Washoe County School District

Robert Mitchell Elementary School

2026-2027 Status Checks with Notes

District Approval Date: September 21, 2026

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: 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.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLC **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/Critical Root Cause:** Student Success 2	**Nov:** In progress **November Lessons Learned** IReady data, classroom assessments, and teacher observations are showing that there is a need for increased vocabulary instruction across grade levels. Walkthrough data show that there is a need for students to have opportunities for sustained, productive discourse between teacher and students and among students. **November Next Steps/Need** Classroom teachers are learning strategies to incorporate vocabulary instruction into daily classroom practice and are including more oral vocabulary practice across the curriculum. Our EL coaches and teachers are providing support around discourse strategies. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Improvement Strategy 2 Details	Status Checks
Improvement Strategy 2: Instructional Rounds **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/Critical Root Cause:** Adult Learning Culture 1	**Nov:** In progress **November Lessons Learned** Learning walks and observations are ongoing, however we have not yet conducted EL-focused learning walks with the Department of ELD. **November Next Steps/Need** Schedule and conduct learning walks with our EL Facilitator and ELD department using a language-focused rubric and provide follow-up coaching. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 1: Student Success

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%).

Aligns with District Goal

Formative Measures: i-Ready final Diagnostic

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: iReady **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/Critical Root Cause:** Student Success 1	**Nov:** In progress **November Lessons Learned** We have created a schedule that allows for both tier 1 small group instruction and intervention based on data, and students' progress is discussed in PLC and MTSS meetings. **November Next Steps/Need** Continue to monitor students' progress within fluid and flexible groups. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Improvement Strategy 2 Details	Status Checks
Improvement Strategy 2: PLC **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/Critical Root Cause:** Student Success 1	**Nov:** In progress **November Lessons Learned** PLC meetings are consistent and allow time for data analysis, analyzing students work samples, and sharing strategies. **November Next Steps/Need** Continue to prioritize PLC meetings focused on student learning and data. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Improvement Strategy 3 Details	Status Checks
Improvement Strategy 3: Instructional coaching cycles **Position Responsible:** Instructional Coach, ELF, EL and Resource teachers, school administration, classroom teachers **Evidence Level** Level 4: Demonstrate Rationale: Instructional Coaching Cycles **Problem Statements/Critical Root Cause:** Student Success 1	**Nov:** In progress **November Lessons Learned** EL Facilitator and EL teachers are coaching multiple grade levels and new teachers have assigned mentors. There is continued need for differentiated instruction in tier 1. **November Next Steps/Need** Continue supporting teachers through coaching cycles, modeling, and peer observations. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Professional Learning Communities (PLCs) **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/Critical Root Cause:** Adult Learning Culture 1	**Nov:** In progress **November Lessons Learned** Use of learning intentions and success criteria is inconsistent, as well as how it is communicated to students. **November Next Steps/Need** There is a need to revisit and provide professional learning around the purpose of learning intentions and success criteria, as well as the relevancy for students and teacher. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

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.

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** Our attendance data show that around 27% of our students are chronically absent, which is significantly higher than last year at this time. 22 students are severely chronically absent, and of those, 15 are new to our school. **November Next Steps/Need** We have set up a parent event to educate parents on the importance of daily attendance while continuing with all of the strategies outlined above. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**