

Washoe County School District

Academy of Arts Careers & Tech

Classification: 5 Star School

Accreditation Status:
Accredited

2026-2027 School Improvement Plan

District Approval Date:
September 22, 2026

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Successfully implemented 3 sections of Tier 2 support in the master schedule
- Currently sorting through Q1 grades to identify Ds and Fs.
- Heading in to year 2 of the Academic Intervention Contracts

Areas for Growth

- We want to look at aligning the three sections using the same organization of class and expectations.
- We need to iron out last steps in tutoring for students Failing a core class, and finding the money to compensate the teachers during lunch.
- We need to iron out the SY26-27 tutors available.
- We need to be united as a staff then communicate to all stakeholders.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We are finding a handful of our EL students are failing Geometry.	More intensive support from ELF, and supporting the Geometry teacher with scaffolding methods of teaching.
Foster/Homeless	Stu not able to stay after school, needs bus transportation	Offer Tier 2 intervention during lunch period.
Free and Reduced Lunch	Must be afforded the chance to eat their free lunch, therefore can't be assigned anything at lunch.	Try to assign tutoring for after school. However, see the same challenge above.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	2025-26 data suggest our minorities under-perform in the core classes.	Identify these students early in the game, during our Fall "Wanderer Staff meeting".
Students with IEPs	Students on IEPs are continuing to fail Geometry and Biology.	Admin has assigned sections via the Master Schedule to the two casemanagers.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1★ A 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 SY26-27 Freshman and Sophomores.	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

Adult Learning Culture

Areas of Strength

- We have started the SY with the WCSD Diverse Learning leaders.
- Planned and coordinated our needs and wants with the WCSD leaders, and what would land well with AACT.
- This PD and PLC roadmap was well-received by all staff.
- Per Staff Climate survey 25-26:
 - 98% of AACT Staff positively favor that "staff at my school set high expectations for students' achievements". This went up by 16% from 24-25.
 - 98% of AACT Staff positively favor that "my school provides me with the materials and resources needed to provide support for students of all abilities".
 - and, 100% of the staff "feel school leadership is clear about what my job is at this school" AND, "I look forward to coming to this school every day"!!

Areas for Growth

- Identify the Diverse Learner populations at AACT: students on IEPs, 504s, and EL. Also- GT and AP students.
- Finalize the PLC plan for WCSD assigned PD days.
- Incorporate WCSD PD leaders and AACT teachers as trainers.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Often staff don't identify EL learners early in the school year.	Handed a folder to every teacher with all their EL students and the students' data.
Foster/Homeless	Our staff don't know our foster/homeless kids. Therefore it is tough to accommodate their academic needs.	Invite counselors to be transparent with the entire schedule when we learn of a homeless situation.
Free and Reduced Lunch	When teachers don not know who our FRL students are, then they have a tough time connecting during the lunch period.	We are considering identifying these students for all teachers.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Often our minorities fall in one or more other subgroups.	Use the solutions outlined in EL and IEPs to also assist in minority subgroups.

Students with IEPs

It takes a lot of time to familiarize teachers with the students with IEPs and how to digest their IEPs.

Diverse Learners is PD is heavily focused on students with IEPs and we spent an entire training session on breaking down the IEP at a glance.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1 ★ AACT does not currently have a detailed, long-range PD plan focused on Diverse Learners. Professional learning has been episodic rather than strategic, limiting consistent instructional growth aligned to school-wide and district-wide goals.	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 Diverse Learners.

★ = Priority

Connectedness

Areas of Strength

- weekly communications to the parents . And, has been well-received by all parents.
- We are a small school, therefore a small community. All families are pretty well connected to each other.

Areas for Growth

- Continue work with the PTO to solidify our campaign for funds and resources.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our EL and minority families may not be fully comprehending our weekly message.	Use internal resources to translate to Spanish every week.
Foster/Homeless	Our CIT and foster parents may not be receiving messaging.	Work with office staff to ensure records are up-to-date in IC and have working emails.
Free and Reduced Lunch	Lack of communication about Nutrition Service FRL options.	Work with Nutrition Services, have a table at events. Encourage FRL applications.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Our EL and minority families may not be fully comprehending our weekly message.	Use internal resources to translate to Spanish every week.
Students with IEPs	Attendance and tardy expectations negatively impact students with special accommodations.	Admin will be proficient on looking at each individual student's needs/ accommodations before assigning consequences.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
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.	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.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

A 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 SY26-27 Freshman and Sophomores.

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).

2
★

AACT does not currently have a detailed, long-range PD plan focused on Diverse Learners. Professional learning has been episodic rather than strategic, limiting consistent instructional growth aligned to school-wide and district-wide goals.

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 Diverse Learners.

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.

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.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Accelerated/Advanced Coursework Enrollment
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Credit Sufficiency/Deficiency/Retrieval data
- ☒ CTE
- ☒ Grades
- ☒ Graduation rates/GED/HiSET data
- ☒ Multi-Tiered System of Supports (MTSS)
- ☒ Student Climate Survey, Student Voice
- ☒ WIDA ACCESS for ELLs

Adult Learning Culture

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

Connectedness

- ☒ Attendance
- ☒ Enrollment trends



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 year 2 of Academic Contracts

Implement Tier 2 intervention courses with fidelity- Freshman Seminar & Sophomore Seminar

Track attendance to tutoring/intervention programs .

Enroll all Failures in Summer Intersession to retry core credits.

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement universal screening for all 9th graders in August to identify academic gaps	Admin and counselors	Summer/ Fall 2026-27	
2	Implement Freshman Seminar and Sophomore Seminar as Tier 2 classes in the Master Schedule SY 25-26	Admin and counselors	Spring SY26	
3	Host quarterly data review meetings in PLCs to adjust the rosters and interventions being presented in the two pilot courses.	Teachers, admin, counselors	SY26-27	

Position Responsible: principal & assistant 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

Level 1: Strong:

MTSS

Problem Statements: Student Success 1

November

February

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

A 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 SY26-27 Freshman and Sophomores.

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 2027, 100% of staff will participate in all Diverse Learning PD workshops designed and led by the AACT Leadership Team and WCSD trainers, 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.

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Form a diverse cross-section of staff passionate about teaching Tier 1 tools for reaching all Diverse Learners.	Admin	SY26-27	
2	Meet with administration to finalize a multi-year roadmap for PD.	Admin	SY26-27	

Position Responsible: Principal

Resources Needed: STEM-OSIT grant funding 25-26
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

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

AACT does not currently have a detailed, long-range PD plan focused on Diverse Learners. Professional learning has been episodic rather than strategic, limiting consistent instructional growth aligned to school-wide and district-wide goals.

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 Diverse Learners.

Inquiry Area

3

Connectedness

SMART Goal 1

In the 2026-27 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.

Improvement Strategy 1

PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Thorough communication with all stakeholders about the change.	Admin	Summer 26	
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 26-27	

Position Responsible: All

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

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

Status Checks

November

February

May

Improvement Strategy 2

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	SY26-27	

Position Responsible: Principal

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November

February

May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	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
New Trailblazer Night	8/5/26	Our parents are committed to attending this event every year.
Trailhead Bootcamp (new for 2026)	8/7/26	This was a pilot year for our incoming frosh students. It was a full morning on campus. 90% attendance and very well received!
Parent Group Meetings	monthly	A new board presented a bit of a shift, but we are optimistic.
8th grade tours	9/21 & 9/22	This tradition is crucial in our recruitment numbers and gets better and better.
Interest 8th grade parent night	9/30/26	Keeping to tradition, we are looking for ways to get our school in front of the city.