



Navigating Our Course At A Glance

Fill in the tables below with school Goals, Improvement Strategies, and Intended Outcomes. After each Status Check, copy and paste **Strong**, **At Risk**, or **Needs Immediate Attention** to the Status Check # Status column determined by the Status Check's activities on the following pages.

Status Check 2

| Student Success | | |
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| <p>School Goal 1: 10th grade students will be credit sufficient by the end of their sophomore year with an increase of 10th grade core attainment from 89% to 95%.</p> | | |
| Improvement Strategies | Intended Outcomes | Status Check 2 Status |
| <p>Intervention teachers. 10th grade students will be provided supports and resources such as tutoring, Math Support class and Enrichment classes to help them with core credit attainment.</p> | <ul style="list-style-type: none"> • 10th grade students will be provided supports and resources such as tutoring, Math Support class and Enrichment classes to help them with core credit attainment. • Identify credit deficient sophomores. • Monitor class progress/grades. • Identify students with IEPs. • Identify students coded as ELL. • Schedule students in an Enrichment class. • Provide teachers with the tools and resources on how to support students with IEPs and ELs. • Support student's learning and academic growth by identifying their specific needs. | <p>Strong</p> |
| Lessons Learned (Now) | | |
| <p>Strategy 1: 10th grade students require ongoing monitoring and checking in on their progress.</p> <p>Strategy 2: Understanding special populations student needs is critical.</p> | | |
| Next Steps: | | |



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| <p>Strategy 1: Schedule credit recovery courses for students who failed Term 1.</p> <p>Strategy 2: Continue with support classes, to include ELA.</p> |
| Need: |
| <p>Strategy 1: A teacher for Edgenuity credit recovery.</p> <p>Strategy 2: A schedule to implement ELA support classes.</p> |

| Adult Learning Culture | | |
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| <p>School Goal 2: 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> | | |
| Improvement Strategies | Intended Outcomes | Status Check 2 Status |
| <p><i>PLC</i></p> | <ul style="list-style-type: none"> During the time dedicated to PLC, all departments will meet to create one document that students and families can use to understand the school's grading practices. Develop a school-wide Equitable Grading Practices document to share with students and families. Continue to discuss grading practices. Administrative support during PLC planning to help guide the development of a school-wide grading practices document. | <p>Strong</p> |
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| Lessons Learned (Now) | | |



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| <p>Strategy 1: Time to work on this goal has been a challenge.</p> <p>Strategy 2: Each department needs its own citizenship grade rubric/expectations.</p> |
| Next Steps: |
| <p>Strategy 1: Draft the school-wide grading practices document.</p> <p>Strategy 2: Continue to work on citizenship rubrics/expectations.</p> |
| Need: |
| <p>Strategy 1: A meeting to discuss the draft.</p> <p>Strategy 2: Department drafts of their citizenship grade expectations.</p> |

| Connectedness | | |
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| <p>School Goal 3: Build a positive school community and culture by implementing monthly Fun Fridays to invite students, families and staff to an event outside the school setting with the goal of increasing the number of students participating by the end of each semester. TMCC will measure the average number of participants from our first three events to establish a baseline. From that baseline, we will expect to increase participation by 10-15% by the end of the school year as measured by attendance.</p> | | |
| Improvement Strategies | Intended Outcomes | Status Check 2 Status |
| <p><i>SEL</i></p> | <ul style="list-style-type: none"> ● Students provide feedback that they feel that they are part of a school community where they are connected to the school's student population. <p>Establish an extracurricular club that focuses on building community relationships amongst students.</p> <ul style="list-style-type: none"> ● Plan Monthly Fun Fridays. | <p>Strong</p> |



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| | <ul style="list-style-type: none">• Survey students throughout the year to gather feedback on progress towards achieving the goal.• Communicate Fun Friday events to students, families, and staff with at least two weeks advance notice. | |
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| Lessons Learned (Now) | | |
| Strategy 1: Not everyone is available after school hours. | | |
| Strategy 2: We need to track the number of participants. | | |
| Next: | | |
| Strategy 1: Select days for the monthly Fun Fridays at least one month ahead of time. | | |
| Strategy 2: Create a sign-up sheet or Microsoft Form. | | |
| Need: | | |
| Strategy 1: Identify someone who will track the number of participants. | | |
| Strategy 2: A sign-up sheet or Microsoft Form. | | |