

Washoe County School District

enCompass Academy

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



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/2025/nspf/

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Comprehensive Needs Assessment

Student Success

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.

Student Success Areas for Growth

Encompass Academy continues to face challenges in closing the gap between our graduation rate and those of the state and district. For the Class of 2024, our graduation rate was 69.6%, falling short of both the state and district average of approximately 81% and our internal goal of 72%. While progress has been made in prior years, graduation outcomes remain inconsistent, indicating a need for more structured and sustained support systems. One key area for growth is the formalization of our Multi-Tiered System of Supports (MTSS). Our current approach to identifying and supporting off-track students lacks consistent procedures, data monitoring tools, and coordinated follow-up. Strengthening the MTSS framework will help ensure that academic, behavioral, and attendance interventions are delivered in a timely and targeted manner, ultimately improving credit attainment, reducing chronic absenteeism, and increasing our overall graduation rate.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners made up 14% of our population in the 24-25 school year. Encompass Academy has not been able to hire a qualified, part-time English Language Development teacher to support this group of students.	While Encompass Academy continues to search for qualified applicants to hire for a part-time ELD position, EL students will continue to have the opportunity to enroll in study hall. Currently EL students can enroll in this class which is supported by our Special Education Department.
Foster/Homeless	No major identifiable challenges for this group	
Free and Reduced Lunch	No major identifiable challenges for this group	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	No major identifiable challenges for this group	
Students with IEPs	Our population of students with IEPs continues to rise, accounting for 31% of the student population in the 24-25 school year. Funding to support special education will decrease for the 25-26 school year, taking money away for the salary of our school's SPED aide.	Encompass Academy's special education department currently consists of a licensed special education teacher and an aide. Due to lack of funding, we will now support the salary of our aid from the school's general budget.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There remains a persistent gap between the graduation rate at Encompass Academy and those of the state and district. For the Class of 2024, Encompass Academy's graduation rate was 69.6%, falling below both the state and district average of approximately 81%, and our internal goal of 72%. While graduation outcomes have improved over time, current data suggests that chronic absenteeism and delays in identifying students who are not earning core credits early enough are key barriers to on-time graduation. Improving systems for early identification, targeted intervention, and attendance support will be critical to closing the graduation gap and ensuring sustained progress.

Critical Root Cause: A more formalized and consistent MTSS process is needed to identify students who are off track for graduation--particularly those struggling with chronic absenteeism or at risk of not earning core credits. While supports exist, current systems for early identification, progress monitoring, and coordination of academic and attendance interventions lack the structure and consistency needed to ensure timely, data-driven responses. Strengthening these systems is essential to improving on-time graduation outcomes.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Encompass Academy benefits from a strong collaborative culture, where staff members demonstrate mutual respect, collegiality, and support for one another. This positive working environment contributes significantly to staff morale and a sense of shared purpose. Teachers at Encompass are also highly self-directed; they are confident in managing their classrooms independently and demonstrate strong instructional autonomy. Despite the small size of the staff, there is effective cross-content collaboration, resulting in strong vertical alignment that supports continuity in instruction and student learning across grade levels. The school has also established a dedicated weekly meeting time for the entire team, which provides a regular structure for collaboration, planning, and professional dialogue. Historically, Encompass has benefited from external coaching support through partnerships with organizations like WCSD and AUSL, which have helped enhance instructional practices and foster continuous improvement.

Adult Learning Culture Areas for Growth

While Encompass Academy has a strong foundation of collaboration and autonomy among its staff, there are several areas in need of growth related to adult learning. Recently, the school lost access to its two primary sources of professional development—AUSL and LincSpring—resulting in a lack of consistent, high-quality PD offerings for staff. Additionally, teachers are not consistently receiving instructional feedback or coaching due to limited administrative capacity and competing responsibilities. Most instructors teach unique content areas without same-subject peers, which restricts horizontal alignment and reduces opportunities for peer collaboration, reflection, and professional growth within disciplines. Finally, instructional expectations are not consistently implemented across classrooms. While pacing guides are completed, lesson plans are not regularly submitted, and key instructional elements—such as posted objectives or common “look-fors”—are not standardized. This inconsistency impacts the coherence of instructional practices and the ability to maintain shared instructional expectations across the school.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	14% of students at Encompass Academy qualify as EL, but we have been unable to hire a qualified part-time ELD instructor. An ELD instructor would benefit the staff by providing strategies to help staff better teach EL students.	Encompass Academy will continue to search for a licensed, part-time ELD instructor. In the meantime, creating standardized look-fors in classrooms and more observations and coaching during our teacher observation and feedback cycle will help support staff in these areas.

Student Group	Challenge	Solution
Foster/Homeless	No major identifiable challenges for this group	
Free and Reduced Lunch	No major identifiable challenges for this group	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	No major identifiable challenges for this group	
Students with IEPs	Our special education case manager does not receive ongoing training or support from WCSD.	Encompass Academy and our SPED case manager will need to search for training and PD specific to her areas of need.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While Encompass Academy benefits from a collaborative and self-directed teaching staff, the school lacks consistent instructional expectations and a structured feedback system. Without standardized look-fors or regular observation cycles, instructional practices vary significantly across classrooms, limiting coherence, professional growth, and the ability to scale effective strategies schoolwide.

Critical Root Cause: The school has not yet developed a unified instructional framework with clear, shared expectations for effective teaching and learning. In addition, administrative capacity and loss of external PD support have hindered the implementation of a consistent observation and feedback cycle, preventing regular opportunities for instructional alignment, reflection, and improvement.

Connectedness

Connectedness Areas of Strength

Encompass Academy demonstrates several strengths in the area of connectedness. Parent participation in mandatory events is exceptionally high, with 90–100% attendance when families are given ample notice. This indicates that families are willing to engage when communication is clear and expectations are established. Additionally, students show a strong desire to be involved in school life, as reflected by their interest in extracurriculars, athletics, and clubs. Currently, 31% of students are participating in school-sponsored activities, providing a solid foundation to expand upon. The school has also implemented a weekly practice of staff making positive phone calls or sending emails home during staff meetings. This consistent focus on celebrating students helps build stronger relationships between school and home, promotes trust, and creates a more positive school culture.

Connectedness 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.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families are not always receiving messages in their native tongue.	Use translating services online to translate for school-wide emails
Foster/Homeless	Students are not always living in the same location, so contacting families via mail can be difficult.	CIT liaison should plan to check in with students at regular intervals to confirm addresses, especially before report cards are sent home.
Free and Reduced Lunch	No major identifiable challenges for this group.	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	No major identifiable challenges for this group.	
Students with IEPs	No major identifiable challenges for this group.	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Family engagement at Encompass Academy is inconsistent, with some parents reporting limited communication about their student's progress and few opportunities to be meaningfully involved. The lack of proactive, ongoing outreach contributes to a disconnect between school and home.

Critical Root Cause: There is no consistent, schoolwide system for family communication and engagement. Without clear expectations and structured opportunities for outreach, communication varies by teacher, and families are not consistently invited to participate in their student's educational experience.

Priority Problem Statements

Problem Statement 1: There remains a persistent gap between the graduation rate at Encompass Academy and those of the state and district. For the Class of 2024, Encompass Academy's graduation rate was 69.6%, falling below both the state and district average of approximately 81%, and our internal goal of 72%. While graduation outcomes have improved over time, current data suggests that chronic absenteeism and delays in identifying students who are not earning core credits early enough are key barriers to on-time graduation. Improving systems for early identification, targeted intervention, and attendance support will be critical to closing the graduation gap and ensuring sustained progress.

Critical Root Cause 1: A more formalized and consistent MTSS process is needed to identify students who are off track for graduation--particularly those struggling with chronic absenteeism or at risk of not earning core credits. While supports exist, current systems for early identification, progress monitoring, and coordination of academic and attendance interventions lack the structure and consistency needed to ensure timely, data-driven responses. Strengthening these systems is essential to improving on-time graduation outcomes.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While Encompass Academy benefits from a collaborative and self-directed teaching staff, the school lacks consistent instructional expectations and a structured feedback system. Without standardized look-fors or regular observation cycles, instructional practices vary significantly across classrooms, limiting coherence, professional growth, and the ability to scale effective strategies schoolwide.

Critical Root Cause 2: The school has not yet developed a unified instructional framework with clear, shared expectations for effective teaching and learning. In addition, administrative capacity and loss of external PD support have hindered the implementation of a consistent observation and feedback cycle, preventing regular opportunities for instructional alignment, reflection, and improvement.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Family engagement at Encompass Academy is inconsistent, with some parents reporting limited communication about their student's progress and few opportunities to be meaningfully involved. The lack of proactive, ongoing outreach contributes to a disconnect between school and home.

Critical Root Cause 3: There is no consistent, schoolwide system for family communication and engagement. Without clear expectations and structured opportunities for outreach, communication varies by teacher, and families are not consistently invited to participate in their student's educational experience.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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
- Professional Development Agendas
- School department and/or faculty meeting discussions and data
- 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
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By November of the 2025-2026 school year, Encompass Academy will increase its graduation rate to at least 80% by strengthening early identification and intervention systems for students with low attendance and those at risk of failing core classes. This will be achieved through the formalization and consistent implementation of MTSS procedures focused on attendance and credit attainment.

Aligns with District Goal

Formative Measures: Graduation rate, average daily attendance, credit attainment

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Formalize and implement MTSS procedures for attendance				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	At the end of each quarter, identify students with average daily attendance (ADA) below 75%. Families of these students will receive a phone call and either an email or letter that includes evidence-based information about the link between regular attendance and on-time graduation.	Kristen and Laure	End of each quarter			
2	Identified students will be provided with targeted supports such as check-ins, attendance contracts, or home visits, depending on individual circumstances.	Admin and counselors				
3	If a student has ADA below 75% for two consecutive quarters, a meeting with a counselor or administrator and their parent/guardian will be required to review concerns and determine appropriate next steps.	Admin and counselors				
Position Responsible: Admin and counselors Resources Needed: Time to identify students and notify families/hold meetings, flyer with info about benefits of regular school attendance and link to graduation Evidence Level Level 3: Promising: MTSS Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Formalize and implement MTSS procedures for credit attainment				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	At the midpoint of each quarter, send progress reports and identify students earning below 60% in core classes. Families of these students will receive a phone call or email to discuss concerns and available supports.	Kristen	Midpoint of each quarter			
2	Identified students will be placed into targeted interventions, such as mandatory tutoring, check in/check out, organizational support, increased communication with family, based on individual need.	Admin and staff	Midpoint of each quarter			
3	At the end of the quarter, students' progress will be reviewed. Those earning 60% or lower in a core class for two consecutive quarters will be required to attend a meeting with a counselor or administrator and their parent/guardian to determine appropriate next steps and supports.	Admin	End of each quarter			
Resources Needed: Time to implement after staff meetings, after school, etc. Training for staff on MTSS procedures, data tracking tools, consistent communication protocols with families. Designated person to make phone calls home in Spanish when necessary. Tutoring schedule.						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: There remains a persistent gap between the graduation rate at Encompass Academy and those of the state and district. For the Class of 2024, Encompass Academy's graduation rate was 69.6%, falling below both the state and district average of approximately 81%, and our internal goal of 72%. While graduation outcomes have improved over time, current data suggests that chronic absenteeism and delays in identifying students who are not earning core credits early enough are key barriers to on-time graduation. Improving systems for early identification, targeted intervention, and attendance support will be critical to closing the graduation gap and ensuring sustained progress. Critical Root Cause: A more formalized and consistent MTSS process is needed to identify students who are off track for graduation--particularly those struggling with chronic absenteeism or at risk of not earning core credits. While supports exist, current systems for early identification, progress monitoring, and coordination of academic and attendance interventions lack the structure and consistency needed to ensure timely, data-driven responses. Strengthening these systems is essential to improving on-time graduation outcomes.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By December 2025, Encompass Academy will improve instructional coherence and staff development by implementing an enhanced teacher observation and feedback cycle. This will include a minimum of three classroom observations for all teachers in their first three years at Encompass, the use of a coaching log to track feedback and follow-up, and the development of 2-3 school-wide instructional "look-fors" to promote alignment across classrooms.

Aligns with District Goal

Formative Measures: Eleot observation scores, staff climate survey, student climate survey

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Establish and embed instructional look-fors for use during observation and feedback cycles				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Collaboratively develop 2-3 instructional look-fors (e.g., posted learning intentions, checks for understanding, success criteria) with staff to guide observation and feedback conversations.	Staff-wide, led by Adam	SY 25-26			
2	Introduce and refine these look-fors during a dedicated professional development session to ensure clarity, shared understanding, and staff ownership.	Adam	SY 25-26			
3	Integrate regular discussion of look-fors into weekly team meetings, including reviewing anonymized observation trends and highlighting effective instructional practices.	Adam and Kristen	SY 25-26			
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Improvement Strategy 2 Details				Status Checks																		
Improvement Strategy 2: Strengthen observation and feedback cycles for all teachers. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct a minimum of three classroom observations per year for all teachers in their first three years at Encompass, as well as for any newly licensed teachers, with at least two observations completed by the end of the first semester to ensure timely feedback and support.</td><td>Adam and Kristen</td><td>SY 25-26</td></tr><tr><td>2</td><td>For teachers in their fourth year at Encompass or beyond, observation frequency will be determined based on performance, with a minimum of two observations per year and additional support provided as needed.</td><td>Adam</td><td>SY 25-26</td></tr><tr><td>3</td><td>Use a coaching log maintained by administration to document observation dates, feedback provided, alignment with instructional look-fors, and follow-up actions to ensure continuity, transparency, and instructional alignment.</td><td>Adam, Instructional Coach</td><td>SY 25-26</td></tr></table> Position Responsible: Principal and Data Coach Resources Needed: Time to conduct observations and feedback meetings, continued use of Eleot for observations, create new form that contains "look-fors", coaching log Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Conduct a minimum of three classroom observations per year for all teachers in their first three years at Encompass, as well as for any newly licensed teachers, with at least two observations completed by the end of the first semester to ensure timely feedback and support.	Adam and Kristen	SY 25-26	2	For teachers in their fourth year at Encompass or beyond, observation frequency will be determined based on performance, with a minimum of two observations per year and additional support provided as needed.	Adam	SY 25-26	3	Use a coaching log maintained by administration to document observation dates, feedback provided, alignment with instructional look-fors, and follow-up actions to ensure continuity, transparency, and instructional alignment.	Adam, Instructional Coach	SY 25-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Conduct a minimum of three classroom observations per year for all teachers in their first three years at Encompass, as well as for any newly licensed teachers, with at least two observations completed by the end of the first semester to ensure timely feedback and support.	Adam and Kristen	SY 25-26															
				2	For teachers in their fourth year at Encompass or beyond, observation frequency will be determined based on performance, with a minimum of two observations per year and additional support provided as needed.	Adam	SY 25-26															
3	Use a coaching log maintained by administration to document observation dates, feedback provided, alignment with instructional look-fors, and follow-up actions to ensure continuity, transparency, and instructional alignment.	Adam, Instructional Coach	SY 25-26																			
Nov	Feb	May																				
No review	No review	No review																				

Improvement Strategy 3 Details				Status Checks										
Improvement Strategy 3: Facilitate opportunities for peer observation <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide optional opportunities for teachers to observe peers--either within Encompass or at other schools in their subject area--to build horizontal alignment and foster professional growth.</td><td>Adam and Kristen</td><td>1 time per semester</td></tr></table> Resources Needed: Time, subs, pineapple chart Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide optional opportunities for teachers to observe peers--either within Encompass or at other schools in their subject area--to build horizontal alignment and foster professional growth.	Adam and Kristen	1 time per semester	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Provide optional opportunities for teachers to observe peers--either within Encompass or at other schools in their subject area--to build horizontal alignment and foster professional growth.	Adam and Kristen	1 time per semester							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: While Encompass Academy benefits from a collaborative and self-directed teaching staff, the school lacks consistent instructional expectations and a structured feedback system. Without standardized look-fors or regular observation cycles, instructional practices vary significantly across classrooms, limiting coherence, professional growth, and the ability to scale effective strategies schoolwide. **Critical Root Cause:** The school has not yet developed a unified instructional framework with clear, shared expectations for effective teaching and learning. In addition, administrative capacity and loss of external PD support have hindered the implementation of a consistent observation and feedback cycle, preventing regular opportunities for instructional alignment, reflection, and improvement.

Inquiry Area 3: Connectedness

SMART Goal 1: By December 2025, Encompass Academy will implement a schoolwide family communication plan to ensure that 100% of staff follow consistent expectations for sharing academic progress and important school updates with families, resulting in an increase in positive parent feedback on school-to-home communication as measured by spring survey responses.

Aligns with District Goal

Formative Measures: Parent/guardian climate survey, credit attainment

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Develop and train staff to implement school-wide communication plan				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Create and distribute a communication protocol that outlines expectations for how and when staff communicate with families, including guidelines for academic updates, event notices, and translation into Spanish.	Kristen	End of quarter 1	No review	No review	No review
2	Dedicate time at the end of each weekly staff meeting for teachers to submit key announcements or updates to Laure, Kristen, or Max for translation and distribution to families.	Adam	Weekly			
3	Train staff on the communication plan, including how to access translation support and follow through on family communication expectations.	Adam and Kristen	End of quarter 1			
Position Responsible: Principal and Data Coach						
Resources Needed: Communication plan, list of resources for translation, time for training and to make phone calls						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Strengthen academic communication with families while building in consistent opportunities for positive outreach and regular school-wide updates				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Train staff on expectations for notifying families about academic concerns, aligned with MTSS procedures for credit attainment, and encourage them to track communication for follow-up and accountability.	Adam and Kristen	End of Quarter 1			
2	Dedicate time during weekly staff meetings for teachers to make positive phone calls or send encouraging emails home to reinforce strong school-home relationships.	Adam	Weekly			
3	Distribute a monthly family newsletter with academic updates, event reminders, and highlights to keep families informed and engaged throughout the school year.	Kristen	Monthly			
Position Responsible: Principal and Data Coach						
Resources Needed: Time for training, formalized and written MTSS procedures, time to make phone calls, time to make monthly newsletters						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Family engagement at Encompass Academy is inconsistent, with some parents reporting limited communication about their student's progress and few opportunities to be meaningfully involved. The lack of proactive, ongoing outreach contributes to a disconnect between school and home. Critical Root Cause: There is no consistent, schoolwide system for family communication and engagement. Without clear expectations and structured opportunities for outreach, communication varies by teacher, and families are not consistently invited to participate in their student's educational experience.

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 1 (Grades 9 &11)	8/11/25	
Back to School Orientation 2 (Grades 10& 12)	8/12/25	