



Washoe County School District

Incline High School

School Performance Plan: A Roadmap to Success

Incline High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Tierney Cahill

School Website: <https://www.washoeschools.net/inclinehs>.

Email: tcahill@washoeschools.net

Phone: 775-832-4260

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on September 11, 2023



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

| Name | Role |
|--|---|
| Tierney Cahill | Principal(s) (required) |
| David Murdock, Ameer Lombardi, Bill Harrison | Other School Administrator(s) (required) |
| Tom Canino, Darin Manning | Teacher(s) (required) |
| CeCe Gutierrez, Val Jackson | Paraprofessional(s) (required) |
| Sara Coombes, Alma Brubaker, Angie Cuevas, Michael Aberle | Parent(s) (required) |
| Pearl Cuevas, Auri Fernandez, Lindsey DePaz, Alex Hillman | Student(s) (required for secondary schools) |
| NA | Tribes/Tribal Orgs (if present in community) |
| Danielle Jackson | Specialized Instructional Support Personnel (if appropriate) |
| <i>Sharon Schrage, Mary Danahey, Denise Menzies, Leslie Herman</i> | Community Members |

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/washoe/incline_high_school/2023/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

| Student Success | |
|---|---|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> We have started a Highlander Voice Committee | <ul style="list-style-type: none"> Relationship Skills |
| <p>Problem Statement: Students lack the opportunities to share concerns at school in a safe, supportive forum that promotes connectedness and community, and allows for students to problem solve and improve their school.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> The past few years have been very polarizing politically, socially, and economically. Isolation and lack of connectedness and belonging were exasperated by Covid and the political turmoil nationally that has polarized racial groups. Students have been consumed by technology and are lacking relational social skills (soft skills) and a positive venue in which to empower, voice concerns, problem solve productively. | |

| Student Success | |
|--|--|
| <p>School Goal: By June of 2024, Incline HS will improve student relationships/respect by 5% points from 72% to 77% as measured by the Parent Climate Survey by creating a diverse student voice group and through continued relationship building, and SEL activities in Advisory.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Student Climate Survey Advisory Data monitored through 1:1 meetings Monitoring Weekly Attendance/Advisories | <p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p>X STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 X STIP Goal 6</p> |



Improvement Strategy: Highlander Voice forum will meet bi-weekly during lunch to give more opportunity for participation and being a stakeholder for the common good. Highlander Voice leaders are leading the charge to reach out to every Advisory, crowdsource ideas for improvement using a platform called CatapultEd which allows student to present ideas and solutions that would improve the overall experience at our school. We are also including students in school choice options as we plan for pilot Big Picture Learning Academy next fall. We are including students in guided school visits and the national Big Bang Conference so students can help lead innovation.

Evidence Level: Tier 4 - Demonstrates a Rational.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Meet with student leaders to create their action plan.
- Share plan with Advisors.
- Highlander Voice Committee will work with Advisories to elicit ideas and gather feedback through use of surveys and CatapultEd.
- Meet bi-weekly for working lunches in principal's office.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Student Leader training from district (WCSD) Student Voice team
- Illicit student feedback and generate topics for school improvement via CatapultEd

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- **Implementation Challenge:** Mental Health, student relationships, soft skills, academic concerns, societal problems that contribute to conflict and disharmony, academic stresses, bullying/cyber bullying. While Advisories are working on many of these issues, not ALL students have an advisory. (Seniors that are on track to graduate may have dropped it and AP Seminar and Research students are not in an advisory.)
- **Potential Solution:** Sharing all Advisory resources and curriculum with the whole staff. *Encourage AP teachers to be quasi-Advisory and build meaningful and effective relationships with their students.*

Lead: *Who is responsible for implementing this strategy?*

Highlander Voice Leaders
(Pearl Cuevas, Lindsey DePaz, Alex Hillman, Georgia Stembridge, Ace Zendner, Diego Dominguez, Brooke Klinger, Izzy Rotter, Auri Fernandez), Admin Team and Advisors.



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- The Duffield Grant graciously pays for:
- Our platform CatapultEd, our (LTI) Learning Through Interests/Internship Coordinator, Professional Development funding, including BPL Guided School Experiences (Nashville, Lafayette NY, Seattle, BP Philadelphia, and Camden Schools). The grant also pays for 8.5 staffing positions with the goal of personalizing learning for every student through learning through interests and internships.

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Encouraging students to feel supported to share their ideas, concerns and solutions to make Incline HS an inclusive and supportive school for every student.
- Support: Ensure all perspectives are heard, while valuing the humanity of each student, through a strength-based approach. Building our individualized Profile of a Learner for every child. Multi-lingual students are given space where they have adult advocates that understand their journey, are bi-lingual, and honor their heritage.

Foster/Homeless:

- Challenge: Encouraging students to share their ideas, concerns, and solutions to make Incline HS an inclusive and supportive school for every student.
- Support: Ensure all perspectives are heard, while valuing the humanity of each student, by building relationships with each child in the

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Advisory. Every student should be known by name, strength, and need. Advisors should also know the child's family, their hopes and dreams, talents, and barriers to serve as beacon of hope and advocacy.

Free and Reduced Lunch:

- Challenge: Encouraging students to feel supported to share their ideas, concerns, and solutions to make Incline HS an inclusive and supportive school for every student.
- Support: Ensure all perspectives are heard, while valuing the humanity of each student, by building relationships with each child in the Advisory. Every student should be known by name, strength, and need. Advisors should also know the child's family, their hopes and dreams, talents, and barriers to serve as beacon of hope and advocacy. It is incumbent upon the Advisors (and other influential adults) to help a student find what they are curious about and explore career opportunities.

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: Encouraging students to feel supported to share their ideas, concerns, and solutions to make Incline HS an inclusive and supportive school for every student.
- Support: Ensure all perspectives are heard, while valuing the humanity of each student, by building relationships with each child in the Advisory. Every student should be known by name, strength, and need. Advisors should also know the child's family, their hopes and dreams, talents, and barriers to serve as beacon of hope and advocacy. It is incumbent upon the Advisors (and other influential adults) to help a student find what they are curious about and explore career opportunities.

Students with IEPs:

- Challenge: Encouraging students to feel supported to share their ideas, concerns, and solutions to make Incline HS an inclusive and supportive school for every student.
- Support: Ensure all perspectives are heard, while valuing the humanity of each student, by building relationships with each child in the Advisory. Every student should be known by name, strength, and need. Advisors should also know the child's family, their hopes and dreams, talents, and barriers to serve as beacon of hope and advocacy. It is incumbent upon the Advisors (and other influential adults) to help a student find what they are curious about and explore career opportunities.



Inquiry Area 2 - Adult Learning Culture

| Adult Learning Culture | |
|--|---|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> Wide variety of courses offered for a small school including numerous AP courses | <ul style="list-style-type: none"> Improve proficiency gaps between Hispanic and white students in all content areas, increase and monitor student choice in course availability, continue to build strong Advisory for emotional, social, and academic success, improve supports in general education setting for students receiving EL services, improve and monitor attendance through relationships in advisory, and improve science proficiency scores. |
| <p>Problem Statement: There are significant gaps in proficiency between special populations in Academic Achievement.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Grading practices may not represent what students have mastered, Infinite Campus gradebooks are not consistent within departments, language supports needed in general education classes, academic support available during the school day, Advisory support, CCR skills need to connect curriculum to interests and real world, including internships. | |

| Adult Learning Culture | |
|--|---|
| <p>School Goals: By June of 2024, the academic achievement (<i>ELA, Math, Science – as measured by 11th Grade Census – ACT % at or above standard (AL 3 or 4)</i>) data will increase by 5% or greater for all special populations. Increase school value on NSPF in categories with opportunity (Access AGP, %NV Science Proficient, Chronic Absenteeism/Severely Chronic).</p> <p>ELA: <i>ACT % at or above standard (AL 3 or 4)</i></p> <ul style="list-style-type: none"> School: grew from 42% to 53% (+11%) in 2023, new goal 60% (n=72) Hispanic: grew from 14% to 24% (+10%) in 2023, new goal 29%, (n=25) FRL: 27% to 13% (-14%) in 2023, continuation of 2023 goal 30%, (n=15) IEP: NA (n=7) EL: NA (n=6) White: 78% to 67% (-11%) in 2023, 2024 goal = 83%, (n=43) | <p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p> |



Science: ACT % at or above standard (AL 3 or 4)

- School: grew from 17% to 23% (+5%) in 2023, new goal 30%, (n=82)
- Hispanic: grew from 3% to 12% (+9%), in 2023, new goal 20%, (n=26)
- FRL: grew from 4% to 21% (+17%), in 2023, new goal 30%, (n=19)
- EL: (n=4)
- IEP: (n=4)
- White: 29% to 27% (-2%) in 2023, new goal 40%, (n=51)

Math: ACT % at or above standard (AL 3 or 4)

- School: grew from 25% to 38% (+13%) in 2023, new goal 50%, (n=73)
- Hispanic: grew from 8% to 16% (+8%) in 2023, new goal 25%, (n=25)
- FRL: grew from 15% to 25% (+10%) in 2023, new goal 35%, (n=16)
- IEP: NA (n=7)
- EL: NA, (n=6)
- White: grew from 44% to 48% (+4%) in 2023, new goal 60%, (n=44)

Access AGP: % of students growing on a trajectory to exit by end of grade 12

- Overall: 10% to 8% (-2%) in 2023, new goal 30% (n=38)
- 9th grade: NA (n=5) (2022 = 8%), new goal 30% (n=5)
- 10th grade: grew from 6% to 8% (+2) (n=13), new goal 40% (n=13)
- 11th grade: NA (n = 7) (2022 = 13%), new goal 100% (n=7)
- 12th grade: NA to 8%, new goal 100% (n=13)

%College Ready in All Four Subjects - ACT College Readiness

- School: grew from 15% to 27% (+12%), new goal 40%
- Hispanic: 5% to 3% (-2%), new goal 25%
- FRL: 7% to 5% (-2%), new goal 25%
- IEP: 0% (n=8)
- EL: 0% (n=8)
- White: grew from 28% to 39% (+11%), new goal 50%

Chronic Absenteeism 10% or + = 18 or more days

- School: 21% to 26% (+5%) increased in 2023, new goal 5% (n=333)
- Hispanic: 22% to 30% (+8%) increased in 2023, new goal 5% (n=143)
- White: 21% to 24% (+3%) increased in 2023, new goal 5% (n=172)
- Multiracial: 18% to 17% (-1%) decreased in 2023, new goal 5% (n=12)
- FRL: 26% to 37% (+11%) increased in 2023, new goal 5% (n = 92)



- IEP: **26% to 33% (+7%)** increased in 2023, new goal 5% (n=30)
- EL: **23% to 35% (+12)** increased in 2023, new goal 5% (n=48)
- CIT: **15% to 59% (+44%)** increased significantly in 2023, new goal 5% (n=17)
- GT: **17% to 20% (+3%)** increased in 2023, new goal 5% (n=25)
- 9th Grade: **16% to 18% (+2%)** increased in 2023, new goal 5% (n=76)
- 10th Grade: **22% to 29% (+7%)** increased in 2023, new goal 5% (n=85)
- 11th Grade: **21% to 31% (+10%)** increased in 2023, new goal 5% (n=85)
- 12th Grade: **26% to 26% (+/- 0)** no increase, new goal 5% (n=85)

Severely Chronically Absent 20% +

- School: **3% to 5% (+2%)** increased in 2023, new goal less than 1% (n=333)
- Hispanic: **1% to 5% (+4%)** increase in 2023, new goal less than 1% (n=143)
- White: **5% to 6% (+1)** increase in 2023, new goal less than 1% (n=172)
- Multiracial: **0%**, goal for 2024 stay at 0% (n=12)
- FRL: **3% to 8% (+5%)** increase in 2023, new goal less than 1% (n=92)
- IEP: **6% to 7% (+1%)** increase in 2023, new goal less than 1% (n=30)
- EL: **0% to 10% (+10%)** increase in 2023, new goal less than 1% (n=48)
- CIT: **8% to 6% (-2%)** decrease in 2023, new goal less than 1% (n=17)
- GT: **3% to 4% (+1%)** increase in 2023, new goal less than 1% (n=25)
- 9th Grade: **1% to 3% (+2%)** increase in 2023, new goal less than 1% (n=76)
- 10th Grade: **3% to 5% (+2%)** increase in 2023, new goal less than 1% (n=85)
- 11th Grade: **3% to 8% (+5%)** increase in 2023, new goal less than 1% (85)
- 12th Grade: **4% to 5% (+1%)** increase in 2023, new goal less than 1% (85)

Formative Measures:

- Common Assessments (school and district level)
- Grade Distribution
- ACT Proficiency
- iReady (growth model)
- Attendance Reports

Celebrations:

- 7 Big Future College Board Awardees
- 40% of the 23-24 senior class has received guaranteed admission into UNR



- 1 National Merit Scholarship Semi-Finalist
- AP Capstone Diplomas: 3 in 2023, and 2 already in 2024
- AP Scholars with Distinction: 10
- AP Scholars with Honor: 6
- AP Scholars: 22
- Ranked #13 Best HS in Nevada by US News and World Report

Improvement Strategy: PLCs to continue to focus on: Common Grading Practices, Common Assessments, Writing Across the Curriculum, Advisory Support and Internships.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Continue Grading Practices work with Dr. Doug Reeves
- Dedicate PLC time to Grading Practices, Common Assessments and Advisory Support in our calendar.
- Department Leaders and Admin meet monthly to discuss progress and supports needed.
- PD to support: Find Your Grind (Advisory Platform), MTSS Interventions, EL Supports
- Create opportunities for teachers to share grading practices (whole school writing rubric focus), Celebrate Advisory successes.
- Scale up CTE courses Engineering, Culinary Arts, Computer Science, Health Sciences, Military Science (Drone Project)
- Pilot Big Picture Academy for more student choice 2024 (school within a school)

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Assessment training opportunities, such as Deeper Learning Conference, AP College Board, NACTE
- Funding for Internship Coordinator
- Funding for Engineering, Culinary Arts, Computer Science, Health Sciences, and Entrepreneurial instructors.
- Continued funding for site coaching around Advisory, Internships, EL support, and Grading Practices.
- Recruiting and retention of high-quality staff, as well as onboarding.

Lead: *Who is responsible for implementing this strategy?*
**Admin Team and
Department Leaders,
Advisors**



Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Staff are in different stages of embracing equitable grading practices, we're in different stages of aligning common assessments with essential standards, this is our second year of implementing Advisory, Internships, Engineering and AP- CSP for all programs, support is still needed in all these areas. District assessment guidelines and fixing gradebooks from percentages to mastery rubrics as well as weighted categories is still a work in progress.

Potential Solution: Continued focus on these priorities, being consistent over the next 3-5 years in supporting these goals and continue to work to secure funding to support these goals.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- We've secured \$100,000 in AP-CSP technology.
- We've secured \$150,000 in Engineering Equipment
- By being designated an "Established STEM" school, we now qualify for possible funding from the Office of Science, Innovation, and Technology - Designated STEM School Network Grants
- Incline Education Fund
- Secured - Duffield Grant \$1.2 million for 2023-24 for personalized learning (Big Picture Pilot), 8.5 positions, and professional development.
- Incline Boosters – Fund a Need varies per request and year.

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Language acquisition and academic language support needed across the curriculum.
- Support: Staff training ELLevations program, and language acquisition. Allow for multiple and diverse opportunities to demonstrate mastery of a skill or concept.

Foster/Homeless:

- Challenge: Attendance – Chronic Absenteeism



- Support: Allows for multiple and diverse opportunities to demonstrate mastery of a skill or concept. Advisory check-ins, support.

Free and Reduced Lunch:

- Challenge: Attendance – Chronic Absenteeism
- Support: Allows for multiple and diverse opportunities to demonstrate mastery of a skill or concept. Advisory check-ins, support.

Migrant:

- Challenge: NA
- Support: NA

Racial/Ethnic Groups:

- Challenge: Tutoring during the school day (Advisory) with language support.
- Support: Allows for multiple and diverse opportunities to demonstrate mastery of a skill or concept.

Students with IEPs:

- Challenge: Chronic Absenteeism, extra tutoring during the day (Advisory).
- Support: Allows for multiple and diverse opportunities to demonstrate mastery of a skill or concept.

Inquiry Area 3 - Connectedness

| Connectedness | |
|---|---|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> ● Small, dedicated staff and community | <ul style="list-style-type: none"> ● Aligning rigor in departments (AP for all CSP & APHG), grading practices, common assessments aligned to Essential Standards, while building strong strength-based relationships with students and their families to personalize education for each child. |
| <p>Problem Statement: Improve Students often spread mean rumors or lies about others at this school on the internet (i.e., Facebook™, email, and instant message) this decreased by 8%. Improve by 10%, as measured by the Student Climate Survey by giving students strategies in Advisory. Overall, SEL skills (Self-Awareness of Emotions, Self-Concept, Self-Management of Emotions, Self-Management of Goals and Self-Management of Schoolwork all improved from 2022.)</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● While Covid has certainly changed the school’s cultural landscape due to isolation and lack of connectedness, students reported in the Climate Survey: “Students at my school try to stop bullying” dropped by 4% points. This can again be addressed in Advisory = how to be an ally. | |



Connectedness

School Goal: Increase belonging and emotional, social, and academic support for students by having one teacher as their Advisor for all four years (ideally). Advisors will know students' strengths, needs, hopes and dreams, goals, family, assist them with academics, goal setting, informational interviews, job shadowing, finding an internship in their area of interest &/or service-learning projects. This will improve our Climate Data in Adult Support, Adult Respect and Student Respect by 5% to: Adult Support 71% to 76%, Adult Respect 68% to 73%, and Student Respect 67% to 72%.

Formative Measures:

- Climate Survey 22-23
- Advisory Surveys
- Highlander Voice – ongoing throughout the year

Aligned to Nevada's STIP Goal:

- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | <input type="checkbox"/> STIP Goal 2 |
| X STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | X STIP Goal 6 |

Improvement Strategy: 1st Period is now an Advisory class that meets every day to give students and teachers an opportunity to build relationships and support academics, internships, and SEL. (*Teacher preference was to move Advisory from *7 to *1 for 2023-24.*)

Evidence Level: Tier 1 - Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create opportunities that Advisors can share structures, lessons, and ideas during a monthly Advisory PLC. Advisors asked for more structure and a curriculum, our LTI Coordinator has provided this weekly.
- Purchased Find Your Grind for helping students to determine what kind of lifestyle they want to live, discover their strengths and explore career opportunities that align with those values and skills.
- Provide professional development (Big Picture Learning Conference, Deeper Learning Conference, on site coaching from Big Picture, Find Your Grind, Guided School Visits to BP Schools) and internal support from a LTI Coordinator.
- On site Internship (Learning Through Interest) Specialist to support Advisory teachers

Lead: *Who is responsible for implementing this strategy?*

Admin Team, DL for Advisory,
All Teachers with an Advisory.



and cultivate informational interviews, job shadowing, internships, and service-learning projects.

- Our own teachers tutor in our Academic Support structure during the Advisory period, including access to iReady.
- Students with less than a C are referred to Academic Success by their teachers or advisor.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Funding for Internship Specialist and DL stipends from Duffield Grant
- Master calendar strategic planning for Advisory, and Academic Success tutoring within the school day for accessibility and equity.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Continue to support teachers on how to engage with students to build relationships with the student and their family. Teacher time and capacity, supporting teachers with time, resources, data, planning, internal support, and professional development.
- *Potential Solution:* Continued training and support as is scheduled and be responsive to the needs of individual teachers and their advisories (time, resources, data, planning opportunities and support).

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Duffield Grant has paid for staff stipends, professional development, conferences, and positions.

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Each student gets the specific support/s they need to be successful socially and academically during the school day. Training teachers to best know how to support English Learners to be successful and improve AGP.
- Support: Advisories support the whole child (emotionally, socially, academically). Academic Support within the school day. Teacher training in SIOP and language acquisition pedagogy. Allow for student voice and survey students to assure their needs are being met.



Students also need opportunities and options affinity groups for connectedness. Advisories survey students to see what clubs/activities they belong to or would like to belong to.

Foster/Homeless:

- Challenge: Each student gets the specific support/s they need to be successful socially and academically during the school day. Training teachers to best know how to support ALL learners to be successful.
- Support: Advisories support the whole child (emotionally, socially, academically). Academic Support within the school day. Teacher training *around interventions within the class (Tier 2 small group) pedagogy. Allow for student voice and survey students to assure their needs are being met. Students also need opportunities and options affinity groups for connectedness. Advisories survey students to see what clubs/activities they belong to or would like to belong to.*

Free and Reduced Lunch:

- Challenge: Each student gets the specific support/s they need to be successful socially and academically during the school day. Training teachers to best know how to support ALL learners to be successful.
- Support: *Advisories support the whole child (emotionally, socially, academically). Academic Support within the school day. Teacher training around interventions within the class (Tier 2 small group) pedagogy. Allow for student voice and survey students to assure their needs are being met. Students also need opportunities and options affinity groups for connectedness. Advisories survey students to see what clubs/activities they belong to or would like to belong to.*

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: Each student gets the specific support/s they need to be successful socially and academically during the school day. Training teachers to best know how to support ALL learners to be successful.
- Support: *Advisories support the whole child (emotionally, socially, academically). Academic Support within the school day. Teacher training around interventions within the class (Tier 2 small group) pedagogy. Allow for student voice and survey students to assure their needs are being met. Students also need opportunities and options affinity groups for connectedness. Advisories survey students to see what clubs/activities they belong to or would like to belong to.*

Students with IEPs:

- Challenge: Each student gets the specific support/s they need to be successful socially and academically during the school day. Training teachers to best know how to support ALL learners to be successful.



- Support: Advisories support the whole child (emotionally, socially, academically). Academic Support within the school day in addition to specially designed instruction. Teacher training around interventions within the class (Tier 2 small group) pedagogy. Allow for student voice and survey students to assure their needs are being met. Students also need opportunities and options affinity groups for connectedness. Advisories survey students to see what clubs/activities they belong to or would like to belong to.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

| Outreach Activity | Date | Lessons Learned from the School Community |
|---|--|--|
| Staff Review of Data and Goals. | 9/13/23 | <ul style="list-style-type: none"> • Reviewed strengths and weaknesses of achievement data, School Culture Data, alignment with 23-24 goals (advisory, internships, etc.) |
| Highlander Voice Leaders (students)-HVL will share info with Advisories (TBD) | 9/14/23 | <ul style="list-style-type: none"> • Reviewed data, gathered responses and ideas to the data |
| Booster Leadership | 9/15/23 | <ul style="list-style-type: none"> • Share data, plans, celebrations and barriers |
| Hispanic Parent Nights | 5/17/23, 9/6/23, 11/1/23, 2/1/24, 5/3/24 | <ul style="list-style-type: none"> • Share data, resources and support |
| Community Focus Group | TBD | <ul style="list-style-type: none"> • Share data, plans, celebrations and barriers |
| Office of Student Leadership | 9/13/23 | <ul style="list-style-type: none"> • Gather feedback and input |



| | | |
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| Community Focus Groups | 10/19/20 21 | <ul style="list-style-type: none">• Incline High School is held in high regard by the community, e.g., multiple stakeholders communicated a deep commitment and appreciation for the school. This was consistent across all stakeholders, i.e., students, families, staff, and community members. <p>Community and Stakeholder Commitment: This is evidenced by generous donations from philanthropists, the support of the Booster Club, the willingness of local organizations to engage with the school, and the school staff and leadership. There is enormous potential to activate the talents and resources of the professionals and businesses in the area.</p> |
| Teacher Focus Groups | 10/19/20 21 | <ul style="list-style-type: none">• A Wide Array of Courses and Offerings: Though a small, rural school, Incline offers students opportunities comparable to large schools with much bigger budgets and school teams. Several of these offerings are made possible from grants. However, the grants would be ineffective without the commitment from staff to deliver on these programs.• No school community can grow and improve without addressing its pain points. Through the school study process, BPL witnessed a willingness to engage in courageous and honest dialogue and conversations. A process is needed, but the staff, through dialogue, is prepared for this.• Adult Relationships: in order to move forward as a community supporting one vision, the school must invest in establishing positive relationships between administrators and school staff. The school might begin with investing in time to better know and understand each other, e.g., each other's experiences, why they're here, what keeps them here, etc. If stories help build community, having staff share those with each other could also be an important step in better seeing one another.• Much of the personalization effort here is centered on providing students with extra time and support to meet the instructional needs of the school, e.g., staff will come early and stay late to ensure the academic success of their students. There is an opportunity to |



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| | | <p>create curricula around what matters to each student. There are some examples of that in the art and CTE classes, i.e., where the presence of student voice and choice are visible.</p> |
| Parent Focus Groups | 10/20/20 21 | <ul style="list-style-type: none">• Stakeholders consider the A.P. program a hallmark of the school: there's a lot of pride in the many A.P. offerings the school provides and has provided. Some families reported choosing the school because of its commitment to a high-quality education, as experienced through the traditional A.P. lens. This has resulted in regional and national recognition.• Lay the foundation for establishing an internship pathway. That should begin with identifying budget sources to increase capacity by hiring a 'Community Outreach Coordinator' or 'Internship Coordinator' to own this work. After, then a focus should be on recruiting potential mentors and running a pilot program over the spring or summer.• Parents and families are ready to show their full support for participating with school in more powerful and impactful ways. Some of those ways might include: creating learning plans & individual student goals, presentations of learning, mentoring, etc. One way to begin might be with public displays of learning. |
| Student Focus Groups | 10/20/20 21 | <ul style="list-style-type: none">• Deep Care and Dedication: As expressed by many students and parents, the staff at Incline goes above and beyond, arriving early and staying late to meet with students, prep, meet with other staff, and so on. It's in the culture that one does more for students here.• Related to the Graduate Portrait, Incline might benefit greatly from engaging in conversations and putting language to the question - What is 'smart?' What does that look like? What might be examples that they can point to?• The more we listen to students, the better we understand how to meet their needs. To that end, BPL encourages Incline to gather data from students regarding a wide-range of issues: post high school intentions, belonging, being challenged, equity and inclusion, college-career-civic readiness, social-emotional supports, their own learning, among other things. |

