Washoe County School District

Agnes Risley ES

School Performance Plan: A Roadmap to Success

Agnes Risley *has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

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School Designations: X Title I **X** CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on September 27,2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Melissa Sullivan	**Principal(s)** *(required)*
Lane Litano	**Other School Administrator(s)** *(required*
Connor Dillon Amanda White Alyssa Ponte Shawna Baker Kimberly Trotter Tina Tucker Laura Tremaine Lindsey Anderson	**Teacher(s)** *(required)*
Alex Santoni	**Paraprofessional(s)** *(required)*
Brittney De La Mora	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*

School Demographics and Performance Information

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/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
Collaborative Teams *Streamlined MTSS Process* *Dedicated Staff* *Grade level and vertical planning colaboration* *Collective desire of improvement*	*Tier 1 instruction with differentiation based on student need* *Focused Intervention* *Common planning based on standards and use of district curriculum Tier 1 curriculum.* *Increase level of instructional expectations.* *Academic discourse from all students*

Problem Statement: Grade level proficiency is far below grade level norms in ELA and math. The majority of students not meeting proficiency on district and state assessments. English Learners are not meeting expected annual growth on ACCESS assessment.

Critical Root Causes of the Problem:

- Teacher's need of knowledge, understanding and skill to consistently implement high-yield instructional strategies.

- Teacher expectations and lack of rigor.

- The need for school-wide focus on success criteria for students with a clear understanding and implementation of high-quality Tier 1 Instruction.

- Need for Tier 1 instruction occurring in all classrooms to provide equitable access to grade level materials and NVAC Standards.

- A need of scaffolds and supports that assist students in comprehending learning and assist students in transferring that learning into other content areas.

- Lack of school-wide implementation of student directed learning for critical thinking skills in ELA and Math

- Inconsistent Planning for Tier 1 instruction.

Student Success

School Goal: All students make at least one year's growth in reading and math as measured by iReady diagnostic from fall to spring. **All level 1and 2 level ELL students will gain one point and level 3 and 4 will gain .5 point as measured by the ACCESS assessment from 2023-2024.** **Formative Measures:** ● *IReady Diagnostic* ● *ACCESS Assessment*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: ELLevations/iReady	**Lead:** *Who is responsible for implementing this strategy?*
Evidence Level: 3	*Teachers and administration.*
Action Steps: *What steps do you need to take to implement this improvement strategy?*	

Improvement Strategy: ELLevations/iReady

Evidence Level: 3

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Utilize Common Planning Template to align planning*

- *Collaborative Team time for data analysis and instructional cycle*

- *Common Planning Time for grade level collaboration*

- *Focus on clarity, learning outcomes and success criteria in planning.*

- *Instructional Rounds*

- *IReady diagnostic data*

- *Professional Learning focused on ELLevation Scaffolds & Strategies in Tier 1 instruction.*

- *Use common planning time and collaborative teams to focus planning on Tier 1 instruction with differentiation based on learning objectives and success criteria. Walk to Learn Intervention based on student skill need. Planning and co teaching with ELL staff to incorporate ELLevation strategies in planning.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *IReady Reading and Math*

- *Purchase Planbook for all teachers*

- *Collaborative Team time*

- *Purchase Teacher Clarity Playbook for teachers*

- *Stipend hours for common planning*

Lead: *Who is responsible for implementing this strategy?*

Teachers and administration.

- *Substitutes for peer observations*

- *Professional Learning on ELLevation Strategies*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Time, teacher participation in stipend planning time, substitute availability.*

- *Potential Solution: Utilize subs for additional planning time if needed, stipend time for planning can be based on grade level availability, coverage for teachers by admin, dean or LF if no subs are available. Recruit high quality substitutes in advance.*

- **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal? Title 1 funds*

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Increased number of ELL (English Language Learners) students. ELL students' low rate of proficiency based on 22-23 SBAC data.*

- Support: *ELL teachers co planning and co teaching to increase teacher capacity of Tier 1 instruction with scaffolds for EL students. Professional Development on ELLevation Strategies and language objectives.*

Foster/Homeless:

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Challenge: *Student attendance.*

- Support: *MTSS support for students facing attendance issues. Work with Social Services to identify and provide support for families.*

Free and Reduced Lunch: N/A

- Challenge:

- Support:

Migrant: N/A

- Challenge:

- Support:

Racial/Ethnic Groups:

- Challenge: Support: **Students with IEPs:**

- Challenge: *One Special Education Teacher to service school population.*

- Support: *Monitor student progress through MTSS meetings, classroom teacher and Special Education Teacher collaborate to ensure goals are being met.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
Common Collaborative times built into schedule *Collaboration* *Reflective teaching* *Positive response to feedback*	*Consistent Implementation of Tier 1 curriculum* *IReady Professional Development* *Vertical collaboration* *Need for clarity in standards, planning and assessment.*

Problem Statement: Teachers feel their efforts are not apparent in student proficiency. Inconsistent leadership has resulted in unalignment to district expectations.

Critical Root Causes of the Problem:

- *Planning and implementation of Tier 1 instruction varies by grade level.*

- *Inefficiency of planning time and Collaborative Team meetings.*

- *Knowledge of learning outcomes and success criteria.*

- *Inconsistent leadership*

Adult Learning Culture

School Goal: *Increase teacher efficacy in grade level standards, Tier 1 instruction, and use of strategies for ELL . Risley ES will us the 2023-2024 SY to establish baseline data using teacher surveys, administrator walk through forms and instructional rounds feedback.* **Formative Measures:** ● *Teacher survey* ● *Administrative walk through form* ● *Instructional Rounds Feedback*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 X STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: With EL teacher support, PLC teams will focus on high quality Teir 1 Instruction. **Evidence Level: 2/3** **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *School wide use of Tier 1 ELA, Math and Science district adopted materials.* ● *Coteaching and planning with EL Teachers* ● *Collaborative lesson planning* ● *Monthly instructional rounds with teacher feedback* ● *Collaborative Team Times* ● *ELLevation strategies professional development* **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● *District Curriculum* ● *Stipend for extra planning time* ● *Substitute Coverage for planning and instructional rounds* **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* Implementing a consistent walk-through schedule while managing other administrative responsibilities. Lack of Guest Teachers for staff absences requiring staff members to be pulled to cover additional responsibilities ● *Potential Solution:* Calendar walk-throughs, brainstorm creative class coverage ideas with staff for coverage. Calendar instructional rounds and secure subs in advance.	**Lead:** *Who is responsible for implementing this strategy?* *Teachers, administration, Learning Facilitator, EL teachers.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Number of EL students require differentiation and scaffolding.*

- Support: *Lesson planning with EL teachers to implmiment Ellevation stratagies.*

Foster/Homeless: N/A

- Challenge: *Update during SPP Roadmap Development.*

- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch: N/A

- Challenge: *Update during SPP Roadmap Development.*

- Support: *Update during SPP Roadmap Development.*

Migrant: N/A

- Challenge: *Update during SPP Roadmap Development.*

- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups: N/A

- Challenge: *Update during SPP Roadmap Development.*

- Support: *Update during SPP Roadmap Development.*

Students with IEPs:

- Challenge: *One special education teacher with high case load.*

- Support: *Scheduling students with similar goals to meet minutes.*

Inquiry Area 3 – Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- *Students feel safe at school* - *Community support* - *Students are happy to be at school*	- *Student engagement* - *Student ownership of learning*
Problem Statement: Students are not taking ownership of their learning.	

Critical Root Causes of the Problem:

- *Emphasis on attendance not participation.*

- *Academic efforts and achievements are not part of the culture of our school.*

- *Need to maintain student SEL needs in place of academic need.*

- *Lack of recognition and celebration for high achievement and growth.*

Connectedness

| School Goal: Increase Student Self Management of Goals from 55% to 65% and Self Management of Schoolwork from 55% to 65 % in 2023-2024 and as measured by Student Climate Survey.

Formative Measures:

• *Panorama Survey*

• *One on One Goals Setting meetings* | **Aligned to Nevada's STIP Goal:**

☐ STIP Goal 1   X STIP Goal 2

☐ STIP Goal 3   ☐ STIP Goal 4

☐ STIP Goal 5   ☐ STIP Goal 6 |

Improvement Strategy: Adaptation of PBiS to include goal setting and achievement recognition. **Evidence Level: 1** **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • *Goal setting with students* • *Calendar activities including quarterly academic assemblies.* • *Student of the month.* • *Accelerated Reader Goal recognition (monthly)* • *iReady Growth Recognition* • *Individual goal setting with teachers* **Resources Needed:** *What resources do you need to implement this improvement strategy?* • *School wide calendar* • *Certificates* • *Reward incentives* **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge: Scheduling of activities as to not interfere with Tier 1 instruction.* • *Potential Solution: Early calendaring and communication with staff.* **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • *School Partners*	**Lead:** *Who is responsible for implementing this strategy?* **Principal, Dean, Counselor, PBiS Team**

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome*

English Learners

- Challenge: *ELL student growth should be recognized.*

- Support: *ELL teachers will offer recognition to ELL students.*

Foster/Homeless: N/A

- Challenge: *Update during SPP Roadmap Development.*

- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch: N/A

- Challenge: *Update during SPP Roadmap Development.*

- Support: *Update during SPP Roadmap Development.*

Migrant: N/A

- Challenge: *Update during SPP Roadmap Development.*

- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups: N/A

- Challenge: *Update during SPP Roadmap Development.*

- Support: *Update during SPP Roadmap Development.*

Students with IEPs:

- Challenge: *Students with an IEP growth should be recognized.*

- Support: *Special Education Teachers will offer recognition for students with an IEP.*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Meet the Teacher	*8/11/23*	*Students and families came to meet their teachers and find their classrooms. Need to alternate times for primary and secondary. Give teachers additional time to set up their classrooms prior to event.*
Back to School Night	*8/29/23*	
Fall Festival	*10/20/23*	*Principal's Greeting in English and Spanish via Teams gave clear messaging to families.*