Washoe County School District

Encompass Academy

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 14, 2026

Mission Statement

Guiding students to bright futures.

Vision

Encompass Academy is a school focused on the whole student. Built upon the premises of Rainshadow Community Charter High School, the academy will incorporate four key elements to educating students: personal pathways, academic achievement, social emotional support, and enrichment (the Encompass Learning PASE). In addition, individual student health and well-being and community collaboration will be essential components to development of a successful student at Encompass. In 2018, with the feedback of enCompass students and staff, school leadership determined that the educational foci should lead to students who have the Encompass "FIRE": fearlessness, integrity, resourcefulness, and endurance.

As it is built upon the foundation of Rainshadow Community Charter High School, Encompass will continue to focus on the underserved populations of the Washoe County School District. At present, the academy is able to serve up to 125 students in an innovative way. With the collaborative relationship to the Boys and Girls Club organization, students of Encompass will have the benefits of the school in combination with the benefits of the organization.

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/encompass_academy/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: AB 335 EL Goal: By May 2027, English Learners will earn credits at a rate comparable to the overall student population, eliminating any gap in credit attainment between English Learners and all students.

To address barriers to student engagement, teachers will identify essential academic vocabulary during unit planning and implement agreed-upon vocabulary development strategies that increase English Learners' ability to understand content, participate in classroom discussions, engage in learning activities, and successfully complete coursework.

Aligns with District Goal

Formative Measures: Quarterly and annual comparison of credit attainment rates between English Learners and the overall student population.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLC: Increase English Learners' access to grade-level content and improve credit attainment through intentional academic vocabulary instruction embedded within course planning and daily classroom instruction. **Resources Needed:** Scope and sequences, professional development for teachers to learn vocabulary strategies for ELs, time for walk throughs **Evidence Level** Level 2: Moderate: PLC's **Problem Statements/Critical Root Cause:** Student Success 1	**Nov:** **November Lessons Learned** We learned that completing scope and sequence documents by the start of the school year was more challenging than anticipated. Some teachers, particularly newer staff, needed additional guidance and clarification around expectations, required components, and revisions to existing documents. As a result, we have continued supporting teachers in completing their scope and sequences, which has delayed our progress in identifying essential academic vocabulary and implementing targeted instructional strategies for English Learners. Moving forward, we recognize the need for clearer expectations, more structured support, and additional time for teachers to complete foundational planning before moving into vocabulary instruction. **November Next Steps/Need** Our next steps are to provide targeted support for newer teachers in completing their scope and sequence documents while helping returning teachers move forward with identifying essential academic vocabulary and implementing instructional strategies that support English Learners. A key challenge is finding dedicated time for this work, particularly with a part-time instructional coach. We will need to prioritize available coaching time and explore opportunities to provide support through PLCs, collaborative planning, and existing professional development time. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: By June 2027, Encompass Academy will improve student engagement and ownership of learning, as measured by an increase in Student Engagement from 69% to 75% (Climate & Culture Survey) and Active Learning (Eleot) from 2.92 to 3.15, through the development and implementation of standards-aligned scope and sequence documents in all core content areas, while maintaining a credit attainment rate of at least 97% and a four-year cohort graduation rate of at least 90%.

Aligns with District Goal

Formative Measures: Eleot observations, scope and sequences, climate and culture data, graduation rate

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLC: Develop and implement standards-aligned scope and sequence documents **Resources Needed:** Time for staff to write scope and sequences, templates for scope and sequences, time for PLCs, instructional coach, Get Better Faster framework **Evidence Level** Level 2: Moderate: PLC's **Problem Statements/Critical Root Cause:** Student Success 1	**Nov:** **November Lessons Learned** We learned that developing and revising standards-aligned scope and sequence documents has required more time and support than anticipated. Some teachers, particularly newer staff, needed additional guidance to understand the expectations and required components. As a result, we are still working toward having completed documents across all core content areas. This has limited our ability to fully shift our focus toward implementation, monitoring, and refining instructional practices. We recognize the importance of providing clearer expectations and differentiated support to help teachers complete this foundational work. **November Next Steps/Need** Our next steps are to continue supporting teachers in completing their scope and sequence documents while helping those who have finished begin implementing and refining them. We will prioritize opportunities for collaboration, feedback, and instructional planning through PLCs and available coaching time. A continued challenge is balancing this work with other instructional priorities, particularly with a part-time instructional coach. We will need to be intentional about using available time and resources to move from document development toward consistent implementation across classrooms. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2027, Encompass Academy will strengthen classroom management, student engagement, and instructional rigor through structured PLCs and coaching aligned to the Get Better Faster framework, resulting in 80% of classrooms demonstrating proficiency in targeted instructional practices, increasing favorable student engagement survey results from 69% to 75%, and maintaining or improving annual credit attainment rates.

Aligns with District Goal

Formative Measures: Credit attainment, Climate and Culture Survey, Eleot, Walkthrough data

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Implement structured PLCs and instructional coaching aligned to the Get Better Faster framework to strengthen classroom management, student engagement, and instructional rigor. **Evidence Level** Level 2: Moderate: PLC's **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Nov:** **November Lessons Learned** We have made positive progress in implementing structured PLCs and instructional coaching aligned to the Get Better Faster framework. However, we have learned that teachers require different levels of support based on their experience and instructional needs, making it challenging to move through the framework at a consistent pace. With a part-time instructional coach, we have had to prioritize areas of greatest need rather than progressing as quickly as originally planned. Additionally, the unexpected departure of our ELA teacher required us to redirect time and resources toward onboarding and supporting a replacement teacher. Despite these challenges, we are seeing progress in establishing a more consistent approach to instructional improvement. **November Next Steps/Need** We will continue using structured PLC time and instructional coaching to focus on areas where informal classroom walkthroughs have identified a need for additional teacher support. We will prioritize targeted strategies from the Get Better Faster framework, providing differentiated coaching and feedback based on individual teacher needs. We also need to begin conducting ELEOT observations to gather additional data on student engagement and instructional practices, which will help inform future coaching priorities and monitor progress toward our goal. With a part-time instructional coach, we will need to be intentional about prioritizing available time and resources while continuing to support our newer teachers. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: By May 2027, Encompass Academy will increase student connectedness and social-emotional competencies through staff implementation of restorative practices learned and refined through PLC collaboration, increasing the percentage of students who report it is easy to talk to an adult when they have problems at school from 56% to 65%, increasing the percentage of students who report it is easy to share their feelings with others from 41% to 50%, and increasing Student Self-Management of Emotion survey results from 58% to 65%.

Aligns with District Goal

Formative Measures: PLC Implementation artifacts, Eleot observations, climate and culture survey data

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLC: Build staff capacity to implement restorative practices through ongoing PLC learning, collaboration, and reflection in order to strengthen student connectedness, social-emotional competencies, and relationship-centered classroom practices. **Evidence Level** Level 2: Moderate: PLC's **Problem Statements/Critical Root Cause:** Connectedness 1	**Nov:** **November Lessons Learned** We learned that providing staff with autonomy to explore restorative practices and social-emotional learning through small-group PLCs was less effective than anticipated. While the intention was to encourage collaboration and allow staff to focus on areas of interest, the groups needed more structure, direction, and accountability to make meaningful progress. This experience highlighted the importance of providing clear learning objectives, guided activities, and consistent expectations when introducing new practices. We recognize that a more structured approach will better support staff in developing a shared understanding of restorative practices and their application in the classroom. **November Next Steps/Need** We will shift from self-directed small-group learning to a more structured, whole-group professional development approach focused on restorative practices and social-emotional learning. PLC time will be used to introduce specific strategies, provide opportunities for staff to practice and discuss implementation, and reflect on how these practices can strengthen student relationships and connectedness. We will prioritize practical strategies that teachers can incorporate into their daily classroom routines and establish clearer expectations for implementation and reflection. As staff become more comfortable with these practices, we will look for opportunities to gradually increase collaboration and teacher ownership of the work. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**