

Washoe County School District

Whitehead Elementary School

School Performance Plan: A Roadmap to Success

Whitehead Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on September 29, 2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

| Name | Role |
|----------------------------|---|
| Denise Paul | Principal(s) (required) |
| Charlie Lockwood | Dean of Students |
| Lori Leary and Kristy Grow | Teachers |
| Dawn Chamblin | Paraprofessional |
| Sarah Braze | Parent |
| Samantha Shivers | Student |
| N/A | Tribes/Tribal Orgs (if present in community) |
| N/A | Specialized Instructional Support Personnel (if appropriate) |
| Suzie Elliott | School Counselor |
| Cindy Mullaney | Resource Teacher |

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/washoe/jerry_whitehead_elementary/2023



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

| Student Success | |
|--|--|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> The percentage of students who were not yet at or above standard in math but are growing enough to reach “Meet Standard” increased from 11% in 2022 to 22% in 2023 and the percentage of students below standard decreased in all three mathematics claims The overall ELA levels show a narrow gap between school, FRL, and IEP 98% of students believe that our teachers care about them and in the area of self-awareness of emotions there was an 11% favorable increase overall | <ul style="list-style-type: none"> Developing a conceptual understanding of math topics Developing procedural fluency in math Developing routines for reasoning |
| <p>Problem Statement: 73% of students in grades 3-5 are in the approaching or the below level on SBAC</p> | |
| <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Math lessons that are loaded with content and very little focus Not enough time to process and practice mathematical concepts using concrete (uses of manipulatives) and semi-concrete (visuals, anchor charts, graphic organizers) methods while still adhering to pacing guides | |

| Student Success | |
|--|--|
| <p>School Goal: The percentage of students below standards in all three mathematics claims will continue to decrease and will decrease by at least 5 percentage points.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Curriculum-Based Measurements | <p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p> |



- Three Reads Student Samples
- Learning Walks Data
- iReady Data

Improvement Strategy: To develop an understanding of mathematical concepts and procedures, students will engage in ELlevation/GLAD strategies that promote their oral language and support them in explaining their mathematical thinking verbally and in writing.

Evidence Level: 3

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- 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 be encouraged to participate in a book study (Routines for Reasoning) facilitated by, Mr. Lockwood, our Dean of Students
- 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

Resources Needed: *What resources do you need to implement this improvement strategy?*

- GLAD Personnel
- Math Trainer (Holly Young)
- PLC Time
- Support from District Curriculum and instruction Department
- Copies of Routines for Reasoning books for every certified staff

Lead: *Who is responsible for implementing this strategy?*

**Classroom Teachers,
Intervention Support
Teachers, Learning
Facilitator, and the Principal**



- Copies of Teaching Student-Centered Mathematics for grades Pre-K-2 and 3-5

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Limited time, varied teachers' experience with lesson objectives and the integration of the four domains of language into a math lesson.
- *Potential Solution:* Ensure a master schedule that is designed to maximize teacher collaboration opportunities and utilize the GLAD personnel and the EL Facilitator to support during planning, instruction, and PLC.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- CEIS funds to hire long-term sub to support interventions

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Students accessing content and academic language.
- *Support:* The plan specifically targets language.

Foster/Homeless:

- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:

- *Challenge:* Wide-ranging levels of knowledge and experience related to learning.
- *Support:* Intentional use of scaffolds and supports will be implemented in Tier 1 instruction.

Migrant:

- *Challenge:* N/A
- *Support:* N/A



Racial/Ethnic Groups:

- *Challenge:* Culturally responsive practice has not been the focus.
- *Support:* Intentional use of scaffolds and supports that address cultural differences that may affect learning.

Students with IEPs:

- *Challenge:* Students’ deficit in math foundational knowledge and skills hinders their ability to keep up with Tier 1 instruction.
- *Support:* Special education teacher(s) will continue collaborating with the general education teacher to set purposeful goals and align student support.

Self-Contained Students:

- *Challenge:* Finding the time for the strategies teachers to collaborate with classroom teachers
- *Support:* Will pay for two substitutes once a quarter to cover classes allowing for some common planning between the strategies and the general education teachers.

Inquiry Area 2 - Adult Learning Culture

| Adult Learning Culture | |
|--|---|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> • Cohesive staff • Staff that sets high expectations for themselves and students • Staff that values collaboration • Three staff members are National Board certified • Four staff members are pursuing the National Board for Professional Teaching Standards certification | <ul style="list-style-type: none"> • Focusing PLC time on analyzing student data and identifying students’ specific needs • Planning and executing effective interventions and extended learning opportunities • Managing workload and maintaining a healthy work-life balance |
| <p>Problem Statement: Teachers feel that their PLC time is often compromised because they have to attend to other work responsibilities. Prior to iReady, teachers struggled with planning and executing effective interventions and learning opportunities, and now, even though they are hopeful, they understand that is going to be a learning curve. An average of 51% of Whitehead teachers feel tense, restless, or anxious at work, feel burnt out, and don’t think they can make it to retirement age with this work pace.</p> | |
| <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Not enough time for teachers to plan/prepare for lessons • Analyzing formative assessments and planning the next steps is a time-consuming process and time is limited • Reflecting with colleagues on each other’s instructional practice requires time, courage, and humility | |



- Identifying specific student needs is difficult and often requires a period of trial and error
- Scheduling intervention blocks and grouping students by similar needs is a challenging task when staffing is so limited
- Hiring and sustaining qualified staff to support with intervention is difficult
- Limited intervention resources to use and time will be needed to explore, discover, and become proficient at utilizing the interventions available through iReady
- Limited professional development opportunities

Adult Learning Culture

School Goal: More than 50% of Whitehead staff will rate grade-level collaboration and collaboration within disciplines as the most helpful ways to spend their Early Release Wednesday/common planning time. Work stress levels will decrease by at least five percentage points as measured by the staff climate survey.

Formative Measures:

- PLC norms
- Common Formative Assessments
- Teacher feedback and check ins
- iReady usage data
- Evidence of interventions that are based on multiple points of data and are supported by iReady resources
- Number of staff who participate in restorative circles

Aligned to Nevada's STIP

Goal:

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5



Improvement Strategy: Develop norms, systems, and processes to focus and guide PLC work and to alleviate work-related stress and pressure.

Evidence Level: 3.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Teachers will develop a common understanding of what is a PLC
- Teachers will develop norms for their PLCs
- Teachers will use common templates to record PLC goals for student learning, instructional best practices, formative assessments, data findings, and steps for remediating/extending learning and by doing so will ensure PLC accountability, focus, and continuity
- Ensure all teachers, new and experienced, have a voice and their perspectives are valued in the PLC
- Recognize and celebrate achievements.
- Encouraging and setting systems for collaboration and sharing of resources to reduce individual workload
- Make necessary adjustments to reduce excessive work demands and address any systemic issues contributing to stress
- Create a safe and open environment for teachers to discuss their concerns and stressors without fear of judgment
- Implement and conduct restorative circles when possible

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Learning Facilitator
- PLC Time
- Support from District Curriculum and Instruction Department/ELD Department
- More time for restorative practices (circles)

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Not enough time during contract hours to complete a PLC cycle from beginning to end and to achieve closure around thoughtful professional conversations.
- *Potential Solution:* Adhering to PLC norms, systems, and processes and prioritizing team tasks.

Lead: *Who is responsible for implementing this strategy?*
Leadership Team including Learning Facilitator and Principal



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- None

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Meeting students' specific language needs.
- *Support:* The plan specifically promotes practices that help teachers identify and plan for students' individual language needs.

Foster/Homeless:

- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:

- *Challenge:* Meeting students' specific academic needs.
- *Support:* The plan specifically promotes practices that help teachers identify and plan for students' individual academic needs.

Migrant:

- *Challenge:* N/A
- *Support:* N/A



Racial/Ethnic Groups:

- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:

- *Challenge:* Meeting students’ specific goals.
- *Support:* The plan specifically promotes practices that help teachers identify and plan for students’ specific goals.

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

Inquiry Area 3 - Connectedness

| Connectedness | |
|--|--|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> • The students’ relationship skills increased by 15 percentage points • The students’ self-awareness of emotions skills increased by 11 percentage points • The students’ sense of adult respect and safety in school increased and is at 91% and 92% respectively • 98% of students believe that our teachers care about them and in the area of self-awareness of emotions there was an 11% favorable increase overall • JWES was awarded the PTHV Annual Award for the 22- 23 school year | <ul style="list-style-type: none"> • Students’ self-management of emotions • Students’ self-management of goals • Students’ Self-management of schoolwork |
| <p>Problem Statement: We celebrate the improvements in students’ relationships and self-awareness skills, but we continue to see a decline in students’ self-management of emotions, self-management of goals, and self-management of schoolwork.</p> | |
| <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • . Insufficient student interactions with adults at home due to work schedules and varied life challenges. Insufficient interactions with teachers due to time constraints. Limited resources that promote the development of organizational skills and goal-setting processes. • . Limited exposure to adult modeling of self-awareness of emotions. | |



Connectedness

School Goal: Students' rating on self-management of emotions, goals, and schoolwork will increase by at least five percent, 46% to 51%, 54% to 59%, and 58% to 63% respectively.

Formative Measures:

- Behavior Data
- Learning Walks Data
- Number of completed guidance lesson focusing on the development of strategies that support self-management of goals and schoolwork

Aligned to Nevada's STIP

Goal:

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

Improvement Strategy: Schoolwide implementation of the Zones of Regulation framework and SEL strategies that promote self-management of goals and schoolwork.

Evidence Level: 1

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Implementing restorative circles
- The school counselor will deliver guidance lessons that will focus on teaching skills that develop self-management of emotions (Zones of Regulation)
- School counselor collaborates with the PBIS team, admin, Respect team (fifth-grade students), and teachers planning and delivering guidance lessons focused on skills/strategies that support self-management of goals and schoolwork
- Implement the use of agendas, checklists, or any form of an organizer
- Display lesson objectives and reference them throughout the lesson
- Teachers routinely end lessons by prompting students to share with a partner verbally or in writing what they learned
- Teachers validate students' uncertainties/fears and display vulnerability by sharing their own learning doubts
- Teachers display compassion by empathizing with students' struggles/fears
- Teachers communicate with parents/guardians and work together to support the development of self-management skills

Lead: *Who is responsible for implementing this strategy?*

School Counselor and Teachers



Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time to provide professional development around SEL strategies
- Training for teachers around writing meaningful lesson objectives
- Funds to purchase student agendas or planners
- Consistent parent and guardian involvement and sustained partnership with families

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Teachers shifting their thinking from SEL being a curriculum we teach; to SEL being a practice embedded in daily routines.
- *Potential Solution:* Allowing teachers to grow and experience the benefit of such a shift at their own pace.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- None

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Accessing the language.
- *Support:* Using visuals and modeling behavior is a part of the plan.

Foster/Homeless:

- *Challenge:* Maintaining communication between school and home.
- *Support:* The school counselor and learning facilitator collaborate with the classroom teacher to identify needs and based on those specific needs establish appropriate check-ins with students and families.

Free and Reduced Lunch:

- *Challenge:* Maintaining parents/guardians' engagement when it comes to school demands and activities.
- *Support:* Offering parents alternative and multiple opportunities to communicate with teachers and/or participate in school events and activities.

Migrant:



- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Finding the time and setting to develop awareness and understanding of students' background.
- *Support:* Continue to support and promote the school's PTHV program.

Students with IEPs:

- *Challenge:* Difficulty shifting to a new way of expressing emotions.
- *Support:* Ensure gradual release of new vocabulary related to emotions and the use of visuals and models.

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

| Outreach Activity | Date | Lessons Learned from the School Community |
|---|-----------|---|
| Meet and Greet | 8/9/2023 | <ul style="list-style-type: none"> • The event was planned and organized by the PFA. |
| Back to School Night and Back to School BBQ | 8/30/2023 | <ul style="list-style-type: none"> • Families gathered on our lawn on picnic blankets enjoying hot dogs and Polish dogs. Next, families met in the multipurpose room for a short welcome message from the principal and for an opportunity to meet all teachers and staff. Parents/guardians were encouraged to fill out volunteer forms as well as learn about PTHVP and sign up for a visit. |
| PFA Meetings | 9/6/2023 | <ul style="list-style-type: none"> • Similar to SY 22-23, the principal plans to attend every PFA meeting. She will continue to collaborate with the PFA to promote events that encourage parent involvement as well as help with fundraising. For the 23-24 school year, the PFA will meet on the first Wednesday of every month unless the meeting falls during break and in that case, they will meet on the second Wednesday of the month. |



| | | |
|-----------------------------------|----------|--|
| Home Visit Sign-Up | 8/8/2023 | <ul style="list-style-type: none">The PTHVP school coordinator presented to the staff on the week before school started explaining the positive impact the program has had for Whitehead in the past and encouraging staff who are not trained to sign up for training. JWES was awarded the PTHV Annual Award for the 22- 23 school year. |
| Update after each outreach event. | 8/12/22 | <ul style="list-style-type: none">Add lessons learned after each outreach event. |