

# 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](mailto:tcahill@washoeschools.net)

**Phone:** 775-832-4260

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on November 7, 2022*

## 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  | <b>Principal(s)</b> (required)                                      |
| David Murdock, Ameer Lombardi, Bill Harrison  | <b>Other School Administrator(s)</b> (required)                     |
| Amy Henderson, Milt Hyams, Whitney Dumville   | <b>Teacher(s)</b> (required)  |
| CeCe Gutierrez, Val Jackson   | <b>Paraprofessional(s)</b> (required)                               |
| Alma Brubaker, Sara Coombes   | <b>Parent(s)</b> (required)   |
| Ivy Batmale, Dayanara Chicas Medina   | <b>Student(s)</b> (required for secondary schools)                  |
| NA  | <b>Tribes/Tribal Orgs</b> (if present in community)                 |
| Danielle Jackson  | <b>Specialized Instructional Support Personnel</b> (if appropriate) |
| Sharon Schrage, Mary Danahey, Denise Menzies<br>Click here to add additional members. | <b>Community Members</b>  |

## 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 [NSPF Report for Incline High School - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/assessment/NSPF-Report-for-Incline-High-School)



# 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"> <li>Many AP courses offered for a small school</li> </ul>   | <ul style="list-style-type: none"> <li>Improve proficiency gaps between Hispanic and white students, monitor honors and AP process, create Advisory for support, tutoring, improve language supports.</li> </ul> |
| <p><b>Problem Statement:</b> There are significant gaps in proficiency between special populations in Academic Achievement.</p>  |  |
| <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Grading practices may not represent what students have mastered, Infinite Campus gradebooks are not consistent within departments, language supports needed, support through tutoring, Advisory support, CCR skills need to connect curriculum to internships (real world).</li> </ul> |  |

| Student Success   |  |
|---|--|
| <p><b>School Goal:</b> By June of 2023, the academic achievement (ELA, Math, Science) will increase by 5% for all special populations (ELA: Hispanic 13% to 18%, FRL 25% to 30%, IEP 6% to 11%, EL NA; Science: Hispanic 14% to 19%, FRL 25% to 30%, EL 14% to 19%, IEP 21% to 26%, White 41 to 46%; Math: 8% to 13%, FRL 14% to 19%, IEP 12% to 17%, EL NA, White 43% to 48%)</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>Common Assessments (school and district level)</li> </ul> | <p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3    <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5</p> |



**Improvement Strategy:** PLCs to focus on: Grading Practices, Common Assessments, 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 consistently meet to discuss progress and supports needed.
- PD to support new Advisory model
- Hire Internship Coordinator
- Create opportunities for teachers to share grading practices (whole school writing rubric focus), Advisory successes
- Scale up CTE courses Engineering, Culinary Arts, Military Science

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

- Assessment training opportunities.
- Funding for Internship Coordinator and Advisory Department Lead.
- Funding for Engineering, Culinary Arts and Entrepreneurial instructors.
- Continued funding for site coaching around Advisory, Internships, and Grading Practices.
- Recruiting and retention of high quality staff, as well as, onboarding.

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

- *Implementation Challenge:* Staff are in different stages of embracing grading practices, we're in different stages of aligning common assessments with essential standards, this is our first year of implementing Advisory, Internships, Engineering and Entrepreneurial programs, support is still needed in all these areas. District assessment guidelines and fixing gradebooks from percentages to mastery 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?*

**Lead:** *Who is responsible for implementing this strategy?*  
**Admin Team & Department Leads**



- We've secured a \$50,000 grant to support Engineering CTE pathway
- Secured \$861,000 grant to support professional development, teacher stipends, Department Leader stipends, and paid positions for AP, Dean, Culinary Arts Teacher, Intern Specialist etc.

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

**English Learners**

- *Challenge:* Language supports across the curriculum
- *Support:* Staff training ELLevations program. Allows for multiple and diverse opportunities to demonstrate mastery of a skill or concept.

**Foster/Homeless:**

- *Challenge:* Attendance
- *Support:* Allows for multiple and diverse opportunities to demonstrate mastery of a skill or concept.

**Free and Reduced Lunch:**

- *Challenge:* Chronic Absenteeism
- *Support:* Allows for multiple and diverse opportunities to demonstrate mastery of a skill or concept.

**Migrant:**

- *Challenge:* NA



- *Support:* NA

**Racial/Ethnic Groups:**

- *Challenge:* Tutoring during the school day (Advisory) due to transportation needs.
- *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) and after school.
- *Support:* Allows for multiple and diverse opportunities to demonstrate mastery of a skill or concept.

Add other student groups as needed.

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

## Inquiry Area 2 - Adult Learning Culture

| Adult Learning Culture  |  |
|---|--|
| Areas of Strength   | Areas for Growth   |
| <ul style="list-style-type: none"> <li>• Small dedicated staff and community</li> </ul>   | <ul style="list-style-type: none"> <li>• Aligning rigor in departments, grading practices, and common assessments aligned to Essential Standards.</li> </ul> |
| <p><b>Problem Statement:</b> Improve “Adult Support” category in Student Climate Survey, “It’s easy to talk with my teachers at this school.” Dropped 4% and the “Adult Respect” category dropped 6%, and to improve the “Student Respect” category.</p>  |  |
| <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• While Covid has certainly changed school’s cultural landscape due to isolation and lack of connectedness, students reported in the Climate Survey: “Students at my school treat teachers and staff with respect.” Dropped 13%, “People of different cultural backgrounds, races or ethnicities get along well at this school.” dropped 9%, “Boys and girls are treated equally well at this school.” Dropped 10%. These were the biggest declines in our climate data.</li> </ul> |  |

### Adult Learning Culture



**School Goal:** Increase belonging and support students by having one teacher to be their advisor for all four years. Students chose their advisor they had a good relationship with. Advisors will know students' hopes and dreams, goals, family, assist them with academics, goal setting, and finding an internship in their area of interest. 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

**Aligned to Nevada's STIP**

**Goal:**

- STIP Goal 1     STIP Goal 2
- STIP Goal 3     STIP Goal 4
- STIP Goal 5

**Improvement Strategy:** 7th Period is now an Advisory class that meets everyday to give students and teachers an opportunity to build relationships and support academics, internships, and SEL.

**Evidence Level:** Tier 1 - Strong Evidence

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

- Created Rise Week the first week of school 2022-23 to focus on academic skills and team building. This allowed students to get to know staff and choose their advisor.
- Create opportunities that Advisors can share structures, lessons, and ideas during a monthly Advisory PLC.
- Provide professional development (Big Picture Learning Conference, Deeper Learning Conference, on site coaching from Big Picture) and internal support from a dedicated Advisory Department Lead.
- On site Internship (Learning Through Interest) Specialist to support Advisory teachers and cultivate internships.
- Our own teachers tutor in our Homework Club after school.
- Students with less than a C are referred to Homework Club by their teacher.
- 

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

- Funding for Rise Week was raised by Boosters (\$50,000)
- Funding for Internship Specialist and DL stipends from Duffield Grant
- Master calendar strategic planning for Advisory, Rise Week, and tutoring.

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

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



**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 and support.
- *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?*

- Booster Organization has been very supportive
- Duffield Grant has paid for staff stipends, professional development, conferences, and positions.
- Esser Grant for Tutoring at school
- Online Tutoring

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

**English Learners**

- *Challenge:* Each student gets the specific support/s they need to be successful socially and academically. Transportation after school.
- *Support:* Allow for student voice and survey students to assure their needs are being met.

**Foster/Homeless:**

- *Challenge:* Each student gets the specific support/s they need to be successful socially and academically. Transportation after school.
- *Support:* Allow for student voice and survey students to assure their needs are being met.

**Free and Reduced Lunch:**

- *Challenge:* Each student gets the specific support/s they need to be successful socially and academically. Transportation after school.
- *Support:* Allow for student voice and survey students to assure their needs are being met.





**Migrant:**

- *Challenge:* NA
- *Support:* Update during SPP Roadmap Development.

**Racial/Ethnic Groups:**

- *Challenge:* Each student gets the specific support/s they need to be successful socially and academically. Transportation after school.
- *Support:* Allow for student voice and survey students to assure their needs are being met.

**Students with IEPs:**

- *Challenge:* Each student gets the specific support/s they need to be successful socially and academically. Align tutoring to goals and objectives (as well as grades). Transportation after school.
- *Support:* Allow for student voice and survey students to assure their needs are being met.

Add other student groups as needed.

- *Challenge:* NA
- *Support:* Update during SPP Roadmap Development.

### Inquiry Area 3 - Connectedness

| Connectedness   |   |
|---|---|
| Areas of Strength   | Areas for Growth  |
| <ul style="list-style-type: none"> <li>• Teachers believe in students' ability to succeed (94%) and care about students (83%).</li> </ul>   | <ul style="list-style-type: none"> <li>• Relationship Skills</li> </ul> |
| <p><b>Problem Statement:</b> Students lack the opportunities to share concerns at school in a safe, supportive forum that promotes connectedness and community.</p>   |   |
| <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• 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 venue in which to voice concerns and problem solve productively.</li> </ul> |   |

### Connectedness



**School Goal:** By June of 2023, Incline HS will improve student relationships by 5% points from 73% to 78% by creating a diverse student voice group and through relationship building, and SEL activities in Advisory.

**Formative Measures:**

- Student Climate Survey
- Advisory Data monitored

**Aligned to Nevada’s STIP**

**Goal:**

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

**Improvement Strategy:** Student Voice forum will meet three times a year during Advisory to give more opportunity for participation and being a stakeholder for the common good. Student Voice leaders are leading the charge.

**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
- Recruit students to serve on the Student Voice Committee
- Meet during Advisory in the theater

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

- Student Leader training
- Possible support from Student Leadership (WCSD)
- Illicit student feedback and generate topics for forums

**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.
- *Potential Solution:* Speaking protocols and community agreements (norms) to support student leaders in facilitating the meetings.

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

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

**Student Voice Leaders (Ivy Batmale, Barbara Herrera Modesto, and Dayanara Chicas Medina), Admin Team and Advisors.**



- Minimal funding needed
- Time is the most important resource for implementing

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

**Foster/Homeless:**

- *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.

**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.



**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.

**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.

Add other student groups as needed.

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

## 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 | 8/17/2022 | <ul style="list-style-type: none"> <li>• Reviewed strengths and weaknesses of achievement data, School Culture Data, alignment with 22-23 goals (advisory, internships, etc.)</li> </ul> |
| Student Voice Leaders          | 8/10/2022 | <ul style="list-style-type: none"> <li>• Reviewed systems for creating a successful student voice forum</li> </ul>   |
| Staff Survey Post Rise Week    | 8/29/2022 | <ul style="list-style-type: none"> <li>• Successes and opportunities for growth from the staff’s perspective.</li> </ul>   |
| Parent Survey Post Rise Week   | 8/29/2022 | <ul style="list-style-type: none"> <li>• Successes and opportunities for growth from parent’s perspective.</li> </ul>  |



|                               |            |  |
|-------------------------------|------------|--|
| Student Survey Post Rise Week | 8/29/2022  | <ul style="list-style-type: none"><li>• Successes and opportunities for growth as experienced by students.</li></ul>   |
| Community Focus Groups        | 10/19/2021 | <ul style="list-style-type: none"><li>• 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.</li></ul> <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          | 10/19/2021 | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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</li></ul> |



|                      |                |  |
|----------------------|----------------|--|
|                      |                | <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<br>21 | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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 &amp; individual student goals, presentations of learning, mentoring, etc. One way to begin might be with public displays of learning.</li></ul> |
| Student Focus Groups | 10/20/20<br>21 | <ul style="list-style-type: none"><li>• 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.</li><li>• 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?</li><li>• 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.</li></ul>  |



|  |                |  |
|--|----------------|--|
|  |                | <ul style="list-style-type: none"><li>• BPL, in part, defines authentic assessment as measures that also come from students' experiences both in and out of school in fields that matter to them. Therefore, the skills they're seeking to improve and master, often, at least on the surface, appear to not be directly connected to academics. However, upon deeper analysis, we know that's not the case. The 'academic' and the 'non-cognitive' are deeply integrated. There are many ways to invite others into the conversation of student assessment. As currently constructed, staff controls the measures and evaluation. Students, family members, and others who know students well could add a lot of value to assessment.</li><li>• The idea here is to organize around each student, who would be part of a circle of support which includes an advisor, a parent/family member, and a mentor. In its simplest form, that is how BPL recommends schools to use their resources, tightly integrated and in communication with each other. However, a shift in responsibilities and design must be thoughtfully brought in so that the adults can develop their competence and confidence in operating under different expectations.</li></ul> |
| Counselor/Family Graduation Advocate/<br>Registrar/ Dean | 10/19/20<br>21 | <ul style="list-style-type: none"><li>• Staff often juggle several responsibilities, e.g. teaching, clubs, sports, and other activities in service of the school and its students.</li><li>• Begin the process of establishing a Portrait of a Graduate; that is, what skills, habits, knowledge, experiences, dispositions, and so on do we want for every Incline graduate. This process will support a needed synthesis of clearly communicating what the school wants for each student.</li><li>• Devote time and resources to student health and wellness. There are many pressures that go with being a high-achieving school. BPL encourages, with input from the school community, a thorough approach to student and community wellness.</li><li>• The community is ready to support students in establishing professional networks that can give their youth an advantage in being college and career ready. In addition to offering high level academic experiences, Incline can also be a leader in establishing a robust internship/apprenticeship program. These are not competing interests.</li><li>• The school currently does not have an advisory structure. There are</li></ul>  |



|                     |            |   |
|---------------------|------------|---|
|                     |            | <p>many benefits to incorporating advisory into a daily schedule, e.g. to know students well and better address their academic and social-emotional needs.</p> <ul style="list-style-type: none"><li>• Several strong practices geared towards university/college preparation are present at Incline, including its robust offerings of A.P. courses, and dual enrollment. It would be helpful to gather data on this, specifically longitudinal data. For example, where are students going after graduation, do they persist in college, if they don't go to college immediately, where are they going, what skills and competencies are being monitored that are correlated to college completion (e.g. Dr. Sedlacek's non-cognitive competencies).</li></ul>  |
| Booster Focus Group | 10/20/2021 | <p>What we might want from schools is for them to be obsessed with excellence. The award-winning We The People program is one example of the school's commitment to providing high quality experiences to its students.</p>   |
| ESP Focus Group     | 10/20/2021 | <ul style="list-style-type: none"><li>• Leadership that sees the potential for how a community can be activated. There's evidence that the community (non-school-based) is behind the new administration and supports their interest in better integrating the school and the Incline community's resources.</li></ul>  |
| Admin Focus Group   | 10/20/2021 | <ul style="list-style-type: none"><li>• Leadership that sees the potential for how a community can be activated. There's evidence that the community (non-school-based) is behind the new administration and supports their interest in better integrating the school and the Incline community's resources.</li><li>• There is a strong culture of high achievement at Incline. However, there are other facets of school culture that could use attention and can be addressed through activities that open up opportunities for discourse. For example:<ol style="list-style-type: none"><li>1. By implementing advisory, the school increases its chances of more fully seeing its students, i.e. beyond academics.</li><li>2. By leading a series of conversations with staff to process all that has happened the last couple of years, leadership might begin to repair and heal, while developing and modeling trust.</li></ol></li></ul> |





|                                       |                |  |
|---------------------------------------|----------------|--|
|                                       |                | <p>3. By gathering as a school community, the school might celebrate successes and can participate in ongoing conversations on topics that require attention.</p> <p>4. By hearing one another's stories, the school community creates a space where one's identity and differences are seen and valued.</p> <ul style="list-style-type: none"><li>• Ms. Cahill, who is new to the community, is working to create a culture of shared leadership and decision-making. Already, there have been several examples of taking into account staff responses and input. The opinion of her staff matters and structures are being created that invite others into leadership.</li><li>• To get better at one's craft, schools must focus on adult learning. To that end, school administration is thoughtfully leading staff through a learning process that creates a strong foundation for a culture of adult learning.</li></ul> |
| Student Leadership Focus Group        | 10/19/20<br>21 | <ul style="list-style-type: none"><li>• Integrate the school's strengths to address some areas that require attention; for example, how might We The People serve as a catalyst for addressing issues of equity and belonging at the school. There are conversations and processes critical to equity that need to take place - e.g. the school might benefit from an equity audit, which can examine opportunities students have through the lens of class and race/ethnicity.</li></ul>  |
| Staff Check In                        | 11/8/202<br>2  | <ul style="list-style-type: none"><li>• Final edits and clarifications</li></ul>   |
| Final Presentation to Booster Parents | 11/29/20<br>22 | <ul style="list-style-type: none"><li>• State of Education Presentation</li></ul>  |



## **School: Incline HS**

**AB 219 Corrective Action Plan:** Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

### **Data Reviewed:**

Incline students identified as English Learners (greater than 10) were rank ordered in calculated pool proficiency rates within the Nevada School Performance Framework (NSPF) and as determined, the EL pooled proficiency rates corresponded to the lowest 30 percent of achievement for not scoring in the proficient range on the ACT ELA and Math proficiency of EL students statewide. Pool Proficiency is defined as:  $(\#ELA \text{ proficient} + \#Math \text{ proficient}) / (\#ELA \text{ assessed} + \#Math \text{ assessed})$  and for HS schools were identified if they had an EL pooled proficiency rate equal to or less than 0.46%.

BIG Reports reviewed as well as an ELD specialized report for Incline HS

### **Problem Statement:**

The English Learners in the pool proficiency group are scoring equal to or less than 0.46% in ELA and Math on the ACT.

### **Critical Root Causes:**

Need for backwards design in lesson planning to the ACT and proper support and course placement in courses that will support grade level proficiency, Academic Language, Reading, Writing, and Math.

### **Goal:**

The average composite of Long-Term ELs will improve by a minimum of 0.5% in ELA and Math on the ACT.

### **Improvement Strategy:**

Implementation of language acquisition strategies through ELLevations

### **Action Steps:**

- Dept. of ELD whole staff training on ELLevations Platform (1/9/23)
- Schedule additional ELLevations module/s training from ELD Department to build staff capacity
- Hired EL staff with intention of building capacity of all staff
- Strategic placement for support and acceleration in Academic Language, and ELA & Math proficiency
- Coaching and support around high leverage instructional strategies
- Deep data dive to identify skills focus for each student and roll out to PLCs
- Goal session with each student
- Bi-lingual Freshmen/Sophomore Parent Information Nights to explain WIDA scores and how why the ACT is important



- Professional Learning on Language Acquisition, Academic Language and Language Objectives
- Creation of Heritage EL class for targeted intensive support with freshmen and sophomores
- Language focus during informal and formal observations and teacher post-observation reflection conversations
- Creation of Co-taught English with specific language goals and ACT prep