

Washoe County School District

The 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.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 13, 2022

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	Principal(s) <i>(required)</i>
Kara Lee	Other School Administrator(s) <i>(required)</i>
Rodney Rogers, Greg Burge, Vicki Pillers, Sara Stewart-Lediard, Corinne Carlstrom, Erin Mahr	Teacher(s) <i>(required)</i>
Jessica Tenpenny	Paraprofessional(s) <i>(required)</i>
Lauren Torvinen	Parent(s) <i>(required)</i>
Mitchel Torvinen	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Click here to enter text.	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

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/2022



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"> 100% Graduation rate, Freshman credit attainment 100%, sophomore credit attainment returned to pre-pandemic levels at 98% 	<ul style="list-style-type: none"> ACT scores dropped 2.5 points after three years of consecutive growth
<p>Problem Statement: ACT compositescores dropped 2 points 20. 1 after three consecutive years of growth. The gap between Hispanic Students scores and the entire school population had shrank to 1.6 in the 20-21 school year before increasing again to 2.6 in the 21-22 School year</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> The Junior class of the 2021-2022 School year has had three years of interrupted and inconsistent instruction that led to a drop in scores. 	

Student Success	
<p>School Goal: By the end of the 2022-23 school year, AACT will improve our overall composite ACT scores to 22 and further reduce the gap in performance with the Hispanic subpopulation by decreasing the gap by 1 point to 1.6.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ACT Scores 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: AACT will support alignment of tasks with the demands of the ACT assessment to ensure rigor demands support career and college readiness expectations, which include, but are not limited to utilizing Edgenuity and Paper as a resource, conducting a 3 day ACT bootcamp and engaging in explicit vocabulary instruction.

Evidence Level: Tier 4 - Demonstrates a Rational

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

- ACT scores will be broken down by sub test and disaggregated by sub-populations for targeted teacher data review.
- Student will receive explicit vocabulary instruction based on the academic vocabulary appropriate for each content.
- Edgenuity and Paper.co will be utilized to practice the ACT tests and receive feedback.
- 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?*

- Edgenuity, Paper.co, Saturday School Funds and Tutors Across America

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

- *Implementation Challenge:* It will be a challenge for staff to balance PLC time with other necessary trainings as well as training needed for Edgenuity and Paper. Further, it will be difficult for all students to utilize those programs during regularly scheduled classtime. Further, weekend long ACT bootcamp will be optional
- *Potential Solution:* Schedule time for training staff and students on software. Market and incentivize the ACT Bootcamp

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

- ESSER Funds, District purchased software, scholarships for the bootcamp

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

Mike Gifford



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

English Learners

- *Challenge:* Small amount of EL students leads to no direct support so all support is given through general ed teachers. Lack of N size does not give us specific data on this subgroup.
- *Support:* Use of evidence based instructional strategies to meet all students needs

Foster/Homeless:

- *Challenge:* Students without consistent housing are more likely to be chronically absent and miss instruction
- *Support:* Mental Health Professional and Counselors will work with teachers to support students and will meet with families to support students attending.

Free and Reduced Lunch:

- *Challenge:* May not be able to afford ACT Bootcamp
- *Support:* Offer scholarships to students who want to participate .AACT students have shown improvement over time on the ACT, however in order to continue to improve we are going to need to utilize new resources and leverage the time we have available within the school day. In order to reduce failure rates and improve credit attainment, we are going to need to investigate grading practices to ensure students are being afforded multiple opportunities for success and equitable practices are being used in all departments.

Migrant:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Teachers regularly meet with department and staff to monitor their growth as instructors. 	<ul style="list-style-type: none"> Lack of large departments make common planning difficult
<p>Problem Statement: AACT students have strong graduation and test statistics, however in order to continue to improve we are going to need to utilize new resources and leverage the time we have available within the school day. In order to reduce failure rates and improve credit attainment, we are going to need to investigate instructional and grading practices to ensure students are being afforded multiple opportunities for success and equitable practices are being used in all departments.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> COVID and changes to enrollment criteria in past two years have highlighted a need to support student academics in a way that differs from prior practice. 	

Adult Learning Culture	
<p>School Goal: 100% of teachers will work within professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning. Equitable grading practices will be explored to support credit attainment. Along with identifying standards, pacing and planning, assessment creation, data review, and multi-tiered systems of support, use of Paper and Edgenuity will be used to support alignment with ACT rigor/expectations.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Data on assessment reviews, climate survey about PLCs 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: There will be a schoolwide focus on supporting student credit attainment through MTSS supports and implementation of research-based equitable grading and instructional practices.

Evidence Level: Tier 3 - Promising Evidence

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

- Enrichment teachers will ensure students will check grades weekly during enrichment class. Enrichment class will be used to support student learning based on grade check data.
- Grades will be kept up-to-date with at least one grade per week in Infinite Campus to assist parents in monitoring progress.
- F reports pulled quarterly and used to inform teachers, problem-solve, and develop supports. Data shared whole school and discussed within PLCs.
- Teachers will reach out to parents and engage in two-way solutions-based dialog prior to issuing an F on progress reports and/or report cards.
- Math tutoring will be offered 4 days a week
- Equitable grading practices and Hatties Instructional strategies training for teachers
- PLCs will be utilized weekly to help close achievement gaps and reduce failure rates.

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

- Paper and Edgenuity Software, Tutoring funds, Saturday Day School funds

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

- *Implementation Challenge:* It will be a challenge for staff to balance PLC time with other necessary trainings as well as training needed for Edgenuity and Paper. Further, it will be difficult for all students to utilize those programs during regularly scheduled classtime. Further, weekend long ACT bootcamp will be optional
- *Potential Solution:* Schedule time for training staff and students on software. Market and incentivize the ACT Bootcamp

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

- ESSER Funding, District Funds

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

Kara Lee



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

English Learners

- *Challenge:* We do not have an EL Instructor because of the small amount of EL students. This leads to less knowledge of instructional strategies directly related to supporting EL Students. Lack of N size does not give us specific data on this subgroup.
- *Support:* Use of evidence based instructional strategies to meet all students needs in all classes

Foster/Homeless:

- *Challenge:* Students without consistent housing are more likely to be chronically absent and miss instruction
- *Support:* Mental Health Professional and Counselors will work with teachers to support students and will meet with families to support students attending.

Free and Reduced Lunch:

- *Challenge:* May not be able to afford ACT Bootcamp
- *Support:* Work with Teachers to incentive students attending bootcamp. Offer scholarships to students who want to participate. AACT students have shown improvement on the ACT, however in order to continue to improve we are going to need to utilize new resources and leverage the time we have available within the school day. In order to reduce failure rates and improve credit attainment, we are going to need to investigate grading practices to ensure students are being afforded multiple opportunities for success and equitable practices are being used in all departments.

Migrant:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Family Climate survey results showed growth in quality of education, school fit and relationships and respect Strong PTO presence 	<ul style="list-style-type: none"> Family understanding of student needs at school Communication between school and families
<p>Problem Statement: Families need to engage in meaningful data around students learning, growth, credit attainment and ACT performance data.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> <i>There was a significant increase in student failure rates a year ago, but there was significant improvement in that area last year. However the rigor demands of the ACT assessment need to continue to be a focus so we ensure students are career and college ready.. Students will require supports both in and out of school to develop skills needed for credit attainment. Parents will be partners in this work. It is acknowledged that COVID and the hybrid structure of last two years are a contributing factor.</i> 	

Connectedness	
<p>School Goal: AACT will engage parents in family engagement events with a focus on learning. Virtual and/or in-person events will be held to better inform parents of our programs of study and available resources. Climate survey results for Communication with School and Supportive Place will increase at least two percentage points</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Climate Survey results, attendance at school events 	<p>Aligned to Nevada's STIP Goal:</p> <p> <input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5 </p>



Improvement Strategy: In-person and possible virtual events will be held to inform students and parents about the curriculum, expectations, and grading criteria. Information about supports will be provided.

Evidence Level: Tier 1 - Strong Evidence

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

- *Back to School Night hosted on August 30, 2022 to inform students and families of expectations and supports/resources available.*
- *Data nights scheduled to inform families of where we are and where we are headed.*
- *MTSS team to connect with families of struggling students and engage in solutions-based dialog and offer supports.*
- *Math tutoring information provided to parents via math teachers.*
- *One on one meetings with students and families who are struggling to discuss solutions*

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

- Technology access, available data, Consistent MTSS meetings

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

- *Implementation Challenge:* Still some fear from families about meeting in person
- *Potential Solution:* Offer virtual options

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

- General budget

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

Mike Gifford

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

English Learners

- *Challenge:* Possible lack of certified interpreters for events
- *Support:* Schedule ahead of time or give extra hours to bi lingual staff



Foster/Homeless:

- *Challenge:* access to technology and transportation for events
- *Support:* Offer bus passes and loan devices

Free and Reduced Lunch:

- *Challenge:* access to technology and transportation for events
- *Support:* Offer bus passes and loan devices

Migrant:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

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
Freshman Orientation	8/9/2022	<ul style="list-style-type: none"> • Need for more communication from school
Freshman Orientation 2	8/10/2022	<ul style="list-style-type: none"> • Need for more communication from school about supports, upcoming events, grading, etc.



Open House	8/30/202 2	Need for understanding of how to best support students from home. Increase communication between school and families
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