Washoe County School District

Jwood Raw Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Mission Statement

MISSION: JWood Raw Elementary School’s mission is to ensure everyone can learn, achieve, and succeed together.

Vision

VISION: Our vision at JWood Raw is a community where every student and staff member feels valued and empowered, embracing challenges with **perseverance** and **determination**. Through fostering **empathy**, **integrity**, and **respect**, we aim to develop compassionate leaders who contribute positively to society. Our safe and supportive environment nurtures collaboration and encourages critical thinking, preparing our Jags to succeed in a diverse and interconnected world.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

With the new WIDA Standards updated and used for our 25-26 ACCESS scores, we are using these scale scores as a baseline.

Students at JWood Raw grew an average of 151% in ELA based on iReady from fall 2025 to spring 2026 benchmark data.

Students at JWood Raw grew an average of 128% in Math based on iReady fall 2025 to spring 2026 benchmark data.

SBAC proficiency rates grew by 2% in both ELA and Math. Moving from 49% proficiency to 65% in Math in 3 years, and from 58% proficiency to 68% in ELA in 3 years.

Areas for Growth

JWood Raw opened in the fall of 2023, with 535 students. Students were rezoned from two neighboring elementary schools, as well as new apartments and homes in our JWood Raw area. JWood Raw focused on three areas.

1. Community building through Social Emotional Learning, JWood Raw Jaguar PRIDE (Perseverance, Respect, Integrity, Determination, and Empathy). We instituted a Student Advisory Board and PTO. In the fall of 26, we had 50 people at our first PTO meeting of the year. The highest number in attendance since JWood opened.

2. Standards Based Grading, using rubrics, essential standards, Teacher Clarity model, and effective PLC cycles. All students, from kindergarten through fifth grade, led spring conferences using Standards-Based Grading as proof of progress, ownership, and a growth mindset.

3. Aviation. Mr. J. Wood Raw was a naval aviator, and to honor his memory, our school has adopted aviation education. Two grants were awarded, allowing staff to be trained and participate in Project Lead the Way hands-on learning. An aviation committee with family and community members, two Partners in Education, Pathway to Aviation and Great Basin Aviation, provided a variety of learning opportunities around aviation.

4. A continuation of grant funding allowed our school to purchase two flight simulators, thus supporting our focus on aviation.

Equity Resource Supports

We

Student Group	Challenge	Solution
English Learners	The majority of our students who are EL are from Asian decent and our district is resource light on translators. Our families are on a two year visa and consistency is difficult.	Working closely with biliterate parents, translating tools through our EL Department our students use these tools as well. Chat GPT helps us translate.

Student Group	Challenge	Solution
Foster/Homeless	Our identified students in foster care have a history of transiency.	Working closely with foster parents and using our onsite resources, counselor, staff, interventionist, administration, to create strong connections for our students both emotionally and academically.
Free and Reduced Lunch	Our community is one of 30 schools that are required to purchase breakfast and lunch or apply for Free and Reduced Lunch. We consistently have over 60 students who have an outstanding balance of over $60.00.	Stronger outreach and education.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Our students of color can feel isolated due to the small number of minorities at JWood.	Ensure staff has current diversity training and continuous data dives to ensure we are supporting and not over-identifying any population.
Students with IEPs	JWood has close to 25% of students identified with an IEP or 504 Plan. We have students who reenroll in a public school or have not been in school, and IEPs have lapsed. Thus creating a loss of instructional time and a need for current assessments.	Work closely with families who request assessment and involve in the MTSS/ Tiered process. Continue outreach within our zoned community.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	With new data standards and updated ACCESS assessments, it is difficult to identify trends. However, our expected growth targets and exiting targets decreased from 24-25 to 25-26..	Opportunities for speaking in planned and purposeful cooperative learning structures are becoming a priority. Vertical alignment of academic vocabulary is becoming a priority. Staff focused too much on allowing EL staff to teach and didn't truly engage in co-teaching dynamics. Staff will not only co-teaching with EL assistants and EL teacher, but also engage in book studies and professional development provided by our EL staff.

★ = Priority

Adult Learning Culture

Areas of Strength

We are entering our fourth year at JWood, and the 3 full years have strengthened our community. Our leadership team analyzes our School Climate Survey and brings it to their grade levels. As a staff, we analyze current data and compare that to previous results. We are in a constant cycle of improvement to engage our community, meet the needs of our students, support our staff and strengthen our entire school community.

On-site staff provides professional development, peer observation and feedback, and effective PLC cycles.

Staff embraced Standards-Based Grading, Teacher Clarity, and Aviation, providing unique opportunities and best practices for our community.

Areas for Growth

We are in our fourth year of Teacher Clarity, having adopted this practice with our leadership before we opened JWood. We are in a constant cycle of refining and retuning our practice, and through the support of district trainings, we are improving our craft.

Standards-Based Grading-JWood Raw is the only WCSD that engages in Standards-Based Grading. Students engage in consistent self-evaluation and identify their targets for growth and steps to get there.

Based on our 25-26 Climate Survey, staff work stress has increased by 8%. Students' Self-Management has reached an all-time low at 47% of students feeling they have tools to successfully manage their emotions and behavior. Therefore, we need to address both our staff stress and our student ownership and success in managing behaviors. We recognize that these two areas are closely aligned. Through our focus on Systems and Behaviors this year, we are committed to improving our procedures to best support our community.

Safe, strong, student-focused learning culture, where professionalism and collegiality are at the forefront.

MISSION: JWood Raw Elementary School's mission is to ensure ***everyone*** can learn, achieve, and succeed ***together***.

VISION: Our vision at JWood Raw is a community where every student and staff member feels valued and empowered, embracing challenges with **perseverance** and **determination**. Through fostering **empathy**, **integrity**, and **respect**, we aim to develop compassionate leaders who contribute positively to society. Our safe and supportive environment nurtures collaboration and encourages critical thinking, preparing our Jags to succeed in a diverse and interconnected world.

JWood Raw Motto: BETTER TOGETHER

JWood Raw SEL Mantra: PRIDE

Perseverance, Respect, Integrity, Determination, Empathy

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our district does not have a lot of resources for our families from Asia.	Staff work closely with our ELF and our EL assistant, co-teaching and providing in-class resources for staff and students, specifically pocket talks for students to translate and engage in all instruction and communication.
Foster/Homeless	Transiency and inconsistent modes of communication	Through home visits and our expectation of weekly communication for all families, we are strengthening our entire school community.
Free and Reduced Lunch	Many families owe a great deal of money on their lunch accounts.	Communicate better regarding FRL applications and current balances. Through emails and in-person phone calls.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Engaging consistently with language barriers and students with families on a 2 year work visa impacts strong relationships.	Through our ELF, assistant, and communication devices, we are better able to communicate consistently. Also, our home visit program supports strong relationships. We have also noticed that many of our families from outside of the US enjoy our community events.
Students with IEPs	Frustration with the entire school system, a large percentage of students with an IEP (20%), and lack of district resources.(Loss of an allocation)	Strong special education team that works collaboratively with all gen ed staff to best meet the individualized needs of students. Working together to engage families and work together for 'our' students.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Every year, JWood Raw enrolls many newcomers from Japan with students speaking very little English.	JWood Raw staff works closely with our ELF and EL assistant. We incorporate a lot of GLAD strategies and supports within the classroom. Our staff and students integrate Pocket Talk devices into the classroom, allowing real time translation for our community.

★ = Priority

Connectedness

Areas of Strength

An entirely new staff community that focuses on supporting all students and JWood Raw's mission and vision.

Two Partners In Education that support our aviation focus: Pathway to Aviation and Great Basin Aviation.

Student Leadership moving to Student Advisory Council in 24/25.

Celebrating our students showing PRIDE within our Jag community.

Training over half of our staff for Home Visits in 25-26. Many more staff are being trained in Home Visits. In the 26-27 school year, a classroom teacher has taken on the leadership/faciltator role (from our Dean), making this program more authentic to all staff.

Creating traditions, i.e. Trunk or Treat, Art Night, Color Run. 5th grade leadership retreat, Better Together Breakfast, Tears and Cheers Breakfast. Our PTO is stronger than our first 3 years and continues to grow.

Areas for Growth

As a new school JWood Raw focused greatly on building our 'brand' and our community. Honoring our namesake, Mr. JWood Raw, and his service in the Navy, our school colors are navy and gold. Our students focus on PRIDE, Perseverance, Respect, Integrity, Determination, and Empathy. A consequence of prioritizing our staff and student connectedness was a missed opportunity to involve and connect with our families and community. We have not worked closely with our Partners in Education and this will be a priority in 25-26. We are continuing to strengthen our relationships with PIE in 26-27.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Engaging families who are ELL and remain on a Work Visa in the US for 2 years	Through interactive academic and activity nights, we can use pocket talks (a communication device through our ELL dept) and also provide a non-stressful way to engage families.
Foster/Homeless	Inconsistent communication and involvement.	Our solution is to better communicate with families through home visits, Dojo, and weekly messages from staff.
Free and Reduced Lunch	Access to our community engagement activities due to transportation or work schedules	Create strong and trusting relationships through home visits (at the park, sporting practice etc) and ensure they are free and that there are adequate supports for all families.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Families and students feeling isolated as a minority.	Ensuring our messaging is translated and that our efforts are purposeful and deliberate. Working with families to share their culture with our entire school community..
Students with IEPs	Loss of allocation resulting in one Strategies class having	Create a system that supports all students and families by differentiating instruction and scaffolding to meet students where they are, behaviorally and academically. Partnering with families to reach all goals. For the last two years, we have worked with our family engagement and special education departments to hold a presentation providing resources and information to support our families with students on an IEP. Work with staff to ensure inclusion is meaningful for all our learners and that we are partnering with our special education teachers.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Many families enroll at JWood for 2 years, due to VISA and employment requirements. Engaging all families is a priority.	JWood Raw is in our 3rd year of Home Visits. We are also working closely with our ELL staff to engage translation devices to best communicate with all families.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	With new data standards and updated ACCESS assessments, it is difficult to identify trends. However, our expected growth targets and exiting targets decreased from 24-25 to 25-26..	Opportunities for speaking in planned and purposeful cooperative learning structures are becoming a priority. Vertical alignment of academic vocabulary is becoming a priority. Staff focused too much on allowing EL staff to teach and didn't truly engage in co-teaching dynamics. Staff will not only co-teaching with EL assistants and EL teacher, but also engage in book studies and professional development provided by our EL staff.
2 ★	Every year, JWood Raw enrolls many newcomers from Japan with students speaking very little English.	JWood Raw staff works closely with our ELF and EL assistant. We incorporate a lot of GLAD strategies and supports within the classroom. Our staff and students integrate Pocket Talk devices into the classroom, allowing real time translation for our community.
3 ★	Many families enroll at JWood for 2 years, due to VISA and employment requirements. Engaging all families is a priority.	JWood Raw is in our 3rd year of Home Visits. We are also working closely with our ELL staff to engage translation devices to best communicate with all families.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [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] **Budgets/entitlements and expenditures data**
- [x] **Communications data**
- [x] **Equity data**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**

- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Overall proficiency in ELA SBAC data will increase by 5%, from 68% proficient in 2026 to 73% proficient in 2027.
Overall proficiency in MATH SBAC data will increase by 5% from 65% proficient in 2026 to 70% proficient in 2027.

Formative Measures: iReady Benchmark assessments
SBAC data

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Academic Vocabulary Alignment through PLC cycle and Teacher Clarity focus, specifically effective and purposefully planned Learning Intentions and Success Criteria.	All Staff	End of 26-27SY	

Position Responsible: All Staff

Resources Needed: Updated PLC forms and documentation

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	With new data standards and updated ACCESS assessments, it is difficult to identify trends. However, our expected growth targets and exiting targets decreased from 24-25 to 25-26..	Opportunities for speaking in planned and purposeful cooperative learning structures are becoming a priority. Vertical alignment of academic vocabulary is becoming a priority. Staff focused too much on allowing EL staff to teach and didn't truly engage in co-teaching dynamics. Staff will not only co-teaching with EL assistants and EL teacher, but also engage in book studies and professional development provided by our EL staff.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Our 25-26 Staff Climate Survey indicated a 16% decrease in the quality of WCSD. Our 26-27 Climate Survey will indicate a 15% increase in the quality of our school district.

Formative Measures: Teacher Leadership alignment with the district strategic plan
PLC documentation (3 week cycle)
Walk through data and provide continuous feedback
Communicate effectively with staff and stakeholders to ensure buyin and understanding

Improvement Strategy 1

Site Leadership continuous communication

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly planned and organized leadership meetings, staff are involved in understanding the district's strategic plan and have buy in how it aligns to JWood Raw	All Staff	End of 26-27SY	

Position Responsible: All Staff

Evidence Level

Level 2: Moderate:
PLC

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	Every year, JWood Raw enrolls many newcomers from Japan with students speaking very little English.	JWood Raw staff works closely with our ELF and EL assistant. We incorporate a lot of GLAD strategies and supports within the classroom. Our staff and students integrate Pocket Talk devices into the classroom, allowing real time translation for our community.

Inquiry Area 3 Connectedness

SMART Goal 1

JWood Raw Parent/Climate Survey Learning Behaviors will increase by 10%, moving from 63% to 73%

Formative Measures: Parent surveys (4 times a year - after report cards)
Climate Survey
Teacher-led Conferences in the fall to Student-led conferences in the spring

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Purposeful academic engagement with families through monthly grade level presentations at PTO Student led conferences using data binders Weekly dojo messages to families identifying what students are learning and have learned Monthly newsletters	All staff	End of 26-27SY	

Position Responsible: All staff

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Many families enroll at JWood for 2 years, due to VISA and employment requirements. Engaging all families is a priority.	JWood Raw is in our 3rd year of Home Visits. We are also working closely with our ELL staff to engage translation devices to best communicate with all families.

Teams

Teams

School Continuous Improvement (CI) Team

Members

First Name	Last Name	Position	Committee Role
Elizabeth	Linschied	Parent/PTO President	Member
Alex	Fuetsch	Teacher	Member
Jordan	Frey	Counselor	Member
Kristy	Pearson	Dean of Students	Member
Jonna	AuCoin	Principal	Member

Community Outreach Activities

Activity	Date	Lesson Learned
Better Together Meet & Greet Breakfast	8/6/26	
Tears and Cheers Breakfast	8/10/26	
Back to School Night	8/11/26	
5th Grade Leadership Retreat	8/12/26	
PTO Meeting	8/18/26	