

## IGSC Recommendations Tracker

Goal: 1. Formalize a 'Continuous School Improvement Model' that aims to align the work in the three schools to ensure student success						
Envision 2015 Goals/Recommendation	Time line / Status / Barriers to address	Resources	Persons Responsible	Monitoring Measures / Indicators	Person(s) Responsible	Assessment
<b>1.3</b> Continue analysis of support classes to determine what is in place, what needs to be put into place, and where there is overlap among the schools to address the needs of all learners.		Map scores, classroom assessments, AIMSWEB, HSPE test scores, Gates/McGinnity scores, IAT meeting notes	Admin, counselors, classroom teachers	Progress monitoring tools for MAP and AIMSWEB	Watty Cooper Kennedy Zimmerman	IMS – monthly meeting to review data and supports needed  IHS- monthly data meeting, weekly administrative meeting,  IES-bi-monthly data meetings
<b>1.1 2.1</b> Align the middle and high school schedules to best utilize the resources available.	Spring 2012	Parent., teacher, admin input, examples of schedules	Cooper Kennedy Zimmerman	Schedule of meetings	Cooper Kennedy Zimmerman	Teams in place to begin process – meeting set for February 15 at IMS
<b>1.1 2.1</b> Institute monthly Professional Learning Communities (PLCs) collaboration to align curriculum and behavioral expectations K-12 and a shared definition of rigor.	Spring 2012	WCSD admin support, books, visits or videos of PLCs in practice, norms, SIOP materials	Watty Cooper Kennedy Zimmerman	Bi-monthly meetings with notes submitted	Watty Cooper Kennedy Zimmerman	All three schools are in some stage of implementation. Still developing norms and common expectations for all PLCs
<b>1.1 4.3</b> Expand 'AVID' (Advancement Via Individual	January 2012	Continuing PD for AVID teachers; Model site resources available	Kennedy Cooper	Classes held with fidelity, Attendance at AVID	Vaughan Kennedy Parsons	Began class at IMS 1/21

Determination) to the middle school.		through SLTSD,		PLC meetings @WCSD	Cooper	PD notes & continual PD planning for school-wide implementation;
<b>4.1 4.2</b> Develop seamless transitions between elementary and middle school, and middle and high school.	Spring 2013	PD re: Common Core and alignment of curriculum	Watty Cooper Kennedy Zimmerman	PLC and PD notes of K-12 meetings re: alignment	Watty Cooper Kennedy Zimmerman	MS and HS currently meeting across subject areas and discussing alignment  IHS- Monthly admin meetings between the middle and high schools; cooperative planning for transitional support for students  IES and MS teachers and counselors cooperatively plan in 2 <sup>nd</sup> semester to support transition to MS
<b>2.2 4.1</b> Align professional development in designing instruction and assessment that promotes critical thinking and is based in differentiation and authentic learning.	ongoing	IS, Admin planning for progression of PD	Watty Cooper Kennedy Zimmerman	Notes and records of PD sessions	Watty Cooper Kennedy Zimmerman	K-12 – CCSS, objectives, DOK IMS – MAP analysis to plan instruction, differentiation, tiered instruction IES-MAP analysis and GLAD classroom strategies
<b>1.1 1.2</b> Expand rigorous science curriculum to the elementary school.	Increased classroom instruction Potential	Harcourt textbook series, Foss science kits	Watty Classroom teachers	Formal and informal classroom test assessments, journaling	Watty Classroom teachers	5 <sup>th</sup> grade CRT science assessments

	budgetary issues impacting further allocations					
Goal: 2. Create and develop a signature program for accelerating students and promoting college credit acquisition prior to graduation						
Recommendation	Time line / Status / Barriers to address	Resources	Persons Responsible	Monitoring Measures / Indicators	Person(s) Responsible	Assessment
<b>1.1 4.2</b> Increase access to and enrollment in the Advanced Placement program at Incline High School by increasing rigor at each level and building a pipeline from elementary to middle to high school.	Fewer students of color in advanced classes	Support for students in advanced classes, MAP and classroom assessments to identify students for advanced classes; AVID progress screening	Counselors Watty Cooper Kennedy Zimmerman	MAP data, classroom assessments, CRT scores, AVID monitoring tools, student interviews/tutor reflections	Counselors Watty Cooper Kennedy Zimmerman	IC enrollment reports, add/drop data, progress reports
<b>2.2 3.1 3.3</b> Increase non-traditional learning options, including job shadowing, internships, online learning, and the Winter Sports Academy.	Increase opportunities for shadowing in the local community area; need to embed opportunities within the school day	Differentiated lesson planning PD; alternative assessment strategies PD; transportation	Cooper Zimmerman Dept. Heads	Student surveys, community surveys, lesson plans, signature academy transitional planning notes	Cooper Zimmerman Kennedy	Student surveys, community surveys, lesson plans, signature academy transitional planning notes
<b>4.1 4.2 5.4</b> Align schedules and staffing resources to allow middle school students access to	2011-12	Transportation of students from HS to MS	Cooper Zimmerman	# of MS students taking HS classes	Cooper Zimmerman Kennedy	Currently 4 students taking Geometry – anticipate 6 to 7 for 12-13

high school coursework such as geometry and Spanish 3-4.						
<b>2.2 3.1 3.2 3.3</b> Develop a partnership with Sierra Nevada College to expand access to dual credit options and explore professional development opportunities for teachers and staff.	2012-2013	Access and cooperation with WCSD, legislative resources for language development/contract wording; access to SNC supports; TMCC	Cooper Zimmerman SNC-unnamed individuals, Bryn Lapenta	Agenda notes, surveys, enrollment data	Cooper Zimmerman	Enrollment numbers,
<b>1.1 3.3 4.3</b> Create opportunities for learning unique to the environment of Lake Tahoe and the High Sierras.	2012-2013	Signature academy surveys, budgetary support from local agencies,	Cooper Zimmerman Kennedy Watty	Field trip request forms, lesson plans, community surveys, student surveys	Cooper Zimmerman Kennedy Watty	Student reflections/surveys,
Goal: 3. Provide a wider range of elective opportunities that incorporate 21 <sup>st</sup> Century Skills						
Recommendation	Time line / Status / Barriers to address	Resources	Persons Responsible	Monitoring Measures / Indicators	Person(s) Responsible	Assessment
<b>1.2 3.2 3.3</b> Continue to provide electives at the high school that promote students' becoming highly-skilled career-ready.	2011-2013 Potential budgetary issues impacting allocations	Signature academy awareness and planning PD; WCSD support with SI team; Community/GSC support	Cooper Zimmerman	PD notes, career assessments, lesson plan reviews, survey feedback	Cooper Zimmerman Kennedy Watty	GSC reports, Advisory group reflections, PAC reports

<p><b>3.1 3.2 3.3</b> Develop partnerships with the business community for internship/job shadowing opportunities.</p>	<p>2011-2013 Increase opportunities for shadowing in the local community area; need to embed opportunities within the school day</p>	<p>Differentiated lesson planning PD; alternative assessment strategies PD; transportation</p>	<p>Cooper Zimmerman Dept. Heads</p>	<p>Student surveys, community surveys, lesson plans, signature academy transitional planning notes</p>	<p>Cooper Zimmerman</p>	<p>Student surveys, community surveys, lesson plans, signature academy transitional planning notes</p>
<p><b>5.4</b> Collaborate with Higher Education to allow students to earn additional credits in technical fields.</p>	<p>2012-2013 Dual Credit language to ensure high school and college credit is needed to attract desire with students &amp; families; financial feasibility</p>	<p>SNC, TMCC, UNR collaboration;</p>	<p>Cooper Zimmerman SNC staff heads Bryn Lapenta</p>	<p>Contract language, enrollment trends, interest surveys; correspondence course data collection</p>	<p>Cooper Zimmerman</p>	<p>Contract language, enrollment trends, interest surveys; correspondence course data collection</p>
<p><b>1.1</b> Continue to build the music, art, PE and foreign language programs at all three schools.</p>	<p>2012-2013 School budgeting constraints may impact offerings</p>	<p>Signature academy awareness and planning PD; WCSD support with SI team, Community and GSC support</p>	<p>Cooper Zimmerman Kennedy Watty</p>	<p>IC enrollment reports, student preference guides,</p>	<p>Cooper Zimmerman</p>	<p>All currently offered at IMS – Spanish 1-2 only  IHS- enrollment trends for Spanish &amp; French, Music, and Art</p>
<p><b>1.1 1.2</b> Increase student access to the use of 21<sup>st</sup> century technology in all classrooms.</p>	<p>Infrastructure limitations, budget</p>	<p>Access to grant money opportunities. WCSD support in aligning resource opportunities;</p>	<p>Cooper Zimmerman Kennedy Watty</p>	<p>Watty Cooper Kennedy Zimmerman</p>		<p>IMS – Interactive whiteboards in most core classes and one SpEd class. Kindles available for check out in the library, planning of r purchase of wireless devise once wireless system is in</p>

						<p>place and requirements for Smarter Balance are determined.</p> <p>IHS- aspiring to increase number of active boards and laptop carts for students use.</p> <p>IES-Wireless carts with iPad funded by PTA, one per grade level</p>
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**Goal: 4. Enhance resources for staff to respond to the needs of all students**

Recommendation	Time line / Status / Barriers to address	Resources	Persons Responsible	Monitoring Measures / Indicators	Person(s) Responsible	Assessment
<b>2.2 4.1</b> Use of PLC time to talk about student learning needs.	By Spring 2012	<p>WCSD PD support, PLC implementation resources</p> <p>IHS needs to re-define its culture, which is imperative to sustaining successful PLC's (WCSD support team will assist in achieving this)</p>	Watty Cooper Kennedy Zimmerman	PLC notes, PD support resources from WCSD; IAT agendas & notes	Watty Cooper Kennedy Zimmerman	<p>IMS is in the process of setting up consistent format for PLC</p> <p>IHS will have PD agendas, PLC reporting templates, and notes to verify progress/growth IES-bi-monthly meetings, data collection binders</p>
<b>3.2 3.3</b> Develop strategies for mentoring and conferencing with	2011-12	<p>Time and scheduling</p> <p>IHS- develop enrichment intervention schedule that maximizes</p>	Watty Cooper Kennedy Zimmerman	Records of meetings and conferences, surveys/sign ins from Calendar committee; IAT/interventions	Counselors Teachers Watty Cooper Kennedy	IHS- master schedule audit, notes from school site visits, scheduling committee notes, intervention

students to increase student engagement.		intervention support for all students, re-evaluating the Incline calendar for purpose of increasing intervention/intercession opportunities		school site visits (IHS),	Zimmerman	progress monitoring tool templates
<b>2.2 3.3 4.3</b> Participation in WCSD professional development, specifically in cultural competency, in order to effectively serve the population of diverse learners.	2012-2013	WCSD SI support team agendas, PD notes from book studies and video series,	Watty Cooper Kennedy Zimmerman	Notes from meetings	Watty Cooper Kennedy Zimmerman	IMS – part of a book study – Other people’s Children IHS- high school has the video series for PD support. Video series will become part of the before school PD session this summer.  IES- parent support meetings conducted by PIF
<b>1.2 2.2</b> Increase the use of technology in classroom instruction training for integrating technology into the classroom.	Funding for technology	IT PD support for IC training, PD support for new software (A Plus) at the high school.	Watty Kennedy Cooper Zimmerman	Data on numbers and types of devices  PD sign in sheets and summary notes	Watty Kennedy Cooper Zimmerman	IMS – Interactive whiteboards in most core classes and one SpEd class. Kindles available for check out in the library, planning of r purchase of wireless devise once wireless system is in place and requirements for Smarter Balance are determined.  IES-Wireless cart with iPad funded by PTA

Goal: 5. Increase parent and community Involvement

Recommendation	Time line / Status / Barriers to address	Resources	Persons Responsible	Monitoring Measures / Indicators	Person(s) Responsible	Assessment
<b>2.1 3.2 3.3</b> Align resources to fund a PIF and a bilingual clerk to serve the three school sites.	No additional funding for MS  No additional monies at the high school	IHS- receives support through Tahoe Safe Alliance for outreach and teen support services,. They meet during lunch on Tuesdays  Bilingual aide	Watty Cooper Kennedy	Sign in sheets from the lunch sessions, monthly reporting notes from Tahoe safe Alliance teen advocate	Watty Cooper Kennedy	IMS – bilingual clerical aide  IES-Parent Involvement Facilitator (PIF) aide
<b>3.1 5.5</b> Strengthen the web presence for the three schools.	Spring 2012	WCSD support in providing template, senior student designee, oversight from IHS administration	Cooper Zimmerman Watty Kennedy	Updated at least twice a month	Mark Zimmerman	Aligned websites for all 3 school, should be live within 2 weeks
<b>3.1 5.5</b> Monthly communication of events, successes, and results.	Spring 2012	Rotational Bonanza articles from each school, reporting of positive school matters as needed from all three schools, updating web communication from all three schools, Boosters website, WCSD support from communications department	Cooper, Watty, Kennedy, Zimmerman	Parent newsletters, Bonanza articles, website, connected notices,	Watty Cooper Kennedy	Collect number of website hits, parent response to surveys
<b>3.3</b> Increase opportunities for collaboration with non-public school staff and parents.	2012-2013	GSC meetings  IHS- PAC meetings, BLT meetings, Rotary, Lions, Chamber, ISAEF Board, Cymbal, Boosters, Parent Universities,	Cooper Zimmerman Watty Kennedy	Agendas, sign in sheets, connected notices	Watty Cooper Kennedy	
<b>3.2</b> Challenge all parents to become actively involved in	2012-2013	GSC meetings  IHS- PAC meetings, BLT meetings, Rotary, Lions,	Cooper Zimmerman Watty Kennedy	Agendas, sign in sheets, surveys	Watty Cooper Kennedy	IMS informational potlucks, incoming 9 <sup>th</sup> graders family night at HIS, PTA, Jr. Booster,



their children's learning.		Chamber, ISAEF Board, Cymbal, Boosters, Parent Universities,				Booster meetings, parent classroom volunteers  IES-monthly PTA family fun nights, PTA meetings, parent classroom volunteers, field trip chaperones
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Goal: 6. Encourage fundraising organizations to work in a more collaborative effort to reduce the financial strain on local business and other non-profit organizations. A Partners in Education model would be worth exploring.

Recommendation	Time line / Status / Barriers to address	Resources	Persons Responsible	Monitoring Measures / Indicators	Person(s) Responsible	Assessment
<b>3.2 3.3</b> Have school fundraising groups meet together to brainstorm opportunities for joint fundraising efforts.	2012-2013		Cooper Zimmerman Watty Kennedy		Cooper Zimmerman Watty Kennedy	
<b>3.2 3.3</b> Invite community leaders to participate in developing a fundraising organization.	2012-2013		Cooper Zimmerman Watty Kennedy		Cooper Zimmerman Watty Kennedy	
<b>3.2 3.3</b> School leadership to develop strategic plan for fundraising goals and objectives.	2012-2013		Cooper Zimmerman Watty Kennedy		Cooper Zimmerman Watty Kennedy	
<b>3.2 3.3</b> Plan for	2012-2013		Cooper		Cooper	

regional fundraising efforts that will bring funds into the community as opposed to coming from the community.			Zimmerman Watty Kennedy		Zimmerman Watty Kennedy	
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