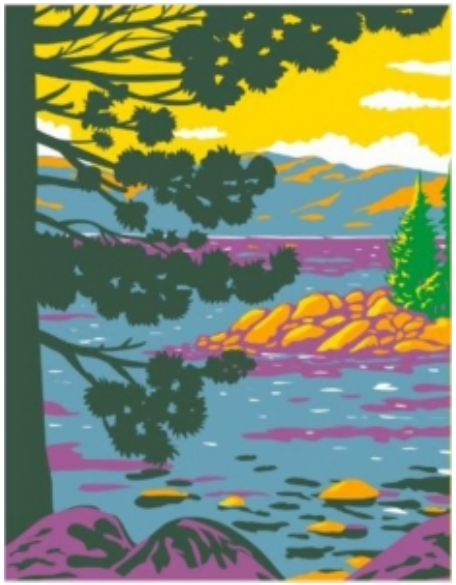
Washoe County School District

Incline High School

2025-2026 School Improvement Plan

Classification: 5 Star School



Mission Statement

Our Mission:

The mission of Incline High School is for ALL students to graduate ready for college or career

in the global 21st Century.

Vision

Our Belief Statements:

IHS promotes **I**ntegrity, **H**humanity, and **S**scholarship,

IHS develops responsible individuals who contribute to society.

IHS provides a comprehensive education in a rigorous, supportive, and safe environment.

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/incline_high_school/2025/nspf/

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Comprehensive Needs Assessment

Revised/Approved: June 20, 2025

Student Success

Student Success Areas of Strength

- Our Student Voice committee is in it's second year. This group has grown and participates in the district Student Voice conference as well as meets bi-weekly with administration .

Student Success Areas for Growth

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, crowd-source 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 implement our Personalized Learning Academy with two cohorts this year (2025-26). We are including one of our Advisors from our Personalized Learning Academy in professional development and the national Big Bang Conference.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Difficulty meeting after school	hold meetings during school hours
Foster/Homeless	Difficulty meeting after school	hold meetings during school hours
Free and Reduced Lunch	Difficulty meeting after school	hold meetings during school hours
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	Difficulty meeting after school	hold meetings during school hours
Students with IEPs	NA	NA

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Historically students have lacked 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.
Critical Root Cause: 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, solve prod.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Wide variety of courses offered for a small school including numerous honor, AP courses, and concurrent dual credit courses (UNR), as well as opportunities do internships in an area of interests. This allows all student to access rigor and opportunity without the barriers of financial burden.

Adult Learning Culture Areas for Growth

● 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.

- Our school's priority focus for professional development will be: **Engaging Diverse Learners**

  This focus area will guide our professional learning, planning, and collaboration with our staff throughout the year and ensure that every classroom is led by an educator who is equipped to engage, challenge, and support all students. Our priority area is a key lever in that work.

  Across all cohort areas, we will emphasize Belonging and Connectedness as a critical condition for student success. The professional learning that is occurring at Academy and on PD days will be curated to support our team in bringing this priority to life through staff learning and instructional leadership.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Support	EL teacher and EL facilitator coaching teachers on how to support diverse learners.
Foster/Homeless	NA	NA
Free and Reduced Lunch	NA	NA
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	NA	NA

Student Group	Challenge	Solution
Students with IEPs	NA	NA

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There continue to be gaps in proficiency between special populations in Academic Achievement (ACT proficiency).
Critical Root Cause: Across all cohort areas, we will emphasize Belonging and Connectedness as a critical condition for student success. The professional learning that is occurring at Academy and on PD days will be curated to support our team in bringing this priority to life through staff learning and instructional leadership.

Connectedness

Connectedness Areas of Strength

Small, dedicated staff and community willing to go above and beyond to help students succeed. We started a Hispanic Outreach Personalized Approach (HOPA) mentoring group for first generation students to help them navigate the systems to attain post-secondary goals.

Connectedness Areas for Growth

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.

Across all cohort areas, we will emphasize Belonging and Connectedness as a critical condition for student success. The professional learning that is occurring at Academy and on PD days will be curated to support our team in bringing this priority to life through staff learning and instructional leadership.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	NA	NA
Foster/Homeless	NA	NA
Free and Reduced Lunch	NA	NA
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	NA	NA
Students with IEPs	NA	NA

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Improve student sense of belonging by encouraging all students to belong to one club, sport, or extra curricular interest group.
Critical Root Cause: While we have focused on connectedness, a small group of students continue to struggle with anxiety and mental health issues. Advisory is one attempt to build school community and connectedness. We will continue this work in 2025-26.

Priority Problem Statements

Problem Statement 1: Historically students have lacked 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.

Critical Root Cause 1: 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, solve prod.

Problem Statement 1 Areas: Student Success

Problem Statement 2: There continue to be gaps in proficiency between special populations in Academic Achievement (ACT proficiency).

Critical Root Cause 2: Across all cohort areas, we will emphasize Belonging and Connectedness as a critical condition for student success. The professional learning that is occurring at Academy and on PD days will be curated to support our team in bringing this priority to life through staff learning and instructional leadership.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Improve student sense of belonging by encouraging all students to belong to one club, sport, or extra curricular interest group.

Critical Root Cause 3: While we have focused on connectedness, a small group of students continue to struggle with anxiety and mental health issues. Advisory is one attempt to build school community and connectedness. We will continue this work in 2025-26.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Accelerated/Advanced Coursework Enrollment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- AP Completion
- ASVAB
- CCR Participation data
- CTE
- Grades
- Graduation rates/GED/HiSET data
- Multi-Tiered System of Supports (MTSS)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Master schedule
- Professional development needs assessment data
- Walk-through data

Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By June 2026, Incline High School will increase student connectedness by 5 percentage points over 2025 baseline data, as measured by:

Percentage of students participating in at least one club, sport, internship, or extracurricular activity (tracked in IC).

Student Climate Survey results on relationships and belonging.

Chronic absenteeism rates (with the goal of a decrease).

Key Strategies

Establish and sustain a diverse Student Voice group that:
* Meets monthly to gather student feedback and proposals for improving student life.
* Presents recommendations during staff professional development.

Continue integrating community-building activities in grade-level Seminar classes.

Provide multiple and inclusive opportunities for students to join or create clubs, sports, internships, and extracurriculars.

Progress Indicators

[?]5% increase in overall student involvement (clubs/sports/internships/extracurriculars) from 2025 baseline.

[?]75% of Student Voice recommendations are formally reviewed in staff PD sessions.

[?]80% of students report on Climate Survey that they feel connected to peers and adults at school (up from 2025 baseline).

Chronic absenteeism decreases by at least 2 percentage points from 2025 levels.

Aligns with District Goal

Formative Measures: August - Clarity in Instruction + Absenteeism
Build community: icebreakers, group agreements, connectedness mapping
Monitor attendance; flag students with 5+ absences in the first month

Begin positive family outreach (at least one contact per student)
Ensure all advisees have at least one trusted adult connection

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September - Learning Intentions + Early Grade Failures
Review first grade reports with advisees; flag early failures
Teach students how to set and use learning intentions
Support organization (planners, missing work lists, teacher visits)
Check in with students struggling academically and connect to resources
Celebrate early academic successes (first A's, improved attendance)

October - Success Criteria + Behavior & Discipline
Reinforce schoolwide behavior expectations in Seminar lessons
Review success criteria with students: what success looks like in each subject
Help advisees reflect on behavior reports; problem-solve strategies
Celebrate positive behavior and good citizenship
Make family contact for students who improve behavior or meet goals

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November - Language Expectations + Dropout/Vanished
Review juniors' and seniors' graduation progress
Ensure each senior has a clear postsecondary plan
Facilitate academic language activities (sentence starters, peer talk routines)
Check in individually with students flagged as disengaged or "vanishing"
Reach out to families of high-risk students to strengthen support

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December - Relevance of Learning + Special Population Achievement
Encourage advisees to reflect on how learning connects to real life
Monitor EL, IEP, and FRL advisees closely; check on accommodations
Collect and review one piece of student work to discuss relevance
Host an Seminar celebration/showcase for December accomplishments
Ensure every advisee gets at least one positive family contact before winter break

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January - Designing Assessment Opportunities + College/Millennium
Walk seniors through FAFSA, college apps, and Millennium requirements
Monitor juniors for Millennium eligibility; encourage GPA and attendance goals
Practice self-assessment and reflection activities with advisees
Hold 1:1 check-ins on semester grades and new goals
Celebrate college acceptances and scholarships in Seminar

February - Meaningful Learning Experiences + Term 1 Failures
Review semester grades with advisees; flag course failures
Connect students to credit recovery options (intersession, Edgenuity, office hours)
Facilitate meaningful Seminar activities (team challenges, mini-projects)
Provide opportunity time for students to visit teachers
Celebrate perseverance and academic growth

March - Mastery of Standards + Intersession Prep

Review mastery data with students (strengths + growth areas)
Help advisees goal-set before intersession
Ensure students who need intersession are signed up and supported
Reinforce mastery language: "I can..." statements, progress tracking
Share family updates about intersession opportunities

April - Integration & Reflection + 9th/10th Dropout Prevention
Lead connectedness activities with 9th/10th graders
Review climate survey results with advisees; discuss ways to improve school culture
Encourage students to join or lead clubs/activities for belonging
Identify and mentor students with multiple barriers to success
Celebrate student leadership, resilience, and positive contributions

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May - Celebrations & Next Steps + Absenteeism Review
Recognize attendance bright spots in Seminar
Host end-of-year celebrations: highlight academic and personal growth
Help students reflect on whether they met their yearlong goals
Encourage continued connection to trusted adults over summer
Make final family contact highlighting student strengths and growth

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June - Course Failures
Review final grades with students
Ensure students who failed courses know recovery options (summer school, Edgenuity)
Assist students in making a summer success plan
Celebrate year-end accomplishments, big or small
Connect with families about summer supports

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Weekly admin and counseling meetings to monitor success and address barriers. Action Steps: * 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.	Assistant Principal Lombardi	End of 25-26SY

Position Responsible: Assistant Principal Lombardi

Evidence Level
Level 2: Moderate: MTSS

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Historically students have lacked 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. **Critical Root Cause**: 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, solve prod.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June of 2026, the academic achievement (ELA, English, 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). We will also increase AP/IB Completion and Performance by 5% points.
NSPF Total Point Growth: 77 = 4 star (2022), 78= 4 star (2023), 85= 5 star (2024), 93.5= 5 star (2025)= 16.5 point increase over four years

Graduate AP/IB Completions by Subgroups: Goal increase by 5% or greater for all special populations by June 2026
*School: 73%(2022), 71%(2023), 77%(2024), 83%(2025)=+12% percentage points in three years
*Hispanic:65%(2022), 53%(2023),67%(2024), 77%(2025)=+24% percentage points in three years
*FRL:67%(2022), 60%(2023),54%(2024), 71%(2025)=+17% percentage points in one year
*IEP: 20%(2022), 31%(2023), NA due to N size (2024),43%(2025)=23% percentage points in four years
*EL: NA due to N size (2022), 32%(2023), NA due to N size (2024), 40%(2025)=+8% in two years
*White: 74%(2022), 88%(2023),80%(2024), 90%(2025)=+16%percentage points in four years

Graduate AP/IB Performance by Subgroups: Goal increase by 5% or greater for all special populations by June 2026
*School: 56%(2022), 45%(2023),52%(2024),62%(2025)=+6% percentage points in four years
*Hispanic:40%(2022), 23%(2023),46%(2024),56%(2025)=+33%percentage points in three years
*FRL:48%(2022),35%(2023),38%(2024), 54%(2025)=+19%percentage points in three years
*IEP:10%(2022), 6%(2023),NA due to N size (2024), 7%(2025)=-3% over four years
*EL:NA due to N size (2022,23,24), 30%(2025)
*White:60%(2022), 70%(2023), 52, 69%(2025)=+9%percentage points in four years

CTE Completion by subgroups - Goal increase by 5% or greater for all special populations by June 2026
*School:14%(2022), 21%(2023), 22%(2024), 48%(2025)=+34%percentage point increase in four years
*Hispanic:10%(2022), 35%(2023), 38%(2024), 56%(2025)=+46%percentage point increase in four years
*FRL:10%(2022), 35%(2023), 31%(2024), 54%(2025)=+44%percentage point increase in four years
*IEP:20%(2022), 25%(2023),NA due to N size(2024), 43%(2025)=23%percentage point increase in three years
*EL: NA due to N size, 26%(2023),NA due to N size(2024),40%(2025)=14%percentage point increase in three years
*White: 14%(2022), 3%(2023),15%(2024), 38%(2025)=35%percentage point increase in three years

Overall Composite Average Scale Score by Race/Ethnicity- Goal is to increase Composite Average Scale Score by 2 points for all subgroups by June 2026
*School: 17.4 (2022), 19.1(2023), 18.1(2024), 21.2(2025)= +3.8 point increase over four years
*Hispanic: 14.1(2022), 15.1(2023), 15.3(2024), 17.1(2025)= +3 point increase over four years
*FRL: 15.2(2022), 14.6(2023), 15.3(2024), 19.1(2025)=+3.9 point increase over four years
*IEP: 11.7(2022), NA due to N size (2023),13.2(2024),NA due to N size (2025)=1.5 point increase over two years
*EL: 11.6(2022), NA due to N size (2023),12.4(2024),NA due to N size (2025)=+.8 point increase in one year

*White: 21.1(2022), 21.2(2023), 20.6(2024), 23.1(2025)=+2 point increase over four years

Overall ELA Composite Average Scale Score by Special Program - Goal is to increase Composite Average Scale Score by 2 points for all subgroups by June 2026
*School: 16.3(2022), 18.2(2023), 17.1(2024), 21.3 (2025)= +5 point increase over four years
*Hispanic: 13.4(2022),13.9(2023), 14.4(2024), 17.0(2025)= +3.6 point increase over four years
*FRL: 14.5(2022),12.2(2023), 14.8(2024), 18.8(2025)= +6.6 point increase over four years
*IEP: 10.3(2022), NA due to N size (2023), 11.7(2024), NA due to N size (2025)= + 1.7 point increase over two years
*EL: 10.3(2022), NA due to N size (2023), 11.3(2024), NA due to N size (2025)=+1.3 point increase over two years
*White:19.6(2022), 20.6(2023), 19.3(2024), 23.4(2025)=+4.1 point increase over one year

Overall Math Average Scale Score by Special Program - Goal is to increase Composite Average Scale Score by 2 points for all subgroups by June 2026
*School: 18.1(2022), 18.8 (2023), 18.0 (2024), 21.1(2025)=
*Hispanic: 15.4(2022), 15.4 (2023), 15.5(2024), 17.3(2025)=
*FRL: 16.1(2022), 15.5(2023),14.9(2024), 18.7(2025)=
*IEP: 13.5(2022),NA due to N size (2023),13.5(2024),NA due to N size (2025)
*EL: 13.2(2022),NA due to N size (2023), 13.1(2024),NA due to N size (2025)=-.1 decrease over two years
*White: 21.1(2022), 20.5(2023), 20.3(2024), 23.0(2025)=+2.7 increase in one year

ELA: ACT% Testing College Ready - Goal is to increase all subgroups by +5% by June 2026
*School: 20% (2022) 39%(2023), 30%(2024), 60%(2025)= +40% percentage point increase over four years
*Hispanic: 5%(2022), 17%(2023), 6%(2024%),27%(2025)= +22% percentage point increase over four years
*FRL: 13% (2022), 6%(2023), NA due to N size (2024), 50%(2025)= +44% percentage point increase over four years
*IEP: NA due to N size (2022)
*EL: NA due to N size (2022)
*White: 41% (2022), 49%(2023), 53%(2024), 78%(2025)=+37%percentage point increase over four years

Reading: ACT% Testing College Ready - Goal is to increase all subgroups by +5% by June 2026
*School: 26%(2022), 39%(2023), 27%(2024), 49%(2025)= +23% percentage point increase over four years
*Hispanic: 5%(2022), 17%(2023), 5%(2024), 23%(2025)=+18% percentage point increase over four years
*FRL: 13%(2022),16%(2023), NA due to N size(2024), 43%(2025)=+30% percentage point increase over four years
*IEP: NA due to N size (2022-25)
*EL: NA due to N size (2022-25)
*White: 53%(2022), 51%(2023), 46%(2024), 61%(2025)=+15% percentage point increase over four years

English: ACT % Testing College Ready -Goal would be to increase all subgroups +5% points by June 2026
* School: grew from 29%(2022), 45%(2023) , 46%(2024), 66%(2025)=+37% percentage point increase over four years
* Hispanic: 7% (2022), 17%(2023), 24%(2024), 45%(2025)=+38% percentage point increase over four years
* FRL: 13%(2022), 16% (2023), 17%(2024), 50%(2025)=+37% percentage point increase over four years

* IEP: NA due to N size
* EL: NA due to N size
* White:53%(2022), 59% (2023), 66% (2024), 78%(2025)=+25% percentage point increase over four years

Science: ACT % at or above college Readiness -Goal would be to increase all subgroups +5% points by June 2026
* School: 20%(2022),32% (2023), 27% (2024), 37%(2025)= +17% percentage point increase over four years
* Hispanic: 7% (2022),10% (2023), 13% (2024), 23%(2025)=+16% percentage point increase over four years
* FRL: dropped from 10%(2022), 5%(2023), NA in (2024)due to N size, 36%(2025)= +31% percentage point increase over four years
* EL: NA due to N size
* IEP: NA due to N size
* White: 38%(2022), 43% (2023), 39%(2024),44%(2025)=+6%percentage point increase over four years

Math: ACT % at or above college readiness -Goal would be to increase all subgroups +5% points by June 2026
* School: 23% (2022), 32% (2023), 24% (2024), 50% (2025)= +27% percentage point increase over four years
* Hispanic: 5%(2022),3% (2023), 5%(2024), 23% (2025)= +18% percentage point increase over four years
* FRL: grew from 7%(2022), 11% (2023), 0% due to N size (2024), 36% (2025)=+29% percentage point increase over four years
* IEP: NA (n=7)
* EL: NA, (n=6)
* White: grew from 44%(2022), 45% (2023), 41% (2024), 63%(2025)= +19% percentage point increase over four years

Access AGP: % of students growing on a trajectory to exit by end of grade 12 -Goal would be to increase all subgroups +5% points by June 2026
* Overall: 8% (2023), 26% (2024), 20%(2025)= +12% percentage point increase over three years
* 9th grade: 15% (2025), (no comparisons for prior two years due to N size)
* 10th grade: 8% (2023), (no comparisons for 2024 & 2025 due to N size)
* 11th grade: 2023 no data (N size), 43% (2024), no data for 2025 (N size)
* 12th grade: 8% (2023), 2024 no data (N size), 10% (2025) = +2% percentage point increase over three years

%College Ready in All Four Subjects - ACT College Readiness - Goal would be to increase all subgroups +5% points by June 2026
* School: 12% (2022), 27% (2023), 16% (2024), 28% (2025) = +16% percentage point increase over four years
* Hispanic: 5%(2022), 3% (2023), 3% (2024), 9% (2025)= (tripled) +6% percentage points over four years
* FRL: 7%(2022), 5% (2023), 0% (2024), 29% (2025)= +24% percentage point increase over four years
* IEP: NA (N size too small to measure)
* EL: NA (N size too small to measure)
* White: 22%(2022), 39%(2023), 27%(2024), 37%(2025)=+15% percentage point increase over four years

Chronic Absenteeism 10% or + = 18 or more days - Three year trend from 2023-25 - Goal would be to reduce by 5% points in each subgroup for 2026
* School: 26% (2023), 22% (2024), 14% (2025) = 12% percentage point decrease in three years
* Hispanic: 30% (2023), 24% (2024), 19% (2025) = 11% percentage point decrease in three years
* White: 24% (2023), 20% (2024), 11% (2025)= 13% percentage point decrease in three years

* Multiracial: 17% (2023), 20%(2024), 18%(2025= 1% percentage increase over three years
* FRL: 37% (2023), 26% (2024), 21% (2025)= 16% percentage point decrease over three years
* IEPS: 33% (2023), 22% (2024), 12% (2025)= 21% percentage point decrease over three years
* EL: 35% (2023), 31% (2024), 43% (2025)= 8% percentage point increase over three years
* CIT: 59% (2023), 32% (2024), 35% (2025)= 24% percentage point decrease over three years

Aligns with District Goal

Formative Measures: Access AGP, %NV Science Proficient, Chronic Absenteeism/Severely Chronic, CTE Completion, AP/IB Completion and Performance, ACT data

Improvement Strategy 1 Details	Status Checks		
	Status Check		
	Nov	Feb	May
	No review	No review	No review

Improvement Strategy 1: PLCs to continue to focus on: Common Grading Practices, Common Assessments, Writing Across the Curriculum, Advisory Support and Internships.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Action Steps: How Gr. Level Seminar Fits into the Monthly Focus * August - Absenteeism & Clarity: Advisors identify students with 5+ absences and log patterns; use connectedness mapping to ensure every student has at least one adult connection. * September - Early Failures & Learning Intentions: Advisors review student grade reports after Week 4, flagging early fails; facilitate student reflection on learning intentions. * October - Behavior & Success Criteria: Advisors check for behavior referrals, mentor students on success criteria and expectations. * November - Dropout Risks & Language Expectations: Advisors track juniors/ seniors with disengagement patterns; coach students in academic language routines. * December - Special Populations & Relevance: Advisors pay extra attention to EL/IEP/FRL advisees, confirming accommodations are in place; help connect learning to students' interests. * January - College & Assessment: Advisors monitor FAFSA, college apps, Millennium eligibility; support seniors in completing missing steps. * February - Failures & Meaningful Learning: Advisors conference with students failing multiple courses, connecting them with credit recovery and meaningful re-engagement opportunities. * March - Intersession & Mastery: Advisors ensure students projected as non-grads know about intersession offerings; support goal-setting around standards mastery. * April - 9th/10th Prevention & Integration: Advisors facilitate climate check-ins with younger students, ensure they feel connected, and help form/lead clubs for belonging. * May - Absenteeism & Celebrations: Advisors spotlight attendance/academic "bright spots" among advisees; share student wins in Seminar. * June - Failures & Reflection: Advisors meet with advisees about summer recovery plans and reflect on growth across the year. * July - Future Enrollments & Transition: Advisors prepare to welcome incoming students in fall, especially those with higher needs.	Admin Team (Principal/ AP/Deans/ DLs/ Advisors)	Monthly Action Steps

Position Responsible: Admin Team (Principal/AP/Deans/DLs)

Resources Needed: None

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: There continue to be gaps in proficiency between special populations in Academic Achievement (ACT proficiency). **Critical Root Cause**: Across all cohort areas, we will emphasize Belonging and Connectedness as a critical condition for student success. The professional learning that is occurring at Academy and on PD days will be curated to support our team in bringing this priority to life through staff learning and instructional leadership.

Inquiry Area 3: Connectedness

SMART Goal 1: By spring 2026, Incline High School will increase student-reported belonging and support (emotional, social, and academic) by 5 percentage points compared to 2025 baseline results. Progress will be measured using three instruments:

Seminar Surveys

Student Climate Survey (with special attention to the item: "There is at least one adult at school who knows and cares about me")

Highlander Voice student feedback system

The long-term structure for this growth is the 4-year Advisory model, where every student remains with one Advisor who will know their strengths, needs, goals, family context, and help them with: academic monitoring, goal setting, informational interviews, job shadowing, internships, and/or service-learning projects.

Indicators of Progress

At least 90% of students assigned to a consistent Advisor all four years.

[?]80% of students with a grade below C referred to Academic Success through their Advisor.

[?]70% of students completing at least one experience (informational interview, job shadow, internship, or service-learning) by junior year.

Advisors demonstrate implementation of weekly curriculum and shared strategies in monthly Advisory PLCs (tracked by agendas/notes).

Action Steps (clarified and measurable)

Monthly Advisory PLCs for lesson sharing and strategy exchange.
Weekly structured Advisory lessons provided by LTI Coordinator.
Integration of Find Your Grind for career and lifestyle exploration in Advisory curriculum.
Professional development for Advisors (Big Picture Learning Conference, Deeper Learning Conference, on-site coaching).
Internship Specialist in place to facilitate informational interviews, job shadows, internships, and service projects.
Academic Support tutoring staffed by IHS teachers during Advisory.
Formal Academic Success referral system monitored each semester.

Aligns with District Goal

Formative Measures: * Climate Survey 22-23

* Advisory Surveys
* Highlander Voice - ongoing throughout the year

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: SEL	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	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.)	Admin Team (Principal, AP, Deans, Advisors, DLs, Counselors)	End of 25-26SY

Position Responsible: Admin Team (Principal, AP, Deans, Advisors, DLs, Counselors)

Evidence Level
Level 1: Strong: SEL

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Improve student sense of belonging by encouraging all students to belong to one club, sport, or extra curricular interest group. **Critical Root Cause**: While we have focused on connectedness, a small group of students continue to struggle with anxiety and mental health issues. Advisory is one attempt to build school community and connectedness. We will continue this work in 2025-26.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	September 3rd, 2025	Illicit Parent Participation in SPP
Club Fair	September 4th, 2025	Encourage more student participation in Student Voice
Junior/Senior Night	September 10th, 2025	Inform families of events to be aware of for junior and senior parents.