Washoe County School District

Innovations High School

Classification: 1 Star School

Accreditation Status:
Accredited

Title I, CSI, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
October 7, 2026

Generated by Plan4Learning.com
October 07, 2026 at 09:16 AM

Mission Statement

At Innovations High School, we nurture scholars' passions for learning by engaging them in meaningful, relevant, community-based lessons through which they explore themes of social justice and advocacy to discover their own agency and voice. We are committed to enggaging our scholars as whole human beings who will become powerful ciczens of the world.

Vision

At Innovations High School, we foster and develop life-long learners through authentic community-based practices that celebrate diversity and individuality.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

A majority of students are accruing credits at a faster pace at Innovations than they did in their prior site.

Most students report feeling better about themselves as students at Innovations than they did at their prior schools.

Students report being more challenged and more engaged in their classes at Innovations.

Areas for Growth

Students enter our school with low academic skills, knowledge and executive functioning abilities than their grade level peers.

Many have experienced academic trauma and do not feel confident in the academic setting. They have low academic self-efficacy.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited access to academic support outside the regular school day due to transportation, family responsibilities, language barriers, and scheduling constraints.	Provide flexible academic support during the school day. Work with teachers to identify students needing additional academic or language support and provide services during times students are on campus.
Foster/Homeless	Unstable transportation, housing, and family circumstances can limit consistent access to after-school academic and support opportunities.	Remove transportation and scheduling barriers by providing school-based support during the school day (access to a trusted adult, academic check ins, and connections to school and community resources.
Free and Reduced Lunch	Transportation, family schedules, employment responsibilities, and limited access to resources may create barriers to participation in after-school supports.	Provide equitable access to academic and enrichment opportunities during the school day using Opportunity time 2-3 times a week.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Differences in access, participation, and engagement may create barriers to fully benefitting from academic and	Increase access through culturally responsive, relationship-based supports during the school day, including mentoring, academic

	enrichment opportunities.	intervention, student advocacy, and intentional outreach to families with the FGA assistant.
Students with IEPs	Students with IEPs are not consistently meeting academic growth targets and may require additional access to grade-level instruction and targeted supports.	Monitor inclusive practices, differentiation, accommodations, and co-teaching strategies through regular walkthroughs and formal observations to coach staff in best practices.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Most scholars do not strive for deep, academic learning. They are content earning credit rather than learning.	Most scholars lack academic self-efficacy and do not believe they are capable of academic success.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

We have developed a foundation for a collective instructional method across all classrooms. This includes a common lesson structure and the use of Learning Intentions and Success Criteria in all classes.

We have developed strategies around relationship building with our scholars so that all scholars are well-connected with at least one adult in our school community.

In our staff culture survey, for the category of Staff-Student Relationships we scored a 99%. This is nine points about the WCSD high school average score. Specifically, for the below statements all staff responded affirmatively:

- Teachers and staff at my school care about every student
- Teachers and staff at my school listen to students' ideas and opinions
- Every single student at our school knows at least one staff member who would help them with a personal problem.
- Every single student at our school knows at least one staff member who would care if they were not in school.

Under Fairness and Respect, we had 90% positive responses to the survey questions. That is nine points above the average high school score. All staff responded positively to the statements "Saff respect all students at my school" and "Students of different social backgrounds get along well at my school." We had a 17 point increase in positive response to the statement "The rules and expectations about how students should behave at my school are fair" (from 71% to 88%) and we increase by 40 percentage points (from 36% to 76%) in positive response to the statement "The rules and expectations about student behavior are enforced equally by staff."

Finally, our staff collaboration score increased by 23% to 87%-- three points above the high school average. We scored highest on the questions, "There is a sense of teamwork among all school staff" and Staff at my school are recognized and appreciated for good work." (both at 93%).

Areas for Growth

We want to develop common methods of assessment that are affirming to our scholars and encourage them to engage deeper in learning.

We want to develop the 21st Century skills of communication and collaboration in our scholars by ensuring that scholars are actively engaged in peer-to-peer discussions and collective problem-solving throughout their learning.

Despite a large jump in staff perceptions about their safety at Innovations (+24 percentage points), our categorical score of 76% is 15 points below the high school average and the WCSD average as well. Our most negatively responded to statement was "I feel safe leaving my school even when I am there late or on the weekends." (68%) We also scored poorly on the statement "I feel safe outside around my school." (72%)

I saw slightly lower results in the Expectations of Success category (from 95% to 91%). This decrease was due to less positive responses to the following statements:

- Staff at my school set high expectations for students' achievement.
- Staff at my school work hard to motivate students who show low interest in schoolwork.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Supporting our English learners when the majority of teachers are not fluent in Spanish. Limited access to the material and instruction of non-English fluent students.	EL teachers and EL facilitator coaching teachers on how to support diverse learners, sharing model lessons and exemplar strategies across departments, providings frameworks from ELLevations, and including coaching cycles.
Foster/Homeless	Attending to students with attendance fluctuation, housing instability, and limited access to school resources and supports.	Counselors will connect families with community resources, while teachers provide flexible academic support, and monitor attendance through regular staff check-ins.
Free and Reduced Lunch	Economic barriers may limit access to school activities, supplies, technology,and academic support opportunities.	Staff will make available resources, providing equitable access to materials and technology, and administration will reduce financial barriers to participation in school programs.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Ensuring equitable access to rigorous instruction, representation, and a strong sense of belonging within the school community.	Provide culturally responsive teaching practices, analyze student data for equity gaps, and create opportunitiesfor student voice and inclusive school experiences using our Student Voice and Mi Cultura.
Students with IEPs	Accessing grade-level curriculum while receiving appropriate accommodations and specialized supports across all classrooms.	Teachers will be provided opportunities to strengthen collaboration between general and special education teachers, and ensure consistent implementation of accommodations and inclusion practices.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	We need to build our students' academic self-efficacy by providing them with more positive and more hopeful academic feedback.	We tend to assess students in traditional manners that focus on mistakes. This only reinforces scholars' negative self-talk and does little to build academic self-efficacy.
2 ★	We need to apply greater support to assist our students in improving their daily attendance.	Most of our scholars have historically poor attendance habits. They have not been regular daily attenders in their past. This could be caused by home conditions or by student choice.
3 ★	We need to teach our scholars 21st Century skills such as collaboration and communication so that they are prepared for life beyond high school.	Our scholars are reluctant to engage in collaborative work as they are often uncomfortable engaging in academic tasks. Academic collaboration is risk-taking for many.

★ = Priority

Connectedness

Areas of Strength

All scholars at Innovations report that there is an adult that they feel connected to and can approach if they have a need.

Our advisory system creates a sense of community among our scholars.

Areas for Growth

Scholars feel connected to our school, however, they do not necessarily change or grow as scholars.

How can we refine our advisory system to incorporate greater and more meaningful forms of scholar accountability to ensure greater scholar performance?

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited access to academic support outside the regular school day due to transportation, family responsibilities, language barriers, and scheduling constraints.	Provide flexible academic support during the school day. Coordinate with EL staff to identify students needing additional academic or language support and provide services during times students are on campus.
Foster/Homeless	Unstable transportation, housing, and family circumstances can limit consistent access to after-school academic and support opportunities.	Remove transportation and scheduling barriers by providing school-based support during the school day (access to a trusted adult, academic check ins, and connections to school and community resources.
Free and Reduced Lunch	Transportations, family schedules, employment responsibilities, and limited access to resources may create barriers to participation in after-school supports.	Provide equitable access to academic and enrichment opportunities during the school day using Opportunity time 2-3 times a week.
Migrant/Title1-C Eligible	N/A	

Racial/Ethnic Minorities	Differences in access, participation, and engagement may create barriers to fully benefitting from academic and enrichment opportunities.	Increase access through culturally responsive, relationship-based supports during the school day, including mentoring, academic intervention, student advocacy, and intentional outreach to families with the FGA assistant.
Students with IEPS	Students with IEPs are not consistently meeting academic growth targets and may require additional access to grade-level instruction and targeted supports.	Monitor inclusive practices, differentiation, accommodations, and co-teaching strategies through regular walkthroughs and formal observations to coach staff in best practices.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	We need to apply greater support to assist our students in improving their daily attendance.	Most of our scholars have historically poor attendance habits. They have not been regular daily attenders in their past. This could be caused by home conditions or by student choice.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Most scholars do not strive for deep, academic learning. They are content earning credit rather than learning.	Most scholars lack academic self-efficacy and do not believe they are capable of academic success.
2 ★	We need to build our students' academic self-efficacy by providing them with more positive and more hopeful academic feedback.	We tend to assess students in traditional manners that focus on mistakes. This only reinforces scholars' negative self-talk and does little to build academic self-efficacy.
3 ★	We need to apply greater support to assist our students in improving their daily attendance.	Most of our scholars have historically poor attendance habits. They have not been regular daily attenders in their past. This could be caused by home conditions or by student choice.
4 ★	We need to teach our scholars 21st Century skills such as collaboration and communication so that they are prepared for life beyond high school.	Our scholars are reluctant to engage in collaborative work as they are often uncomfortable engaging in academic tasks. Academic collaboration is risk-taking for many.
5 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Accelerated/Advanced Coursework Enrollment**
- [x] **College and career readiness data**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Staff surveys and/or other feedback**

Connectedness

- [x] **Annual dropout rate data**
- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **Enrollment trends**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of SY2627, 75% of EL students will earn 5 or more credits as measured by end of year transcripts.

Formative Measures: Quarterly grade progress, first semester grades and regular bi-weekly grade checks.

Improvement Strategy 1

Advisory Check-ins: Advisors will track student progress weekly, meet with their students bi-weekly and meet monthly in grade level MTSS teams to support student progress toward this goal.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Advisors will track academic progress of EL students in their advisories.	Teachers who have advisories	Weekly	
2	Advisors will meet with their EL students to counsel and encourage their academic progress.	Teachers who have advisories	bi-weekly	
3	Advisors will meet with other grade-level advisors in our MTSS meeting to discuss EL student supports necessary for academic progress.	All teachers, administrators and support staff.	monthly	

Position Responsible: Dean of students and principal

Resources Needed: Recording/tracking tools, a conference protocol to support constructive conversations about academic progress.

Evidence Level

Level 1: Strong:
MTSS

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

90% of all scholars will earn all of their credits or more credits than they had the prior semester.

Formative Measures: We will track student performance weekly in advisory throughout the school year to be able to gauge student progress. Teachers of record will call homes when students are not successful. Teachers will work with students to re-teach concepts that are not understood. They will then reassess the students.

Improvement Strategy 1

ILP's: Individualized Learning Plans will be created by all scholars and these will be used as a tool of reflection in our advisory classes.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Scholars will be introduced to the concept of hope in education and will complete their ILPs	Michael Bradley	During Orientation Week	✓
2	Scholars will reflect on their progress toward the goals of their ILPs weekly in their advisory. For each goal they should provide evidence and state their	All advisors	Weekly throughout the school year.	✓
3	Staff will review goal setting protocols and seek to improve them.	All advisors	During the Summer	

Position Responsible: advisors

Resources Needed: None

Evidence Level

Level 3: Promising:
ILP's Individualized Learning Plans

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Most scholars do not strive for deep, academic learning. They are content earning credit rather than learning.	Most scholars lack academic self-efficacy and do not believe they are capable of academic success.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of staff will implement behavior-specific praise (BSP) in classrooms to increase student engagement.

Formative Measures: Through routine walk-throughs, teacher observations, professional learning meetings and teacher interviews, we will determine the effectiveness of BSP on improving our praise-to-reprimand ratios and increasing student engagement..

Improvement Strategy 1

PLCs and Professional Development

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Introduce behavior-specific praise (BSP) as a three-step classroom strategy that can be implemented to positively impact student engagement.	Michael Bradley	August Professional Launch	✓
2	Teachers will begin using BSP when student instruction begins.	All Teachers	First day launch	✓
3	Administrators will engage in walk-throughs gathering classroom data about teacher feedback and student engagement.	Principal and Dean	Weekly	✓
4	Teachers and administration will reflect on data collected in classrooms and make adjustments to ensure better results.	Teachers, principal, dean	Through out the school year.	

Position Responsible: Principal, all teachers

Resources Needed: None.

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1, 2, 3 - Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	We need to build our students' academic self-efficacy by providing them with more positive and more hopeful academic feedback.	We tend to assess students in traditional manners that focus on mistakes. This only reinforces scholars' negative self-talk and does little to build academic self-efficacy.
2	We need to apply greater support to assist our students in improving their daily attendance.	Most of our scholars have historically poor attendance habits. They have not been regular daily attenders in their past. This could be caused by home conditions or by student choice.
3	We need to teach our scholars 21st Century skills such as collaboration and communication so that they are prepared for life beyond high school.	Our scholars are reluctant to engage in collaborative work as they are often uncomfortable engaging in academic tasks. Academic collaboration is risk-taking for many.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	We need to apply greater support to assist our students in improving their daily attendance.	Most of our scholars have historically poor attendance habits. They have not been regular daily attenders in their past. This could be caused by home conditions or by student choice.

Inquiry Area 3

Connectedness

SMART Goal 1

The percentage of +90% attenders at Innovations High School will increase from 21.1% in SY25-26 to 35% in SY26-27.

Formative Measures: We will track attendance daily through advisory. Advisors will be expected to make calls home. Administration will track weekly.

Improvement Strategy 1

Attendance committee comprised of a truancy officer, a re-engagement specialist, a counselor, a mental health professional and a Communities in Schools coordinator

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	This committee will meet weekly and appoint a point person for each student with poor attendance.	Kathleen Acker	Weekly	✓
2	Point people will meet with students, discuss attendance, make a plan then track student progress.	Committee members	Weekly	✓
3	Committee members will meet to determine next steps to incentivize better attendance.	Committee members	During the summer	

Position Responsible: Committee members

Resources Needed: Time for weekly meetings and student check-ins.

Evidence Level

Level 1: Strong:
Communities in Schools

Problem Statements: Adult Learning Culture 2 - Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	We need to apply greater support to assist our students in improving their daily attendance.	Most of our scholars have historically poor attendance habits. They have not been regular daily attenders in their past. This could be caused by home conditions or by student choice.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	We need to apply greater support to assist our students in improving their daily attendance.	Most of our scholars have historically poor attendance habits. They have not been regular daily attenders in their past. This could be caused by home conditions or by student choice.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

The comprehensive needs assessment process takes place through our Leadership Team in the Spring for the following school year. We review our annual goals, reflect on our progress toward these ends and examine additional data. Through this analysis, we determine our needs for the coming school year.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Our Leadership Team is representative of our various constituency groups-- students, parents, staff, community partners and administration. Team members represent their groups. We share our developing plans with students and staff through staff meetings and our advisory sessions throughout the school day. We struggle more to engage families as evening meeting attendance is low.

2.2 Regular monitoring and revision

This is primarily done as an administrative task. Once completed, the results are shared with our Leadership Team,

2.3 Available to parents and community in an understandable format and language

The school performance plan is linked to our website so that parents and community members have access to it.

2.4 Opportunities for all children to meet State standards

We have used Title I funds to purchase more student computers. These allow students greater accessibility to the curriculum both at school and at home. Our goals to increase student engagement and improve student self-efficacy will be positively impacted by this additional technology.

2.5 Increased learning time and well-rounded education

Our advisory focus and our Learning Through Interest program afford our students opportunities to grow as individuals beyond the traditional curriculum. We believe we are able to foster more caring, well-rounded students with our more holistic curriculum.

2.6 Address needs of all students, particularly at-risk

We partner with Communities in Schools (CIS) as a means of engaging our students-- especially our at-risk students-- in

additional mentoring and programming from our CIS coordinator.

3.1 Annually evaluate the schoolwide plan

We evaluate the school performance plan throughout the school year-- specifically around the interim check points.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

We send home information and we host parent meetings where we inform families.

4.2 Offer flexible number of parent involvement meetings

We try to schedule parent meeting opportunities in both the morning-- during the school day-- after school and in the evening.

Community Outreach Activities

Activity	Date	Lesson Learned
New School Year Open House	Wednesday, August 12, 2026	Teacher presentations were strong and what families wanted to hear.