

Washoe County School District
Robert Mitchell Elementary School
2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:

Title I
CSI

Value Statement

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/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Robert Mitchell started implementing i-Ready during the 2023-2024 school year. The spring Diagnostic indicated that 51% of students met typical growth in ELA and 39% in math. 24% of students met their stretch growth in ELA and 14% in math. 54% of students had improved placements in ELA and 51% in math. Schoolwide, the percentage of lessons passed in ELA was 77% and the percentage of lessons passed in math was 90%. The percentage of students meeting the minimum minute requirement of 30+ minutes in ELA was 33% and in math was 32%.

Student Success Strengths

The percentage of overall lessons passed in math was 90% schoolwide and 90% or greater in 1st-4th grades. The percentage of overall lessons passed was 90% or higher for students identified as Asian, Hispanic, White, Multiracial, and EL. The percentage of students with improved placement in ELA was 77% for students identified as Multiracial, 67% for students identified as African American, and 60% for students identified as Asian, which was above the schoolwide percentage of 54%. 5th grade had the highest percentage of students meeting the weekly minimum minute requirement of 30+ minutes with 64% in ELA and 73% in math. 5th grade also had the highest average of total monthly minutes per week on task with 33 in ELA and 38 in math.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on the spring i-Ready diagnostic, 51% of students met annual typical growth in ELA and 39% of students met annual typical growth in math. 24% of students met annual stretch growth in ELA and 14% of students met annual stretch growth in math. **Critical Root Cause:** New 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 Summary

During the 2023-2024 school year, Mitchell received support from TNTP. TNTP conducted fall and spring Insight surveys. Both surveys indicated that the largest opportunity for growth was around academic expectations and academic opportunity. The WCSD staff climate survey included questions around PLC implementation. 64% of teachers and staff responded that they spend 30-60 minutes in collaborative planning and 93% responded that they meet in a PLC every week. 71% of staff responded that there is sufficient time in our schedule to meet as a collaborative team and 86% responded that teachers in their collaborative team take collective responsibility for student learning rather than working in isolation.

Adult Learning Culture Strengths

The WCSD staff climate survey responses around PLC implementation increased from 76% favorable in 2022-2023 to 89% favorable in 2024-24. This is above the WCSD district average of 86%. All respondents reported that they spend 30 or more minutes each week participating in collaborative planning. 93% of staff responded favorably that as a collaborative team, they regularly share lessons, teaching strategies, materials, results, etc. with each other. 93% responded that they feel confident in making instructional decisions based on common student data/student work discussed in PLCs.

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 Summary

Attendance at Michell continues to be a challenge. The percentage of chronically absent students for 2023-2024 was 27%, an increase of 6% compared to 2022-2023. The grade level with the highest percentage of chronically absent students was 3rd grade with 34% and the grade level with the lowest percentage of chronically absent students was 1st grade with 22%. The student populations with percentages of chronically absent students that was higher than the schoolwide average was Pacific Islander with 43%, Multiracial with 35%, and African American with 35%.

Connectedness Strengths

The percentage of students with an IEP who were chronically absent was 24%, a decrease of 8% from the previous year. The percentage of students identified as Multiracial who were chronically absent decreased by 13% from the previous year. The percentage of 5th grade students who were chronically absent was 23%, a decrease of 2% from the previous year.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 27% of our students were chronically absent during the 2023-2024 school year. This was an increase of 6% 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 i-Ready diagnostic, 51% of students met annual typical growth in ELA and 39% of students met annual typical growth in math. 24% of students met annual stretch growth in ELA and 14% of students met annual stretch growth in math.

Critical Root Cause 1: New 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: 27% of our students were chronically absent during the 2023-2024 school year. This was an increase of 6% 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:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data

- Professional development needs assessment data

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Capacity building resources data

Goals

Goal 1: Student Success
Aligns with District Priority


Annual Performance Objective 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 75% 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.


One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 75% 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

Evaluation Data Sources: i-Ready final Diagnostic

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady (Level 2 Moderate)</p> <p>Action Steps:</p> <p>Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week.</p> <p>Provide staff professional learning focused on best practices for incorporating i-Ready Personalized Path lesson completion into daily class schedule.</p> <p>Create an incentive program or system to support students in meeting weekly lesson passage goals.</p> <p>Formative Measures: Student lesson tracker, Weekly Personalized Instruction Summary, master schedule</p> <p>Position Responsible: Assistant Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success





Problem Statement 1: Based on the spring i-Ready diagnostic, 51% of students met annual typical growth in ELA and 39% of students met annual typical growth in math. 24% of students met annual stretch growth in ELA and 14% of students met annual stretch growth in math. **Critical Root Cause:** New 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.

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 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)

Evaluation Data Sources: PLC agendas, lesson plans, formative assessment data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Professional Learning Communities (PLCs) (Level 2 Moderate)</p> <p>Action Steps:</p> <p>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.</p> <p>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.</p> <p>Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through the Teacher Clarity lens.</p> <p>Formative Measures: PLC agendas, lesson plans, formative assessment data</p> <p>Position Responsible: Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

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.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 5% when compared to the 23-24 percent identified as chronically absent.

Evaluation Data Sources: Attendance data from Infinite Campus and BIG and individualized attendance plans

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Family Engagement (Level 3 Promising)</p> <p>Action Steps:</p> <p>Conduct bi-weekly reviews of attendance data to identify students with absence patterns, and students who are approaching or met 10% or more days absent.</p> <p>Collaborate with families to develop individualized attendance plans for students who are at risk of chronic absenteeism.</p> <p>Provide resources to families such as Family Resource Center, Mobile Crisis, our food pantry, and health care.</p> <p>Formative Measures: attendance reports, attendance review data, outreach communication, process/protocols</p> <p>Position Responsible: Assistant Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<p>Problem Statement 1: 27% of our students were chronically absent during the 2023-2024 school year. This was an increase of 6% 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.</p>