

Washoe County School District

TMCC High School

School Performance Plan: A Roadmap to Success

TMCC High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ☐ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on October 14, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
David Kitchin	Principal(s) <i>(required)</i>
Breanne Cohen, Intervention Specialist; Katie Swanson, School Counselor	Other School Administrator(s) <i>(required)</i>
Click here to enter text.	Teacher(s) <i>(required)</i>
Stacey Hyatt, Kelli Marchand	Paraprofessional(s) <i>(required)</i>
Jaime Starrh, Robert Bauman, Allison Nelson	Parent(s) <i>(required)</i>
Katie Avery, Allyson Decremer	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Click here to enter text.	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

School Demographics and Performance Information

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/tmcc_magnet_school/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">98% of sophomores attained core credit attainment in 2022. This was an increase from 88% in 2021.2021-2022 school goal achieved. Sophomore credit attainment increased to 98%.The percentage of students testing college ready in all 4 subjects as measured by the ACT at TMCC HS was 43% as compared to 13% in WCSD.When comparing the students within the specialized population of gifted and talented, 86% of students in that subgroup at TMCC HS scored college ready in all 4 subjects, as compared to 65% of students within that subgroup in WCSD.36% of students identified as FRL tested college ready, whereas 4% of students identified as FRL tested college ready in all four subjects within WCSD.	<ul style="list-style-type: none">In 2021, sophomore core credit attainment decreased from 96% to 88%.In 2020, 55% of students tested college ready in all four subjects which dropped to 45% in 2021, and again dropped to 43% in 2022.In 2022, students tested college ready in the following areas: 86% of students tested college ready in ELA, 83% of students tested college ready in English, 74% tested college ready in reading.58% of students tested college ready in math in 2022, whereas 79% of students tested college ready in math in 2020.58% of students tested college ready in science in 2022
Problem Statement: Students dually enrolled in college courses and high school courses, are not testing college ready.	
Critical Root Causes of the Problem: <ul style="list-style-type: none">Students are not taking the adequately preparing for the ACT assessment.	

Student Success



School Goal: Increase the percentage of students testing college ready in all four subjects from 43% to 49% by the 2023 ACT

Formative Measures:

- ACT practice tests administered in Enrichment

Aligned to Nevada's STIP

Goal:

- ☐ STIP Goal 1 ☐ STIP Goal 2
- ☐ STIP Goal 3 ☒ STIP Goal 4
- ☐ STIP Goal 5

Improvement Strategy: Student opportunities to prepare for the ACT assessment including: study prep and practice test assessment in Enrichment, ACT study opportunities provided in weekly communication including online resource, apps, and in person ACT bookcamp locations.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Practice test and preparation materials for Enrichment
- Obtain resources for online and applications to provide a new resource each week in the weekly communication
- Access ACT bootcamps across the district and advertise them as resource to students.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- ACT practice materials

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Student engagement and buy-in.
- *Potential Solution:* Provide multiple opportunities to engage in ACT preparation and stress the importance of high performance on the assessment.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- N/A

Lead: *Who is responsible for implementing this strategy?*

Breanne Cohen and David Kitchin- Weekly Communication; Enrichment Teachers- Kelsey Sellers, Tarmara Raymond, Carlos Hatfield and Travis Stransky

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* N/A
- *Support:* N/A

Foster/Homeless:

- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:

- *Challenge:* N/A
- *Support:* N/A

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">• Teachers embrace the Enrichment model. Enrichment is offered from 8:00-9:20 Monday-Thursday. All teachers have Enrichment during that block which allows teachers to provide interventions where necessary.• Teachers conference with individual students in their Enrichment	<ul style="list-style-type: none">• Teachers report difficulty with the PLC process since incorporating Evidence-Based Practices into the PLC process.• Varying approaches to Evidence-based grading practices is creating confusion among students, staff, and parents.• Teachers identified the following as difficulties faced with



<p>once a week to discuss grades and offer support.</p> <ul style="list-style-type: none">• All students enrolled in a math class (high school or college) are required to take math support.• Students are required to take Enrichment upon entrance to TMCC High School and can earn their way out by maintaining A's and Bs in all classes. Students enrolled in Running Start enroll in all college classes with the Running Start class being their only high school class. Students must earn their way into the Running Start program by meeting the GPA requirement.• Teachers often engage in conversation about how students are performing in their class and discuss similarities and differences they note to develop a plan to increase student learning.	<p>Evidence-Based Grading practices: difficulty agreeing on standards and designing assessments, disconnect between teacher intention and student understanding, and the element of feedback being time consuming.</p>
<p>Problem Statement: The work in PLCs is revolving around the work teachers are doing to implement Evidence-Based Grading practices.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">• Teachers are struggling with how to effectively implement Evidence-Based Grading practices .	

Adult Learning Culture	
<p>School Goal: Teachers will work within their PLCs to develop an evidence-based grading practice that meets the needs of the department, and is transparent to students, faculty, and families.</p> <p>Formative Measures:</p> <ul style="list-style-type: none">• Individual departments will create an outline of how they are implementing Evidence-Based Grading practices within their department during PLC work.	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: During the time dedicated to PLC, teachers will collaborate within their departments to develop common evidence-based grading practices.

Evidence Level: Tier 2 - Moderate Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Continue to provide professional development during staff meetings by examining literature excerpts from books and articles that examine evidence-based grading practices.
- Administrative support during PLC planning to help guide the development process of evidence-based grading practices.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- A School Leaders Guide to Evidence-Based Grading by Tammy Heflebower, Jan K. Hoegh, & Philip B. Warrick
- Grading From the Inside Out by Tom Schimmer
- A Repair Kit for Grading by Ken O'Connor

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Teachers will encounter road blocks as we make the shift in grading practices.
- *Potential Solution:* Continue to utilize and apply research and we develop the mind-set of Evidence-based grading and implement it to its full potential.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- N/A

Lead: *Who is responsible for implementing this strategy?*

Breanne Cohe and David Kitchen

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* N/A
- *Support:* N/A

**Foster/Homeless:**

- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups: N/A

- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:

- *Challenge:* N/A
- *Support:* N/A

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<p>According the Student Climate Survey:</p> <ul style="list-style-type: none"> • 75% of students responded positively to student engagement. This was a 5% increase from the previous year. • 96% of students report getting along with classmates and 98% report getting along with teachers. • 77% of students report they reach goals they set for themselves. • 79% of students report thinking through the steps it will take 	<p>According the Student Climate Survey:</p> <ul style="list-style-type: none"> • 64% of students report that time seems to pass very quickly in their classes • 60% of students report that they think a lot about what they learn in their classes even when they are out of school. • 36% of students share what they are feeling with others • 54% of students talk to an adult when they have problems at school.



<p>to reach their goals.</p> <ul style="list-style-type: none">• 67% of students responded positively to self-management of school work, which was a 4% increase from the previous year.• 92% of students reported they are happy to be at this school.	<ul style="list-style-type: none">• 57% of students get through something even when they feel frustrated.• 46% of students stay calm when they feel stressed out.• 55% of student work on things even when they don't like them.• 53% of student reach goals that they set for themselves.
Problem Statement: Students at TMCC HS require explicit instruction in SEL skills such as self-management of emotion, relationship skills, and self-management of school work.	
Critical Root Causes of the Problem: <ul style="list-style-type: none">• As we continue to see the impact of Covid-19 closures, students continue to require instructional strategies to increase Social-Emotional Learning.	

Connectedness	
<p>School Goal: Increase the social-emotional learning of students through explicit instruction in Enrichment classes and the use of SEL strategies in all classes, as measured by increasing the domains of self-management of emotion, relationship skills, and self-management of school work on the student climate survey by 4% for each sub-category.</p> <p>Formative Measures:</p> <ul style="list-style-type: none">• Participation and reflection activities assigned in Enrichment	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: Deliver high-quality SEL lessons and activities in order to promote student social and emotional learning.

Evidence Level: Tier 1 - Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Continue to create and revise SEL learning strategies utilized in the classroom.
- Continue to develop and revise SEL activities delivered in Enrichment.
- Provide weekly communication to families regarding the SEL strategy focus so that it can be enhanced and discussed at home with guardians.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- N/A

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Curriculum can be repetitive for students that took the course the previous year.
- *Potential Solution:* Develop a two-year rotating curriculum.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- N/A

Lead: *Who is responsible for implementing this strategy?*

Enrichment teachers: Kelsey Sellers, Tamara Raymond, Carlos Hatfield and Travis Stransky

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* N/A
- *Support:* N/A

Foster/Homeless:

- *Challenge:* N/A
- *Support:* N/A

**Free and Reduced Lunch:**

- *Challenge:* N/A
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups: Update during SPP Roadmap Development.

- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:

- *Challenge:* N/A
- *Support:* N/A

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Teacher Collaboration Session	8/11/2022	<ul style="list-style-type: none">• The shift to offering Enrichment at the same time for all teachers was vital in intervention implementation.• Teachers individually conference with students about their grades once a week during Enrichment.• All students enrolled in a math class are enrolled in a math support class.• When reviewing parent climate data surveys, it was frustrating that only 14 parents filled out the survey.• Students continually report self-management as an issue/concern according to the student climate survey data, which has been a trend for



		years.
Back to School Night Parent Survey	8/24/2022	<p>Parents appreciate the support TMCC HS offers students.</p> <p>Students at TMCC HS continually perform higher than others in WCSD.</p> <p>Parents feel the students may benefit from more emotional support from the high school.</p> <p>Parents noted a lack of extra curricular activities.</p> <p>Parents requested more communication from college professors.</p>
Goal Rating	9/21/2022	<p>We were able to achieve this goal. We feel that the shift to an 8:00 enrichment really helped. Access to Starfish for teachers was beneficial as well. We understand that this is a culture shift for the college, but as instructors begin to embrace Starfish and Canvas, it helps us be able to monitor our students in their college classes.</p> <p>The teachers communicated ultimate frustration, to the level of a desire to quit and pursue a different career, with evidence-based grading practices that they feel is making the PLC process difficult. As one teacher stated, "Evidence-based grading has sucked the joy out of teaching." Each department is approaching evidence-based grading practices in a different way, which is resulting in confusion amongst staff, students, and parents. Teachers are struggling to find common ground as grading is subjective. Teachers believe the current grading policy is time consuming and frustrating for the following reasons: creates discord in PLC, feedback is time consuming and not valued by students in the same way points were valued (so it feels like a waste of time), the subjective nature of grading creates conflict, difficulty agreeing on standards and designing assessments, there is a disconnect between teacher intention and student understanding. Teachers also communicated that what teachers have previously determined is best for their own class of students is getting lost in the pursuit of common grading and/or teaching.</p> <p>TMCC HS adapted to various hybrid/virtual attempts to engage students and families during covid.</p>