

Washoe County School District

Incline Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

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/washoe/incline_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Catch up goals rose in ELA for the school, Hispanic, FRL, SPED, and EL students

Hispanic students made growth in ELA overall

4th grade EL's grew by 10 points in ELA

5th grade showed growth in ELA FRL, and Hispanic subgroups

The school made slight growth in math from 29% to 32%

4th grade grew 21% in math for FRL, and 12 points for EL

ACCESS scores for EL Population improved in all areas and showed higher growth than the district as a whole.

The school ended the year at 11% chronic absenteeism

Total suspensions were down from 17 to 4 last year

Family climate surveys showed gains in quality of education, relationships, and school fit

Student Success Areas for Growth

Decreased chronic absenteeism by 7.7% for all students, Hispanic 8.8% and Special Education by 8.2%.

Science proficiency increased by 11.9% by all students and increased by 49.7% for White/Caucasian.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A large percentage of our students are ELs and are not able to show their learning on Standardized Assessments. Many are new to country and do not have enough background knowledge in English to answer questions correctly.	More emphasis on test taking strategies and supporting students on Standardized assessments. More use of ELLevations strategies and ensuring that students are not pulled out for services during Tier 1.
Foster/Homeless	Students can feel anxious or upset at school. It can take time to learn about students and build relationships. Some students struggle with behaviors and motivation.	Continue focus on SEL and spending time building positive relationships.
Free and Reduced Lunch	This school is 100% FRL. Food insecurity is an issue due to expensive housing and grocery costs.	Continue to have high expectations while being empathetic to student situations. Ensure we are doing all we can to meet students' needs and keep them engaged in learning and success at school.
Migrant/Title1-C Eligible	n/a	
Racial/Ethnic Minorities	A large percentage of the school demographics are Hispanic, so there is a communication barrier for students and families.	Including information in Spanish and inviting parents to visit the school for events and volunteering. There are mostly working families, so finding ways to include parents is an area to consider.
Students with IEPs	Students on IEPs are provided many service minutes during the week. Some students have made progress, but they are struggling to meet grade level benchmarks when they miss whole group instruction.	Place more emphasis on Tier 1 instruction and ensure that students are participating in grade level content, instruction, and vocabulary. Ideally, have resource and gen ed collaborate and co-plan so that everyone is on the same page.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There is a significant annual decline in overall achievement in ELA on SBAC and needed greater improvement in Math proficiency.

Critical Root Cause: Teacher observations and PLC student data review reveal a lack of consistent and data-driven differentiated instruction and interventions to meet the needs of our diverse school population, which has resulted in insufficient growth in reading and writing as measured by SBAC.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Veteran teachers
- Collaborative staff
- Advocacy for all students
- Staff use standards to plan lessons and activities
- I Ready data is reviewed by teachers
- STEM program school-wide
- Some teachers are learning Teacher Clarity and trying it in their classrooms
- Students are not pulled for services during Tier 1 instruction

Adult Learning Culture Areas for Growth

- Consistency of admin. participating in PLCs
- Change of leadership/administration
- Reveal Math curriculum has been challenging for staff to use
- Data included in PLC meetings is not consistent
- Formative assessments as part of PLCs

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Overall, ELs are not making adequate growth academically.	Provide more intentional ELLevations strategies during Tier 1 instruction.

Student Group	Challenge	Solution
Foster/Homeless	Some students are CIT from out of the country with a language barrier and lack of money. This impacts their learning.	Provide stability and a sense of belonging. Include more SEL training and support.
Free and Reduced Lunch	Food insecurity is part of many of our students' lives.	Discuss ways to meet student needs on various levels. Have a mentor in the building for students who are having trouble connecting.
Migrant/Title1-C Eligible	n/a	
Racial/Ethnic Minorities	Students have trouble communicating needs/wants. Parent involvement is low. Parent/teacher communication is challenging. Learning challenges.	Increase parent involvement by providing informal ways to connect with the school. Provide interpreters at all events. invite parents to come to school and be involved. Spanish PTA
Students with IEPs	Student engagement and differentiation in the classroom	More options for differentiation and inclusion. More data in PLCs and collaboration with Resource staff

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): School-Wide implementation of the PLC Process has not been consistent, organized, or data driven between summative assessments.

Critical Root Cause: Lack of consistent, data driven, differentiated instruction and interventions across grade level teams.

Connectedness

Connectedness Areas of Strength

Family Climate survey indicated that families felt very positive about the quality of education, relationships, communication, physical safety, and supports in place.

The relationship with students is very strong.

Most classrooms have a calming corner.

Several teachers hold community circles or class meetings regularly

Teachers provide a safe learning space for students

Community and parent support of programs and initiatives

Enrichment opportunities and field trips to enhance learning

More family events and opportunities provided

Connectedness Areas for Growth

Enrollment continues to decrease yearly.

Need to plan student voice meetings to understand student points of view

Attendance measures are needed, such as data analysis, communication, and outreach

Language barriers can make communication challenging

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	It is hard to find time to accommodate for language differences. Some staff may not feel equipped to support students and parents who speak another language.	EL staff support teachers to scaffold, frontload, and support students in Tier 1
Foster/Homeless	Language barriers so parents do not feel connected or that they can participate.	Offer interpreters and childcare at events. Offer events that are in Spanish.
Free and Reduced Lunch	Students may feel insecure about food and have needs/ wants that are not accommodated.	Building relationships to make students feel connected and cared for,
Migrant/Title1-C Eligible	n/a	
Racial/Ethnic Minorities	Language barriers and cultural differences can lead to students and families not feeling connected to school.	Events, communication and options for families and students to connect and feel valued.
Students with IEPs	Engagement can be challenging when learning is hard.	Ensuring ways for students to feel successful and that they are an active part of their learning.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The perceptions for our school in the local community is low. Many families are not connected to the school and absences are high. Chronic absenteeism.

Critical Root Cause: Low performance on state assessments and decreasing enrollment.

Priority Problem Statements

Problem Statement 1: There is a significant annual decline in overall achievement in ELA on SBAC and needed greater improvement in Math proficiency.

Critical Root Cause 1: Teacher observations and PLC student data review reveal a lack of consistent and data-driven differentiated instruction and interventions to meet the needs of our diverse school population, which has resulted in insufficient growth in reading and writing as measured by SBAC.

Problem Statement 1 Areas: Student Success

Problem Statement 2: School-Wide implementation of the PLC Process has not been consistent, organized, or data driven between summative assessments.

Critical Root Cause 2: Lack of consistent, data driven, differentiated instruction and interventions across grade level teams.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The perceptions for our school in the local community is low. Many families are not connected to the school and absences are high. Chronic absenteeism.

Critical Root Cause 3: Low performance on state assessments and decreasing enrollment.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - I Ready Diagnostics

Adult Learning Culture

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback

Connectedness

- Attendance
- Behavior

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Student Success: By late Spring 2026, all students will achieve at least 95% of typical growth in reading and math, as measured by the Spring 2026 I-Ready Diagnostic.

Aligns with District Goal

Formative Measures: Weekly Personalized Instruction summary

Professional Learning agenda

PLC data checks

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: iReady <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct weekly reviews of student usage and lesson passage with the goal of students passing 2 or more reading and 2 or more math lessons each week. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals.</td><td>Teacher leaders, Admin.</td><td>Throughout the 25-26SY</td></tr></table> Position Responsible: Teacher leaders Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 2 or more reading and 2 or more math lessons each week. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals.	Teacher leaders, Admin.	Throughout the 25-26SY	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 2 or more reading and 2 or more math lessons each week. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals.	Teacher leaders, Admin.	Throughout the 25-26SY							
				Nov	Feb	May								
In progress	No review	No review												

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: There is a significant annual decline in overall achievement in ELA on SBAC and needed greater improvement in Math proficiency. Critical Root Cause: Teacher observations and PLC student data review reveal a lack of consistent and data-driven differentiated instruction and interventions to meet the needs of our diverse school population, which has resulted in insufficient growth in reading and writing as measured by SBAC.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: IES will implement PLCs for all teachers across all grade levels. Admin. will join meetings to discuss planning and pacing guides for Tier 1 instruction.

The common assessment results will be analyzed to assess the effectiveness of the Tier 1 instruction and identify opportunities for instructional modifications and reteaching/enrichment with accurate use of data-analysis process to be making informed data driven instructional decision making

Aligns with District Goal

Formative Measures: PLC agendas

Lesson plans

Teacher data analysis

District resources such as pacing guides, curriculum essentials and standards

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will collaborate in PLC meetings to analyze student data and adjust Tier I instruction in a timely manner. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.	Leadership Team	End of 25-26SY			
Position Responsible: Leadership Team						
Evidence Level						
Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: School-Wide implementation of the PLC Process has not been consistent, organized, or data driven between summative assessments. Critical Root Cause: Lack of consistent, data driven, differentiated instruction and interventions across grade level teams.

Inquiry Area 3: Connectedness

SMART Goal 1: Schoolwide attendance will maintain at 12% chronic absenteeism or lower.

Aligns with District Goal

Formative Measures: Improved attendance data

Student advisory (student voice) agenda

Daily/weekly attendance monitoring

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Maintain 12% or lower chronic absenteeism rate. Increase positive attendance throughout the year through incentives, personal calls to parents, perfect and improved attendance awards. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Increase student engagement through strong classroom relationships and creating connections at school. Check ins with students who have chronic absenteeism concerns. Call parents to connect and provide support. Recognition and incentives for positive attendance.</td><td>Leadership Team, teachers, specials teachers.</td><td>End of 25-26SY</td></tr></table> Position Responsible: Admin., counselor, teachers Resources Needed: none Evidence Level Level 2: Moderate: Attendance Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Increase student engagement through strong classroom relationships and creating connections at school. Check ins with students who have chronic absenteeism concerns. Call parents to connect and provide support. Recognition and incentives for positive attendance.	Leadership Team, teachers, specials teachers.	End of 25-26SY	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Increase student engagement through strong classroom relationships and creating connections at school. Check ins with students who have chronic absenteeism concerns. Call parents to connect and provide support. Recognition and incentives for positive attendance.	Leadership Team, teachers, specials teachers.	End of 25-26SY							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The perceptions for our school in the local community is low. Many families are not connected to the school and absences are high. Chronic absenteeism. Critical Root Cause: Low performance on state assessments and decreasing enrollment.

Community Outreach Activities

Activity	Date	Lesson Learned
Family Harvest Festival	10/23/25	Well attended, timing was great, many parents contributed to the potluck
Academic Night (Reveal focus)	02/2026	Planning with staff
STEM Night	05/2026	Has been a tradition for many years, needs more family participation
Family Game Night	3/20/25	New event/no cost
Family Dance	5/15/25	new event
Conservation Fair	6/2025	community event