Washoe County School District

Greenbrae Elementary School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I

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.

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/greenbrae_elementary/2024

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Comprehensive Needs Assessment

Revised/Approved: August 22, 2024

Student Success

Student Success Summary

During the 23/24 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 SBAC data.

Student Success Strengths

- As identified in 23-24 SBAC data, the percentage of students meeting AGP grew from 58% in year 22-23 to 66% in school year 23-24.
- As identified in 23-24 SBAC data, the percentage of students meeting catch up/stay up growth remained elevated at 36% proficient for two consecutive years.
- As identified in iReady end of year diagnostics, the percentage of students exceeding proficiency on the final ELA diagnostic improved from 8% in the fall to 59% proficient.
- As identified in iReady end of year diagnostics, the percentage of students exceeding proficiency on the final MATH diagnostic improved from 2% in the fall to 40% proficient.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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.   **Critical Root Cause:** 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.

Adult Learning Culture

Adult Learning Culture Summary

Greenbrae is returning 96% of staff from previous year. Two new staff members were added that bring a high level of expertise in the areas of instruction. 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.

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.

Adult Learning Culture Strengths

- Leadership committee to review PLC practice and learning
- PBiS committee to review school wide behavior and expectations
- Implemented PLC processes to ensure grade levels implemented high yield tier one strategies

Problem Statements Identifying Adult Learning Culture Needs

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

Connectedness

Connectedness Summary

Greenbrae was able to bring back a full time FACE liaison position for the year. This position provided a point of contact for all families for connection to community support. Our FACE liaison was 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.

Connectedness Strengths

- 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
- 74% of students at Greenbrae feel safe while attending school on campus as well as on the way to and from campus.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 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.   **Critical Root Cause:** 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 Problem Statements

Problem Statement 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.

Critical Root Cause 1: 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.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Lack of consistency in tier one instruction, assessments, success criteria and use of data for daily instruction.

Critical Root Cause 2: Lack of data driven PLC structure Lack of grade level wide assessment Lack of intentional tier one instructional planning

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 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.

Critical Root Cause 3: 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.

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
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- 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
- Special education
- EL
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data

Parent/Family/Community Data

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

Support Systems and Other Data

- Master schedule
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success
   Aligns with District Priority

Annual Performance Objective 1: Students will increase Catch up/Keep up scores by 5% annualy in ELA and Math based on the provided data from annual SBAC examination.
Students will increase writing scores by 5% annually in ELA based on the provided data from annual SBAC examination.

   Evaluation Data Sources: SBAC Assessment
BIG Profile

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: iReady Action Steps: Progress monitoring tools for 100% of tier 2 and 3 students identified by data from BOY, MOY, EOY diagnostic tools. Pathway lessons and assessments for 100% of students enrolled.		**Status Check**		
		Jan	**Apr**	**June**
Formative Measures: BOY, MOY, EOY diagnostic Pathway assessments Grade level common assessments **Position Responsible:** Classroom teacher **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Student Success 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 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. **Critical Root Cause**: 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.

Goal 2: Adult Learning

Aligns with District Priority

Annual Performance Objective 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.

Evaluation Data Sources: BIG Profile
Access/WIDA Assessment
MAP Assessment

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: GLAD	**Status Check**		
100% of staff trained in GLAD instructional series by end of 24/25 SY.	**Jan**	**Apr**	**June**
100% of staff implemented GLAD writing, listening, speaking instructional practice by end of 24/25 SY. 100% of grade level PLC embedded with EL facilitator and EL teacher for intentional planning and classroom practice.			
Formative Measures: GLAD language Walks GLAD instructional PLC agendas			
Position Responsible: EL Facilitator Administration			
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Adult Learning Culture 1			

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Annual Performance Objective 1 Problem Statements:

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

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: Greenbrae will decrease chronic absenteeism by 5% annually as reported through state data at the end of each school year.

Evaluation Data Sources: BIG Profile
Daily Attendance Report Infinite Campus

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PBiS - SEL	**Status Check**		
Attendance will be tracked daily by administration with a weekly goal of 97%.	**Jan**	**Apr**	**June**
Rewards through the PBiS system will provide support to students identified as chronically absent. Daily CICO with students identified as at risk of attendance concern. SEL groups implemented by counseling staff to ensure adequate support of identified students. **Formative Measures:** Daily and Weekly attendance query. CICO data PBiS reward system schoolwide. **Position Responsible:** Administration Counselor Attendance Clerk **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Connectedness 1			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 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.   **Critical Root Cause**: 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.