



Washoe County School District

JWood Raw ES

School Performance Plan: A Roadmap to Success

JWood Raw 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.

Principal: Jonna AuCoin

School Website: washoeschools/Page/18433

Email:

Phone: 775-851-5444

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 9/14/23



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
Jonna AuCoin	Principal(s) (required)
Kristy Pearson	Other School Administrator(s) (required)
Lori Bell	Teacher(s) (required)
Tatiana Amador	Paraprofessional(s) (required)
Ursula Schwab	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

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 [\(New School – No Prior Data Available\)](#)



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"> Listening strand has 94% of current fourth and fifth grade students performing At or Near or Above Standard as identified by SBAC data. Current fourth grade students are outperforming current fifth grade students by 4 percent in mathematics with 55% meeting or above standard to 51% meeting or above standard as identified by SBAC data. 68% of current 5th grade students are growing adequately to remain at or above Meets Standard in ELA as identified by SBAC data. 	<ul style="list-style-type: none"> Overall 45% of our current fourth and fifth grade students are performing below grade level standard in ELA as identified by SBAC data. Overall 46% of our current fourth and fifth grade students are performing below grade level standard in Math as identified by SBAC data. 76% of students with an IEP are performing below standard in Math as identified by SBAC data.
<p>Problem Statement: Approximately 50% of students at JWood Raw are performing below grade level.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Overcrowding at previous elementary schools, possible lack of consistent services, supports and interventions. The majority of IEP minutes were pull out rather than inclusion with general education and Tier 1 instruction. 	

Student Success	
<p>School Goal: Students performing at or above grade level (level 3 and level 4) will increase overall by 5% moving from 55% to 60% in ELA and by 5% in math moving from 54% to 59% as identified in 2024 SBAC data.</p> <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p>X STIP Goal 1 X STIP Goal 2</p> <p>X STIP Goal 3 X STIP Goal 4</p>



- *IReady Benchmark Assessments (3 times a year)*
- *MAP assessments 1-3 grade (3 times a year)*
- *PLC cycle formative assessments (9 times a year)*

X STIP Goal 5 STIP Goal 6

Improvement Strategy: *JWood Raw will engage in 3-week PLC cycles aligning learning with Essential Standards and Tier 1 Target Skills. Staff will assure learning intentions are clear to all students and rubrics and exemplars are provided for clarity. Data will be analyzed and instruction modified. As staff focus on Fair and Equitable grading practices students are encouraged to improve assignments and grow with the power of yet.*

Evidence Level: Tier 3

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

- *Grade level staff engage in weekly PLC*
- *Grade level staff follow a 3 week PLC cycle, Prepare, Analyze, Reflect*
- *Align Professional Development to PLC work (Teacher Clarity)*
- *Administration attends all weekly PLC*
- *Administration supports PLC with interim assessment data*
- *Grade levels use current formative assessment data*
- *Learning intentions are clear to all students*
- *Student friendly rubrics and exemplars are consistently used*
- *IReady data analyzed for all students receiving a minimum of 45 minutes of ELA and MATH*
- *In weekly PLC's teachers will discuss data points around iReady to help instruction, intervention,*

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

All staff, certified, classified and administrative



etc.

- *In PLCs intervention skill and time will be monitored and modified based on needed, as indicated on data, i.e. iReady, formative assessments.*

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

- *Time*
- *PD support with Teacher Clarity*
- *PLC cycle*
- *Essential Standards*
- *Current data*
- *Support with Tier 1 rubrics and exemplars*
- *Support aligning assessments to Fair and Equitable grading practices*

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

- *Implementation Challenge:*
- *New colleagues and processes*
- *New grading and reporting practices*
- *Assuring deep understanding of Teacher Clarity work*
- *Potential Solution:*
- *Continued training and support with PLC cycle*
- *Continued training and support Fair and Equitable Grading*
- *Continued PD with Teacher Clarity*

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

- *General fund*



Resource Equity Supports¹: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

- Challenge: .5 ELD coach
- Support: ELD coach provides monthly newsletter and provided PD around engagement strategy monthly

Foster/Homeless:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Migrant:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:

- Challenge: *Students traditionally have used a pull out model*
- Support: *Transition to inclusion as appropriate*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Veteran staff, JWood Raw staff has over 650 years of experience)</i> 	<ul style="list-style-type: none"> ● <i>Fair and Equitable grading is new to all of us and there are only two other sites engaging in our work.</i>

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- *Aligned philosophy, JWood Raw staff were all interviewed with the same philosophical questions.*
- *Many instructional leaders, many staff have been LFs, mentor teachers, on leadership teams,*

- *Assuring deep understanding with grade level rubrics and assessments.*
- *iReady use and understanding*
- *Quaver Ed use and understanding*

Problem Statement: As a new school, JWood Raw staff is building a community while learning and engaging in Fair and Equitable grading, creating Tier 1 rubrics, learning iReady and Quaver Ed.

Critical Root Causes of the Problem:

- *New School and team*
- *New grading system*
- *New assessment system*
- *New SEL program*

Adult Learning Culture

School Goal: JWood Raw staff will understand Fair and Equitable grading practices aligning our growth philosophy with Tier 1 learning. By May of 2024 all JWood Raw staff will have engaged in 9 effective PLC cycles using iReady data, assessments and intervention strategies.

Formative Measures:

- *3 week PLC cycles*
- *Student growth data*
- *IReady usage*
- *Report cards, Fair and Equitable grading is closely aligned and indicative of both formative and*

Aligned to Nevada's STIP Goal:

- X STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 X STIP Goal 6



summative assessments. Level 1-4 transfer.

Improvement Strategy: JWood Raw staff will effectively engage in PLC cycles using iReady as one resource and align the PLC assessments and rubrics to Fair and Equitable grading.

Evidence Level: Tier 4

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

- *Continue to train and engage in Fair and Equitable grading practices*
- *Assure rubrics are Tier 1 and align with Fair and Equitable grading*
- *Engage and train in iReady*
- *Use data to indicate student growth*
- *Train and engage in Teacher Clarity work*

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

- *Time*
- *Professional Development in iReady, Teacher Clarity and Fair and Equitable Grading*

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

- *Implementation Challenge: Lack of resources for support in Fair and Equitable Grading*
- *Potential Solution: Align Teacher Clarity, PLC work (rubrics and assessments) to Fair and Equitable grading practices. (Including Fall SLO)*

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

All staff



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

- *General*

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

English Learners

- Challenge: *High number of newcomer students*
- Support: *PD with ELD and scaffold with academic vocabulary*

Foster/Homeless:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Migrant:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*



Racial/Ethnic Groups:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:

- Challenge: *Lack of comfort with inclusion*
- Support: *Transfer to inclusive model with appropriate support and timeframe*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Enthusiasm with new school</i> 	<ul style="list-style-type: none"> ● <i>Building a cohesive community</i>
<p>Problem Statement: JWood Raw is in its infancy stage. We are focused on creating, building and sustaining a cohesive community.</p> <p>Critical Root Causes of the Problem: As a new school we have the majority of families transferring from two other site, and about 15% of our school has either been homeschooled or in private/charter school.</p>	

Connectedness							
<p>School Goal: <i>By December 2023, JWood Raw staff and students will have engaged in 30 SEL Quaver Ed lessons (approximately 2 lessons a week). By January of 2024, all stakeholders will receive a survey on our climate and SEL lessons and based on information received, by June of 2024, our schoolwide SEL program will be addressing student, staff, and family need and wants.</i></p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● <i>PTO Board established in August 23</i> 	<p>Aligned to Nevada’s STIP Goal:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> STIP Goal 1</td> <td style="padding: 5px;"><input type="checkbox"/> STIP Goal 2</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> STIP Goal 3</td> <td style="padding: 5px;"><input checked="" type="checkbox"/> STIP Goal 4</td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> STIP Goal 5</td> <td style="padding: 5px;"><input checked="" type="checkbox"/> STIP Goal 6</td> </tr> </table>	<input type="checkbox"/> STIP Goal 1	<input type="checkbox"/> STIP Goal 2	<input type="checkbox"/> STIP Goal 3	<input checked="" type="checkbox"/> STIP Goal 4	<input checked="" type="checkbox"/> STIP Goal 5	<input checked="" type="checkbox"/> STIP Goal 6
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- *PTO monthly meetings and increase membership (Monthly)*
- *Survey and Climate data*
- *Quaver Ed lessons*
- *Volunteers*
- *Participation in schoolwide events*

Improvement Strategy: JWood Raw will use Quaver Ed in all classrooms, all classrooms with take part in morning meetings and optimistic closure activities using SEL and Quaver Ed as a resource. Our families will engage and feel a part of the JWood Raw community.

Evidence Level: Tier 3

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

- *Quaver Ed lessons taught at minimum 2 times a week, morning meetings 5 days a week and optimistic closures 5 days a week.*
- *Effective communication (weekly connect ed, newsletters, outreach, visibility)*
- *3 Town Hall meetings*

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

- *Parent feedback*
- *Parent involvement*
- *Staff feedback and involvement*
- *Opportunities to engage our community (fall festival etc.)*

Lead: *Who is responsible for implementing this strategy?*
Update after Strategy Selection



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

- *Implementation Challenge: We are starting from the ground up*
- *Potential Solution: Identify a handful of leaders and provide opportunities. Conduct outreach.*

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

- *PTO*
- *General*

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

English Learners

- *Challenge: We have a high number of families that speak Japanese*
- *Support: Provide translators and translation equipment*

Foster/Homeless:

- *Challenge: Update during SPP Roadmap Development.*
- *Support: Update during SPP Roadmap Development.*

Free and Reduced Lunch:

- *Challenge: Assure all families are able to participate and engage*
- *Support: Provide a variety of opportunities to engage and personal outreach*

Migrant:

- *Challenge: Update during SPP Roadmap Development.*
- *Support: Update during SPP Roadmap Development.*



Racial/Ethnic Groups:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

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
<i>Identify and communicate with potential Partners in Education</i> <ul style="list-style-type: none"> ● <i>Pathway to Aviation</i> ● <i>Great Basin Aviation</i> 	<i>Spring 2023</i>	<ul style="list-style-type: none"> ● <i>Desire for community partners to engage and partner with WCSD</i>
<i>Creating and sustaining PTO Board and PTO</i>	<i>Fall 2023</i>	<ul style="list-style-type: none"> ● <i>Family engagement has been instrumental in building a trusting and thriving community</i>