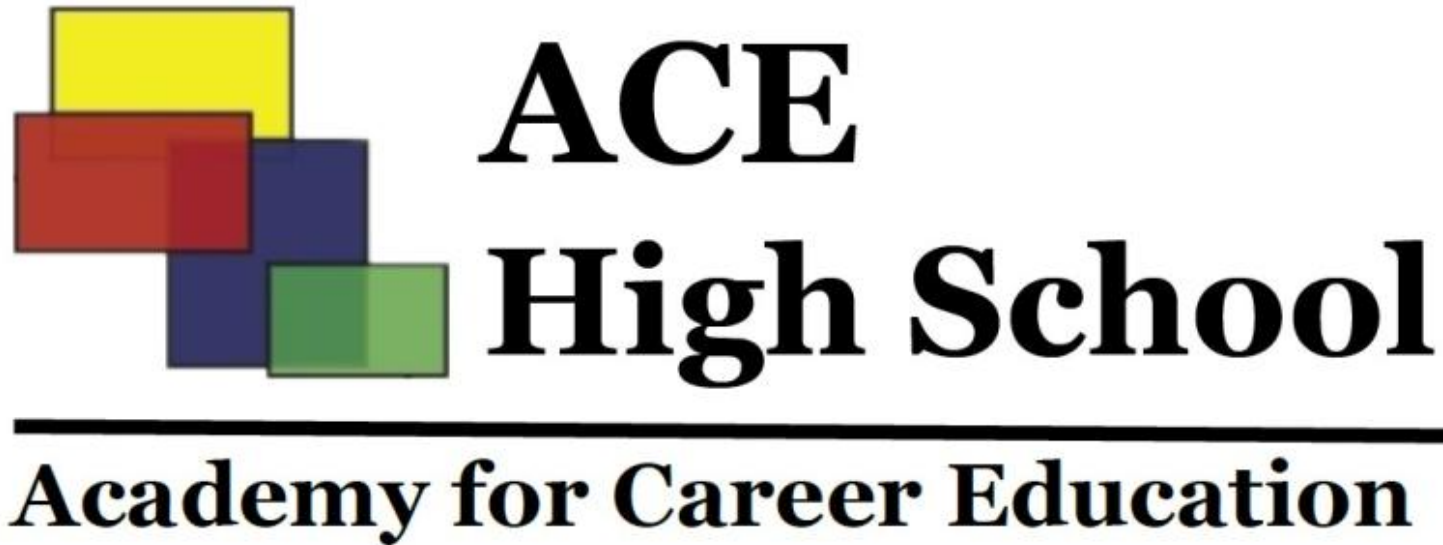


Washoe County School District
Academy For Career Education
2025-2026 School Improvement Plan

Classification: 5 Star School



Mission Statement

Mission Statement:

ACE High School teaches skills for today's professional careers in construction, engineering, transportation, and manufacturing through integrated academics with a focus on workplace readiness, which prepare students to graduate and be productive citizens.

Vision

Vision:

ACE High School will graduate students who become career professionals in their chosen industries through a career and technical education.

Value Statements:

- We believe that through both career and technical education, and academic opportunities, we prepare our students for post-secondary education and lifelong learning.
- We believe that through career and technical education we prepare students to enter society as productive, responsible citizens with marketable skills for careers in the Nevada economy and beyond.
- We believe that students thrive in small, innovative learning communities that encourage positive interpersonal skills, teamwork, and individual achievement.
- We believe that our educational model is student-centered and relevant to professional careers in the construction, engineering, manufacturing, architecture, and transportation industries.

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 (https://nevadareportcard.nv.gov/DI/nv/washoe/academy_for_career_education/2024).

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The following data is derived from the school years 2019-2025, which coincides with the school's accreditation cycle.

NSPF Index Scores

From SY2019-2020 through SY2023-2024, ACE High School has held both four-star and five-star designations. ACE entered SY2019-2020 as a five-star school with an index score of 86/100. However, due to the impacts of government-mandated COVID-19 school closures, the school's index score dipped to 77.5, placing it in the four-star category for both SY2021-2022 and SY2022-2023. ACE regained its five-star rating with an index score of 83/100 in SY2023-2024. ACE is currently one of only 15 WCSD schools designated as a five-star school (out of 119 schools in total).

Graduation Rates

From SY2019-2020 through SY2023-2024, the school has maintained a 100% graduation rate, including all students in all subgroups. This rate is significantly higher than both WCSD and state averages, with WCSD at 83.88% and the state at 82.22%, approximately 17% lower than ACE during the same timeframe.

Other CTE Achievements

- 60% of ACE graduates earn either a Certificate of Achievement (42 college credits) or Skills Certificate (15 college credits).
- 38% of graduates earn a Career Ready Diploma, which requires earning an advanced diploma and meeting certain CTE criteria.
- 68.2% of ACE graduates find full-time employment upon graduation.
- 100% of 9th-grade students earn an OSHA-10 card.

Enrollment Growth

Student enrollment rates at ACE have increased every year since SY2019-2020, continuing through SY2024-2025, with an average annual growth of 5.58%, reaching 276 students this school year—the highest in the school's history. In contrast, WCSD's overall enrollment has decreased by approximately 1% over the same period.

During this time, the Hispanic population at ACE has grown and is now the school's largest sub-population at 53.5%, compared to 42.3% in WCSD and 43.4% statewide. Additionally, enrollment for White students at ACE has steadily decreased by 1% annually, currently at 43.8%, compared to 42.18% in WCSD and 29.32% for the state.

9th Grade Credit Sufficiency

From SY2019-2020 through SY2023-2024, all 9th-grade students at ACE have met credit sufficiency by the end of their freshman year (earning 5.0 credits), including students from all subgroups. In comparison, the average 9th-grade credit sufficiency for WCSD during the same period is 82.5%, and 83.9% for the state.

Chronic Absenteeism

The school's average chronic absenteeism rate over five years is 10.7%. During the school years impacted by COVID-19 closures (SY2019-2020 and SY2020-2021), ACE's chronic

absenteeism rate was 21.2%. In contrast, during the years not impacted by COVID-19 closures, the school's chronic absenteeism rate averages closer to 1%. For comparison, the average chronic absenteeism rate is 30.5% for WCSD and 32.0% for the state.

Nevada Science Exam

On average, ACE students achieve a proficiency rate of 37.3% on the Nevada Science Exam (score of 3 or higher) from SY2020-2021 to SY2023-2024. This rate is 30.75% higher than that of students in WCSD during the same period.

CTE Assessments

All ACE students participate in CTE Assessments at the end of their program, as mandated by the school's mission and NDE guidance. Students are required to take two exams: the Workplace Readiness Exam (common to all programs) and the End of Program Exam (specific to each program). Over the past five years, the school's average pass rate for the Workplace Readiness Exam is 71.01%, consistent across all ACE CTE programs and subpopulations. In comparison, the average pass rate for the End of Program exams is 50.02% during the same period. The most significant gains have been observed in the Construction Technology program, where the pass rate has increased by an average of 12%. Overall, approximately 50% of ACE students are passing both CTE assessments, which is about 8% more than students statewide.

CTE Dual Enrollment and College Credit

All CTE students at ACE High School are eligible to earn college credits at TMCC through their programs. Students in Architecture, Diesel, Machining and Manufacturing, and Middle College earn college credit through dual enrollment. In the Construction Technology program, students earn credits through CTE College Credit, which requires passing both parts of the CTE Assessment and maintaining a 3.0 GPA. From SY2019-2020 to SY2023-2024, approximately 230 ACE graduates earned a total of 6,931 college credits at TMCC, resulting in savings of around \$713,143 for families.

Student Success Areas for Growth

The following data is derived from the school years 2019-2025, which coincides with the school's accreditation cycle.

NSPF Index Score

From SY2019-2020 through SY2023-2024, ACE High School has maintained an average NSPF Index Score of 82/100, positioning the school between 4 and 5 stars. This competitive score consistently places ACE in the top 10% of high schools in WCSD. However, the school loses most of its points in the Academic Achievement Indicator (ACT + Writing and Nevada Science exams). On average, the school loses 14 points each year in the Academic Achievement Indicator, and improvement in this area would ensure that ACE consistently maintains a 5-star status.

College and Career Readiness – ACT + Writing Exam

- Due to the limited size of the school, each grade size is approximately 50 students. This limits the size of each subpopulation the school can analyze to White, Hispanic, male, and female students.

From SY2020-2021 through SY2023-2024, ACE High School students have scored lower on the mathematics and ELA portions of the ACT+Writing exam compared to students in WCSD and the state overall. ACE students have scored at a proficient level on the mathematics exam at a rate of 17.95%, compared to 24.98% in WCSD and 20.5% statewide. In ELA (English, reading, and writing), ACE students have scored at a proficient level of 38.87%, compared to 46.75% in WCSD and 45.53% statewide.

Mathematics Exam (ACT)

Before COVID-19 school closures in March 2020, ACE High School was improving its students' mathematics proficiency rates by an average of 4% per year from SY2017-2018 through SY2019-2020, reaching a peak of 26.2% in SY2019-2020. However, after the COVID-19 closures, proficiency rates declined by as much as 42.02% in a single year, hitting a low of 14.2% in SY2021-2022. In SY2023-2024, the proficiency rate improved to 17.9%, a 2.6-point increase from SY2022-2023, but still below the SY2019-2020 level. Among subpopulations, White students scored 1.7% higher than Hispanic students, and male students scored 4.6% higher than female students on the mathematics exam.

ELA Exam (ACT - English, Reading, and Writing)

Resembling the trends in mathematics, ACE High School's ELA proficiency rates improved annually until March 2020. In SY2019-2020, the school reached its highest proficiency level at 50.0%, surpassing both WCSD and state averages. However, following the COVID-19 school closures, ELA proficiency rates declined by 41.2% from SY2019-2020 to SY2021-2022. Although proficiency rates have increased by nearly 30% since the low point in SY2021-2022, they remain approximately 16.4% lower than the rate achieved in SY2019-2020. On average, White students score 3.98% higher than Hispanic students, and female students score 3.14% higher than male students.

English

Among the three sections of the ELA exam, ACE High School students consistently score the lowest in English. From SY2019-2020 through SY2023-2024, the average proficiency rate in English is 16.18%. White students score 11.46% higher than Hispanic students, and female students score 7.1% higher than male students. Overall, ACE students are scoring about 6% below the state average on the English portion of the ELA exam.

Reading

Although ACE students score higher in the reading portion of the ELA exam compared to English, they are still reaching proficiency at a rate about 2% lower than their statewide peers. On average, White students achieve a proficiency rate of 18.4%, compared to 16.64% for Hispanic students, representing the largest educational gap between subpopulations in the ELA exam. However, male and female students perform at nearly the same level during this period.

Writing

On average, ACE students score 5.46 on the writing portion of the ELA exam (on a scale of 1-12). There is minimal discrepancy among subpopulations, and the school's scores are comparable to those observed statewide.

Nevada Science Exam

From SY2020-2021 to SY2023-2024, ACE students have achieved a proficiency rate of 37.3% on the Nevada Science Exam. While this rate is higher than that of students in WCSD, less than half of ACE students are meeting proficiency. As a result, the school is losing two points in the Academic Achievement Indicator category on the NSPF.

Percentage of Students Graduating with an Advanced Diploma

On average, 39% of ACE students graduate with an advanced high school diploma, which is approximately 6% lower than the rate for students in WCSD. While most ACE students fulfill all requirements for an advanced diploma, they typically fall short of the GPA requirement of 3.25.

CTE Assessments

Students in the Advanced Machining and Manufacturing (AMMT) and Architecture CTE programs are passing their End of Program assessments at significantly lower rates than their peers in the Construction and Diesel programs. The pass rate for AMMT is 36.18%, while Architecture has a pass rate of 26.94%. In contrast, the pass rates for the Construction and Diesel programs are 67.19% and 69.78%, respectively.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	Students experiencing foster care/homelessness may not have the support outside of school to make school a priority	Supports: • The principal will stay in contact with the family/social worker assigned to the student regarding academic progress during this period. • Distribute a Chromebook and portable Wi-Fi hotspot to ensure students have access to technology. • Provide students with additional classroom resources to use outside of school. • Allow students access to the building and their teachers, if available, before and after school. • Provide students/families with community resources, if needed.
Free and Reduced Lunch	Students in the free and reduced lunch category may not have the nutrition services at home to perform optimally while at school	• Prior to the ACT/PreACT exam, the school will provide breakfast to these students. In addition, the school will provide snacks to students during breaks. • Provide families with food resources in the community to help fill nutrition service gaps at home.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Recognize that students in racial/ethnic groups may have different learning styles and background knowledge.	- Communicate with Spanish-speaking families regarding the goals of the exams and ways to support their students. - Track formative data across racial groups to measure disparities in PreACT/ACT exam data compared to all other students.
Students with IEPs	Students with IEPs require additional services to meet the same performance measures as their peers.	- The Assistant Principal will apply for double-time accommodation on the ACT + Writing exam. - During PLC Friday meetings, staff will complete weekly grade checks for IEP/504 students and schedule parent meetings for students who are struggling to address concerns. - Provide students with access to Saturday School sessions for additional support to prepare for the ACT exam.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): ACE needs to increase the number of students meeting proficiency on the ACT math and ELA exams, as this is the primary area where NSPF points are lost. Despite school efforts, the percentage of students meeting proficiency on these exams decreased in SY2024-2025. The math proficiency rate decreased from 16.6% (SY 23-24) to 15.67% (SY 24-25). The ELA proficiency rate decreased from 40.9% (SY 23-24) to 33.3% (SY 24-25).

Critical Root Cause: In completing a root cause analysis to determine the reasons for low ACT proficiency scores, ACE identified several contributing factors. First, ACE is a charter school that draws students from all areas of the local community rather than from one specific area. The middle schools from which ACE pulls the most students are typically 2-3 star schools as ranked by the NSPF. Since 2020, the school has been working with students who missed a portion of their middle school years in the classroom due to the COVID-19 pandemic and school closures. These interruptions have led to achievement gaps that ACE is still working to close. ACE's unique mission tends to attract students who prefer hands-on work over traditional schoolwork. The state has mandated that all students participate in the ACT college placement exam as a requirement for graduation. This requirement comes with no baseline or cutoff score for proficiency, which means that students know their score does not matter. This lack of motivation is a difficult challenge to overcome when ACE students do not see the value in performing well. ACE's student population is more career-focused and less concerned about college preparation. There needs to be a better standardized test that meets the needs of the school by measuring a student's career preparedness.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Data from administrative walkthroughs, formal teacher evaluations, and student and parent climate survey data suggests that ACE High School excels in fostering a highly engaging learning environment, particularly in Supportive Learning and Well-Managed Learning, both of which scored above expectations. In addition, student climate data indicate that learners feel supported and that classroom management is effective, contributing to higher engagement. Furthermore, the positive scores in the areas where learners feel a sense of community reflect well on the school's ability to maintain an organized and cohesive learning atmosphere. This suggests that students are not only engaged academically but also experience a sense of belonging and purpose, which further enhances their overall learning experience. Overall, it is apparent that students and teachers have respect for each other and the learning environment at ACE High School.

Other areas of strength include:

- Teachers offer students multiple opportunities for success during an academic quarter, including four Saturday school sessions, one per quarter.
- All students at ACE High School participate in a CTE program that aligns with state standards and offers the ability to earn college credits at TMCC and other industry-recognized credentials.
- All CTE instructors worked directly in industry before becoming teachers at ACE High School. This experience allows them to expose students to real-world industry expectations and provide practical insights, hands-on training, and mentorship that align with current industry standards. This approach helps students develop the skills and knowledge necessary to succeed in their chosen career paths in the future.
- All staff participate in PLC Friday meetings, 31 times during the 2024-2025 school year. During these meetings, staff work on professional development, collaboration, student needs and support, SEL/freshman success, and CTE incorporation.
- According to data from the student/parent survey, teachers are engaged and work together to create an environment where students can thrive socially and academically.
- The Freshman Success Program (FSP) is a successful system the school employs to address the unique challenges 9th graders encounter. The FSP team meets monthly to discuss the SEL curriculum, student support, behavioral needs of students, and academic progress.

Adult Learning Culture Areas for Growth

Data gathered and analyzed for areas of growth derive from administrative walkthroughs, formal teacher evaluations, and student and parent climate surveys. Areas for growth include:

- Historically, professional development has not been prioritized. Past and current administrations have viewed it as an individual teacher responsibility rather than a school-driven initiative.
- ACE is not part of the district's professional learning department and, therefore, does not receive direction from the district's professional development plan. Consequently, the administrative team must independently identify and implement professional development priorities, which can be challenging without a structured plan and teacher input.
- The current principal, while having implemented some professional development in the past, lacks experience in building a sustainable, school-wide professional development framework.
- Limited time and resources have been dedicated to creating and maintaining a professional development structure during Friday PLC meetings. Although ACE recognizes the need for organized professional development, no formal plan has been established to address this need.
- The school's current approach to digital technology integration needs continued improvement and enhancement to further engage students.
- Teacher observation data from administrators suggest that the school needs to improve progress monitoring through increased communication about assessments and checks for understanding.

- ACE needs to increase opportunities for teachers to integrate ACT+Writing exam preparation into weekly and quarterly lesson plans.
- The administration needs to offer more professional opportunities during PLC Friday meetings for staff to develop Tier 1 instruction.
- ACE needs to increase opportunities for the administrative team to participate in professional development to improve school-wide ACT scores in ELA and math.
- During PLC Friday meetings, the administrative team should provide staff with additional ACT exam resources and professional development opportunities with outside vendors to improve student outcomes on the exam.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners tend to struggle more in academic classes and therefore score lower on the ACT + Writing exams.	• Distribute Chromebooks and portable Wi-Fi hotspots for students to use at home to ensure they have access to technology. • Install Google Translator, with reading and writing capabilities, on Chromebooks for use at school when needed. • Provide students with access to the school's bilingual staff members when needed. • Provide students with one-to-one dictionaries
Foster/Homeless	Students experiencing foster care/homelessness may not have the support outside of school to make school a priority.	• The principal will stay in contact with the family/social worker assigned to the student regarding academic progress during this period. • Distribute a Chromebook and portable WI-FI hotspot to students to ensure students have access to technology. • Give students additional classroom resources to use outside of school. • Allow students access to the building and their teacher, if available, before and after school. • Provide students/families with community resources, if needed.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students in the free and reduced lunch category may not have the nutrition services at home to perform optimally while at school.	- Prior to the ACT/PreACT exam, the school will provide breakfast to these students. In addition, the school will provide snacks to students during breaks. - Provide families with food resources in our community to help fill nutrition service gaps at home.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Recognize that students in racial/ethnic groups may have different learning styles/background knowledge.	- Communicate with Spanish speaking families regarding the goals of the exams and ways to support their students. - Track formative data across racial groups to measure disparities in PreACT/ACT exam data with all other students.
Students with IEPs	Students with IEPs require additional services to meet the same performance measures as their peers.	- Assistant Principal will apply for double-time accommodation on the ACT + Writing exam. - During PLC Friday meetings, staff completes weekly grade checks for IEP/504 students. Staff schedules parent meetings for students who are struggling to address concerns. - Give students access to Saturday School sessions for additional supports to prepare for the ACT exam.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The school lacks a structured system for staff collaboration and professional development.

Critical Root Cause: The school has identified several factors contributing to the lack of a structured system for staff collaboration and professional growth. First, professional development has not been a priority in either the current or previous school administrations, as administrators believed teachers should seek out professional development opportunities independently. Additionally, because the school is not affiliated with the district's professional learning department, ACE does not receive guidance on the district's professional development direction. As a result, ACE's administrative team must independently plan and prioritize professional development, which poses challenges in identifying

topics and setting improvement goals without teacher input. Moreover, the current principal has limited experience in school-wide professional development, having implemented some opportunities in the past but struggles to establish a sustainable system. Finally, the school has not allocated the necessary time and resources to build and sustain a professional development system during Friday PLC meetings. While ACE acknowledges the importance of a well-organized professional development system, no formal plan has been created to establish this framework.

Connectedness

Connectedness Areas of Strength

Data gathered and analyzed for areas of growth derived from student and parent climate surveys. Areas of strength include:

Family Climate Surveys

- Welcoming and Respectful Environment: 83% of respondents felt welcomed, and 85% felt the school treated them with respect. These high scores indicate that the school is perceived as a positive and inclusive environment for families.
- Child Safety and Well-Being: 82% of respondents believe the school considers children's safety when making decisions, and 81% think the school cares about children's well-being. This demonstrates strong support for safety and health measures at the school.
- High Expectations and Learning Support: 81% of respondents agreed that the school has high expectations for learning, and 77% felt the school uses a variety of information to help children learn. It indicates that parents perceive the school as holding students to high standards and tailoring learning approaches effectively.
- Relationship-Building: While 70% agreed that teachers set aside time to build relationships with children, this score is lower compared to others, suggesting a potential outlier in relationship-building efforts.

Student Climate Surveys

- Safety: 61% of students agree that the school makes decisions to keep them safe, suggesting strong policies and practices in this area.
- Resources: 51% of students feel they have the resources they need to learn, indicating adequate material support for students.
- Teacher Respect and Care: 46% of students feel welcomed, and 46% believe they are treated with respect. Additionally, 46% also felt they received support when they needed it. This shows that relationships between students and staff are generally positive and supportive.
- Positive School Climate: Many students feel welcomed and respected, and recognize that the school provides a safe environment.
- Student Support: Students also noted that the school offers support when they need it, which is a success in ensuring that students' emotional and academic needs are met.

Connectedness Areas for Growth

Data gathered and analyzed for areas of growth derived from student and parent climate surveys. Areas for growth include:

Family Climate Surveys

- Cultural Activities and Unique Learning Experiences: Only 48% of respondents felt that there were activities that taught children about different cultures, and 57% agreed that instruction was tailored to meet individual needs. This suggests a potential gap in providing diverse cultural experiences and customized learning.
- Opportunities for Student Voice: 60% of respondents felt their children had opportunities to share their opinions about their learning activities. Improving these opportunities could lead to a more engaged student body.
- Meeting Learning Needs: 63% of respondents said their children had learning experiences unique to their needs, and 63% agreed that support was based on individual needs. This leaves significant room for improvement in differentiation and personalized learning.
- Cultural Awareness: Cultural awareness activities scored the lowest, with only 48% of respondents agreeing. This is significantly below other areas and indicates a clear area of focus for improvement.

Student Family Surveys

- Teacher-Student Relationships: Only 28% of students feel that teachers take time to get to know them, suggesting a need for more personalized attention and relationship

building between teachers and students.

- Cultural Education: Only 26% of students agree that lessons teach them about different cultures, indicating a need to enhance cultural awareness and inclusivity in the curriculum.
- Student Voice: Less than one-third (27%) of students feel they have opportunities to give adults their opinions about learning activities. This suggests the institution needs to create more opportunities for student input in decision-making.
- Lesson Customization: Only 19% of students agree that lessons are adapted to meet their individual needs, highlighting the need for more differentiated instruction to accommodate diverse learning styles.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Spanish-speaking students and families may not attend Parent Connection Nights due to a language barrier.	• All invitations and promotional documents related to Parent Connection Nights will be offered in both English and Spanish. • Each event will be conducted in both English and Spanish, and this will be promoted to all families. • A bilingual teacher will be available to Spanish-speaking families if they have questions regarding events.
Foster/Homeless	These students/families may have transportation issues related to attending these events.	• If funds are available, the school will offer families RTC bus passes to attend these events. • Each event will be recorded via Zoom and can be viewed by families if they cannot attend in person. • The school will distribute laptops and Wi-Fi hotspots to families if they do not have access to technology.

Student Group	Challenge	Solution
Free and Reduced Lunch	These students/families may have transportation issues related to attending these events.	• If funds are available, the school will offer families RTC bus passes to attend these events. • Each event will be recorded via Zoom and can be viewed by families if they cannot attend in person. • The school will distribute laptops and Wi-Fi hotspots to families if they do not have access to technology.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Families may not understand the importance of attending Parent Connection Night.	• All invitations and promotional documents related to Parent Connection Nights will be offered in both English and Spanish. • Each event will be conducted in both English and Spanish, and this will be promoted to all families. • A bilingual teacher will be available to Spanish-speaking families if they have questions regarding events.
Students with IEPs	Families may not understand that all ACE HS students have the potential to earn CTE certificates through TMCC.	• The school will ensure that all students and families are invited to events to help parents understand the complexities of CTE programs and the college credits earned in each program.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Some families do not feel adequately informed regarding the complexities of the CTE pathways their students are pursuing while attending ACE High School.

Critical Root Cause: ACE has identified one main cause for the finding that families do not feel informed about their students' CTE opportunities. Students are being provided with numerous benefits from their specific CTE program; however, this is not being communicated effectively to families. The school has four distinct CTE programs that all have a variety of certifications, college credits, and pathways to completion. This information can be complex and dynamic based on the programs of study as prescribed by TMCC. For example, ACE's construction program earns college credit through an articulation agreement with the college at the end of the three-year experience. On the other hand, the TMCC

programs earn credit through dual enrollment from semester to semester. Each program earns a different level and type of certification. The school finds it a challenge to communicate all of these nuances effectively. It has been easier to help families understand these benefits at the end of students' high school experience instead of the beginning. One of the downsides of this is that some students do not meet all the criteria for completion because they are not made clear on the expectations. ACE recognizes that if we can effectively communicate this information at each milestone with families, then they will have a better understanding and may be able to provide more support along the way.

Priority Problem Statements

Problem Statement 1: ACE needs to increase the number of students meeting proficiency on the ACT math and ELA exams, as this is the primary area where NSPF points are lost. Despite school efforts, the percentage of students meeting proficiency on these exams decreased in SY2024-2025. The math proficiency rate decreased from 16.6% (SY 23-24) to 15.67% (SY 24-25). The ELA proficiency rate decreased from 40.9% (SY 23-24) to 33.3% (SY 24-25).

Critical Root Cause 1: In completing a root cause analysis to determine the reasons for low ACT proficiency scores, ACE identified several contributing factors. First, ACE is a charter school that draws students from all areas of the local community rather than from one specific area. The middle schools from which ACE pulls the most students are typically 2-3 star schools as ranked by the NSPF. Since 2020, the school has been working with students who missed a portion of their middle school years in the classroom due to the COVID-19 pandemic and school closures. These interruptions have led to achievement gaps that ACE is still working to close. ACE's unique mission tends to attract students who prefer hands-on work over traditional schoolwork. The state has mandated that all students participate in the ACT college placement exam as a requirement for graduation. This requirement comes with no baseline or cutoff score for proficiency, which means that students know their score does not matter. This lack of motivation is a difficult challenge to overcome when ACE students do not see the value in performing well. ACE's student population is more career-focused and less concerned about college preparation. There needs to be a better standardized test that meets the needs of the school by measuring a student's career preparedness

Problem Statement 1 Areas: Student Success

Problem Statement 2: The school lacks a structured system for staff collaboration and professional development.

Critical Root Cause 2: The school has identified several factors contributing to the lack of a structured system for staff collaboration and professional growth. First, professional development has not been a priority in either the current or previous school administrations, as administrators believed teachers should seek out professional development opportunities independently. Additionally, because the school is not affiliated with the district's professional learning department, ACE does not receive guidance on the district's professional development direction. As a result, ACE's administrative team must independently plan and prioritize professional development, which poses challenges in identifying topics and setting improvement goals without teacher input. Moreover, the current principal has limited experience in school-wide professional development, having implemented some opportunities in the past but struggles to establish a sustainable system. Finally, the school has not allocated the necessary time and resources to build and sustain a professional development system during Friday PLC meetings. While ACE acknowledges the importance of a well-organized professional development system, no formal plan has been created to establish this framework.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Some families do not feel adequately informed regarding the complexities of the CTE pathways their students are pursuing while attending ACE High School.

Critical Root Cause 3: ACE has identified one main cause for the finding that families do not feel informed about their students' CTE opportunities. Students are being provided with numerous benefits from their specific CTE program; however, this is not being communicated effectively to families. The school has four distinct CTE programs that all have a variety of certifications, college credits, and pathways to completion. This information can be complex and dynamic based on the programs of study as prescribed by TMCC. For example, ACE's construction program earns college credit through an articulation agreement with the college at the end of the three-year experience. On the other hand, the TMCC programs earn credit through dual enrollment from semester to semester. Each program earns a different level and type of certification. The school finds it a challenge to communicate all of these nuances effectively. It has been easier to help families understand these benefits at the end of students' high school experience instead of the beginning. One of the downsides of this is that some students do not meet all the criteria for completion because they are not made clear on the expectations. ACE recognizes that if we can effectively communicate this information at each milestone with families, then they will have a better understanding and may be able to provide more support along the way.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- ASVAB
- CCR Participation data
- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Specific: Scores on the mathematics and English Language Arts (ELA) portions of the ACT+Writing exam will increase by 4% from the 2024-2025 school year.

Measurable: This will be measured by scores generated from the administration of the 2025-2026 ACT+Writing exam.

Achievable: This is achievable by improving professional development specific to ACT exam preparation and Tier 1 instruction.

Relevant: This is relevant because the average student scores in both mathematics and ELA have decreased since 2019. In addition, this is the one areas where the school loses the majority of it's points on the NSPF.

Timely: ACE will work on this goal beginning at the end of the 2024-2025 school year, continuing until the administration of the ACT+Writing exam in February of 2026.

Aligns with District Goal

Formative Measures: 2024-2025 Data from:

ACT + Writing Exam Scores

PreACT (10th grade)

Math academic grades from 10th and 11th graders

Pre-Algebra, Algebra 1, Geometry, and Algebra 2

ELA academic grades from 10th and 11th graders (English 1-2 and English 3-4)

World History (9th grade) and World Geography (10th grade) grades

ELPA--WIDA Access scores

CTE program grades, progress toward TMCC certificates

Chronic absenteeism data

PLC Friday Meeting agendas (Professional Development)

Collaborative Learning Team (CLT) agendas/notes

Improvement Strategy 1 Details					Status Checks		
Improvement Strategy 1: School administration will continue seeking professional development opportunities and increasing teacher collaboration during PLC Friday meetings to strengthen rigor during Tier 1 instruction.					Status Check		
					Nov	Feb	May
					In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Review data from the 2024-2025 ACT exam to determine the areas of strength and growth from the 2023-2024 exam.	Principal and Assistant Principal	May - 2024-2025 school year				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
2	Create an annual PLC Friday meeting calendar identifying dates to complete Tier 1 professional development.	Principal and Assistant Principal	June 2025
3	The school will select dates during PLC Friday meetings for staff collaboration to create effective strategies to strengthen Tier 1 instruction.	Principal and Assistant Principal	July 2025
4	During the week when staff completes professional development during PLC Friday meetings, the principal will create a lesson plan with objectives to be completed during the session.	Principal	July 2025
5	Collaboration of core academic teachers to identify gaps in their curriculum where they can improve the rigor of their Tier 1 instruction.	Principal	PD Day - August 2025 PD Day - December 2025
6	Teachers and administrators will collaborate to identify common gaps within each academic area.	Principal and Assistant Principal	On-going during PLC Friday meetings during the 2025-2026 school year
7	Allow teachers individual time to work new Tier 1 instruction strategies into the curriculum.	Principal	On-going (shorten Friday meetings) to accommodate for this during the 2025-2026 school year
8	Monitor success and new challenges related to implementation.	Principal and Assistant Principal	At the conclusion of each quarter during the 2025-2026 school year

Position Responsible: Principal

Resources Needed: * Access to Pearson Access Next for 2024-2025 ACT and PreACT data

* Allocate time from three PLC Friday meetings to conduct data analysis and identify focus areas

* ACT exam resources including test preparation materials and practice exams.

* Curriculum maps and pacing guides for ELA, social studies, and math courses

* Additional classrooms to conduct ACT Bootcamp

* Technology such as computers, laptops, active boards, and the internet

* Nevada Academic Content Standards

Evidence Level

Level 2: Moderate: PreACT, ACT exams

Problem Statements/Critical Root Cause: Student Achievement Strategy 2 Details

Status Checks

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: To improve math and ELA proficiency scores on the ACT exam, the school will use ACT and PreACT exam data to identify focus areas for instruction. The administration will allocate time for core academic teachers to collaborate with each other to create a curriculum that maximizes time for each focus area.				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Assistant Principal will download the PreACT and ACT +Writing exam reports from the Pearson Access Next website when available.	Assistant Principal	When available during the 2024-2025 school year			
2	Principal and assistant principal will review the data at the beginning of the 2024-2025 school year, identifying potential trends in student scores.	Principal and Assistant Principal	May 2025			
3	In September, the principal and assistant principal will share the results with ACE staff.	Principal	September 2025			
4	In September, all ELA (English and writing), social studies (reading), and math teachers will meet to review the PreACT exam and student responses on each question to determine areas in which students struggled the most.	Principal	September 2025			
5	In September/October, ELA, social studies, and math teachers will identify 2-3 focus areas within each academic area to review with students during the 2nd and 3rd quarters in academic classes.	Principal	September 2025			
6	Teachers will collaborate to make curriculum map adjustments to address the identified focus areas in the 2nd and 3rd quarters.	Principal	On-going from September-November 2025			
7	Beginning in the 2nd quarter, academic teachers will use ACT + Writing exam practice questions as their opening activity, two times per week, highlighting the academic focus areas identified by teachers.	Academic Teachers	October 2025			
8	During regular class instruction, teachers will integrate opportunities of review for the identified focus areas.	Academic Teachers	On-going from September-February 2026			
9	In December, all 11th graders in ELA, social studies, and math will complete a practice ACT exam.	Principal and academic teacher	December 2025			
10	In February (TBD when ACT exam date is published) the school will complete ACT Bootcamp in lieu of attending regular classes to prepare students for the exam.	Principal and Assistant Principal	February 2025			

Position Responsible: Principal Resources Needed: * Access to Pearson Access Next for 2024-2025 ACT and PreACT data * Allocate time from three PLC Friday meetings to conduct data analysis and identify focus areas * ACT exam resources including test preparation materials and practice exams. * Curriculum maps and pacing guides for ELA, social studies, and math courses * Additional classrooms to conduct ACT Bootcamp * Technology such as computers, laptops, active boards, and the internet * Nevada Academic Content Standards Evidence Level Level 2: Moderate: PreACT, ACT exams Problem Statements/Critical Root Cause: Student Success 1			
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SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: ACE needs to increase the number of students meeting proficiency on the ACT math and ELA exams, as this is the primary area where NSPF points are lost. Despite school efforts, the percentage of students meeting proficiency on these exams decreased in SY2024-2025. The math proficiency rate decreased from 16.6% (SY 23-24) to 15.67% (SY 24-25). The ELA proficiency rate decreased from 40.9% (SY 23-24) to 33.3% (SY 24-25). Critical Root Cause: In completing a root cause analysis to determine the reasons for low ACT proficiency scores, ACE identified several contributing factors. First, ACE is a charter school that draws students from all areas of the local community rather than from one specific area. The middle schools from which ACE pulls the most students are typically 2-3 star schools as ranked by the NSPF. Since 2020, the school has been working with students who missed a portion of their middle school years in the classroom due to the COVID-19 pandemic and school closures. These interruptions have led to achievement gaps that ACE is still working to close. ACE's unique mission tends to attract students who prefer hands-on work over traditional schoolwork. The state has mandated that all students participate in the ACT college placement exam as a requirement for graduation. This requirement comes with no baseline or cutoff score for proficiency, which means that students know their score does not matter. This lack of motivation is a difficult challenge to overcome when ACE students do not see the value in performing well. ACE's student population is more career-focused and less concerned about college preparation. There needs to be a better standardized test that meets the needs of the school by measuring a student's career preparedness

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Specific: ACE will establish a formal professional development system known as Collaborative Learning Teams (CLTs), where teachers will be grouped by departments to collaboratively work on analyzing data focused on student learning, improving instruction, and growing professionally through the process of improving student learning.

Measurable: This will be measured by each CLT's documentation of their team's goal, implementation, evidence of improvement, and results.

Achievable: This can be achieved by creating a specific CLT schedule and documents to be completed through the process of the CLT's goal.

Relevant: This is relevant because ACE lacks a formal structure for professional development.

Timely: ACE has scheduled two professional development days into the 2025-2026 school year: August 29 and December 5. CLTs will be created on August 29th, where teams will meet to establish their goal/focus for the 25-26 school year by documenting it as the CLTs Improvement Project Plan. CLTs will meet every 3 weeks on Fridays to continue making progress towards their goal. On December 5th, teachers will revisit their goal and have more time to collaborate and make progress or adjustments as they prepare for the third and fourth quarter where they can continue to work on their goal with a new group of students. CLTs will continue to meet every 3 weeks after December 5th.

Aligns with District Goal

Improvement Strategy 1 Details					Status Checks		
Improvement Strategy 1: The school will create Collaborative Learning Teams (CLTs) where staff will work with their department to create a goal to address an area they would like to grow professionally and/or improve their instruction.					Status Check		
					Nov	Feb	May
					In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Establish Collaborative Learning Teams: Staff will be organized into CLTs within their departments. Each CLT will collaboratively set a professional growth or instructional improvement goal for the 2025-2026 school year.	Assistant Principal	August 2025				
2	Develop a CLT Schedule: A dedicated CLT meeting schedule will be created to ensure consistency and allow teachers regular time to work on their goals, with dedicated time slots in Friday PLC meetings.	Principal and Assistant Principal	August 2025				
3	The school will conduct 2 full professional development days to allow teachers time to work within their CLTs to develop their goals.	Principal and Assistant Principal	August 29, 2025 and December 5, 2025				
4	CLTs will meet during every 3rd Friday PLC meeting to continue their work toward achieving their goals.	Principal and Assistant Principal	Ongoing during the 2025-2026 school year				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
5	Agenda and Documentation: During each CLT meeting, teams will document their agenda, notes, and progress. This documentation will facilitate communication with the administration on progress, challenges, and needed support, providing a clear record of professional growth efforts.	Principal and Assistant Principal	Ongoing after each CLT meeting
6	Interdisciplinary Collaboration: CLTs will have opportunities to collaborate with other CLTs to foster interdisciplinary relationships and idea-sharing. This will allow academic and CTE teachers to integrate concepts across subjects, reinforcing the school's mission.	Principal and Assistant Principal	CLT meeting in October, December, February, and April
7	Administrative Support and Time Allocation: The administrative team will commit to allocating sufficient time in the Friday PLC meetings to support CLT activities. This commitment will be essential to ensuring the success and sustainability of the professional development system.	Principal	Ongoing during the 2025-2026 school year
8	Teachers will submit their final CLT write-up to their evaluator through the formal evaluation process.	Principal and Assistant Principal	March - April, 2025
9	Each CLT will present their goal, data, and reflection to the staff.	Principal and Assistant Principal	A Friday PLC meeting in May 2026

Position Responsible: Principal and Assistant Principal

Resources Needed: - 2025-2026 School Calendar

- A list of CLT group members
- Curriculum maps for each academic and CTE department
- Nevada Academic Content Standards
- Student performance data from Infinite Campus
- Allocation of time to conduct PD days and CLT work during PLC Friday meetings
- Access to technology such as computers and WiFi

Evidence Level

Level 2: Moderate: PLC Friday Meetings

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: The school lacks a structured system for staff collaboration and professional development. **Critical Root Cause:** The school has identified several factors contributing to the lack of a structured system for staff collaboration and professional growth. First, professional development has not been a priority in either the current or previous school administrations, as administrators believed teachers should seek out professional development opportunities independently. Additionally, because the school is not affiliated with the district's professional learning department, ACE does not receive guidance on the district's professional development direction. As a result, ACE's administrative team must independently plan and prioritize professional development, which poses challenges in identifying topics and setting improvement goals without teacher input. Moreover, the current principal has limited experience in school-wide professional development, having implemented some opportunities in the past but struggles to establish a sustainable system. Finally, the school has not allocated the necessary time and resources to build and sustain a professional development system during Friday PLC meetings. While ACE acknowledges the importance of a well-organized professional development system, no formal plan has been created to establish this framework.

Inquiry Area 3: Connectedness

SMART Goal 1: Specific: Increase family attendance rates for Parent Connection Night events from 40% to 50%.

Measurable: This will be measured by the attendance rate from families for all five events conducted during the 2025-2026 school year.

Achievable: This can be achieved by promoting the event goals, importance, and grade-level-specific information presented at each Parent Connection Night.

Relevant: This is relevant because ACE parents and students report through climate surveys and informal conversations with staff that families do not have a sufficient understanding of CTE pathways, including the credits and certificates earned through TMCC while attending ACE High School. Consequently, the school must do a better job of explaining CTE pathways to families through Parent Connection Nights.

Timely: Parent Connection Nights will be held five times during the school 2025-2026 school year, allowing staff to measure family attendance at the events during this timeframe.

Aligns with District Goal

Formative Measures: Parent/Student/Staff Climate Survey results

Family attendance at each Parent Connection Night

Chronic absenteeism rates

Discipline data

Graduation rates, including college credits and certificates earned through TMCC

CTE Pathways completion rates

CCR diplomas earned by the class of 2026

Improvement Strategy 1 Details					Status Checks		
Improvement Strategy 1: The school will promote the goals, importance, and grade-level specific information presented to families during Parent Connection Nights on-going throughout the school year. In addition, the school will present all Parent Connection Nights in both English and Spanish.					Status Check		
					Nov	Feb	May
					In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Begin advertising Parent Connection Nights at student orientation and parent open house to explain the importance of the events.	Principal and Assistant Principal	August 2025				
2	Create an invitation (in English and Spanish) describing the information presented at each event. Parents will be notified that this presentation will be in English and Spanish.	Principal and Assistant Principal	September 2025				
3	Invitations will be distributed to families by US mail to addresses listed in Infinite Campus, ConnectEd emails, ConnectEd text messages, the school's website, and given to students through their CTE program (each ACE HS student is in a CTE program).	Principal and Assistant Principal	30 days before each Parent Connection Night				
4	Each Parent Connect Night presentation will be recorded via Teams. This recording will be distributed to families by email the week following each event to ensure the information is shared with everyone regardless of their ability to attend in person.	Principal and Assistant Principal	At each Parent Connection Night				
Position Responsible: Principal Resources Needed: * Technology such as computers, internet, PowerPoint, a smartboard, and Zoom. * School-wide calendar. * Staff to participate in the planning and execution of each event. * Access to ConnectEd. * Access to Infinite Campus. * Copies of all documents created for Parent Connection Nights in English and Spanish.							
Evidence Level Level 2: Moderate: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1							

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Some families do not feel adequately informed regarding the complexities of the CTE pathways their students are pursuing while attending ACE High School. **Critical Root Cause:** ACE has identified one main cause for the finding that families do not feel informed about their students' CTE opportunities. Students are being provided with numerous benefits from their specific CTE program; however, this is not being communicated effectively to families. The school has four distinct CTE programs that all have a variety of certifications, college credits, and pathways to completion. This information can be complex and dynamic based on the programs of study as prescribed by TMCC. For example, ACE's construction program earns college credit through an articulation agreement with the college at the end of the three-year experience. On the other hand, the TMCC programs earn credit through dual enrollment from semester to semester. Each program earns a different level and type of certification. The school finds it a challenge to communicate all of these nuances effectively. It has been easier to help families understand these benefits at the end of students' high school experience instead of the beginning. One of the downsides of this is that some students do not meet all the criteria for completion because they are not made clear on the expectations. ACE recognizes that if we can effectively communicate this information at each milestone with families, then they will have a better understanding and may be able to provide more support along the way.

Community Outreach Activities

Event	Date(s)	Lessons Learned
Student Orientation	May 28-29, 2025; July 2025	
SIP Distribution to School Community	July 1, 2025	
SIP Distribution to Staff	August 6-8, 2025 (Teacher Workdays)	
Parent Connection Night 1 (Parent Night - All Students - TMCC Middle College)	August 13, 2025	
Parent Connection Night 2 (12th Graders - ACE CTE Certifications/Graduation)	October, 2025	
Parent Connection Night 3 (12th graders - Graduation and Beyond Night)	November, 2025	
Parent Connection Night 4 (11th Graders - ACT Bootcamp)	January, 2026	
Parent Connection Night 5 (9th Graders - CTE Career Pathways)	March, 2026	
SIP Stakeholder Surveys	April/May, 2026	