

Washoe County School District
Incline Middle School
2025-2026 School Improvement Plan

Classification: 3 Star School



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.

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_middle_school/2025

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Comprehensive Needs Assessment

Student Success

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%.

Student Success 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.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Foster/Homeless</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Student Group	Challenge	Solution
Free and Reduced Lunch	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	
Racial/Ethnic Minorities	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Student Group	Challenge	Solution
<p>Students with IEPs</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 pecially designed instruction (SDI) within general education settings.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year, 71% of Hispanic students at Incline Middle School scored in the Level 1 or Level 2 achievement bands on the 2025 SBAC English Language Arts assessment, indicating that the majority are not yet meeting grade-level reading expectations. Only 29% of Hispanic students scored proficient (Level 3 or 4).

Critical Root Cause: A large proportion of Hispanic students continue to demonstrate significant reading comprehension gaps, as 54% scored at Level 1 and 71% scored below proficiency on the 2025 SBAC ELA assessment. Grade-level patterns (44% Level 1 in 6th grade, 67% in 7th grade, and 69% in 8th grade) show that early literacy deficits persist and widen over time. These results indicate ongoing needs in core reading skills, academic language development, and targeted intervention supports.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff collaboration focuses on a data driven need to implement effective, researched-based strategies for struggling readers. Teachers are willing to engage in conversations focusing on needs.

Adult Learning Culture Areas for Growth

Areas of Strength

- Staff collaboration focuses on a data driven need to implement effective, researched-based strategies for struggling readers.
 - Teachers are willing to engage in conversations focusing on needs.

Areas for Growth

Professional Development, Teacher modeling, peer mentoring, and data analysis are needed to support the implementation of effective, research-based strategies targeting literacy improvement for our Hispanic subgroup to include:

- Professional development focused on reading strategies for EL students in specific content areas.
- Modeling of effective reading strategies in specific content areas.
 - Peer mentoring
 - Data analysis

Problem Statement

While IMS received literacy strategies professional development, this was only one semester long and was not supported with fidelity.

Critical Root Causes of the Problem

Implementation of literacy strategies was inconsistent across all subject areas. Test-taking strategies were not implemented with fidelity and/or not supported by admin.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Inconsistent implementation of literacy and language-development strategies limits EL students' access to grade-level content and contributes to Level 1 and 2 SBAC performance.	Provide yearlong job-embedded PD, coaching cycles, and consistent sheltered instruction strategies (vocabulary routines, structured discourse, annotation). Increase bilingual supports and ensure all content areas implement aligned literacy practices.
Foster/Homeless	N/A	
Free and Reduced Lunch	Students may lack consistent exposure to foundational literacy skills and benefit most from classroom environments with predictable literacy practices. Uneven implementation widens existing skill gaps.	Ensure consistent use of literacy strategies across content areas through PD, coaching, and PLC calibration. Provide tutoring, intervention blocks, and access to literacy materials.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students experience uneven access to foundational literacy instruction due to inconsistent implementation of strategies across classrooms, impacting reading and writing growth.	Implement schoolwide literacy expectations supported by coaching, walkthroughs, and PLCs. Ensure all students experience consistent vocabulary, comprehension, and writing routines in all content areas.
Students with IEPs		

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While IMS received literacy strategies professional development, this was only one semester long and was not supported with fidelity.

Critical Root Cause: Implementation of literacy strategies was inconsistent across all subject areas. Test-taking strategies were not implemented with fidelity and/or not supported by admin.

Connectedness

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**

Connectedness 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.

Connectedness 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.
Students with IEPs		

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): On the 2024-2025 Student Climate Survey, student self-management skills remain significantly lower than other SEL domains. Only 54% of students reported favorable Self-Management of Emotion, 55% reported favorable Self-Management of Schoolwork, and 61% reported favorable Self-Management of Goals, compared to higher results in Safety (86%), Social Awareness (76%), and Self-Awareness of Self Concept (77%). Student Engagement also remained stagnant at 55% favorable.

Critical Root Cause: IMS does not currently have a consistent, schoolwide structure that embeds explicit teaching and practice of self-management routines (emotion regulation, planning, organization, persistence, and focus) into daily instruction. SEL instruction is minimal, varies between classrooms, and is not supported by regular time, training, or aligned schoolwide routines. As a result, students lack predictable opportunities to build self-management skills that support academic and behavioral success.

Priority Problem Statements

Problem Statement 1: During the 2024-2025 school year, 71% of Hispanic students at Incline Middle School scored in the Level 1 or Level 2 achievement bands on the 2025 SBAC English Language Arts assessment, indicating that the majority are not yet meeting grade-level reading expectations. Only 29% of Hispanic students scored proficient (Level 3 or 4).

Critical Root Cause 1: A large proportion of Hispanic students continue to demonstrate significant reading comprehension gaps, as 54% scored at Level 1 and 71% scored below proficiency on the 2025 SBAC ELA assessment. Grade-level patterns (44% Level 1 in 6th grade, 67% in 7th grade, and 69% in 8th grade) show that early literacy deficits persist and widen over time. These results indicate ongoing needs in core reading skills, academic language development, and targeted intervention supports.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While IMS received literacy strategies professional development, this was only one semester long and was not supported with fidelity.

Critical Root Cause 2: Implementation of literacy strategies was inconsistent across all subject areas. Test-taking strategies were not implemented with fidelity and/or not supported by admin.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: On the 2024-2025 Student Climate Survey, student self-management skills remain significantly lower than other SEL domains. Only 54% of students reported favorable Self-Management of Emotion, 55% reported favorable Self-Management of Schoolwork, and 61% reported favorable Self-Management of Goals, compared to higher results in Safety (86%), Social Awareness (76%), and Self-Awareness of Self Concept (77%). Student Engagement also remained stagnant at 55% favorable.

Critical Root Cause 3: IMS does not currently have a consistent, schoolwide structure that embeds explicit teaching and practice of self-management routines (emotion regulation, planning, organization, persistence, and focus) into daily instruction. SEL instruction is minimal, varies between classrooms, and is not supported by regular time, training, or aligned schoolwide routines. As a result, students lack predictable opportunities to build self-management skills that support academic and behavioral success.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

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

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Gifted and talented data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By June 2026, Incline Middle School will increase ELA proficiency among Hispanic students by reducing the percentage scoring in Levels 1-2 on the SBAC from 81.5% to 71%, and increasing those scoring in Levels 3-4 from 18.5% to at least 28.5%.

Additionally, we will increase the percentage of Hispanic students meeting EL exit criteria from 0% to 15% and reduce chronic absenteeism from 18% to below 10%.

Progress will be supported through targeted ELD instruction, integrated literacy and STEM strategies, and strengthened family engagement--particularly through bilingual and culturally inclusive school events.

Aligns with District Goal

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

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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 2025-26	No review	No review	No review
<p>Position Responsible: Principal</p> <p>Evidence Level Level 3: Promising: i-Ready</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: During the 2024-2025 school year, 71% of Hispanic students at Incline Middle School scored in the Level 1 or Level 2 achievement bands on the 2025 SBAC English Language Arts assessment, indicating that the majority are not yet meeting grade-level reading expectations. Only 29% of Hispanic students scored proficient (Level 3 or 4). **Critical Root Cause:** A large proportion of Hispanic students continue to demonstrate significant reading comprehension gaps, as 54% scored at Level 1 and 71% scored below proficiency on the 2025 SBAC ELA assessment. Grade-level patterns (44% Level 1 in 6th grade, 67% in 7th grade, and 69% in 8th grade) show that early literacy deficits persist and widen over time. These results indicate ongoing needs in core reading skills, academic language development, and targeted intervention supports.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, 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.

Aligns with District Goal

Formative Measures: Learning Walk data, walkthrough data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	No review
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	End of 25-26SY			
Position Responsible: Principal						
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: While IMS received literacy strategies professional development, this was only one semester long and was not supported with fidelity. Critical Root Cause: Implementation of literacy strategies was inconsistent across all subject areas. Test-taking strategies were not implemented with fidelity and/or not supported by admin.

Inquiry Area 3: Connectedness

SMART Goal 1: By May 2026, 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.

Aligns with District Goal

Formative Measures: Student check ins, lesson plans

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: SEL				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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	End of 25-26SY	No review	No review	No review
<p>Position Responsible: Principal</p> <p>Evidence Level Level 2: Moderate: SEL</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: On the 2024-2025 Student Climate Survey, student self-management skills remain significantly lower than other SEL domains. Only 54% of students reported favorable Self-Management of Emotion, 55% reported favorable Self-Management of Schoolwork, and 61% reported favorable Self-Management of Goals, compared to higher results in Safety (86%), Social Awareness (76%), and Self-Awareness of Self Concept (77%). Student Engagement also remained stagnant at 55% favorable. **Critical Root Cause:** IMS does not currently have a consistent, schoolwide structure that embeds explicit teaching and practice of self-management routines (emotion regulation, planning, organization, persistence, and focus) into daily instruction. SEL instruction is minimal, varies between classrooms, and is not supported by regular time, training, or aligned schoolwide routines. As a result, students lack predictable opportunities to build self-management skills that support academic and behavioral success.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School STEM Night	September 11, 2025	<p>Lessons Learned – Back to School STEM Night</p> <p>Our Back to School STEM Night supported all four pillars of the Nevada OSIT STEM Framework—STEM Culture, Curriculum & Instruction, Partnerships, and Career Connections. The event fostered a strong STEM culture through hands-on, student-led activities that highlighted inquiry, collaboration, and real-world problem solving.</p> <p>Family engagement was exceptional, with our Hispanic community partnering with the Boosters to host a potluck-style food fundraiser. This collaboration created a welcoming, inclusive environment and demonstrated how cultural partnerships can strengthen school community and support STEM initiatives.</p> <p>Partnerships with local professionals further connected classroom learning to authentic STEM careers.</p> <p>Key lessons included the need for improved event flow, earlier and multilingual communication, better supply coordination, and structured family feedback collection.</p> <p>Next steps include discussing the creation of a STEM Family Engagement Committee, developing a STEM Event Toolkit for sustainable planning, and expanding partnerships with local industries and cultural organizations to enhance relevance and accessibility for all students and families.</p>
Trash to Treasure Community event	November 8, 2025	
Community STEAM Expo	February 12, 2026	
EOY Community Celebration Night	May 14, 2026	