

Douglas County School District



ASPIRE Academy High School

Classification: 1 Star School

Title I, MRI

2025-2026 School Improvement Plan

Mission Statement

ASPIRE Academy High School's mission statement was found quite simply in our acronym: All Students Pursuing Integrity, Responsibility and Education. This mission exemplifies our vision for this program as we challenge young people to attain these qualities. Our vision statement is- "Our ASPIRE family's education will be achieved through the passionate pursuit of personal growth and independence." Our students actively pursue responsibility as they begin to learn the importance of and apply healthy behavior choices, accountability, and community service. Finally, our staff intends to not only educate our students academically but, additionally inspire in them an intrinsic desire to grow and learn.

Vision

Our ASPIRE family's education will be achieved through the passionate pursuit of personal growth and independence.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

The 2024 Nevada School Climate results indicate Aspire students scored at the Excellent level for Cultural and Linguistic Competence and Safety/ Physical Safety. Aspire scored in the Adequate range for Engagement Relationships and Emotional Safety. These scores can be attributed to the alternate setting with smaller class sizes, and personalized learning. Students have access to one-on-one support with teachers when they struggle with the Edmentum's online curriculum. Students that engage with teachers and complete guided notes pass their classes. We used our Title 1 funds to secure an additional teacher for 25-26. In addition, we have created multiple "direct instruction" courses as options for students who come in person in addition to online curriculum for the 25-26 school year.

In Person Course Offerings for fall 2025

Algebra 1

Algebra Essentials

Geometry

Survey of Math

JAG

PE

VC Focus

Multi-Media

Computers

Areas for Growth

An area for student growth is attendance. Attendance for the 24-25 school year by grade is as follows: 9th grade: 82%; 10th grade 93%; 11th grade 79%; 12th grade 82%; 13th grade 69%. For an average overall the grade spans of 82%.

We have identified this an area of focus for the 25-26 school year through our Wildly Important Goal. We will be using MTSS training and coaching to help us improve our ADA attendance from 82% to 90%.

Note: There were only two students who in grade 13 whose ADA was 69% which significantly negatively impacted our overall school percentage.

Equity Resource Supports

Student Group	Challenge	Solution
		Train Teachers in English Learner

English Learners	We only have one student	Strategies
Foster/Homeless	Attendance	Teachers make connections; SW weekly check in
Free and Reduced Lunch	Poor Engagement	Frequent check ins with counselor
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	NA	
Students with IEPs	We have a high percentage of students on an IEP	Support Inclusive Ed Teacher and Para; implement systems for data collection; ensure progress monitoring; ensure teachers are following accommodations written in IEP.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	Students are credit deficient and are unable to graduate. ASPIRE students only passed 74% percent of their classes during the spring semester of 2024.	Students who don't attend don't graduate.
2	Students still rank low in social emotional competence. Students don't work well if their emotions are not regulated.	Students do not have the skillset to self regulate.

 = Priority

Adult Learning Culture

Areas of Strength

Our teachers are continuing to increase our blended learning opportunities at ASPIRE by involving online curriculum with learning plans, mini lessons, and projects. We now have three math (Algebra, Pre-Algebra, and Survey of Math) classes with direct instruction. Teachers are still using learning plans, projects, and mini lessons. Multi-Media, Environmental Science, and PE are also direct instruction courses giving our students more opportunities to work outside of online curriculum.

Areas for Growth

It is challenging to provide Learning Plans, mini-lessons, and projects when there might be 5 or more courses happening in each classroom during each period with a variety of online courses. Engaging and working with small groups can be challenging when each student is at a different point and course. We have increased the total number of direct instruction courses to nine. This has increased student engagement even as we have increased the number of different online courses in our non-direct instruction courses.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited English Proficient	Academic Language Learning Focus Stragies
Foster/Homeless	Attendance, Achievement	Make Connections, provide free breakfast and lunch and backpack buddies as well as grant money for needs
Free and Reduced Lunch	This is not a challenge all students at Aspire receive free breakfast and lunch	
Migrant/Title1-C Eligible	We do not receive these funds	
Racial/Ethnic Minorities	Achievement Gap	Focus on increasing attendance and engagement, making connections
Students with IEPs	We have a high % of our population on IEP but only 1 case manager.	Collaborate with PLC team to ensure student IEP's are implemented with fidelity.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	Staff needs training on MTSS and Academic Conversations	Staff Turnover
2	Students still rank low in social emotional competence. Students don't work well if their emotions are not regulated.	Students do not have the skillset to self regulate.

 = Priority

Connectedness

Areas of Strength

All students attend a Values Clarification class daily where teachers provide SEL curriculum, leadership opportunities, academic planning/ support, service opportunities, and career and college exploration on a weekly basis. We adopted Character Strong Curriculum for our Value Clarification Class. We have a social worker present one day a week and a counselor on site daily. We have whole school morning meetings to share information and set the tone for the day with our students. Student leaders give input and organize special events with our sister elementary school.

Areas for Growth

Implement systems for discipline to hold students accountable that are firm fair and consistent with district policy.

Training on systems and procedures.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students we do not have dedicated resources on site	collaborate w/ EL Coordinator; EL Specialist assistance and plan
Foster/Homeless	We do not have a full time SW and only one counselor	Prioritize students
Free and Reduced Lunch	This is not a challenge for our school because we offer Free B& L	
Migrant/Title1-C Eligible	Lack of stability for students; lack of personnel to keep track of this	Unsure at this time
Racial/Ethnic Minorities	Washoe Tribe Native Students	Aspire partners w/ TANF Temporary Assistance for Needy Families, and the Healing Center with New positive wrap around services
Students with IEPs	Only one case manager, one para	Audit and review to ensure fidelity

Problem Statements Identifying Connectedness Needs

Problem Statement

Critical Root Cause

1

Students still rank low in social emotional competence. Students don't work well if their emotions are not regulated.

Students do not have the skillset to self regulate.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Grades
- Graduation rates/GED/HiSET data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice

Adult Learning Culture

- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes

Connectedness

- Attendance
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Increase Fall semester completion and pass rate by 3%.

Formative Measures: credits attempted vs credits earned year over year for fall semester.

Improvement Strategy 1

Implement new online curriculum

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide protected time for teachers to receive training	Alicia Braaksma, Edmentum Trainer	August 13, 2025; 8/29/25
2	Provide 1 week of training for students	Aspire Teachers	August 19-22, August 25, 2025

Position Responsible: District Adopted Curriculum -Ed Services

Resources Needed: Edmentum Courseware, Student Chromebooks, Chromebook chargers, Internet, Edmentum Trainer, Teachers

Evidence Level

Status Checks

In progress

In progress

November

January

March

June

SMART Goal 1

MTSS. Increase our TFI points above the minimum threshold to ensure our school meets the District goal of 100% of school meeting TFI by June of 2026

Formative Measures: 4 trainings attended by our MTSS team. Formed a school MTSS team (principal, counselor, social worker, 1 teacher)

Improvement Strategy 1

Professional Development

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	MTSS Site Team will attend 4 team trainings	Jen Mortensen	throughout the 2025-26 school year
2	Aspire Whole Staff will attend monthly mtg with an MTSS focus	Alicia Braaksma	throughout the 2025-26 school year
3	MTSS small team - meet monthly	Alicia Braaksma, Katie Herald, Dori Draper, Tara VanPatten	throughout the 2025-26 school year

Position Responsible: School Psych (MTSS Coach); Principal

Resources Needed: UNR trainings partnership w/ DCSD.

Monthly Mtgs: Calendared protected meeting times provided during the contracted teacher time of work.

Evidence Level

Status Checks

In progress

In progress

November

January

March

June

Inquiry Area

Connectedness

3

SMART Goal 1

Increase attendance by 3% for the fall semester

Formative Measures: Attendance data

Improvement Strategy 1

Professional Development: Academic Conversations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train teachers in a variety of protocols for academic conversations and metacognition to increase the significance of student learning and therefore attendance at school.	Alicia Braaksma, Principal	by August 29th.

Position Responsible: Principal

Resources Needed: PD site day

Status Checks

In progress

In progress

November

January

March

June

Improvement Strategy 2

Streamline attendance process for secretary

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train new secretary in attendance policy and procedure	Principal and DO trainers	fall 2025
2	Have secretary call every student who was absent but did not call in absence to reduce unexcused absences	Secretary	throughout the 2025-26 school year

Position Responsible: multiple

Resources Needed: training, phones

Status Checks

In progress

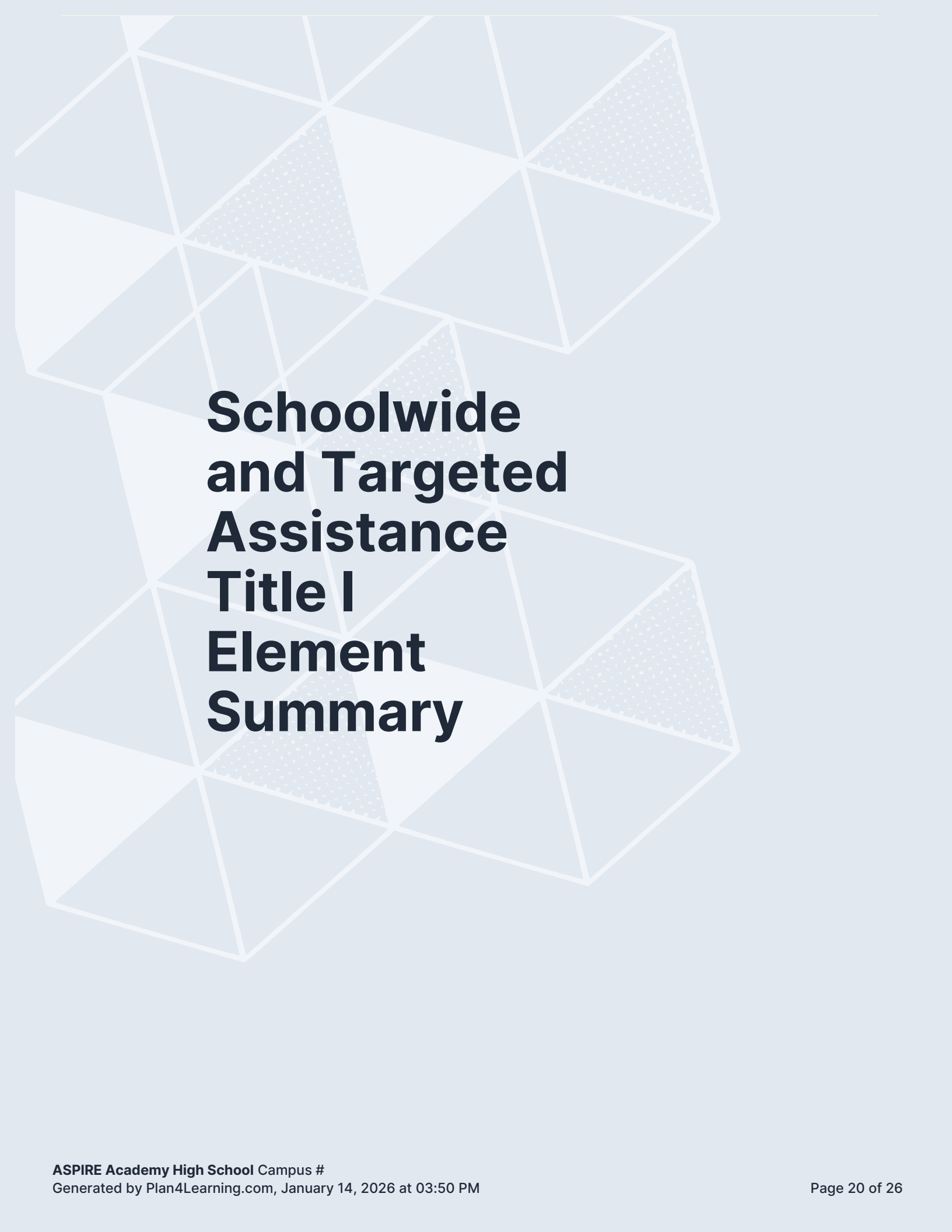
In progress

November

January

March

June



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

District Wide Climate survey is completed annually.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Site PD days and school site MTSS and PLC Small School Team meet regularly and ongoing to plan and develop the SPP and also give feedback about the plan. e.g. the site MTSS team will meet three times in the fall and the SPP team will meet twice in the fall before the November check in date.

2.2 Regular monitoring and revision

The plan is regularly monitored through the small school PLC team, MTSS site team along with the MTSS coach.

2.3 Available to parents and community in an understandable format and language

The plan is posted on our school website and is available at the front desk.

2.4 Opportunities for all children to meet State standards

We have three teachers who are grant funded that are available to all students to assist the in meeting State standards. These teachers provide personalized learning and support for students via small class sizes in an alternative setting.

3.1 Annually evaluate the schoolwide plan

The school plan will be revisited and revised as needed throughout the school year. The plan for 26-27 will be finalized in May prior to the end of the school year.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

Site leadership team - the Small School PLC Team will develop the Parent Involvement and Family Engagement Policy with the guidance from the district office, social worker and school psych (MTSS coach). It will be posted on our website and available in our main office.

Context: Families are an integral part of student success and a partner with the school. In the fall, students will have an opportunity to participate in student led conferences with their parent/family. Additionally, students participate in service

learning projects and parents are encouraged to attend their student's presentation of their service learning project. During the enrollment process parents participate in an evening meeting and meet with the principal and counselor.

4.2 Offer flexible number of parent involvement meetings

Families are an integral part of student success and a partner with the school. We have asked for parent volunteers for parent voice at our MTSS meetings. Parents can come in person or join via google meet or even email the team.

5.1 Determine which students will be served by following local policy

TBD



Teams

Teams

SPP Team

Members

First Name	Last Name	Position	Committee Role
Alecia	Rhode	Teacher	Member
Stormy	Herald	Teacher	Member
Katie	Herald	Teacher	Member
Alicia	Braaksma	Principal	Lead

MTSS Team

Members

First Name	Last Name	Position	Committee Role
Jen	Mortensen	School Psych	MTSS Coach
Katie	Herald	Teacher	Member
Tara	Vanpatten	Social Worker	Member
Dori	Draper	Counselor	Member
Alicia	Braaksma	Principal	Lead



Community Outreach Activities

Activity

Date

Lesson Learned