Washoe County School District

Debbie Smith CTE Academy

Classification: Not Rated

Accreditation Status:
Accredited

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

We will empower students with the highest caliber of career and technical education, preparing them for success in a rapidly evolving global workforce. Regardless if they choose college, career or the military, they will be given the skills to navigate their next steps. Through a dynamic blend of rigorous academics, hands-on learning, and real-world experience, we aim to cultivate skilled, innovative, and ethical professionals who are ready to lead and excel in their chosen fields.

Vision

Championing a culture of respect, resilience, innovation, and integrity that empowers students to overcome challenges and choose their own path to a successful future.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

100% of students graduated in the first year of the school.

Overall Composite ACT score higher than the District Average. 19.5

17% of students growing on a trajectory that will exit them from EL services by Grade 12, 9% higher than district average

87% of Juniors completed at least one AP, IB, Dual Credit, or completed a CTE pathway

96% of Seniors completed at least one AP, IB, Dual Credit, or completed a CTE pathway

80% of Seniors completed a CTE pathway

Areas for Growth

Hispanic ACT is 1.4 composite points lower than average

FRL ACT is 1.6 composite points lower than average

Only 19% OF STUDENTS TESTING COLLEGE READY IN ALL FOUR SUBJECTS

only 40% of 11th graders passed at least one AP exam with a 3 or higher

only 41% of 12th graders passed at least one AP exam with a 3 or higher

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	83% of EL students are not growing at a pace to exit services	Work with EL department, Facilitator and EL asst to work with staff on instructional strategies.
Foster/Homeless	Students need Tier 2 and 3 supports	Schedule intervention times
Free and Reduced Lunch	ACT scores are 1.6 points lower on average	Targeted interventions and tutoring for FRL students
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Minorities attained less core credit by end of 9th and 10th grade	Building more recovery courses and support classes into Master Schedule
Students with IEPs	Students on IEP's attained less core credit by end of 10th grade	Credit Recovery programs built within IEP interventions

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	There is a distinct difference in students on IEPs, minorities, and FRL students and their success levels on the ACT and in Credit Attainment compared to their peers	Brand new school with limited supports provided was unable to target Tier 2 and 3 interventions for students in year one.

★ = Priority

Adult Learning Culture

Areas of Strength

According to Staff Climate Survey:

99% of staff believe there are high expectations for success

98% of staff believe the school promotes fairness and respect

99% believe there is strong home-school communication

98% believe there are strong staff-student relationships

Areas for Growth

According to the Staff Climate Survey:

59% of staff believe there is strong parent involvement in the school

81% believe Social Emotional Learning is a strong point in the school

81% believe their work stress is getting to be too much

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Learners scored less on the ACT and have less credit attainment than peers	Staff will work with EL facilitator for targeted instructional strategies as well as teacher clarity expectations
Foster/Homeless	Students need Tier 2 and 3 supports	Schedule Intervention times for students
Free and Reduced Lunch	Majority of staff has not worked with this large of a percentage of FRL students(Currently 39%)	Work with District office for supports and learning opportunities for teaching students from diverse backgrounds
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	attained less credit at end of year 9 and 10 than their peers	Focus on Teacher Clarity Work to improve student understanding and retention of information
Students with IEPs	attained less credit at end of year 10 than peers	Gen Ed and SPED teachers will meet and plan bi weekly to support students

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teachers do not have consistent instructional strategies related to student retention of information and understanding of content	In opening the first year, the focus was on building culture and systems and appropriate training for Teacher Clarity did not occur with fidelity

★ = Priority

Connectedness

Areas of Strength

According to Family Climate Survey:

91% of families believe there is a strong sense of communication with family

87% believe the school is a supportive place

97% feel the school is a safe place

According to Student Climate Survey

86% of students feel Adults respect them

88% feel comfortable participating in school events

92% of students feel safe at school

85% of students feel they are respected by peers

According to student Cognia Accreditation survey

80% of students feel welcome and treated with respect

70% feel the staff cares about them

According to family Cognia Accreditation survey

97% of families feel welcomed and treated with respect

96% of families feel the school cares about their children's well-being

12.9% of students were chronically absent

School events were highly attended with 500 at open house night, 600 at Winter Wonderland Event, and strong participation at all events.

Areas for Growth

55(9%) students transferred out of the school to go back to their zoned school during the 2025-2026 school year

According to the student climate survey:

60% of students do not feel confident in their ability to manage their emotions

55% do not feel confident in their ability to manage homework

Only 64% feel engaged in their schoolwork

According to Family Climate survey:

Only 59% feel comfortable with their perception so their child's learning behaviors

Only 69% feel our school matches their child's needs

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	22% of EL students were Chronically absent	Home visits, family visits to school, community events at school
Foster/Homeless	Small amount in extracurricular activities	Special invitations to clubs and teams
Free and Reduced Lunch	20% of FRL students were chronically absent	Use new interventionist to work with families to support getting to school
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Multiracial sub category of students have 35% of students chronically absent	Use new interventionist to target individual support for families and students
Students with IEPs	Lower amount of students on IEPs participating in Extra Curricular events	Targeted invites to different clubs, teams, etc.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Less community engagement creates more of a transient population	The school is not a community school and students come from as far as 20 miles away to attend our school

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Less community engagement creates more of a transient population	The school is not a community school and students come from as far as 20 miles away to attend our school
2 ★	Teachers do not have consistent instructional strategies related to student retention of information and understanding of content	In opening the first year, the focus was on building culture and systems and appropriate training for Teacher Clarity did not occur with fidelity
3 ★	There is a distinct difference in students on IEPs, minorities, and FRL students and their success levels on the ACT and in Credit Attainment compared to their peers	Brand new school with limited supports provided was unable to target Tier 2 and 3 interventions for students in year one.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Accelerated/Advanced Coursework Enrollment**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **AP Completion**
- [x] **ASVAB**
- [x] **CCR Participation data**
- [x] **College and career readiness data**
- [x] **Course Offerings**
- [x] **CTE**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Graduation rates/GED/HiSET data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **SAT, ACT, PSAT or ASPIRE**
- [x] **Smarter Balanced (SBAC)**
- [x] **STEM/STEAM**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**
- [x] **Other**

Adult Learning Culture

- [x] **Action research results**

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Coaching Logs**
- [x] **Communications data**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**
- [x] **Other**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Completion rates and/or graduation rates data**
- [x] **Dual credit College Prep**
- [x] **Enrollment**
- [x] **Enrollment trends**

- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Violence and/or violence prevention records**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

11th grade students will average over a 20.0 Cumulative score on the ACT exam
11th Grade Hispanic students will improve their ACT scores by 1.0 on their composite average scale score
11st Grade FRL students will improve their ACT scores by 1.1 on their overall composite average scale score

Formative Measures: ACT Scores

Improvement Strategy 1

ACT Intervention

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ACT Bootcamp will be offered to all 11th grade students Schedule ACT Bootcamp Enroll more Hispanic students in ACT Boot Camp Enroll more FRL students in ACT Bootcamp	Mike Gifford	By 9/15/2026 to schedule by 2/1/2027	

Position Responsible: Principal

Resources Needed: Company to host bootcamp, staff to work it

Evidence Level

Level 1: Strong:
ACT Intervention

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	There is a distinct difference in students on IEPs, minorities, and FRL students and their success levels on the ACT and in Credit Attainment compared to their peers	Brand new school with limited supports provided was unable to target Tier 2 and 3 interventions for students in year one.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Staff will attend trainings monthly designed for them to improve Tier 1 instruction through teacher clarity, emphasizing learning intentions and success criteria being clearly understood by students in each classroom

Formative Measures: Classroom walk through observations, informal observations, formal observations

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Lead Initial Training of Teacher Clarity to staff Individual Teacher Clarity and instructional strategy support for new or struggling teachers EL Facilitator schedules meetings with 5 or fewer teachers targeted for support	Mike Gifford/Julie Henderson	SY 26-27	
2	Create Training Schedule for staff Work with Curriculum and Instruction, Special Education, and English Language Learning departments to develop Professional Development Training schedule Weekly Walk through observations using WCSD walk through tool focused on Teacher clarity Weekly Walk through observations using WCSD walk through tool focused on Teacher clarity Walk Through Observations will be focused on how learning intentions and success criteria are being successfully implemented in each classroom	Mike Gifford/Julie Henderson	SY 26-27	

Position Responsible: Principal

Resources Needed: Resources from Teacher Clarity. Time for trainings
Walk through tool, time for observations

Evidence Level

Level 2: Moderate:
Mentoring/coaching, PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teachers do not have consistent instructional strategies related to student retention of information and understanding of content	In opening the first year, the focus was on building culture and systems and appropriate training for Teacher Clarity did not occur with fidelity

Inquiry Area 3 Connectedness

SMART Goal 1

By completion of Climate surveys, connection between students, staff, and families will all be above an 90% positive rating

Formative Measures: Climate Surveys

Improvement Strategy 1

PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Time given during staff PLC time to write, call and/or email families Monthly Community events to bring our families together Positive Messages sent home each by month by every teacher(phone calls, emails, post cards) Create Schedule for monthly events(open house, truck or treat, Winter wonderland, etc.) As needed, meet with families to keep them enrolled at our magnet school Reduce student transiency by conducting home visits, developing transportation plans, academic support plans, wrap around services and any other supports needed	All Staff/ Kara Lee Counselors, Admin, Interventionist	Monthly SY 26-27	

Position Responsible: All staff/Assistant Principal/Counselors, Admin, Interventionist

Resources Needed: Post cards and postage, time for calling and emailing

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Less community engagement creates more of a transient population	The school is not a community school and students come from as far as 20 miles away to attend our school

Community Outreach Activities

Activity	Date	Lesson Learned
Freshmen Open House	8/5/2026	Freshmen schedules need to be looked at closer before being released
Back to School Night	8/26/2026	Need to do a better job of advertising back to school night
8th Grade Parent Night	9/23/2026	More structured to allow parents to ask questions
FAFSA Info Night	10/14/2026	
Veterans Day Assembly	11/10/2026	