

**Washoe County School District**  
**Jwood Raw Elementary School**  
**2024-2025 School Performance Plan**

**Classification: 4 Star School**

# 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.

## Value Statement

### 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/jwood\\_raw\\_elementary\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/jwood_raw_elementary_school/2024)

# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Student Success ..... 4
  - Adult Learning Culture ..... 5
  - Connectedness ..... 7
- Priority Problem Statements ..... 8
- Comprehensive Needs Assessment Data Documentation ..... 9
- Goals ..... 11
  - Goal 1: Student Success ..... 11
  - Goal 2: Adult Learning Culture ..... 12
  - Goal 3: Connectedness ..... 14

# Comprehensive Needs Assessment

Revised/Approved: September 4, 2024

## Student Success

### Student Success Summary

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.
2. Standards Based Grading, using rubrics, essential standards, teacher clarity model and effective PLC cycles. All students, kindergarten through fifth grade led spring conferences using Standards Based Grading as their proof of progress, ownership, and growth mindset.
3. Aviation. Mr. JWood Raw was a naval aviator and to honor his memory our school has embraced 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 providing a variety of learning opportunities around aviation.

### Student Success Strengths

All students who were expected to exit ELL through ACCESS assessment did, plus two students who were not expected to exit.

60% of students in fourth grade are proficient in math as identified through SBAC assessment (Spring 2024)

Students at JWood Raw grew an average of 115% in ELA based on iReady from fall 2023 to spring 2024 benchmark data.

Students at JWood Raw grew an average of 100% in Math based on iReady fall 2023 to spring 2024 benchmark data.

Students in grades 4th and 5th grew an average of 4% in ELA based on SBAC data. Moving from 55% proficiency in 2023 to 59% proficiency in 2024.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** 47% of students identified as English Learners made adequate growth as identified in ACCESS testing. **Critical Root Cause:** Opportunities for speaking in planned and purposeful cooperative learning structures were not a priority. Vertical alignment of academic vocabulary was not a priority.

# Adult Learning Culture

## Adult Learning Culture Summary

Staff interest forums and interviews were focused around:

Standards-Based Grading

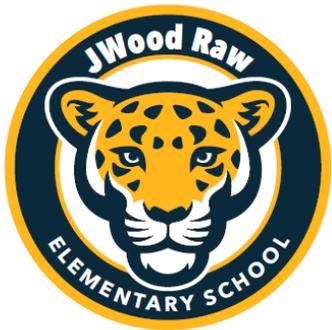
Professional Learning Communities

Teacher Clarity

Social Emotional Learning with a growth mindset

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

JWOOD RAW ELEMENTARY SCHOOL



**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**

## **Pperseverance, Respect, Integrity, Determination, Eempathy**

### **Adult Learning Culture Strengths**

Dedicated staff that uses data to identify staff strengths and areas of improvement. Our staff understands that our success is around student growth and buy into a continuous growth cycle.

Onsite staff provides professional development, peer observation and feedback and effective PLC cycles.

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

### **Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** 40% of staff co-taught with the site English Language Facilitator **Critical Root Cause:** JWood Raw staff is new and we spent much time becoming a community and building trust. Staff spent a great amount of time learning iReady and Standards-based Grading.

# Connectedness

## Connectedness Summary

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.

## Connectedness Strengths

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.

Celebration our students showing PRIDE within our Jag community

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 28% of families at JWood Raw do not feel that our school does not fit their students. **Critical Root Cause:** JWood Raw staff focused a great deal of time and energy building the community within the school and did not involve the parents/community as much as was needed.

# Priority Problem Statements

**Problem Statement 1:** 47% of students identified as English Learners made adequate growth as identified in ACCESS testing.

**Critical Root Cause 1:** Opportunities for speaking in planned and purposeful cooperative learning structures were not a priority. Vertical alignment of academic vocabulary was not a priority.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** 40% of staff co-taught with the site English Language Facilitator

**Critical Root Cause 2:** JWood Raw staff is new and we spent much time becoming a community and building trust. Staff spent a great amount of time learning iReady and Standards-based Grading.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** 28% of families at JWood Raw do not feel that our school does not fit their students.

**Critical Root Cause 3:** JWood Raw staff focused a great deal of time and energy building the community within the school and did not involve the parents/community as much as was needed.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Planning and decision-making committee minutes

## Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher evaluation
- Administrator evaluation

#### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

#### **Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Course offerings
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: September 5, 2024

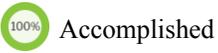
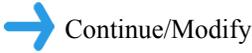
## Goal 1: Student Success

Aligns with District Priority

**Annual Performance Objective 1:** Overall proficiency in ELA SBAC data will increase by 5%, from 58% proficient in 2024 to 63% proficient in 2025. Overall proficiency in MATH SBAC data will increase by 5% from 49% proficient in 2024 to 54% proficiency in 2025.

**Evaluation Data Sources:** iReady Benchmark assessments  
SBAC data

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> PLC's Academic Vocabulary Alignment through PLC cycle and Teacher Clarity focus, specifically effective and purposefully planned Learning Intentions and Success Criteria.</p> <p><b>Formative Measures:</b> Benchmark iReady Assessments Formative assessments MAP, ACCESS, SBAC</p> <p><b>Position Responsible:</b> All Staff</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Chronically Absent</p> <p><b>- Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Jan	Apr	June


## Annual Performance Objective 1 Problem Statements:

Student Success
<p><b>Problem Statement 1:</b> 47% of students identified as English Learners made adequate growth as identified in ACCESS testing. <b>Critical Root Cause:</b> Opportunities for speaking in planned and purposeful cooperative learning structures were not a priority. Vertical alignment of academic vocabulary was not a priority.</p>

**Goal 2: Adult Learning Culture**

**Aligns with District Priority**

**Annual Performance Objective 1:** Classroom walk-throughs will indicate at least 85% of teachers consistently implement and utilize appropriate Learning Intentions and Success Criteria

**Evaluation Data Sources:** Walk through data  
 PLC documentation (3 week cycle)  
 Teacher Clarity professional development provided by staff  
 Formative Assessments  
 ACCESS data

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> PLC's - Teacher Clarity</p> <p>Monthly Teacher Clarity professional development provided by staff, followed by walk-through observations to collect data on learning effectiveness.</p> <p><b>Formative Measures:</b> PLC data                      Meaning and Appropriate Learning Intention and Success Criteria                      Walk through data, students who know what they are learning and know how they will be successful                      Three-week PLC cycles                      Formative Data                      District Data (iReady/NWEA)</p> <p><b>Position Responsible:</b> All Staff</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent</p> <p><b>- Evidence Level:</b>                      Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Annual Performance Objective 1 Problem Statements:**

## Adult Learning Culture

**Problem Statement 1:** 40% of staff co-taught with the site English Language Facilitator **Critical Root Cause:** JWood Raw staff is new and we spent much time becoming a community and building trust. Staff spent a great amount of time learning iReady and Standards-based Grading.

**Goal 3: Connectedness**

**Aligns with District Priority**

**Annual Performance Objective 1: JWood Raw Parent/Climate Survey Learning Behaviors will increase by 10% moving from 68% to 78%**

**Evaluation Data Sources:** 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 Details	Status Checks		
<p><b>Improvement Strategy 1: Family Engagement</b>                      Purposeful academic engagement with families through monthly grade level presentations at PTO                      Student led conferences using data binders                      Monthly newsletters</p> <p><b>Formative Measures:</b> Surveys                      Feedback in PTO meetings                      Fall and Spring conferences</p> <p><b>Position Responsible:</b> All staff</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Jan	Apr	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Annual Performance Objective 1 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> 28% of families at JWood Raw do not feel that our school does not fit their students. <b>Critical Root Cause:</b> JWood Raw staff focused a great deal of time and energy building the community within the school and did not involve the parents/community as much as was needed.</p>