Washoe County School District

Robert Mitchell Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I

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/robert_mitchell_elementary/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The spring 2025 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 42%, up from 12% on the fall 2024 Diagnostic. We decreased the number of students scoring in two grade levels below and three or more grade levels below to 21%, down from 48% in the fall.

The spring 2025 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 4% on the fall 2024 Diagnostic. We decreased the number of students scoring in two grade levels below and three or more grade levels below to 20%, down from 50% in the fall.

Student Success Areas for Growth

On the spring i-Ready Reading Diagnostic, 68% of all students met typical growth, and 27% of students identified as 2 grades below on the baseline met stretch growth.

On the spring i-Ready Math Diagnostic, 65% of all students met typical growth, and 25% of students identified as 2 grades below on the baseline met stretch growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	On the spring i-Ready Reading Diagnostic, 62% of all students identified as English Learners met typical growth, and 21% of English Learners identified as 2 grades below on the baseline met stretch growth. On the spring i-Ready Math Diagnostic, 71% of all students identified as English Learners met typical growth, and 25% of English Learners identified as 2 grades below on the baseline 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

Student Group	Challenge	Solution
Foster/Homeless	In 2023-2024 4% of our students were considered Children in Transition.	See connectedness supports.
Free and Reduced Lunch	N/A--all of our students receive free or reduced lunch.	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	In 2023-2024, 64% of our student population was identified as Hispanic, and many of these students are learning English.	See English Learners
Students with IEPs	On the spring i-Ready Reading Diagnostic, 59% of all students with IEPs met typical growth, and 0 students with IEPs identified as 2 grades below on the baseline met stretch growth, while 33% of students with IEPs identified as 3 or more years below grade level met stretch growth. On the spring i-Ready Math Diagnostic, 60% of all students with IEPs met typical growth, and 33% of students with IEPs identified as 2 grades below on the baseline met stretch growth, while 35% of students with IEPs identified as 3 or more years below grade level 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 1 (Prioritized): Based on the spring 2025 i-Ready diagnostic, 68% of students met annual typical growth in ELA and 64% of students met annual typical growth in math. 31% of students who were two or more grade levels below on the initial diagnostic met annual stretch growth in ELA and 32% of students who were two or more grade levels below on the initial diagnostic met annual stretch growth in math.
Critical Root Cause: Second 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. Students, staff, and families have had to learn how to navigate the platform and log-in process. Some classes experienced technology limitations due to out-of-date laptops.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The WCSD staff climate survey responses around PLC implementation was 97% favorable in 2024-25. This is above the WCSD district elementary average of 83%. All but one respondent reported that they spend 30 or more minutes each week participating in collaborative planning. 94% of staff responded favorably that as a collaborative team, they regularly share lessons, teaching strategies, materials, results, etc. with each other. 100% responded that they feel confident in making instructional decisions based on common student data/student work discussed in PLCs.

Adult Learning Culture Areas for Growth

During the 2024-2025 school year, Mitchell started work around Teacher Clarity, but this work was limited due to the loss of professional learning days. This work will be a priority focus for the 2025-2026 school year.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	On the spring i-Ready Reading Diagnostic, 62% of all students identified as English Learners met typical growth, and 21% of English Learners identified as 2 grades below on the baseline met stretch growth. On the spring i-Ready Math Diagnostic, 71% of all students identified as English Learners met typical growth, and 25% of English Learners identified as 2 grades below on the baseline 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 2023-2024 4% of our students were considered Children in Transition.	See connectedness supports.
Free and Reduced Lunch	N/A--all of our students receive free or reduced lunch.	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	In 2023-2024, 64% of our student population was identified as Hispanic, and many of these students are learning English.	See English Learner supports.
Students with IEPs	On the spring i-Ready Reading Diagnostic, 59% of all students with IEPs met typical growth, and 0 students with IEPs identified as 2 grades below on the baseline met stretch growth, while 33% of students with IEPs identified as 3 or more years below grade level met stretch growth. On the spring i-Ready Math Diagnostic, 60% of all students with IEPs met typical growth, and 33% of students with IEPs identified as 2 grades below on the baseline met stretch growth, while 35% of students with IEPs identified as 3 or more years below grade level met stretch growth.	Create a weekly PLC schedule that allows for administrators and resource teachers to attend grade level's PLC to lead discussions around supports for students with IEPs. Provide professional learning around Teacher Clarity and its benefits for students with IEPs.

Problem Statements Identifying Adult Learning Culture Needs

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

Connectedness

Connectedness Areas of Strength

Overall, the chronically and severely chronically absent rate for 2024-2025 was 20.47%, a decrease of over 5% from the previous year.

Connectedness 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 27.27% and first grade with 26.93%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The percentage of English Learners who were chronically or severely chronically absent in 2024-2025 was 17.61%, which was lower than the school wide percentage of 20.47%.	Implement tier 1, tier 2, and tier 3 supports for groups and individual students as needed.
Foster/Homeless	The percentage of students identified as Children in Transition who were chronically or severely chronically absent in 2024-2025 was 21.74%, which was higher than the school wide percentage of 20.47%.	Implement tier 1, tier 2, and tier 3 supports for groups and individual students as needed.
Free and Reduced Lunch	N/A--our entire school receives free or reduced lunch.	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	The percentage of students who identify as Hispanic who were chronically or severely chronically absent in 2024-2025 was 20.96%, which was slightly higher than the school wide percentage of 20.47%.	Implement tier 1, tier 2, and tier 3 supports for groups and individual students as needed.

Student Group	Challenge	Solution
Students with IEPs	The percentage of students with IEPs who were chronically or severely chronically absent in 2024-2025 was 32.76%, which was significantly higher than the school wide percentage of 20.47%.	Implement tier 1, tier 2, and tier 3 supports for groups and individual students as needed.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 21% of our students were chronically absent during the 2024-2025 school year. This was a decrease of 4% compared to the previous year.
Critical Root Cause: 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 Problem Statements

Problem Statement 1: Based on the spring 2025 i-Ready diagnostic, 68% of students met annual typical growth in ELA and 64% of students met annual typical growth in math. 31% of students who were two or more grade levels below on the initial diagnostic met annual stretch growth in ELA and 32% of students who were two or more grade levels below on the initial diagnostic met annual stretch growth in math.

Critical Root Cause 1: Second 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. Students, staff, and families have had to learn how to navigate the platform and log-in process. Some classes experienced technology limitations due to out-of-date laptops.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teacher teams need sufficient time and opportunity for collaborative planning to define clear learning intentions.

Critical Root Cause 2: Scheduling for teacher teams to meet with instructional leaders with clear expectations and focus for collaborative teams.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 21% of our students were chronically absent during the 2024-2025 school year. This was a decrease of 4% compared to the previous year.

Critical Root Cause 3: 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.

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

- Staff surveys and/or other feedback
- Walk-through data

Connectedness

- Attendance
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 78% percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 41% 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.

74% percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 42% 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: i-Ready final Diagnostic

Improvement Strategy 1 Details

Improvement Strategy 1: iReady

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 2-3 or more reading and 2-3 or more math lessons each week. Provide professional learning for new staff members focused on best practices for incoporating i-Ready Personalized myPath lesson completion. Develop a master schedule with 15 minutes each day allocated for students to complete i-Ready Personalized myPath lessons. Students will utilize a lesson data-tracker to monitor Personalized myPath lesson passage. Create an incentive program or system to support students in meeting weekly lesson passage goals.	Assistant Principal	SY 2025-26

Position Responsible: Assistant Principal

Resources Needed: Prizes for the incentives, tracking sheets, time for professional development for new staff members, time for teachers to monitor lesson passage rate

Evidence Level
Level 2: Moderate: iReady

Problem Statements/Critical Root Cause: Student Success 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Based on the spring 2025 i-Ready diagnostic, 68% of students met annual typical growth in ELA and 64% of students met annual typical growth in math. 31% of students who were two or more grade levels below on the initial diagnostic met annual stretch growth in ELA and 32% of students who were two or more grade levels below on the initial diagnostic met annual stretch growth in math. **Critical Root Cause**: Second 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. Students, staff, and families have had to learn how to navigate the platform and log-in process. Some classes experienced technology limitations due to out-of-date laptops.

Inquiry Area 2: Adult Learning Culture

SMART Goal 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)

Aligns with District Goal

Formative Measures: PLC agendas, lesson plans, formative assessment data

Improvement Strategy 1 Details

Improvement Strategy 1: Professional Learning Communities (PLCs)

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas aligned with curriculum standards and student needs. Teachers will also collaborate to identify and plan for GLAD and ELLevation strategies to support multilingual learners. Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner. Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through the Teacher Clarity lens.	Principal	2025-2026 school year

Position Responsible: Principal

Resources Needed: Time for professional learning around Teacher Clarity, Teacher Clarity books for new teachers, time during PLCs to unpack standards, create learning intentions and success criteria.

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Based on the spring 2025 i-Ready diagnostic, 68% of students met annual typical growth in ELA and 64% of students met annual typical growth in math. 31% of students who were two or more grade levels below on the initial diagnostic met annual stretch growth in ELA and 32% of students who were two or more grade levels below on the initial diagnostic met annual stretch growth in math. **Critical Root Cause**: Second 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. Students, staff, and families have had to learn how to navigate the platform and log-in process. Some classes experienced technology limitations due to out-of-date laptops.

Adult Learning Culture

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

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 4% when compared to the 24-25 percent identified as chronically absent.

Aligns with District Goal

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

Improvement Strategy 1 Details

Improvement Strategy 1: Family Engagement

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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, Mobile Crisis, our 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	2025-2026 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/Critical Root Cause: Connectedness 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: 21% of our students were chronically absent during the 2024-2025 school year. This was a decrease of 4% compared to the previous year. **Critical Root Cause**: 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 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/Annual Title I Meeting	August 26, 2025	Families had the opportunity to meet their student's teacher and learn more about the classroom and school, and learn what it means to be a Title I school and how we utilize Title I funds at Mitchell.
Parent-Teacher Conference Week	October 24-30, 2025	Parents met with their student's teacher and were informed about their student's progress in school.