Clark County School District

Mitchell, Andrew ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: Not Rated

District Approval Date: August 6, 2026

Mission Statement

Our mission is to use the Seven Habits of Highly Effective People to Develop Kind and Successful Leaders.

Vision

At Mitchell Elementary, we empower every student to become a confident reader, critical thinker, and compassionate leader. Through strong foundation in reading, math, and science, and a commitment to developing leadership skills, we prepare our students to excel academically and contribute meaningfully to our community.

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 https://nevadareportcard.nv.gov/DI/nv/clark/andrew_j._mitchell_elementary_school/nspf/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Inquiry Area 1: Student Success 8
Adult Learning Culture 10
Inquiry Area 2: Adult Learning Culture 13
Connectedness 15
Inquiry Area 3: Connectedness 18
Priority Problem Statements 22
Comprehensive Needs Assessment Data Documentation 23
Schoolwide and Targeted Assistance Title I Elements 25
1.1: Comprehensive Needs Assessment 25
2.1: School Performance Plan (SPP) developed with appropriate stakeholders 25
2.2: Regular monitoring and revision 25
2.3: Available to parents and community in an understandable format and language 25
2.4: Opportunities for all children to meet State standards 25
2.5: Increased learning time and well-rounded education 25
2.6: Address needs of all students, particularly at-risk 25
3.1: Annually evaluate the schoolwide plan 25
4.1: Develop and distribute Parent Involvement and Family Engagement Policy 25
4.2: Offer flexible number of parent involvement meetings 26
Plan Notes 27
School Continuous Improvement (CI) Team 28
Community Outreach Activities 29

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

67% of 2nd-grade students met their projected reading growth on the Spring MAP Assessment. 68% of 2nd-grade students showed growth. 69% scored above the 60th percentile and 88% above the 40th percentile.

Additionally, 67% of our kindergarten students scored above the 60th percentile on the Spring MAP Reading Assessment, and 65% of our first-grade students scored above the 60th percentile on the Spring MAP Reading Assessment.

Student Success Areas for Growth

We need to continue increasing the percentage of students reading above the 60th percentile across all grades, especially in 2nd grade, to demonstrate that they are prepared to read at grade level by grade 3.

Of the 2% of our student population that are English Learners, 100% showed growth, but only 50% met the expected growth in Reading for the year. 67% of our students met their expected growth in reading for the year on the Spring Reading MAP Assessment.

Of the 34% of our students who would qualify as Racial/Ethnic Minorities, 63% of them met their expected growth in Reading. 67% of all our students met their expected growth in reading for the year on the Spring Reading MAP Assessment.

Of the 20% of our students with IEPs, 92% showed growth in Reading, and 31% met their expected growth for reading. 67% of all of our students met their expected growth in reading for the year on the Spring Reading MAP assessment.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Of the 2% of our student population that are English Learners, 100% showed growth, but only 50% met expected growth in Reading for the year.	Tier I and classroom Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support, as required by district guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide additional support as necessary.
Foster/Homeless	Students at Mitchell ES do experience homelessness and foster care and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Tier I and classroom Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support, as required by district guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide additional support as necessary.

Student Group	Challenge	Solution
Free and Reduced Lunch	At the end of the 25-26 SY, 62.3% of students qualified for Free and Reduced Lunch and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Tier I and classroom Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. The counselor will provide additional support as needed and will connect families to community services and resources as needed. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide additional support as necessary.
Migrant/Title1-C Eligible	Students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Tier I and Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors.The counselor will provide additional support as required. The counselor will support these students as needed and help connect their families to community resources.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Of the 34% of our students who would qualify as Racial/Ethnic Minorities, 63% of them met their expected growth in Reading.	Tier I and Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. The RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors will provide this access.The counselor will provide support as needed.
Students with IEPs	Of 20% of our students with IEPs, 92% of them showed growth in Reading and 31% of them met their expected growth for reading.	Students with IEPs: IEP accommodations will be met. Additionally, Tier I and Tier II instruction will support students' grade-level learning through the use of appropriate scaffolds and differentiated lessons as needed. All students will participate in Leader In Me activities with support as necessary to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will support these students as needed and help connect their families to community resources.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): We need to ensure that we remain effective with our Tier I instruction and in creating the capacity for perseverance in our students. Moving forward, we need to ensure that we are effective with our Tier I instruction throughout the year. Our students have benefited from targeted Tier II support for reading, which is organized and supported by our Read by Grade 3 strategist and our Certified Temporary Tutors. This program also tightly aligns with the District's guidelines for Tier II & Tier III intervention.
Critical Root Cause: We need to focus on using strategies that engage all students in learning. Teachers need consistent time together to plan with the Tier I Instructional Materials and review Tier I assessments to create opportunities for remediation and acceleration. Students need connection to their attendance, learning, and leadership goals.

Inquiry Area 1: Student Success

SMART Goal 1: 70% of second-grade students will show on the iReady Spring Reading Assessment that they are at or above expectations for their current grade. 99 students in total.

Formative Measures: iReady Assessment Data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Every student will receive Tier I ELA instruction with high quality, standards-based instructional materials through strategies that engage every student and focus on literacy and comprehension skills. Teachers will provide re-teaching of Tier I materials as needed. The RBG3 strategist will organize and manage a plan to provide targeted Tier II support for those students falling below the 40th percentile in iReady with specific missing skills until the missing skills are mastered as evidenced by progress monitoring provided by RBG3 strategist.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Support teachers in aligning pacing and instruction with the materials found in the Curriculum Hub as they utilize the District's approved and supported curriculum, and in selecting appropriate supplemental learning materials and activities as needed.	Teachers, Principal, Read By Grade 3 Strategist.	Throughout the year	
2	Utilize high-impact instructional strategies, including : 1. Create opportunities in every lesson for all students to Find Their Voice and Inspire others to Find Theirs through collaborative learning strategies, such as Think-Pair-Share and Partner Talks, so they can think and speak throughout the lesson, answer questions, and write about their learning. 2. Think Win-Win by utilizing the Big 3 to support students in becoming independent in thinking about the genre, main idea, and summary of texts they hear and read. 3. Synergize with colleagues for impactful Tier I instructional practices, Tier II and Tier III interventions, and progress monitoring to support current learning, address learning deficits, and provide opportunities to extend learning opportunities for students.	Teachers, Principal, Read by Grade 3 Strategist.	Throughout the year	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	The RBG3 strategist will create a plan to provide targeted Tier II support for those students falling below the 40th percentile in Reading, with specific missing skills, until the missing skills are mastered, as evidenced by progress monitoring provided by the RBG3 strategist.	Teachers, Principal, Read by Grade 3 Strategist, and Certified Temporary Tutors	Throughout the year.	
4	Use Leadership Notebooks so students can reflect on Learning, Leadership, and Attendance as it relates to their academic achievement.	Principal, Teachers, Leader In Me Facilitator.	Throughout the year.	

Position Responsible: Principal

Resources Needed: HMH Into Reading
95 Phonics Core Instructional Materials
RBG3 Specialist
iReady Assessment Data
Designated PLC time to review instructional practices.
Professional learning time with the RBG3 strategist as needed.

Evidence Level
Level 1: Strong:

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers met weekly in grade-level PLC meetings to plan, review, and respond to data. This resulted in 67% of 2nd-grade students meeting their projected reading growth on the Spring MAP Assessment. 68% of 2nd-grade students showed growth. 69% scored above the 60th percentile and 88% above the 40th percentile.

Additionally, 67% of our kindergarten students scored above the 60th percentile on the Spring MAP Reading Assessment, and 65% of our first-grade students scored above the 60th percentile on the Spring MAP Reading Assessment.

Adult Learning Culture Areas for Growth

This year, we will continue to meet in grade-level PLCs to plan, review, and respond to student learning data. Each grade level team will have at least one new member. Following best practices for PLC will be important to continue to move student learning forward.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Of the 2% of our student population that are English Learners, 100% showed growth, but only 50% met expected growth in Reading for the year.	All staff will complete ULD training. Teachers will plan and respond to data related to Tier I and classroom Tier II instruction that support student grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide support as needed.

Student Group	Challenge	Solution
Foster/Homeless	Students at Mitchell ES do experience homelessness and foster care and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Teachers will plan and respond to data related to Tier I and classroom Tier II instruction that support student grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide support as needed.
Free and Reduced Lunch	At the end of the 25-26 SY, 62.3% of students qualified for Free and Reduced Lunch and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Teachers will plan and respond to data related to Tier I and classroom Tier II instruction that support student grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide support as needed.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Teachers will plan and respond to data related to Tier I and classroom Tier II instruction that support student grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide support as needed.
Racial/Ethnic Minorities	Of the 34% of our students who would qualify as Racial/Ethnic Minorities, 63% of them met their expected growth in Reading.	Teachers will plan and respond to data related to Tier I and classroom Tier II instruction that support student grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide support as needed.

Student Group	Challenge	Solution
Students with IEPs	Of 20% of our students with IEPs, 92% of them showed growth in Reading and 31% of them met their expected growth for reading.	Special education teachers will collaborate with general education teachers to ensure that the needs of all students with disabilities are met and that all IEP accommodations are followed. General Education Teachers will collaborate with Special Education teachers and the Special Education Instruction Facilitator to plan and respond to data related to Tier I and classroom Tier II instruction that support student grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide support as needed.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The 25-26 SY was the second year that staff had a designated, embedded PLC and five common preparatory periods together. During the 26-27 SY, grade-level PLCs will meet before school, thus establishing another new practice.
Critical Root Cause: Enrollment, budgets, and staffing have resulted in a schedule that supports PLC before school one morning per week for each grade level.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of grade-level teachers will meet during their designated PLC time to plan for student learning, analyze outcomes, and prepare for remediation and acceleration. Evidence of these PLC practices will be documented by each grade-level PLC each week.

Formative Measures: PLC Google Form and related data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Teachers will plan in PLCs utilizing appropriate materials and impactful strategies.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide weekly opportunities for grade levels to meet as a Professional Learning Community.	Principal, Teachers, Read By Grade 3 Strategist	Weekly	

Position Responsible: Principal

Resources Needed: Allotted, structured time for PLC meetings
RBG3 Specialist
iReady Assessment Data and Tier I instructional material and assessments.

Evidence Level
Level 2: Moderate: Professional Learning Community Focus

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Improvement Strategy 2 Details

Improvement Strategy 2: Teachers will analyze classroom and iReady student learning data and respond to meet the learning needs of their students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The principal and RBG3 strategist will facilitate understanding opportunities for reteaching, extending, and focusing learning opportunities.	Teachers, Read By Grade 3 Strategist, Principal	Weekly and quarterly.	✓

Position Responsible: Principal

Resources Needed: iReady Assessment Data
Classroom assessments
PLC time
Support from Principal and RBG3 Strategist

Evidence Level
Level 2: Moderate: Professional Learning Community Focus

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Connectedness

Connectedness Areas of Strength

There was significant participation in school events. This year, we maintained significant participation in the number of students participating in the Student Lighthouse Teams. Every student held a leadership role in their classroom. Attendance remained an issue, but 67% of 2nd-grade students met their projected reading growth on the Spring MAP assessment. 68% of 2nd-grade students showed growth. 69% scored above the 60th percentile and 88% above the 40th percentile. Additionally, 67% of our kindergarten students scored above the 60th percentile on the Spring MAP Reading Assessment, and 65% of our first-grade students scored above the 60th percentile on the Spring MAP Reading Assessment. Behavior events decreased from 140 during the 24-25 school year to 74 during the 25-26 school year.

Connectedness Areas for Growth

The chronic absenteeism rate was 22.8% at the end of the school year. Our area for growth is to continue to focus on student connectedness to school when students are present in the building. Greater connectedness to school will help us increase our academic achievement. 67% of 2nd-grade students met their projected reading growth on the Spring MAP assessment. 68% of 2nd-grade students showed growth. 69% scored above the 60th percentile and 88% above the 40th percentile. Additionally, 67% of our kindergarten students scored above the 60th percentile on the Spring MAP Reading Assessment, and 65% of our first-grade students scored above the 60th percentile on the Spring MAP Reading Assessment. Behavior events decreased from 140 during the 24-25 school year to 74 during the 25-26 school year. We have 133 active volunteers at our school.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Of the 2% of our student population that are English Learners, 100% showed growth, but only 50% met expected growth in Reading for the year.	To develop a sense of achievement and connectedness to school, Tier I classroom and Tier II classroom instruction, along with specialized Tier II instruction, will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. The counselor will provide classroom lessons supporting attendance and positive school behavior. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. The counselor will provide specific support as necessary.
Foster/Homeless	Students at Mitchell ES do experience homelessness and foster care and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school, Tier I classroom and Tier II classroom instruction, along with specialized Tier II instruction, will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. The counselor will provide classroom lessons supporting attendance and positive school behavior. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. The counselor will provide specific support as necessary.

Student Group	Challenge	Solution
Free and Reduced Lunch	At the end of the 25-26 SY, 62.3% of students qualified for Free and Reduced Lunch and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school, Tier I classroom and Tier II classroom instruction, along with specialized Tier II instruction, will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. The counselor will provide classroom lessons supporting attendance and positive school behavior. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. The counselor will provide specific support as necessary.
Migrant/Title1-C Eligible	Students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school, Tier I classroom and Tier II classroom instruction, along with specialized Tier II instruction, will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. The counselor will provide classroom lessons supporting attendance and positive school behavior. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. The counselor will provide specific support as necessary.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Of the 34% of our students who would qualify as Racial/Ethnic Minorities, 63% of them met their expected growth in Reading.	To develop a sense of achievement and connectedness to school, Tier I classroom and Tier II classroom instruction, along with specialized Tier II instruction, will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. The counselor will provide classroom lessons supporting attendance and positive school behavior. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. The counselor will provide specific support as necessary.
Students with IEPs	Of 20% of our students with IEPs, 92% of them showed growth in Reading and 31% of them met their expected growth for reading.	To develop a sense of achievement and connectedness to school, Tier I classroom and Tier II classroom instruction, along with specialized Tier II instruction, will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. The counselor will provide classroom lessons supporting attendance and positive school behavior. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. The counselor will provide specific support as necessary. Students will receive academic and behavior supports as required in their IEPs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students need to create stronger connections to their learning, attendance, and leadership.
Critical Root Cause: We need to support our students in making an intrinsic connection to their learning, attendance, and leadership so that when they are in school, they understand the value of focusing on those three concepts.

Inquiry Area 3: Connectedness

SMART Goal 1: All students will reflect daily in Leadership Notebooks on their Learning, Attendance, and Leadership.

Formative Measures: Routine Leadership Notebook Checks & checks embedded in Leader In Me processes.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Each K-2 student will reflect daily in their Leadership Notebook on their Learning, Attendance, and Leadership.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure that each classroom has Leadership Notebooks ready for students to begin using by the beginning of the 3rd week of school at the latest.	Leader In Me Facilitator, Read by Grade 3 Strategist, Counselor, Principal	Throughout the year	

Position Responsible: Principal

Resources Needed: Notebooks with areas focused on Learning, Attendance, and Leadership
Professional collaboration to support students using Leadership Notebooks when students are just beginning to learn to read and write.
Regular notebook checks so students can demonstrate their understanding of the purpose of their Leadership Notebooks

Evidence Level
Level 4: Demonstrate Rationale: Leader In Me

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: Use the Leader in Me Framework to support student connection to Learning, Attendance, and Leadership and this reflection in their Leadership Notebooks.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create, monitor, and celebrate schoolwide, classroom, and individual mission statements, goals, and jobs as they relate to learning, leadership, and attendance.	Leader in Me Facilitator, Read by Grade 3 Strategist, Counselor, Principal, Teachers	Created at the beginning of the year and monitored and celebrated weekly.	
2	Weekly review and celebration of learning data, attendance, and Leadership Notebooks.	Leader in Me Facilitator, Read by Grade 3 Strategist, Counselor, Principal, Teachers	Weekly	
3	Mid-Year and End-of-Year Celebration of Learning, Attendance, and Leadership Using iReady Data, Attendance Data, and Leadership Notebooks.	Leader in Me Facilitator, Read by Grade 3 Strategist, Counselor, Principal, Teachers	Mid-Year and End-of-Year	

Position Responsible: Principal

Resources Needed: Leadership Notebooks in K-2 Classrooms
Team to support and monitor schoolwide leadership roles and opportunities for all students.
Lexia data
Team to review and celebrate Leadership Notebooks.
Team to review and celebrate weekly grade-level attendance.
Team to review and celebrate schoolwide iReady data in the Fall, Winter, and Spring.

Evidence Level
Level 4: Demonstrate Rationale: Leader In Me

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection

Improvement Strategy 3: Create a greater connection to student learning, attendance, and leadership through daily Leader In Me Lessons.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The schoolwide daily schedule will provide time for students to connect to Leader In Me through 15 minute lessons provided by each classroom teacher.	Leader In Me Coordinator, Teacher, Principal	Daily	

Oct	Feb	June
No review	No review	

Position Responsible: Principal

Resources Needed: Leader In Me website access to lessons
Daily time in the schedule for lessons in each classroom
Professional learning so that teachers are confident in delivering the lessons.

Evidence Level
Level 4: Demonstrate Rationale: Leader In Me

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: We need to ensure that we remain effective with our Tier I instruction and in creating the capacity for perseverance in our students. Moving forward, we need to ensure that we are effective with our Tier I instruction throughout the year. Our students have benefited from targeted Tier II support for reading, which is organized and supported by our Read by Grade 3 strategist and our Certified Temporary Tutors. This program also tightly aligns with the District's guidelines for Tier II & Tier III intervention.

Critical Root Cause 1: We need to focus on using strategies that engage all students in learning. Teachers need consistent time together to plan with the Tier I Instructional Materials and review Tier I assessments to create opportunities for remediation and acceleration. Students need connection to their attendance, learning, and leadership goals.

Problem Statement 1 Areas: Student Success

Problem Statement 2: The 25-26 SY was the second year that staff had a designated, embedded PLC and five common preparatory periods together. During the 26-27 SY, grade-level PLCs will meet before school, thus establishing another new practice.

Critical Root Cause 2: Enrollment, budgets, and staffing have resulted in a schedule that supports PLC before school one morning per week for each grade level.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students need to create stronger connections to their learning, attendance, and leadership.

Critical Root Cause 3: We need to support our students in making an intrinsic connection to their learning, attendance, and leadership so that when they are in school, they understand the value of focusing on those three concepts.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
    - FocusED, Texts Reviewed in PLC, Administrative Observations, Teacher Plans, PLC Meetings

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Equity data
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Walk-through data
- Other
    - Classroom Assessment Data, MAP Data, Observations during PLC Grade-Level Meetings

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment

- Enrollment trends
- PBIS/MTSS data
- School safety data
- Volunteer opportunities, attendance, and participation
- Other
    - Leadership Role Applications, Student lighthouse Team Membership & Service Work, Student Leadership Notebooks, Sign-in-Sheets at School Events, Student/Parent/Teacher Conference Attendance Sheets

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Principal, in collaboration with the Read by Grade 3 Strategist, Counselor, and Special Education Instruction Facilitator, reviews student learning, behavior, and attendance data on a monthly basis.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The SPP is developed by the Principal with the support of the School Organization Team. Information from the Comprehensive Needs Assessment meetings is shared and feedback is received.

2.2: Regular monitoring and revision

We hold monthly status checks at the School Organization Team meeting to review progress toward each goal, examining strategies, outcomes, and potential next steps. Real-time adjustments are made as needed. The Status Checks are updated and published as required.

2.3: Available to parents and community in an understandable format and language

The School Performance Plan is published on our school website. It is available at the front desk.

2.4: Opportunities for all children to meet State standards

Mitchell Elementary School does not receive Title I funding.

2.5: Increased learning time and well-rounded education

Mitchell Elementary School does not receive Title I funding.

2.6: Address needs of all students, particularly at-risk

Mitchell Elementary School does not receive Title I funding.

3.1: Annually evaluate the schoolwide plan

The School Performance Plan is reviewed monthly at School Organization Team meetings and updated quarterly as the strategies and outcomes are reviewed. The School Organization Team provides feedback to the principal for the School Performance Plan for the upcoming school year.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Engagement Policy is created with input from the School Organization Team. It is shared on the school's website and distributed at the beginning of the school year to all families.

4.2: Offer flexible number of parent involvement meetings

All parents and guardians are invited to attend Open House.

All parents are invited to attend School Organization Team meetings held monthly at 3:45 pm. Parents can participate in person or online.

All parents are asked to participate in Parent-Teacher Conferences. Flexible scheduling is offered throughout the day and outside of school hours.

All parents are invited to participate in Family Literacy Night. This is an evening event.

All parents are invited to attend learning events with our Counselor. These events are offered monthly in the mornings and afternoons.

See Community Outreach Table

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$2,839,502.06	Staffing and Supplies	Achievement Goal, Professional Learning Goal, Connectedness Goal
At-Risk Weighted Allocation	$8,552.47	Staffing and Supplies	Achievement Goal, Professional Learning Goal, Connectedness Goal
EL Weighted Allocation	$1,167.61	Staffing and Supplies	Achievement Goal, Professional Learning Goal, Connectedness Goal
EL Carry Forward	1,309.78	Staffing and Supplies	Achievement Goal, Professional Learning Goal, Connectedness Goal
Gen Fund Carry Forward	$376,639.44	Staffing and Supplies	Achievement Goal, Professional Learning Goal, Connectedness Goal
Gen Fund Read by 3	125,546.48	Staffing	Achievement Goal, Professional Learning Goal, Connectedness Goal

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Sophia Argyropoulos	Parent
Member	Heather Lamb	Parent
Member	Jacob Lunde	Parent
Member	Sara Walters	Parent
Member	Laura Bartholomew	Parent
Member	Ariana Pittard	Parent
Member	Mariley Hernandez	Support Professional
Member	Lorri Brown-Taber	Support Professional
Member	Erin Tibbs	Teacher
Member	Kimberly Tucker	Teacher
Member	Emily Wagner	Teacher
Member	Azure Fecteau	Teacher
CI Team Lead	Tracy Echeverria	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 20, 2026	Act 3/ Act 1 School Improvement Plan
SOT Meeting	August 19, 2026	Act 1 School Improvement Plan