Washoe County School District

Libby Booth Elementary School

2026-2027 Status Checks with Notes

District Approval Date: September 22, 2026

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/2026

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 7
Inquiry Area 3: Connectedness 8

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.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (https://ies.ed.gov/ncee/WWC/PracticeGuide/19) **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/Critical Root Cause:** Student Success 2	**Nov:** In progress **November Lessons Learned** Explicit vocabulary instruction is vital for our learners' literacy development. There is opportunity embedded within Tier 1 instruction and through GLAD strategies (e.g. modeled by our ELF). Teachers may be teaching vocabulary more than they realize. **November Next Steps/Need** Be more intentional with the explicit vocabulary routine. Expand purposeful questioning and build our instructional muscles for that. We need more time for cross-curriculum opportunities. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 1: Student Success

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%.

Aligns with District Goal

Formative Measures: iReady Diagnostic in Reading, iReady Personalized Instruction

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (https://ies.ed.gov/ncee/WWC/PracticeGuide/26) **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/Critical Root Cause:** Student Success 1	**Nov:** In progress **November Lessons Learned** Facts on Fire is being used differently in each classroom. Some classrooms don't have an intervention daily for math. **November Next Steps/Need** Need to clarify/ train staff on Facts on Fire so it is used consistenly across campus with fidelity. It would be helpful to formally engage families with practicing math facts at home also. (e.g. Math Education Night and having materials sooner such as at Back to School Event) **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

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.

Aligns with District Goal

Formative Measures: classroom walkthrough data

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Professional Learning Communities at Work (PLC at Work) (https://www.evidenceforessa.org/program/professional-learning-communities-at-work-plc-at-work/) **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/Critical Root Cause:** Adult Learning Culture 1	**Nov:** In progress **November Lessons Learned** PDSA = the PLC cycle. We are engaged in all item steps including weekly grade level meetings. **November Next Steps/Need** We will continue engaging in these actions consistently to refine and build more collective efficacy. Work toward using 1/2 of the 60 minutes to plan and 1/2 to review data. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

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.

Aligns with District Goal

Formative Measures: BIG average daily attendance report

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Parent Teacher Home Visits - Attendance (https://www.evidenceforessa.org/program/parent-teacher-home-visits-attendance/) **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/Critical Root Cause:** Connectedness 1	**Nov:** In progress **November Lessons Learned** Attendance is important. We need to keep students motivated to come to school, and our PIA's efforts to engage students is working. **November Next Steps/Need** Keep trying to get parents connected via Dojo and communicate more frequently regarding attendance. Teachers need to contact before the office calls. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**