Washoe County School District



Academy For Career Education

Classification: 5 Star School

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- **ACE High School completed its accreditation during the 2024–2025 school year. Consequently, the data utilized in this School Improvement Plan (SIP) is derived from that accreditation alongside school data from the 2025–2026 academic year.**

NSPF Index Scores

The school's NSPF index score is 90.5, giving the school a 5-star rating. The overall school score increased by 9 points from the 2024-2025 school year.

From SY2019–2020 through the present, ACE High School has consistently maintained high-tier rankings. After entering SY2019–2020 as a five-star school (86/100), pandemic-related disruptions caused a temporary dip to a four-star rating (77.5/100) for two cycles. ACE rebounded to a five-star rating in SY2023–2024 (83/100) and achieved a strong 81.5/100 index score in SY2025–2026 for a four-star designation.

Graduation Rates

ACE High School maintained a 100% graduation rate across all student subgroups from SY2019–2020 through SY2024-2025. While the rate slightly adjusted to 98.5% for SY2025–2026, it remains exceptionally high, significantly outpacing both the district average (82.95%) and the Nevada state average (85.4%) by roughly 13 to 17 percentage points.

Other CTE Achievements

- edit 59% of ACE graduates earn either a Certificate of Achievement (42 college credits) or Skills Certificate (15 college credits).
- 55% of graduates earn a Career Ready Diploma, which requires earning an advanced diploma and meeting certain CTE criteria.
- 69% of ACE graduates find full-time employment upon graduation.
- 100% of 9th-grade students earn an OSHA-10 card.

Enrollment Growth

ACE HS has grown at an average annual rate of 6.27% since SY2019–2020. This growth culminated in an enrollment record high of 287 students in SY2025–2026. Looking ahead, the anticipated enrollment for the upcoming school year is projected to exceed 310 students.

9th Grade Credit Sufficiency

From SY2019–2020 through the present, the 9th-grade credit sufficiency rate at ACE High School continues to be 100% across all student subgroups. This sustained perfect attainment rate remains well above the most recent SY2024–2025 WCSD and state benchmarks, where the Washoe County School District recorded a sufficiency rate of 84.3% and the state of Nevada reached 85.1%.

Chronic Absenteeism

The school’s average chronic absenteeism rate is 1.3%, which is significantly lower than the the district average at 27.5%.

Nevada Science Exam

From SY24-25 to SY25-26, the percentage of students meeting proficiency (scoring a 3 or 4) on the Nevada Science Exam increased by 22.5 percentage points, jumping from 37.3% to 59.8%. This growth significantly outpaces the SY24-25 statewide average of 21.1%.

CTE Assessments

50% of ACE students successfully pass both required state assessments (the Workplace Readiness Exam and the End of Program Exam) to qualify as CTE completers, outperforming the statewide average by about 8%. Individually, the exams show varied performance trends: the Workplace Readiness Exam maintains a consistent five-year average pass rate of 71.01% across all subgroups, while the program-specific End of Program Exams have an average pass rate of 50.02%.

Pass Rate by Program:

- Construction = 81.08%
- AMMT = 57.14%
- Diesel = 96.97%
- Architecture = 35.29%

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 290 ACE graduates earned a total of 8,911 college credits at TMCC, resulting in savings of around $930,943 for families.

Career Ready and Advanced Diplomas

32 out of 59 (54.24%) graduates from the class of 2026 earned a Career Ready Diploma by passing both parts of the CTE assessments and earning an advanced diploma. In addition, 31 out of 59 (52.5%) graduates earned an advanced diploma.

Student Climate Surveys

Based on results from the 2025–2026 WCSD Student Climate Survey, the school scored highest in the following areas:

- Safety: 85% of students reported feeling safe while at school.
- SEL (Decision Making): On average, 85% of students believe the school provides them with the social and emotional skills to make healthy decisions.
- Adult Respect: 84% of students believe that adults at ACE respect them, treat them fairly, and enforce rules equitably.

Areas for Growth

ACE High School completed its accreditation during the 2024–2025 school year. Consequently, the data utilized in this School Improvement Plan (SIP) is derived from that accreditation alongside school data from the 2025–2026 academic year. NSPF Index Score

Although the NSPF index score in SY 2025-2026 dropped to 81.5, making it a 4-star school, ACE anticipates reaching 5-stars in SY 2026-2027. The school is always looking for areas to improve to score more points and consistently maintain a 5-star rating.

College and Career Readiness – ACT + Writing Exam

- *Due to the limited size of the school, the school only meets the sufficient N-size to accurately track the White, Hispanic, Male, Female, and ELL subpopulations.*

Since SY 2024–2025, the school's average performance on both the mathematics and ELA portions of the ACT + Writing Exam has remained below the Washoe County School District (WCSD) and state averages. Over this two-year period, student proficiency metrics indicate an average math achievement rate of 21.18% and an ELA achievement rate of 45.02%.

Mathematics Exam (ACT)

In SY 2024–2025, the proficiency rate was 16.1%, falling significantly below the Nevada state average. However, in SY 2025–2026, proficiency rose sharply to 26.25%, earning the school 4.5 points on the NSPF. While this marked improvement demonstrates strong upward progress, the school remains dedicated to further increasing proficiency rates on this portion of the exam identifying it as an area for growth.

Proficiency Rate by Subpopulations:

- White = 11 of 41 (52.4%)
- Hispanic = 9 of 32 (28.1%)
- Male = 17 of 59 (28.8%)
- Female = 3 of 21 (14.3%)
- ELL = 0 of 16 (0%)

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

In SY 2024–2025, the proficiency rate was 33.8%, which is below the Nevada state average. However, in SY 2025–2026, proficiency rose to 56.25%, earning the school 10.0 points on the NSPF. While this marked improvement demonstrates strong upward progress, the school remains dedicated to further increasing proficiency rates on this portion of the exam identifying it as an area for growth.

Proficiency Rate by Subpopulations:

- White = 24 of 32 (75.0%)
- Hispanic = 18 of 41 (43.9%)
- Male = 32 of 59 (52.54%)
- Female = 13 of 20 (65.0%)
- ELL = 3 of 16 (18.75%)

English

Among the three sections of the ELA exam, ACE High School students consistently score the lowest in English. Though the proficiency rate rose from 33.9% in SY24-25 to 45.0% in SY25-26, the English portion of the exam continues to represent the lowest percentage of students to meet proficiency. Of the subpopulations, the school's ELL population scored the lowest, with only 1 of 16 (6.25%) students meeting proficiency in SY25-26.

Reading

From SY24-25 to SY25-26, student proficiency increased by 10.7 percentage points, rising from 46.8% to 57.5%. While this growth is promising, overall proficiency remains a priority area for development. Additionally, the English Language Learner (ELL) subpopulation requires targeted support, as only 5 of 16 students (31.25%) achieved proficiency.

Writing

In SY25-26, 54 out of 80 students (**67.5%**) achieved proficiency on the writing portion of the ACT exam. While this reflects an increase from the **59.67%** proficiency rate in SY24-25, it remains a targeted area for growth for the school. Furthermore, only 7 out of 16 students (**43.75%**) within the English Language Learner (ELL) subpopulation met proficiency, highlighting this group as a critical focus for continued improvement.

Nevada Science Exam

While the school achieved significant growth on the Nevada Science Exam from SY24-25 to SY25-26, overall proficiency stood at 59.8%, marking this as an ongoing area for targeted growth. Additionally, none of the five English Language Learner (ELL) students met proficiency on the exam, highlighting a critical area for focused support.

Percentage of Students Graduating with an Career Ready or Advanced Diploma

On average, 53% of ACE students graduate with either a Career Ready or Advanced Diploma. Although the school increased this percentage from the 2024–2025 school year, administration continues to identify this as an area for growth.

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 57.14%, while Architecture has a pass rate of 35.29%. In contrast, the pass rates for the Construction and Diesel programs are 81.08 and 96.97%, respectively.

Student Climate Surveys

Based on results from the 2025–2026 WCSD Student Climate Survey, the school scored lowest in the following areas:

- Participation: 43% of students believe the school offers sufficient extracurricular activities to participate in.

- Bullying: 63% of students responded favorably regarding the school's efforts to prevent bullying.
- Student Voice: 66% of students responded favorably regarding adults in the school listening to student voice.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	ELL students score lower on both the mathematics and ELA sections of the ACT + Writing Exam.	• Prior to the beginning of the 2026-2027 school year, the school will identify 10th and 11th grade ELL students. • The assistant principal will apply for 1.5 accommodations for all ELL students. • During ACT preparation that occurs during academic classes, the school will teach concepts such as: • **Strip the Mathematics Language Load** ◦ Pre-teach math-specific idioms like "in terms of" and "consecutive". ◦ Train students to cross out non-mathematical narrative text. ◦ Practice translating complex word problems directly into symbols. • **Use Visual Patterns and Rigid Templates for ELA** ◦ Teach concrete formulas of grammar instead of relying on auditory intuition. ◦ Utilize structural templates for the essay. ◦ Provide targeted transition word banks grouped by function. • During the February ACT Bootcamp, the school will deliver focused interventions for ELL students, reinforcing key strategies to maximize score improvement. • 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

Student Group	Challenge	Solution
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
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.

Student Group	Challenge	Solution
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	Critical Root Cause
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. The math proficiency rate in SY25-26 is 26.25% The ELA proficiency in SY25-26 is 56.25%	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. The school also needs to implement targeted support strategies for English Language Learner (ELL) students to ensure they can fully comprehend the exam material and boost overall school-wide scores.
2 ★	ACT + Writing Exam data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school. ELL students are scoring significantly lower than their peers in other student groups. In SY25-26, ELL students who met proficiency on ACT Exam are: -Math = 0 of 16 (0%) -ELA = 3 of 16 (18.75%) - English = 1 of 16 (6.25%) - Reading = 5 of 16 (31.25%) - Writing = 7 of 16 (43.75%)	When we look closely at why our English Language Learners (ELLs) are struggling on the ACT, the main issue is how they process the exam under pressure. While our teachers do have students practice weekly ACT test questions in class, these isolated exercises are not enough to overcome the overall barrier of a fast-paced, high-stakes testing environment. In daily lessons, students still rely heavily on teacher support and extra help to understand the material. As a result, when they face the actual exam, they struggle to handle the heavy academic vocabulary and strict pacing completely on their own. While the weekly practice helps with exposure, our students still need more targeted training on stamina, time management, and specific test-taking strategies tailored to language learners so their scores can finally reflect what they actually know.

★ = Priority

Adult Learning Culture

Areas of Strength

Data from administrative walkthroughs, formal teacher evaluations, and 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.

Staff Climate and Safety Survey Highlights:

- 99% percent of staff report mutual respect and fairness between employees and students, adherence to school and classroom rules, a shared appreciation for diverse cultural backgrounds, and that all stakeholders are treated fairly at school.
- Expectations of Success – 98% of staff believe that teachers set high expectations for students, staff work hard to motivate students, and staff work hard to keep students in school.
- Home-School Communication — 98% of staff believe that parents are partners in the educational process, the school is welcoming to families, and the school frequently updates families regarding their child's progress in their classroom.

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, 32 times during the 2026-2027 school year. During these meetings, staff work on professional development, collaboration, student needs and support, SEL/freshman success, ELL students, and CTE incorporation.
- 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.
- Data from the student and family climate surveys indicate that staff have successfully cultivated an environment where the majority of students feel a strong sense of belonging and know that their teachers genuinely care about them.

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:

Staff Climate and Safety Survey Highlights:

- Parent Involvement – Only 28% of staff believe that parents support their teaching efforts, have inquired about how they can support their child's progress while at home, and know how well their child is doing in class.
- While 80% of staff believe the school provides an established SEL curriculum, feedback indicates this is largely because SEL efforts are primarily concentrated on 9th-grade students, leaving a gap in upper-grade curriculum.

- 13% of staff report experiencing high levels of work stress, feeling tense, restless, anxious, or burnt out, and expressing concern that they will not remain in the profession until retirement age.

Other 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.
- The school needs to improve monitoring for EL students during Friday PLC meetings.
- 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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Friday PLC meetings currently lack a specific focus on ELL student data and strategies, beyond routine grade checks.	• The school director and principal will review the FY27 budget to identify available funding for professional development related to English Language Learners. • ACE administration is meeting with a representative from the ELL Department at WCSD this summer, to learn about ELL PD opportunities that the school can use to train staff. • The principal will ensure that PD specific to ELL students will be a focus area during PLC Friday Meeting during the 2026-2027 school year.

Student Group	Challenge	Solution
Foster/Homeless	The staff as a whole may not know which students are in Foster Care or experiencing homelessness.	• Give teachers a list of their foster/homeless students prior to each quarter. • Conduct individual meetings to brief teachers on a student's immediate logistics and flexibility needs. • Adopt universal trauma-informed policies that accommodate hidden instability for all students by default. • Leverage routine student-of-concern meetings so informed liaisons (social workers) can quietly coordinate support when teachers flag issues.
Free and Reduced Lunch	The staff as a whole may not know which students are in Free and Reduced Lunch.	• Give teachers a list of their foster/homeless students prior to each quarter. • Coordinate with teachers to provide food resources in our community to help fill nutrition service gaps at home.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	• The staff as a whole may not know specific racial/ethnic minorities of each of their students. • Recognize that students in racial/ethnic groups may have different learning styles/ background knowledge.	• Give teachers a list of ethnicity classification of all students prior to each quarter. • 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 and learning gaps of students from racial/ethnic minority subgroups.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs require additional services to meet the same performance measures as their peers.	• The principal and special education case managers will provide staff with professional development opportunities during PLC Friday Meetings focused on high-leverage practices and specialized instruction to maximize student growth. • 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	Critical Root Cause
1 ★	The school lacks a structured system for staff collaboration and professional development.	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.

★ = Priority

Connectedness

Areas of Strength

Informal Surveys

- ACE High School families and students see the immense value in our CTE programs: Architecture, Construction, Diesel, Machining and Manufacturing, and Welding. That enthusiasm starts early with our 9th-grade Trades and Industry Survey elective, which successfully prepares all freshmen to launch into their official CTE pathway at the start of sophomore year.
- Families frequently choose ACE for its safe environment and its strict enforcement of rules against fighting, drugs, and alcohol.
- Due to the school's small size, most students feel they have opportunities to interact with students and staff on a personal level.
- Families feel that ACE HS prepares students well for post-secondary and career opportunities.

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: 85% of respondents felt welcomed, and 84% 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: 88% of respondents believe the school considers children's safety when making decisions, and 83% 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: 82% of respondents agreed that the school has high expectations for learning, and 76% 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 80% 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: 85% of students agree that the school makes decisions to keep them safe, suggesting strong policies and practices in this area.
- Resources: 73% of students feel they have the resources they need to learn, indicating adequate material support for students.
- Teacher Respect and Care: 81% of students feel welcomed, and 85% believe they are treated with respect. Additionally, 86% 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.

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 51% of respondents felt that there were activities that taught children about different cultures, and 58% 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: 67% 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: 68% of respondents said their children had learning experiences unique to their needs, and 64%

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 47% 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 51% 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 33% of students agree that lessons teach them about different cultures, indicating a need to enhance cultural awareness and inclusivity in the curriculum.
- Student Voice: 41% 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 25% of students agree that lessons are adapted to meet their individual needs, highlighting the need for more differentiated instruction to accommodate diverse learning styles.

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	Critical Root Cause
1 ★	Some families do not feel adequately informed regarding the complexities of the CTE pathways their students are pursuing while attending ACE High School.	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

Priority Problem Statements

	Problem Statement	Critical Root Cause
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. The math proficiency rate in SY25-26 is 26.25% The ELA proficiency in SY25-26 is 56.25%	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. The school also needs to implement targeted support strategies for English Language Learner (ELL) students to ensure they can fully comprehend the exam material and boost overall school-wide scores.
2 ★	ACT + Writing Exam data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school. ELL students are scoring significantly lower than their peers in other student groups. In SY25-26, ELL students who met proficiency on ACT Exam are: -Math = 0 of 16 (0%) -ELA = 3 of 16 (18.75%) - English = 1 of 16 (6.25%) - Reading = 5 of 16 (31.25%) - Writing = 7 of 16 (43.75%)	When we look closely at why our English Language Learners (ELLs) are struggling on the ACT, the main issue is how they process the exam under pressure. While our teachers do have students practice weekly ACT test questions in class, these isolated exercises are not enough to overcome the overall barrier of a fast-paced, high-stakes testing environment. In daily lessons, students still rely heavily on teacher support and extra help to understand the material. As a result, when they face the actual exam, they struggle to handle the heavy academic vocabulary and strict pacing completely on their own. While the weekly practice helps with exposure, our students still need more targeted training on stamina, time management, and specific test-taking strategies tailored to language learners so their scores can finally reflect what they actually know.

3

The school lacks a structured system for staff collaboration and professional development.

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.

4 ★

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

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

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**

- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Community surveys and/or other feedback**
- [x] **Completion rates and/or graduation rates data**
- [x] **Demographic data**
- [x] **Dual credit College Prep**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Specific: The number of ELL students who meet proficiency on the mathematics and English Language Arts (ELA) portions of the ACT+Writing exam will increase by 10% for the 2026-2027 school year.
Measurable: This will be measured by scores generated from the administration of the 2026-2027 ACT+Writing exam.
Achievable: This is achievable by improving professional development specific for ELL students and their performance on the ACT+Writing Exam.
Relevant: This is relevant due to the achievement gap between ELL students and their peers on meeting proficiency on the mathematics and ELA portions of the ACT Exam.
Timely: ACE will work on this goal beginning at the end of the 2026-2027 school year, continuing until the administration of the ACT+Writing exam in February of 2027.

Formative Measures: 2026-2027 Data from:
ELPA--WIDA Access scores
ELL students ACT + Writing Exam Scores
ELL student PreACT (10th grade)
ELL student Math academic grades from 10th and 11th graders
Pre-Algebra, Algebra 1, Geometry, and Algebra 2 courses
ELL student 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
ELL student CTE program grades, progress toward TMCC certificates
ELL student Chronic absenteeism data
PLC Friday Meeting agendas (Professional Development)
Collaborative Learning Team (CLT) agendas/notes
Data collect from ABC (ACE Book Club)

Improvement Strategy 1

School administration will seek professional development opportunities and increase teacher collaboration during PLC Friday meetings to close the achievement gap between ELL students and their peers on the ACT+Writing Exam.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review ELL student data from the 2025-2026 ACT Exam.	Principal and Assistant Principal	May - 2025-2026 school year	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	Review ELL student data from the 2025-2026 PreACT Exam.	Principal and Assistant Principal	May - 2025-2026 school year	
3	Meet with a representative from the WCSD ELL Department regarding professional development opportunities that the school can implement specific to supporting ELL students.	Assistant Principal	July 2026	
4	Create an annual PLC Friday meeting calendar identifying dates to complete ELL professional development for the upcoming school year.	Principal and Assistant Principal	July 2026	
5	The school will select dates during PLC Friday meetings for staff collaboration to implement effective strategies to improve ELL students.	Principal and Assistant Principal	July-August 2026	
6	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 each session.	Principal	Ongoing during SY26-27	
7	Collaboration of core academic teachers to identify gaps in their curriculum where they can improve ELL student supports.	Principal	PD Day - August 2026 PD Day - December 2026	
8	Teachers and administrators will collaborate to identify common ELL support gaps within each academic area.	Principal and Assistant Principal	On-going during PLC Friday meetings during the 2026-2027 school year	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
9	Allow teachers individual time to work new ELL supports and instruction strategies into the curriculum.	Principal and Assistant Principal	On-going (shorten Friday meetings) to accomm odate for this during the 2026-20 27 school year	
10	Monitor success and new challenges related to implementation with regards to our EL population.	Principal and Assistant Principal	At the conclusio n of each quarter during the 2026-20 27 school year	

Position Responsible: Principal

Resources Needed: * Add ELL specific items
* Access to Pearson Access Next for 2025-2026 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
* Ellevation

Evidence Level

Level 2: Moderate:
PLC Meetings

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	ACT + Writing Exam data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school. ELL students are scoring significantly lower than their peers in other student groups. In SY25-26, ELL students who met proficiency on ACT Exam are: -Math = 0 of 16 (0%) -ELA = 3 of 16 (18.75%) - English = 1 of 16 (6.25%) - Reading = 5 of 16 (31.25%) - Writing = 7 of 16 (43.75%)	When we look closely at why our English Language Learners (ELLs) are struggling on the ACT, the main issue is how they process the exam under pressure. While our teachers do have students practice weekly ACT test questions in class, these isolated exercises are not enough to overcome the overall barrier of a fast-paced, high-stakes testing environment. In daily lessons, students still rely heavily on teacher support and extra help to understand the material. As a result, when they face the actual exam, they struggle to handle the heavy academic vocabulary and strict pacing completely on their own. While the weekly practice helps with exposure, our students still need more targeted training on stamina, time management, and specific test-taking strategies tailored to language learners so their scores can finally reflect what they actually know.

SMART Goal 2 ☑ Aligns with District Goal

Specific: Scores on the mathematics and English Language Arts (ELA) portions of the ACT+Writing exam will increase by 4% from the 2025-2026 school year.
Measurable: This will be measured by scores generated from the administration of the 2026-2027 ACT+Writing exam.
Achievable: This is achievable by improving professional development specific to ACT exam preparation and Tier 1 instruction.
Relevant: Historically, our average student scores in both mathematics and ELA have lagged behind WCSD and statewide averages. Notably, this underperformance is the primary area where the school loses points on the Nevada School Performance Framework (NSPF).
Timely: ACE will work on this goal beginning at the end of the 2026-2027 school year, continuing until the administration of the ACT+Writing exam in February of 2027.

Formative Measures: 2026-2027 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 courses
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
Data collect from ABC (ACE Book Club)

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review data from the 2025-2026 ACT exam to determine the areas of strength and growth from the 2023-2024 exam.	Principal and Assistant Principal	May - 2025-2026 school year	✓
2	Create an annual PLC Friday meeting calendar identifying dates to complete Tier 1 professional development.	Principal and Assistant Principal	June 2026	✓
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 2026	✓
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 2026	
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 2026 PD Day - December 2026	
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 2026-2027 school year	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
7	Allow teachers individual time to work new Tier 1 instruction strategies into the curriculum.	Principal	On-going (shorten Friday meetings) to accomm odate for this during the 2026-20 27 school year	
8	Monitor success and new challenges related to implementation.	Principal and Assistant Principal	At the conclusio n of each quarter during the 2026-20 27 school year	

Position Responsible: Principal

Resources Needed: * Access to Pearson Access Next for 2025-2026 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:
PLC Meetings

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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. The math proficiency rate in SY25-26 is 26.25% The ELA proficiency in SY25-26 is 56.25%	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. The school also needs to implement targeted support strategies for English Language Learner (ELL) students to ensure they can fully comprehend the exam material and boost overall school-wide scores.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Specific: ACE will continue to develop Collaborative Learning Teams (CLTs), our formal professional development system where teachers are grouped by departments to collaboratively analyze data, refine instruction, and drive continuous student and professional growth.
Measurable: This will be measured by each CLT's documentation of their team's goal, implementation, evidence of improvement, and results through the teacher evaluation process.
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: Establishing this system is a vital step forward, addressing ACE's historical lack of a formal professional development structure.
Timely: During the 2026-2027 school year, ACE will support CLTs with PD days on September 4th and December 4th. On September 4th, teams will form and draft their CLT Improvement Project Plans, followed by progress meetings every three weeks on Fridays. On December 4th, teams will check in and adjust their goals for new second-semester student groups.

Formative Measures: Friday PLC Meeting Calendar and Agendas
PLC Lesson Plans
CLT Notes from Individual Teams - Google Forms
Teacher submissions of Student Learning Objectives (SLO)
Professional Growth Goals (PGG)
Teacher and Administrator Evaluations

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. This school year, we will be focusing on instructional strategies to support ELL learners.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The administrative team will review each CLT goals, work samples, and evaluations from the 2025-2026 school year.	Principal and Assistant Principal	June and July 2026	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	Establish Collaborative Learning Teams for SY26-27: Staff will be organized into CLTs within their departments. Each CLT will collaboratively set a professional growth or instructional improvement goal for the 2026-2027 school year and begin learning instructional strategies to support ELL learners through ELlevation.	Assistant Principal	August 2026	✓
3	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 2026	✓
4	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	September 4, 2026 and December 4, 2026	✓
5	CLTs will meet during every 3rd Friday PLC meeting to continue their work toward achieving their goals.	Principal and Assistant Principal	Ongoing during the 2026-2027 school year	✓
6	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	✓
7	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 in SY26-27	✓
8	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 2026-2027 school year	✓

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
9	Teachers will submit their final CLT write-up to their evaluator through the formal evaluation process.	Principal and Assistant Principal	March - April, 2027	✓
10	Each CLT will present their goal, data, and reflection to the staff.	Principal and Assistant Principal	A Friday PLC meeting in May 2027	✓

Position Responsible: Principal and Assistant Principal

Resources Needed: - 2026-2027 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
-Teacher and administrator evaluation documents
- ELlevation

Evidence Level

Level 2: Moderate:
PLC Friday Meetings

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	The school lacks a structured system for staff collaboration and professional development.	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 engagement by raising Parent Connection Night attendance from 42% to 52% from SY25-26 to SY26-27.
Measurable: This will be measured by the attendance rate from families for all five events conducted during the 2026-2027 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 2026-2027 school year, allowing staff to measure family attendance at the events during this timeframe.

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 2027

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Introduce Parent Connection Nights to new ACE HS families at new student orientation.	Principal	May 27th and 28th, 2026	
2	Begin advertising Parent Connection Nights at student orientation and parent open house to explain the importance of the events.	Principal and Assistant Principal	August 2026	✓
3	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 2026	✓
4	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	✓
5	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	✓
6	Evaluate implementation actions for success and improvement at the conclusion of SY26-27.	Principal	April 2027	

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: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

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

Activity	Date	Lesson Learned
Climate Surveys - Student, Staff, Family	Winter 2025 to Spring 2026	
New Student Orientation	May 27-28, 2026	
Planning Committee	June 9, 2026	
Planning Committee Meeting	June 23-24	
Administration Review and Editing	July 30-31	
Submission of SIP	August 13, 2026	