

Washoe County School District
Libby Booth Elementary School
2024-2025 Status Check with Notes

Mission Statement

Libby Booth Mission:

The mission of Libby Booth Elementary School is to offer high-quality educational and social experiences that promote academic gains and improved outcomes for students and their families.

Vision

Libby Booth Vision:

- a.Libby Booth will be known as a school with an engaging and positive school culture; students and their families will choose to come back each year.
- b.Libby Booth will achieve operational and academic excellence.
- c.Libby Booth will provide exceptional support for students & families.

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

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

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Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: (January status check) Edited from below the line to:




By the end of the 2024-25 academic year, our students will meet or exceed 100% of typical growth on the iReady diagnostic in reading and math. All students will grow at least one year within this year.





Original goal:

All students enrolled at Libby Booth will meet or exceed 100% of their Typical Growth target on iReady Diagnostic testing in Reading and Math. 100% of students who are one or more grade levels below on the BOY diagnostic will meet their stretch goal by the EOY diagnostic. Ultimately, Grade Level Proficiency or higher is the goal for every student at Libby Booth.

By the end of the 2024-25 academic year 75% of students will achieve 80% or greater progress towards Annual Typical Growth in Reading on the iReady Diagnostic; 50% of students will achieve 80% or greater progress toward Annual Stretch Growth.

Evaluation Data Sources: iReady Diagnostic in Reading

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: iReady Conduct weekly reviews of student usage and lesson passage with the goal of 70% of students completing 30-50 minutes in iReady Personalized Path Reading lessons with 70% accuracy. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.</p> <p>Formative Measures: Formative Measures: Student lesson tracker, Weekly Personalized Instruction Summary, Master Schedule Position Responsible: Principal</p> <p>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: Student Success 1</p>	<div> <div>Feb</div> <div>  <div>February Lessons Learned</div> <p>This goal has too many different objectives within itself to measure. We also think that starting with typical growth is more reasonable based on the BOY diagnostic than including stretch based on the number of students below grade level at the beginning of the year.</p> <div>February Next Steps/Need</div> <p>Revise goal.</p> </div> </div> <div> <div>Apr</div> <div>  <div>April Lessons Learned</div> <p>This goal is difficult to track between diagnostics.</p> <div>April Next Steps/Need</div> <p>We need to determine what kind of data to look at between diagnostics to give us an idea of student progress.</p> </div> </div> <div> <div>June</div> <div>  <div>June Lessons Learned</div> <p>By grade level, 50-73% of students met their typical growth target in reading and 51-74% of students met their typical growth target in math. When using lessons passed as a weekly measure, some students are taking 50+ minutes in reading especially when they are above grade level and working on reading comprehension where passages are much longer.</p> <div>June Next Steps/Need</div> <p>Consider a systematic approach for reviewing lessons not passed before students get into red/ lessons shut off in teams.</p> </div> </div>

Improvement Strategy 2 Details	Status Checks
<p>Improvement Strategy 2: Data chats with students and teachers as well as teachers and administrator.</p> <p>Formative Measures: Data chat graphs and notes (students and adults).</p> <p>Position Responsible: administrator and teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate, Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<div> <div>Feb</div> <div> February Lessons Learned Added in January. </div> </div> <div> <div></div> <div> February Next Steps/Need Added in January. </div> </div> <div> <div>Apr</div> <div> April Lessons Learned April Next Steps/Need </div> </div> <div> <div>June</div> <div> June Lessons Learned June Next Steps/Need </div> </div>
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

Goal 2: Adult Learning Culture
Aligns with District Priority








Annual Performance Objective 1: (January status check) Edited from below the line to:

Classroom walk-throughs will indicate that, at least 75% of the time, there is a match between posted and/ or articulated lesson intentions and what students indicate they are learning.

Original goal:

At Libby Booth, classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning).

Evaluation Data Sources: Formative Measures: PLC agendas & artifacts, lesson plans, common formative assessment data




Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: PLCs</p> <p>Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.</p> <p>Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction.</p> <p>Implement formal & informal observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.</p> <p>Formative Measures: PLC agendas, walkthrough forms</p> <p>Position Responsible: Interim Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<div> <div>Feb</div> <div>  <p>February Lessons Learned</p> <p>Addressing all components of Teacher Clarity when there was no work previous to this school year was too much for processing and improving practice beyond simply compliance. Additionally, there was not an easy way to track outcomes using the walk-through form.</p> <p>February Next Steps/Need</p> <p>Adjust the goal so that there is a manageable outcome that can be measured.</p> </div> </div> <div> <div>Apr</div> <div>  <p>April Lessons Learned</p> <p>One person tracking this goal is not enough.</p> <p>April Next Steps/Need</p> <p>Delegate other staff to participate in collecting this data. Use a Form to capture data. Next year, consider also collecting data around which grade levels were visited for walk-throughs.</p> </div> </div> <div> <div>June</div> <div>  <p>June Lessons Learned</p> <p>We had inconsistent implementation of this goal. It is possible that staff are not reading the weekly newsletter with updates and information related to SPP goals.</p> <p>June Next Steps/Need</p> <p>This team would like to consider continuing this goal for next school year because it was introduced to staff later in the year. Consider a way to have facilitated walk throughs for teachers and accountability to know who is going through rooms so that individual encouragement can be given to teachers who are not engaging in the process. Another idea is to assign which grade levels go in to which other grade levels so that there is a bit of expectation and accountability.</p> </div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: During the 2024-25 SY students at Libby Booth experiencing Chronic Absenteeism will decrease by 10%. Overall Chronic Absenteeism will decrease from 29% to 19%.

Evaluation Data Sources: Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols, MTSS tab.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Family Engagement</p> <p>Use historical attendance data to identify students who are at risk of chronic absenteeism.</p> <p>Conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence.</p> <p>Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the bi-weekly attendance reviews.</p> <p>Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents.</p> <p>Establish process/protocol for teachers to communicate with attendance team regarding student absences.</p> <p>Establish protocols/process for communicating with families regarding student absences in a timely manner.</p> <p>Formative Measures: IC and BIG attendance data</p> <p>Position Responsible: Interim Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Feb</p>  <p>February Lessons Learned</p> <p>The breakfast bunch intervention, attendance awards, our counselor is doing coordination with different parties for support (e.g. prevention/ intervention, truancy & re-engagement, and CIS) are working well.</p> <p>February Next Steps/Need</p> <p>Continue to monitor progress and work with those in supportive departments.</p> <p>Apr</p>  <p>April Lessons Learned</p> <p>As of today, we are at 18.98% chronically absent. We are on track to meet the goal. With breakfast club, many students are not here first thing in the morning.</p> <p>April Next Steps/Need</p> <p>Next year, we may introduce this as a lunch time instead.</p> <p>June</p>  <p>June Lessons Learned</p> <p>As of today, we are at 17.80% chronically absent. We have a multi-tiered system of support that is effective in reducing rates of chronic absenteeism.</p> <p>June Next Steps/Need</p> <p>Classroom teachers feel left out about where students are for absenteeism and so we need to make the system and needs more transparent. And, we should continue with the system that we are using because it is effective.</p>



No Progress



Accomplished



Continue/Modify



Discontinue