



School Performance Plan

Please note that this is a **PILOT of NDE’s “new” School Performance Plan (SPP). Due to valuable feedback from stakeholders, several changes to this document are scheduled to be implemented in late spring. There is no requirement to use this document to apply to 1003(a) at this time. Your team has the option of using the old SPP template and completing the SPP addendum located in ePAGE to complete the 1003(a) application process, or of using this new SPP template. NDE welcomes any and all additional feedback on this document at this time.*

Nevada Department of Education

This School Performance Plan (SPP) is a tool designed to support principals and school leadership teams in school improvement efforts, with an emphasis on instructional delivery and student achievement.

The tool acts as an anchor in a year-round reflective evaluation process that relies on data-informed decision-making to drive documented school-level strategic planning. It is designed to capture strategies aligned with resources that support instructional priorities, a culture of achievement, and community and parent engagement to promote improved student outcomes.

 X Check here if you are a Rising Star School or Underperforming School. If so, you must complete Appendix B.

I. School Information

School Name enCompass Academy

School Address 1300 Foster Drive **City/State** Reno, NV **Zip Code** 89509

School Phone Number 775-322-5566

For implementation during the following years 2017-2018

enCompass Academy
School Performance Plan
SY 2017-18

II. Leadership Team and Key Points of Contact		
Name	Position	Email Contact
Toby Wiedenmayer	Principal	toby@encompassacademy.org
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Adam Khan	Math	Adam@encompassacademy.org
Kristin Moffit	English	Kristin@encompassacademy.org
Anna Allen	Science	anna@encompassacademy.org
TBA	Data Coach	TBA

You will need to reference the guidance document to complete Sections III-XII.

III. Previous Year Outcome and Reflection	
<p>In this section, identify outcomes from last year's goals, whether those goals were met or not met, and the root causes surrounding why your school met or did not meet the goals. Also include any barriers, course changes, and successes as related to last year's goals.</p>	<p>Current Progress on Goals for 2016-17 School Year</p> <p>enCompass Academy (enCompass) had two main goals for this past school year. Priority Goal 1 was to improve the overall graduation rate to 38% from 33% (although the actual graduation rate was 28% in school year (SY) 2015-16). The purpose was to see a 5% increase in the graduation rate for the year. enCompass also targeted its special education students, with the goal of raising their graduation rate by 3%. Priority Goal 2 was focused on credit attainment percentages for students, with the goal of raising the credit attainment from 57% to 60%.</p> <p>As the school finalized the 2016-17 school year, the final graduation rate was 29%. This was less than we had hoped for, as two students did not complete their requirements at the end of the school year. With a small graduating cohort, this can have a substantial effect. Of the 2017 cohort, 11 students are on track, six students have elected to go to an adult education program through Rise Academy, one student is enrolled at JobCorps., and nine students are on track to attend a 5th year (six of whom have been with the school for one year or less). enCompass is also on track to graduate four out of five of its fifth year seniors. There are three students from the 2017 cohort receiving special education services. Of these three, two are on track to graduate. This means that the special education graduation rate is 67% for the 2017 cohort.</p> <p>enCompass has data that evaluates credit attainment rates for its students. The school's population from the first semester of the SY 2016-17 had an overall credit attainment rate of 55%. This figure includes the student's entire high school performance, regardless of whether they attended enCompass (formerly Rainshadow) in the past or not. The students who attended enCompass for the first semester had a credit attainment rate of 62%. Overall, in SY 2015-16, students had a credit attainment rate of 57%, and the school's goal was to raise this overall rate by 3%. By the end of the 2016-17 school year, the credit attainment rate for students who were still enrolled at enCompass was 70%. This is a great increase over the previous semester.</p> <p>At the end of the 2016-17 school year, 50% of the current juniors are on track to graduate on time next year, having attained at least 11.5 credits at this time. 38% of sophomores currently have six or more credits, and will potentially reach 10 credits by the end of the school year to be on track as juniors. Of those 21 students, only seven were with the school for at least one semester in their freshman year and five out of those seven are on track to graduate. 54% of the freshmen are on track to have earned at least five credits by the end of the school year. enCompass brought in seven freshmen at semester, and five out of the seven did not earn any credits from their first semester. All five of those individuals are earning credits, with three of them earning all credits at</p>

	<p>this time.</p> <p>At the conclusion of the first quarter of the 17-18 school year, 100% of the freshman are on track to earn five or more credits. 65% of sophomores started the school year with 4 or more credits, and are on track to earn 11 by the end of the school year. 28% of juniors started the school year with 11 or more credits.</p> <p>Root Causes</p> <p>enCompass has a high transitory rate of students, as the school receives many students from their zoned schools who are credit deficient and are in transition between schools, homes, or potentially leaving the state. The at-risk report from SY 2016-17 identifies that 86% of students would be considered “at-risk.” The factors used for this determination include: 53% of students qualified for free and reduced lunch (FRL) based upon those who had submitted paperwork, 19% of students have an individualized education plan (IEP), 5% qualified for a Section 504 plan, 13% were identified as a Child In Transition (CIT), and 13% were identified as English Learners (EL). 59% of students had an overall credit earning rate that was less than 75%, and the overall credit earning rate for enCompass students throughout their high school career was 55%. The culture is one that is focused heavily on getting students on track to graduate high school who currently have credit deficiencies. All of these factors also play heavily into the students’ graduation rates. Many students come to enCompass in their junior year significantly credit deficient, and it is known in the initial meeting that the student will require a fifth year in school. This negatively impacts the overall graduation rate; however, many students are ready and willing to focus on school at this time. As such, students are given the opportunity to achieve a standard high school diploma.</p> <p>Course Changes and Barriers</p> <p>enCompass (formerly Rainshadow Community Charter High School) underwent significant changes through its rebranding for the SY 2016-17. The current climate is much improved over the past. It will take a few years to see how the changes impact the overall student population. The school has a partnership with another nonprofit entity that supports wraparound services for students. This partnership is still in its infancy, but is improving. Over the course of the next school year, enCompass must continue to focus on student data. School staff is also looking to implement student-led conferences, and have built time into the school calendar to allow that to happen. Staff is working to create a climate of success through weekly forum celebrations and have already implemented additional class periods after the regular school day for those who require credit reclamation or additional seat time. For the SY 2017-18, enCompass would like to add two additional hours to the school day for any student who is not on track with credits. Staff is also going to maintain the school’s credit recovery programming through Edmentum.</p>
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	<p>enCompass is also looking to forge a relationship with the Academy for Urban School Leadership (AUSL) to learn how other programs have dealt with similar struggles by focusing on leadership development and data-driven decision making. This will include intensive support for all members of the enCompass staff and faculty, and the supports will not only extend to the school's leadership team, but to all teachers as well. In addition, enCompass plans to have an on site data coach that will serve as a liaison between AUSL and enCompass, and will provide a seamless transition for weekly professional learning meetings. Data and best teaching practices will filter through this data specialist so that staff are receiving frequent feedback.</p> <p>enCompass has an innovative goal to provide additional training for all faculty in the area of special education, and has forged a relationship with Sierra Nevada College to support this objective. As approximately one-fifth of the student population requires special education services, and enCompass has identified a strategic goal to focus on the graduate rate of the school's special education population, it is imperative that staff become better equipped to deal with the needs of this population.</p> <p>While these are not course changes, they are modifications to the future of the program that are in line with the goal to consistently improve the quality of programs and the outcomes of those programs for students. The greatest barrier to these programs, especially in a small school setting, is a financial one. Edmentum, which is a software suite that not only includes courseware, but also assessments and intervention support, costs the program over \$12,000 per school year. Providing monetary compensation for staff to stay beyond the regular workday for additional class periods, or for outside staff to be employed, will cost the school an addition \$12,000. Working with AUSL and hiring a data coach could cost the program \$150,000 for the SY 2017-18. Providing training for all staff to become endorsed in special education could cost \$12,000. The overall price tag is a significant barrier; however, it is a necessary barrier to overcome to provide students with the greatest opportunities for graduation and beyond.</p> <p>Successes</p> <p>The school has seen great success in the credit attainment category, specifically related to some changes that were incorporated through scheduling of classes, modifications to the online credit recovery program, and modifications to extend the school day. enCompass has also had tremendous success with the use of an Individual Learning Plan, and a preliminary meeting with new students and parents. This meeting has served to lay the groundwork for all new students, and supports students to come to school with the goal of success. The school is still working on the overall graduation rate, and is pleased to be on track to reach the 38% milestone. enCompass will continue to work with students who are on a five-year plan if they demonstrate a commitment to completing school.</p>
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IV. School Data

In this section, analyze formative and summative data and climate data that include trends, strengths, and weaknesses, according to the needs assessment results. Note: Include a narrative of the team's analysis of the data and how these data points will be used to determine root causes and this year's goals. Do not include individual data. For additional clarification, see the guidance.

DATA

NCCAT Needs Assessment Data:

enCompass Academy went through a needs assessment throughout the course of the SY 2016-17. Through this assessment, staff and faculty highlighted some specific areas of focus for the next school year.

NCCAT Focus Areas

Leadership

3.2: School leadership focuses the entire school community on school improvement.
 3.3 (d): School leadership provides sustained support for effective instruction.
 3.4: School leadership systematically monitors and evaluates the effectiveness of instructional programs.
 3.7: School leadership ensures all professional development is focused on student achievement.
 1.8: The school implements an equitable code of conduct to create an environment conducive to teaching and learning.

Data-Driven Decision Making

1.2 (c, e): All instructional staff members deliver standards-based curriculum to all students, as evidenced by observable student work and cognitive demand.
 1.5: All instructional staff members analyze results from available assessments, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.
 1.9: School-parent partnerships are primarily focused on student achievement.

Board Data:

enCompass held a workshop session with board members, staff, and faculty on December 20, 2016. In this process, the team completed a survey surrounding the concepts of engagement and alignment. The key areas of focus that became apparent in this survey were: leadership helping with sustained support by investing in professional growth and development, recognition of individual teachers for their contributions, and effective leadership in terms of its ability to coach and mentor.

Credit Attainment:

	<p>In the first semester, enCompass saw a credit attainment percentage of 62%, which is 5% higher than the credit attainment percentage from SY 2015-16. Overall credit attainment for the student population is 55%. Please see additional data above under the progress on goals.</p> <p>enCompass evaluated its credit attainment in its first and sixth class periods. Traditionally, students struggle with attendance in these two periods compared to the rest of the school day.</p> <p>48% of students experienced attendance problems for their first period class, thus disabling the students of earning credit. 15% of those attendance-troubled students appealed their absences and were able to earn credit, reducing the rate of students not on track to earn credit due to attendance for first period to 41%. 60% of freshman passed their first period class, 38% of sophomores passed their first period class, 46% of juniors passed their first period class, and 70% of seniors passed their first period class. Overall, 51% of students passed their first period class.</p> <p>For sixth period, 21% of students were not able to pass due to attendance. 38% of freshman, 58% of sophomores, 58% of juniors, and 86% of seniors passed their sixth period class. Overall, 66% of students passed their sixth period class.</p> <p>Graduation Rate: Please see above discussion regarding graduation data as it relates to progress on goals. enCompass is currently on track to reach a graduation rate of 38% for SY 2017-18.</p> <p>Accuaccess Data: Reading: SY 2015-16 Overall Grade Level: 652</p> <p>SY 2016-17 Fall Benchmark: 771 Winter Benchmark: 753</p> <p>Mathematics: SY 2015-16 Overall Grade Level: 555</p> <p>SY 2016-17 Fall Benchmark: 595 Winter Benchmark: 562</p> <p>EOC Data: End of Course data is still difficult to evaluate; however, the following elements were identified:</p>
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	<p>Current 10th Grade Students (Cohort 2018-19)</p> <p>Algebra 1: Level 1: 29% Level 2: 57% Level 3: 14% Level 4: 0%</p> <p>Current 11th Grade Students (Cohort 2017-18)</p> <table border="1" data-bbox="850 414 1963 738"> <tr> <td data-bbox="850 414 1407 576"> <p>ELA 1: Level 1: 61% Level 2: 26% Level 3: 9% Level 4: 4%</p> </td> <td data-bbox="1407 414 1963 576"> <p>ELA 2: Level 1: 39% Level 2: 39% Level 3: 22% Level 4: 0%</p> </td> </tr> <tr> <td data-bbox="850 576 1407 738"> <p>Algebra 1: No data.</p> </td> <td data-bbox="1407 576 1963 738"> <p>Geometry: Level 1: 95% Level 2: 0% Level 3: 5% Level 4: 0%</p> </td> </tr> </table> <p>TRENDS</p> <p>Due to a greater focus on credit attainment, including a modification to how the school is scheduling students, staff is noticing that the overall credit attainment rate is improving. However, enCompass is still working to improve the credit attainment rate for the first and last period of the school day. Attainment is affected during the first class period by student attendance, which has been a goal since the school's Rainshadow years.</p> <p>The school is making progress on its overall math and reading skill development. The data is global, and not disaggregated to evaluate performance based solely on any specific intervention.</p> <p>With the fairly new inception of the EOC exams, it is difficult to determine any trends. It is clear that the majority of students who attend enCompass are achieving below standard in areas of English language arts, and mathematics. Students are performing better in English language arts as compared to geometry.</p> <p>Strengths: enCompass is aware of its struggles with the skill level of students attending, and the students credit issues. As such, staff has developed programming to support student achievement in both credit</p>	<p>ELA 1: Level 1: 61% Level 2: 26% Level 3: 9% Level 4: 4%</p>	<p>ELA 2: Level 1: 39% Level 2: 39% Level 3: 22% Level 4: 0%</p>	<p>Algebra 1: No data.</p>	<p>Geometry: Level 1: 95% Level 2: 0% Level 3: 5% Level 4: 0%</p>
<p>ELA 1: Level 1: 61% Level 2: 26% Level 3: 9% Level 4: 4%</p>	<p>ELA 2: Level 1: 39% Level 2: 39% Level 3: 22% Level 4: 0%</p>				
<p>Algebra 1: No data.</p>	<p>Geometry: Level 1: 95% Level 2: 0% Level 3: 5% Level 4: 0%</p>				

	<p>reclamation and skill development. Students who are not doing well in traditional school setting are showing improvement in credit attainment.</p> <p>Staff and faculty know each other well, and are very accustomed to collaborating on programming.</p> <p>Weaknesses: enCompass still struggles to engage all of its students. Attendance and transiency rates make it difficult to engage all students, and difficult to improve the level of rigor. Stabilizing the population and improving attendance rates will support improvement on credit attainment and graduation rates. Schoolwide, students come to enCompass with skill deficiencies and the school as a whole performs on average below high school level.</p>
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V. Prioritize Strengths and Needs

In this section, use the analysis of the data from section IV and the self-assessment results from the Needs Assessment to complete the chart below. List your highest priority first. (Prioritized strengths and needs are based on data). Use the worksheet in the Appendix to determine root causes.

Prioritized Strengths:

DATA DRIVEN DECISION MAKING			SCHOOL LEADERSHIP		
NCCAT Standard	Priority Score	Description	NCCAT Standard	Priority Score	Description
1.1	3	All instructional staff members implement a curriculum that is aligned with state standards, vertically and horizontally.	3.1	3	School leadership develops and communicates a clear, shared vision and mission.
1.4	3	All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.	3.5	3	School leadership allocates the resources necessary to increase student achievement.
1.6	3	All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.	3.6	3	School leadership ensures the effective use of instructional time.

Root Cause:

Step 1: Define the Problem	Step 2: Collect Data	Step 3: Identify Possible Factors	Step 4: Root Causes
<ul style="list-style-type: none"> Staff and faculty know each other and the students very well. Staff 	<ul style="list-style-type: none"> PLC meeting times demonstrate that staff and faculty work together on a 	The factors that lead to the problems include:	<ul style="list-style-type: none"> As a small charter school, enCompass has had to be

<p>and faculty meet with each other weekly, and work together during lunch. Discussion of student performance is constantly occurring.</p> <ul style="list-style-type: none"> • Staff and faculty have a shared vision that all students can be successful, and all work hard to meet the unique and individual needs of students. This means working with students outside the class period, and outside the school day. • Each teacher has been able to use the pacing guides from WCSD to modify and enhance their own classes. As each teacher is the lead for their own domain, there is strong vertical and horizontal alignment for students who remain with enCompass. There is also strong alignment with WCSD. • Leadership works with staff and faculty to make modifications to the schedule, and to how the school functions as a whole. Leadership is aware of its responsibilities on behalf of the school and meets deadlines. Leadership was able to secure support for the school during transition in an innovative way. 	<p>weekly basis. 65% of the staff members have been with enCompass for five or more years. Staff note in both the NCCAT and the board survey that they are constantly collaborating about students.</p> <ul style="list-style-type: none"> • Staff and faculty are often giving students make-up work, and will work with students during advisory time to ensure that they are caught up. In addition, all staff end the day in the 7th period class to work with any students who show up. Leadership and faculty members are often meeting with parents and students to ensure that their needs are being met. • The school is monitored annually by the Washoe County School District, and has been found as “Compliant” in the area of curriculum. In addition, the school earned accreditation two years ago. Teachers attend WCSD lead teacher meetings to ensure that they are in alignment with the District. • Leadership received support from outside foundations, and a new lease from the Boys and Girls Club, to significantly reduce overhead costs for the program. This will improve options for students. Staff and faculty work with leadership to develop schedules and ensure that all student needs are met. 	<ul style="list-style-type: none"> • enCompass has a small staff that is comfortable problem-solving and working together. • enCompass has built a strong relationship with its sponsor so that there is coherence and alignment in the academic expectations. • enCompass is innovative: staff and faculty are problem solvers, and find ways to provide the most supports to students with minimal cost. Staff and faculty use their relationships to create partnerships with other like-minded organizations. 	<p>innovative and thrifty. Relationships within the school and relationships within the community have been crucial to the success of the program.</p> <ul style="list-style-type: none"> • enCompass has had to promote itself through a shared message to the community. • The population at enCompass requires innovative thinking to ensure that students are progressing in the curriculum. As such, the teaching staff is used to working with individual issues. The teaching staff is driven to see students succeed and often goes above and beyond to ensure that success.
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Prioritized Needs:

DATA DRIVEN DECISION MAKING			SCHOOL LEADERSHIP		
NCCAT Standard	Priority Score	Description	NCCAT Standard	Priority Score	Description
1.5	6	All instructional staff members analyze results from available assessments, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.	3.2	9	School leadership focuses the entire school community on school improvement.
1.8	6	The school implements an equitable code of conduct to create an environment conducive to teaching and learning.	3.7	6	School leadership ensures all professional development is focused on student achievement.
1.2	6	All instructional staff members deliver standard-based curriculum to all students, as evidenced by observable student work and cognitive demand.	3.4	6	School leadership systematically monitors and evaluates the effectiveness of instructional programs.
2.4	6	All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.			

Root Cause:

Step 1: Define the Problem	Step 2: Collect Data	Step 3: Identify Possible Factors	Step 4: Root Causes
<ul style="list-style-type: none"> The staff and faculty are very small, and this causes all individuals to have to wear a number of different hats. Staff and faculty work hard to meet the needs of all students, but the majority of 	<ul style="list-style-type: none"> Eight full-time staff and faculty members; all individuals have multiple preps and additional outside responsibilities. In the Board climate survey, 58% of those surveyed recognized that the 	<p>The factors that lead to the problems include:</p> <ul style="list-style-type: none"> A desire to remain a small school. A history of working with students who have been reluctant learners, with success. An inability to attract a greater 	<ul style="list-style-type: none"> The school's current leader has been with the school for 13 years, yet is a fairly new administrator. There are many goals that the leader has, yet the follow-through is not always there due to the number of demands that the

<p>students at enCompass require significant support.</p> <ul style="list-style-type: none"> • Because all faculty, staff, and leadership are working so diligently, it can be difficult to leave the facility to see other program solutions. This can also impact professional development options. • Burnout can be a real issue, as so many of the students are reluctant learners. This can impact the overall school culture. Students struggle to be seen as successful, because they have struggled in their previous school placements. • Students typically start at enCompass behind in terms of credits, confidence, social/emotional well-being, and skills. • Above-average students can often decide to move onto programs that offer more advanced curriculum. • Students with individualized education plans receive support in their general education classes, but like all other students, they are given supports and there is no extinction for some of the supports. This means that many students are not improving as much as they could academically. 	<p>culture of the school supports their individual health and well-being. All individuals are often overwhelmed with the curriculum development and implementation for all classes in combination with the challenges of the student population.</p> <ul style="list-style-type: none"> • As outlined in the above data, 86% of the student population is considered at-risk. In addition, most students perform below grade level for reading and mathematics. • For outside professional development opportunities, it can require that staff and/or faculty leave campus. This can add extra burden on the remaining staff and faculty, as evidenced by student behavior metrics. • Teachers are consistently working on classroom management, and to manage behavior. Teachers work toward compliance from students, but can have difficulty then with student motivation. As such, teachers work to develop engaging lessons that reach standards in unique ways. For the number of preps, this can cause teachers to get worn out. 	<p>variety of students, perhaps due to the school’s reputation as working with at-risk students.</p> <ul style="list-style-type: none"> • An inability to maintain and keep students who are above average, because the majority of students are not at that level. As a small school, the course offerings are not as diverse for the high-achieving student. • An inability to hire additional personnel to take responsibilities off of leadership, and all staff and faculty. • The reliance on the exceptionally strong instructors and leaders to carry the other instructors. This has been true over the past several years due to staff illnesses. Losing one staff member creates great turmoil. There are not enough reserves. • Teachers work to build relationships with students on a deeper level, and many of our students are living with post-traumatic stress and anxiety. As such, the program can become therapeutic in nature. • Leadership is responsible for so many components, and there is no funding to gain support with items such as: student recruitment, volunteer support, student retention, fundraising, etc. All of these items are handled by the same person. The hiring of a data 	<p>position presents. While staff and faculty have shared vision, it is imperative that the vision goes beyond to a shared language and a shared method of operation. If all staff are unified in voice, some of the cultural issues will be solved.</p> <ul style="list-style-type: none"> • Teachers need to continue to build relationships with students that are genuine and authentic, while still maintaining high expectations. Often, there is a feeling that teachers are working as hard if not harder than their students. This is a cultural shift that must occur. • Teachers and leadership do not always “hold the line” for certain decisions. Often, teachers and leadership are aiming to err on the side of the student, and yet sometimes students make choices for which there should be consequences. • There is not enough resources to pay for additional teachers and/or outside duty pay for teachers to work beyond the school day currently. • Teachers have been working with the population for a long time, but perhaps have not had the appropriate skill training to improve academic outcomes for diverse students. • Students require an elongated school day when they are having difficulty earning credits or having
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<ul style="list-style-type: none"> Students can struggle with the home-to-school transition. Often, expectations are different for students at home as opposed to at school. 	<ul style="list-style-type: none"> Currently, the trend is for students to come to enCompass because the traditional school is not working. The data to support this is the individual learning plans, and student interviews. In addition, the gaps that students arrive at enCompass with are apparent: credits, behaviors, anxiety, bullying, and attendance are some of the many reasons that students elect to attend enCompass. 	<p>coach would support the overall mission of the program.</p> <ul style="list-style-type: none"> Leadership will support students who are not on track to graduate in four years, but are on track to graduate in five years, thereby affecting the overall graduation rate. 	<p>difficulty with attendance. The school environment is stable.</p>
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Human Causes

- enCompass Academy is a small school, with a total of eight full-time staff and faculty members. As such, the leadership for the school is tasked with a wide variety of tasks. This can make it difficult to sustain a monitoring plan with staff and faculty, including frequent feedback. All teachers have multiple preps (i.e. the social studies teacher teaches each level of high school social studies instead of just government). Major deadlines are met, however a rigorous monitoring plan is difficult.
- enCompass works with a predominantly at-risk population, and there is a student handbook that outlines school rules and expectations. However, the school often works to ensure that students remain in school. The school consistently works with students to reteach expectations and to remain in school.
- While teachers deliver standards-based material, they are hampered by attendance concerns, individual student skill level, and individual student motivation for school.
- While the staff and faculty meet weekly to work through school concerns and student performance, it is difficult for the staff to leave the school on a regular basis to attend professional development. Most development occurs on site. In addition, the school faced financial hardships in the last year. The professional development available to staff and faculty is through Washoe County School District at this time, which many teachers participate in (but not as a group).

VI. Overarching Goal	
<p>In this section, state your 3-year overarching goal.</p>	<p>Through school leadership support and data-driven decision-making support, enCompass Academy will improve its credit attainment rate, thereby increasing its graduation rate to 50% or higher, and improving post-high school opportunities for all students.</p>

VII. Identify year 1 goals	
1	Establish a program whereby faculty develop a shared language that is dedicated to individual success and student motivation to work with students.
2	Establish a staff development program that prepares staff to meet the educational needs of all students, including both special education and gifted students, and create a flexible program that allows for the sustainment of the targeted actions.
3	Support faculty and staff to learn how to work smarter with students, and gather regular data to provide ongoing feedback to students, support students to take ownership of their education, and make adjustments to classroom instruction.
4	The data coach will lead the staff so that they consistently analyze classroom and individual level data and student work to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure all students advance to higher levels of achievement.
5	Improve the credit attainment rate by 3% in the SY 2017-18 (from 62% to 65%), and focus on improving the first period credit attainment by 5% (from 51% to 56%). Improve the credit attainment rate for sophomores 5% (55% to 60%) by incorporating student-led conferences.
6	Improve the graduation rate by 4% for the SY 2017-18.

VIII. Complete Logic Model (see Appendix)
*See attached.

IX. Logic Model Summary	
After completing the Logic Model, summarize the impact on student achievement	<p>Student achievement will be impacted through the changes enCompass seeks to make by:</p> <ul style="list-style-type: none"> • An increase in student motivation to be successful through a “take no prisoners” intake process that outlines specific steps for each student. • An increase in credit attainment for students through the use of extended day programming. Any student who is credit deficient will be required to take additional coursework as a component of the initial student/parent contract, and outlined by the Individual Learning Plan. • An increase in graduation rates due to the increase in credit attainment, and the support that faculty will receive to meet the needs of all students. • Students will have greater post-high school outcomes: more college/career readiness options and a more positive community perception.

X. Interim Progress Goal(s)	
1	By the mid-year, enCompass staff will have met with AUSL to develop a shared language. Monitoring as to the follow-through of that shared language will occur with leadership support from AUSL. The Data Coach will be an integral part of developing the shared language as the position will be a liaison between the faculty and AUSL.
2	Staff development plan to be developed by leadership with AUSL that will be incorporated into the professional growth calendar for the school. The plan will identify targets for leadership to follow through with staff support with the support of AUSL.
3	Meeting minutes from professional development, and student performance data, will be gathered and evaluated. Staff and faculty will have tools to support their data gathering.
4	Mid-year credit attainment review that demonstrates a higher credit attainment rate. Throughout the semester, attendance monitoring and “Data Days” will occur so that there is a strong parent-school partnership.
5	Continued support of senior cohort through regular progress meetings with administration and school counselor. Meeting minutes from PLC meetings focused on senior progress.

XI. Anticipated Funding Sources
enCompass Academy currently does not receive any grants, however it anticipates Title 1003(a) funding for SY 2017-18. enCompass uses federal pass through money for special education services, and the per pupil funding from the state. In addition, enCompass traditionally is able to raise about \$10,000 annually to support its programs through various fundraisers.

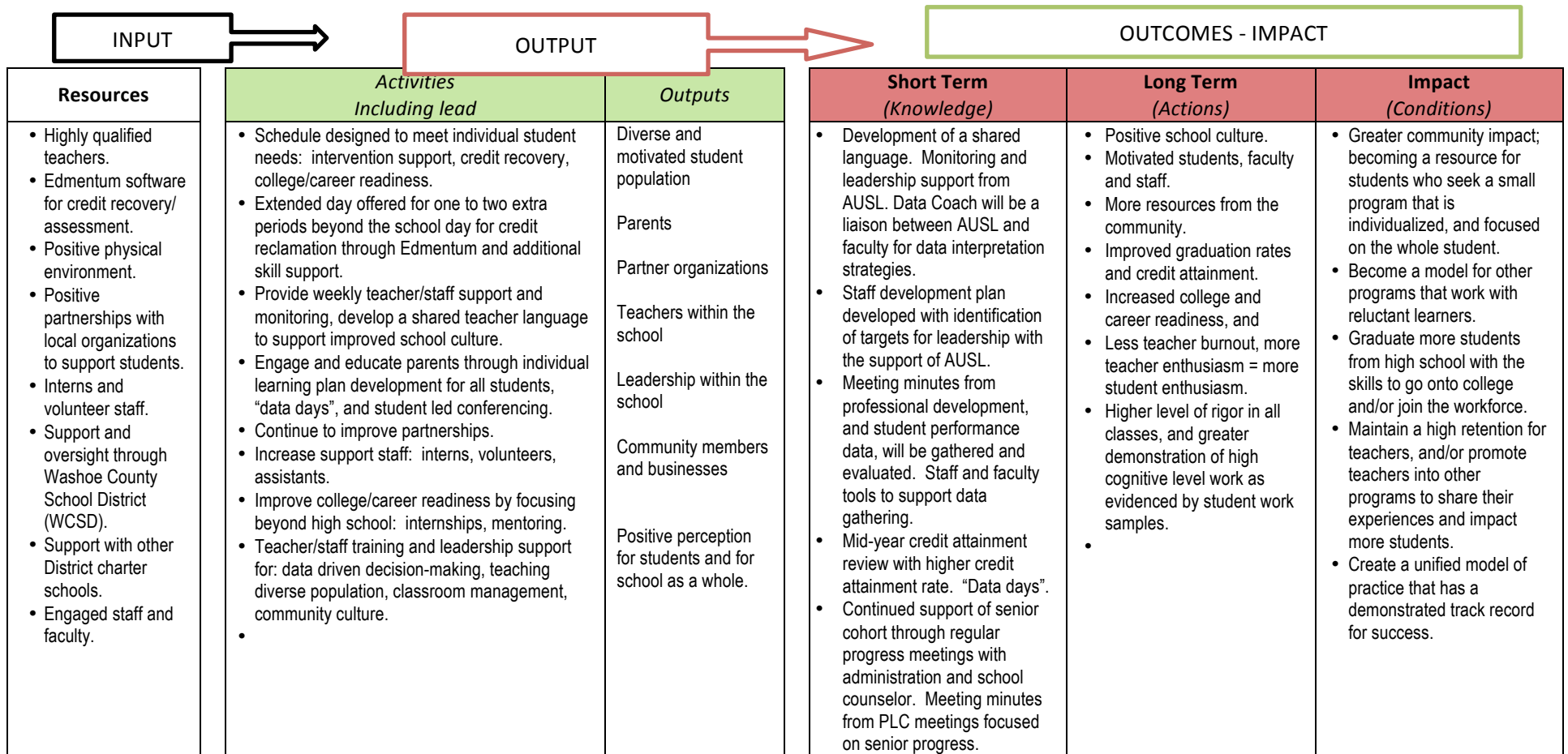
XII. Anticipated Funding Alignment	
Identify the output from the Logic Model and the funding source you anticipate using to implement the plan.	
Output	Funding Source
• Schedule designed to meet individual student needs: intervention support, credit recovery, college/career readiness.	No cost
• Extended day offered for one to two extra periods beyond the school day for credit reclamation through Edmentum and additional skill support.	EL Cord Grant, General Fund
• Provide weekly teacher/staff support and monitoring; develop a shared teacher language to support improved school culture.	Title 1003(a)
• Hire a data coach to support the relationship with AUSL, serve	Title 1003(a)

as a liaison between AUSL and faculty, and facilitate a culture of data through regular monitoring.	
• Engage and educate parents through individual learning plan development for all students, “data days”, and student led conferencing.	No cost
• Continue to improve partnerships.	No cost
• Increase support staff: interns, volunteers, assistants.	No cost
• Improve college/career readiness by focusing beyond high school: internships, mentoring.	No cost
• Teacher/staff training and leadership support for: data driven decision-making, teaching diverse population, classroom management, community culture.	Title 1003(a), General Fund
• Involve all staff/faculty in new student meetings.	No cost
• Improve school culture through positive reinforcement.	Relationship with BGCTM, General Fund
• Develop additional avenues for success, like National Honor Society.	General Fund
• All faculty to become certified in special education.	Federal pass through funds for special education
• Offer A.P. (advanced) coursework (teacher training), and align social studies and English work through Document Based Questioning.	General Fund
• Student led conferences: students articulate personal progress.	No cost
• Revisit, and modify, roles and responsibilities	No cost
• Improve communication with all stakeholders: families, advertising, follow-up communication, home visits.	General Fund

MISSION: *Guiding students to bright futures through academic, social/emotional, enrichment, and personal pathways support.*

OBJECTIVE: *To improve the outcomes and opportunities for all students on their path to reach full potential.*

Appendix A: Logic Model



Resources	Activities <i>Including lead</i>	Outputs	Short Term <i>(Knowledge)</i>	Long Term <i>(Actions)</i>	Impact <i>(Conditions)</i>
•	<ul style="list-style-type: none"> • Involve all staff/faculty in new student meetings. • Improve school culture through positive reinforcement. • Develop additional avenues for success, like National Honor Society. • All faculty to become certified in special education. • Offer A.P. (advanced) coursework (teacher training), align English and social studies. • Student led conferences: students articulate personal progress. • Revisit, and modify, roles and responsibilities • Improve communication with all stakeholders: families, advertising, follow-up communication, home visits. 		•	<ul style="list-style-type: none"> • Expectation that all students who attend enCompass will be successful and motivated. • Data Coach supports staff in analyzing classroom and individual level data. • Improve the credit attainment rate by 3% in SY 2017-18 (62% to 65%), and focusing on 1st period credit attainment by 5% (51% to 56%) • Improve the credit attainment rate for sophomores 5% (55% to 60%) by incorporating student-led conferences. • Improve the graduation rate by 4% for the SY 2017-18. 	•



ASSUMPTIONS



EXTERNAL FACTORS