

Washoe County School District

Agnes Risley Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I, CSI, Magnet

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 http://nevadareportcard.nv.gov/DI/nv/washoe/agnes_risley_elementary/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on iReady 2024-2025 Reading Diagnostic Data, 33% more students were on grade at the end of the year and the percentage of students two or more grade levels below dropped from 46% to 25%.

In Math, 39% 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 48% to 14%.

Student Success Areas for Growth

Based on the baseline Reading iReady Diagnostic the 2024 data indicated that 14% of our students were on grade level. On the end of the year assessment 47% of our students were on grade level in Reading. 71% of Risley’s students met their typical growth in iReady and 37% made their stretch growth.

On the 2024 baseline Math iReady Diagnostic 4% of our students were on grade level and on the end of year diagnostic 43% of Risley’s students were on grade level. 73% of Risley students met their typical growth and 37% met their stretch growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Multi Language Learners have additional barriers as they learn to navigate in the English setting.,	Teacher use strategies to increase comprehension and engagement in ML Learners.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Students with an IEP need additional support to meet their IEP goals while gaining access to tier 1 instruction.	Special Education Teacher schedules push in and pull-out sessions with students on an IEP to ensure they do not miss Tier 1 instruction.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 29% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 27% of students did not meet their typical growth on the end of year iReady Math Diagnostic.

Critical Root Cause: Self Motivation Lack of family support Low academics Perseverance Relevance School Wide accountability

Adult Learning Culture

Adult Learning Culture Areas of Strength

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

Adult Learning Culture Areas for Growth

During the 2024-2025 school year, the staff at Agnes Risley continued Professional Development on Teacher Clarity. Expectations around Learning Intentions and Success Criteria were put in place, and teachers used Teacher Clarity in their planning.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

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. Edit Associated Areas

Problem Statement 2 (Prioritized): 29% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 27% of students did not meet their typical growth on the end of year iReady Math Diagnostic.

Critical Root Cause: Self Motivation Lack of family support Low academics Perseverance Relevance School Wide accountability

Connectedness

Connectedness Areas of Strength

The number of students identified as chronically absent decreased by 10% in 2024-2025 from the previous school year.

Connectedness Areas for Growth

During the 2024-2025 school year, Agnes Risley hosted Quarterly Awards Assemblies to recognize student achievement, academic and social growth. Attendance incentives were used throughout the year. 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 2025-2026 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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers can make it difficult for families and staff to communicate.	Translation services are provided by Spanish speaking staff. Class Dojo is used to communicate because of the ease in translation.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 10% of students are Chronically Absent.

Critical Root Cause: The need for students and families to recognize the importance of being present during core instruction.

Problem Statement 2 (Prioritized): 29% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 27% of students did not meet their typical growth on the end of year iReady Math Diagnostic.

Critical Root Cause: Self Motivation Lack of family support Low academics Perseverance Relevance School Wide accountability

Priority Problem Statements

Problem Statement 1: 29% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 27% of students did not meet their typical growth on the end of year iReady Math Diagnostic.

Critical Root Cause 1: Self Motivation Lack of family support Low academics Perseverance Relevance School Wide accountability

Problem Statement 1 Areas: Student Success - Adult Learning Culture - Connectedness

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. Edit Associated Areas

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 10% 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:

Student Success

- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- Walk-through data

Connectedness

- Attendance
- Home Visits

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 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

Aligns with District Goal

Formative Measures: iReady final Diagnostic

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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.	Classroom teachers and administration	SY 2025-26			
Position Responsible: Classroom teachers and administration						
Evidence Level						
Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 2						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: 29% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 27% of students did not meet their typical growth on the end of year iReady Math Diagnostic. Critical Root Cause: Self Motivation Lack of family support Low academics Perseverance Relevance School Wide accountability

Adult Learning Culture
Problem Statement 2: 29% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 27% of students did not meet their typical growth on the end of year iReady Math Diagnostic. Critical Root Cause: Self Motivation Lack of family support Low academics Perseverance Relevance School Wide accountability
Connectedness
Problem Statement 2: 29% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 27% of students did not meet their typical growth on the end of year iReady Math Diagnostic. Critical Root Cause: Self Motivation Lack of family support Low academics Perseverance Relevance School Wide accountability

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate 100% of teachers consistently implement one or more of the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Aligns with District Goal

Formative Measures: walkthrough form

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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.	Administration, Instructional Coach, and Teachers	SY 2025-26			
Position Responsible: Administration, Instructional Coach, and Teachers						
Evidence Level						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 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. Edit Associated Areas	

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 3 % when compared to the 24-25 percent identified as chronically absent.

Aligns with District Goal

Formative Measures: Attendance Records

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Home Visits/Family Engagement				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Use historical attendance data to identify students who are at risk of chronic absenteeism. Parent Teacher Home visits Weekly attendance meeting	Principal Assistant Principal Attendance Team	SY 2025-26	No review	No review	No review
Position Responsible: Principal Attendance Team						
Evidence Level						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness	
Problem Statement 1: 10% of students are Chronically Absent. Critical Root Cause: The need for students and families to recognize the importance of being present during core instruction.	

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Meeting and Greet	08/07/25	Send out date earlier
Family Night	09/09/25	
Fall Festival	10/24/25	
Math Game Night	11/18/25	