

Washoe County School District

Incline Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/washoe/incline_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

AGP increase in ELA for IEP population.

AGP increase in Math “Keep up” and “Catch up” scores for Hispanic subgroup.

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

Student Success Areas for Growth

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

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

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A large percentage of our students are ELs and are not able to show their learning on Standardized Assessments. Many are new to country and do not have enough background knowledge in English to answer questions correctly.	More emphasis on test taking strategies and supporting students on Standardized assessments. More use of ELLevations strategies and ensuring that students are not pulled out for services during Tier 1.
Foster/Homeless	Students can feel anxious or upset at school. It can take time to learn about students and build relationships. Some students struggle with behaviors and motivation.	Continue focus on SEL and spending time building positive relationships.
Free and Reduced Lunch	This school is 100% FRL. Food insecurity is an issue due to expensive housing and grocery costs.	Continue to have high expectations while being empathetic to student situations. Ensure we are doing all we can to meet students' needs and keep them engaged in learning and success at school.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	n/a	
Racial/Ethnic Minorities	A large percentage of the school demographics are Hispanic, so there is a communication barrier for students and families.	Including information in Spanish and inviting parents to visit the school for events and volunteering. There are mostly working families, so finding ways to include parents is an area to consider.
Students with IEPs	Students on IEPs are provided many service minutes during the week. Some students have made progress, but they are struggling to meet grade level benchmarks when they miss whole group instruction.	Place more emphasis on Tier 1 instruction and ensure that students are participating in grade level content, instruction, and vocabulary. Ideally, have resource and gen ed collaborate and co-plan so that everyone is on the same page.

Problem Statements Identifying Student Success Needs

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

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

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Veteran teachers
- Advocacy for all students
- STEM program school wide

Adult Learning Culture Areas for Growth

- Staff is reading Learning By Doing and utilizing the strategies for improved PLC's
- Change of leadership/administration
- Implementation of SEL with all staff regularly

Adult Learning Culture Equity Resource Supports

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

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Students have trouble communicating needs/wants. Parent involvement is low. Parent/teacher communication is challenging. Learning challenges.	Increase parent involvement by providing informal ways to connect with the school. Provide interpreters at all events. invite parents to come to school and be involved. Spanish PTA
Students with IEPs	Student engagement and differentiation in the classroom	More options for differentiation and inclusion. More data in PLCs and collaboration with Resource staff

Problem Statements Identifying Adult Learning Culture Needs

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

Critical Root Cause: Lack of professional development around PLCs, lack of consistent, data driven, differentiated instruction and interventions across grade level teams.

Connectedness

Connectedness Areas of Strength

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

Relationship with students is very strong.

A strong parent advisory group

Connectedness Areas for Growth

Enrollment continues to decrease yearly.

Created the 1st student advisory (student voice) council.

Robust community advocates.

Connectedness Equity Resource Supports

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

Student Group	Challenge	Solution
Students with IEPs	Engagement can be challenging when learning is hard.	Ensuring ways for students to feel successful and that they are an active part of their learning.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The perceptions for our school in the local community is low. Chronic absenteeism.

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Success

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

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

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The perceptions for our school in the local community is low. Chronic absenteeism.

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

Problem Statement 3 Areas: Connectedness

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Incline Elementary School students will exhibit performance that shows achieving higher proficiency in ELA and Math. We will move from a 40% proficiency in math to 45% overall by the end of the school year. We will move from a 40% proficiency rate in ELA to 45% overall proficiency by the end of the school year. Specifically, we are targeting subgroups of (White and FRL).

As a staff, Incline ES will implement PLC Practice to implement high quality Tier 1 instruction during the instructional day with a focus on data driven instruction, common planning, personalized intervention (iReady), and enrichment in both ELA and Math.

Formative Measures: Weekly Personalized Instruction summary

Professional Learning agenda

PLC data

Aligns with District Goal

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

SMART Goal 1 Problem Statements:

Student Success

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

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: IES will implement PLCs for all teachers across all grade levels. Using Du Four's questions to utilize data drive instruction when making decisions about planning and interventions. This goal will be measured by the completion of weekly PLC meetings.

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 agendas

Lesson plans

Teacher data analysis

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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		No review	No review	No review
Position Responsible: Leadership Team						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

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

Inquiry Area 3: Connectedness

SMART Goal 1: Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable teacher and student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 10% students chronically absent.

Formative Measures: Improved attendance data

Student advisory (student voice) agenda

Student Climate survey

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: SEL				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Celebrate achievements related to improved attendance. Establish a student advisory (student voice) council who will develop a plan to increase student engagement and improve the school climate. Establish a plan to ensure that each student is greeted by an adult at the start of each day.	Leadership Team				
Position Responsible: Leadership Team						
Evidence Level						
Level 2: Moderate: SEL						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness	
Problem Statement 1: The perceptions for our school in the local community is low. Chronic absenteeism. Critical Root Cause: Low performance on state assessments and decreasing enrollment.	