conducive to continuous improvement and personal development.

Furthermore, the **89%** of staff who feel positively about collaboration underscores a collegial spirit that promotes shared learning experiences. The high utilization rate of the iReady program (**96%**) indicates that staff are actively engaging with tools designed to enhance instructional quality and improve student outcomes. However, challenges persist; **66%** 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. The PLC process is not being implemented fully. The PLC's process at Whitehead is more of a PLC lite. Common Planning is occurring, however that is the extent of the PLC process. Norms were not established and common assessments were not being brought to PLCs. There are many inconsistencies across grade levels with the understanding of how the PLC process aligns with the SIP, the evaluation process and overall systems. 89% of staff feel positive about the PLC process. 31% of staff indicated there was no instructional leader present at their PLC. They also did not have enough time to meet with their collaborative teams (69% favorable) 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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers struggle to meet with their collaborative teams and often do not have an instructional leader present at their PLC. Only 69% of staff feels favorable about the PLC time and human resources.

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 Areas of Strength

Based on the data from the 2024-25 Student Climate Surveys there are some identified strengths:

- Positive Trends in Adult Support and Respect: Adult Support (86%) and Adult Respect (82%)
- High Safety Perception: 90%, reflecting students' feelings of safety within the school environment.
- Increased Student Respect: A 74% rating for Student Respect, with an increase of 4% since the last survey, highlights a growing culture of respect among peers.
- Physical Safety Assurance: With 90% of parents feeling their children are physically safe at school.

Connectedness Areas for Growth

Based on the data from the 2024-25 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 (86%) and Adult Respect (82%), coupled with strong perceptions of safety, as reflected in the 90% of students feeling safe. Notably, Student Respect has increased to 74%, indicating a growing culture of respect among peers.

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.

Additionally, students indicated the struggle with self-management of school work. Only 46% of students at Whitehead feel prepared to complete assignments and goal set for themselves. This will be something that needs to be explicitly fostered.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

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

Problem Statement 2 (Prioritized): Only 46 % of students at Whitehead feel they are able to self manage school work. 64% of students feel the can self manage goal setting around thier learning an assesments.

Critical Root Cause: Students have not been given the opportunity to goal set with their teachers around their iReady and other tests. They are also not taught expectations of learning.

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 meet with their collaborative teams and often do not have an instructional leader present at their PLC. Only 69% of staff feels favorable about the PLC time and human resources.

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

Problem Statement 4: Overall our students are not being successful and showing proficiency in science. This is not just a fifth grade problem. The FOSS curriculum came out during Covid and teachers were not properly trained on how to implement and teach science.

Critical Root Cause 4: There was a focus on tier II interventions, for all grades across the school. One hour a day was dedicated to TIER II interventions, there for impacting the master calendar and TIER I instruction. When there is a shortage of time and TIER I instruction, the first areas to be forgotten are science and social studies.

Problem Statement 4 Areas: Student Success

Problem Statement 5: Only 46 % of students at Whitehead feel they are able to self manage school work. 64% of students feel they can self manage goal setting around their learning assessments.

Critical Root Cause 5: Students have not been given the opportunity to goal set with their teachers around their iReady and other tests. They are also not taught expectations of learning.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Early childhood literacy and math data
- End-of-Unit Assessments
- Grades
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments

Adult Learning Culture

- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Enrollment
- Home Visits
- Perception/survey data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 school year, Whitehead students will increase the percentage by 3% of students who are proficient in mathematics (on the SBAC). This will move us from from 27% proficiency to 30% proficiency.

By the end of the 2025-2026 school year Whitehead will increase the percentage of students who are proficient in science on the 5th grade science CRT by 5 % form 5% proficiency to 10% proficiency

Aligns with District Goal

Formative Measures: SBAC, iReady, Summative Assessments

Monthly common writing assessments around science instruction, FOSS fidelity walk throughs, FOSS professional learning opportunities, and Science CRT.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	* 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	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				
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 Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1, 2						

SMART Goal 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. Problem Statement 2: Overall our students are not being successful and showing proficiency in science. This is not just a fifth grade problem. The FOSS curriculum came out during Covid and teachers were not properly trained on how to implement and teach science. Critical Root Cause: There was a focus on tier II interventions, for all grades across the school. One hour a day was dedicated to TIER II interventions, there for impacting the master calendar and TIER I instruction. When there is a shortage of time and TIER I instruction, the first areas to be forgotten are science and social studies.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-26 school year, 75% of staff will be favorable of the PLC process. This will increase from 69% for the 2024-2025 school year. Staff indicated on 31% of them had instructional leaders attend their PLC. Whitehead will increase collaboration-focused professional development opportunities, and meet a school weekly to participate the PLC process to help improve Tier I instruction .

Aligns with District Goal

Formative Measures: Annual District Staff Survey, PLC norms, weekly PLC notes submitted to the admin team.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	* 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	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				
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 Evidence Level Level 2: Moderate: PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers struggle to meet with their collaborative teams and often do not have an instructional leader present at their PLC. Only 69% of staff feels favorable about the PLC time and human resources. 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.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-26 school year, decrease chronic absenteeism by 3% 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.

Aligns with District Goal

Formative Measures: 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		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	* 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.	All School Staff		In progress	No review	No review
Position Responsible: All School Staff						
Evidence Level Level 1: Strong: Family Engagement Level 2: Moderate: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1, 2						

SMART Goal 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

Problem Statement 2: Only 46 % of students at Whitehead feel they are able to self manage school work. 64% of students feel the can self manage goal setting around thier learning an assesments. **Critical Root Cause:** Students have not been given the opportunity to goal set with their teachers around their iReady and other tests. They are also not taught expectations of learning.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet and Greet	August 6, 2025	Great turn out, how to message better, ran out of ice cream.
Back to school Night	August 26, 2025	Resource fair instead of traditional B2S night
Parent Teacher Home Visit Assembly	September 17, 2025	Changed the name to Whale Watching. Students and parents shared. Trustees, Superintendent and upper leadership in attendance. Agenda was appreciated

Walk to school Day