Washoe County School District

Robert Mitchell Elementary School

Classification: 2 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
September 21, 2026

Generated by Plan4Learning.com
November 10, 2026 at 12:29 PM

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Comprehensive Needs Assessment

Student Success

Areas of Strength

The spring 2026 i-Ready Reading Diagnostic showed that school-wide we increased the number of students scoring in the early on grade level and mid or above grade level to 49%, up from 14% on the fall 2025 Diagnostic. We decreased the number of students scoring in two grade levels below and three or more grade levels below to 21%, down from 42% in the fall.

The spring 2026 i-Ready Math Diagnostic showed that school-wide we increased the number of students scoring in the early on grade level and mid or above grade level to 37%, up from 6% on the fall 2025 Diagnostic. We decreased the number of students scoring in two grade levels below and three or more grade levels below to 19%, down from 45% in the fall.

Areas for Growth

On the spring i-Ready Reading Diagnostic, 62% of all students met typical growth, and 35% of students met stretch growth.

On the spring i-Ready Math Diagnostic, 56% of all students met typical growth, and 24% of students met stretch growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	On the spring i-Ready Reading Diagnostic, 63% of all students identified as English Learners met typical growth, and 36% of English Learners met stretch growth. On the spring i-Ready Math Diagnostic, 58% of all students identified as English Learners met typical growth, and 23% of English Learners met stretch growth.	Students in 2nd grade and up who scored a level 1 in ACCESS in oral language will receive Lexia English support; create a schedule for EL teachers to provide push-in and pull-out support based on students' needs.
Foster/Homeless	In 2025-2026 9% of our students were considered Children in Transition.	Partner with our district's Intervention and CIT Departments to provide resources to families to promote increased attendance; monitor students identified as CIT through our MTSS process and provide academic interventions as needed.

Student Group	Challenge	Solution
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	In 2025-2026, 67% of our student population was identified as Hispanic, and many of these students are learning English.	Provide language support for students learning English; monitor students needing academic support through our MTSS process, providing and adjusting interventions as needed.
Students with IEPs	On the spring i-Ready Reading Diagnostic, 59% of all students with IEPs met typical growth, and 27% of students with IEPs met stretch growth. On the spring i-Ready Math Diagnostic, 44% of all students with IEPs met typical growth, and 13% of students with IEPs met stretch growth.	Review IEPs and ensure that instruction is consistently aligned to meet students' needs; create a schedule to provide push in and pull out support based on students' specially designed instruction while minimizing loss of tier 1 instruction.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Based on the spring 2026 i-Ready diagnostic, 62% of students met annual typical growth in ELA and 56% of students met annual typical growth in math. 35% of students met annual stretch growth in ELA and 24% of students met annual stretch growth in math.	Third year of implementation of i-Ready--staff training took place throughout the year as teachers became more familiar with the program and how to schedule time during the instructional day. Consistent monitoring of students' time on MyPath and lesson passage rate has been a challenge for some teachers. Our district has adopted a new math curriculum, and teachers are in a learning stage of how to implement the program.
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

The WCSD staff climate survey responses around staff collaboration was 99% favorable in 2025-26. This is above the WCSD district elementary average of 87%.

Areas for Growth

During the 2025-2026 school year, Mitchell continued work around clarity. This work will continue to be a focus for the 2026-2027 school year with the utilization of a walkthrough form aligned around clarity.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	On the spring i-Ready Reading Diagnostic, 63% of all students identified as English Learners met typical growth, and 36% of English Learners met stretch growth. On the spring i-Ready Math Diagnostic, 58% of all students identified as English Learners met typical growth, and 23% of English Learners met stretch growth.	Create a weekly PLC schedule that allows for administrators and EL Staff to attend each grade level's PLC to lead discussions around EL supports. Provide professional learning around Teacher Clarity and its benefits for multilingual learners.
Foster/Homeless	In 2025-2026 9% of our students were considered Children in Transition.	Create a schedule of MTSS meetings for teachers, counselor, social worker, and other staff to regularly discuss the needs of students identified as CIT, including academic supports and wrap-around services.
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	In 2025-2026, 67% of our student population was identified as Hispanic, and many of these students are learning English.	Create a weekly PLC schedule that allows for administrators and EL Staff to attend each grade level's PLC to lead discussions around EL supports. Provide professional learning around Teacher Clarity and its benefits for multilingual learners. Create a schedule of MTSS meetings for teachers, counselor, social worker, and other staff to regularly discuss the needs of specific students, including academic supports and wrap-around services.
Students with IEPs	On the spring i-Ready Reading Diagnostic, 59% of all students with IEPs met typical growth, and 27% of students with IEPs met stretch growth. On the spring i-Ready Math Diagnostic, 44% of all students with IEPs met typical growth, and 13% of students with IEPs met stretch growth	Review IEPs and ensure that instruction is consistently aligned to meet students' needs; create a schedule to provide push in and pull out support based on students' specially designed instruction while minimizing loss of tier 1 instruction.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teacher teams need sufficient time and opportunity for collaborative planning to define clear learning intentions and success criteria.	Scheduling for teacher teams to meet with instructional leaders with clear expectations and focus for collaborative teams.

★ = Priority

Connectedness

Areas of Strength

Overall, the chronically and severely chronically absent rate for 2025-2026 was 15.32%, a decrease of over 5% from the previous year.

Areas for Growth

Attendance at Michell continues to be a challenge. The grade levels with the highest percentage of chronically and severely chronically absent students was Kindergarten with 23.22% and first grade with 25.86%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The percentage of English Learners who were chronically or severely chronically absent in 2025-2026 was 15.1%, which was similar to the school wide percentage of 15.32%.	Provide communication in families' home language explaining the importance of attending school, and the school's plans for tier 1, tier 2, and tier 3 supports for groups and individual students.
Foster/Homeless	The percentage of students identified as Children in Transition who were chronically or severely chronically absent in 2025-2026 was 40.74%, which was significantly higher than the school wide percentage of 15.32%.	Provide community resources to families of students identified as CIT to reduce barriers to school attendance.
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	The percentage of students who identify as Hispanic who were chronically or severely chronically absent in 2025-2026 was 15.46%, which was similar to the school wide percentage of 15.32%.	Provide communication in families' home language explaining the importance of attending school, and the school's plans for tier 1, tier 2, and tier 3 supports for groups and individual students as needed. Connect families of chronically absent students to community resources to help remove barriers to school attendance.
Students with IEPs	The percentage of students with IEPs who were chronically or severely chronically absent in 2025-2026 was 25%, which was significantly higher than the school wide percentage of 15.32%.	Implement tier 1, tier 2, and tier 3 supports for groups and individual students as needed and connect families of chronically absent students with an IEP to community resources to help remove barriers to school attendance.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	15.32% of our students were chronically absent during the 2025-2026 school year. This was a decrease of 5% compared to the previous year.	The need for students and families to recognize the importance of being present during core instruction. Families need increased knowledge of and access to resources and healthcare.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Based on the spring 2026 i-Ready diagnostic, 62% of students met annual typical growth in ELA and 56% of students met annual typical growth in math. 35% of students met annual stretch growth in ELA and 24% of students met annual stretch growth in math.	Third year of implementation of i-Ready--staff training took place throughout the year as teachers became more familiar with the program and how to schedule time during the instructional day. Consistent monitoring of students' time on MyPath and lesson passage rate has been a challenge for some teachers. Our district has adopted a new math curriculum, and teachers are in a learning stage of how to implement the program.
2 ★	Teacher teams need sufficient time and opportunity for collaborative planning to define clear learning intentions and success criteria.	Scheduling for teacher teams to meet with instructional leaders with clear expectations and focus for collaborative teams.
3 ★	15.32% of our students were chronically absent during the 2025-2026 school year. This was a decrease of 5% compared to the previous year.	The need for students and families to recognize the importance of being present during core instruction. Families need increased knowledge of and access to resources and healthcare.
4 ★	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

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] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [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] **Demographic data**
- [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 Mitchell 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.

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data dive Deep data dive to identify skills focus for each student Strategic placement of ELs on trajectory to exit with teachers who are highly trained in the skill/domain that matches needed language skill for exiting. * Goal session with each student * Language focus on artifacts when in PLC to check on targeted student progress Create a "watch list" cohort of students projected to exit based on 2025-2026 ACCESS scores and provide targeted acceleration instruction. Provide focused short cycled interventions on exit criteria gaps.	school staff	2026-2027	

Position Responsible: school staff, EL staff, interventionists, classroom teachers

Resources Needed: data from ACCESS, classroom data, walkthrough data

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

November	February	May

Improvement Strategy 2

Instructional Rounds

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Learning walks Participate in Learning Walks with Department of ELD and school leadership team.	administration, leadership team, EL Facilitator	2026-2027	

Position Responsible: administration, leadership team, EL Facilitator

Resources Needed: Time to schedule learning walks, walkthrough form

Evidence Level

Level 3: Promising:
Instructional Rounds

Problem Statements: Adult Learning Culture 1

Status Checks

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 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teacher teams need sufficient time and opportunity for collaborative planning to define clear learning intentions and success criteria.	Scheduling for teacher teams to meet with instructional leaders with clear expectations and focus for collaborative teams.

SMART Goal 2

Increase percentage of K-5 students, scoring one grade level or more below, making stretch growth on end of year i-Ready ELA diagnostic to 40% (currently 35%).

Increase percentage of K-5 students, scoring one grade level or more below, making stretch growth on end of year i-Ready math diagnostic to 30% (currently 24%).

Formative Measures: i-Ready final Diagnostic

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze data to identify students' strength and skill deficits to provide targeted small group instruction focused on specific foundational reading skills and comprehension needs.	Classroom teachers, interventionists, and administration	SY 2026-27	

Position Responsible: Classroom teachers, interventionists, and administration

Resources Needed: Baseline assessments, formative data, small group instructional materials, data binders

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

Improvement Strategy 2

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	one hour PLC time built into school schedule Establish weekly grade-level PLC time anchored in a structured literacy block, with structured protocols for examining student work and calibrating instructional moves across foundational skills (phonemic awareness, phonics, fluency) vocabulary and language comprehension.	Classroom teachers, Instructional Coach, EL and Resource teachers and school administration	26-27 school year	

Position Responsible: Classroom teachers, Instructional Coach, EL and Resource teachers and school administration

Resources Needed: Data binder

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1

Status Checks

November	February	May

Improvement Strategy 3

Instructional coaching cycles

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Instructional coaching cycles Implement a high-quality coaching cycle leveraging, Instructional Coaches, English Learner Facilitators, and other instructional leaders at the site to support strong consistent high leverage instructional practices in every classroom.	Instructional Coach, ELF, EL and Resource teachers, school administration, classroom teachers	26-27 school year	

Position Responsible: Instructional Coach, ELF, EL and Resource teachers, school administration, classroom teachers

Evidence Level

Level 4: Demonstrate Rationale:
Instructional Coaching Cycles

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Based on the spring 2026 i-Ready diagnostic, 62% of students met annual typical growth in ELA and 56% of students met annual typical growth in math. 35% of students met annual stretch growth in ELA and 24% of students met annual stretch growth in math.	Third year of implementation of i-Ready--staff training took place throughout the year as teachers became more familiar with the program and how to schedule time during the instructional day. Consistent monitoring of students' time on MyPath and lesson passage rate has been a challenge for some teachers. Our district has adopted a new math curriculum, and teachers are in a learning stage of how to implement the program.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs and lesson plan review will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction.

Formative Measures: Walkthrough data, lesson plans, formative assessment data

Improvement Strategy 1

Professional Learning Communities (PLCs)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create a master schedule that ensures protected weekly PLC time focused on instructional planning. Structure PLC agendas to prioritize: Development of daily learning intentions and success criteria Alignment to grade-level standards and rigor Ensure administrators and instructional coaches regularly attend PLCs to support implementation. Establish clear look-fors for learning intentions and success criteria in lesson design and delivery. Conduct weekly leadership meetings to review walkthrough trends and plan targeted support.	Administrators, instructional coach	2026-2027 school year	

Position Responsible: Administrators, instructional coach

Resources Needed: Time for professional learning around Teacher Clarity, time during PLCs to unpack standards, create learning intentions and success criteria, walkthrough form aligned to clarity.

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teacher teams need sufficient time and opportunity for collaborative planning to define clear learning intentions and success criteria.	Scheduling for teacher teams to meet with instructional leaders with clear expectations and focus for collaborative teams.

Inquiry Area 3

Connectedness

SMART Goal 1

SMART GOAL

Students identified as chronically absent in the prior school year will reduce their absentee rate by 3% by the end of the current school year.

Formative Measures: Attendance data from Infinite Campus and BIG and individualized attendance plans

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Collaborate with families to develop individualized attendance plans for students who are at risk of chronic absenteeism. Provide resources to families such as Family Resource Center, mental health resources, local food pantry, and health care. Form attendance team to coordinate efforts to develop individualized attendance contracts or agreements with students identified through tri-weekly attendance reviews. Use historical attendance data to identify students who are at risk for chronic absenteeism. Add engaging before- and after-school clubs and activities during school to increase feelings of student connectedness.	Assistant Principal	2026-2027 school year	

Position Responsible: Assistant Principal

Resources Needed: Incentives and awards, attendance trackers, time to monitor data, a schedule and staff to run the clubs

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	15.32% of our students were chronically absent during the 2025-2026 school year. This was a decrease of 5% compared to the previous year.	The need for students and families to recognize the importance of being present during core instruction. Families need increased knowledge of and access to resources and healthcare.

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
Back to School Night	TBD	
Parent Conferences	10/23/26-10/29/26	