Washoe County School District

Washoe Inspire Academy

Classification: 1 Star School

Title I

2026-2027 School Improvement Plan

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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 ssuccessfully transition to a comprehensive school setting and to help them discover the path of career and/or college readiness.

Vision

Washoe Inspire Academy prioritizees 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

Positive Student Behavior and School Climate
Washoe Inspire has experienced a significant decrease in major behavioral incidents and suspensions, indicating growth in students' ability to engage positively within the school environment. This progress has contributed to a safer, more supportive learning climate that promotes both academic and social-emotional success.

Implementation of Restorative Practices
Restorative Practices are implemented across classrooms and programs, providing students with opportunities to build relationships, repair harm, develop self-awareness, and strengthen conflict-resolution skills. Consistent use of restorative strategies supports student engagement and reduces exclusionary disciplinary practices.

Data-Informed Student Placement and Support
Staff utilize multiple sources of data to identify student strengths and areas of need when determining course placement and support services. This triangulation of academic, behavioral, and social-emotional data allows staff to make informed decisions and provide interventions that are responsive to individual student needs.

Areas for Growth

Increasing Student Engagement in Personalized Learning Tools
Students would benefit from increased usage of i-Ready Reading and Math to support individualized skill development. Establishing consistent expectations and structures for a minimum of 40 minutes per week in both content areas could help address learning gaps and accelerate academic growth.

Balancing Grade-Level Instruction with Skill Remediation
Many students enter Washoe Inspire performing below grade level due to interruptions in their educational experience, chronic absenteeism, mobility, behavioral challenges, or other circumstances. Teachers must balance providing access to grade-level content while simultaneously addressing significant foundational skill gaps in reading and mathematics.

Addressing Credit Deficiencies and Accelerating Academic Progress
Many high school students enter Washoe Inspire significantly behind in credits needed for graduation. Developing systems that support credit recovery while maintaining rigorous instruction is essential to increasing on-time graduation and postsecondary readiness. Staff continue to seek strategies that help students recover credits, remain engaged, and make meaningful academic progress during their enrollment.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students whose primary language is not English may face barriers in accessing grade-level content, academic vocabulary, and instructional materials. Staff have limited formal training in English Learner instructional practices and may have limited opportunities to collaborate with colleagues regarding effective supports for multilingual learners.	Provide professional learning focused on effective EL instructional strategies, language development, and culturally responsive practices. Utilize translation resources, multilingual supports, and technology tools to increase accessibility while creating systems for staff to share successful strategies across campuses. Reach out to district resources/personnel to support EL students.
Foster/Homeless	Students experiencing foster care placement or housing instability often face disruptions in their education, attendance, and academic progress. Frequent transitions can impact student achievement, engagement, and continuity of support.	Implement systems to identify academic gaps quickly and connect students with appropriate interventions, counseling supports, and community resources. Provide staff training on trauma-informed practices and strategies that support stability, engagement, and academic success.
Free and Reduced Lunch	Economic hardship can impact students' access to educational resources, technology, transportation, and enrichment opportunities. These barriers may affect academic achievement, attendance, and participation in school activities.	Connect students and families with available school and community resources, provide equitable access to educational supports, and ensure staff are aware of barriers that may affect academic performance. Promote practices that reduce obstacles to participation and learning. Continue to offer bus transportation to students so that they can access the learning environment daily.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	A significant portion of the student population at Washoe Inspire consists of male students and students of color. Ensuring equitable academic outcomes requires ongoing attention to representation, engagement, relationship-building, and culturally responsive instructional practices.	Provide professional learning that supports culturally responsive teaching and equitable instructional practices. Use student data to identify achievement gaps, incorporate diverse perspectives into instruction, and create opportunities for students to see themselves represented in the curriculum and school community.
Students with IEPs	Students receiving special education services often require individualized accommodations, interventions, and support to access grade-level content and demonstrate learning. Staff must meet diverse learning needs while also addressing academic skill gaps and credit deficiencies.	Strengthen collaboration between general education teachers, special education staff, and support personnel to ensure consistent implementation of accommodations and interventions. Provide professional learning on differentiated instruction, inclusive practices, and strategies that improve student access, engagement, and achievement.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Many students enrolled at Washoe Inspire enter significantly behind academically due to interrupted educational experiences, chronic absenteeism, credit deficiencies, and gaps in foundational reading and mathematics skills. These factors can limit students' ability to access grade-level content, successfully complete coursework, and make sufficient progress toward promotion or graduation. While individualized academic and transition plans are developed to support student success, the short-term nature of many student placements can create challenges in accelerating learning, recovering credits, and sustaining long-term academic growth.	Students often enter Washoe Inspire with a history of interrupted schooling, chronic absenteeism, and inconsistent academic engagement, resulting in significant learning gaps. Many students demonstrate below-grade-level proficiency in reading and mathematics, making it difficult to access grade-level curriculum, complete coursework, and earn credits at the pace necessary for promotion or graduation. The temporary nature of many placements limits the time available to implement interventions, build academic momentum, and demonstrate sustained growth. Variations in graduation requirements, course sequencing, credit recovery practices, and transcript systems among sending schools can create challenges in ensuring continuity of learning and credit attainment. Students frequently present with social-emotional, behavioral, and mental health needs that impact attendance, classroom engagement, perseverance, and task completion. Student mobility and transitions between educational settings can disrupt instructional continuity and make it difficult to maintain consistent academic progress. Significant credit deficiencies among high school students often require simultaneous participation in grade-level coursework and credit recovery, creating additional academic demands and challenges.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Washoe Inspire staff have demonstrated a strong commitment to professional growth and continuous learning. During the past year, staff completed a two-day Restorative Practices training and have begun implementing restorative strategies to build positive relationships, support student engagement, and address conflict in productive ways.

To further strengthen behavior support practices, eight staff members attended the Innovative Schools Conference, where they learned about Responsibility-Centered Discipline by Larry Thompson. Building on this learning, staff are participating in ongoing Responsibility-Centered Discipline training during the current school year to develop consistent, student-centered approaches to behavior management and accountability.

Because many teachers serve as the sole instructor for their subject area and are located across four campuses (Main Campus, Jan Evans, PRTF, and Redfield), opportunities for collaboration can be limited. To address this challenge, many staff members actively participate in district department meetings, allowing them to collaborate with content-area colleagues, share instructional strategies, and engage in professional learning that would not otherwise be available within the school.

In addition, staff feedback from the SB81 Staff Climate Survey provides valuable insight into school culture, communication, collaboration, and professional needs. Survey results help guide continuous improvement efforts and support the development of a positive and effective learning environment for both staff and students.

Areas for Growth

While Washoe Inspire staff are committed to supporting students and continuously improving their practice, several structural challenges limit opportunities for professional collaboration and instructional growth.

Limited PLC Time for Instructional Collaboration
Weekly Wednesday PLC time is frequently dedicated to district-required trainings, compliance tasks, and operational responsibilities. As a result, limited time remains for staff to engage in meaningful collaboration around instructional practices, student learning, curriculum planning, and the analysis of student data. Increasing opportunities for instructional-focused PLC work would strengthen teacher capacity and improve consistency across programs.

Lack of Common Planning Time
Teachers at Washoe Inspire have different preparation periods based on student schedules, campus locations, and program needs. Because there is no common planning time built into the schedule, teachers have few opportunities to collaborate with colleagues, discuss student needs, share resources, or problem-solve instructional challenges during the workday.

Isolation of Stand-Alone Teaching Positions
Most teachers serve as the sole instructor for their content area within the school. This structure limits access to day-to-day collaboration with colleagues who teach the same subject and can make it difficult to share best practices, align instruction, and develop common instructional approaches. The challenge is further compounded by staff being distributed across four separate campuses, reducing opportunities for informal collaboration and professional learning.

Broad Instructional Responsibilities Across Grade Levels
Teachers are responsible for planning and delivering instruction across a wide range of grade levels, often serving students in grades 6-12. Managing multiple grade-level standards, curricula, and student needs requires significant preparation and instructional planning time. The breadth of these responsibilities can limit opportunities for teachers to deepen content-specific instructional practices, engage in collaborative planning, and participate in targeted professional learning.

Geographic Separation Across Multiple Campuses
Staff are spread across Main Campus, Jan Evans, PRTF, and Redfield, creating additional barriers to collaboration, communication, and shared professional learning experiences. While technology provides some opportunities for connection, the physical separation can make it difficult to develop consistent practices, build professional partnerships, and engage in ongoing collaborative problem-solving.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff have not been thoroughly trained in English Learner instructional practices and supports. Because teachers serve grades 6-12 in stand-alone content areas and are spread across four campuses, opportunities to collaborate, share strategies, and build expertise in supporting multilingual learners are limited.	Provide professional learning focused on effective EL instructional practices, language acquisition, and culturally responsive family engagement. Create structured opportunities for staff across campuses to collaborate, share resources, and develop consistent supports for multilingual students and families.
Foster/Homeless	Students experiencing foster care placement or homelessness often have complex academic, social-emotional, and basic needs. Staff may have limited training in trauma-informed practices and few opportunities to collaborate across campuses to identify effective supports and resources.	Provide staff training on trauma-informed practices, McKinney-Vento requirements, and available community resources. Establish systems for cross-campus communication and resource sharing to ensure students and families receive consistent support and access to services.

Student Group	Challenge	Solution
Free and Reduced Lunch	Economic barriers can impact students' ability to fully engage in school activities and access academic resources. Staff may not always be aware of the challenges faced by families or the available supports, and limited collaboration across campuses can result in inconsistent knowledge of resources.	Equip staff with information about school and community resources available to students and families experiencing financial hardship. Develop opportunities for staff to share successful practices and increase awareness of programs that promote equitable access and participation.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	A significant portion of Inspire's student population consists of male students and students of color. Staff work independently in stand-alone subject areas and across four campuses, limiting opportunities for collaboration, reflection, and professional learning around culturally responsive practices and equitable student engagement.	Provide ongoing professional learning focused on cultural responsiveness, equity, and relationship-building. Create structures that allow staff from all campuses to collaborate, examine student data, share effective practices, and develop strategies that strengthen belonging and engagement for all students.
Students with IEPs	Students receiving special education services require individualized supports and accommodations across content areas. Because staff teach independently and have limited opportunities to collaborate with colleagues teaching the same subject, consistency in implementing accommodations and sharing effective instructional practices can be challenging.	Provide professional learning on inclusive instructional practices, accommodations, and differentiated supports. Increase opportunities for general education teachers, special education staff, and support personnel across campuses to collaborate, problem-solve, and share strategies that improve student outcomes and access to learning.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While staff at Washoe Inspire are highly committed to supporting student success, opportunities for professional collaboration and instructional improvement are limited by the unique structure of the school. Teachers work across four campuses, often serve as the sole instructor in their content area, and teach students spanning grades 6-12. Inconsistent opportunities for collaboration, limited time for instructional planning during PLCs, and varying levels of training in restorative practices, equity, and specialized student supports can make it difficult to develop and sustain cohesive instructional and behavioral practices across programs. As a result, staff may have limited opportunities to collectively analyze student data, share effective strategies, and implement consistent supports that address students' academic, behavioral, and social-emotional needs.	Students often enter Washoe Inspire with interrupted educational experiences, resulting in significant gaps in academic knowledge, skills, and engagement. Many students demonstrate below-grade-level proficiency in reading and mathematics, creating barriers to accessing grade-level content, earning credits, and progressing toward graduation. The short-term nature of many student placements limits the amount of time available to establish relationships, implement targeted interventions, and monitor growth over time. Credit recovery processes and graduation requirements may vary among sending schools, creating challenges in ensuring continuity, credit alignment, and timely academic progress. Students frequently require additional support in self-regulation, executive functioning, and social-emotional skills, which can impact classroom engagement, attendance, and academic persistence. Staff have limited opportunities to collaborate with same-subject peers due to stand-alone teaching assignments and geographic separation across multiple campuses. Professional learning and PLC time is often dedicated to operational and compliance requirements, reducing opportunities for instructional collaboration, data analysis, and the development of shared practices. Staff need continued access to training and resources in restorative practices, culturally responsive teaching, trauma-informed practices, English Learner supports, and special education strategies to effectively meet the diverse needs of the student population.

★ = 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 improvments.

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	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. Families are afraid of deportation and often won't engage with staff or open up about their true situation.	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.
Foster/Homeless	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.	Building trust with students and families helps them to open up. Being cognizant and culturally responsive when having conversations and creating assignments.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students may feel disconnected from school when they cannot participate in activities due to financial barriers. Limited access to technology, transportation, school supplies, or extracurricular opportunities can impact engagement and relationships with peers. Families may be hesitant to ask for assistance due to stigma or pride.	Connect families with available school and community resources to reduce barriers to participation. Provide equitable access to school activities, supplies, and technology whenever possible. Build trusting relationships with students and families, emphasizing strengths and creating an inclusive environment where all students feel valued and supported regardless of their economic circumstances.
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. A significant portion of the student population at Inspire consists of male students and students of color (97%). Cultural differences, implicit biases, or previous negative experiences with educational systems can impact students' and families' sense of belonging and willingness to engage with the school community.	Provide culturally responsive practices that honor and celebrate students' diverse backgrounds and experiences. Create opportunities for students to see themselves represented in instructional materials, school activities, and leadership roles. Build trusting relationships with students and families through meaningful communication, inclusive events, and intentional efforts to foster belonging, connection, and student voice. This will include providing staff constant PD on cultural responsiveness.
Students with IEPs	Some students with disabilities struggle to feel connected to peers due to social, behavioral, communication, or academic challenges. Students may have difficulties participating in school activities, forming relationships, or advocating for their needs. Families can also feel overwhelmed navigating supports and services.	Provide inclusive opportunities for students to participate in school activities and connect with peers. Foster a culture of acceptance and understanding through staff training and student awareness. Maintain regular communication with families and collaborate to ensure students receive appropriate supports and accommodations that promote engagement and belonging.

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.	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.
2 ★	While staff at Washoe Inspire are highly committed to supporting student success, opportunities for professional collaboration and instructional improvement are limited by the unique structure of the school. Teachers work across four campuses, often serve as the sole instructor in their content area, and teach students spanning grades 6-12. Inconsistent opportunities for collaboration, limited time for instructional planning during PLCs, and varying levels of training in restorative practices, equity, and specialized student supports can make it difficult to develop and sustain cohesive instructional and behavioral practices across programs. As a result, staff may have limited opportunities to collectively analyze student data, share effective strategies, and implement consistent supports that address students' academic, behavioral, and social-emotional needs.	Students often enter Washoe Inspire with interrupted educational experiences, resulting in significant gaps in academic knowledge, skills, and engagement. Many students demonstrate below-grade-level proficiency in reading and mathematics, creating barriers to accessing grade-level content, earning credits, and progressing toward graduation. The short-term nature of many student placements limits the amount of time available to establish relationships, implement targeted interventions, and monitor growth over time. Credit recovery processes and graduation requirements may vary among sending schools, creating challenges in ensuring continuity, credit alignment, and timely academic progress. Students frequently require additional support in self-regulation, executive functioning, and social-emotional skills, which can impact classroom engagement, attendance, and academic persistence. Staff have limited opportunities to collaborate with same-subject peers due to stand-alone teaching assignments and geographic separation across multiple campuses. Professional learning and PLC time is often dedicated to operational and compliance requirements, reducing opportunities for instructional collaboration, data analysis, and the development of shared practices. Staff need continued access to training and resources in restorative practices, culturally responsive teaching, trauma-informed practices, English Learner supports, and special education strategies to effectively meet the diverse needs of the student population.

3 ★

Many students enrolled at Washoe Inspire enter significantly behind academically due to interrupted educational experiences, chronic absenteeism, credit deficiencies, and gaps in foundational reading and mathematics skills. These factors can limit students' ability to access grade-level content, successfully complete coursework, and make sufficient progress toward promotion or graduation. While individualized academic and transition plans are developed to support student success, the short-term nature of many student placements can create challenges in accelerating learning, recovering credits, and sustaining long-term academic growth.

Students often enter Washoe Inspire with a history of interrupted schooling, chronic absenteeism, and inconsistent academic engagement, resulting in significant learning gaps. Many students demonstrate below-grade-level proficiency in reading and mathematics, making it difficult to access grade-level curriculum, complete coursework, and earn credits at the pace necessary for promotion or graduation. The temporary nature of many placements limits the time available to implement interventions, build academic momentum, and demonstrate sustained growth. Variations in graduation requirements, course sequencing, credit recovery practices, and transcript systems among sending schools can create challenges in ensuring continuity of learning and credit attainment. Students frequently present with social-emotional, behavioral, and mental health needs that impact attendance, classroom engagement, perseverance, and task completion. Student mobility and transitions between educational settings can disrupt instructional continuity and make it difficult to maintain consistent academic progress. Significant credit deficiencies among high school students often require simultaneous participation in grade-level coursework and credit recovery, creating additional academic demands and challenges.

4 ★

State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.

The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Grades**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Other**

Connectedness

- [x] **Perception/survey data**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By Spring 2027, Washoe INSPIRE will reduce the achievement gap between English Learners and English-proficient students by increasing the percentage of English Learners demonstrating growth toward English language proficiency and academic achievement by at least 10 percentage points as measured by WIDA ACCESS growth data, district benchmark assessments, and state accountability measures.

Formative Measures: WIDA ACCESS growth data and progress toward English language proficiency targets, Fall, Winter, and Spring Reading and Math benchmark assessments, EL subgroup achievement and growth data compared to non-EL peers, classroom language assessment data including writing samples and oral language tasks, EL attendance and intervention participation data, classroom walkthrough data focused on language-development strategies and instructional supports, bi-weekly or monthly student progress monitoring data, and PLC reviews of EL student achievement data and intervention effectiveness.

Improvement Strategy 1

Strengthen Designated and Integrated English Language Development (ELD)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Embed language objectives into all content-area lessons. Provide daily opportunities for speaking, listening, reading, and writing.	Teachers	Ongoing	
2	Provide professional learning on WIDA standards, language acquisition, and effective instructional strategies for English Learners.	Administration, Teachers	Quarterly	
3	Utilize instructional scaffolds such as sentence frames, graphic organizers, visual supports, modeling, and academic vocabulary instruction across all content areas.	Teachers	Ongoing	
4	Review EL student data during PLCs, including WIDA ACCESS scores, benchmark assessments, grades, and attendance, to identify students in need of additional support.	Administration, Teachers	Monthly	

Evidence Level

Level 2: Moderate:
ELD

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

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: i-Ready Reading and Math diagnostic growth, benchmark assessment data, bi-weekly credit attainment reports, transcript audits, attendance data, course completion reports, MTSS intervention monitoring, and quarterly grade reports.

Improvement Strategy 1

Strengthen Student Achievement Through a Comprehensive Multi-Tiered System of Supports (MTSS) (Level 3 Promising)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement consistent learning intentions and success criteria in all classrooms to ensure students understand academic expectations and learning goals.	Teachers, Administrators, Instructional Coach	Ongoing	
2	Use formative assessments to identify student learning needs and adjust instruction accordingly.	Teachers	Ongoing	
3	Monitor student grades bi-weekly and identify students at risk of course failure for additional intervention and support.	Teachers, Counselors, Administration	Bi-weekly	
4	Utilize i-Ready and other diagnostic tools to identify foundational skill gaps in reading and mathematics and monitor student growth.	Teachers, Administration	Ongoing	
5	Utilize restorative practices and SEL strategies to improve student engagement, behavioral regulation, and classroom participation.	Teachers	Ongoing	
6	Review academic, attendance, behavior, and credit attainment data during PLCs to evaluate intervention effectiveness and adjust supports.	Teachers, Administration, Instructional Coach	Weekly PLCs	
7	Conduct transcript audits and credit reviews to ensure students remain on track toward promotion or graduation requirements.	Counselor, Administration	Weekly	
8	Provide professional learning and coaching on MTSS implementation, differentiated instruction, intervention strategies, and data-based decision-making.	Administration, Instructional Coach	Quarterly	

Position Responsible: Teachers, Administrators, Counselors, Instructional Coach

Resources Needed: N/A

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Many students enrolled at Washoe Inspire enter significantly behind academically due to interrupted educational experiences, chronic absenteeism, credit deficiencies, and gaps in foundational reading and mathematics skills. These factors can limit students' ability to access grade-level content, successfully complete coursework, and make sufficient progress toward promotion or graduation. While individualized academic and transition plans are developed to support student success, the short-term nature of many student placements can create challenges in accelerating learning, recovering credits, and sustaining long-term academic growth.	Students often enter Washoe Inspire with a history of interrupted schooling, chronic absenteeism, and inconsistent academic engagement, resulting in significant learning gaps. Many students demonstrate below-grade-level proficiency in reading and mathematics, making it difficult to access grade-level curriculum, complete coursework, and earn credits at the pace necessary for promotion or graduation. The temporary nature of many placements limits the time available to implement interventions, build academic momentum, and demonstrate sustained growth. Variations in graduation requirements, course sequencing, credit recovery practices, and transcript systems among sending schools can create challenges in ensuring continuity of learning and credit attainment. Students frequently present with social-emotional, behavioral, and mental health needs that impact attendance, classroom engagement, perseverance, and task completion. Student mobility and transitions between educational settings can disrupt instructional continuity and make it difficult to maintain consistent academic progress. Significant credit deficiencies among high school students often require simultaneous participation in grade-level coursework and credit recovery, creating additional academic demands and challenges.

SMART Goal 3

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

Formative Measures: Teacher gradebooks, bi-weekly failure reports, progress reports, course completion reports, credit attainment data, transcript audits, attendance reports, intervention participation data, and advisory grade-check documentation.

Improvement Strategy 1

MTSS: Increase Course Completion and Reduce Failing Grades Through Data-Driven Intervention and Progress Monitoring
(Level 3: Promising)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct bi-weekly grade reviews to identify students failing one or more core classes and provide timely interventions.	Teachers, Administrators, Counselors, Instructional Coach	End of SY 2027	
2	Implement weekly student grade checks and goal-setting activities through advisory periods.	Teachers, Counselors	Weekly	
3	Develop individualized intervention plans for students demonstrating failing grades, chronic absenteeism, or low course completion rates.	Teachers, Counselors, Administrators	Ongoing	
4	Utilize formative assessments to identify skill deficits and adjust instruction accordingly.	Teachers	Ongoing	
5	Utilize restorative practices and SEL supports to address barriers affecting academic performance and classroom engagement.	Teachers, Counselors	Ongoing	
6	Review intervention effectiveness through PLC discussions and student data monitoring to adjust supports as needed.	Teachers, Administrators, Counselors, Instructional Coach	Monthly	

Position Responsible: Teachers, Administrators, Counselors, Instructional Coach

Resources Needed: N/A

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Many students enrolled at Washoe Inspire enter significantly behind academically due to interrupted educational experiences, chronic absenteeism, credit deficiencies, and gaps in foundational reading and mathematics skills. These factors can limit students' ability to access grade-level content, successfully complete coursework, and make sufficient progress toward promotion or graduation. While individualized academic and transition plans are developed to support student success, the short-term nature of many student placements can create challenges in accelerating learning, recovering credits, and sustaining long-term academic growth.	Students often enter Washoe Inspire with a history of interrupted schooling, chronic absenteeism, and inconsistent academic engagement, resulting in significant learning gaps. Many students demonstrate below-grade-level proficiency in reading and mathematics, making it difficult to access grade-level curriculum, complete coursework, and earn credits at the pace necessary for promotion or graduation. The temporary nature of many placements limits the time available to implement interventions, build academic momentum, and demonstrate sustained growth. Variations in graduation requirements, course sequencing, credit recovery practices, and transcript systems among sending schools can create challenges in ensuring continuity of learning and credit attainment. Students frequently present with social-emotional, behavioral, and mental health needs that impact attendance, classroom engagement, perseverance, and task completion. Student mobility and transitions between educational settings can disrupt instructional continuity and make it difficult to maintain consistent academic progress. Significant credit deficiencies among high school students often require simultaneous participation in grade-level coursework and credit recovery, creating additional academic demands and challenges.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June 2027, 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 2027	

Position Responsible: Teachers, administrators, coach

Resources Needed: N/A

Evidence Level

Level 2: Moderate:
PLC/SEL

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While staff at Washoe Inspire are highly committed to supporting student success, opportunities for professional collaboration and instructional improvement are limited by the unique structure of the school. Teachers work across four campuses, often serve as the sole instructor in their content area, and teach students spanning grades 6-12. Inconsistent opportunities for collaboration, limited time for instructional planning during PLCs, and varying levels of training in restorative practices, equity, and specialized student supports can make it difficult to develop and sustain cohesive instructional and behavioral practices across programs. As a result, staff may have limited opportunities to collectively analyze student data, share effective strategies, and implement consistent supports that address students' academic, behavioral, and social-emotional needs.	Students often enter Washoe Inspire with interrupted educational experiences, resulting in significant gaps in academic knowledge, skills, and engagement. Many students demonstrate below-grade-level proficiency in reading and mathematics, creating barriers to accessing grade-level content, earning credits, and progressing toward graduation. The short-term nature of many student placements limits the amount of time available to establish relationships, implement targeted interventions, and monitor growth over time. Credit recovery processes and graduation requirements may vary among sending schools, creating challenges in ensuring continuity, credit alignment, and timely academic progress. Students frequently require additional support in self-regulation, executive functioning, and social-emotional skills, which can impact classroom engagement, attendance, and academic persistence. Staff have limited opportunities to collaborate with same-subject peers due to stand-alone teaching assignments and geographic separation across multiple campuses. Professional learning and PLC time is often dedicated to operational and compliance requirements, reducing opportunities for instructional collaboration, data analysis, and the development of shared practices. Staff need continued access to training and resources in restorative practices, culturally responsive teaching, trauma-informed practices, English Learner supports, and special education strategies to effectively meet the diverse needs of the student population.

Inquiry Area 3 Connectedness

SMART Goal 1

By June 2027, 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 2027	

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

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
Intake/Orientation Meetings	Ongoing	1:1 welcome orientation for incoming students & parents to explain supports, create safety plan, and provide wrap-around services for success. This is becoming a strength getting to set expectations with parents, so that when the students do struggle at school, we have built a relationship and families answer to the call.
Back to School Night	9/2/26	Held a back-to-school social to connect families to staff and other families. This was successful, as seven parents showed up! We believe our orientation meetings that we held in August lead to this increase of numbers.
Title 1 Parent Presentation	10/20/2026	This meeting was online - two Redfield parents showed! More than ever before. We can certainly build upon this.
Transition/Return Meetings	Ongoing	1:1 program completion meeting where we re-orient the student and family to their home school. We discuss responsive scheduling; we schedule visits to check in on the student and families to see how they are matriculating at their home school. This has been powerful too - we have transitioned 2 students and have quite a few more to transition back to campus at the end of each quarter. This appears to be student focused, but families are an integral part of these meetings and discussions.
Resource Phone Calls with SW	Every Friday	Our social worker contacts each family every Friday to extend support for food bank and other wrap-around services. This has been very successful. Families feel connected with our school and love the support and resources we provide daily and weekly.

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 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.

5.1Determine 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.