Washoe County School District

Robert Mitchell Elementary School

2025-2026 Status Checks with Notes

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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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	Status Checks
Improvement Strategy 1: iReady **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	**Nov:** In progress **November Lessons Learned** We have put all of the actions for implementation except for the data-tracker for students to monitor their own progress. We have added additional incentives to our incentive program, which has made students more aware and motivated. We have dedicated the first 10 minutes of PLCs for teachers to review student usage and passage rate as well as progress monitoring and standards mastery. We have held professional learning for all teachers and an additional session for new staff. **November Next Steps/Need** We will add data-trackers for students to monitor their own progress. We will continue to support teachers in PLCs and show them how to utilize the trackers with students. We will continue to provide professional learning opportunities and time in PLCs. The middle-of-the-year diagnostic will be administered in December and will inform next steps.

Feb: In progress

February Lessons Learned

On the winter i-Ready Diagnostic, 63% of K-5th graders were at least 50% toward their annual typical growth in reading, and 58% of K-5th graders were at least 50% toward annual typical growth in math.
The same Diagnostic assessment showed that the percentage of students who scored two or more grade levels below was reduced from 41%-27% in reading and 45% to 24% in math.
Discussing students' i-Ready MyPath data during PLCs has helped increase the lesson passage rate. Some grade levels have been modeling how to approach lessons during a whole-group demonstration which has helped students navigate this platform.

February Next Steps/Need

Continue to monitor students' MyPath usage and pass rate during PLCs and MTSS and provide incentives to students for meeting their minutes and passing lessons. Continue to monitor targeted groups of students in reading and math through the use of Growth Monitoring Assessments in i-Ready. Continue to utilize Standards Mastery assessments for all students in 3rd-5th grade.

May: No review

May Lessons Learned

May Next Steps/Need

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	Status Checks
Improvement Strategy 1: Professional Learning Communities (PLCs) **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	**Nov:** In progress **November Lessons Learned** We are using PLCs and planning time for teachers to work together to craft learning intentions and success criteria. We have engaged in two full-day professional learning opportunities around Teacher Clarity. We have consistently conducted walkthroughs focused on Teacher Clarity and provided feedback verbally and in writing. We have not consistently met on a weekly basis to recap. Overall, the grade levels are aligned. **November Next Steps/Need** Administration has created a Microsoft form to use during walkthroughs to collect data electronically. We will add discussions around these data as an agenda item to our admin leadership meetings and share with teachers in staff meetings. **Feb:** In progress **February Lessons Learned** In January teachers participated in another full-day professional learning opportunity. As we have engaged in this work this year and conducted regular walkthroughs with our electronic walkthrough form, we have discovered that we need to go deeper with scaffolding success criteria, success criteria that is measurable, and adding higher-level verbs. **February Next Steps/Need** We will be providing a site-based professional learning experience in early March on scaffolded success criteria and student self-reflection. We will continue to collect walkthrough data using the electronic walkthrough form. **May:** No review **May Lessons Learned** **May Next Steps/Need**

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	Status Checks
Improvement Strategy 1: Family Engagement **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	**Nov:** In progress **November Lessons Learned** We have successfully implemented all action items listed above with success. Our current chronically absent rate is 11%, down from 25% at this time last year. We have also hired a prevention/intervention teaching assistant to support attendance efforts and promote student engagement. **November Next Steps/Need** We will continue holding individual parent meetings as they are effective at helping parents understand the importance of attending school. We are also focusing efforts on persistent chronically absent students to break the cycle of frequent absences. We have polled students to find out what kinds of activities they are interested in and have taken these interests into account when creating clubs. **Feb:** In progress **February Lessons Learned** We are continuing to monitor student absences utilizing our current strategies, including notifying families by letter if students are chronically absent or approaching chronic absenteeism. Today, 2/25/26, our absenteeism rate is 13%. **February Next Steps/Need** We will continue to monitor students who are chronically absent or approaching chronic absenteeism, and provide tier 1, 2, and 3 supports. We are providing regular incentives for students with improved or excellent attendance. **May:** No review **May Lessons Learned** **May Next Steps/Need**