

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
1.3 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
1.1 2.1 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	2-12-13 Schedules aligned for Geometry students and ELL classes at IMS and IHS
1.1 2.1 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	Administrators at all 3 schools have initial site-based plans for start of 2012-13. They are collaborating to generate a K-12 plan that will be submitted to P. LaMarca & K. Humphreys by 08-01-12.
1.1 4.3 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	Full elective class at IMS to begin in August 2012

Determination) to the middle school.		through SLTSD,		PLC meetings @WCSD	Cooper	PD notes & continual PD planning for school-wide implementation;
4.1 4.2 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 nd semester to support transition to MS
<div style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p>Determination that fall is most optimal time to collect this data. See notes in minutes. Will work with school counseling dept., PTOs to accomplish this item.</p> </div>						
2.2 4.1 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 K-12 looking at CCSS and PGS for 2012-13
1.1 1.2 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 th grade CRT science assessments Americorps for science at IES (this individual

	budgetary issues impacting further allocations					has been hired), GLAD science lessons, relationship with SNC re: science
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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
1.1 4.2 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 PSAT AP potential information being shared with teachers to advise re: recruitment. Also consider using the HAPIT (Honors & AP Identification Tool) that district recently generated and includes more indicators/variables to assist with AP recommendations. May help better identify underserved populations.
2.2 3.1 3.3 Increase non-traditional learning options, including job shadowing, internships, online learning, and the	Increase opportunities for shadowing in the local community area; need to embed	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 HS has been meeting re: internships and setting them up. HS

IS commitment to working with community to support non-traditional learning opportunities; believe in families having choice/options. Consider connecting interest/aptitude survey data in career path planning with students when identifying internship & job shadowing opportunities.

Winter Sports Academy.	opportunities within the school day	Karen Hunt & Melissa LeConn both working with different student populations to establish more internship opportunities (e.g., internship for HS credit).			MS also continue to work with eLearning cafe	
4.1 4.2 5.4 Align schedules and staffing resources to allow middle school students access to high school coursework such as geometry and Spanish 3-4.	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 Unknown how many 8th grade Geometry students will be attending IHS and how many will be attending eLearning
		Six 8 th grade students ready for Geometry; 3 will take at HS for sure. Includes consideration of need to align scheduling with shared resources (e.g., music teacher, ESL teacher).				
2.2 3.1 3.2 3.3 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, New accepted practices approved and set to start in fall 2012-13 (see notes in minutes; not yet available to public as approval by state pending).
1.1 3.3 4.3 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, Working on signature academy
		Surveys did not necessarily support this as Signature Academy focus. But, have many opportunities at ES: 5 th grade Grizzly ranch leadership/science outdoor school; GLAD science units. MS—whole school outdoor unit HS—opportunities to incorporate into earth/environmental science and biology/zoology classes. (MS science teacher attending conference & working on whole-school plan re: interdisciplinary science).				

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Goal: 3. Provide a wider range of elective opportunities that incorporate 21st Century Skills

Recommendation	Time line / Status / Barriers to address	Resources	Persons Responsible	Monitoring Measures / Indicators	Person(s) Responsible	Assessment
<p>1.2 3.2 3.3 Continue to provide electives at the high school that promote students' becoming highly-skilled career-ready.</p>	<p>2011-2013 Potential budgetary issues impacting allocations</p>	<p>Signature academy awareness and planning PD; WCSD support with SI team; Community/GSC support</p>	<p>Cooper Zimmerman</p>	<p>PD notes, career assessments, lesson plan reviews, survey feedback</p>	<p>Cooper Zimmerman Kennedy Watty</p>	<p>GSC reports, Parent Advisory group reflections, PAC reports</p>
<p>Consider forum to solicit input from business partners re: what they are looking for/need ... Some feedback that have openings, but no one qualified to fill them. Align needs to what do to prepare students. Consult other HS around career curriculum (e.g., McQueen—all 10th graders go through interview process with community partners, prepare resumes, etc.).</p>						
<p>3.1 3.2 3.3 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>5.4 Collaborate with</p>	<p>2012-2013</p>	<p>SNC, TMCC, UNR</p>	<p>Cooper</p>	<p>Contract language,</p>	<p>Cooper</p>	<p>Contract language,</p>

Higher Education to allow students to earn additional credits in technical fields.	Dual Credit language to ensure high school and college credit is needed to attract desire with students & families; financial feasibility	collaboration;	Zimmerman SNC staff heads Bryn Lapenta	enrollment trends, interest surveys; correspondence course data collection	Zimmerman	enrollment trends, interest surveys; correspondence course data collection New accepted practices approved and set to start in fall 2012-13 (see notes in action items & previously in tracker)
1.1 Continue to build the music, art, PE and foreign language programs at all three schools.	2012-2013 School budgeting constraints may impact offerings	Signature academy awareness and planning PD; WCSD support with SI team, Community and GSC support	Cooper Zimmerman Kennedy Watty	IC enrollment reports, student preference guides,	Cooper Zimmerman	IES – full time music, fulltime PE (for 12-13 school year only), half time Spanish All currently offered at IMS (for Spanish, goes through 1-2 only) IHS- enrollment trends for Spanish & French, .5 Music, and Art
1.1 1.2 Increase student access to the use of 21 st century technology in all classrooms.	Infrastructure limitations, budget	Access to grant money opportunities. WCSD support in aligning resource opportunities;	Cooper Zimmerman Kennedy Watty	Watty Cooper Kennedy Zimmerman		IMS – Interactive whiteboards in most core classes and one SpEd class. Kindles available for check out in the library, planning of purchase of wireless devise once wireless system is in place and requirements for Smarter Balance are determined. IHS- aspiring to increase number of active boards and laptop carts for students use. Awaiting

HS technology funded through community donation from boosters. Evaluated needs of school and determined this is best next step (have 2 existing Promethean boards) to enhance technology focus/21st century learning. Would be helpful to highlight this in community—take photos of students, staff using Promethean Board during learning/instruction and get out to public.

						<p>purchase/installation of 6 new Promethean boards</p> <p>IES-Wireless carts with iPad funded by PTA, one per grade level 2 promethean boards in place</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
2.2 4.1 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>
3.2 3.3 Develop strategies for mentoring and conferencing with students to increase student engagement.	2011-12	<p>Time and scheduling</p> <p>IHS- develop enrichment intervention schedule that maximizes intervention support for all students, re-evaluating the Incline calendar for purpose of increasing</p>	Watty Cooper Kennedy Zimmerman	Records of meetings and conferences, surveys/sign ins from Calendar committee; IAT/interventions school site visits (IHS),	Counselors Teachers Watty Cooper Kennedy Zimmerman	IHS- master schedule audit, notes from school site visits, scheduling committee notes, intervention progress monitoring tool templates

		intervention/intercession opportunities				
2.2 3.3 4.3 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
1.2 2.2 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
		Wireless installation at IMS scheduled to be completed by December 2012.				
Goal: 5. Increase parent and community Involvement						
Recommendation	Time line / Status / Barriers to address	Resources	Persons Responsible	Monitoring Measures / Indicators	Person(s) Responsible	Assessment
2.1 3.2 3.3 Align resources to fund a	No additional funding for	IHS- receives support through Tahoe Safe	Watty Cooper	Sign in sheets from the lunch sessions,	Watty Cooper	IMS – bilingual clerical aide

PIF and a bilingual clerk to serve the three school sites.	MS No additional monies at the high school	Alliance for outreach and teen support services,. They meet during lunch on Tuesdays Bilingual aide	Kennedy	monthly reporting notes from Tahoe safe Alliance teen advocate	Kennedy	IES-Parent Involvement Facilitator (PIF) aide IHS – bilingual clerk
3.1 5.5 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
3.1 5.5 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
3.3 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	
3.2 Challenge all parents to become actively involved in their children’s learning.	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, surveys	Watty Cooper Kennedy	IMS informational potlucks, incoming 9 th graders family night at HIS, PTA, Jr. Booster, Booster meetings, parent classroom volunteers , PAC IES-monthly PTA family fun nights, PTA
				Continue to work with kindergarten parent contact who can help to promote insert in <i>Bonanza</i> that will highlight IS activities, events, successes, etc.		

						meetings, parent classroom volunteers, field trip chaperones

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
3.2 3.3 Have school fundraising groups meet together to brainstorm opportunities for joint fundraising efforts.	2012-2013		Cooper Zimmerman Watty Kennedy		Cooper Zimmerman Watty Kennedy	
3.2 3.3 Invite community leaders to participate in developing a fundraising organization.	2012-2013		Cooper Zimmerman Watty Kennedy		Cooper Zimmerman Watty Kennedy	
<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>IS Administrators & district folks have met to strategize on Goal 6. Believe that approaching ISAEF to partner through Education Alliance may be next best step. Sharon will follow up with both parties to see if possibility to include on agenda for next week's June 11 meeting. Plans to have Data Summit in August that will provide information to community with hope of garnering strong support from all stakeholders. Work towards an Incline Community Compact in which we all work together under certain agreements to achieve school goals/promote student success. Plan to leverage support from both Education Alliance and Office of Family School Partnerships to help define positive/productive participation with schools across ALL (gain more participation so not just a few who are driving the agenda). Continue with administrator community forums.</p> </div>						

3.2 3.3 School leadership to develop strategic plan for fundraising goals and objectives.	2012-2013		Cooper Zimmerman Watty Kennedy		Cooper Zimmerman Watty Kennedy	
3.2 3.3 Plan for regional fundraising efforts that will bring funds into the community as opposed to coming from the community.	2012-2013		Cooper Zimmerman Watty Kennedy		Cooper Zimmerman Watty Kennedy	