

Washoe County School District

Robert Mitchell Elementary School

School Performance Plan: A Roadmap to Success

Robert Mitchell Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Kristen Conway

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on November 17, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Kristen Conway	Principal(s) <i>(required)</i>
Dana Morgan (Dean)	Other School Administrator(s) <i>(required)</i>
Stephanie Vega (Kindergarten), Sarah Jangus (1st Grade), Sandy Ortiz (2nd Grade), April Elwell (5th Grade)	Teacher(s) <i>(required)</i>
Wendy Tyler	Paraprofessional(s) <i>(required)</i>
Sandy Ortiz	Parent(s) <i>(required)</i>
Click here to enter text.	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Liisa Talso (ELD Site Facilitator)	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

School Demographics and Performance Information

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/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • 2nd Grade ACCESS scores increased in all domains • 1st-4th Grade ACCESS scores increased in Listening • 4th Grade ELA SBAC scores increased for students identified as Hispanic, White, or EL 	<ul style="list-style-type: none"> • Decrease in overall ELA scores • 4% of students identified as EL were at or above standard in ELA, a decrease from the previous year's 8% • No students with an IEP were at or above standard in ELA, a decrease from the previous year's 8%
<p>Problem Statement: School-wide, ELA scores dropped 9 percentage points, 4 percentage points for our English Language Learners and 8 percentage points for our students with an IEP.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Interrupted learning due to absences and exclusions • Many students lacked foundational skills in literacy • Lack of consistent use of strategies and vertical alignment • Inconsistent use of small groups or interventions due to personnel shortages 	

Student Success	
<p>School Goal: By the next state ELA (SBAC) exam, increase ELA scores by 10% overall.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • MAP scores • Benchmark/School City assessments • Progress monitoring/AimsWeb • Running Records 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: Consistent use of targeted small group literacy Tier I instruction and Tier 2 and Tier 3 interventions as part of the MTSS process

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Regular assessment to determine students' reading levels
- More focused PLCs with discussion around student data using the TACA form
- Fidelity to the curriculum
- Instructional schedule that allows for daily small group and intervention blocks

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Professional learning for staff around effective small group instructional strategies
- Coaching support from ELD Site Facilitator and Learning Facilitator
- Time allotted in weekly PLC meetings for collaboration

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Lack of additional staff to serve as interventionists
- *Potential Solution:* Schedule special education teacher and EL Assistant to be in classrooms during their intervention block, have grade levels group students and students may go to another teacher for their intervention

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Fund, Title I

Lead: *Who is responsible for implementing this strategy?*
Kristen Conway, Principal

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Scores for students identified as EL dropped by 4%, with 4% at or above standard in ELA.
- *Support:* ELD Site Facilitator will coach teachers in ELlevation and GLAD strategies and will lead discussion around EL supports in weekly PLCs.



Foster/Homeless:

- *Challenge:* Scores for students identified as CIT were 2% lower than the school; students identified as CIT had more chronic absenteeism than the school.
- *Support:* Support from the District’s CIT department, counseling support, and strategies to increase attendance.

Free and Reduced Lunch:

- *Challenge:* No specific challenges identified as the entire school is FRL
- *Support:* No specific support identified as the entire school is FRL.

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* 56% of our student population is identified as Hispanic, and many of these students are learning English
- *Support:* see English Learners

Students with IEPs:

- *Challenge:* Zero students with IEPs scored at or above standard in ELA
- *Support:* Review IEPs and ensure that instruction is consistently aligned to meet students’ needs.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • GLAD and ELlevation strategies are being used more • Teams are working collaboratively • Teachers are taking advantage of professional learning opportunities 	<ul style="list-style-type: none"> • Vertical alignment • Using data from TACA to drive instruction
<p>Problem Statement: School-wide, ELA scores dropped 9 percentage points, 4 percentage points for our English Language Learners and 8 percentage points for our students with an IEP.</p>	



<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Interrupted learning due to absences and exclusions • Many students lacked foundational skills in literacy • Lack of consistent use of strategies and vertical alignment • inconsistent use of small groups or interventions due to personnel shortages

Adult Learning Culture

<p>School Goal: Teachers will discuss student learning weekly using DuFour’s 4 PLC questions and the TACA form, and use data to inform future instruction.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • Lesson plans • Attendance/participation at PLC meetings • Student work 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>
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<p>Improvement Strategy: Teachers will engage in weekly PLCs with support of the Learning Facilitator and ELD Site Facilitator as instructional coaches.</p> <p>Evidence Level: Tier 2 - Moderate Evidence</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"> • Schedule time for PLC teams to meet weekly • Use of TACA form to guide discussions around student learning • Teachers will bring artifacts as evidence of student learning to each PLC meeting • Teachers will use data to inform next steps for groups and individual students <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none"> • Placement of ELD Site Facilitator and Learning Facilitator at our site • Time allotted in weekly PLC meetings for collaboration and discussion of student learning <p>Challenges to Tackle: <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none"> • <i>Implementation Challenge:</i> Initiatives that may take away from PLC focus 	<p>Lead: <i>Who is responsible for implementing this strategy?</i> Kristen Conway, Principal</p>
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- *Potential Solution:* Prioritizing PLC meetings as sacred, coaches and administrator keeping the focus on student learning

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General fund, Title I

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Scores for students identified as EL dropped by 4%, with 4% at or above standard in ELA.
- *Support:* ELD Site Facilitator will coach teachers in ELlevation and GLAD strategies and will lead discussion around EL supports in weekly PLCs.

Foster/Homeless:

- *Challenge:* Scores for students identified as CIT were 2% lower than the school; students identified as CIT had more chronic absenteeism than the school.
- *Support:* Professional learning opportunities for staff around Restorative Practice and Trauma-Informed Practices and strategies for re-engaging students experiencing chronic absenteeism and shelter insecurity with regular discussion about these strategies during PLCs.

Free and Reduced Lunch:

- *Challenge:* No specific challenges identified as the entire school is FRL



- *Support:* No specific support identified as the entire school is FRL

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* 56% of our student population is identified as Hispanic, and many of these students are learning English
- *Support:* See English Learners

Students with IEPs:

- *Challenge:* Zero students with IEPs scored at or above standard in ELA
- *Support:* : Ensure entire IEP team is aware of students' IEPs, accommodations, and specific needs, with regular discussion around effective instructional strategies during PLCs between Special Education and General Education staff.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • The number of chronically absent students was reduced by 13% and the number of severely absent students was reduced by 7%. 	<ul style="list-style-type: none"> • 25% of students were chronically absent and 6% had severe absenteeism.
<p>Problem Statement: One-fourth of our students were chronically absent in 2021-2022, which affects their access to the curriculum.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Exclusions, lack of motivation to attend school every day, the need to have high expectations for attendance 	

Connectedness



<p>School Goal: Reduce the percentage of chronically absent students by 10%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none">• Student attendance data	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>
<p>Improvement Strategy: Class and school-wide positive reward system for on-time attendance using PBIS strategies</p> <p>Evidence Level: Tier 2 - Moderate Evidence</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Develop a system of PBIS that includes a variety of positive attendance supports• Implement class and school-wide positive reward systems regularly• Obtain tangible rewards (e.g. Fly High passes, special lunches, “Star Cart” items)• Quarterly awards for perfect attendance and most improved attendance <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Time for counselor and Safe Schools Professional to check in with students identified as chronically absent on a daily basis• Donations or funds for tangible rewards• Resources/training for classroom teachers to recognize and promote attendance <p>Challenges to Tackle: <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none">• <i>Implementation Challenge:</i> Family circumstances beyond the student’s control• <i>Potential Solution:</i> Providing outreach and resources for families <p>Funding: <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none">• Donations, general fund	<p>Lead: <i>Who is responsible for implementing this strategy?</i> Kristen Conway, Principal</p>



Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* 19% of students identified as EL were chronically absent.
- *Support:* PBIS supports, communication to students and families in home language

Foster/Homeless:

- *Challenge:* 39% of students identified as CIT were chronically absent.
- *Support:* PBIS strategies targeted to improving attendance of students who are identified as CIT, including regular communication with families and identifying barriers to attendance and targeting strategies to students' specific needs.

Free and Reduced Lunch:

- *Challenge:* No specific challenges identified as the entire school is FRL
- *Support:* No specific support identified as the entire school is FRL

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Students identified as African American, Multiracial, and Pacific Islander had higher rates of absenteeism than the school overall.
- *Support:* PBIS supports that include a variety of attendance supports targeted to students' and families' specific needs.

Students with IEPs:

- *Challenge:* 30% of students with an IEP were chronically absent.
- *Support:* PBIS supports that include a variety of attendance supports targeted to students' and families' specific needs.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Parent Teacher Conference week	10/21/2022	<ul style="list-style-type: none"> Families were informed of their child's progress.
Update during SPP Roadmap Development t.	Enter Date	<ul style="list-style-type: none"> Add lessons learned after each outreach event.

School: Mitchell ES

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:

ACCESS AGP as determined by NDE (AGP Report in BIG)

Problem Statement:

Students identified as English Learners are not making adequate growth on ACCESS as identified by NDE AGP growth expectations.

Critical Root Causes:

Need for additional or deeper understanding around language acquisition and the explicit teaching of academic language across all content areas.

Goal:

School will increase ACCESS AGP and students meeting AGP by 5%

Improvement Strategy:

Implementation of PLC Planning Tool for Els



Implementation of language acquisition strategies through ELlevation (or GLAD).
Implementation of ELD Site Facilitator Model

Action Steps:

Training on PLC Planning Tool for ELs by Department of ELD.

Implementation of tool during PLCs adding academic language questions to already established planner/note taker.

Language as well as content analysis during collaborative team meetings.

Hire ELD SF with a focus around building staff capacity

Strategic placement of ELs in small population EL schools in one classroom at each grade level, if possible, to maximize time spent in classrooms

Infusion of ELD SF into PLCs

Co-teaching cycles with ELD SF implemented based on student/staff needs

Reflection on impact of ELD SF Model using ELD SF Tool to discuss with leadership team

WIDA Overview PL on Language Acquisition

Training on ELlevation Platform from Dept. of ELD **or** GLAD refresher for previously trained staff and GLAD 5-day for new staff

Addition of language strategies from ELlevation or GLAD to PLC note taker

Coaching support around strategies