Washoe County School District

Incline Middle School

Classification: 4 Star School

≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Our mission is to provide a rigorous education that not only prepares students for the challenges of high school but also equips them with the essential skills for success in college and future careers. Embracing the power of STEM (Science, Technology, Engineering, and Mathematics), we inspire curiosity, critical thinking, and innovation, empowering our students to navigate the complexities of the modern world. Together, we strive to cultivate a passion for learning and a foundation of integrity, resilience, and collaboration, preparing our students to excel in an ever-evolving global society.

Vision

At Incline Middle School, we are dedicated to fostering a vibrant community where academic excellence and positive character development thrive.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

As a school, the percentage of students who were not yet at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8 increased from 18% to 24%.

As a school, the percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8 increased from 59% to 72%.

As a school, the percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3) increased from 40% to 43%.

Areas for Growth

Areas of Strength

- **156% median progress** toward Typical Growth, significantly exceeding the national expectation of 100%.
- Students demonstrating growth sufficient to **maintain proficiency** increased from **59% to 72%**, indicating consistent achievement among higher-performing students.
- The proportion of students **on or above grade level** increased from 36% to **46%**, with the **"Mid or Above Grade Level"** group increasing by 7 percentage points (from 18% to 25%).
- Students previously three or more years below grade level decreased from 33% to **22%**, reflecting effective scaffolding and recovery.

Areas for Growth

While we are seeing success as a school, an area for growth is our overall ELA scores for the Hispanic subgroup in all grade levels.

Problem Statement

While our whole-school ELA scores showed improvement, we did not meet our goal of 10% increase (Level 3 or 4) in the number of Hispanic population

Critical Root Causes

Professional development targeting literacy strategies across the curriculum was only provided during the first semester. Expectations for implementation of literacy strategies were made with minimal fidelity. Resources focusing on student English language acquisition were not in place. Test taking strategies, test taking practice, and student value and purpose of assessments were lacking.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Limited access to **sheltered academic language supports** during core instruction. • Insufficient time and staffing for **push-in or small group language development interventions** aligned to grade-level content.	• Deploy trained EL support staff during math and reading blocks to co-facilitate instruction. • Implement **language-rich instructional routines** in all content areas (e.g., structured academic talk, visual scaffolds, sentence frames). • Schedule **weekly data reviews** to identify ELs not meeting growth and adjust small group interventions accordingly.
Foster/Homeless	• High mobility and inconsistent school attendance resulting in **gaps in academic continuity**. • Limited access to extended learning or social-emotional support due to transportation and housing instability.	• Assign a dedicated case liaison to monitor academic and attendance patterns weekly. • Provide flexible access to **online i-Ready MyPath tools** and **portable learning kits** to reinforce instruction beyond school hours. • Prioritize these students for **school-based mental health counseling**, check-in/check-out systems, and mentoring relationships.
Free and Reduced Lunch	• Less access to **enrichment and extended learning** opportunities outside of the school day. • Economic strain may limit home academic supports and technological tools for consistent practice.	• Ensure **after-school tutoring** STEM sessions are free, include transportation, and offer meals/ snacks. • Expand access to devices and internet hotspots through district and community partnership funds. • Incorporate family engagement nights focused on **at-home strategies for supporting reading and numeracy.**
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• Disproportionate representation in lower-tier instructional groups or intervention programs. • Inconsistent cultural representation in curricula and lack of access to teachers with **cultural-linguistic training**.	• Conduct equity-centered classroom walkthroughs and ensure all students have access to **grade-level, culturally responsive instruction**. • Facilitate **ongoing professional learning** for staff on inclusive pedagogy and bias interruption. • Engage families of color through culturally relevant outreach events and multilingual communication tools.
Students with IEPs	• **Limited inclusion support** during Tier 1 instruction, reducing access to rigorous, grade-level content. • Need for greater alignment between IEP goals and general education academic benchmarks, especially in reading comprehension and mathematical reasoning.	• **Co-Teaching Model Expansion** : Increase access to inclusive co-taught classes, particularly in ELA and Math, so students with IEPs receive targeted support while remaining fully engaged in Tier 1 instruction. • **IEP Goal Alignment Reviews**: Conduct quarterly alignment checks to ensure IEP goals reflect current academic needs and directly support mastery of grade-level standards. • **Professional Development**: Provide targeted training to general education and special education teachers on implementing **specially designed instruction (SDI)** within general education settings.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Results from the 2025-2026 school year show overall mathematics achievement remains below desired levels, with only 37% of students meeting or exceeding standards on SBAC Math compared to 44% in ELA. Achievement gaps are especially pronounced for FRL students (19% proficient), IEP students (4% proficient), and English Learners (12% proficient). While students demonstrate strong academic growth in mathematics (median SGP = 60, well above the district average of 44), too few students are translating that growth into grade-level proficiency, indicating that many students are entering significantly below standard and are not catching up quickly enough to achieve mastery	Students are demonstrating growth but are not receiving enough targeted acceleration and intervention to close existing skill gaps and reach grade-level proficiency, particularly among FRL, IEP, and EL populations. This is compounded by high chronic absenteeism (29%) and evidence from student surveys showing challenges with self-management, focus, persistence, and engagement in learning
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Incline Middle School's Adult Learning Culture is characterized by strong collaboration, positive staff-student relationships, high expectations, a commitment to social-emotional learning, and meaningful family and community partnerships. These strengths have created a safe, supportive, and student-centered environment that serves as the foundation for continued improvement in academic achievement, student connectedness, and equitable outcomes for all learners

Key Strengths

- **Safe and Supportive School Environment:** Staff reported a 100% favorable rating for safety, with all respondents indicating they feel safe in and around the school.
- **Strong Staff-Student Relationships:** Staff reported exceptionally positive relationships with students (98% favorable), reflecting a culture where students are known, supported, and connected to caring adults.
- **High Expectations and Student Support:** Staff maintain high expectations for student achievement and demonstrate a strong commitment to motivating and supporting all learners (94% favorable).
- **Positive School Culture and Collaboration:** Staff reported strong teamwork, recognition, and support from school leadership, resulting in high levels of collaboration and pride in the school (91% favorable).
- **Commitment to Social-Emotional Learning:** Staff believe the school effectively supports students' social-emotional development and promotes a positive, inclusive culture (93% favorable).
- **Strong Home-School Communication:** Staff consistently communicate with families and view parents as valued partners in the educational process (94% favorable

Areas for Growth

Incline Middle School will focus on increasing family engagement, strengthening the use of i-Ready data to support instructional decision-making, and promoting staff wellness through efforts to reduce stress and support retention. The school will also work to improve consistency in behavior expectations and disciplinary practices while maintaining its strong culture of collaboration, positive relationships, and student support

Areas for Growth

- **Increase Meaningful Family Engagement:** While communication with families is strong, staff reported lower levels of active parent involvement in supporting learning and engaging with the school. Parent Involvement received the lowest overall rating (46%).
- **Improve Data-Driven Instruction Through i-Ready:** Staff see value in i-Ready diagnostic data but report less consistent use of reports to inform instruction, differentiation, and lesson planning (72% favorable overall).
- **Support Staff Wellness and Reduce Burnout:** Although scores exceed district averages, staff responses indicate ongoing concerns related to workload, stress, and long-term sustainability of the work pace (64%

favorable).

- **Increase Consistency in Behavior Enforcement:** Most staff believe school rules are fair; however, fewer staff feel behavior expectations are enforced consistently across all staff members.
- **Continue Strengthening Staff Voice:** While overall collaboration is strong, survey results suggest an opportunity to further increase staff comfort in raising concerns and providing feedback.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students continue to demonstrate significant achievement gaps in ELA (13% proficient) and Math (12% proficient). Staff need continued support in implementing language-rich instruction and scaffolds that provide access to grade-level content while simultaneously developing academic language.	Provide ongoing professional learning and coaching on sheltered instruction, academic discourse, vocabulary development, reading and writing across content areas, and culturally responsive instructional strategies. Utilize common planning time to analyze EL achievement data and implement targeted language supports in all classrooms
Foster/Homeless	N/A	
Free and Reduced Lunch	FRL students continue to perform below overall school averages in ELA (19% proficient) and Math (19% proficient) and experience elevated rates of chronic absenteeism (44%)	Provide professional learning focused on acceleration strategies, equitable access to rigorous instruction, intervention monitoring, and relationship-centered practices. Utilize attendance data, PLC processes, and MTSS systems to identify and support students early through targeted interventions and family outreach.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Achievement and attendance data indicate disparities among some racial and ethnic student groups, particularly Hispanic students, who represent a significant portion of the student population and experience elevated rates of chronic absenteeism.	. Strengthen culturally responsive teaching practices through professional learning, increase opportunities for student voice and belonging, and utilize disaggregated achievement and attendance data within PLCs to inform instructional decisions and interventions.
Students with IEPs	Students with disabilities experience the largest achievement gaps, with proficiency rates of 19% in ELA and 4% in Math. Additionally, students with IEPs experience higher rates of chronic absenteeism than the overall student population.	Provide ongoing professional learning focused on inclusive instructional practices, Universal Design for Learning (UDL), co-teaching models, accommodations, scaffolded grade-level instruction, and progress monitoring. Support collaborative planning between general education and special education teachers to ensure students have access to rigorous instruction and targeted supports

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While Incline Middle School maintains a highly positive adult culture characterized by strong staff collaboration (91%), staff-student relationships (98%), social-emotional learning implementation (93%), and shared expectations for student success (94%), student achievement outcomes indicate a need for deeper collective efficacy around using data, targeted interventions, and acceleration strategies to increase proficiency rates, particularly in mathematics and among FRL, IEP, and English Learner students. Staff collaboration is strong; however, adult learning must become more tightly focused on identifying unfinished learning, monitoring intervention effectiveness, and ensuring all students successfully access grade-level rigor	Professional collaboration has primarily built a strong positive school culture, but collaborative systems have not yet consistently translated into accelerated academic outcomes for all student groups. Staff need structured opportunities to routinely analyze learning data, identify students needing acceleration, implement high-impact instructional strategies, and monitor the effectiveness of interventions so that growth results in proficiency

★ = Priority

Connectedness

Areas of Strength

Adult & School Relationships

- **Safety – 86% favorable** (↑3)
- **Strategic Plan / Teacher Knowing Students – 87% favorable** (↑5)
- **Adult Support – 70% favorable**
- **Adult Respect – 68% favorable**

Participation & Belonging

- **Participation – 86% favorable**
- **Student Respect – 67% favorable** (↑5)
- **Student Voice – 66% favorable**
- **Social Awareness – 76% favorable**

SEL Strength Areas

- **Self-Awareness of Self-Concept – 77% favorable** (↑6)
- **Self-Awareness of Emotions – 71% favorable**
- **Responsible Decision-Making – 74% favorable**

Areas for Growth

Self-Management Skills

These remain the **lowest SEL domains**:

- **Self-Management of Emotion – 54% favorable**
- **Self-Management of Schoolwork – 55% favorable**
- **Self-Management of Goals – 61% favorable**

Student Engagement

- **Student Engagement – 55% favorable** (no improvement)

Bullying / Victimization

- **Bullying – 51% favorable**
- **Victimization – 61% favorable**

Key Pattern of Concern

Students report **difficulty with persistence, planning ahead, staying focused, and managing frustration**, which impacts both academic outcomes and engagement.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Inconsistent SEL routines and limited explicit instruction make it difficult for EL students to develop self-management, emotional vocabulary, and organizational skills.	Provide structured SEL routines in all classrooms, embed language supports (visuals, sentence frames, modeled routines), and increase access to counseling, mentoring, and check-in/ check-out systems.
Foster/Homeless	N/A	
Free and Reduced Lunch	Students may rely more heavily on predictable school routines; inconsistent SEL instruction limits opportunities to practice planning, organization, and task completion.	Embed SEL instruction into advisory, provide planners and organizational tools, increase access to tutoring/ extended learning, and ensure consistent SEL expectations across all classrooms.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Inconsistent SEL routines and varied classroom expectations create unequal access to self-management skill-building opportunities.	Ensure schoolwide consistency in SEL routines, provide culturally responsive SEL materials, expand restorative practices, and strengthen student leadership programs that build belonging and engagement.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs are making incremental growth but are not receiving sufficient targeted acceleration and intervention to close learning gaps and achieve grade-level proficiency. High rates of chronic absenteeism, combined with difficulties in self-management, focus, persistence, and engagement, limit consistent access to instruction and reduce the effectiveness of supports and specially designed instruction.	Implement a multi-tiered acceleration framework for students with IEPs that prioritizes data-driven intervention, inclusive grade-level instruction, high-quality Specially Designed Instruction (SDI), and executive functioning skill development. This will include: • Providing targeted intervention aligned to individual IEP goals and identified skill gaps. • Delivering high-quality Specially Designed Instruction (SDI) that is individualized to address each student's disability-related needs, while maintaining access to grade-level standards and rigorous coursework. SDI will include targeted instructional strategies, accommodations, modifications where appropriate, and explicit skill instruction based on student data and IEP goals. • Using frequent progress monitoring to adjust SDI, instructional supports, and interventions in a timely manner. • Strengthening co-teaching and inclusive practices to increase access to rigorous grade-level content and ensure SDI is effectively implemented within the general education setting whenever appropriate. • Explicitly teaching self-management, organization, goal-setting, self-advocacy, and persistence skills through advisory, intervention periods, and

			special education services. • Developing individualized attendance support plans for students with chronic absenteeism and partnering with families to improve attendance and engagement. • Utilizing student data reviews to identify students needing additional academic or behavioral supports and to measure growth toward proficiency, IEP goals, and grade-level standards.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Although Incline Middle School students report feeling physically safe (85%), respected by adults (73%), supported by adults (70%), and connected through extracurricular participation (88%), a significant number of students remain insufficiently connected to the academic and social experiences of school, as evidenced by chronic absenteeism (29%), moderate levels of student engagement (61%), and lower ratings in self-management and help-seeking behaviors. These factors may be limiting student attendance, academic success, and overall sense of belonging	While students experience a positive school climate, many have not yet developed strong connections between their personal goals, daily learning experiences, and trusted adult relationships. Opportunities for meaningful engagement, student voice, self-management development, and individualized adult connections are not yet consistently resulting in a strong sense of academic belonging for all students, contributing to disengagement and chronic absenteeism

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Results from the 2025-2026 school year show overall mathematics achievement remains below desired levels, with only 37% of students meeting or exceeding standards on SBAC Math compared to 44% in ELA. Achievement gaps are especially pronounced for FRL students (19% proficient), IEP students (4% proficient), and English Learners (12% proficient). While students demonstrate strong academic growth in mathematics (median SGP = 60, well above the district average of 44), too few students are translating that growth into grade-level proficiency, indicating that many students are entering significantly below standard and are not catching up quickly enough to achieve mastery	Students are demonstrating growth but are not receiving enough targeted acceleration and intervention to close existing skill gaps and reach grade-level proficiency, particularly among FRL, IEP, and EL populations. This is compounded by high chronic absenteeism (29%) and evidence from student surveys showing challenges with self-management, focus, persistence, and engagement in learning
2 ★	While Incline Middle School maintains a highly positive adult culture characterized by strong staff collaboration (91%), staff-student relationships (98%), social-emotional learning implementation (93%), and shared expectations for student success (94%), student achievement outcomes indicate a need for deeper collective efficacy around using data, targeted interventions, and acceleration strategies to increase proficiency rates, particularly in mathematics and among FRL, IEP, and English Learner students. Staff collaboration is strong; however, adult learning must become more tightly focused on identifying unfinished learning, monitoring intervention effectiveness, and ensuring all students successfully access grade-level rigor	Professional collaboration has primarily built a strong positive school culture, but collaborative systems have not yet consistently translated into accelerated academic outcomes for all student groups. Staff need structured opportunities to routinely analyze learning data, identify students needing acceleration, implement high-impact instructional strategies, and monitor the effectiveness of interventions so that growth results in proficiency
3 ★	Although Incline Middle School students report feeling physically safe (85%), respected by adults (73%), supported by adults (70%), and connected through extracurricular participation (88%), a significant number of students remain insufficiently connected to the academic and social experiences of school, as evidenced by chronic absenteeism (29%), moderate levels of student engagement (61%), and lower ratings in self-management and help-seeking behaviors. These factors may be limiting student attendance, academic success, and overall sense of belonging	While students experience a positive school climate, many have not yet developed strong connections between their personal goals, daily learning experiences, and trusted adult relationships. Opportunities for meaningful engagement, student voice, self-management development, and individualized adult connections are not yet consistently resulting in a strong sense of academic belonging for all students, contributing to disengagement and chronic absenteeism

4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Grades**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Communications data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Gifted and talented data**

- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-2027 school year, 80% of English Learner students at Incline Middle School will increase their ACCESS Composite language proficiency score by at least 0.5 performance level, or demonstrate progress toward English language proficiency as measured by the annual ACCESS assessment.

Formative Measures: * ACCESS benchmark and progress monitoring data
* i-Ready Reading Diagnostics
* Classroom common assessments
* ELLevation student progress reports
* PLC data review protocols
* Learning Walk data focused on language-rich instruction
* Student grades and MTSS progress monitoring records

Improvement Strategy 1

GLAD/ELLevation: Implement a comprehensive schoolwide system of language-rich instruction, targeted interventions, and collaborative support structures to accelerate English language development and academic achievement for English Learners

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide ongoing professional learning for all staff on Science of Reading, WIDA language development standards, language acquisition, and effective EL instructional practices	Principal	SY 2026-27	
2	Implement Science of Reading and GLAD strategies schoolwide, ensuring academic language learning intentions are embedded into lesson planning and PLC discussions.	Principal, Teachers, EL Facilitator	SY 2026-27	
3	Conduct quarterly PLC data reviews using i-Ready, classroom assessments, and ELLevation reports to identify students requiring additional support and intervention.	PLC Teams, EL Facilitator, Administration	SY 2026-27	
4	Utilize co-teaching, push-in support, and targeted intervention groups to provide language development opportunities for newcomers, short-term ELs, and Long-Term English Learners (LTELs).	EL Facilitator, EL Paraeducator, Teachers	SY 2026-27	
5	Conduct quarterly language-focused learning walks and coaching cycles to monitor implementation of sheltered instruction strategies and provide feedback to teachers.	Principal, EL Facilitator	SY 2026-27	

Position Responsible: Principal

Resources Needed: * ELLevation platform
* WIDA/ACCESS resources
* GLAD professional development
* PLC planning tools for EL students
* Release time for professional learning and collaboration
* i-Ready Reading Diagnostics and reports

Evidence Level

Level 3: Promising:
GLAD/ELLevation

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

By June 2027, Incline Middle School will increase ELA proficiency among Hispanic students by reducing the percentage scoring in Levels 1-2 on the SBAC ELA assessment from 71% to 61% and increasing the percentage scoring in Levels 3-4 from 29% to 39%. Additionally, the school will increase the percentage of Hispanic students meeting EL exit criteria and reduce chronic absenteeism through targeted literacy interventions, language supports, and family engagement efforts

Formative Measures: iReady Diagnostics
Learning Walks with our ELL Facilitator
Classroom walkthroughs
Formal observations

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will use formative assessment data to adjust instruction and provide differentiated support Teachers will implement language scaffolds and GLAD strategies in Tier I instruction across all content areas	Principal	SY 2026-27	

Position Responsible: Principal

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Results from the 2025-2026 school year show overall mathematics achievement remains below desired levels, with only 37% of students meeting or exceeding standards on SBAC Math compared to 44% in ELA. Achievement gaps are especially pronounced for FRL students (19% proficient), IEP students (4% proficient), and English Learners (12% proficient). While students demonstrate strong academic growth in mathematics (median SGP = 60, well above the district average of 44), too few students are translating that growth into grade-level proficiency, indicating that many students are entering significantly below standard and are not catching up quickly enough to achieve mastery	Students are demonstrating growth but are not receiving enough targeted acceleration and intervention to close existing skill gaps and reach grade-level proficiency, particularly among FRL, IEP, and EL populations. This is compounded by high chronic absenteeism (29%) and evidence from student surveys showing challenges with self-management, focus, persistence, and engagement in learning

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, all teachers at Incline Middle School will apply strategies from PBLWorks, Science of Reading, and Teacher Clarity professional development to strengthen literacy and student engagement across content areas.

Each teacher will implement at least one instructional unit or strategy that integrates clarity, evidence-based reading practices, and authentic project-based learning. Evidence of implementation will be shared through lesson artifacts or PLC reflections.

This goal supports a cohesive, research-driven teaching culture that promotes literacy growth and equitable learning for all students.

Formative Measures: Learning Walk data, walkthrough data

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Admin and ELL Facilitator will conduct weekly "Learning Walks" to identify implementation of Literacy Strategies 2. ELL Facilitator and EL Para-educator will "Push in" to Science classrooms to support Newcomer and language-deficient students 3. Classroom walkthroughs, formal observations, iReady data monitoring	Principal, EL Facilitator, EL Para-educator	SY 2026-27	

Position Responsible: Principal

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While Incline Middle School maintains a highly positive adult culture characterized by strong staff collaboration (91%), staff-student relationships (98%), social-emotional learning implementation (93%), and shared expectations for student success (94%), student achievement outcomes indicate a need for deeper collective efficacy around using data, targeted interventions, and acceleration strategies to increase proficiency rates, particularly in mathematics and among FRL, IEP, and English Learner students. Staff collaboration is strong; however, adult learning must become more tightly focused on identifying unfinished learning, monitoring intervention effectiveness, and ensuring all students successfully access grade-level rigor	Professional collaboration has primarily built a strong positive school culture, but collaborative systems have not yet consistently translated into accelerated academic outcomes for all student groups. Staff need structured opportunities to routinely analyze learning data, identify students needing acceleration, implement high-impact instructional strategies, and monitor the effectiveness of interventions so that growth results in proficiency

Inquiry Area 3 Connectedness

SMART Goal 1

By May 2027, Incline Middle School staff will strengthen students' social-emotional competencies--including responsible decision-making, self-awareness, and self-management of emotions, goals, and schoolwork--through consistent SEL instruction, advisory activities, and relationship-building practices.

Success will be measured by a 5% increase in student favorable responses in these domains on the Nevada Student Climate Survey, compared to 2024-2025 results.

Formative Measures: Student check ins, lesson plans

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Sierra Community House will provide direct SEL-type lessons weekly 2. Communities in Schools will provide a paraprofessional and daily student check-ins/ lessons 3. Counselor and MHP will provide daily check-ins and referrals, as needed 4. Improvement Strategy: IMS will team with Sierra Community House, Communities in Schools, our Counselor, and Mental Health Professional (MHP) to increase student awareness of their responsible decision making, self-awareness of self concept, self-management of emotion, self-management of goals, and self-management of schoolwork. 5. IMS staff will work to increase the number of students who feel comfortable talking to an adult when they have problems at school.	Principal, CIS, Teachers and staff	SY 2026-27	

Position Responsible: Principal

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Although Incline Middle School students report feeling physically safe (85%), respected by adults (73%), supported by adults (70%), and connected through extracurricular participation (88%), a significant number of students remain insufficiently connected to the academic and social experiences of school, as evidenced by chronic absenteeism (29%), moderate levels of student engagement (61%), and lower ratings in self-management and help-seeking behaviors. These factors may be limiting student attendance, academic success, and overall sense of belonging	While students experience a positive school climate, many have not yet developed strong connections between their personal goals, daily learning experiences, and trusted adult relationships. Opportunities for meaningful engagement, student voice, self-management development, and individualized adult connections are not yet consistently resulting in a strong sense of academic belonging for all students, contributing to disengagement and chronic absenteeism

Community Outreach Activities

Activity	Date	Lesson Learned
Incline Middle School promotes strong family and community partnerships through a variety of outreach and engagement opportunities designed to support student success, belonging, and service. • **Incoming Student Transition Event (Soon To Be A 6th Grader):** Prior to the school year, incoming sixth graders and newly enrolled seventh- and eighth-grade students visit campus to receive schedules, practice opening lockers, tour the school, and walk their class schedules. This helps students build confidence, reduce anxiety, and begin the year feeling connected and prepared. • **Back-to-School Night/ Open House:** Families are invited to meet administrators, teachers, and staff, learn about school programs and expectations, ask questions, and become familiar with school resources and procedures. This event strengthens communication and collaboration between home and school. • **Community Bear Box Beautification Project:** Through Exploratory classes, students design and paint community Bear Boxes used throughout Incline Village for bear-resistant trash and recycling collection. This project	• **August 10:** Incoming Student Transition Event • **September 10:** Back-to-School Night/Open House • **Every Sunday:** Weekly	**Incoming Student Transition Event** Providing students with opportunities to visit campus, practice routines, and build familiarity before the first day of school reduces transition anxiety and increases students' confidence, preparedness, and sense of belonging. Early relationship-building and orientation experiences help students begin the school year feeling connected and ready to learn. **Back-to-School Night/Open House** Families are more engaged and supportive when they understand school expectations, know key staff members, and feel welcomed as partners in their child's education. Open communication and relationship-building early in the school year strengthen trust and collaboration between home and school. **Weekly STEAM Family Newsletters** Consistent communication helps

promotes community pride, environmental stewardship, and civic engagement while beautifying public spaces.

- **Community Partnerships in Exploratory Classes:** Local community members and organizations are invited to share their expertise and help lead Exploratory learning experiences. These classes focus on the Tahoe Basin, environmental awareness, community service, and giving back to the local community through authentic, project-based learning opportunities.
- **Weekly STEAM Family Newsletters:** Throughout the school year, families receive weekly STEAM-focused newsletters that highlight student learning, showcase projects and activities, and educate families about the value and purpose of a STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. The newsletters help families better understand how STEAM learning prepares students for future careers, fosters critical thinking and creativity, and connects classroom learning to real-world applications

Together, these activities strengthen student connectedness, increase family engagement, expand community partnerships, and provide meaningful opportunities for students to contribute positively to the Incline Village and Tahoe Basin

STEAM Family Newsletter

- **1st Quarter & 4th Quarter:** Community Bear Box Beautification Project
- **Every Wednesday:** Community Partner-Led Exploratory Classes and Community Service Learning Opportunities

families better understand the purpose and value of STEAM education. By highlighting student learning and real-world applications, families become more informed, engaged, and supportive of innovative learning opportunities that prepare students for future success.

Community Bear Box Beautification Project
Students develop a stronger sense of pride, ownership, and civic responsibility when their work contributes positively to the local community. Authentic service projects help students see themselves as active contributors and strengthen connections between school and community.

Community Partnerships in Exploratory Classes
Students are more engaged when learning is connected to local issues, real-world experiences, and community expertise. Collaborating with community members broadens students' perspectives, reinforces the relevance of their learning, and strengthens their understanding of how they can positively impact the Tahoe Basin and Incline Village communities

communities