Washoe County School District

Agnes Risley Elementary School

Classification: 2 Star School

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Based on iReady 2025-2026 Reading Diagnostic Data, 6% more students were on grade at the end of the year and the percentage of students two or more grade levels below dropped from 25% to 22%.

In Math, 6% 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 15% to 13%.

16 students exited from EL which is an increase from 13 students from 2025-2026.

Areas for Growth

Based on the baseline Reading iReady Diagnostic the 2026 data indicated that 17% of our students were on grade level. On the end of the year assessment 53% of our students were on grade level in Reading. 68% of Risley's students met their typical growth in iReady and 36% made their stretch growth.

On the 2025 baseline Math iReady Diagnostic 5% of our students were on grade level and on the end of year diagnostic 48% of Risley's students were on grade level. 66% of Risley students met their typical growth and 35% met their stretch growth.

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	Student in Foster Care or Homeless have additional barriers.	School counselor and Admin team have identified students in Foster Care or those experiencing homelessness and offer additional community support and identifying them as CIT when necessary.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial/Ethnic Minority students may face challenges as they assimilate to a different environment and cultural norms.	New to country students are offered additional support by EL staff and offered additional support if needed.
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	Critical Root Cause
1 ★	32% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 34% of students did not meet their typical growth on the end of year iReady Math Diagnostic.	Self-motivation Lack of family support Low academics Student Stamina Perseverance School Wide accountability New curriculum
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

All teachers participate in PLCs to plan learning intentions and success criteria as evident in weekly lesson plans, walk throughs, and PLC agendas.

Math Reveal Professional Development with high participation and collaboration.

Teacher Clarity Professional Development carried over into daily instruction as evident by informal observation and walkthroughs.

2025-2026 Staff Climate is above 85% favorable in all areas with the exception of Quality of WCSD 72% and Parent Involvement 58%.

Areas for Growth

In the 2026–2027 school year, the staff at Agnes Risley will continue professional learning focused on Teacher Clarity. Clear expectations for learning intentions, success criteria, and relevance will be embedded in planning and instruction, with an increased emphasis on student self-monitoring and reflection to support ownership of learning.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Planning for scaffolded instruction to include strategies for our MLL students.	During PLCs intentionally plan strategies to support our MLL during Tier 1 instruction.
Foster/Homeless	Student in foster care, facing family CIT challenges and/or homelessness often face additional challenges to access learning.	School team will identify students facing challenges and offer support and resources through the counseling team.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Minority students are ensured the same accessibility to all academic, social emotional, and behavioral standards as non-minorities. All students will have equal access all opportunities available.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students
Students with IEPs	Teachers with students on an IEP need to be provided with information specific to each student's needs and goals outlined in the IEP to provide additional supports and follow documented accommodations and modifications.	Resource teacher and administrators will provide teachers with student's IEP information and monitor daily instruction in the general education classroom to ensure supports are in place.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Utilizing PLC time to plan for more student structured opportunities to evaluate their understanding, reflect on their learning, and monitor their growth.	Limited planning for student self-reflection and peer feedback Lower-level questioning Limited exposure for tools for students to evaluate their learning Minimal emphasis on metacognitive opportunities

★ = Priority

Connectedness

Areas of Strength

Based on observational data, when opportunities were provided for families to engage in school-based projects, there was increased participation on academic events.

Areas for Growth

Based off the parent climate survey, a majority of our families indicated 4:00-6:00pm is an optimal time to attend events. During the 26-27 school year we will strengthen family partnerships by increasing opportunities for families to engage in student learning, scheduling events at times that better accommodate family needs, and improving consistent communication between school and home regarding student academic progress and achievement.

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	Barriers can make it difficult for families to attend events.	Additional supports and resources for students having transportation needs or other barriers will be offered supports, including bus passes.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Minority students and families may feel underrepresented at events.	Creating a culture of community and inclusion provides all families and students a safe and culturally sensitive environment to feel welcome.

Student Group	Challenge	Solution
Students with IEPs	Students on IEPs face additional challenges when attending school events. Specifically, our students identified on the autism spectrum.	Opportunities for families and students facing social challenges will be offered additional resources to make attending events successful.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Low participation on academic family events.	Limited opportunities for family partnerships to engage in student learning. Timing of events were non optimal for families' schedules. Communication between school and home regarding student academic achievement is inconsistent.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	32% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 34% of students did not meet their typical growth on the end of year iReady Math Diagnostic.	Self-motivation Lack of family support Low academics Student Stamina Perseverance School Wide accountability New curriculum
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
3 ★	Utilizing PLC time to plan for more student structured opportunities to evaluate their understanding, reflect on their learning, and monitor their growth.	Limited planning for student self-reflection and peer feedback Lower-level questioning Limited exposure for tools for students to evaluate their learning Minimal emphasis on metacognitive opportunities
4 ★	Low participation on academic family events.	Limited opportunities for family partnerships to engage in student learning. Timing of events were non optimal for families' schedules. Communication between school and home regarding student academic achievement is inconsistent.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Lesson Plans**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Home Visits**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-27 school year, 100 % of English Learner students at Risley Elementary School who are projected to meet English learner exit criteria based on their 2025-26 ACCESS assessment scores will successfully achieve reclassification (exit status) by meeting or exceeding the required proficiency levels in speaking, listening, reading, writing, and composite domains.

Formative Measures: Language walkthrough data, i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Targeted MLL supports in ELA and Math. Small group EL instruction for level 3 and 4 in 3rd, 4th, and 5th grade. Lexia Learning for level 1 students.	Classroom teachers and Administration	SY 26-27	

Position Responsible: Principal

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

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

Formative Measures: iReady final Diagnostic

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Classroom teachers and administration

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

In progress

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	32% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 34% of students did not meet their typical growth on the end of year iReady Math Diagnostic.	Self-motivation Lack of family support Low academics Student Stamina Perseverance School Wide accountability New curriculum

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)

Formative Measures: walkthrough form

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Administration, Instructional Coach, and Teachers

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

In progress	Implemented	Implemented
November	**February**	**May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Utilizing PLC time to plan for more student structured opportunities to evaluate their understanding, reflect on their learning, and monitor their growth.	Limited planning for student self-reflection and peer feedback Lower-level questioning Limited exposure for tools for students to evaluate their learning Minimal emphasis on metacognitive opportunities

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 26-27 percent identified as chronically absent.

Formative Measures: Attendance Records

Improvement Strategy 1

Home Visits/Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Principal Attendance Team

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits/PBIS

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Low participation on academic family events.	Limited opportunities for family partnerships to engage in student learning. Timing of events were non optimal for families' schedules. Communication between school and home regarding student academic achievement is inconsistent.

Schoolwide and Targeted Assistance Title I Element Summary

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
Meet your Teacher	August 6, 2026	
Back to School Night	September 8, 2026	Many parents that came to Meet Your Teacher, did not attend
Skate Night	September 22, 2026	Great attendance
Fall Festival	October 23, 2026	
Family Game Night	November TBA	