Washoe County School District

Libby Booth Elementary School

Classification: 1 Star School

Title I, CSI, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

As measured by the 2025-2026 iReady End of Year (EOY) Reading Diagnostic, 58% of students made 100% or greater progress towards Annual Typical Growth (ATG) in reading, and an additional 6% of students made 80-99% of ATG in reading.

As measured by the 2025-2026 iReady EOY Math Diagnostic, 42% of students made 100% or greater progress towards Annual Typical Growth (ATG) in math, and an additional 13% of students made 80-99% of ATG in math.

Areas for Growth

In Reading, 36% of students made less than 80% typical growth according to the iReady EOY diagnostic.

In Math, 45% of students made less than 80% typical growth according to the iReady EOY diagnostic.

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.	For the 26-27 school year, our school's district priority focus area will be around teacher clarity. Through this process, teachers will plan for languge expectations during PLT meetings, especially for small groups where students who are EL are participating in learning opportunities targeted to their needs. Additionally, we will continue with having 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.

Student Group	Challenge	Solution
Foster/Homeless	Students identified as foster or experiencing homelessness demonstrate inconsistent academic growth and achievement, often performing below grade level in reading and math. Contributing factors include high mobility, gaps in prior instruction, inconsistent attendance, and limited access to academic support outside of school.	Our school will implement a targeted support system for students that prioritizes both academic continuity and relationship-building. These students will be monitored through MTSS with frequent progress checks to quickly identify gaps and respond with Tier 2 and Tier 3 interventions in the area(s) of need. Additionally, we will: • Ensure immediate enrollment and rapid placement into intervention groups upon entry. • Provide consistent access to BRUIN Academy (intervention & enrichment), with flexible scheduling to prevent missed core instruction. • Assign a designated staff member (i.e. counselor & prevention/ intervention assistant) to monitor attendance, grades, and social-emotional needs. • Increase access to before/ after-school academic support opportunities where feasible.
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	Data indicates a persistent achievement gap in reading and math between racial/ethnic minority students and their peers, particularly in the percentage of students performing at or above grade level. This gap suggests a need for more culturally responsive instructional practices and differentiated support within Tier 1 instruction.	Our school will implement intentional instructional and collaborative practices designed to close achievement gaps and increase access to grade-level content for all students. Specifically, we will: • Strengthen Tier 1 instruction through the use of responsive teaching practices and high-quality, standards-aligned materials that reflect diverse perspectives. • Utilize data-driven small group instruction during core ELA and math blocks to target skill gaps identified by iReady diagnostics. • Schedule BRUIN Academy to provide both targeted intervention and enrichment opportunities, ensuring students have access to grade-level rigor as well as needed supports. • Engage in ongoing collaborative planning among grade-level teams, resource teachers, and EL staff to align strategies and ensure equitable access to instruction. • Monitor student subgroup performance regularly during PLC team meetings to adjust instruction, interventions, and supports in a timely manner.

Student Group	Challenge	Solution
Students with IEPs	The iReady EOY diagnostic indicated a gap between percent of students early on to above grade level in reading and math.	Our 4th and 5th grade teachers, with our resource teacher and EL teacher, are scheduling BRUIN Academy (intervention & enrichment) differently to allow students to participate both in specially-designed instruction and in Tier 1 small group opportunities for ELA. Students on an IEP have been placed into classes so that our resource teachers will only be co-teaching in one classroom in the grade level (as opposed to multiple). This will allow teachers to be more targeted in planning and in instruction.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	In Reading, 36% of students made less than 80% typical growth according to the iReady EOY diagnostic. In Math, 45% of students made less than 80% typical growth according to the iReady EOY diagnostic.	We analyzed how much time students spent on iReady Personalized Instruction throughout the year. Anywhere from 46% - 92% (depending on subject and grade level) of our students spent more or less time than what what was recommended. Most students spent more time than what was recommended on Personalized Instruction.
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 more intentional 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

According to the 25-26 Staff Climate Survey, staff feel proud to work at Libby Booth, and they feel leadership makes it clear about what their job is. All grade level teachers participated in Professional Learning Teams (PLTs) when they were present. Leadership involves staff in making plans that affect the school.

Areas for Growth

The Staff Climate Survey gave indications that there is a feeling and level of compliance vs. engagement as learners amongst staff. There is a need to know how changes to the PD calendar for the year can updated, and teachers are wanting more time to focus on instructional strategies vs. how to use instructional materials during PD opportunities. PLTs are not engaging in full Plan, Do, Study, Act (PDSA) cycles.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers struggle with time contraints (e.g. pacing guide, length of content blocks during the day) to layer approaches specific for our ELs (e.g. GLAD strategies) while utelizing adopted instructional materials that are adopted. There is also a struggle with time during early release Wednesday to learn strategies that specifically support our EL students.	Teachers can engage in coaching cycles with our EL Facilitator and/ or instructional coach. Additionally, we can incorporate GLAD strategies within the science block of the day.
Foster/Homeless	Some teachers may not be holding families accountable for their part in their child's learning.	Teachers will work on adjusting their beliefs about what families bring to education and how they are involved in their child's education.
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	Some staff may have a preconceived idea about what is/ is not allowed in individual homes with regard to academic learning and social interactions.	School staff will work to build school culture that acknowledges individual families' cultures. We will explicitly teach expected behaviors for this time and place.

Student Group	Challenge	Solution
Students with IEPs	Some staff struggle with shared ownership of and responsibility for outcomes for our students on an IEP. It can also be difficult to make grade level work accessible for students who may be performing 2-3 grade levels below. (When will the resource and gen-ed teachers meet to collaborate with regard to supporting students at grade level.)	Resource teachers will create folders with data collection sheets for students on an IEP to share goals and accommodations with gen-ed teachers at the beginning of the school year. Then, resource teachers will check in periodically (weekly - quarterly, depending on need) with gen-ed teachers to ensure comfortability and confidence.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The Staff Climate Survey gave indications that there is a feeling and level of compliance vs. engagement as learners amongst staff.	There has been a lot of turn over in administration and with district expectations (e.g. following curriculum with fidelity) in recent years. Because of this, staff are feeling more compliant than committed.

★ = Priority

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.

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.

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 severly 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. Additionally, the PBIS Team worked on a packet of information for students and families around expected behaviors and how positive behaviors will be acknowledged.
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.
Students with IEPs	Students on an IEP may have been less aware of opportunities such as clubs and activities that they may have liked to engge in.	As a staff, we will work to ensure that students on an IEP are aware of opportunities (like clubs after school) that they may like to be engaged in.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
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.	When tasked with identifiying 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

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	The Staff Climate Survey gave indications that there is a feeling and level of compliance vs. engagement as learners amongst staff.	There has been a lot of turn over in administration and with district expectations (e.g. following curriculum with fidelity) in recent years. Because of this, staff are feeling more compliant than committed.
2 ★	In Reading, 36% of students made less than 80% typical growth according to the iReady EOY diagnostic. In Math, 45% of students made less than 80% typical growth according to the iReady EOY diagnostic.	We analyzed how much time students spent on iReady Personalized Instruction throughout the year. Anywhere from 46% - 92% (depending on subject and grade level) of our students spent more or less time than what what was recommended. Most students spent more time than what was recommended on Personalized Instruction.
3 ★	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 more intentional opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
4 ★	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.	When tasked with identifiying 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

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

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

Connectedness

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal

By the end of the 2026-27 school year, 65% of English Learner students at Libby Booth Elementary School will demonstrate measurable growth on the ACCESS assessment, with differentiated growth targets based on current proficiency levels: students who scored 2.9 or below on the 2025-26 ACCESS assessment will increase their overall proficiency by at least 1 level, and students who scored 3.0 or higher will increase their overall proficiency by at least 0.5 level in composite scores.

Improvement Strategy 1

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (https://ies.ed.gov/ncee/WWC/PracticeGuide/19)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Explicitly teach vocabulary.	classroom teachers	daily throughout the school year	
2	Use GLAD strategies during the science block.	classroom teachers	throughout the school year	
3	Increase student discourse.	classroom teachers	daily throughout the school year, across content areas	

Position Responsible: classroom teachers (with support from instructional coach and administrators monitoring implementation)

Resources Needed: professional learning around explicit vocabulary instruction and GLAD strategies

Evidence Level

Level 1: Strong:
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Problem Statements: Student Success 2

Status Checks

In progress

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 more intentional 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

Libby Booth will increase the percent of K-5 students scoring one grade level or more below making stretch growth on end-of-year i-Ready math diagnostic by 4 percentage points from 17% to 21%.

Formative Measures: iReady Diagnostic in Reading, iReady Personalized Instruction

Improvement Strategy 1

Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (https://ies.ed.gov/ncee/WWC/PracticeGuide/26)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Engage all students in daily math fact practice (Facts on Fire) to promote automaticity.	teachers	daily throughout the school year during the math/ iReady block	
2	Incorporate a math intervention block daily in which teachers use math intervention materials from The Fuchs Research Group.	teachers	daily throughout the school year during the last 30 minutes of the 90 minute math block	
3	Use manipulatives (and/ or representations) to teach math concepts before requiring students to be able to use the standard algorithm.	teachers	throughout the school year as mathematical concepts are introduced	

Position Responsible: teachers, administrators, instructional coach

Resources Needed: Facts on Fire materials for Tier 1, math intervention instructional materials from The Fuchs Research Group, manipulatives from Tier 1 math curriculum (Reveal)

1003a: Before/After School Tutoring Hours (Intervention)

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

Evidence Level

Level 1: Strong:
Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

Problem Statements: Student Success 1

Status Checks

In progress

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	In Reading, 36% of students made less than 80% typical growth according to the iReady EOY diagnostic. In Math, 45% of students made less than 80% typical growth according to the iReady EOY diagnostic.	We analyzed how much time students spent on iReady Personalized Instruction throughout the year. Anywhere from 46% - 92% (depending on subject and grade level) of our students spent more or less time than what what was recommended. Most students spent more time than what was recommended on Personalized Instruction.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs and lesson plan review will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction.

Formative Measures: classroom walkthrough data

Improvement Strategy 1

Professional Learning Communities at Work (PLC at Work) (https://www.evidenceforessa.org/program/professional-learning-communities-at-work-plc-at-work/)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Engage in professional learning (PL) that explains the impact of teacher clarity on student learning.	teacher leader, administrators	before the start of the instructional year with students and throughout the school year on PL days	
2	Engage in PL that describes what it means to "implement" learning intentions and success criteria and what it would look like when this objective is met.	teacher leader, administrators	before the start of the instructional year with students and throughout the school year	
3	Engage in the Plan, Do, Study, Act (PDSA) cycle in order to feel the impact of teacher clarity on student learning.	classroom techers, instructional coach, administrators	weekly during PL team (PLT) meetings	

Position Responsible: teacher teams, principal, assistant principal, and instructional coach

Resources Needed: Teams to share documents/ schedules, shared calendars, train-the-trainer Teacher Clarity PL for teacher leader/ instructional coach/ admin

Evidence Level

Level 2: Moderate:
Professional Learning Communities at Work (PLC at Work)

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	The Staff Climate Survey gave indications that there is a feeling and level of compliance vs. engagement as learners amongst staff.	There has been a lot of turn over in administration and with district expectations (e.g. following curriculum with fidelity) in recent years. Because of this, staff are feeling more compliant than committed.

Inquiry Area 3

Connectedness

SMART Goal 1

Reduce the percent of students chronically absent (according to BIG data) in 25-26 by 30% from 23.1% to 16.17% in 26-27.

Formative Measures: BIG average daily attendance report

Improvement Strategy 1

Parent Teacher Home Visits - Attendance (https://www.evidenceforessa.org/program/parent-teacher-home-visits-attendance/)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Engage in the Parent Teacher Home Visit (PTHV) program.	all staff	throughout the school year	
2	Attendance MTSS team meets monthly to identify students in need of additional support, to describe specific interventions for groups of students and individual students, and to identify a list of students by classroom who need additional encouragement.	Attendance MTSS team	monthly throughout the school year	
3	Classroom teachers send a Dojo message to families celebrating improvements in attendance.	classroom teachers	throughout the school year as students are identified by the Attendance MTSS team	

Position Responsible: counselor, principal, assistant principal, Communities in Schools (CIS) coordinator, prevention/ intervention assistant, classroom teachers

Resources Needed: time, Communities in Schools, Class Dojo, internet, access to BIG, staffing/ personnel (counselor & prevention/ intervention assistant), incentives & certificates

Evidence Level

Level 3: Promising:
Parent Teacher Home Visits - Attendance

Problem Statements: Connectedness 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	When tasked with identifiying 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 Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Teams

Teams

School Continuous Improvement (CI) Team

Members

First Name	Last Name	Position	Committee Role
Carli	Becks	teacher	member
Kelly	Schimke	teacher	member
Susan	Brown	teacher	member
Michelle	Strong	instructional coach	member
Kacey	Edgington	assistant principal	member
Mary	Culpepper	principal	lead

Community Outreach Activities

Activity	Date	Lesson Learned
Annual Title I Meeting & Back to School Event	Friday, August 7, 2026 3:00 - 5:00 pm	
Fall Conferences	October 23 - 29, 2026	
Harvest Festival	Tuesday, October 27, 2026 5:00 - 7:00 pm	
ACCESS Family Night	TBD in January 2027	
Spring Carnival	Tuesday, April 13, 2027 5:00 - 7:00 pm	
Spring Conferences	Teachers schedule independently in February & March 2027	
Title I Family Engagement Policy Revision Meeting	TBD May 2027	
Promotion Events (pre-k, kinder, 5th grade)	5th grade: Tuesday, June 1, 2027 5:30 pm pre-k & kinder on their last days of school	