

Washoe County School District
Washoe Inspire Academy
2025-2026 Status Checks with Notes



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.

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 http://nevadareportcard.nv.gov/DI/nv/washoe/washoe_inspire_academy/2025/nspf/

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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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: MTSS (Level 3 Promising)</p> <p>Position Responsible: Teachers, administrators, counselors, coach</p> <p>Resources Needed: N/A</p> <p>Evidence Level Level 3: Promising: MTSS</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Nov: Implemented</p> <p>November Lessons Learned We made the meetings more accessible to staff by moving the times to after school. We've seen a huge increase in the amount of staff attending and giving feedback. Students are making progress with more consistent iReady use.</p> <p>November Next Steps/Need We need to set monthly progress monitoring and check for fidelity with teachers use of iReady and approved interventions. We revised this Improvement Strategy to more appropriately meet next steps.</p> <p>Feb: Implemented</p> <p>February Lessons Learned Meetings have been inconsistent due to calendar disruptions to include scheduled breaks and weather related events. We have also more than doubled our student numbers since Winter Break.</p> <p>February Next Steps/Need Include new students in progress monitoring. Administer iReady diagnostics to new high school students to achieve baseline.</p> <p>May: Implemented</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 1: Student Success

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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: MTSS (Level 3 Promising) Position Responsible: Teachers, administrators, counselors, coach Resources Needed: N/A</p> <p>Evidence Level Level 3: Promising: MTSS</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Nov: No Review</p> <p>November Lessons Learned</p> <p>November Next Steps/Need</p> <p>Feb: Implemented</p> <p>February Lessons Learned Meetings have been inconsistent due to calendar disruptions to include scheduled breaks and weather related events. We have also more than doubled our student numbers since Winter Break.</p> <p>February Next Steps/Need Include new students in progress monitoring. Administer iReady diagnostics to new high school students to achieve baseline.</p> <p>May: Implemented</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Professional Learning Communities (PLCs) (Level 2 Moderate)</p> <p>Position Responsible: Teachers, administrators, coach</p> <p>Resources Needed: N/A</p> <p>Evidence Level Level 2: Moderate: PLC's</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Nov: Revisions needed</p> <p>November Lessons Learned We currently have a very small student population and it is therefore difficult to implement peer observations as there are only 1-3 students in each class. We have been focusing on the Responsibility Centered Discipline model by Larry Thompson and will put a larger focus on standards based, grade-level lessons next semester.</p> <p>November Next Steps/Need Continue with this goal. Provide PLC time based on standards based, grade-level lessons next semester. We revised this Improvement Strategy to more appropriately meet next steps.</p> <p>Feb: In progress</p> <p>February Lessons Learned We have completed the Larry Thompson's Responsibility Centered Discipline approach training with all staff. Weekly PLCs have been focused on providing time for teachers to share best practices, reflect on implementation, and problem-solve challenges.</p> <p>February Next Steps/Need Panorama SEL survey showed a decrease of 1% in staff reported confidence in supporting social-emotional learning. Now that the initial training is complete, we will spend PLC time practicing the model and work to embed and implement it throughout the school day.</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 3: Connectedness

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%.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Family Engagement (Level 3 Promising)</p> <p>Position Responsible: Teachers, administrators, Attendance Clerk, Re-engagement Specialist</p> <p>Resources Needed: N/A</p> <p>Evidence Level Level 3: Promising: Family Engagement</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Nov: Revisions needed</p> <p>November Lessons Learned We are no longer a Family/Teacher home visit school. We continue to track every absence and contact families of absent students daily. We also send a text about the importance of school every Sunday. We have seen a huge decrease in the number of absences. We no longer have a re-engagement specialist due to a lack of funding, however, the Attendance Clerk follows up with students from the vanished list and the distance education teacher checks in with students on the distance calendar daily.</p> <p>November Next Steps/Need New staff to be trained in Restorative Practices to improve school climate. We revised this Improvement Strategy to more appropriately meet next steps.</p> <p>Feb: In progress</p> <p>February Lessons Learned Due to low student numbers for the first semester, we only had seven students return to their zoned school since November. Of these seven, two were granted variances to a school of choice. Of the five others who returned, two have made known attempts to be sent back to Inspire.</p> <p>February Next Steps/Need Follow up from district transition specialists needs to be more consistent since our reengagement specialist, site transition specialist, and FGA positions have all been cut.</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>