Washoe County School District

Jerry Whitehead Elementary School

2025-2026 Status Checks 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/2025

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 6
Inquiry Area 3: Connectedness 8

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 **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	**Nov:** In progress **November Lessons Learned** We have done our vertical alignment PLC around science writing/science not books. We have completed two iReady PL. We have also completed FOSS walk throughs with our FOSS facilitator. She has come out to model Science lessons in grades, 5, 4, 3 and 1. Students are completing their iReady minutes and the iReady weekly incentive seems to help with quality iReady minutes. We need to keep work on differential strategies **November Next Steps/Need** iReady goal setting for the MOY diagnostic assessment. Have all grade levels using the iReady progress monitoring tools Continue to do observations around the math practices lessons (3 Reads) Continue vertical collaboration Intervention observations done by admin team. **Feb:**

February Lessons Learned

We need to spend some more intentional time with learning intentions and success criteria. We have not done as much professional learning around the teacher clarity work as we are working on our district focus of systems and behavior.
We have completed our three professional learning sessions with the iReady team. It was helpful in building our teachers capacity. One lesson learned was there are a few teachers who still don't see the importance of iReady and all it has to offer in terms of resources. We need to continue to incorporate iReady professional learning and sharing of the resources in house.
We continue to bring weekly math exit tickets, math assessments (all Reveal) or three reads to our PLC's. We also focused our SLO's on math so there have been some powerful conversations about this as well as some improved teacher efficiency. Teachers saw outstanding growth around their math SLO's. Our iReady data showed we are at 32% projected proficiency on the SBAC for grades 3-5. W

February Next Steps/Need

Our next steps for increasing language and GLAD strategies into math lessons have been successful with 4th and 5th grade. The goal is to have our ELF continue to model this for our other grade levels.
We will be wrapping up our work with mathematical practices prior to spring break. Each grade level completed a project with the guidance of Holly Young, our dean and principal.
We will continue to track and monitor our iReady weekly progress. I am proud of the teachers and students for goal setting weekly and the iReady incentive recess has been a game changer.
We need to continue to refine and adapt our interventions. We are moving towards teachers taking the lead on the interventions and the support staff (interventionists) are helping in the classroom or with things like high frequency words in K-2 to support our MTSS system.

May: No review

May Lessons Learned

May Next Steps/Need

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 **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	**Nov:** In progress **November Lessons Learned** The PLC process was a heavier lift. Teams had never completed team norms. We are doing staff shout outs at our staff meetings. Staff is excited to have "fun" at school. We had a spirit week and get to dress up for Halloween. Providing PL opportunities for all staff members. The capacity builder model has been powerful for building teacher leaders/capacity. **November Next Steps/Need** Continue to support staff and keep workplace stress down to a minimum Continue to refine and support the PLC process **Feb:** **February Lessons Learned** We are meeting every week as a whole staff to do PLC time. We have also learned that we can have the teams meet on their own during our weekly PLC and they were truly doing the process. Again, the teacher capacity builder model has been effective. It has also empowered other teacher to want to sit on other committees, engage in professional learning outside of the school PL. We have teachers who are on our PBIS Matrix revamp team who are becoming teacher leaders and support shared learning that we want to cultivate at Whitehead among our staff. We recently got our staff climate survey results. There were no questions around the PLC process this year, so it will be difficult to know the impact of tightening up the PLC process.

	I did, however, come up with a plan. (see next steps) We are trying to improve the work stress felt by our staff. We improved work stress by 9% We are at 75%, which is 14% higher than the district average. We also had an increase in staff collaboration, which **February Next Steps/Need** Since we did not get any staff climate survey information on the 2025-2026 staff climate survey results, I reached out accountability department and they ware going to come up with some PLC questions that are similar to last year, so we can see if we had any improvements or where we are still falling short as an admin team around the PLC process. We should have results for the EOY reflection. Another step we are working on is to bridge the gap between having the MTSS process be part of the PLC process, they are one in the same and align well, however this will be a little harder to bridge this concept with some of the grade levels. **May:** No review **May Lessons Learned** **May Next Steps/Need**

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 **Position Responsible:** All School Staff **Evidence Level** Level 1: Strong: Family Engagement Level 2: Moderate: PBIS **Problem Statements/Critical Root Cause:** Connectedness 1, 2	**Nov:** In progress **November Lessons Learned** Hard start with this goal. No counselor the first quarter. We have tweaked the incentives to meet the need of our community. Improved attendance (18 students) and 66 students with perfect attendance for first quarter. Admin attending conferences of highfliers. Monthly attendance team meetings. Attendance letters being sent. implemented a school wide class completion for attendance **November Next Steps/Need** Fun Friday (dance parties at lunch). Continue to send weekly attendance text messages to families. Continue with the messaging. **Feb:** **February Lessons Learned** We are focusing on preventative attendance. The principal sends weekly text messages created by the district to promote attendance. We have received feedback from families that it is a welcomed reminder. We will continue to celebrate the best classroom(s) with attendance (spelling out WHALE). We will also recognize our perfect attendance students with our popcorn party and bulletin boards with their names on it. This is highly motivating for this school. Additionally, we will keep recognizing our improved attendance of students. Lastly, we will continue to individually set goal with students who we see sitting at that 11-13% absenteeism range. **February Next Steps/Need** We need to really focus on our students with IEP's especially

	our students in our self-contained programs. All our most severely chronic absenteeism issues are all students with an IEP. We work with case managers and share this information with our families. Continue to focus our attendance initiatives with our kindergarten families and fifth graders. We want to help create healthy attendance habits for our youngest learners. We want to build positive communication around the importance of attendance for all our students. As for our fifth graders, it is important for them to go to middle school with strong attendance habits. It will help the transition be much easier. We will continue to meet as an attendance team monthly. We need to continue to build the capacity of the other team members around attendance and finding solutions to help with attendance barriers. **May:** No review **May Lessons Learned** **May Next Steps/Need**