

Washoe County School District
Incline Middle School
2025-2026 Status Checks with Notes



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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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
<p>Improvement Strategy 1: iReady</p> <p>Position Responsible: Principal</p> <p>Evidence Level Level 3: Promising: i-Ready</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Nov: Implemented</p> <p>November Lessons Learned Teachers are using formative assessment data to adjust instruction. Language scaffolds and strategies are being implemented</p> <p>November Next Steps/Need Continue to make progress toward goals</p> <p>Feb: Implemented</p> <p>February Lessons Learned Teachers are using language scaffolds with a specific focus on vocabulary strategies. iReady MOY data shows that most students are meeting or exceeding their growth targets</p> <p>February Next Steps/Need Continue to make progress toward goals</p> <p>May: Implemented</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

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
<p>Improvement Strategy 1: PLCs</p> <p>Position Responsible: Principal</p> <p>Evidence Level Level 2: Moderate: PLC</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Nov: Implemented</p> <p>November Lessons Learned Learning walks are occurring and literacy strategies are being implemented. EL Para-educator continues to support ELL students in Science classes. I-Ready data monitoring and whole-school discussions are progressing. Literacy strategies are continually being implemented and assessed.</p> <p>November Next Steps/Need Continue with actions for implementation.</p> <p>Feb: Implemented</p> <p>February Lessons Learned Learning walks were interrupted due to ACCESS/WIDA testing. ELL and EL Para-educator continue to push in to science classrooms. Classroom walkthroughs and formal observations are continuing as we approach the 120th day of instruction.</p> <p>February Next Steps/Need Continue with implementation of goals</p> <p>May: Implemented</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

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
<p>Improvement Strategy 1: SEL</p> <p>Position Responsible: Principal</p> <p>Evidence Level Level 2: Moderate: SEL</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Nov: Implemented</p> <p>November Lessons Learned Our Counselor and MHP continue to provide Tier I and Tier III SEL strategies in addition to daily check-ins with individual students.</p> <p>November Next Steps/Need Continue to implement strategies and resources and monitor progress.</p> <p>Feb: Implemented</p> <p>February Lessons Learned Student Climate survey results show positive outcomes: responsible decision-making remained steady at 74%, which is still better than the District middle school average of 70% self-awareness improved by 2%, improving from 71% to 73%. District average for middle schools is 69% self-management of emotions improved from 54% to 55%. District average for middle schools is 53% self-management of goals improved by 4%, from 61% to 65%. District average for middle schools is 53% self-management of schoolwork improved by 2%, from 55% to 57%. District average for middle schools is 53%</p> <p>February Next Steps/Need Continue to implement strategies and monitor progress</p> <p>May: Implemented</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>