Washoe County School District

Agnes Risley Elementary School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
CSI

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 http://nevadareportcard.nv.gov/DI/nv/washoe/agnes_risley_elementary/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Summary

During the 2023 – 2024 Agnes Risley began using iReady. The baseline 2023 data indicated that 9% of our students were on grade level in ELA. On the end of the year assessment 32% of our students were on grade level in ELA. 51% of Risley's students met their typical growth in iReady and 25% made their stretch growth.

On the 2023 Math baseline 2% of our students were on grade level and 24% of Risley's students were on grade level. 49% of Risley students met their typical growth and 19% met their stretch growth.

Student Success Strengths

Based on iReady ELA Data, 25% more students were on grade at the end of the year and the percentage of students two or more grade levels below dropped from 48% to 31%.

In Math, 22% more students were on grade level at the end of the school year and the percentage of students two or more grade levels below dropped from 47% to 27%.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 26% of students met minimum requirements in Math in iReady. 29% of students met minimum requirements in ELA in iReady. **Critical Root Cause:** Inconsistent dedicated time for iReady. Interrupted time on My Path. Lack of buy in from staff and students. No dedicated time in Master Schedule.

Adult Learning Culture

Adult Learning Culture Summary

During the 2023-2024 school year, the staff at Agnes Risley began Professional Development on Teacher Clarity. Expectations around Learning Intentions and Success Criteria were put in place and teachers began to use Teacher Clarity in their planning.

Adult Learning Culture Strengths

All teachers plan using learning intentions and success criteria as evident in weekly lesson plans.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teacher Teams need time and opportunity for collaborative planning to define clear learning intentions.   **Critical Root Cause:** Scheduling for teacher teams to meet with instructional leaders and clear expectations and focus for collaborative teams.

Connectedness

Connectedness Summary

During the 2023-2024 school year, Agnes Risley hosted Quarterly Awards Assemblies to recognize student achievement, academic and social growth. Awards were given to students with perfect attendance for the quarter. During parent teacher conferences, teachers spoke with families about the importance of attendance. Administration and school leaders attended conferences for students who were chronically absent. These interventions will remain in place for the 2024-2025 school year, along with the implementation of bimonthly attendance meetings, to identify chronically absent students and conducting home visits. Additionally, classrooms with the best attendance will be recognized.

Connectedness Strengths

The number of students identified as Chronically absent decreased 4% in 2023-2024 from the previous school year.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 21% of students are Chronically Absent.   **Critical Root Cause:** The need for students and families to recognize the importance of being present during core instruction.

Priority Problem Statements

Problem Statement 1: 26% of students met minimum requirements in Math in iReady. 29% of students met minimum requirements in ELA in iReady.
Critical Root Cause 1: Inconsistent dedicated time for iReady. Interrupted time on My Path. Lack of buy in from staff and students. No dedicated time in Master Schedule.
Problem Statement 1 Areas: Student Success

Problem Statement 2: Teacher Teams need time and opportunity for collaborative planning to define clear learning intentions.
Critical Root Cause 2: Scheduling for teacher teams to meet with instructional leaders and clear expectations and focus for collaborative teams.
Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 21% of students are Chronically Absent.
Critical Root Cause 3: The need for students and families to recognize the importance of being present during core instruction.
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 - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

Student Data: Assessments

- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Section 504 data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule

Goals

Goal 1: Student Success

  Aligns with District Priority

Annual Performance Objective 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic

  Evaluation Data Sources: iReady final Diagnostic

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
Students and teachers will utilize a lesson data tracker to monitor Personalized Path Lesson passage and minutes. Develop master schedule with specific time allocated for students to complete iReady personalized Path lessons. Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. **Formative Measures:** Student Lesson Tracker Master schedule Weekly Personalized Instruction Summary **Position Responsible:** Classroom teachers and administration **Student Groups This Strategy Targets:** FRL, EL, At Risk - **Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Student Success 1	**Jan**	**Apr**	**June**

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: 26% of students met minimum requirements in Math in iReady. 29% of students met minimum requirements in ELA in iReady.   **Critical Root Cause**: Inconsistent dedicated time for iReady. Interrupted time on My Path. Lack of buy in from staff and students. No dedicated time in Master Schedule.

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: 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: walkthrough form and DigiCoach

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLCs		**Status Check**		
Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. Within PLCs, teachers will collaborate to analyze student data and adjust Tier 1 instruction in a timely manner. Design PLC agendas to include incorporating Teacher Clarity into instructional practices across grade levels and subject areas.		**Jan**	**Apr**	**June**
Formative Measures: PLC Agendas				
Position Responsible: Administration, Instructional Coach, and Teachers				
Student Groups This Strategy Targets: FRL, EL, At Risk **- Evidence Level:** Moderate				
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: Teacher Teams need time and opportunity for collaborative planning to define clear learning intentions.   **Critical Root Cause**: Scheduling for teacher teams to meet with instructional leaders and clear expectations and focus for collaborative teams.

Goal 3: Connectedness
   Aligns with District Priority

Annual Performance Objective 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 5% when compared to the 23-24 percent identified as chronically absent.

   Evaluation Data Sources: Attendance Records

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Home Visits/Family Engagement	**Status Check**		
Use historical attendance data to identify students who are at risk of chronic absenteeism. Parent Teacher Home visits Weekly attendance meeting **Formative Measures:** IC and BIG attendance reports daily attendance reports **Position Responsible:** Principal Attendance Team **Student Groups This Strategy Targets:** Chronically Absent - **Evidence Level:** Strong, Promising **Problem Statements/Critical Root Causes:** Connectedness 1	**Jan**	**Apr**	**June**

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

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: 21% of students are Chronically Absent. **Critical Root Cause**: The need for students and families to recognize the importance of being present during core instruction.

SPP Committee

Team Role	Name	Position
Member	DeAnna Hartman	Parent
Classroom Teacher	Patzy Martinez	
Classroom Teacher	Lindsey Gallardo	
Instructional Coach	Holly Charter	
Administrator	Lane Litano	
Administrator	Melissa Sullivan	