Washoe County School District

Incline Elementary School

Classification: 2 Star School

≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
October 8, 2026

Generated by Plan4Learning.com
October 08, 2026 at 08:43 AM

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Comprehensive Needs Assessment

Student Success

Areas of Strength

In Science, our students performed stronger than the District average in Systems and Systems Models (37%) and in Physical Science (26%).

Overall, school ELA improved 5 points compared to last year. (38%-43%)

3rd grade students stayed steady at 50% overall, both IEP and EL grew, IEP from 8% to 25% and EL 17% to 25%.

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. 8 students graduated from EL last year.

The school ended the year at 12% chronic absenteeism

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

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.

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	Critical Root Cause
1 ★	There is only slight improvement in overall achievement in ELA on SBAC and much needed greater improvement in Math proficiency.	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.
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. The use of Lexia with more students will also increase student progress.

★ = Priority

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

On the staff survey, I Ready scores went up by +16.

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

Staff Climate survey showed several areas declined. Highest areas include Fairness and respect (-11), Staff collaboration (-27), Social Emotional Learning (-11), Work stress (-10). A Guiding Coalition Team was created to unpack these concerns.

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.
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	Critical Root Cause
1 ★	School-Wide implementation of the PLC Process has not been consistent, organized, or data driven between summative assessments.	Lack of consistent, data driven, differentiated instruction and interventions across grade level teams. Inconsistent participation by admin. team.

★ = Priority

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

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

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	Critical Root Cause
1 ★	The perceptions for our school in the local community is low. Many families are not connected to the school and absences are consistent for many students and families.	Low performance on state assessments and decreasing enrollment.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	There is only slight improvement in overall achievement in ELA on SBAC and much needed greater improvement in Math proficiency.	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.
2 ★	School-Wide implementation of the PLC Process has not been consistent, organized, or data driven between summative assessments.	Lack of consistent, data driven, differentiated instruction and interventions across grade level teams. Inconsistent participation by admin. team.
3 ★	The perceptions for our school in the local community is low. Many families are not connected to the school and absences are consistent for many students and families.	Low performance on state assessments and decreasing enrollment.
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. The use of Lexia with more students will also increase student progress.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Smarter Balanced (SBAC)**
- [x] **STEM/STEAM**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Screener**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Class size averages by grade and subject**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**

- [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] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **PBIS/MTSS data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-2027, 80% of 3-5 grade students at Incline Elementary School will increase their overall language proficiency by at least .50 achievement level as measured by the state's yearly assessment (Access).

Formative Measures: IReady Diagnostics, Lexia assessments, writing assessments. formative assessments, walk through tool

Improvement Strategy 1

Staff will consistently plan, embed, and utilize either GLAD or ELevations strategies when planning lessons and activities for students to ensure EL students have access to content and can participate fully.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Quarterly staff PL around Ellevations and GLAD	Principal, ELF, EL admin. EL teacher	Aug.-May	
2	EL teacher attends weekly grade level PLCs	EL, Principal, teachers, dean	Sept.-June	

Position Responsible: EL teacher, EL Facilitator, EL admin., principal

Resources Needed: none

Evidence Level

Level 3: Promising:
GLAD/ELLevations

Problem Statements: Student Success 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	There is only slight improvement in overall achievement in ELA on SBAC and much needed greater improvement in Math proficiency.	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.
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. The use of Lexia with more students will also increase student progress.

SMART Goal 2

Student Success: By late Spring 2027, all students will achieve at least 95% of typical growth in reading and math, as measured by the Spring 2027 I-Ready Diagnostic.

Formative Measures: Weekly Personalized Instruction summary

Professional Learning agenda

PLC data checks

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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.	Through out the 26-27SY	

Position Responsible: Teacher leaders

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	There is only slight improvement in overall achievement in ELA on SBAC and much needed greater improvement in Math proficiency.	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.

SMART Goal 3

Using science standards and materials, all K-5 teachers will intentionally integrate STEM (Science, Technology, Engineering, and Mathematics) standards into core instruction (ELA, math, science, writing, and social studies standards) through interdisciplinary lessons, project-based learning, and real-world problem-solving. By the end of the school year, 100% of teachers will implement at least one STEM-integrated lesson per unit (minimum of 6 per year).

Formative Measures: Walkthrough tools, improved Science scores, formative assessments, teacher created rubrics, writing assignments

Improvement Strategy 1

PLC's: Teachers will plan integrated STEM lessons that are connected to ELA, MATH, Social Studies and/or writing standards.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Training from OSIT or Trina Kleinhenz to build staff capacity in creating pathways for students to connect all content areas with STEM. This work will be integrated into PLCs and collaboration/planning schoolwide.	Teachers, Principal	Oct.-June	
2	Teachers will be provided time and support to create lessons that include STEM standards and are integrated into other content areas.	Teachers, principal	Sept.-June	

Position Responsible: Principal, teachers

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 3 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. The use of Lexia with more students will also increase student progress.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

IES will implement PLCs for 100% of our 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

Formative Measures: PLC notes on Teams

Lesson plans

Teacher data analysis

District resources such as pacing guides, curriculum essentials and standards

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 26-27 school year	

Position Responsible: Leadership Team

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	School-Wide implementation of the PLC Process has not been consistent, organized, or data driven between summative assessments.	Lack of consistent, data driven, differentiated instruction and interventions across grade level teams. Inconsistent participation by admin. team.

Inquiry Area 3 Connectedness

SMART Goal 1

Schoolwide attendance will maintain at 11% chronic absenteeism or lower.

Formative Measures: Improved attendance data

Student advisory (student voice) agenda

Daily/weekly attendance monitoring
Attendance Wheel 2X per week

Improvement Strategy 1

Family Engagement: Maintain 12% or lower chronic absenteeism rate. Increase positive attendance throughout the year through incentives, personal calls to parents, perfect and improved attendance awards.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 26-27SY	

Position Responsible: Admin., counselor, teachers

Resources Needed: none

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	The perceptions for our school in the local community is low. Many families are not connected to the school and absences are consistent for many students and families.	Low performance on state assessments and decreasing enrollment.

Community Outreach Activities

Activity	Date	Lesson Learned
Open House	09/3/2026	