

Washoe County School District

Incline High School

2024-2025 Status Check

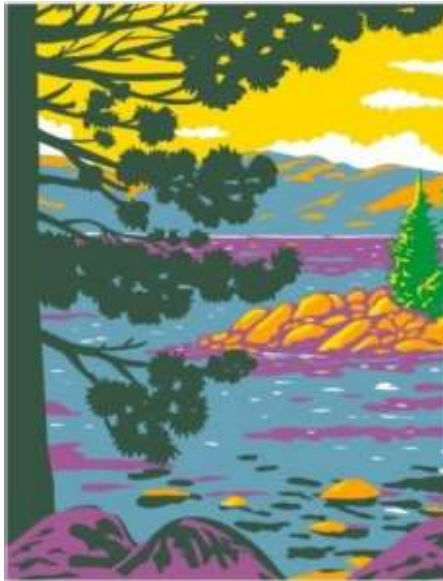


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Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: By June of 2025, Incline HS will improve student relationships/connectedness as measured by the percentage of students involved in clubs/sports/internships and extra curricular activities by creating a diverse student voice group that will communicate with students, give opportunities for students to submit ideas and solutions to improve the student experience, they will attend staff professional development, and through continued community building activities in Advisory. This will be our first year to track in IC the number of students involved in clubs/sports/internships and extra curricular activities so it will be a baseline year. However, we anticipate improvements in our student climate surveys around relationships and improvements in chronic absenteeism.

Evaluation Data Sources: We will evaluate: attendance data bi-weekly, IC data around student involvement, internship data to see if they are positively impacting attendance, academics, credit attainment, graduation and post secondary success.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: MTSS</p> <p>Weekly admin and counseling meetings to monitor success and address barriers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> * Meet with student leaders 1st and 3rd Fridays of the month to create their action plans for student driven school improvement. * Share students' plan with Advisors. * Highlander Voice Committee will work with Advisories to elicit school improvement ideas and gather feedback through use of surveys and CatapultEd. * Will attend staff professional development to collaborate with staff. <p>Formative Measures: The tools we will use to measure our strategies throughout the year are: Bi-weekly attendance reports, quarterly data in IC to monitor student connectedness (percentage of students involved in clubs/sports/internships and extra curricular activities), semester credit attainment, graduation data, post-secondary success.</p> <p>Position Responsible: Assistant Principal Lombardi</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: By June of 2025, the academic achievement (ELA, Math, Science - as measured by 11th Grade Census - ACT % at or above college readiness 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).

ELA: ACT % Testing College Ready

- * School: grew from 29% to 45% (+16%) 2022-23 , 2024 grew to 46% (+1)
- * Hispanic: grew from 7% to 17% (+10%) in 2022-23, 2024 grew to 24% (+7%)
- * FRL: 13% to 16% (3%) in 2022-23, 2024 to 17% (+1)
- * IEP: NA
- * EL: NA

* White:53% to 59% (+6%)2022-23, to 66% (+7%) in 2024

Science: ACT % at or above college Readiness

- * School: grew from 20% to32% (+12%) 2022- 2023, dropped to 27% in 2024 (-5%)
- * Hispanic: grew from 7% to 10% (+3%) 2022- 2023, to 13% in 2024 (+3)
- * FRL: dropped from 10% to 5% (-5%)2022- 2023, NA in 2024
- * EL: NA
- * IEP: NA

* White: 38% to 43% (+5%)2022- 2023, dropped to 39% (-4%) in 2024

Math: ACT % at or above college readiness

- * School: grew from 23% to 32% (+9%) 2022- 2023, dropped to 24% (-8%) in 2024.
- * Hispanic: dropped from 5% to 3% (-2%) 2022 - 2023, in 2024 grew to 5% again)+2)
- * FRL: grew from 7% to 11% (+3%) 2022- 2023, 2024 NA
- * IEP: NA (n=7)
- * EL: NA, (n=6)

* White: grew from 44% to 45% (+1%) in 2022-23, dropped to 41% (4%) in 2024

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

- * Overall: 10% to 8% (-2%) 2022- 2023, grew to 26.6% (18%) in 2024
- * 9th grade: NA (n=5) (2022 = 8%), new goal 30% (n=5)
- * 10thgrade: grew from 6% to 8% (+2) 2022-23, NA in 2024
- * 11th grade: NA (n = 7) (2022 = 13%), grew to 43% (30%) in 2024
- * 12th grade: NA


%College Ready in All Four Subjects - ACT College Readiness





- * School: grew from 15% to 27% (+12%), 2022-23, 2024 dropped to 16% (-11%)
- * Hispanic: 5% to 3% (-2%) 22-23, unchanged in 2024
- * FRL: 7% to 5% (-2%) 2022-23, unchanged in 2024
- * IEP: 0% (n=8)
- * EL: 0% (n=8)
- * White: grew from 28% to 39% (+11%) 2022-23, 2024 dropped to 27% (12%)

Chronic Absenteeism 10% or + = 18 or more days

- * School: 21% to 26% (+5%) increased in 2023, improved to 20.7% in (-6%) in 2024
- * Hispanic: 22% to 30% (+8%) increased in 2022- 2023, improved to 24% in 2024 (6%)
- * White: 21% to 24% (+3%) increased 2022-2023, improved to 20% in 2024 (4%)
- * Multiracial: 18% to 17% (-1%) decreased 2022- 2023, increased to 20% in 2024
- * FRL: 26% to 37% (+11%) increased 2022- 2023, improved to 26% in 2024 (11%)
- * IEPs improved from 2023-24 from 33% to 22% (11%)
- * ELs improved from 2023-24 from 35% to 31% (4%)
- * CIT improved from 2023-24 from 59% to 32% (27%)

Evaluation Data Sources: Access AGP, %NV Science Proficient, Chronic Absenteeism/Severely Chronic

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLCs to continue to focus on: Common Grading Practices, Common Assessments, Writing Across the Curriculum, Advisory Support and Internships.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> * Continue Grading Practices work with NDOE/Knowledge works Competency Based Grading * Dedicate PLC time to Grading Practices, Common Assessments and Advisory Support in our calendar. * Department Leaders and Admin meet quarterly to discuss progress and supports needed. * PD to support: , Tier 1/2 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 - Personalized Learning Academy for more student choice 2024 (school within a school) 2 current cohorts <p>Formative Measures: * Common Assessments (school and district level)</p> <ul style="list-style-type: none"> * Grade Distribution * ACT Proficiency * Attendance Reports <p>Position Responsible: Admin Team (Principal/AP/Deans/DLs)</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 3: Connectedness

Aligns with District Priority







Annual Performance Objective 1: 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.

Action Steps:

- * 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,) and internal support from a LTI Coordinator.

- * On site Internship (Learning Through Interest) Specialist to support Advisory teachers and cultivate informational interviews, job shadowing, internships, and service-learning projects.
- * Our own teachers tutor in our Academic Support structure during the Advisory period.
- * Students with less than a C are referred to Academic Success by their teachers or advisor.

Evaluation Data Sources: * Climate Survey 22-23
 * Advisory Surveys
 * Highlander Voice - ongoing throughout the year

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL</p> <p>1st Period is now an Advisory class that meets every other day for 88 minutes to give students and teachers an opportunity to build relationships (SEL) and support academics, internships, see other teachers for support and make up assignments. (Teacher preference was to move Advisory from *7 to *1 for 2023-24.)</p> <p>Formative Measures: * Climate Survey 22-23 * Advisory Surveys * Highlander Voice - ongoing throughout the year</p> <p>Position Responsible: Admin Team (Principal, AP, Deans, Advisors, DLs, Counselors)</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			