

Washoe County School District



enCompass Academy

Classification: 2 Star School

Accreditation Status:
Accredited

Title I, $\geq 10\%$ of enrolled students are English Learners

2026-2027 School Improvement Plan

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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Encompass Academy has demonstrated consistent growth in key indicators that support improved graduation outcomes. Over the past several years, our graduation rate has steadily increased, and we are continuing to build on that progress with targeted strategies. While we have not yet reached our goal of an **72% graduation rate**, we have maintained momentum and remain focused on growth.

We have also seen notable improvements in both attendance and credit attainment, two of the most significant predictors of on-time graduation. Our systems for tracking student progress, offering credit recovery, and engaging students in their academic planning have become stronger each year.

Additionally, our school climate remains a key strength. Students report feeling supported, connected, and valued by staff—creating a positive environment that encourages persistence and engagement. Our disciplinary and suspension rates have declined, further supporting a stable and inclusive school culture where students can focus on academic success.

These collective strengths provide a strong foundation for continued improvement in our graduation rate and overall student success.

Areas for Growth

While graduation and credit attainment outcomes are strong, opportunities exist to strengthen student engagement, ownership of learning, and instructional consistency across content areas. Student climate survey data indicate that student engagement remains an area for growth, with only 69% of students reporting positive engagement overall. Additionally, students reported lower levels of self-management of schoolwork (55%), suggesting a need for greater clarity around learning expectations, academic progress, and success criteria.

ELEOT observation data further identified progress monitoring as the school's lowest-rated instructional domain (2.17). Specifically, students demonstrated limited ability to monitor their own learning progress (1.67) and explain how their work is assessed (1.83). These findings suggest that students do not consistently understand where they are in their learning progression or what is required to demonstrate mastery.

The school currently lacks fully developed and consistently implemented scope and sequence documents across all content areas, which can lead to variability in pacing, instructional priorities, assessment practices, and opportunities for students to monitor their progress toward mastery. These challenges may be particularly impactful for English Learners, students with disabilities, and other students requiring additional academic supports, as they often benefit from clear learning targets, explicit instruction, consistent expectations, and frequent feedback regarding their progress. Strengthening curriculum planning, instructional alignment, and progress-monitoring systems through the development and implementation of standards-aligned scope and sequence documents may improve student engagement, increase ownership of learning, support equitable access to grade-level content, maintain strong credit attainment outcomes, and help sustain graduation rates of 90% or higher.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Available school data do not currently identify a measurable achievement gap for English Learners; however, ELs made up approximately 14% of the student population during the 2025-2026 school year, and the school has been unable to hire a qualified part-time English Language Development teacher. The lack of specialized language instruction represents a resource inequity that may affect access to grade-level content and contribute to achievement gaps over time.	Encompass Academy will continue efforts to recruit a qualified ELD teacher. In the meantime, standards-aligned scope and sequence documents will identify essential standards, academic vocabulary, and instructional scaffolds to increase EL access to grade-level content. Student engagement, credit attainment, and graduation outcomes will be reviewed for EL students to identify emerging disparities and adjust supports as needed.
Foster/Homeless	Available school data do not currently identify a measurable achievement gap for students experiencing homelessness or foster care. However, housing instability, placement changes, and interruptions in enrollment may result in gaps in learning and access to coursework.	Scope and sequence documents will identify essential standards and learning progressions so teachers can more readily identify missed learning and provide targeted support. Credit attainment and graduation progress will be monitored to identify and respond to disparities for these students.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Available disaggregated school data do not currently identify a consistent achievement gap among racial/ethnic student groups. The school will continue to examine student outcomes to ensure disparities do not emerge in engagement, credit attainment, or graduation.	Engagement, credit attainment, and graduation data will be reviewed by student group. Standards-aligned scope and sequence documents will support consistent access to essential standards, rigorous instruction, and learning expectations for all students. When disparities are identified, the school will use the data to determine and implement targeted supports.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs represented approximately 33% of the student population during the 2025-2026 school year. Available data do not currently establish a measurable achievement gap; however, reductions in special education funding create a resource inequity that could affect the school's capacity to provide program support.	Encompass Academy will maintain a licensed special education teacher and fund a part-time special education assistant through the school's general budget despite reductions in special education funding. General and special education staff will use scope and sequence documents, IEP accommodations and modifications, and essential standards to support equitable access to instruction. Engagement, credit attainment, and graduation outcomes for students with IEPs will be reviewed to identify and address emerging achievement gaps.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1★ Although Encompass Academy has demonstrated significant improvement in graduation outcomes, opportunities exist to strengthen student engagement and ensure consistent access to rigorous, standards-aligned instruction across all content areas. Student climate survey data indicate that student engagement remains an area for growth, while ELEOT observations identified weaknesses in progress monitoring, including students' ability to monitor their own learning and understand how their work is assessed. Without clearly defined scope and sequence documents and a shared instructional framework, students may experience variability in learning experiences that can impact engagement, ownership of learning, and access to essential academic content and vocabulary. These challenges may create barriers for students who require additional instructional supports, including English Learners, as they work toward credit attainment and graduation success.	Teachers lack a shared framework for ensuring that curriculum, instruction, assessment, progress monitoring, and academic language development are aligned to essential standards and graduation outcomes. Without a common system of scope and sequence documents, students may not consistently understand learning targets, expectations for mastery, essential academic vocabulary, or how coursework connects to credit attainment and graduation. This limits student ownership of learning, contributes to lower levels of engagement and self-management, and makes it more difficult to ensure equitable access to grade-level content for all students, including English Learners, as they progress toward graduation.

★ = Priority

Adult Learning Culture

Areas of Strength

Encompass Academy has established a positive adult learning culture characterized by strong collaboration, shared commitment to student success, and meaningful relationships among staff, students, and families. Staff survey results indicate that teachers feel supported by school leadership and value the collaborative culture of the school. 91% of staff reported positive perceptions of staff collaboration, while 92% reported feeling supported by their administrator. Additionally, 100% of staff indicated they are proud to work at Encompass Academy and look forward to coming to school each day. These results suggest a strong foundation for continuous improvement and professional learning.

Strong relationships are also evident across stakeholder groups. 95% of staff reported positive staff-student relationships, while students reported high levels of Adult Respect (87%) and Student Voice (85%), both exceeding charter and district averages. Parent survey results further demonstrate confidence in the school, with 100% favorable ratings in Quality Education and Supportive Place and 99% favorable ratings in Communication with School and Relationships/Respect. These positive perceptions have supported strong student outcomes, including a credit attainment rate over 90%, demonstrating the school's ability to help students remain on track toward graduation. Together, these data reflect a school culture built on trust, collaboration, and a shared commitment to student success.

Areas for Growth

While Encompass Academy has successfully supported students in earning credits and progressing toward graduation, survey and classroom observation data suggest an opportunity to strengthen instructional rigor and student engagement so that credit attainment is accompanied by deeper learning. Overall Student Engagement is 69%, and ELEOT observations identified opportunities for growth in Active Learning (2.92) and Progress Monitoring (2.17). Additionally, while 92% of staff report working hard to motivate students who show low interest in schoolwork, student engagement remains an area for growth. This disconnect suggests that strong teacher effort is not yet consistently translating into highly engaging and rigorous learning experiences across classrooms.

Staff data also point to opportunities to strengthen the systems that support teachers in this work. Although Staff Collaboration is strong at 91%, only 67% of staff report that student behavior expectations are enforced consistently, and Work Stress is 64% favorable, including only 58% favorable regarding feelings of burnout. These findings suggest an opportunity to use existing collaborative structures more intentionally to develop shared instructional practices and reduce reliance on individual teacher effort. Structured PLCs and coaching aligned to the Get Better Faster framework will provide greater consistency, shared planning, practice, and feedback around classroom management, student engagement, progress monitoring, and instructional rigor while maintaining strong credit attainment outcomes.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners represent approximately 14% of Encompass Academy's student population. While current data do not identify a significant achievement gap for this group, limited access to specialized ELD instruction may create barriers to grade-level content, engagement, and credit attainment.	Encompass Academy will monitor credit attainment, academic progress, attendance, and engagement for English Learners to identify and address emerging achievement gaps. The school will continue efforts to hire a qualified part-time ELD instructor, while PLCs and instructional coaching will support teachers in implementing language supports, scaffolds, and rigorous instructional practices that increase access to grade-level learning.
Foster/Homeless	Current data do not identify a significant achievement gap for students in foster care or experiencing homelessness; however, mobility, attendance, and other barriers may affect continuity of learning and progress toward graduation.	Encompass Academy will monitor attendance, credit attainment, engagement, and academic progress for these students and provide individualized academic and wraparound supports when data indicate they are falling behind their peers.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Current data do not identify significant achievement gaps among racial or ethnic student groups. Continued monitoring is necessary to ensure equitable outcomes and access to rigorous learning opportunities.	Encompass Academy will disaggregate student achievement, credit attainment, attendance, and engagement data by race and ethnicity to identify emerging disparities. PLCs, walkthroughs, and instructional coaching will support equitable access to engaging and rigorous instruction, with targeted interventions implemented when gaps are identified.

Student Group	Challenge	Solution
Students with IEPs	Students with disabilities may experience barriers to achievement when accommodations, differentiated instruction, progress monitoring, and specialized supports are not consistently implemented across classrooms.	Encompass Academy will monitor the academic progress, credit attainment, attendance, and engagement of students with IEPs to identify achievement gaps and adjust supports accordingly. PLCs, classroom observations, instructional coaching, and targeted special education professional learning will support consistent access to accommodations, progress monitoring, and rigorous instruction.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1★ Despite strong credit attainment and staff commitment to student success, teacher effort is not consistently translating into high levels of student engagement and rigorous learning experiences. While 92% of staff report working hard to motivate students with low interest in schoolwork, Student Engagement is 69%, and ELEOT observations identify opportunities for growth in Active Learning (2.92) and Progress Monitoring (2.17). Staff Work Stress is also 64% favorable, indicating a need for more structured and collaborative systems that support consistent, effective instructional practices.	PLCs have lacked a consistent structure and coaching focus on high-leverage instructional practices, resulting in inconsistent implementation of classroom management, student engagement, and rigorous instruction across classrooms.

★ = Priority

Connectedness

Areas of Strength

Encompass Academy continues to demonstrate a strong culture of connectedness, safety, and positive relationships among students, families, and staff. Student climate survey results indicate high levels of Adult Respect (87%), Student Voice (85%), Safety (90%), and Student Engagement (69%), all exceeding charter school and district averages. Students also report feeling connected to the school community, with 88% indicating they feel like they are part of the school and 86% reporting they are happy to be at Encompass Academy.

Family survey results further reinforce these strengths. Parents report exceptionally positive perceptions of communication with the school (99%), relationships and respect (99%), quality education (100%), physical safety (100%), and a supportive school environment (100%). Families also indicate a strong sense of trust in staff and school leadership, with all respondents reporting that their child has at least one trusted adult at school and that staff genuinely care about their child.

Staff survey results reflect a similarly positive culture. Staff report strong Staff-Student Relationships (95%), Social Emotional Learning (92%), Staff Collaboration (91%), and Safety (100%). Staff also report that students have trusted adults on campus and that the school culture supports students' social and emotional development.

Collectively, these results demonstrate that Encompass Academy has established a strong foundation of trust, belonging, safety, and positive relationships. These strengths provide an ideal platform for continued growth through restorative practices that further strengthen student voice, emotional regulation, relationship-building, and engagement.

Areas for Growth

Despite these strengths, several areas for growth remain. Some families report that they do not receive regular communication about their student's progress, highlighting a need for more consistent, school-wide communication protocols. Parent engagement outside of mandatory events remains moderate, suggesting a need for more inclusive and meaningful opportunities for involvement. With only 31% of students participating in extracurricular activities, expanding enrichment offerings is critical to meeting student interest and promoting deeper connection to school. Lastly, the School Board is not currently active in community and family engagement efforts, representing an opportunity to strengthen its role in supporting school-wide connectedness.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Current school data do not identify a measurable achievement gap for English Learners; however, language development needs and barriers to communication may affect students' access to instruction, academic support, and opportunities to seek help when needed.	Encompass Academy will support English Learners' access to academic and social-emotional supports through appropriate accommodations, relationship-building, and restorative practices. Staff will use PLC collaboration to strengthen practices that help students communicate needs, develop connections with trusted adults, and remain engaged in learning. Student progress will be monitored to identify and respond to emerging achievement gaps.

Student Group	Challenge	Solution
Foster/Homeless	Current school data do not identify a measurable achievement gap for students experiencing foster care or homelessness; however, changes in housing, attendance, and other circumstances may create barriers to consistent engagement and academic progress.	The CIT liaison and school staff will provide regular check-ins and connections to appropriate academic and social-emotional supports. Restorative and relationship-centered practices will help students maintain connections with trusted adults and remain engaged in school. Student progress will be monitored to identify and address emerging achievement gaps.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Current school data do not identify a measurable achievement gap among racial or ethnic student groups. Encompass Academy will continue monitoring outcomes to ensure students from all backgrounds have equitable access to academic support, positive relationships, and opportunities to engage in learning.	Staff will use restorative practices, relationship-building, and opportunities for student voice to foster an inclusive learning environment in which students feel connected and supported. Academic and climate data will be reviewed to identify emerging disparities and provide additional support when needed.
Students with IEPs	Current school data do not identify a measurable achievement gap for students with IEPs within the available data; however, students with disabilities may experience barriers related to accessing grade-level content, engagement, self-advocacy, communication, and social-emotional development.	Students with IEPs will receive accommodations, specialized instruction, and academic and social-emotional supports based on individual needs. Restorative and relationship-centered practices will complement these supports by strengthening students' connections with adults and peers, self-advocacy, and engagement in learning. Student achievement data will be monitored to identify and address disparities in outcomes.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1★ Although students at Encompass Academy report high levels of safety, belonging, adult respect, and student voice, student climate survey data indicate that many students continue to struggle with social-emotional skills related to seeking support, expressing emotions, and managing emotional responses. Specifically, only 56% of students report it is easy to talk to an adult when they have problems at school, 41% report it is easy to share their feelings with others, and Student Self-Management of Emotion scores remain at 58%. These skills are essential for building strong relationships, maintaining engagement in learning, and supporting student success.	While Encompass Academy has developed a positive and supportive school culture, staff have had limited opportunities for systematic professional learning and collaborative implementation of restorative practices. As a result, relationship-building, conflict resolution, emotional regulation support, and restorative responses to student behavior may not be implemented consistently across classrooms. Providing structured learning and collaboration through PLCs will increase staff capacity to use restorative practices that strengthen student connectedness, social-emotional development, and engagement.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1★

Despite strong credit attainment and staff commitment to student success, teacher effort is not consistently translating into high levels of student engagement and rigorous learning experiences. While 92% of staff report working hard to motivate students with low interest in schoolwork, Student Engagement is 69%, and ELEOT observations identify opportunities for growth in Active Learning (2.92) and Progress Monitoring (2.17). Staff Work Stress is also 64% favorable, indicating a need for more structured and collaborative systems that support consistent, effective instructional practices.

PLCs have lacked a consistent structure and coaching focus on high-leverage instructional practices, resulting in inconsistent implementation of classroom management, student engagement, and rigorous instruction across classrooms.

2★

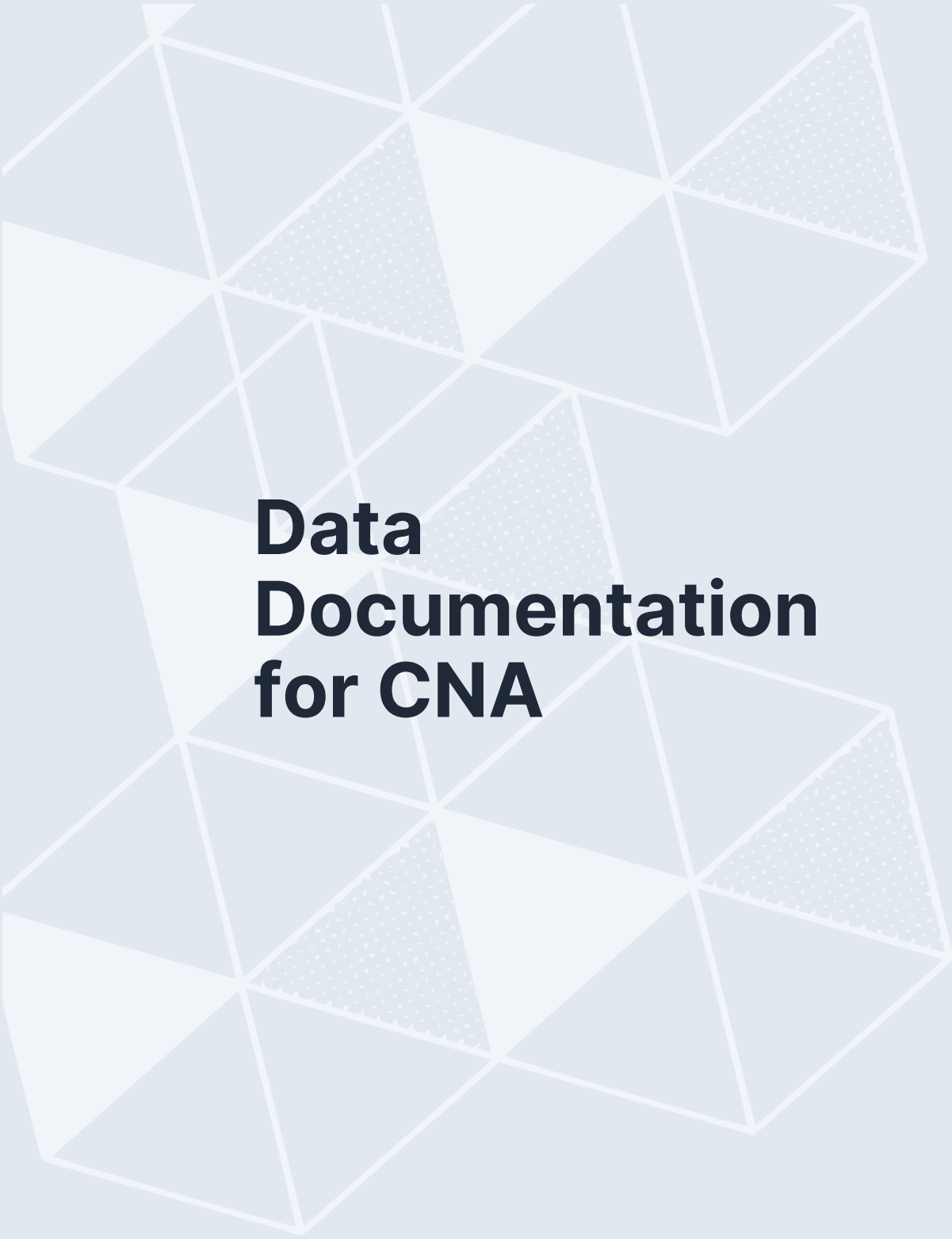
Although students at Encompass Academy report high levels of safety, belonging, adult respect, and student voice, student climate survey data indicate that many students continue to struggle with social-emotional skills related to seeking support, expressing emotions, and managing emotional responses. Specifically, only 56% of students report it is easy to talk to an adult when they have problems at school, 41% report it is easy to share their feelings with others, and Student Self-Management of Emotion scores remain at 58%. These skills are essential for building strong relationships, maintaining engagement in learning, and supporting student success.

While Encompass Academy has developed a positive and supportive school culture, staff have had limited opportunities for systematic professional learning and collaborative implementation of restorative practices. As a result, relationship-building, conflict resolution, emotional regulation support, and restorative responses to student behavior may not be implemented consistently across classrooms. Providing structured learning and collaboration through PLCs will increase staff capacity to use restorative practices that strengthen student connectedness, social-emotional development, and engagement.

3★

Although Encompass Academy has demonstrated significant improvement in graduation outcomes, opportunities exist to strengthen student engagement and ensure consistent access to rigorous, standards-aligned instruction across all content areas. Student climate survey data indicate that student engagement remains an area for growth, while ELEOT observations identified weaknesses in progress monitoring, including students' ability to monitor their own learning and understand how their work is assessed. Without clearly defined scope and sequence documents and a shared instructional framework, students may experience variability in learning experiences that can impact engagement, ownership of learning, and access to essential academic content and vocabulary. These challenges may create barriers for students who require additional instructional supports, including English Learners, as they work toward credit attainment and graduation success.

Teachers lack a shared framework for ensuring that curriculum, instruction, assessment, progress monitoring, and academic language development are aligned to essential standards and graduation outcomes. Without a common system of scope and sequence documents, students may not consistently understand learning targets, expectations for mastery, essential academic vocabulary, or how coursework connects to credit attainment and graduation. This limits student ownership of learning, contributes to lower levels of engagement and self-management, and makes it more difficult to ensure equitable access to grade-level content for all students, including English Learners, as they progress toward graduation.



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Credit Sufficiency/Deficiency/Retrieval data
- ☒ Grades
- ☒ Graduation rates/GED/HiSET data
- ☒ SAT, ACT, PSAT or ASPIRE
- ☒ Student Climate Survey, Student Voice
- ☒ Student failure and/or retention rates

Adult Learning Culture

- ☒ Administrator evaluation
- ☒ Coaching Logs
- ☒ Professional Development Agendas
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ School department and/or faculty meeting discussions and data
- ☒ Staff surveys and/or other feedback
- ☒ Student Climate Survey
- ☒ Teacher evaluation
- ☒ Walk-through data

Connectedness

- ☒ Annual dropout rate data
- ☒ Attendance
- ☒ Community surveys and/or other feedback
- ☒ Completion rates and/or graduation rates data
- ☒ Enrollment



Perception/survey data



Social Emotional Learning Data



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.

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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will develop or revise unit scope and sequence documents for each course.	Teachers	August 2026	
2	During unit planning, teachers will identify the essential academic vocabulary students need to access grade-level content and successfully complete course assignments.	Teachers	August 2026	
3	Teachers will select and implement vocabulary instructional strategies from an agreed-upon menu of supports, such as explicit vocabulary instruction, visual supports, sentence frames, structured academic discussions, Frayer Models, word walls, and morphology instruction.	Instructional coach, teachers		
4	School leaders will monitor implementation through classroom walkthroughs, lesson plan reviews, PLC discussions, and teacher reflections.	Admin, instructional coach	Quarterly	
5	Staff will review English Learner credit attainment data each quarter and compare it to the overall student population.	Data coach, admin	Quarterly	

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: Student Success 1

Status Checks

November

February

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Although Encompass Academy has demonstrated significant improvement in graduation outcomes, opportunities exist to strengthen student engagement and ensure consistent access to rigorous, standards-aligned instruction across all content areas. Student climate survey data indicate that student engagement remains an area for growth, while ELEOT observations identified weaknesses in progress monitoring, including students' ability to monitor their own learning and understand how their work is assessed. Without clearly defined scope and sequence documents and a shared instructional framework, students may experience variability in learning experiences that can impact engagement, ownership of learning, and access to essential academic content and vocabulary. These challenges may create barriers for students who require additional instructional supports, including English Learners, as they work toward credit attainment and graduation success.

Teachers lack a shared framework for ensuring that curriculum, instruction, assessment, progress monitoring, and academic language development are aligned to essential standards and graduation outcomes.

Without a common system of scope and sequence documents, students may not consistently understand learning targets, expectations for mastery, essential academic vocabulary, or how coursework connects to credit attainment and graduation. This limits student ownership of learning, contributes to lower levels of engagement and self-management, and makes it more difficult to ensure equitable access to grade-level content for all students, including English Learners, as they progress toward graduation.

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%.

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

Improvement Strategy 1

PLC:

Develop and implement standards-aligned scope and sequence documents

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Core content teachers will develop standards-aligned scope and sequence documents that identify essential standards, pacing, assessments, and progress-monitoring opportunities by August 12th.	Core content teachers	By August 12, 2026	
2	The instructional coach will review documents and provide feedback to ensure alignment and consistency across content areas.	Instructional coach		
3	Teachers will implement scope and sequence documents during the 2026-2027 school year.	Core content teachers	26-27 school year	
4	PLC time and instructional coaching cycles will be used to monitor implementation, refine documents, and align instruction and assessment practices.	Instructional coach, admin, core content teachers		

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: Student Success 1

Status Checks

November

February

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Although Encompass Academy has demonstrated significant improvement in graduation outcomes, opportunities exist to strengthen student engagement and ensure consistent access to rigorous, standards-aligned instruction across all content areas. Student climate survey data indicate that student engagement remains an area for growth, while ELEOT observations identified weaknesses in progress monitoring, including students' ability to monitor their own learning and understand how their work is assessed. Without clearly defined scope and sequence documents and a shared instructional framework, students may experience variability in learning experiences that can impact engagement, ownership of learning, and access to essential academic content and vocabulary. These challenges may create barriers for students who require additional instructional supports, including English Learners, as they work toward credit attainment and graduation success.

Teachers lack a shared framework for ensuring that curriculum, instruction, assessment, progress monitoring, and academic language development are aligned to essential standards and graduation outcomes.

Without a common system of scope and sequence documents, students may not consistently understand learning targets, expectations for mastery, essential academic vocabulary, or how coursework connects to credit attainment and graduation. This limits student ownership of learning, contributes to lower levels of engagement and self-management, and makes it more difficult to ensure equitable access to grade-level content for all students, including English Learners, as they progress toward graduation.

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.

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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop and implement a PLC scope and sequence aligned to the Get Better Faster framework.	Instructional Coach	August 2026	
2	Utilize weekly PLC time to learn, practice, and reflect on targeted instructional strategies.	Instructional Coach		
3	Conduct regular classroom walkthroughs and provide feedback aligned to identified focus areas.	Admin, instructional coach		
4	Use walkthrough, ELEOT, student engagement, and credit attainment data to monitor progress and adjust support.	Admin, instructional coach		
5	Provide individualized coaching and modeling to support implementation of targeted practices.	Admin, instructional coach		

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

November

February

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
1 Despite strong credit attainment and staff commitment to student success, teacher effort is not consistently translating into high levels of student engagement and rigorous learning experiences. While 92% of staff report working hard to motivate students with low interest in schoolwork, Student Engagement is 69%, and ELEOT observations identify opportunities for growth in Active Learning (2.92) and Progress Monitoring (2.17). Staff Work Stress is also 64% favorable, indicating a need for more structured and collaborative systems that support consistent, effective instructional practices.	PLCs have lacked a consistent structure and coaching focus on high-leverage instructional practices, resulting in inconsistent implementation of classroom management, student engagement, and rigorous instruction across classrooms.

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%.

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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide monthly PLC professional learning focused on restorative practices, including community-building circles, restorative conversations, conflict resolution, and relationship-building strategies.	Instructional coach		
2	Incorporate opportunities for staff to collaborate, practice, and reflect on restorative strategies during PLC meetings, using student behavior, engagement, and climate data to guide discussions.	Whole staff		
3	Staff will select and implement at least one restorative practice strategy each quarter, complete a quarterly self-reflection on the implementation and effectiveness of the strategy, and discuss its impact on student relationships, engagement, and social-emotional development during PLC meetings.	Restorative practices group (PLCs), instructional coach		
4	Review Climate and Culture Survey results, Eleot data, and PLC implementation artifacts throughout the year to evaluate progress and identify areas for additional support and professional learning.	Instructional coach		

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Connectedness 1

Status Checks

November

February

May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Although students at Encompass Academy report high levels of safety, belonging, adult respect, and student voice, student climate survey data indicate that many students continue to struggle with social-emotional skills related to seeking support, expressing emotions, and managing emotional responses. Specifically, only 56% of students report it is easy to talk to an adult when they have problems at school, 41% report it is easy to share their feelings with others, and Student Self-Management of Emotion scores remain at 58%. These skills are essential for building strong relationships, maintaining engagement in learning, and supporting student success.	While Encompass Academy has developed a positive and supportive school culture, staff have had limited opportunities for systematic professional learning and collaborative implementation of restorative practices. As a result, relationship-building, conflict resolution, emotional regulation support, and restorative responses to student behavior may not be implemented consistently across classrooms. Providing structured learning and collaboration through PLCs will increase staff capacity to use restorative practices that strengthen student connectedness, social-emotional development, and engagement.



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADENDUM.



Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Orientation (9th & 11th Grade)	8/13/26	Hosting Back-to-School Nights has highlighted the need for consistent family outreach and engagement opportunities throughout the school year. We recognize that traditional school events may not reach all families and will continue exploring additional ways to connect with families and encourage participation.
Back to School Orientation (10th & 12th Grade)	8/14/26	Hosting Back-to-School Nights has highlighted the need for consistent family outreach and engagement opportunities throughout the school year. We recognize that traditional school events may not reach all families and will continue exploring additional ways to connect with families and encourage participation.
Dia de los muertos Family Dinner	10/29/26	