



# Washoe County School District

## Academy of Arts, Careers and Technology

### School Performance Plan: A Roadmap to Success

*The Academy of Arts, Careers, and Technology has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Mike Gifford

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**Phone:** 7775-327-3920

**School Designations:** ☐ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

*Our SPP was last updated on 9/11/2023.*



## School Continuous Improvement Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.*

Name	Role
Mike Gifford	<b>Principal(s)</b> <i>(required)</i>
Kara Lee	<b>Other School Administrator(s)</b> <i>(required)</i>
Rodney Rogers, Vicki Pillers, Jessica Funston, Jim Cooney, Stacy Erickson, Sara Stewart-Lediard, Joe Trischetti	<b>Teacher(s)</b> <i>(required)</i>
Anita Bader	<b>Paraprofessional(s)</b> <i>(required)</i>
Erin Mahr	<b>Parent(s)</b> <i>(required)</i>
Atticus Mahr	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

## School Demographics and Performance Information

*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/academy\\_of\\_arts\\_careers\\_and\\_tech/2023](http://nevadareportcard.nv.gov/DI/nv/washoe/academy_of_arts_careers_and_tech/2023)



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"><li>• 100% Graduation Rate</li><li>• 100% of 9<sup>th</sup> graders with 5 or more credits</li><li>• 99% of graduates are CTE Completers</li><li>• 100% of graduates have at least one AP credit or dual credit</li><li>• ACT scores are second highest ever with a 2.1 gain from 2022</li></ul>	<ul style="list-style-type: none"><li>• Hispanic students scored 2.7 points lower on ACT on average</li><li>• Only 4% of Hispanic students test college ready in all 4 subjects</li><li>• 12% of students were chronically absent</li><li>• Discipline events worsened</li><li>• 10<sup>th</sup> and 11<sup>th</sup> grade core credit attainment dropped</li></ul>
<p><b>Problem Statement:</b> Hispanic students are scoring at consistently lower proficiency that then general population of AACT</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"><li>• Lack of EL resources limited support given to students and teachers</li></ul>	

Student Success



**School Goal:** *By the next ACT exam, Hispanic students will close the gap on the ACT average score by 50% or 1.3 points*

**Formative Measures:**

- *ACT Test scores*

**Aligned to Nevada's STIP Goal:**

- ☐ STIP Goal 1    ☒ STIP Goal 2
- ☒ STIP Goal 3    ☐ STIP Goal 4
- ☐ STIP Goal 5    ☐ STIP Goal 6

**Improvement Strategy:** *All departments will work with ELD teacher to improve instructional strategies, review data and adapt strategies to student need. All students will be encouraged to attend ACT Boot camp for ACT Test Preparation.*

**Evidence Level:** *Four*

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Schedule ELD planning time with each department and staff*
- ACT Scores will be broken down by sub test and disaggregated by sub-populations for targeted teacher data review
- ACT Bootcamp will be provided over three days the weekend before the ACT is given through the organization, Tutors Across America

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *ELD Teacher*
- *Teachers Across America*

**Lead:** *Who is responsible for implementing this strategy?*

*Department Leaders,  
Principal and EL D teacher*



**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Finding time early in year for all departments to receive training*
- *Potential Solution: Schedule Early release Wednesdays and Prep periods*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *None needed as scholarships are available for ACT Bootcamp*

**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

#### **English Learners**

- *Challenge: Accessing grade level material*
- *Support: ELD teacher will work with staff to scaffold and differentiate to support learning*

#### **Foster/Homeless:**

- *Challenge: Attendance at school to access instructional strategies*
- *Support: Work with CIT office to support students getting to school each day. Home visits*

<sup>1</sup> “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

**Free and Reduced Lunch:**

- Challenge: *May not be able to afford ACT Bootcamp*
- Support: *Offer Scholarships to students to participate*

**Migrant:**

- Challenge: *N/A*
- Support: *N/A*

**Racial/Ethnic Groups:**

- Challenge: *N/A*
- Support: *N/A*

**Students with IEPs:**

- Challenge: *N/A*
- Support: *N/A*

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"><li>• <i>Increased Dual Credit Opportunities (Math 126, Eng 101)</i></li><li>• <i>Weekly Department PLC meetings</i></li><li>• <i>After school tutoring for all subjects</i></li><li>• <i>Math Support class now offered</i></li><li>• <i>Staff collaboration is rated 87% positively</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Teaching strategies to reach EL students are not practiced effectively</i></li><li>• <i>Minimal support classes because of master schedule constraints</i></li></ul>



**Problem Statement:** Lack of training for Instructional practices to reach EL students have led to less EL students performing at high levels.

**Critical Root Causes of the Problem:**

- *Historically low numbers of EL students have led to their not being explicit instruction given for EL students at AACT*

**Adult Learning Culture**

**School Goal:** By the end of the school year, all departments will work with our ELD to learn specific instructional strategies and incorporate them into all lessons.

**Formative Measures:**

- *Documentation of training by ELD*
- *Academic grades*
- *ACT Scores*

**Aligned to Nevada's STIP Goal:**

- ☐ STIP Goal 1    ☒ STIP Goal 2
- ☒ STIP Goal 3    ☐ STIP Goal 4
- ☐ STIP Goal 5    ☐ STIP Goal 6



**Improvement Strategy:** *MTSS team will work with ELD to problem solve lower performing students and give tiered support to all students*

**Evidence Level:** 3-Promising

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Invite ELD to MTSS meetings*
- *Differentiate EL concerns to determine individual supports needed*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *ELD teacher*
- *Time*
- *MTSS Team meetings*

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: ELD teacher only available one day a week which is different than School Psych schedule*
- *Potential Solution: Use MS Teams or Zoom to meet with all parties*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *None needed*

**Lead:** *Who is responsible for implementing this strategy?*

*Kara Lee*

*Laura Cloniger*

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*





#### English Learners

- Challenge: *lack of specific support built into Master Schedule and on site EL support*
- Support: *Use ELD teacher to develop support within existing Master Schedule*

#### Foster/Homeless:

- Challenge: *Access to transportation to get to school every day*
- Support: *home visits and work with CIT office to provide transportation when needed*

#### Free and Reduced Lunch:

- Challenge: *N/A*
- Support: *N/A*

#### Migrant:

- Challenge: *N/A*
- Support: *N/A*

#### Racial/Ethnic Groups:

- Challenge: *N/A*
- Support: *N/A*

#### Students with IEPs:

- Challenge: *N/A*
- Support: *N/A*

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth



- 90% of parents feel there is strong school-home communication
- 89% of parents feel there are strong relationships and respect among students, families and staff
- 93% of staff feel staff-student relationships are strong
- 77% of students feel adults support them at school
- 86 of students feel their teachers care about them

- 12% of students are chronically absent
- Student Climate survey results went down for both adult respect and adult support
- Staff Climate survey results went down for staff-student relationships
- Parent Climate survey results went down for relationships and respect

**Problem Statement:** Connections between students, staff and families have all been perceived to have gotten worse in the last three years.

**Critical Root Causes of the Problem:**

- After schools closed during the Pandemic, it has taken time to rebuild relationships that were strained during that time.

## Connectedness

**School Goal:** By the next climate survey, connection between students, staff and families will all increase by each reporting party at least 2 percentage points. Students 77%-79%, Staff 93%-95%, Families 89%-91%

**Formative Measures:**

- School District Climate Survey Results

**Aligned to Nevada's STIP Goal:**

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> STIP Goal 1 | <input checked="" type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4            |
| <input type="checkbox"/> STIP Goal 5 | <input checked="" type="checkbox"/> STIP Goal 6 |



**Improvement Strategy:** *Staff will reach out to students and families monthly with positive messages. Staff will also be visible between each passing period to connect with students. Incorporating Social Emotional Learning into each class and providing PBIS supports during each class period.*

**Evidence Level:** 2-3 Moderate to Promising

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Positive messages sent home each month by every teacher (phone calls, emails, post cards)*
- *Teachers in hallways between each class period connecting with students*
- *Plan made with each individual student who is failing at quarter to discuss improvement strategies*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *Post cards*
- *Time*
- *Template for improvement strategies for failing students*

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Consistency across teachers*
- *Potential Solution: Speaking with teachers during all meetings, class observations, goal settings, etc. to keep as focus*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *None needed*

**Lead:** *Who is responsible for implementing this strategy?*

*Each teacher*

*Mike Gifford*



**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: *only two Spanish speaking staff members on site make communication difficult*
- Support: *allow for translation services for communication home through district office*

**Foster/Homeless:**

- Challenge: *Transiency can make it difficult to reach families at home*
- Support: *Home visits to hand deliver notes or verbal communication*

**Free and Reduced Lunch:**

- Challenge: *N/A*
- Support: *N/A*

**Migrant:**

- Challenge: *N/A*
- Support: *N/A*

**Racial/Ethnic Groups:**

- Challenge: *N/A*
- Support: *N/A*

**Students with IEPs:**

- Challenge: *N/A*
- Support: *N/A*



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
<i>Freshmen Orientation</i>	<i>8/10/23</i>	<ul style="list-style-type: none"><li>• <i>Freshmen parents would like to see more communication home</i></li></ul>
<i>Back to School Night</i>	<i>8/30/23</i>	<ul style="list-style-type: none"><li>• <i>Returning parents enjoy the consistent communication</i></li><li>• <i>Families feel AACT is rigorous but supportive</i></li></ul>