

Washoe County School District
Edward L. Pine Middle School
2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, TSI

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/edward_1._pine_middle_school/2024

Table of Contents

Comprehensive Needs Assessment	4
Student Success	4
Adult Learning Culture	7
Connectedness	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Inquiry Areas	13
Inquiry Area 1: Student Success	13
Inquiry Area 2: Adult Learning Culture	17
Inquiry Area 3: Connectedness	20
Schoolwide and Targeted Assistance Title I Elements	23
1.1: Comprehensive Needs Assessment	23
Community Outreach Activities	24
Addendums	25

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

During the 2023-2024 school year, several notable score improvements in ELA were made:

- **6th Grade:** White students increased their scores by 5%, while Multiracial students maintained their scores at 46%.
- **7th Grade:** Asian students saw a significant increase of 14% at or above standards. English Learners (EL) improved from 1% to 4%, and CIT students increased from 0% to 8%.
- **8th Grade:** Multiracial students increased their scores by 6%, and African American students improved from 0% to 15%.

During the 2023-2024 school year, several notable score improvements in MATH were made:

- 14% of students school-wide were at or above standard. Notable improvements included:
- **6th Grade:** White students increased their scores by 10%.
- **7th Grade:** English Learners (EL) improved from 0% to 6%, and CIT students increased from 0% to 8%.
- **8th Grade:** Multiracial students saw a significant increase of 19%, while IEP students improved from 0% to 8%.

Student Success Areas for Growth

ELA

- 6th grade White students increased scores by 5% at or above standards.
- 6th grade Multiracial students maintained their scores at 46%
- 7th grade Asian students increased scores by 14% at or above standard.
- 7th grade EL scores increased from 1% to 4% at or above standard.
- 7th grade CIT scores increased from 0% to 8% at or above standard.
- 8th grade Multiracial students increased scores by 6% at or above standard.
- 8th grade African American students increased from 0% to 15% at or above standard.
- ELA test scores have decreased from 39% proficient in 2022 to 23% proficient in 2024.
- 6th grade Asian students decreased from 79% to 50%
- 6th grade African American students decreased from 31% to 0%
- 6th grade EL students decreased from 2% to 0%
- 7th grade Hispanic students decreased from 34% in 2022 to 19% in 2024.
- 7th grade White students have decreased from 80% in 2022 to 43% in 2024.
- In 2024 0% of seventh grade IEP students scored at or above standards.
- 8th grade students decreased by 14% at or above standard.
- 8th grade Hispanic students decreased by 15% from 2023 to 2024.

Math

- In 2024, 14% of students school wide were at or above standard.
- 6th grade White students increased scores by 10% at or above standard.
- 7th grade EL students increased their scores from 0% to 6% at or above standard.
- 7th grade CIT students increased scores from 0% to 8%
- 8th grade multiracial students increased at or above scores by 19%
- 8th grade IEP students increased scores from 0% to 8%.
- Math scores showed 14% of students are at or above grade level standard.
- Zero sixth grade African American students were proficient.
- 6th grade Multiracial students had the greatest decrease, 23%
- Zero percent of sixth grade EL and CIT students were at or above proficient.
- Zero seventh grade African American students were proficient.
- 7th grade White students decreased in achievement by 26%
- Zero seventh grade students with IEPs scored at or above standard.
- 8th grade African American students have scored 0% proficient for the past 2 years.
- Zero eighth grade EL and CIT students were at or above proficient

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	New to country students and limited access to language.	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Teachers to support the needs and minutes of the students	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): After a review of the 2024 Math and Reading SBAC data, 86% of students that were not proficient in Math and 77% of students were not

proficient in ELA. Additionally, on the End of Year 2025 i-Ready diagnostic 19% of students were proficient in Math and 22% were proficient in ELA.

Critical Root Cause: Inconsistent student attendance, Lack of staff and student accountability, Inconsistent use of formative assessment to drive student learning and instructional practice, Inconsistent use of i-Ready

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff is provided with regular PLC time to collaborate with their grade-level teams, allowing them to examine standards and customize their curriculum to better meet student needs.

Throughout the 2024-2025 school year, consistent walkthroughs will be conducted, accompanied by timely feedback and real-time behavioral support from the administration.

Lesson plans include clear expectations to ensure student success.

Adult Learning Culture Areas for Growth

- Consistent PLC time each week.
- Over 90% staff turnover for the 24-25 school year.
- For the 24-25 school year, there is a significant number of new to profession and ARL staff
- Staff was teaching curriculum, not standards (no instructional alignment)
- Clear expectations from administration
- Lack of data-driven instructional planning
- Inconsistent walk-throughs and observations for feedback.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Lack of PLC structure and implementation of standards combined with the absence of data driven instruction resulted in learning losses, decreased academic growth and low expectations for all stakeholders.

Critical Root Cause: Teacher apathy Lack of structure around PLC's and using data to drive instruction, Lack of walk throughs and feedback for growth

Connectedness

Connectedness Areas of Strength

Fridays had the lowest number of minor events logged in Infinite Campus.

Less reported behaviors prior to 10am.

When there were incentives that students were interested in, there was a decrease in major and minor behaviors.

African American suspensions decreased compared to previous years.

African American students had increased attendance from 54% absent to 24%.

31.24% of students were chronically or severely chronically absent.

Parent Climate Survey (26 responses)

- Relationships/Respect- 68% (Increase by 4%)

Connectedness Areas for Growth

- Increase supports for Restore at the Door (Change mindset from removing student to restoring the relationships)
- Student Relationships
- Routine Attendance meetings and incentives for students attending school

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): As evident from behavior data, parent survey and attendance reports, there is a significant need for enhanced behavioral support to address the correlation between attendance issues and parents' perceptions of safety at school.

Critical Root Cause: Lack of personnel to address behavior, Lack of supervision in the hallway, Inconsistent attendance meetings to implement interventions for students

Priority Problem Statements

Problem Statement 1: After a review of the 2024 Math and Reading SBAC data, 86% of students that were not proficient in Math and 77% of students were not proficient in ELA. Additionally, on the End of Year 2025 i-Ready diagnostic 19% of students were proficient in Math and 22% were proficient in ELA.

Critical Root Cause 1: Inconsistent student attendance, Lack of staff and student accountability, Inconsistent use of formative assessment to drive student learning and instructional practice, Inconsistent use of i-Ready

Problem Statement 1 Areas: Student Success

Problem Statement 2: Lack of PLC structure and implementation of standards combined with the absence of data driven instruction resulted in learning losses, decreased academic growth and low expectations for all stakeholders.

Critical Root Cause 2: Teacher apathy Lack of structure around PLC's and using data to drive instruction, Lack of walk throughs and feedback for growth

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: As evident from behavior data, parent survey and attendance reports, there is a significant need for enhanced behavioral support to address the correlation between attendance issues and parents' perceptions of safety at school.

Critical Root Cause 3: Lack of personnel to address behavior, Lack of supervision in the hallway, Inconsistent attendance meetings to implement interventions for students

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MyPath
- Nevada Alternate Assessment (NAA)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - SBAC
 - i-Ready Diagnostic

Adult Learning Culture

- Administrator evaluation
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Home Visits
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By Spring 2026 (results received in Fall of 2026), increase the percentage of students scoring proficient or higher on SBAC ELA and SBAC Math by X% (TBD pending baseline data), with accelerated growth targets for students in historically underperforming groups.

Formative Measures: Academic Progress (Leading Indicators)

iReady benchmark & growth reports (fall, winter, spring) - track % of students on grade level and growth percentiles.

Classroom-based common formative assessments (CFAs) developed and scored through PLCs.

IC Gradebooks - monitor assignment/test completion, standards mastery, and grade distributions every 4-6 weeks.

Student growth in intervention programs (Tier 2/3 small groups, tutoring, after-school supports).

Equity/Access Measures

ACCESS/WIDA results - monitor English Learner growth in language proficiency.

Disaggregation of iReady & CFAs - check progress by subgroup (ELL, SPED, FRL, race/ethnicity).

Attendance/engagement data from BIG - chronic absenteeism rates linked to academic performance.

Instructional Fidelity

PLC agendas/minutes - evidence of instructional planning, data cycles, and reteaching strategies.

Classroom observation tools (teacher clarity look-fors, Tier 1 instruction walkthroughs) - evidence of alignment to standards and use of formative checks.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Strengthen Tier 1 Instruction (ELA & Math)				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Embed Teacher Clarity practices (learning intentions, success criteria) in all lessons. Implement daily checks for understanding and use exit tickets for reteaching. Conduct quarterly instructional rounds focused on Tier 1 rigor and alignment.	Administration, Instructional Leads, Instructional Coach, Teachers	August: PD on Teacher Clarity & formative assessment. September-October: Instructional rounds focused on implementation of learning intentions/success criteria. Quarterly (Oct, Jan, Mar, May): Classroom walkthroughs with feedback tied to Tier 1 look-fors. May: Summative reflection & action planning for future instruction.	No review	No review	No review
<p>Position Responsible: Administration, Instructional Leads, Instructional Coach</p> <p>Resources Needed: Teacher Clarity coaching tools, PD sessions, curriculum pacing guides.</p> <p>Evidence Level Level 2: Moderate: Evidence base for teacher clarity & formative assessment.</p>						
Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Leverage PLCs for Data-Driven Instruction				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Use PLCs to create & analyze common formative assessments in ELA/Math. Develop a map/calendar of when each grade level or subject team will give Common Formative Assessments (CFAs) in ELA and Math (also in science & social studies) Apply iReady diagnostics to group students for targeted intervention. Review SBAC interim assessments and adjust Tier 1/2 supports accordingly.	Administration, Instructional Leads, Instructional Coach, Teachers	August: PLC kickoff with norms and CFA map/calendar. Every 6-8 weeks: PLCs administer & analyze common formative assessments. August/September: PLCs finalize calendar; identify essential standards for Quarter 1. Every 6-8 weeks: Teams give a CFA in ELA and Math aligned to priority standards. Fall CFA #1 (late Sept/early Oct) Fall CFA #2 (Nov) Winter CFA #3 (Jan/Feb) Spring CFA #4 (Mar/Apr) End of year (May): Reflection, adjust pacing, identify instructional gaps before SBAC. Fall, Winter, Spring: iReady diagnostics used to inform instructional grouping. Quarterly: iReady Interim Reports with SBAC Probability; assessments reviewed, and reteaching plans developed.	No review	No review	No review
<p>Position Responsible: Administration, Instructional Leads, Instructional Coach, Teachers</p> <p>Resources Needed: PLC collaboration time, iReady reports, SBAC interim assessment tools.</p> <p>Evidence Level Level 2: Moderate: PLCs linked to student achievement gains when fidelity is high.</p>						

Improvement Strategy 3 Details				Status Checks		
Improvement Strategy 3: Provide Targeted Tier 2/3 Supports				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Schedule intervention enrichment lessons for reteaching essential standards. Use iReady personalized learning pathways for individual student practice. Provide small-group tutoring (before/after school) with progress monitoring.	Administration, ILs, Teachers, Instructional Coach	September: Begin intervention enrichment scheduling. September-October: iReady pathway assignments for identified students. October-May: Tutoring programs running weekly; student progress monitored biweekly. Quarterly: Review intervention effectiveness during PLC/data cycles.	No review	No review	No review
<p>Position Responsible: Admin, ILs, IC</p> <p>Resources Needed: iReady licenses, tutoring staff, intervention block scheduling.</p> <p>Evidence Level Level 1: Strong: iReady Level 2: Moderate: Tutoring varies by design.</p>						
Improvement Strategy 4 Details				Status Checks		
Improvement Strategy 4: Support Equity & Language Development				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Use ACCESS/WIDA data to inform scaffolds for ELLs in core instruction. Train teachers on scaffolded questioning, visuals, and sentence frames for ELLs. Provide inclusive co-teaching models for SPED/ELL students in ELA/Math.	Admin, ILs, ELD Department	September: Begin intervention scheduling. September-October: iReady pathway assignments for identified students. October-May: Tutoring programs running weekly; student progress monitored biweekly. Quarterly: Review intervention effectiveness during PLC/data cycles.	No review	No review	No review
<p>Position Responsible: Admin, ILs, ELD Department</p> <p>Resources Needed: iReady licenses, tutoring staff, intervention scheduling.</p> <p>Evidence Level Level 1: Strong: iReady Level 2: Moderate: tutoring varies by design</p>						

Improvement Strategy 5 Details				Status Checks		
Improvement Strategy 5: Strengthen Student Engagement & Attendance				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Use BIG attendance dashboards to flag chronic absenteeism early. Connect attendance data to house system and PBIS Rewards for positive reinforcement. Provide family outreach & engagement supports for students missing instructional time.	admin, House System Coordinator, Counselors, ILS	August: Family engagement kickoff; staff trained on attendance dashboards. Monthly: Review BIG attendance data and connect to PBIS Rewards/house points. Quarterly: Analyze chronic absenteeism patterns and adjust Tier 1 family engagement strategies. May: End-of-year analysis linking attendance trends to academic performance.	No review	No review	No review
<p>Position Responsible: Admin, House System Coordinator, Counselors, ILS,</p> <p>Resources Needed: BIG data warehouse, PBIS Rewards, house system.</p> <p>Evidence Level Level 2: Moderate: engagement/attendance tied to academic achievement.</p>						

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Goal 1: Improve Communication Across Staff Regarding MTSS and Climate/Behavior Supports

Objective: Ensure all staff understand and can articulate school MTSS procedures, including Tier 1 PBIS, SEL, and climate practices implemented schoolwide, as well as the Tier 2 and Tier 3 interventions available, who is responsible for them, and how to access or refer students to these supports.

Formative Measures: Fidelity Measures (Leading Indicators)

TFI 3.0 (communication & staff knowledge items) - fall and spring checks of Tier 1 subscales related to communication & PD.

PD sign-in sheets & participation logs - track attendance at MTSS overview PD, referral pathway trainings, and scenario practice.

Distribution & usage of MTSS communication briefs - monitor whether monthly briefs/resources are being accessed (open rates if digital, confirmation in staff meetings).

Referral pathway usage data - track staff submissions to Tier 2/3 referral systems to ensure they're using the correct process.

Impact Measures (Lagging but Formative Indicators)

PBIS SAS (staff perception survey) - fall and spring, checking awareness of Tier 1, 2, 3 systems and referral knowledge.

Short staff "pulse" surveys - quarterly 2-3 item surveys (e.g., "I know where to find MTSS referral forms"; "I know who to contact for Tier 2/3 supports").

Meeting notes & staff feedback logs - evidence of staff questions/clarifications decreasing over time, suggesting greater knowledge.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Build Staff Knowledge and Consistency of MTSS Procedures				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Launch monthly MTSS communication briefs using AIR MTSS tools. Provide beginning-of-year and mid-year MTSS overview PD (Tier 1-3 supports, referral pathways). Embed referral scenarios/role-plays in PD to reinforce when and how to access Tier 2/3 supports. Use PBIS SAS (fall, spring) to measure staff awareness/understanding.	Admin Team, MTSS team, PBIS team, counselors, social worker, Community in Schools.	Launch August PD kickoff (baseline knowledge). Monthly briefs Sept-May. Mid-year SAS review January. End-of-year SAS review May.	No review	No review	No review
<p>Position Responsible: Admin Team</p> <p>Resources Needed: AIR MTSS templates; PBIS SAS survey; PD time; staff meeting agenda slots.</p> <p>Evidence Level Level 3: Promising: staff PD on MTSS with fidelity monitoring has correlational support for improved implementation and outcomes.</p>						
Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Monitor Fidelity of PBIS and SEL Practices				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Conduct TFI 3.0 reviews each semester (fall, spring) to check Tier 1-3 systems fidelity. Share results with staff through visual dashboards and highlight next-step actions. Train grade-level teams to use TFI subscale data to drive micro-PD (e.g., classroom expectations, reinforcement systems).	Admin Team, MTSS Team, PBIS Team, Counselors, Social Worker, Community in Schools.	September: Baseline TFI. January: Mid-year TFI. May: End-of-year TFI and action planning.	No review	No review	No review
<p>Position Responsible: Admin Team</p> <p>Resources Needed: TFI 3.0 rubric, PBIS assessment tools, staff time for fidelity review.</p> <p>Evidence Level Level 2: Moderate: TFI has validity/reliability evidence for guiding implementation fidelity in PBIS.</p>						

Improvement Strategy 3 Details				Status Checks		
Improvement Strategy 3: Use Data Systems to Increase Staff Engagement with MTSS				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Train staff on BIG data warehouse navigation and Big 5 discipline templates for data-informed decision-making. Review Big 5 reports monthly in grade-level/department meetings; identify trends in problem behaviors and discuss Tier 1/2 supports. Publicly share celebrations and improvements in staff meetings (e.g., reduced ODRs, improved attendance).	Admin Team, MTSS Team, PBIS Team, Counselors, Social Worker, Community in Schools.	September: Initial staff training on data tools. Monthly: Big 5 reviews and feedback loops. Quarterly: Schoolwide trend reports.	No review	No review	No review
<p>Position Responsible: Admin Team</p> <p>Resources Needed: BIG data warehouse access; Big 5 templates; team meeting structures.</p> <p>Evidence Level Level 2: Moderate: Data-based decision-making within PBIS/MTSS linked to improved outcomes.</p>						
Improvement Strategy 4 Details				Status Checks		
Improvement Strategy 4: Strengthen Staff-to-Staff Communication on MTSS Referrals				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Develop a referral protocol flowchart (Tier 1 vs. Tier 2/3) distributed to all staff. Highlight staff responsibilities (e.g., classroom teacher initiates Tier 1 supports before referral; counselor manages Tier 2 group interventions). Create a digital "MTSS one-stop" hub with forms, resources, and points of contact. Gather staff feedback quarterly (short survey on ease/clarity of referral).	Admin Team, MTSS Team, PBIS Team, Counselors, Social Worker, Community in Schools.	August: Finalize flowchart and hub. Sept-May: Ongoing reinforcement in meetings. Quarterly: Feedback cycles.	No review	No review	No review
<p>Position Responsible: Admin</p> <p>Resources Needed: AIR MTSS visuals, One Drive for hub, survey tool.</p> <p>Evidence Level Level 4: Demonstrate Rationale: Clear procedures + communication theory of action supports greater fidelity and sustainability.</p>						

Inquiry Area 3: Connectedness

SMART Goal 1: Improve Tier 1 Fidelity to 85% on the TFI 3.0 (Tier 1 only) and Reduce OSS by 25% for All Students, with a 30% Reduction for Disproportionately Impacted Groups

Formative Measures: Fidelity Measures (Leading Indicators)

TFI 3.0 subscale scores (Tier 1) - monitored fall & spring, with action plans tied to each domain.

PBIS SAS survey (staff perception) - fall & spring, showing staff knowledge and buy-in.

PBIS Rewards usage reports - weekly/monthly checks on how consistently staff recognize behavior.

Implementation logs / PD attendance - tracking staff completion of MTSS/SEL/house system trainings.

Impact Measures (Lagging but Formative Indicators)

Big 5 reports (monthly) - office discipline referrals (ODRs), ISS, OSS, by problem behavior, location, time of day, student group.

Student perception surveys (semester) - sense of belonging, fairness of discipline, connectedness.

Equity disaggregation of OSS (monthly) - early checks for disproportionality gaps before year-end.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks							
Improvement Strategy 1: Strengthen Tier 1 PBIS & SEL Systems				Status Check							
				Nov	Feb	May					
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Embed daily SEL rituals (morning meetings, check-ins, restorative circles) schoolwide. Align house system activities (Sollavere, Nukumori, Onraka, Protos) with PBIS expectations--students earn PBIS Rewards points tied to house contributions. Train staff on consistent use of PBIS Rewards for reinforcement, ensuring equitable access to positive recognition. Monitor implementation via TFI 3.0 (fall/spring) and PBIS SAS (staff perception).</td> <td>Administration MTSS/PBIS Committee Counseling Team Instructional Leaders House Systems Coordinator CIS & School Psychologist</td> <td>August: Staff PD on PBIS Rewards & house integration. Weekly: House meetings/SEL practice embedded. November & March: TFI 3.0 checks. Ongoing: PBIS Rewards reports shared monthly.</td> </tr> </tbody> </table> <p>Position Responsible: Administration Resources Needed: PBIS Rewards licenses, Ron Clark Academy house framework, SEL curriculum, PD time.</p> <p>Evidence Level Level 2: Moderate: Schoolwide PBIS and SEL integration with reinforcement systems has quasi-experimental support for reducing OSS.</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Embed daily SEL rituals (morning meetings, check-ins, restorative circles) schoolwide. Align house system activities (Sollavere, Nukumori, Onraka, Protos) with PBIS expectations--students earn PBIS Rewards points tied to house contributions. Train staff on consistent use of PBIS Rewards for reinforcement, ensuring equitable access to positive recognition. Monitor implementation via TFI 3.0 (fall/spring) and PBIS SAS (staff perception).	Administration MTSS/PBIS Committee Counseling Team Instructional Leaders House Systems Coordinator CIS & School Psychologist
Action #	Actions for Implementation	Person(s) Responsible	Timeline								
1	Embed daily SEL rituals (morning meetings, check-ins, restorative circles) schoolwide. Align house system activities (Sollavere, Nukumori, Onraka, Protos) with PBIS expectations--students earn PBIS Rewards points tied to house contributions. Train staff on consistent use of PBIS Rewards for reinforcement, ensuring equitable access to positive recognition. Monitor implementation via TFI 3.0 (fall/spring) and PBIS SAS (staff perception).	Administration MTSS/PBIS Committee Counseling Team Instructional Leaders House Systems Coordinator CIS & School Psychologist	August: Staff PD on PBIS Rewards & house integration. Weekly: House meetings/SEL practice embedded. November & March: TFI 3.0 checks. Ongoing: PBIS Rewards reports shared monthly.								

Improvement Strategy 2 Details				Status Checks							
Improvement Strategy 2: Address Disproportionality in Discipline				Status Check							
				Nov	Feb	May					
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Review Big 5 discipline reports disaggregated by race/ethnicity, disability, and gender monthly. Train staff on implicit bias and culturally responsive practices (link reinforcement and consequences to equity goals). Implement "equity pause" protocols in discipline team meetings--require teams to ask "Which groups are most impacted?" before OSS decisions. Provide tiered interventions (mentoring, social skills groups, restorative conferencing) for students from disproportionately impacted groups.</td> <td>Administration PBIS/MTSS Committees Counselors CIS & Social Worker</td> <td>August: PBIS training kickoff, PATS Matrix, Progressive Discipline. Monthly: Disaggregated Big 5 reviews. Quarterly: Progress monitoring meetings with equity focus.</td> </tr> </tbody> </table> <p>Position Responsible: Administration Resources Needed: BIG data warehouse, Big 5 templates, external equity PD partners.</p> <p>Evidence Level Level 2: Moderate: Discipline disproportionality reviews + equity-focused PBIS adjustments are linked to positive outcomes.</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Review Big 5 discipline reports disaggregated by race/ethnicity, disability, and gender monthly. Train staff on implicit bias and culturally responsive practices (link reinforcement and consequences to equity goals). Implement "equity pause" protocols in discipline team meetings--require teams to ask "Which groups are most impacted?" before OSS decisions. Provide tiered interventions (mentoring, social skills groups, restorative conferencing) for students from disproportionately impacted groups.	Administration PBIS/MTSS Committees Counselors CIS & Social Worker
Action #	Actions for Implementation	Person(s) Responsible	Timeline								
1	Review Big 5 discipline reports disaggregated by race/ethnicity, disability, and gender monthly. Train staff on implicit bias and culturally responsive practices (link reinforcement and consequences to equity goals). Implement "equity pause" protocols in discipline team meetings--require teams to ask "Which groups are most impacted?" before OSS decisions. Provide tiered interventions (mentoring, social skills groups, restorative conferencing) for students from disproportionately impacted groups.	Administration PBIS/MTSS Committees Counselors CIS & Social Worker	August: PBIS training kickoff, PATS Matrix, Progressive Discipline. Monthly: Disaggregated Big 5 reviews. Quarterly: Progress monitoring meetings with equity focus.								

Improvement Strategy 3 Details				Status Checks		
Improvement Strategy 3: Increase Student Engagement & Connectedness				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Launch house competitions (academic, attendance, behavior, climate points) to build belonging. Recognize students weekly through PBIS Rewards + house celebrations (assemblies, shout-outs, PBIS Rewards Digital leaderboards). Collect student perception surveys each semester (belonging, safety, fairness of discipline). Target Tier 1 classroom management PD for teachers with higher-than-average referrals.	Administration, House system coordinator, PBIS Committee, Classroom teachers, Counselors, CIS & Social Worker.	September: House kickoff rally. Weekly: House point tracking & recognition. December & May: Student perception surveys.	No review	No review	No review
Position Responsible: Administration						
Resources Needed: House system framework (Ron Clark), PBIS Rewards platform, survey tools.						
Evidence Level Level 3: Promising: Student connectedness interventions linked to lower OSS and stronger school climate.						
Improvement Strategy 4 Details				Status Checks		
Improvement Strategy 4: Continuous Data Cycles for Fidelity & Outcomes				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Establish monthly data team huddles (review TFI action items, PBIS Rewards data, Big 5 OSS). Share staff-friendly dashboards highlighting progress toward 85% TFI and OSS reduction goals. Build feedback loops--staff voice (PBIS SAS), student voice (surveys), family voice (listening sessions). Celebrate milestones (e.g., house with most growth, grade levels with reduced OSS).	Administration, MTSS/PBIS Committee, ILs.	September: Data dashboard launch. Monthly: Data huddles. Mid-year & end-of-year: Public progress reporting.	No review	No review	No review
Position Responsible: MTSS/PBIS Committee						
Resources Needed: BIG data warehouse, PBIS SAS, TFI 3.0 rubrics, reporting templates.						
Evidence Level Level 2: Moderate: Data-driven PBIS cycles tied to fidelity and outcome gains.						

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, please see attached Addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Incoming 6th Grade Orientation		
Welcome Back	August 2025	
High School 101		
Infinite Campus Support for Families		

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1 Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1 Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:

<i>School Name:</i>	Pine Middle School
<i>District:</i>	Washoe County School District
<i>Principal:</i>	Ann Marie Redd
<i>Principal email:</i>	Antoinette.redd@washoeschools.net
<i>EL Specialist:</i>	Erika Kennedy
<i>EL Specialist email:</i>	ekennedy@washoeschools.net

Root Cause Analysis *When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*

<i>Student Success</i>	<ul style="list-style-type: none"> • Inconsistent student attendance, Lack of staff and student accountability, Inconsistent use of formative assessment to drive student learning and instructional practice in all classes including GEN ED, SPED and EL.
<i>Adult Learning Culture</i>	<ul style="list-style-type: none"> • Lack of Student and Staff Accountability • Lack of staff training in effective, research based EL strategies • Limited access to translation devices for academic communication across content areas • Lack of instructional leadership and instructional support • Inconsistent Staff—absent teacher
<i>Connectedness</i>	<ul style="list-style-type: none"> • Lack of personnel to address behavior, Lack of supervision in the hallway, Inconsistent attendance meetings to implement interventions for students • Low family involvement due to lack of school provided opportunities

School English Learner Academic Achievement Plan

<p><i>English learner Achievement Root Cause Analysis Summary</i></p>	<ul style="list-style-type: none"> • Targeted and widespread training of staff in effective EL strategies • Employment of ELD Instructional Coach to build capacity of EL students • Family And Community Engagement Liaison planning & implementation of events to create pathways for increased school involvement for EL students • Frequent and regular monitoring multiple data points of EL student academic progress • Purchase of Pockettalks and ipads to aide in bilingual communication between staff and students • Recruitment and retention of highly qualified EL teachers • Purchase of early literacy books and resources to facilitate reading development • Consistent and frequent observation of EL Classroom instruction and targeted feedback for growth.
<p><i>English Learner Achievement Problem Statement</i></p>	<ul style="list-style-type: none"> • English Language Learner students at Pine MS are underperforming academically due to a lack of exposure to print-rich environments and insufficient instructional strategies to support vocabulary development in the classroom. Addressing the need for more print rich resources and specialized teacher training in vocabulary instruction is critical to improving English Learner academic achievement.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

<i>SMARTIE Goal #1</i>	By August 2025, the ELL subgroup will demonstrate an 11-percentage point increase in the number of students scoring proficient or higher on SBAC ELA and a 7-percentage point increase in the number of students scoring proficient or higher on SBAC Math.
<i>Performance Objective</i>	
<i>Strategies for APO/Goal</i>	Cross team groupings for targeted small group instruction using i-Ready Diagnostic Data to group students for re-teaching and acceleration PD on Data Analysis for Instructional Decision Making After school math and ELA tutoring School Wide Test Prep
<i>Action Steps for Strategies</i>	PD on Data Analysis for Instructional Decision Making After school math and ELA tutoring School Wide Test Prep
<i>Position Responsible</i>	EL Teacher, English Language Facilitator, General Education Teachers and Special Education Teacher
<i>SMARTIE Goal #2</i>	By June 2025, 100% of Pine Middle School Teachers, EL Teachers and English Language Facilitators will demonstrate mastery of the PLC process and proficiency in utilizing data for instructional decision-making as measured by consistency of student performance on I-ready diagnostic across grade/course alike classes and the success criteria lesson plan
<i>Performance Objective</i>	
<i>Strategies for APO</i>	Implementation of Weekly Collaborative Planning PLCs resulting in Grade/Content Team Lesson Plans that reflect the success criteria. Meaningful and on-going Professional Development on Small Group Instruction & Differentiation using i-Ready Collaborative Planning training and support (if needed based on grade level teams). Dedicated Collaborative Planning Time Instructional Leadership Team meetings to assess and evaluate effectiveness of PLCS and to plan for support
<i>Action Steps for Strategies</i>	English Language Facilitator PD on Ellevation Strategies
<i>Position Responsible</i>	EL Teacher, English Language Facilitator, General Education Teachers and Special Education Teacher