# Washoe County School District

# Greenbrae Elementary School

Classification: 2 Star School

Title I

# 2026-2027 School Improvement Plan

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# Mission Statement

At Greenbrae Elementary School, our mission is to nurture a love of learning in every student by providing a safe, inclusive, and stimulating environment where every child is empowered to reach their full potential. We strive to foster curiosity, creativity, and critical thinking while promoting respect, kindness, and a sense of community. Through collaborative partnerships with families and the community, we are committed to developing lifelong learners who are prepared to succeed in an ever-changing world.

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

- As identified in 25/26 SBAC data, the percentage of students meeting AGP maintained 53% or higher for the second consecutive year.
- As identified in 25/26 SBAC data, the percentage of students meeting catch up/stay up growth remained elevated at 53% for both ELA and Math.
- As identified in iReady end of year diagnostics, the percentage of students exceeding proficiency on the final ELA diagnostic maintained above 52% for the third consecutive year.
- As identified in iReady end of year diagnostics, the percentage of students exceeding proficiency on the final MATH diagnostic maintained above 43% for the third consecutive year.

## Areas for Growth

During the 25/26 sy Greenbrae successfully implemented iReady diagnostic and pathway targets for students. Each grade level and student were asked to complete at minimum of 45 minutes of iReady pathway lessons for each week. This expectation was met throughout the year by all grade levels consistently at or above 90% completion. Students who met or exceeded the goal outgrew like peers by more than 25% compared to students who did not complete the expected 45 minutes of pathway lessons in ELA and Math.

Students in SBAC related grade levels were provided learning materials to better prepare them for the rigor of SBAC. Students in grades 3, 4, and 5 completed workbooks with SBAC related questions and assessments. Students successfully completing these workbooks demonstrated a success rate of level 3 or 4 on SBAC at 3% higher than like peers. SBAC data suggested that students on grade level or above were 40% more likely to maintain their current level versus students who started at below grade level on the SBA

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Access to vocabulary and language tools in native languages to help with transition to second language | Addition of a paraprofessional to help address deficiencies with language acquisition in grades K-2. |
| **Foster/Homeless** | Before and after school care to help support families as they are transitioning into permanent housing. | Partnership with the Boys and Girls Club of Northern Nevada to help provide free before and after school programs that help with academic and community needs. |
| **Free and Reduced Lunch** | Economically disadvantaged families are difficult to engage in within the school community. Lack of communication tools to ensure consistent communication with families. | Engage in home visits with families to ensure there are connections to community supports and that all communication points are up to date and viable. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | Language barriers for families to provide consistent communication to all families. | Ensure that hired staff are bi-lingual so that communication about community, educational, and all related needs are done in a language that supports the families and their ability to connect with the school. |
| **Students with IEPs** | Inconsistent participation and engagement in grade level materials. | Provide consistent one to one support with a dedicated teacher trained to provide access to grade level curriculum. |

# Problem Statements Identifying Student Success Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Students one or more grade levels below standard on SBAC ELA and Math are more likely to see limited growth versus peers who are at grade level. | Lack of accurate data throughout the school year to demonstrate progress. Inconsistent assessment practices throughout grade levels. Low level consistency with tier one instruction. Incomplete or inadequate writing expectations school wide. |
| 2 ★ | State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels. | The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs. |

★ = Priority

# Adult Learning Culture

## Areas of Strength

- Leadership committee to increase accountability for PLC structure, data review, and improvement of tier 1 instruction.
- PBiS committee to review school wide behavior and expectations
- Implemented PLC processes to ensure grade levels implemented high yield tier one strategies
- MTSS procedure to ensure equity and access to tier 1 instruction for all students.
- Implementation of Teacher Clarity training for all staff.
- Implementation of Writing Revolution strategies to coincide with the learning expectations of the writing program used in all tier 1 instruction.

Review of the staff climat survey outlines the following areas of strength.

- 98% of staff regularly communicates home to families the needs of the student and classroom.
- 74% of families are consistently engaged in the school community.
- 97% of staff report positive behavior in the classroom during tier one instruction.
- 93% of staff express high levels of expectations for student learning.
- 75% of staff utlilize data from iReady assessments to demonstrate positive academic progress with families.

## Areas for Growth

Greenbrae is returning 100% of staff from previous year. Staff at Greenbrae gained confidence in the PLC structures that were reinstituted as part of the new learning expectations for all staff. Grade levels were provided 180 minutes of planning each week through specials offerings. The block 180 minutes was provided by grade level to ensure that consistent planning and implementation of high yield tier one strategies are of priority. MTSS process was reviewed with adjustments coming from the leadership committee. MTSS process now meets on regular 6 week intervals with agreed upon assessment data throughout each grade level.

Greenbrae returned a consistent administrative team for the year. The administrative inconsistency within the building led to a lack of clarity and intention behind teaching and tier one supports. Consistent administrative support continues to provide direction and expectations for student learning through teacher leaders.

Committees for Greenbrae met consistently and made impactful change. Most notably through the PBiS model incorporated. The new "power" matrix became part of the culture of the campus with each staff member providing feedback and buy in through the process. The PBiS committee then synthesizing this information and providing a clear list of expectations in various locations of our campus. Classroom support and school wide behavior support being the primary area of focus and success

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Teachers capable of delivering grade level tier one instruction in the language of the given learners. | Support staff has been added to ensure that staff are utilizing high yield strategies for tier one instruction. |
| **Foster/Homeless** | Inconsistent permanent residence within in the zone leads to inconsistent attendance. | Providing teachers the opportunity to conduct home visits as part of early interventions to support struggling families. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Free and Reduced Lunch** | Students access to educational materials outside the school community are limited based on financial ability. | Provide access for all students to before and after school programming that supports academic extension and homework support. |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | Providing families with opportunities to engage the materials within the students grade level. | Using communication tools available to provide educational nights for families to ensure access and clarity around what students are learning. |
| **Students with IEPs** | Teachers with large volumes of students receiving services through a special program. | Support provided by co taught and push in models to support students within a given class to access grade level content consistently. |

# Problem Statements Identifying Adult Learning Culture Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Lack of consistency in tier one instruction, assessments, success criteria and use of data for daily instruction. | Lack of data driven PLC structure Lack of grade level wide assessment Lack of intentional tier one instructional planning |

★ = Priority

# Connectedness

## Areas of Strength

- Greenbrae continued with 99% of students feeling connected to school and or an adult on campus
- Greenbrae identified that more than 80% of students know school wide expectations
- 82% of students at Greenbrae feel safe while attending school on campus as well as on the way to and from campus.
- 89% of students feel respected by adults in the building.
-

## Areas for Growth

Greenbrae lost a full time employee that was responsible for connecting families to community resources. This expectation will continue, however, there will be a division of responsibilities to multiple staff members to ensure the items are addressed properly. A specific staff member will be the point of communication for all families for connection to community support. Our team will be able to provide families with connection to multiple community agencies including the Food bank of Northern Nevada, Community in Schools, School backpack supply, and provide support for families in need through county supports.

Through the school counselors office we implemented a new SEL curriculum, Sanford and Harmony. This program offered support through the PBiS process and in conjunction with the new "power" matrix we created. School counselor provided classroom guidance within this new program that addressed the needs of students based on input on the student climate survey.

School climate survey indicated that overall the students and community felt connected and supported by the school environment. Most importantly, students feel safe and connected to at least one adult on campus.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Access to community supports in home language | Provide staff that are able to communicate community resources in the given language. |
| **Foster/Homeless** | Access to community supports in the area in which housing is available. | Provide staff that can help navigate the resources in areas that house scarcity exists to help support permanent home solutions. |
| **Free and Reduced Lunch** | Access to community supports for food related needs before and after school. | Provide before and after school meals for families in need. |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | Access to community supports for academic needs. | Provide families ongoing tutoring through before and after school programming. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Students with IEPs** | Access to academic supports outside the school setting. | Provide access to academic supports within in the community before and after school, in addition to during extended breaks. |

# Problem Statements Identifying Connectedness Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | There continues to be a high need for community support for families within the Greenbrae zone. Multi-generational households, low paying positions within the community, and a lack of consistent child care to ensure learning opportunity is a priority while not at school. | Lack of access to community supports outside school. Lack of access to school provided programming before or after school. Lack of access to affordable childcare Lack of positions in the community that afford a living wage. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Students one or more grade levels below standard on SBAC ELA and Math are more likely to see limited growth versus peers who are at grade level. | Lack of accurate data throughout the school year to demonstrate progress. Inconsistent assessment practices throughout grade levels. Low level consistency with tier one instruction. Incomplete or inadequate writing expectations school wide. |
| 2 ★ | Lack of consistency in tier one instruction, assessments, success criteria and use of data for daily instruction. | Lack of data driven PLC structure Lack of grade level wide assessment Lack of intentional tier one instructional planning |
| 3 ★ | There continues to be a high need for community support for families within the Greenbrae zone. Multi-generational households, low paying positions within the community, and a lack of consistent child care to ensure learning opportunity is a priority while not at school. | Lack of access to community supports outside school. Lack of access to school provided programming before or after school. Lack of access to affordable childcare Lack of positions in the community that afford a living wage. |
| 4 ★ | State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels. | The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Student Success

- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**

## Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

## Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**

# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

By the end of the school year 2026-27, 25% of EL students at Greenbrae Elementary will increase their language proficiency composite score by .5 or one achievement level as measured by the state's yearly ELPA, ACCESS.

**Formative Measures:** i-Ready Diagnostics, Tools for Instruction,

Personalized Learning, Literacy Tasks

Benchmark weekly quizzes, Speaking and

Writing samples

## Improvement Strategy 1

LEXIA Learning

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | 100% of identified students will access additional 1:1 support for targeted interventions. Teachers will incorporate Lexia programming and GLAD strategies to help students access content to demonstrate mastery toward standards. | EL Teacher, EL assistants, Administration | SY 2026-27 | |

**Position Responsible:** EL Teacher, Administration

**Resources Needed:** Continued funing to support access to LEXIA learning. Ongoing funding to support EL interventions.

**Problem Statements:** Student Success 2

### Status Checks

| November | February | May |
|---|---|---|

### SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels. | The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs. |

## SMART Goal 2

By May 2027, Greenbrae Elementary will increase the percentage of students demonstrating proficiency in ELA from 34% to at least 42%, as measured by the Nevada SBAC assessment, while at least 65% of students will demonstrate expected or greater growth on common schoolwide ELA assessments administered at least three times during the school year.

By May 2027, Greenbrae Elementary will increase the percentage of students demonstrating proficiency in mathematics from 20% to at least 30%, as measured by the Nevada SBAC assessment, while at least 65% of students will demonstrate expected or greater growth on common schoolwide mathematics assessments administered at least three times during the school year.

**Formative Measures:** BOY, MOY, EOY inform assessment
Pathway assessments
Grade level common assessments

## Improvement Strategy 1

iReady

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Progress monitoring tools for 100% of tier 2 and 3 students identified by data from BOY, MOY, EOY diagnostic tools.<br>Pathway lessons and assessments for 100% of students enrolled. | Classroom teacher | SY 2026-27 | |

**Position Responsible:** Classroom teacher

**Evidence Level**

**Level 3: Promising:**
i-Ready

**Problem Statements:** Student Success 1

## Status Checks

| November | February | May |
|---|---|---|

## SMART Goal 2 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Students one or more grade levels below standard on SBAC ELA and Math are more likely to see limited growth versus peers who are at grade level. | Lack of accurate data throughout the school year to demonstrate progress.<br>Inconsistent assessment practices throughout grade levels.<br>Low level consistency with tier one instruction.<br>Incomplete or inadequate writing expectations school wide. |

# Inquiry Area 2

Adult Learning Culture

## SMART Goal 1

100% of the staff will use GLAD strategies as part of planning and implementing Tier one instruction.
100% of the staff will implement the RACER writing strategy as part of school wide writing goals

**Formative Measures:** GLAD language Walks
GLAD instructional PLC agendas

## Improvement Strategy 1

GLAD

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | 100% of staff trained in GLAD instructional series by end of 25/26 SY.<br>100% of staff implemented GLAD writing, listening, speaking instructional practice by end of 25/26 SY.<br>100% of grade level PLC embedded with EL facilitator and EL teacher for intentional planning and classroom practice. | EL Facilitator Administration | End of 26-27SY | |

**Position Responsible:** EL Facilitator Administration

**Evidence Level**

**Level 3: Promising:**
GLAD

**Problem Statements:** Adult Learning Culture 1

### Status Checks

**November** **February** **May**

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Lack of consistency in tier one instruction, assessments, success criteria and use of data for daily instruction. | Lack of data driven PLC structure<br>Lack of grade level wide assessment<br>Lack of intentional tier one instructional planning |

# Inquiry Area 3

Connectedness

## SMART Goal 1

Greenbrae will decrease chronic absenteeism by 5% annually as reported through state data at the end of each school year.

**Formative Measures:** Daily and Weekly attendance query.
CICO data
PBiS reward system schoolwide.

## Improvement Strategy 1

PBIS - SEL

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Attendance will be tracked daily by administration with a weekly goal of 97%.<br>Rewards through the PBiS system will provide support to students identified as chronically absent.<br>Daily CICO with students identified as at risk of attendance concern.<br>SEL groups implemented by counseling staff to ensure adequate support of identified stud | Administration Counselor Attendance Clerk | SY 2026-27 | |

**Position Responsible:** Administration Counselor Attendance Clerk

**Evidence Level**

**Level 1: Strong:**
SEL

**Level 2: Moderate:**
PBIS

**Problem Statements:** Connectedness 1

### Status Checks

**November** **February** **May**

## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | There continues to be a high need for community support for families within the Greenbrae zone. Multi-generational households, low paying positions within the community, and a lack of consistent child care to ensure learning opportunity is a priority while not at school. | Lack of access to community supports outside school.<br>Lack of access to school provided programming before or after school.<br>Lack of access to affordable childcare<br>Lack of positions in the community that afford a living wage. |

# Schoolwide and Targeted Assistance Title I Element Summary

# Schoolwide and Targeted Assistance Title I Elements

## 1.1 Comprehensive Needs Assessment

**For all Title 1 Elements, please see addendum.**

# Community Outreach Activities

| Activity | Date | Lesson Learned |
| --- | --- | --- |
| Teacher introduction afternoon | 08/06/2026 | Provided parents the opportunity to engage with staff prior to start of year. Allowed for students to ease the anxiety of the upcoming school year. |
| Back to school/Open house | 08/18/2026 | Provided opportunities for outside agencies to engage with families for before and after school programming. Allowed for families to learn about title one expectations for our school. Provided an opportunity for our families to engage with the standards and content that students will learn in the upcoming school year. |
| Pre-K parent university workshop (English) | 9/17/2026 | |
| Family Math Night | 9/29/2026 | |