Washoe County School District



Jerry Whitehead Elementary School

Classification: 4 Star School

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Schoolwide mathematics proficiency increased from 27% to 35%, demonstrating continued improvement in overall student achievement and performance in mathematics.

Schoolwide ELA proficiency increased from 41% to 48% demonstrating improvement in overall ELA instruction, progress monitoring and learning.

5th grade CRT Science increased from 5% proficiency to 25% proficiency

Areas for Growth

The 2025-2026 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%. While this is the second year with 8% proficiency growth, we still are below the district average for proficiency in mathematics.

Despite these strengths, challenges persist, especially in regard to overall student proficiency of level 3 or 4 in mathematics for the SBA. The staff at JWES embraced the newly adopted district curriculum (Reveal). Mathematics was a focus for our school with professional learning, our SLO focus and our formal observation occurred during mathematics for the 25-26 SY.

Science proficiency demonstrated substantial growth, increasing from 5% during the 2024–2025 school year to 25% during the 2025–2026 school year. This significant improvement reflects the school's commitment to strengthening science instruction and student learning outcomes.

To sustain and build upon these gains in science achievement, the school will continue to prioritize science-focused professional learning and Professional Learning Community (PLC) work. Additionally, all classrooms are implementing the district-adopted FOSS science curriculum, ensuring consistent, high-quality science instruction across the school.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our students do not have an opportunity to receive any pull-out services for language services. Teachers are responsible for providing supports and scaffolds with their language goals.	Teachers utilize their GLAD training to support students with strong tier I instruction. These are especially used during science and ELA. Math practices are focused on group work and student discourse to help with increasing language skills for all our language learners.

Student Group	Challenge	Solution
Foster/Homeless	Students do not have consistent routines outside of school. They are often burdened with the unknown in their home lives	All classrooms have their daily schedule posted daily to help consistency of what to expect with learning. Learning intentions and success criteria are also displayed in classrooms
Free and Reduced Lunch	We are a CEP school, so we get free breakfast and lunch for all students	We encourage all our student to try breakfast, which helps with their focus in the classroom until it is time for lunch. Staff knows all students have access to food.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Making sure we are supporting and embedding culture into our curriculum so all our students can see themselves represented.	Students are exposed to learning about different cultures and groups of minorities throughout their Tier I instruction
Students with IEPs	None of our 5th grade students with an IEP scored a level 3 or 4 on the science CRT.	This year we are focused on the science of reading as a school. Research shows reading and working with the science reading will help increase knowledge and hopefully their success. We will also tailor some PL to our resource teachers.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
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.	The teachers are still getting familiar with the newly adopted curriculum. They also adhere to the district pacing guidelines. After much collaboration, the district came out with updated pacing guided for the new math curriculum for the 26-27 school year. This should help with continuing to increase math proficiency.
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.	Science was not a priority in the primary grade levels prior to the 25-26 school year. That has shifted; however it will take time to see the proficiency be higher in science based on the 5th grade CRT results.

★ = Priority

Adult Learning Culture

Areas of Strength

Based on the data from the 2025-2026 Staff Climate Survey several strengths have been identified:

- High Expectations of Success: An impressive 96% of staff members expressed confidence in their expectations for student success.
- Strong Home-School Communication: Achieving a 98% satisfaction rate in home-school communication.
- Safety Perception: With a high 97% of staff feeling safe within the school environment.
- Social Emotional Learning Commitment:88% of staff support social-emotional learning initiatives.
- Positive Staff-Student Relationships: A strong 96% of staff members reported good relationships with students.
- Effective Staff Collaboration: With 93% of staff feeling positively about collaboration. This increased 4% from the 24-25 school year.
- Positive Student Behaviors: A significant 97% approval rate regarding student behaviors.
- PLC effectiveness: A separate staff survey was provided and 100% of the participants felt the PLC was supported and admin was present in the learning. This is up from only 69% of the staff feeling like the PLC process was effective during the 2024-2025 school year.

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 96% of staff members demonstrate confidence in their expectations for student success, indicating a shared commitment to professional growth and a culture of achievement.

- Quality of Instruction with I-Ready: A high 88% of staff are utilizing the I-Ready program effectively. This is down 8% from the previous year. This was the first year they had any professional learning around iReady and how to progress monitor and use it properly. They were using it with students for 1 hour each day of the week during the 24-25 school year. When we looked at this data as a staff, the one thing they want to do is focus on iReady and how they can utilize it during interventions. We will continue to engage in the professional learning around iReady.
- We will continue to meet with our vertical PLC's monthly, which was helpful with our work around PLC's.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Supporting our students with iReady and progress monitoring. We want to make sure we are supporting them with the iReady platform;	Students work with their teachers to goal set around iReady. Students who need Tier interventions receive these services through progress monitoring around iReady. Our staff will engage in professional learning in regard to iReady and supporting our language learners. We utilize our ELF who supports looking at data and instructional strategies for all our language learners

Student Group	Challenge	Solution
Foster/Homeless	Students living in unstable housing situations might have some challenges getting to school consistently.	Teachers will work with admin and MTSS team to figure out how to support our students who need to get progress monitored. Staff will adjust their days for progress monitoring if students are struggling to get to school.
Free and Reduced Lunch	Our entire school population is FRL.	Teachers will make sure they have solid Tier I instrution so they can accurately identify students who are
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Teacher might have trouble with having academic conversations with some of our families.	Training with our ELF, MTSS team and admin will help teachers understand how to communicate student progress using iReady progress monitoring.
Students with IEPs	Teachers might have trouble with knowing which progress monitoring tools to use for student show struggle with iReady progress monitoring.	Teachers have worked on learning how to use assessments for SOR (using Bridging the Gap) to determine what specific area students are struggling with. This will ensure the right iReady progress monitoring tools will be used correctly.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The focus for our school was systems. One of the systems we revamped was the MTSS process. This caused teachers to engage with iReady using the district guidelines and engage in professional learning.	The inaccurate communication about the intended intentions/guideline of iReady and its resources were not explained or embraced until January 2026. The staff also had never engaged in professional learning about the resources and features of iReady.

★ = Priority

Connectedness

Areas of Strength

Based on the data from the 2025-2026 Student Climate Surveys there are some identified strengths:

- Positive Trends in Adult Respect (86%) (up 4% from 24-25)
- Student Voice at 82% which is up 5% potentially due to a Student Voice committee at JWES
- Increased Student Respect: went up 12% to an 86% rating for Student Respect, highlights a growing culture of respect among peers.
- SEL Skills: Self-Management of schoolwork: It was a focus for the 25-26 school year. It increased 15 bringing it to 61% of students feeling favorable towards to this SEL skill.

Areas for Growth

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 , 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.

Students indicated the struggle with self-management of goals. This decreased 8% to 56%. This will be something that needs to be explicitly fostered and taught. We will be working with Second Step curriculum for our entire school. The hope is this will be taught in the primary grades so our students in 3-5 will feel more confident in this skill for the 26-27 school year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Sometimes our students and families struggle to get to school, especially with the winter weather	We will continue to work with our attendance team to support our families. We will communicate with families home languate about how to be connected to our school community and help their children with getting to school.
Foster/Homeless	Our students need some SEL skills to help them feel supported at school.	Our school counselor meets with and supports our students who are facing housing inconsistency. She meets with student weekly for two months.
Free and Reduced Lunch	All students are FRL at Whithead	We have attendance incentives for all students. We do things to support student success around attendance. We do classroom attendance incentives, awards, quarterly parties for perfect attendance.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Helping all our students learn some SEL management skills	We also are implementing Second Step for all our students as a Tier I behavioral/SEL instruction.
Students with IEPs	Students with IEPs at our school often have higher chromic absenteeism. Additionally, our students can benefit from SEL skills being taught explicitly.	Case managers are expected to send PWN to students monthly to our families. Many students have SEL/ behavioral goals addressed in their IEP's

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
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.	* Socioeconomic Challenges * Health Issues * Transportation Barriers * Academic Pressure
2 ★	Only 56 % of students at Whitehead feel they are able to self-managements of goals. 65% of students feel they have the SEL skills for responsible decision making and self-awareness of emotions.	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 specifically around SEL skills.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
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.	The teachers are still getting familiar with the newly adopted curriculum. They also adhere to the district pacing guidelines. After much collaboration, the district came out with updated pacing guided for the new math curriculum for the 26-27 school year. This should help with continuing to increase math proficiency.
2 ★	The focus for our school was systems. One of the systems we revamped was the MTSS process. This caused teachers to engage with iReady using the district guidelines and engage in professional learning.	The inaccurate communication about the intended intentions/guideline of iReady and its resources were not explained or embraced until January 2026. The staff also had never engaged in professional learning about the resources and features of iReady.
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.	* Socioeconomic Challenges * Health Issues * Transportation Barriers * Academic Pressure
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.	Science was not a priority in the primary grade levels prior to the 25-26 school year. That has shifted; however it will take time to see the proficiency be higher in science based on the 5th grade CRT results.
5 ★	Only 56 % of students at Whitehead feel they are able to self-managements of goals. 65% of students feel they have the SEL skills for responsible decision making and self-awareness of emotions.	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 specifically around SEL skills.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Early childhood literacy and math data**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Coaching Logs**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**

- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-2027 school year, Whitehead students will increase the percentage by 5% of students who are proficient in mathematics (on the SBA). This will move us from 35% proficiency to 40% proficiency.

By the end of the 2026-2027 school year Whitehead will increase the percentage of students who are proficient in science on the 5th grade science CRT by 10% from 25% proficiency to 35% proficiency

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

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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: Student Success 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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.	The teachers are still getting familiar with the newly adopted curriculum. They also adhere to the district pacing guidelines. After much collaboration, the district came out with updated pacing guided for the new math curriculum for the 26-27 school year. This should help with continuing to increase math proficiency.
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.	Science was not a priority in the primary grade levels prior to the 25-26 school year. That has shifted; however it will take time to see the proficiency be higher in science based on the 5th grade CRT results.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, teachers will continue to work with iReady to help with Tier I instruction and to process monitor. Staff will increase their confidence and understanding of iReady by 2% to 90% or better. We will continue to engage in quarterly vertical PLCs. Staff will engage in professional learning around iReady to help the staff achieve this goal.

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

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	The focus for our school was systems. One of the systems we revamped was the MTSS process. This caused teachers to engage with iReady using the district guidelines and engage in professional learning.	The inaccurate communication about the intended intentions/guideline of iReady and its resources were not explained or embraced until January 2026. The staff also had never engaged in professional learning about the resources and features of iReady.

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, decrease chronic absenteeism by 1% among students, with a specific focus on our IEP subgroup, 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.
By the end of the 2026-2027 school year, we will increase the following SEL skills: Self- management of responsible decision making, self-awareness of emotions and self-management of goals by 3% in each SEL skill area.

Formative Measures: Absenteeism BIG Data and Annual District Student and Parent Surveys, student surveys around the SEL skills.

Improvement Strategy 1

Family Engagement/PBIS/Home Visits

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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		

Position Responsible: All School Staff

Evidence Level

Level 1: Strong:
Family Engagement

Level 2: Moderate:
PBIS

Problem Statements: Connectedness 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	* Socioeconomic Challenges * Health Issues * Transportation Barriers * Academic Pressure
2	Only 56 % of students at Whitehead feel they are able to self-managements of goals. 65% of students feel they have the SEL skills for responsible decision making and self-awareness of emotions.	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 specifically around SEL skills.

Community Outreach Activities

Activity	Date	Lesson Learned