Washoe County School District

Washoe Inspire Academy

2024-2025 School Performance Plan

Classification: 1 Star School

Title I
CSI
MRI

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.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/washoe_inspire_academy/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Notable improvement in credit attainment for freshman and juniors during the 22-23 school year.

Positive trend observed in core credit attainment in the area of English.

The achievement gap closed between freshman and juniors earning five or more credits.

Student Success Strengths

More in person instruction was offered as opposed to most classes being offered through an online platform the previous year.

More small group and one on one learning opportunities were offered.

Student schedules aligned better with student needs to provide opportunities for credit attainment and credit recovery.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): High levels of chronic absenteeism create missed instructional opportunities.
Critical Root Cause: Students on the distance platform struggle with consistency in logging in to their classes and therefore fall behind in expected completion rates.

Problem Statement 2 (Prioritized): High suspension rates lead to increased absenteeism.
Critical Root Cause: Shortage of staff trained and available to effectively use restorative practice strategies to provide alternative means of handling discipline.

Adult Learning Culture

Adult Learning Culture Summary

It has been challenging for staff to find time for productive learning time.

Wednesday PLC time is often spent completing district required tasks and little time is left for staff to focus on instruction.

Each teacher at Washoe Inspire has a different prep time, so they are not able to collaborate during that time.

Adult Learning Culture Strengths

Staff has committed to taking part in completing the two day Restorative Practices training and making ongoing training and practice a key part of our PLC process.

Most staff members at Washoe Inspire attend the Department meetings for their subject area since they are all stand alone teachers. This allows an opportunity for collaboration that they don't otherwise receive.

The staff has agreed to work with another school on a monthly basis in order to collaborate with other teachers in their subject area.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers have not been given consistent feedback for lessons and instruction. PLC time has not had enough of a focus on lesson design, standard based instruction, and collaboration.
Critical Root Cause: Limited time to plan lessons for multiple grade levels. Lack of substitutes result in lack of prep time for planning. Frequent turnover of administration and teachers resulting in lack of consistency and standardization.

Connectedness

Connectedness Summary

Students who attend Washoe Inspire often have chronic absences, are credit deficient, and feel a lack of community in their schools. This is partly due to frequent suspensions and truancy.

Students have a difficult time building relationships with staff members and feeling connected to the school when they have such frequent absences.

Student absences lead to academic gaps that can be difficult to recover from.

Connectedness Strengths

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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students at Inspire typically have experienced high absenteeism rates, college readiness gaps, and credit deficiency.
Critical Root Cause: Behaviors lead to frequent suspensions, students lack exposure to grade level standards, students do not feel connected to school.

Priority Problem Statements

Problem Statement 1: High levels of chronic absenteeism create missed instructional opportunities.

Critical Root Cause 1: Students on the distance platform struggle with consistency in logging in to their classes and therefore fall behind in expected completion rates.

Problem Statement 1 Areas: Student Success

Problem Statement 2: High suspension rates lead to increased absenteeism.

Critical Root Cause 2: Shortage of staff trained and available to effectively use restorative practice strategies to provide alternative means of handling discipline.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Teachers have not been given consistent feedback for lessons and instruction. PLC time has not had enough of a focus on lesson design, standard based instruction, and collaboration.

Critical Root Cause 3: Limited time to plan lessons for multiple grade levels. Lack of substitutes result in lack of prep time for planning. Frequent turnover of administration and teachers resulting in lack of consistency and standardization.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Students at Inspire typically have experienced high absenteeism rates, college readiness gaps, and credit deficiency.

Critical Root Cause 4: Behaviors lead to frequent suspensions, students lack exposure to grade level standards, students do not feel connected to school.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
  - tracking credit earned, edgenuity data, graduation rates
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Male/Female
- Special education
- EL
- Section 504 data
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Equity data
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
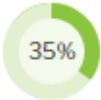
Support Systems and Other Data

- Master schedule
- Course offerings
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success
    Aligns with District Priority

Annual Performance Objective 1: The percentage of high school students meeting their core credit requirements will increase by 3% by the end of the SY 24-25 from 7% of students in 23-24.

    Evaluation Data Sources: Washoe County School District School Profile, BIG, Infinite Campus transcripts

Improvement Strategy 1 Details	Status Checks		

Improvement Strategy 1: MTSS (Level 3 Promising)
 	
Create an MTSS team to develop and review interventions strategies based on student need.
 	
Provide targeted interventions in core subjects to reduce academic gaps.
 	
iReady diagnostics and lessons to be completed during intervention blocks.
    Formative Measures: iReady Diagnostic Growth Report, lesson plans, master schedule, MTSS notes
    Position Responsible: Teachers, administrators, counselors, coach
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, At Risk
    - Evidence Level:
    Promising
    Problem Statements/Critical Root Causes: Student Success 1, 2
	Status Check		

	Jan	**Apr**	**June**
	60%	35%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: High levels of chronic absenteeism create missed instructional opportunities. **Critical Root Cause**: Students on the distance platform struggle with consistency in logging in to their classes and therefore fall behind in expected completion rates.

Student Success
Problem Statement 2: High suspension rates lead to increased absenteeism.   **Critical Root Cause**: Shortage of staff trained and available to effectively use restorative practice strategies to provide alternative means of handling discipline.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Evaluation Data Sources: Classroom walk-through form

Next Year's Recommendation: Continue to complete regular walkthroughs with staff. As staff members are trained in the Teacher Clarity process, more components should be observed in the classrooms.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Professional Learning Communities (PLCs) (Level 2 Moderate)	**Status Check**		
Through PLCs teachers will analyze student work and provide input and suggestions for future lessons.	**Jan**	**Apr**	**June**

Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.
 	
Teachers will use PlanBook to plan standards based, grade-level lessons.
 	
The Teacher Clarity Playbook will be used during PLCs.
    Formative Measures: PLC agendas, lesson plans, formative assessment data, Teacher Clarity focused walk-through form
    Position Responsible: Teachers, administrators, coach
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
     - **Evidence Level:**
    Moderate
    Problem Statements/Critical Root Causes: Adult Learning Culture 1
	5%	50%	

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Teachers have not been given consistent feedback for lessons and instruction. PLC time has not had enough of a focus on lesson design, standard based instruction, and collaboration. **Critical Root Cause**: Limited time to plan lessons for multiple grade levels. Lack of substitutes result in lack of prep time for planning. Frequent turnover of administration and teachers resulting in lack of consistency and standardization.

Goal 3: Connectedness
    Aligns with District Priority

Annual Performance Objective 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 5% when from the percentage of 26% in the 23-24 school year.

    Evaluation Data Sources: BIG Absenteeism Report, Infinite Campus Attendance Data

    Next Year's Recommendation: Continue to work with students and their families to provide support and resources so students are able to attend school regularly.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement (Level 3 Promising)	**Status Check**		

Family/teacher home visits to build relationships and community among school and family.
 	
 All staff will be trained in Restorative Practices to improve school climate.
 	
 Attendance Clerk will track absences and follow up with families to see how we can support student attendance.
 	
 Re-engagement Specialist will follow up with students who fall on our vanished list to see how to support their return to school.
 	
 Re-engagement Specialist and Attendance Clerk will check in with students on the distance calendar weekly to ensure they are working on classes and see what supports they need.
     Formative Measures: Attendance records, home visit data, attendance tracking document, contracts/agreements, attendance reports, attendance review data, outreach communication
     Position Responsible: Teachers, administrators, Attendance Clerk, Re-engagement Specialist
 	
     Student Groups This Strategy Targets:
 FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
   - **Evidence Level:**
 Promising
     Problem Statements/Critical Root Causes: Connectedness 1
	Jan
	 80%
		Apr
		 N/A
			June

	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Students at Inspire typically have experienced high absenteeism rates, college readiness gaps, and credit deficiency.   **Critical Root Cause**: Behaviors lead to frequent suspensions, students lack exposure to grade level standards, students do not feel connected to school.