

Washoe County School District
Libby Booth Elementary School
2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI



Mission Statement

Learning is expected; it is not optional.

Mission

In partnership with families, we ensure a high level of academic and social-emotional learning for all Libby Booth students.

Vision

Vision

Libby Booth elementary school will educate the whole child by nurturing a lifelong love of learning so all students envision a bright future.

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 as an addendum

https://nevadareportcard.nv.gov/DI/nv/washoe/libby_booth_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

As measured by the 2024-2025 iReady End of Year (EOY) Reading Diagnostic, 61% of students made 100% or greater progress towards Annual Typical Growth (ATG) in reading, and an additional 11% of students made 80-99% of ATG in reading.

As measured by the 2024-2025 iReady EOY Math Diagnostic, 55% of students made 100% or greater progress towards Annual Typical Growth (ATG) in math, and an additional 8% of students made 80-99% of ATG in math.

Student Success Areas for Growth

In Reading, 28% of students made less than 80% typical growth according to the iReady EOY diagnostic.

In Math, 37% of students made less than 80% typical growth according to the iReady EOY diagnostic.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Grades 1-5 especially showed a gap between percent of students early on to above grade level in reading and math according to the iReady EOY diagnostic.	Teachers will engage in discussions around progress, goal-setting, and asking students what they feel they need to be successful with individual students (data chats). For our students in grades K-2, teachers will give options of supports needed. These data chats will occur throughout the school year before and after iReady diagnostic tests.
Foster/Homeless	This is not an area disaggregated in iReady.	This is not an area disaggregated in iReady.
Free and Reduced Lunch	This area applies to our whole school.	This area applies to our whole school.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	This is not an area disaggregated in iReady.	This is not an area disaggregated in iReady.
Students with IEPs	The iReady EOY diagnostic indicated a gap between percent of students early on to above grade level in reading and math.	To address math, teachers will use a structured skill sequence to teach math fact fluency in every grade level. For reading, teachers will target iReady lessons to meet individual student needs as identified through the iReady diagnostic and personalized instruction. Additionally, teachers will receive copies of IEPs at a glance and data collection sheets for all students receiving SPED support in their class. This will help them know student goals quickly and embed instruction and monitoring targeted to specific student needs in the general education setting.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): In Reading, 28% of students made less than 80% typical growth according to the iReady EOY diagnostic. In Math, 37% of students made less than 80% typical growth according to the iReady EOY diagnostic.

Critical Root Cause: There have been multiple changes in site leadership over the past 5 years. Additionally, there is a lack of collaboration between teachers within and across grade levels.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Many teachers have been at Libby Booth for many (5+) years. There were no teachers who left the school community this last school year, aside from a reduction in allocation. Teachers and staff are committed to the school community.

Adult Learning Culture Areas for Growth

The 24-25 Staff Climate Survey indicates that only 57% teachers feel that their collaborative teams take collective responsibility for student learning.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers are not consistently using strategies that are effective for our English learners.	Determine a focus domain by quarter and then monthly with a focus strategy to help students make progress within that domain. Use co-teaching and modeling with our EL Facilitator and Teacher to help grade level teachers feel more comfortable with regularly using these strategies.
Foster/Homeless	School staff may be making assumptions (and may change academic expectations) about the skills and abilities students and families bring with them to school.	School staff will work to listen and learn from our families so that we are aware of assets students and families bring with them every day.
Free and Reduced Lunch	This area applies to our whole school.	This area applies to our whole school.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	School staff started the school year with a compliance-based approach with regard to issues that may arise between students/ student groups with regard to race.	Develop 30-second intervention scripts and practice role-playing scenarios that have happened to build comfort for school staff with regard to addressing race-based issues between students/ student groups.

Student Group	Challenge	Solution
Students with IEPs	Last school year, many teachers did not know what student goals were and/ or their role in the SPED process (eligibility, instruction, progress monitoring, IEP meetings).	School staff will work to strength MTSS systems so that students are getting the right kind of support when they need it. SPED teachers will print and distribute IEP at a glance documents and data collection worksheets for all teachers at the beginning of the year and after IEP meetings where revisions were made.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): According to the 24-25 Staff Climate Survey, only 57% of staff responded favorably to the prompt: Teachers in my collaborative team take collective responsibility for student learning rather than working in isolation.

Critical Root Cause: There has been recent turnover in site administrators (e.g. 5 principals in 7 years), and there is a lack of shared vision and consistent systems in place.

Connectedness

Connectedness Areas of Strength

The counselor, administrators, office staff, and clinic staff are aligned with regard to procedures for documenting student attendance. This supports the ability for the team to address student needs as they are and to communicate with families regarding what kinds of absences count as exempt vs. non-exempt.

Connectedness Areas for Growth

Targeted intervention can be more transparent to teachers so that the administrative and student support (counseling, CIS, prevention/ intervention) can be working toward the same goals with students and families.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	This group of learners are an area of strength. There are no EL students who are severely chronically absent.	Explore how to help families share so that successful strategies can be shared with other families.
Foster/Homeless	Students in this learning group often move schools very frequently and may have missed learning and/ or do not feel connected the school community.	Have grade level packets of information (e.g. about the teacher/ grade level learning, connecting to Class Dojo, etc.) available at the front office so that staff who enroll families can help get families connected immediately upon enrollment.
Free and Reduced Lunch	This applies to our whole school.	N/A
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	This group of learners is an area of strength.	Explore how to help families share so that successful strategies can be shared with other families.

Student Group	Challenge	Solution
Students with IEPs	There may be some over-identification of students on IEPs from other groups (e.g. foster/ homeless). Additionally, if teachers did not know from the start of the year what student goals are, students may not feel supported during the school day and so not want to come to school.	School staff will work to strength MTSS systems so that students are getting the right kind of support when they need it. Additionally, SPED teachers will give classroom teachers IEP at a glance and data collection documents at the start of the year and throughout the year when changes are made.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Targeted intervention can be more transparent to teachers so that the administrative and student support (counseling, CIS, prevention/ intervention) can be working toward the same goals with students and families.

Critical Root Cause: When tasked with identifying needs, providing intervention, and communicating to teachers, time became an issue and the intervention team working on this area prioritized the first two tasks.

Priority Problem Statements

Problem Statement 1: According to the 24-25 Staff Climate Survey, only 57% of staff responded favorably to the prompt: Teachers in my collaborative team take collective responsibility for student learning rather than working in isolation.

Critical Root Cause 1: There has been recent turnover in site administrators (e.g. 5 principals in 7 years), and there is a lack of shared vision and consistent systems in place.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: In Reading, 28% of students made less than 80% typical growth according to the iReady EOY diagnostic. In Math, 37% of students made less than 80% typical growth according to the iReady EOY diagnostic.

Critical Root Cause 2: There have been multiple changes in site leadership over the past 5 years. Additionally, there is a lack of collaboration between teachers within and across grade levels.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Targeted intervention can be more transparent to teachers so that the administrative and student support (counseling, CIS, prevention/ intervention) can be working toward the same goals with students and families.

Critical Root Cause 3: When tasked with identifying needs, providing intervention, and communicating to teachers, time became an issue and the intervention team working on this area prioritized the first two tasks.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Coaching Logs
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Study of best practices
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Enrollment trends
- Home Visits
- Mobility rate, including longitudinal data
- PBIS/MTSS data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 100% of students in grades K-5 will meet their typical growth target in reading and math on the third iReady diagnostic and 100% of students who were on grade level on the 24-25 EOY are also on grade level on the 25-26 EOY in reading and math according to the iReady diagnostic tests.

Aligns with District Goal

Formative Measures: iReady Diagnostic in Reading, iReady Personalized Instruction

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady: Plan on How to Use the Data				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Conduct weekly reviews of number of lessons students are passing weekly by grade level with the goal of students passing 2 or more lessons in reading and math.	principal and assistant principal (and shared with teachers)	weekly throughout the school year			
2	Provide professional learning focused around using Tools for Instruction (embedded in iReady) and Phonics for Reading (small group teacher-led) for small group instruction.	principal and assistant principal	beginning of the school year and two other times throughout the year as needed			
3	Incentivize student growth weekly in classrooms with number of lessons passed and after the MOY and EOY diagnostic assessments as a whole school.	teachers (weekly lessons passed); principal and assistant principal (after diagnostic assessments)	weekly and after diagnostic assessments throughout the year			
Position Responsible: principal, assistant principal, and teachers Resources Needed: time, money for school-wide celebrations after diagnostics Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Diagnostics Plan				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Formally educate students on the purpose of the diagnostic assessment through 1:1 data chats with teachers.	teachers	before and after each diagnostic			
2	Administration will conduct data chats with teachers after the BOY and MOY diagnostic assessments.	principal and assistant principal	twice per year			
3	Develop a system to adjust a student's personalized path after BOY and MOY diagnostic assessments and when students are either not passing lessons or passing lessons very quickly.	teachers	throughout the school year			
Position Responsible: principal, assistant principal, and teachers						
Resources Needed: time						
Evidence Level						
Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: In Reading, 28% of students made less than 80% typical growth according to the iReady EOY diagnostic. In Math, 37% of students made less than 80% typical growth according to the iReady EOY diagnostic. Critical Root Cause: There have been multiple changes in site leadership over the past 5 years. Additionally, there is a lack of collaboratiion between teachers within and across grade levels.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: PLC team meeting agendas will indicate at least 80% of teachers have ownership over some part of the PLC team process.

Aligns with District Goal

Formative Measures: PLC agendas & artifacts

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC: Master Schedule				Status Check		
				Nov	Feb	May
				No review	No review	No review
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Grade level teacher teams determine two 30-minute blocks throughout the week that will be used for dedicated common planning and assessment analysis.	teacher teams	before the start of the instructional year with students			
2	Grade-level teacher teams will determine agreements for team meetings and roles.	teacher teams with the assistance of the principal, assistant principal, and instructional coach	before the start of the instructional year with students			
3	A member of the aministrative team or instructional coach will be present at all PLC team meetings to lead collaboration around Teacher Clarity.	principal, assistant principal, and instructional coach	throughout the school year			
4	Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.	principal, assistant principal, and instructional coach	throughout the school year			
Position Responsible: teacher teams, principal, assistant principal, and instructional coach						
Resources Needed: none						
Evidence Level						
Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: According to the 24-25 Staff Climate Survey, only 57% of staff responded favorably to the prompt: Teachers in my collaborative team take collective responsibility for student learning rather than working in isolation. **Critical Root Cause:** There has been recent turnover in site administrators (e.g. 5 principals in 7 years), and there is a lack of shared vision and consistent systems in place.

Inquiry Area 3: Connectedness

SMART Goal 1: Students identified as chronically absent in the 24-25 school year will reduce their absentee rate by 6% by the end of the current school year.

Aligns with District Goal

Formative Measures: BIG average daily attendance report

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PBIS: Monitoring Process and Plan for Supporting Students Early				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Use historical attendance data to identify students who are at risk of chronic absenteeism.	counselor, principal, assistant principal, Communities in Schools (CIS) coordinator, prevention/ intervention assistant	before the start of the instructional year with students			
2	Establish process/protocol for the attendance intervention team to communicate with teachers regarding student absences.	counselor, principal, assistant principal, Communities in Schools (CIS) coordinator, prevention/ intervention assistant	before the start of the instructinoal year with students			
3	Conduct weekly reviews of attendance data to identify students with consecutive absences, 10% or more days absent, and/ or with more than one unverified absence.	counselor, prevention/ intervention assistant	throughout the school year			
4	Celebrate student attendance quarterly during PBIS celebrations.	counselor, admin, teachers	at the end of each quarter			
Position Responsible: counselor, principal, assistant principal, Communities in Schools (CIS) coordinator, prevention/ intervention assistant						
Resources Needed: time						
Evidence Level						
Level 2: Moderate: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

Improvement Strategy 2 Details				Status Checks																						
Improvement Strategy 2: Parent Teacher Home Visits: Mentoring Supports <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Celebrate achievements related to improved attendance.</td><td>counselor, Communities in Schools (CIS) coordinator, prevention/ intervention assistant</td><td>quarterly</td></tr><tr><td>2</td><td>Establish a student advisory council who will develop a plan to increase student engagement and improve the school climate.</td><td>counselor</td><td>throughout the school year</td></tr><tr><td>3</td><td>Increase the number of options for students to become involved in the school community outside of the school day.</td><td>all staff</td><td>throughout the school year</td></tr><tr><td>4</td><td>All staff (counselor, admin, teachers, classified staff) will participate in the Parent Teacher Home Visit Program.</td><td>all staff</td><td>throughout the year.</td></tr></table> Position Responsible: all staff, counselor, principal, assistant principal, Communities in Schools (CIS) coordinator, prevention/ intervention assistant Resources Needed: slot pay money, time Evidence Level Level 1: Strong: Parent Teacher Home Visits Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Celebrate achievements related to improved attendance.	counselor, Communities in Schools (CIS) coordinator, prevention/ intervention assistant	quarterly	2	Establish a student advisory council who will develop a plan to increase student engagement and improve the school climate.	counselor	throughout the school year	3	Increase the number of options for students to become involved in the school community outside of the school day.	all staff	throughout the school year	4	All staff (counselor, admin, teachers, classified staff) will participate in the Parent Teacher Home Visit Program.	all staff	throughout the year.	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																			
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				2	Establish a student advisory council who will develop a plan to increase student engagement and improve the school climate.	counselor	throughout the school year																			
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4	All staff (counselor, admin, teachers, classified staff) will participate in the Parent Teacher Home Visit Program.	all staff	throughout the year.																							
Nov	Feb	May																								
No review	No review	No review																								

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Targeted intervention can be more transparent to teachers so that the administrative and student support (counseling, CIS, prevention/ intervention) can be working toward the same goals with students and families. Critical Root Cause: When tasked with identifying needs, providing intervention, and communicating to teachers, time became an issue and the intervention team working on this area prioritized the first two tasks.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

School Continuous Improvement (CI) Team

Team Role	Name	Position
member	Alejandra Castaneda-Zamora	parent
member	Thor Heydman	teacher
member	Carlee McElroy	teacher
member	Candia Tolbert	counselor
member	Michelle Shaghoian	instructional coach
member	Kacey Edgington	assistant principal
lead	Mary Culpepper	principal

Community Outreach Activities

Last school year, we had many activities planned throughout the school year for families to attend. However, attendance was low. Our team decided to reduce the number of events offered for families but to incorporate strategies based around The Dual Capacity-Building Framework for Family-School Partnerships.

Activity	Date	Lesson Learned
Back to School Night	Tuesday, August 19, 2025	
Cola/ Cocoa with Culpepper	monthly throughout the school year	
Parent-Teacher Conference Week	Friday, October 24 - Thursday, October 30, 2025	
Harvest Festival	TBD	
Multicultural Night	TBD	
Spring Carnival	TBD	
Future Eagle Night (transition to middle school for 6th grade students)	TBD	