Washoe County School District

Innovations High School

2025-2026 School Improvement Plan

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.

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/innovations_high_school/2024/nspf/

Table of Contents

Comprehensive Needs Assessment 4
- Student Success 4
- Adult Learning Culture 6
- Connectedness 8

Priority Problem Statements 10
Comprehensive Needs Assessment Data Documentation 11
Inquiry Areas 12
- Inquiry Area 1: Student Success 12
- Inquiry Area 2: Adult Learning Culture 13
- Inquiry Area 3: Connectedness 15

Schoolwide and Targeted Assistance Title I Elements 16
- 1.1: Comprehensive Needs Assessment 16

Community Outreach Activities 17

Comprehensive Needs Assessment

Student Success

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.

Student Success 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.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited academic vocabulary can get in the way of learning.	Focus on vocabulary development across all content areas.
Foster/Homeless	Domestic conditions may interfere with academic progress.	Ensure close communication with these scholars' legal guardians.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Scholars may feel less welcome in our school.	Create a school environment that welcomes and affirms all scholars.
Students with IEPs	Teachers may lack strategies to support these learners.	Ensure that teachers have strategies to support scholars with IEPs.

Problem Statements Identifying Student Success Needs

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

Adult Learning Culture

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.

Adult Learning Culture 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.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	To be familiar with contexts and vocabulary.	Planned lessons need to thoroughly explain content contexts and introduce key vocabulary for students.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	To be familiar with contexts and vocabulary.	Planned lessons need to thoroughly explain content contexts and introduce key vocabulary for students.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): We need to build our students' academic self-efficacy by providing them with more positive and more hopeful academic feedback.
Critical Root Cause: 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.

Problem Statement 2 (Prioritized): We need to apply greater support to assist our students in improving their daily attendance.
Critical Root Cause: 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.

Problem Statement 3 (Prioritized): We need to teach our scholars 21st Century skills such as collaboration and communication so that they are prepared for life beyond high school.
Critical Root Cause: 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.

Connectedness

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.

Connectedness 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?

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	May feel more culturally distant as our school remains a culturally white institution.	We need to become more reflective around ways that our school is marked culturally and ensure that we are striving to welcome all.
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	May feel more culturally distant as our school remains a culturally white institution.	We need to become more reflective around ways that our school is marked culturally and ensure that we are striving to welcome all.
Students with IEPs		

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We need to apply greater support to assist our students in improving their daily attendance.
Critical Root Cause: 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 Problem Statements

Problem Statement 1: Most scholars do not strive for deep, academic learning. They are content earning credit rather than learning.

Critical Root Cause 1: Most scholars lack academic self-efficacy and do not believe they are capable of academic success.

Problem Statement 1 Areas: Student Success

Problem Statement 2: We need to build our students' academic self-efficacy by providing them with more positive and more hopeful academic feedback.

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: We need to apply greater support to assist our students in improving their daily attendance.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Adult Learning Culture - Connectedness

Problem Statement 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.

Critical Root Cause 4: 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.

Problem Statement 4 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas

Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Demographic data
- Enrollment trends

Inquiry Areas

Revised/Approved: June 20, 2025

Inquiry Area 1: Student Success

SMART Goal 1: 90% of all scholars will earn GPA averages that are equal to or higher than their GPAs the prior semester.

Formative Measures: We will track student performance weekly throughout the school year to be able to gauge student progress.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
	Status Check		
	Nov	Feb	May
Improvement Strategy 1: Individualized Learning Plans will be created by all scholars and these will be used as a tool of reflection in our advisory classes.	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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.

Position Responsible: advisors

Resources Needed: None

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Most scholars do not strive for deep, academic learning. They are content earning credit rather than learning. **Critical Root Cause**: 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 effectively implement student grouping strategies in their classrooms.

Formative Measures: Through routine walk-throughs, teacher observations, lesson plans and teacher interviews, we will determine the effectiveness of strategic grouping implementation.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
	Status Check		
	Nov	Feb	May
Improvement Strategy 1: Teachers will use PLC time and professional development learning to discuss and refine grouping strategies in their classrooms.	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will meet in PLC groups	Michael Bradley	Weekly

Position Responsible: Advisors/teachers

Resources Needed: Time. Teachers will use common prep times to meet in their PLC groups.

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 3

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 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. **Critical Root Cause**: 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of staff will implement assessment strategies that incorporate student self-assessment, ipsative assessment, and praise.

Formative Measures: Through routine walk-throughs, teacher observations, lesson plans and teacher interviews, we will determine the effectiveness of strategic grouping implementation.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs and Professional Development	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Introduce grading strategies that include student self-assessment, growth-based grading and standards-based measures.	Michael Bradley, Kasey Reisinger	August Professional Launch
2	Teachers will configure their gradebooks with various weights for various types of assessment	All Teachers	August Professional Launch
3	Teachers will enter at least two grades a week and at least two types of assessments (student self-assessment, growth-based assessment or	All Teachers	Weekly

Position Responsible: Principal, all teachers

Resources Needed: None.

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: We need to build our students' academic self-efficacy by providing them with more positive and more hopeful academic feedback. **Critical Root Cause**: 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.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of +90% attenders at Innovations High School will increase from 21.5% in SY2425 to 35% in SY2425.

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

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
	Status Check		
	Nov	Feb	May
	No review	No review	No review

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

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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

Position Responsible: Committee members

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

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 2 - Connectedness 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 2: We need to apply greater support to assist our students in improving their daily attendance. **Critical Root Cause**: 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.
Connectedness
Problem Statement 1: We need to apply greater support to assist our students in improving their daily attendance. **Critical Root Cause**: 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 Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Family Orientation Day	August 14, 2025	
Scholar Recognition Day	October 3, 2025	
Scholar Recognition Day	December 18, 2025	
Scholar Recognition Day	March 20, 2026	
Scholar Recognition Day	May 29, 2026	