Washoe County School District

Academy of Arts Careers & Tech

2025-2026 School Improvement Plan

Classification: 5 Star School

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_of_arts_careers_and_tech/2024

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 23, 2025

Student Success

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners		
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		
Students with IEPs		

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): A significant number of incoming students are not earning core credits in Algebra I, Geometry, and Biology, which contributes to early credit deficiency and increases the risk of delayed graduation. This include SY25-26 Freshman and Sophomores.
Critical Root Cause: Inconsistent readiness of incoming students due to varied academic backgrounds. Limited transitional support to address gaps in content knowledge and learning habits. Need for more targeted instructional interventions early in the year (from day 1).

Priority Problem Statements

Problem Statement 1: A significant number of incoming students are not earning core credits in Algebra I, Geometry, and Biology, which contributes to early credit deficiency and increases the risk of delayed graduation. This include SY25-26 Freshman and Sophomores.

Critical Root Cause 1: Inconsistent readiness of incoming students due to varied academic backgrounds. Limited transitional support to address gaps in content knowledge and learning habits. Need for more targeted instructional interventions early in the year (from day 1).

Problem Statement 1 Areas: Student Success

Problem Statement 2: AACT does not currently have a detailed, long-range PD plan focused on STEAM and inquiry. Professional learning has been episodic rather than strategic, limiting consistent instructional growth aligned to school-wide goals.

Critical Root Cause 2: Lack of a structured, ongoing PD model that builds over time. Professional learning not consistently aligned to instructional priorities or career pathway integration. Limited teacher voice and leadership in shaping PD content and delivery, specific to STEAM.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: A shift to an earlier school start time of 7:26 a.m. in SY25-26 may negatively impact student attendance, punctuality, and participation in after-school programs--three key indicators of student connectedness and engagement.

Critical Root Cause 3: Earlier start time may disrupt students' sleep cycles and morning routines. Loss of time after school may deter involvement in extracurriculars. Families may face new transportation challenges or scheduling barriers.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Student Climate Survey, Student Voice

Adult Learning Culture

- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Improve core credit attainment for freshman and sophomore students by increasing pass rates in Algebra I, Geometry, and Biology, ensuring that at least 90% of students earn core credit in these courses by the end of each academic year.

Formative Measures: Monitor D/F lists quarterly for 9th and 10th grade core classes.
Implement Tier 2 intervention courses with fidelity- Freshman Seminar & Sophomore Seminar
Track attendance to tutoring/intervention programs .
Enroll all Failures in Sumer Intersession to retry core credits.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: ESSA evidenced based strategy				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
				No review	No review	No review
1	Implement universal screening for all 9th graders in August to identify academic gaps	Admin and counselors	Summer/Fall 2025-26			
2	Implement Freshman Seminar and Sophomore Seminar as Tier 2 classes int eh Master Schedule SY 25-26	Admin and counselors	Spring SY25			
3	Host quarterly data review meetings in PLCs to adjust the rosters and interventions being presented in the two pilot courses.	Teachers, admin, counselors	SY25-26			

Position Responsible: principal
Resources Needed: Incoming 9th grade SBAC and iReady data
Incoming 9th grade attendance data
Incoming 9th grade core credit grades (from 8th grade).

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: A significant number of incoming students are not earning core credits in Algebra I, Geometry, and Biology, which contributes to early credit deficiency and increases the risk of delayed graduation. This include SY25-26 Freshman and Sophomores. **Critical Root Cause**: Inconsistent readiness of incoming students due to varied academic backgrounds. Limited transitional support to address gaps in content knowledge and learning habits. Need for more targeted instructional interventions early in the year (from day 1).

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2026, 100% of staff will participate in at least three STEAM-aligned PD mini-workshops designed and led by the 2025 AACT STEAM Leadership Team, with observed evidence of implementation in classrooms and departments.

Formative Measures: Track workshop attendance and post-PD reflection submissions.
Use walkthrough data and teacher self-assessments to measure implementation.
Survey staff mid-year and end-of-year for feedback and next steps.

Aligns with District Goal

Improvement Strategy 1 Details					Status Checks		
Improvement Strategy 1: Establish a STEAM Leadership Team					**Status Check**		
Action #	**Actions for Implementation**		**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
					No review	No review	No review
1	Form a diverse cross-section of staff passionate about STEAM that will attend the NSTA National Conference as a "kickoff" event to gather innovative practices.		Admin	SY25			
Position Responsible: Principal **Resources Needed:** STEM-OSIT grant funding 25-26 **Evidence Level** **Problem Statements/Critical Root Cause:** Adult Learning Culture 1							

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Design the Professional Learning Plan & Launch Menu-Style PD Workshops				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
				No review	No review	No review
1	Meet with administration post-conference to finalize a multi-year roadmap for PD.	Admin	SY25			
Position Responsible: Principal **Resources Needed:** STEM team designs a menu of mini-workshops (15-45 minutes each). Offer PD in cycles; all staff select and attend three different workshops by end of semester. Workshop topics include: inquiry-based learning, cross-disciplinary STEAM, family engagement in career pathways, and instructional rigor. **Evidence Level** **Problem Statements/Critical Root Cause:** Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: AACT does not currently have a detailed, long-range PD plan focused on STEAM and inquiry. Professional learning has been episodic rather than strategic, limiting consistent instructional growth aligned to school-wide goals.   **Critical Root Cause**: Lack of a structured, ongoing PD model that builds over time. Professional learning not consistently aligned to instructional priorities or career pathway integration. Limited teacher voice and leadership in shaping PD content and delivery, specific to STEAM.

Inquiry Area 3: Connectedness

SMART Goal 1: In the 2025-2026 school year, AACT will implement strategic interventions to support student connectedness and engagement, aiming to reduce chronic absenteeism by 5%, improve on-time arrival rates by 15%, and maintain or increase student participation in after-school activities despite the new 7:26 a.m. start time.

Formative Measures: Monitor chronic absenteeism monthly using Infinite Campus data.
Track first-period tardy data weekly.
Use participation logs on Infinite Campus (10th period clubs) and surveys to evaluate extracurricular engagement trends.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Communicate and Launch an Attendance Awareness Campaign				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
				No review	No review	No review
1	Thorough communication with all stakeholders about the change.	Admin	Summer 25			
2	Educate students and families about the impact of tardiness and absenteeism. Reinforce attendance incentives (e.g., recognition, eligibility for events, raffles).	All teachers	sy 25-26			

Position Responsible: All
Resources Needed: PBIS supports and systems
Support from WCSD Engagement Team

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 2 Details					Status Checks		
Improvement Strategy 2: Engage Families Proactively					**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Nov**	**Feb**	**May**
					No review	No review	No review
1	Host back-to-school events and info nights focused on the start-time shift. Send weekly communications with attendance and engagement updates.	All staff	SY25-26				

Position Responsible: Principal

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: A shift to an earlier school start time of 7:26 a.m. in SY25-26 may negatively impact student attendance, punctuality, and participation in after-school programs--three key indicators of student connectedness and engagement. **Critical Root Cause**: Earlier start time may disrupt students' sleep cycles and morning routines. Loss of time after school may deter involvement in extracurriculars. Families may face new transportation challenges or scheduling barriers.

Community Outreach Activities

Activity	Date	Lesson Learned
STEAM Family Showcase Night	Quarterly	
Credit Success Workshops for Families	August 2025	
Feeder School Collaboration Night	Spring 2025 & Spring 2026	
STEAM Family Showcase Night	Quarterly	