Washoe County School District



Incline High School

Classification: 5 Star School

≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
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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.

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in the global 21 st Century. 2

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Our Student Voice committee is in it's fourth year. This group has grown and participates in the district Student Voice conference as v

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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 (2026-27). We are including one of our Advisors from our Personalized Learning Academy in professional development and the national Big Bang Conference.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	**Limited access to academic support outside the regular school day due to transportation, family responsibilities, language barriers, and scheduling constraints.**	Provide flexible academic support during the school day. Coordinate with EL staff to identify students needing additional academic or language support and provide services during times students are on campus.
Foster/Homeless	**Unstable transportation, housing, and family circumstances can limit consistent access to after-school academic and support opportunities.**	**Remove transportation and scheduling barriers by providing school based support during the school day (access to a trusted adult, academic check ins, and connections to school and community resources.)**
Free and Reduced Lunch	Transportation, family schedules, employment responsibilities, and limited access to resources may create barriers to participation in after-school supports.	Provide equitable access to academic and enrichment opportunities during the school day using Opportunity time 2-3 times a week
Migrant/Title1-C Eligible	N/A	NA

Student Group	Challenge	Solution
Racial/Ethnic Minorities	**Differences in access, participation, and engagement may create barriers to fully benefiting from academic and enrichment opportunities.**	Increase access through culturally responsive, relationship-based supports during the school day, including mentoring, academic intervention, student advocacy, and intentional outreach to families with the FGA assistant.
Students with IEPs	**Students with IEPs are not consistently meeting academic growth targets and may require additional access to grade-level instruction and targeted supports.**	Monitor inclusive practices, differentiation, accommodations, and coteaching strategies through regular walkthroughs and formal observations to coach staff in best practices.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
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.	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.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

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.

Staff survey results are exceptionally positive:

- Safety: **97%**
- Staff-Student Relationships: **94%**
- Expectations of Success: **95%**
- Student Behaviors: **88%**

The school's positive culture, high staff confidence, and strong academic opportunities provide a solid foundation for continued growth.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Supporting our English Learners when the majority of teachers are not fluent in Spanish. Limited access to the material and instruction by non English fluent students.	EL teacher and EL facilitator coaching teachers on how to support diverse learners, sharing model lessons and exemplar strategies across departments, providing frameworks from ELLevations, and including coaching cycles.

Student Group	Challenge	Solution
Foster/Homeless	Attending to students with attendance fluctuation, housing instability, and limited access to school resources and supports.	Councilors will connect families with community resources, while teachers provide flexible academic support, and monitor attendance through regular staff check-ins.
Free and Reduced Lunch	Economic barriers may limit access to school activities, supplies, technology, and academic support opportunities.	Staff will make available resources, providing equitable access to materials and technology, and administration will reduce financial barriers to participation in school programs.
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	Ensuring equitable access to rigorous instruction, representation, and a strong sense of belonging within the school community.	Provide culturally responsive teaching practices, analyze student data for equity gaps, and create opportunities for student voice and inclusive school experiences using our FGA administrator, Student Voice, and Mi Cultura.
Students with IEPs	Accessing grade-level curriculum while receiving appropriate accommodations and specialized supports across all classrooms.	Teachers will be provided opportunities to strengthen collaboration between general and special education teachers, and ensure consistent implementation of accommodations and inclusion practices.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	There continue to be gaps in proficiency between special populations in Academic Achievement (ACT proficiency).	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.

★ = Priority

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.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	**Limited access to academic support outside the regular school day due to transportation, family responsibilities, language barriers, and scheduling constraints.**	Provide flexible academic support during the school day. Coordinate with EL staff to identify students needing additional academic or language support and provide services during times students are on campus.
	Unstable transportation, housing, and family circumstances can limit consistent access to after-school academic and support opportunities.	Remove transportation and scheduling barriers by providing school based support during the school day (access to a trusted adult, academic check ins, and connections to school and community resources.)
Free and Reduced Lunch	Transportation, family schedules, employment responsibilities, and limited access to resources may create barriers to participation in after-school supports.	Provide equitable access to academic and enrichment opportunities during the school day using Opportunity time 2-3 times a week
Migrant/Title1-C Eligible	N/A	NA

Student Group	Challenge	Solution
Racial/Ethnic Minorities	**Differences in access, participation, and engagement may create barriers to fully benefiting from academic and enrichment opportunities.**	Increase access through culturally responsive, relationship-based supports during the school day, including mentoring, academic intervention, student advocacy, and intentional outreach to families with the FGA assistant.
Students with IEPs	NA	NA

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Improve student sense of belonging by encouraging all students to belong to one club, sport, or extra curricular interest group.	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 2026-27.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
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.	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.
2 ★	There continue to be gaps in proficiency between special populations in Academic Achievement (ACT proficiency).	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.
3 ★	Improve student sense of belonging by encouraging all students to belong to one club, sport, or extra curricular interest group.	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 2026-27.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Master schedule**
- [x] **Professional development needs assessment data**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**

Connectedness

- [x] **Annual dropout rate data**
- [x] **Attendance**
- [x] **Behavior**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of 26-27 (80%) long-term/short term EL students will earn 4 or more credits as measured by end of year transcripts

Formative Measures: Subject common assessments, personalized learning, Speaking and writing samples

Improvement Strategy 1

ELLevations
Targeted instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* WIDA Overview PL on Language Acquisition * * Learning Walks around ELLevation Strategies or -Coaching support around strategies * ELF with a focus around building staff capacity - Co-teaching cycles with ELF implemented based on student/staff needs * - Reflection on impact of ELF Model using ELD Language Learning Walk Tool to discuss with leadership team. * Work with ELF to appropriately place both short-term and long-term ELs in courses according to student need.	Administration and Staff	SY 2026-2027 School Year	

Position Responsible: ELF, EL, Staff, Administration

Evidence Level

Level 2: Moderate:
ELLevations

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

By June 2027, Incline High School will increase student connectedness by 5 percentage points over 2026 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 2026 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 2026 baseline).

Chronic absenteeism decreases by at least 2 percentage points from 2026 levels.

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)

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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

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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

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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

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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

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 Culbert	End of 26-27SY	

Position Responsible: Assistant Principal Lombardi

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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.	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 2027, 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), 94= 5 star (2026)= 18 point increase over five years,

Graduate AP/IB Completions by Subgroups: Goal increase by 5% or greater for all special populations by June 2027
*School: 71%(2023), 77%(2024), 83%(2025), 92% (2026) =+21% percentage points in four years
*Hispanic: 53%(2023),67%(2024), 77%(2025), 87% (2026) =+34% percentage points in four years
*FRL: 60%(2023),54%(2024), 71%(2025), NA due to N size (2026) =+11% percentage points in four year
*IEP: 31%(2023), NA due to N size (2024),43%(2025), NA due to N size (2026) =+12% percentage points in four years
*EL: 32%(2023), NA due to N size (2024), 40%(2025), NA due to N size (2026)=+8% in two years
*White: 88%(2023),80%(2024), 90%(2025) 97% (2026) =+9%percentage points in four years

Graduate AP/IB Performance by Subgroups: Goal increase by 5% or greater for all special populations by June 2027
*School: 45%(2023),52%(2024),62%(2025), 45% (2026) = percentage points remain unchanged in four years
*Hispanic: 23%(2023),46%(2024),56%(2025), 35% (2026) =+12 %percentage points in four years
*FRL: 35%(2023),38%(2024), 54%(2025), NA due to N size =+19%percentage points in three years
*IEP: 6%(2023),NA due to N size (2024), 7%(2025), NA due to N size (2026)=1% percentage point over four years
*EL:NA due to N size (2022,23,24), 30%(2025), NA due to N size (2026)
*White: 70%(2023), 52, 69%(2025), 53% (2026)=-17% percentage points decrease in four years

CTE Completion by subgroups - Goal increase by 5% or greater for all special populations by June 2027
*School: 21%(2023), 22%(2024), 48%(2025), 50% (2026) =+29%percentage point increase in four years
*Hispanic: 35%(2023), 38%(2024), 56%(2025), 43% (2026) =+8%percentage point increase in four years
*FRL: 35%(2023), 31%(2024), 54%(2025), NA due to N size (2026) =+44 %percentage point increase in four years
*IEP: 25%(2023),NA due to N size(2024), 43%(2025), NA due to N size (2026) =18% percentage point increase in four years
*EL: 26%(2023),NA due to N size(2024),40%(2025), NA due to N size =14%percentage point increase in four years
*White: 3%(2023),15%(2024), 38%(2025), 58% (2026) =55%percentage point increase in four 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 2027
*School: 19.1(2023), 18.1(2024), 21.2(2025), 20.6 (2026) = +1.5 point increase over four years
*Hispanic: 15.1(2023), 15.3(2024), 17.1(2025), 16.6 (2026) = +1.5 point increase over four years
*FRL:14.6(2023), 15.3(2024), 19.1(2025), 15.5 (2026) =+.9 point increase over four years
*IEP: NA due to N size (2023),13.2(2024),NA due to N size (2025),NA due to N size (2026)= unable to measure growth over four years
*EL: NA due to N size (2023),12.4(2024),NA due to N size (2025),NA due to N size (2026)= unable to

measure growth over four years
*White: 21.2(2023), 20.6(2024), 23.1(2025), 23.1(2026)=+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 2027
*School:18.2(2023), 17.1(2024), 21.3 (2025), 19.7 (2026) = +1.5 point increase over four years
*Hispanic: 13.9(2023), 14.4(2024), 17.0(2025), 16.3 (2026) = +2.4 point increase over four years
*FRL: 12.2(2023), 14.8(2024), 18.8(2025), 14.8 (2026) = +2.6 point increase over four years
*IEP: NA due to N size (2023), 11.7(2024), NA due to N size (2025), NA due to N size (2026) = unable to measure growth over four years
*EL: NA due to N size (2023), 11.3(2024), NA due to N size (2025),NA due to N size (2026)= unable to measure growth over four years
*White: 20.6(2023), 19.3(2024), 23.4(2025), 21.7 (2026) =+1.1 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 2027
*School: 18.8 (2023), 18.0 (2024), 21.1(2025), 20.9 (2026)= +2.1 point increase over four years
*Hispanic: 15.4 (2023), 15.5(2024), 17.3(2025), 17.7 (2026) = +2.3 point increase over four years
*FRL: 15.5(2023),14.9(2024), 18.7(2025), 17.7 (2026) = +2.2 point increase over four years
*IEP: NA due to N size (2023),13.5(2024),NA due to N size (2025),NA due to N size (2026)= unable to measure growth over four years
*EL: NA due to N size (2023), 13.1(2024),NA due to N size (2025), ,NA due to N size (2026) =unable to measure growth over four years
*White: 20.5(2023), 20.3(2024), 23.0(2025), 23.1 (2026) =+2.6 increase in four year

ELA: ACT% Testing College Ready - Goal is to increase all subgroups by +5% by June 2027
*School: 39%(2023), 30%(2024), 60%(2025), 48% (2026) = +9% percentage point increase over four years
*Hispanic: 17%(2023), 6%(2024%),27%(2025), 18% (2026) = +1% percentage point increase over four years
*FRL: 6%(2023), NA due to N size (2024), 50%(2025), 13% (2026) = +7% percentage point increase over four years
*IEP: NA due to N size (2022)
*EL: NA due to N size (2022)
*White: 49%(2023), 53%(2024), 78%(2025), 65% (2026) =+16%percentage point increase over four years

Reading: ACT% Testing College Ready - Goal is to increase all subgroups by +5% by June 2027
*School: 39%(2023), 27%(2024), 49%(2025), 50% (2026) = +11% percentage point increase over four years
*Hispanic: 17%(2023), 5%(2024), 23%(2025), 17% (2026) = no change in percentage point over four years
*FRL: 16%(2023), NA due to N size(2024), 43%(2025), 13% (2026) =3% percentage point decrease over four years
*IEP: NA due to N size (2023-26)
*EL: NA due to N size (2023-26)
*White: 53%(2022), 51%(2023), 46%(2024), 61%(2025), 68% (2026) =+15% percentage point increase over four years

English: ACT % Testing College Ready -Goal would be to increase all subgroups +5% points by June 2027
* School: grew from 45%(2023) , 46%(2024), 66%(2025), 55%(2026) =+10% percentage point increase over four years
* Hispanic: 17%(2023), 24%(2024), 45%(2025), 26% (2026) =+9% percentage point increase over four years
* FRL: 16% (2023), 17%(2024), 50%(2025), 25% (2026) =+9% percentage point increase over four years
* IEP: NA due to N size (2023-2026)
* EL: NA due to N size (2023-2026)
* White:59% (2023), 66% (2024), 78%(2025), 73% (2026) =+14% percentage point increase over four years

Science: ACT % at or above college Readiness -Goal would be to increase all subgroups +5% points by June 2027
* School: 32% (2023), 27% (2024), 37%(2025), 33% (2026) = +1% percentage point increase over four

years
* Hispanic: 10% (2023), 13% (2024), 23%(2025), 22% (2026) =+12% percentage point increase over four years
* FRL: 5%(2023), NA in (2024)due to N size, 36%(2025), 6% (2026) = +1% percentage point increase over four years
* EL: NA due to N size (2023-2026)
* IEP: NA due to N size (2023-2026)
* White: 43% (2023), 39%(2024),44%(2025), 41% (2026) = 2%percentage point decrease over four years

Math: ACT % at or above college readiness -Goal would be to increase all subgroups +5% points by June 2027
* School: 32% (2023), 24% (2024), 50% (2025), 44% (2026) = +12% percentage point increase over four years
* Hispanic: 3% (2023), 5%(2024), 23% (2025), 22% (2026) = +19% percentage point increase over four years
* FRL: grew from 11% (2023), 0% due to N size (2024), 36% (2025), 25% (2026) =+14% percentage point increase over four years
* IEP: NA (2023-2026)
* EL: NA, (2023-2026)
* White: grew from 45% (2023), 41% (2024), 63%(2025), 59% (2026)= +14% 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 2027
* Overall: 8% (2023), 26% (2024), 20%(2025) 16% (2026) = +8% percentage point increase over four years
* 9th grade: 15% (2025), (no comparisons for prior two years and 2026 due to N size)
* 10th grade: 8% (2023), (no comparisons for 2024 & 2025 due to N size), 7% (2026)= 1% decrease over four years
* 11th grade: 2023 no data (N size), 43% (2024), no data for 2025&2026 (N size)
* 12th grade: 8% (2023), 2024 no data (N size), 10% (2025), 2026 no data (N size) = +2% percentage point increase over four years

%College Ready in All Four Subjects - ACT College Readiness - Goal would be to increase all subgroups +5% points by June 2027
* School: 27% (2023), 16% (2024), 28% (2025), 23% (2026) = 4% percentage point decrease over four years
* Hispanic: 3% (2023), 3% (2024), 9% (2025), 9% (2026)= (tripled) +6% percentage points over four years
* FRL: 5% (2023), NA (N size too small to measure) (2024), 29% (2025), NA (N size too small to measure) (2026)= +24% percentage point increase over four years
* IEP: NA (N size too small to measure)
* EL: NA (N size too small to measure)
* White: 39%(2023), 27%(2024), 37%(2025), 32% (2026) = 6% percentage point decrease over four years

Chronic Absenteeism 10% or + = 18 or more days - Four year trend from 2023-26 - Goal would be to reduce by 5% points in each subgroup for 2027
* School: 22% (2024), 14% (2025) , 12% (2026) = 14% percentage point decrease in three years
* Hispanic: 24% (2024), 19% (2025) 16% (2026) = 14% percentage point decrease in three years
* White: 20% (2024), 11% (2025) 8% (2026)= 16% percentage point decrease in three years
* Multiracial: 20%(2024), 18%(2025), 15% (2026) = 5% percentage decrease over three years
* FRL: 26% (2024), 21% (2025), 13% (2026) = 13% percentage point decrease over three years
* IEPS: 22% (2024), 12% (2025) 20% (2026) = 2% percentage point decrease over three years
* EL: 31% (2024), 43% (2025), 24% (20236) = 7% percentage point decrease over three years
* CIT: 32% (2024), 35% (2025)= , NA (2026) = 3% percentage point increase over two years

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

Improvement Strategy 1

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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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/ APs/Dean/ 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: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	There continue to be gaps in proficiency between special populations in Academic Achievement (ACT proficiency).	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 2027, Incline High School will increase student-reported belonging and support (emotional, social, and academic) by 5 percentage points compared to 2026 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.

Formative Measures: * Climate Survey 25-26
* Advisory Surveys
* Highlander Voice - ongoing throughout the year

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	4th Period is now an Advisory/Seminar 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 *4 to *8 for 2025-26.)	Admin Team (Principal, APs, Dean, Advisors, DLs, Counselors)	End of 26-27SY	

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

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Improve student sense of belonging by encouraging all students to belong to one club, sport, or extra curricular interest group.	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 2026-27.

Community Outreach Activities

Activity	Date	Lesson Learned
Freshman Orientation	August 14, 2026	Held in the cafeteria. Great attendance by incoming freshman, new students and some parents.
Parent/Athlete/Coach NIAA Presentation	August 18, 2026	Poorly attendance. Messaging regarding event is being reviewed
Back to School Night	September 2, 2026	
College/ Career Fair	September 21, 2026	
Mi Cultura Dia de los Muertos/ Halloween Leadership Event	October 28, 2026	