

Washoe County School District



Washoe Inspire Academy

Classification: 1 Star School

Title I, CSI, MRI

2025-2026 School Improvement Plan

Mission Statement

Washoe Inspire Academy embraces and empowers all students in a culture that is safe, caring, and provides differentiated academic instruction. Students will experience success in a small school setting through social, emotional, and pro-social behavioral supports. Our aim is for students to successfully transition to a comprehensive school setting and to help them discover the path of career and/or college readiness.

Vision

Washoe Inspire Academy prioritizes relationships with students, families, caregivers, staff, and outside partners to build community. We are committed to holding high expectations for educational and personal growth through meaningful and relevant classroom instruction, interventions, and experiential learning opportunities. We assist families and caregivers with personalized access to resources and supports. Building relationships is paramount for all students to succeed.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Significant decrease in major behavior incidents and suspensions.

Restorative Practice techniques are implemented in each advisory class.

Triangular data used to identify students needs for placement of intervention classes.

Areas for Growth

Students increase iReady usage to 40 minutes a week for math and reading.

Grade level instruction provided in each class along with filling gaps with basic skills.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We don't have an in-house EL teacher.	Fund an EL position or share with another site.
Foster/Homeless	Hygiene, food scarcity, place to sleep, basic needs met, transportation, communication with the family	Work with outside agencies such as Project 150, Reno, I Got You, truancy, FRC, intervention, CIT
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	Providing SDI as written in IEPs due scheduling challenges and access to students at some sites.	Move staff around as needed to provide extra coverage. At sites such as Jan Evans and PRTF, we are restricted based on detention and don't have a solution.

Problem Statements Identifying Student Success Needs

Problem Statement

Critical Root Cause

1



Many students enrolled at Inspire Academy High School are significantly credit-deficient upon entry and struggle with foundational academic skills, resulting in poor course completion rates and limited progress toward graduation or diploma requirements. Despite individualized transition plans, a substantial portion of students fail to earn enough credits during their placement to stay on track for timely graduation.

Interrupted enrollment histories and chronic absenteeism prior to placement reduce students' academic readiness and engagement. Low foundational skills in reading and math make it difficult for students to access grade-level content and earn credits. Limited time in placement due to the short-term nature of enrollment reduces continuity in instruction and support. Lack of aligned credit recovery systems across sending schools creates gaps and redundancy in credit attainment. Behavioral and emotional regulation challenges impede sustained classroom engagement and task completion.

 = Priority

Adult Learning Culture

Areas of Strength

Staff completed the two day Restorative Practices training and implemented the strategies learned.

Eight staff members attended the Innovative Schools Conference last March where we learned about Responsibility Centered Discipline by Larry Thompson. The staff is engaging in Responsibility Centered Discipline training this school year in order to improve responses to student behaviors.

Many staff members at Washoe Inspire attend the Department meetings for their subject area since they are all stand alone teachers. This allows an opportunity for collaboration that they don't otherwise receive.

Areas for Growth

Wednesday PLC time is often spent completing district required tasks and little time is left for staff to focus on instruction.

Each teacher at Washoe Inspire has a different prep time, so they are not able to collaborate during that time.

Teachers are stand alone and don't have like content area teachers to collaborate with in the building.

Teachers are responsible for grade level content for six grade levels, so planning takes a lot of time.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff has not been thoroughly trained in EL practices. Staff have to plan for students in grades 6-12 and only get one prep per day (if they aren't covering for another teacher). Staff are stand alone teachers and have no one to collaborate with.	Provide more certified staff to allow time for staff to collaborate. Reduce state and district mandated PD so staff can collaborate more. Provide monthly PD days. Allow for a hybrid schedule so staff could meet once a week to plan, train, and collaborate.
Foster/Homeless	Staff have to plan for students in grades 6-12 and only get one prep per day (if they aren't covering for another teacher). Staff are stand alone teachers and have no one to collaborate with.	Provide more certified staff to allow time for staff to collaborate. Reduce state and district mandated PD so staff can collaborate more. Provide monthly PD days. Allow for a hybrid schedule so staff could meet once a week to plan, train, and collaborate.
Free and Reduced Lunch	Staff have to plan for students in grades 6-12 and only get one prep per day (if they aren't covering for another teacher). Staff are stand alone teachers and have no one to collaborate with.	Provide more certified staff to allow time for staff to collaborate. Reduce state and district mandated PD so staff can collaborate more. Provide monthly PD days. Allow for a hybrid schedule so staff could meet once a week to plan, train, and collaborate.

Migrant/Title1-C Eligible	N/A	N/A
<p>Racial/Ethnic Minorities</p>	<p>Staff have to plan for students in grades 6-12 and only get one prep per day (if they aren't covering for another teacher). Staff are stand alone teachers and have no one to collaborate with.</p>	<p>Provide more certified staff to allow time for staff to collaborate. Reduce state and district mandated PD so staff can collaborate more. Provide monthly PD days. Allow for a hybrid schedule so staff could meet once a week to plan, train, and collaborate.</p>
<p>Students with IEPs</p>	<p>Staff have to plan for students in grades 5-12 and only get one prep per day (if they aren't covering for another teacher). Staff are stand alone teachers and have no one to collaborate with.</p>	<p>Provide more certified staff to allow time for staff to collaborate. Reduce state and district mandated PD so staff can collaborate more. Provide monthly PD days. Allow for a hybrid schedule so staff could meet once a week to plan, train, and collaborate.</p>

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement

Critical Root Cause

1



While staff at Inspire Academy are committed to student growth, inconsistent implementation of structured professional learning communities (PLCs), limited data-driven instructional planning, and varying levels of confidence in addressing restorative practices contribute to fragmented support for student academic and social-emotional needs.

Interrupted enrollment histories and chronic absenteeism prior to placement reduce students' academic readiness and engagement. Low foundational skills in reading and math make it difficult for students to access grade-level content and earn credits. Limited time in placement due to the short-term nature of enrollment reduces continuity in instruction and support. Lack of aligned credit recovery systems across sending schools creates gaps and redundancy in credit attainment. Behavioral and emotional regulation challenges impede sustained classroom engagement and task completion

 = Priority

Connectedness

Areas of Strength

While students come to us having frequent absences and credit deficiencies, most students improve their attendance while at Washoe Inspire.

Staff members work hard to build positive relationships that encourage students to attend school.

Students often state they have several staff members at Washoe Inspire who are "trusted adults" and want these staff members to visit them when they return to their comprehensive school.

Through the use of Edgenuity, students are given the opportunity to make up credits and increase their chances of graduating from high school.

Social Worker has created a needs list for families to complete upon intake.

Families are given an exit survey as students return to their zoned school to show areas of needed improvements.

Areas for Growth

Include family members in policy and decision making.

Families don't always share their personal needs and hardships.

Student absences lead to academic gaps that can be difficult to recover from.

Families don't live near the school and transportation can be difficult.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<p>We have some staff who speak Spanish, but we don't have any other languages supported at our school. Curriculum is all in English, and Edgenuity is just now picking up other languages.</p> <p>Families are afraid of deportation and often won't engage with staff or open up about their true situation.</p>	<p>Captions and text can be translated to other languages through different apps, but the translation is not always accurate or specific to a dialect, and worksheets are typically not translated. Building trust with families helps them to open up.</p>
Foster/Homeless	<p>Families often are not able to come to school for meetings or gatherings. Many are ashamed to share this information with us. Students can have difficulty relating to students and staff who have "more" than they do, i.e., TV, video games, cell phones, vacations, etc.</p>	<p>Building trust with students and families helps them to open up. Being cognizant and culturally responsive when having conversations and creating assignments.</p>

Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Typically, about 97% of our students are of color and approximately 70% of our staff and 100% of our teachers are white.	Provide staff PD on different cultures and cultural responsiveness.
Students with IEPs	N/A	N/A

Problem Statements Identifying Connectedness Needs

Problem Statement

Critical Root Cause


1



Students frequently report feeling disconnected from their educational journey and uncertain about their ability to succeed upon returning to their home school or moving on to post-secondary opportunities. Although transition plans exist for every student, engagement with these plans is inconsistent, and many students lack the self-confidence, coping skills, or ownership needed to follow through successfully.

Students often enter with a history of negative school experiences, leading to low trust, motivation, and belonging. Transition plans are staff-driven rather than student-owned, limiting engagement and personal relevance. Limited communication and coordination with home schools or post-secondary contacts weakens transition follow-through. Inconsistent use of tools to measure readiness or self-confidence means students leave without validated preparation.

 = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

Students frequently report feeling disconnected from their educational journey and uncertain about their ability to succeed upon returning to their home school or moving on to post-secondary opportunities. Although transition plans exist for every student, engagement with these plans is inconsistent, and many students lack the self-confidence, coping skills, or ownership needed to follow through successfully.

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2
★

While staff at Inspire Academy are committed to student growth, inconsistent implementation of structured professional learning communities (PLCs), limited data-driven instructional planning, and varying levels of confidence in addressing restorative practices contribute to fragmented support for student academic and social-emotional needs.

Interrupted enrollment histories and chronic absenteeism prior to placement reduce students' academic readiness and engagement. Low foundational skills in reading and math make it difficult for students to access grade-level content and earn credits. Limited time in placement due to the short-term nature of enrollment reduces continuity in instruction and support. Lack of aligned credit recovery systems across sending schools creates gaps and redundancy in credit attainment. Behavioral and emotional regulation challenges impede sustained classroom engagement and task completion.

3
★

Many students enrolled at Inspire Academy High School are significantly credit-deficient upon entry and struggle with foundational academic skills, resulting in poor course completion rates and limited progress toward graduation or diploma requirements. Despite individualized transition plans, a substantial portion of students fail to earn enough credits during their placement to stay on track for timely graduation.

Interrupted enrollment histories and chronic absenteeism prior to placement reduce students' academic readiness and engagement. Low foundational skills in reading and math make it difficult for students to access grade-level content and earn credits. Limited time in placement due to the short-term nature of enrollment reduces continuity in instruction and support. Lack of aligned credit recovery systems across sending schools creates gaps and redundancy in credit attainment. Behavioral and emotional regulation challenges impede sustained classroom engagement and task completion.

★ = 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

Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Other
 - Teacher Climate Survey

Connectedness

- Perception/survey data
- Other
 - Transition data



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By June 2026, increase the percentage of students earning at least 2.5 credits per semester to 75% and reduce the number of students with failing grades in core subjects by 20%, as measured by academic progress reports and transcript audits.

Formative Measures: bi-weekly credit attainment data, teacher gradebooks, course completion reports

Improvement Strategy 1

MTSS (Level 3 Promising)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will implement a comprehensive system focused on instruction, intervention, attendance, and data monitoring. Teachers will use consistent learning intentions, formative assessments, and targeted Tier 2 and Tier 3 academic supports delivered during the school day. The school will strengthen attendance and engagement through an Attendance Response Team, daily advisory focused on SEL, weekly grade checks, and student goal setting, along with individualized engagement plans for students needing additional support. Restorative practices, consistent SEL instruction, and wraparound services will promote a positive climate that keeps students in class and ready to learn. Weekly grade monitoring and advisory goal setting will ensure timely identification of students at risk, while ongoing professional development and PLC collaboration will build staff capacity to deliver high-quality instruction and interventions aligned to student needs.	Teachers, administrators, counselors, coach	End of SY 2026	

Position Responsible: Teachers, administrators, counselors, coach

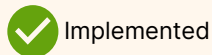
Resources Needed: N/A

Evidence Level

Level 3: Promising:
MTSS

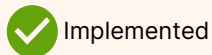
Problem Statements: Student Success 1

Status Checks



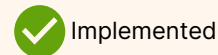
Implemented

November



Implemented

February



Implemented

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Many students enrolled at Inspire Academy High School are significantly credit-deficient upon entry and struggle with foundational academic skills, resulting in poor course completion rates and limited progress toward graduation or diploma requirements. Despite individualized transition plans, a substantial portion of students fail to earn enough credits during their placement to stay on track for timely graduation.

Interrupted enrollment histories and chronic absenteeism prior to placement reduce students' academic readiness and engagement. Low foundational skills in reading and math make it difficult for students to access grade-level content and earn credits. Limited time in placement due to the short-term nature of enrollment reduces continuity in instruction and support. Lack of aligned credit recovery systems across sending schools creates gaps and redundancy in credit attainment. Behavioral and emotional regulation challenges impede sustained classroom engagement and task completion.

SMART Goal 2

Reduce the number of students with failing grades in core subjects by 20%, as measured by academic progress reports and transcript audits.

Formative Measures: bi-weekly credit attainment data, teacher gradebooks, course completion reports

Improvement Strategy 1

MTSS (Level 3 Promising)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will implement a comprehensive system focused on instruction, intervention, attendance, and data monitoring. Teachers will use consistent learning intentions, formative assessments, and targeted Tier 2 and Tier 3 academic supports delivered during the school day. The school will strengthen attendance and engagement through an Attendance Response Team, daily advisory focused on SEL, weekly grade checks, and student goal setting, along with individualized engagement plans for students needing additional support. Restorative practices, consistent SEL instruction, and wraparound services will promote a positive climate that keeps students in class and ready to learn. Weekly grade monitoring and advisory goal setting will ensure timely identification of students at risk, while ongoing professional development and PLC collaboration will build staff capacity to deliver high-quality instruction and interventions aligned to student needs.	Teachers, administrators, counselors, coach	End of SY 2026	

Position Responsible: Teachers, administrators, counselors, coach

Resources Needed: N/A

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 1

Status Checks

No Progress

November



Implemented

February



Implemented

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Many students enrolled at Inspire Academy High School are significantly credit-deficient upon entry and struggle with foundational academic skills, resulting in poor course completion rates and limited progress toward graduation or diploma requirements. Despite individualized transition plans, a substantial portion of students fail to earn enough credits during their placement to stay on track for timely graduation.

Interrupted enrollment histories and chronic absenteeism prior to placement reduce students' academic readiness and engagement. Low foundational skills in reading and math make it difficult for students to access grade-level content and earn credits. Limited time in placement due to the short-term nature of enrollment reduces continuity in instruction and support. Lack of aligned credit recovery systems across sending schools creates gaps and redundancy in credit attainment. Behavioral and emotional regulation challenges impede sustained classroom engagement and task completion.

SMART Goal 1

By June 2026, increase the staff-reported confidence in supporting social-emotional learning and restorative practices from 89% to 95%, as measured by Panorama SEL and staff climate surveys.

Formative Measures: Staff survey check-ins, PLC meeting reflections

Improvement Strategy 1

Professional Learning Communities (PLCs) (Level 2 Moderate)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will implement a multi-tiered approach focused on professional learning, collaboration, and practical application. Staff will participate in targeted professional development on SEL strategies and restorative practices using Larry Thompson's Responsibility Centered Discipline approach, with follow-up coaching and modeling embedded in the school day. Weekly PLCs will provide time for teachers to share best practices, reflect on implementation, and problem-solve challenges. Resources, lesson guides, and ongoing administrative support will ensure staff can confidently integrate SEL and restorative approaches into daily classroom routines. Staff confidence and implementation will be monitored through Panorama SEL surveys, staff climate surveys, and informal observations, with feedback used to refine support and training throughout the year.	Teachers, administrators, coach	End of SY 2026	

Position Responsible: Teachers, administrators, coach

Resources Needed: N/A

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

Revisions needed

In progress

November

February

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

While staff at Inspire Academy are committed to student growth, inconsistent implementation of structured professional learning communities (PLCs), limited data-driven instructional planning, and varying levels of confidence in addressing restorative practices contribute to fragmented support for student academic and social-emotional needs.

Interrupted enrollment histories and chronic absenteeism prior to placement reduce students' academic readiness and engagement. Low foundational skills in reading and math make it difficult for students to access grade-level content and earn credits. Limited time in placement due to the short-term nature of enrollment reduces continuity in instruction and support. Lack of aligned credit recovery systems across sending schools creates gaps and redundancy in credit attainment. Behavioral and emotional regulation challenges impede sustained classroom engagement and task completion

SMART Goal 1

By June 2026, increase student perception of readiness to transition back to home school or post-secondary plans from baseline to 70%.

Formative Measures: Panorama Student Survey, structured transition check-ins with admin, pathway transition check-ins with admin

Improvement Strategy 1

Family Engagement (Level 3 Promising)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will implement a structured approach focused on individualized planning, skill-building, and support systems. Students will participate in targeted transition activities, including goal-setting sessions, career and post-secondary exploration, and practice with self-advocacy and organizational skills. Daily advisory and weekly check-ins will provide opportunities for students to monitor progress, reflect on goals, and receive guidance from staff. Collaboration with counselors, teachers, and families will ensure that each student has a personalized transition plan addressing academic, social-emotional, and logistical needs. Student readiness will be monitored through surveys, and advisory discussions, with feedback used to adjust supports and ensure students feel prepared for their next steps.	Teachers, administrators, Attendance Clerk, Re-engagement Specialist	End of SY 2026	

Position Responsible: Teachers, administrators, Attendance Clerk, Re-engagement Specialist

Resources Needed: N/A

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

Revisions needed

In progress

November

February

May

SMART Goal 1 Problem Statements Identifying Connectedness

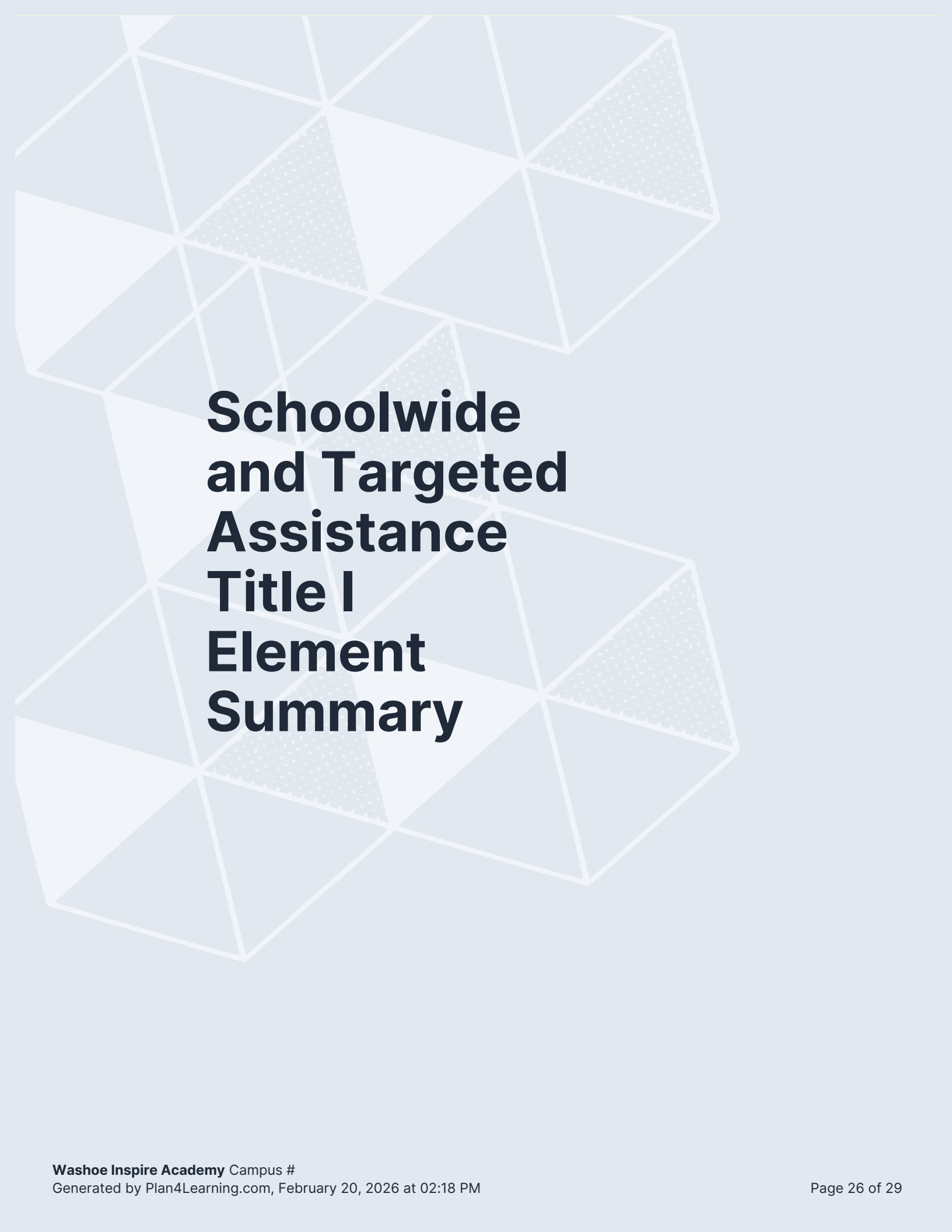
Problem Statement

Root Cause

1

Students frequently report feeling disconnected from their educational journey and uncertain about their ability to succeed upon returning to their home school or moving on to post-secondary opportunities. Although transition plans exist for every student, engagement with these plans is inconsistent, and many students lack the self-confidence, coping skills, or ownership needed to follow through successfully.

Students often enter with a history of negative school experiences, leading to low trust, motivation, and belonging. Transition plans are staff-driven rather than student-owned, limiting engagement and personal relevance. Limited communication and coordination with home schools or post-secondary contacts weakens transition follow-through. Inconsistent use of tools to measure readiness or self-confidence means students leave without validated preparation.



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.



Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	9/17/25	Only two families attended. Transportation and the temporary placement of students are hardships for families.
Fall Harvest	11/21/25	
Chill & Grill	5/29/26	



Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1 Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1 Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.