



Washoe County School District
TMCC High School
2021-2022 School Performance Plan:
A Roadmap to Success

TMCC High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to David Kitchin, Principal at TMCC HS, for more information.

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School Designations: ☐ Title I ☐ CSI ☐ TSI ☐ ATSI ☐ Zoom ☐ Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	220	0.9%	7.7%	26.4%	1.4%	52.7%	1.8%	9.1%	0.0%	0.0%	14.1%
District	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

4 Year ACGR			
	Grad Rate 2017- 2018	Grad Rate 2018- 2019	Grad Rate 2019- 2020
School	99%	99%	100%
District	84.4%	86%	85.1%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	447	398	423
District	359	345	334



School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
David Kitchin	Principal(s) <i>(required)</i>
Kati Swanson (school counselor)	Other School Leader(s)/Administrator(s) <i>(required)</i>
Cynthia Barnett, Luis Hatfield	Teacher(s) <i>(required)</i>
Jenny Goodfellow, 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>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back to School Night	Aug 18, 6-8 PM	87	Student/Parent questions about new instructional practices: 1-1 strategies, grading practices.
Boot Camps	Aug 10, 12, 17, 19	98	Students looking at shared data and reflecting on SEL skills, specifically grit, growth mindset, and motivation. Reaffirmed need to focus on these skills during the 21-22 school year.
All School Meeting	Aug 20	230	Community desire to have on campus events which must be balanced with restrictions on large group gatherings.
Event 2 – Community Outreach Survey	Oct 21 – Nov 1	89	Mostly positive feedback. Concerns emerging about support for specific college courses.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<p>Graduation rates, completion of college programs, community outreach survey, grade 10 credit attainment</p> <p>Focus area: consistent high grad rates, dip in 10th grade credit attainment from 19-20 to 20-21 school year (96% to 88%)</p>	<p>Student climate survey. Community outreach survey.</p>	<p>WCSD core curriculum, standards, pacing guides for English, History, Government, Geometry, and Algebra 2.</p> <p>Consideration of common dual credit college courses, especially required courses for 10th grade and new students.</p>
Problem Statement	<p>There was a significant drop (8%) in core credit attainment for our 10th grade students during the 20-21 school year. The students identified in this group all failed a core credit college course during the 20-21 school year.</p>		
Critical Root Causes	<p>Learning loss from spring 2020, transition to college courses, online college courses, online support for our students</p>		

Part B

Student Success	
<p>School Goal: During the 21-22 school, increase core credit attainment for 10 grade students by 4% .</p>	<p>Aligned to Nevada's STIP Goal: Goal 3, Goal 5</p>
<p>Improvement Strategy: Increase structure of mandatory, in-person supports for 10th grade students. Increase student/family awareness of additional supports provided by both the high school and the college.</p> <p>Evidence Level 4-Demonstrates a Rationale</p>	
<p>Intended Outcomes: Students who are struggling in college courses, especially in tenth grade, will be identified early in the semester and will receive support.</p>	



Action Steps: <ul style="list-style-type: none">• <i>Change enrichment schedule to all sections meeting at 8:00 am</i>• <i>Schedule all students new to TMCC HS (including all tenth graders) for enrichment.</i>• <i>Partner with the college to promote the use of the Starfish early warning system for TMCC HS students.</i>• <i>Meet with staff to discuss supports offered in Enrichment and how to utilize Starfish.</i>• <i>Require students to communicate with their college instructors, asking for feedback in Starfish.</i>• <i>Communicate with families how to access information in Starfish.</i>• <i>Weekly grade checks in enrichment will include college grades.</i>• <i>Identify students with low college grades at quarter (or earlier).</i>• <i>Schedule support meetings with family and teacher team for students identified as needing extra support.</i>• <i>Support students in introducing themselves to instructors and advocating for themselves.</i>
Resources Needed: <ul style="list-style-type: none">• <i>Starfish accounts for TMCC HS faculty/staff</i>• <i>6 classrooms for 8:00 am enrichment classes</i>• <i>Time to meet with teachers to review data</i>• <i>Time to meet with families</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Access to college classrooms varies from semester to semester.</i>• <i>Not all college instructors use Starfish or Canvas for reporting grades/concerns.</i>• <i>Shifting teacher schedules to accommodate 8:00 am enrichment classes.</i>
Improvement Strategy:
Evidence Level:
Intended Outcomes:
Action Steps:
Resources Needed:
Challenges to Tackle:



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: N/A

Foster/Homeless: N/A

Free and Reduced Lunch: N/A

Migrant: N/A

Racial/Ethnic Minorities: N/A

Students with IEPs: N/A

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Meeting 2: changes to grading practices and 1-1 strategies (technology)</i>	<i>Changes in leadership personnel and responsibilities</i>	<i>PLC Structure, changes to teaching assignments to facilitate PLC process: Focus: for 20-21 sy, all teachers teach at least one core course in common with a colleague. WCSD is emphasizing essential standards and common formative assessments.</i>
Problem Statement	Change is curriculum (essential standards, pacing), unique learning needs of current student body (transitioning back from distance an hybrid learning), changing in instructional practices, and changes in teaching assignments all require intentional focus on collaboration and continuous improvement.		



Critical Root Causes	<ul style="list-style-type: none"> • <i>District emphasis on essential standards</i> • <i>District emphasis on common formative assessments</i> • <i>Adjustments to pacing guides</i> • <i>Changes to teaching assignments to facilitate opportunities for collaboration</i> • <i>Changes to instructional practices: grading practices and 1-1 technology strategies</i>
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Part B

Adult Learning Culture	
School Goal: Teachers will meet weekly throughout the 21-22 school year to engage in the PLC process with their department colleague.	STIP Connection: <i>Goal 2, Goal 6</i>
Improvement Strategy: Teachers will incorporate common formative assessment data and the PLC guiding questions into their weekly PLC time. Evidence Level 2-Moderate	
Intended Outcomes: Teachers will continuously and collaboratively work to improve instruction and student learning.	
Action Steps: <ul style="list-style-type: none"> • <i>Common components will be implemented in summative assessments.</i> • <i>At least one common formative assessment will be implemented each unit.</i> • <i>Teacher teams will submit summary notes of PLC time.</i> • <i>PLCs will be intentionally focused on guiding questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?</i> 	
Resources Needed: <ul style="list-style-type: none"> • <i>Time each week for teachers to meeting with their subject partner</i> • <i>District curriculum resources</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> • <i>Teachers teaching courses they have not taught recently</i> • <i>Designing new assessments and rubrics is time consuming</i> 	
Improvement Strategy:	



Evidence Level:
Intended Outcomes:
Action Steps:
Resources Needed:
Challenges to Tackle:
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: N/A</p> <p>Foster/Homeless: N/A</p> <p>Free and Reduced Lunch: N/A</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: N/A</p> <p>Students with IEPs: N/A</p>

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<p><i>Student climate survey, community outreach survey, school data profile</i></p> <p><i>Focus: Over the past 4 year, our student demographic profile has been on trend to be more in line with the demographic</i></p>	<p><i>Events 3&4: overview of in-service and PLC structures</i></p>	<p><i>Attendance at outreach events, community outreach survey</i></p>



	<p>profile of WCSD. During the 20-21 school year there was a slight dip in our Hispanic population (27.4% to 26%) after three years of growth. This is significantly lower than the district percentage of 41%. However, our Multiracial population remains at a higher percentage than WCSD. White, Asian, and GT groups are represented at our school significantly above the district rate while Hispanic, Free/Reduced Lunch, Special Education, and English Learners groups are significantly below district averages.</p>		
Problem Statement	<p>TMCC High School is a public school, and all sub-populations should have equal access.</p>		
Critical Root Causes	<p>Transportation, end of grant funding in 19-20 for “pipeline” program at Sparks MS, lack of community awareness of our program and supports, lack of bilingual (Spanish) recruiting resources.</p>		

Part B

Connectedness	
<p>School Goal: Increase alignment of TMCC HS demographics with WCSD demographics by increasing school’s Hispanic population to at least 30% for the 22-23 school year.</p>	<p>STIP Connection: Goal 4, Goal 5</p>
<p>Improvement Strategy: Increase community access to information about TMCC High School: sharing parent information night details at WCSD events, via mailer, via electronic communication, via social media, and in bilingual format (Spanish). Information night events will include bilingual supports (Spanish bilingual materials and translation services).</p>	
<p>Evidence Level 4-Demonstrates a Rationale</p>	
<p>Intended Outcomes: TMCC HS will more accurately reflect the demographics of WCSD.</p>	

**Action Steps:**

- 100% of information materials will be offered in bilingual format
- 50% of parent information nights will include bilingual supports
- 100% of secondary Family Graduation Advocates and Secondary Counselors will be updated on our program and included support opportunities.
- Information materials promoting information nights will be distributed to WCSD families with 8th, 9th, and 10th grade students both by mail and electronically.
- Information night materials will be shared with all WCSD middle school counselors and career center facilitators.
- Current TMCC HS students and families will be encouraged to share information night materials directly with students.
- TMCC HS faculty and students will attend Passport Nights hosted by WCSD.
- TMCC HS will cooperate with TMCC (college) on recruiting
- TMCC HS will work to share resources with families not already connected to WCSD.

Resources Needed:

- Bilingual resources: translation of materials and translators for meetings
- Funding for mailers
- Faculty/students to attend events
- Zoom account that can accommodate large meetings and translation services

Challenges to Tackle:

- Need to host info meeting virtually due to restrictions on larger gathers
- Staffing for events
- No direct control over who applies for TMCC HS

Improvement Strategy:**Evidence Level:****Intended Outcomes:****Action Steps:****Resources Needed:****Challenges to Tackle:**

Equity Supports. What, specifically, will we do to support the following student groups around this goal?



English Learners: N/A

Foster/Homeless: N/A

Free and Reduced Lunch: N/A

Migrant: N/A

Racial/Ethnic Minorities: N/A

Students with IEPs: N/A

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>
General Budget	\$52,073	Classroom teachers, classroom materials, computers for faculty, information materials (mailers, flyers, etc.)	Goal 1 – Student Success Goal 2 – Adult Learning Culture Goal 3 - Connectedness
Essers III	\$8,555	Monitoring students taking online coursework, intercession: credit accrual for courses not offered at TMCC, credit recovery	Goal 1 – Student Success