Washoe County School District

TMCC Magnet School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Mission Statement

Our Mission:

TMCC High School provides a rich educational experience through rigorous high school and dual-credit college courses, so our students will graduate college and career-ready.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

2025-2026 Data:

- 72% of graduates who enrolled in college in Fall 2024 returned for their second year of college.
- Geometry credit attainment by the end of 10th grade increased from 83% to 91%.
- Geometry credit attainment for Hispanic students increased to 100%.
- 11th grade core credit attainment increased from 86% to 90%.
- 11th grade core credit attainment increased significantly for Hispanic students (81% to 93%) and FRL students (100%).
- 11th grade combined core credit attainment increased from 90% to 93%.
- 10th grade core credit attainment for Hispanic students increased from 88% to 100%. [
- 10th grade combined core credit attainment increased from 92% to 96%, with Hispanic students reaching 100%.
- 12th grade dual credit completion remained at 100%.
- 12th grade combined AP/IB/CTE/Dual Credit completion remained at 100%.
- 12th grade CTE completion increased from 2% to 4%.
- 11th grade combined AP/IB/CTE/Dual Credit completion increased to 100%.
- 11th grade FRL students achieved 100% participation in combined AP/IB/CTE/Dual Credit pathways.
- 11th grade CTE completion increased substantially from 2% to 14%.
- 100% of students exited ELL status successfully.

Areas for Growth

2025-2026Data

- 10th grade core credit attainment decreased slightly from 92% to 91%.
- Overall percentage of 11th grade students testing college ready decreased from 61% to 46%.
- 11th grade college readiness in reading declined from 73% to 61%.
- 11th grade college readiness in math declined from 64% to 43%.
- 11th grade college readiness in English decreased.
- Percentage of students testing college ready across all four subjects decreased.
- Continue strengthening academic readiness while maintaining strong credit attainment and pathway completion rates.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Increased rigor in upper-grade coursework may outpace language development for some students.	Monitor EL student performance quarterly
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	Competing responsibilities such as employment or family obligations.	Utilize early-warning systems for attendance, grades, and missing assignments.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Opportunity gaps that affect long-term academic readiness.	Expand participation in rigorous coursework through intentional recruitment and support structures.
Students with IEPs	College-readiness assessments may not accurately reflect content knowledge due to processing, reading, writing, or executive functioning challenges.	Develop executive functioning supports including organization, time management, and self-advocacy instruction.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	While TMCC High School continues to demonstrate strong credit attainment, pathway completion, and graduation outcomes, college-readiness indicators declined across multiple measures. The percentage of 11th-grade students testing college ready decreased from 61% to 46%, with declines in reading, math, English, and overall readiness across all four subjects. These trends suggest that some students, particularly English Learners, students with IEPs, FRL students, and racial/minority student groups, may be earning credits and progressing toward graduation but are not consistently demonstrating the academic skills necessary for postsecondary success	While students are maintaining strong credit attainment rates, instructional and intervention systems have primarily focused on course completion rather than explicit preparation for college-readiness assessments, contributing to declines in reading, math, English, and overall college-ready performance.

★ = Priority

Adult Learning Culture

Areas of Strength

2025-2026 Data

- Staff consistently monitor student grades to identify and respond to learning needs.
- Systems are in place to monitor attendance and initiate meetings with students and families when concerns arise.
- High levels of student credit attainment and successful outcomes for historically underserved student groups suggest effective instructional practices and interventions.
- Successful support systems contributed to 100% ELL exit rates and increased participation in advanced coursework pathways.

Areas for Growth

2025-2026 Data

- Staff Climate Survey results declined across all measured areas.
- Significant decreases were reported in perceptions of Quality of WCSD (-17%) and Home-School Communication (-16%).
- Declines were also noted in Fairness and Respect, Parent Involvement, Safety, Social Emotional Learning, Staff Collaboration, Staff-Student Relationships, Student Behaviors, and Work Stress.
- Opportunities exist to strengthen staff collaboration, wellness, communication systems, and collective efficacy.
- Continue analyzing instructional practices to address declines in college-readiness assessment outcomes.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff may need additional understanding of effective instructional practices that support academic language development and college readiness for EL students.	Utilize cross-curricular PLCs to analyze EL achievement data, share instructional strategies, and implement language-supportive practices across all content areas.
Foster/Homeless	N/A	
Free and Reduced Lunch	Utilize cross-curricular PLCs to analyze EL achievement data, share instructional strategies, and implement language-supportive practices across all content areas.	Collaboratively analyze data to identify barriers, develop intervention plans, and share effective instructional and engagement practices that support equitable student outcomes.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Staff may need additional opportunities to examine subgroup performance and identify instructional practices that improve outcomes for minority students.	Use PLCs to review disaggregated data, develop culturally responsive instructional practices, and monitor the effectiveness of interventions designed to close opportunity gaps.
Students with IEPs	Staff may need additional collaboration around accommodations, interventions, and inclusive instructional practices.	Strengthen collaboration between general education and special education staff through PLC discussions, data reviews, and shared instructional planning focused on student success.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Staff Climate Survey results indicate declining perceptions across all measured areas, including Quality of WCSD, Home-School Communication, Fairness and Respect, Parent Involvement, Safety, Social Emotional Learning, Staff Collaboration, Staff-Student Relationships, Student Behaviors, and Work Stress. These declines suggest a need to strengthen staff collaboration, communication systems, wellness supports, and collective efficacy to ensure a positive professional culture that supports both adult learning and student achievement	The school lacks consistent structures and dedicated time for collaborative professional learning, shared decision-making, and two-way communication among staff. As a result, staff members may feel less connected to organizational goals, experience increased work-related stress, and have fewer opportunities to collectively examine instructional practices and student outcomes

★ = Priority

Connectedness

Areas of Strength

2025-2026 Data

- 90% of surveyed families believe teachers are available to discuss their child's learning needs, an increase from the previous year.
- 87% of surveyed families perceive the school as a supportive place, an increase of 5%.
- 95% of students believe school rules are consistently enforced, an increase of 3%.
- 83% of students feel teachers connect learning to life outside the classroom, an increase of 6%.
- 88% of students report positive adult support, an increase of 2%.
- 97% of students report that teachers care about them and are easy to talk with.
- 94% of students feel it is easy to respect classmates' opinions during disagreements, an increase of 3%.
- 99% of students report positive relationships with classmates.
- Student self-management and perseverance improved, with a 12% increase in students reporting they can complete schoolwork even when it is difficult.
- 97% of students report being happy at TMCC High School, an increase of 5%.
- All student SEL skill areas showed increases in favorable responses.
- Weekly communication emails are sent to families.
- Attendance monitoring and family meetings support student engagement and connection.

Areas for Growth

2025-2026 Data

- Parent Climate Survey participation was low, with only 32 responses from approximately 240 families.
- Chronic absenteeism increased by 1%.
- The percentage of 12th grade students with attendance below 90% increased from 29% to 36%.
- Efforts are needed to increase family engagement and survey participation to obtain more representative feedback.
- Continue refining strategies to improve attendance and reduce chronic absenteeism, particularly among seniors.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers may limit family engagement, communication, and participation in school feedback opportunities.	Provide translated communications, interpreter support, multilingual family engagement opportunities, and culturally responsive outreach to increase participation.
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	Families may experience barriers such as work schedules, transportation, or limited availability to participate in school events and surveys.	Offer flexible engagement opportunities, multiple communication methods, virtual options, and targeted outreach designed to reduce participation barriers.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Some families may feel underrepresented or disconnected from school decision-making processes and engagement opportunities.	Create inclusive family engagement activities, actively seek family input, build relationships with community groups, and ensure all voices are represented in school improvement efforts.
Students with IEPs	Students with attendance concerns may require stronger coordination between school, family, and support teams to remain connected and engaged.	Increase collaboration among families, teachers, counselors, and special education staff to develop individualized support plans that improve attendance, engagement, and school connectedness.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Although students and families report high levels of support and connection to TMCC High School, family engagement data and attendance trends indicate areas for improvement. Parent Climate Survey participation was low, with only 32 responses from approximately 240 families, limiting the school's ability to gather representative feedback. Additionally, chronic absenteeism increased, and the percentage of 12th-grade students with attendance below 90% rose from 29% to 36%, indicating a need to strengthen family partnerships and student engagement strategies, particularly for seniors.	The school does not have a comprehensive system for engaging all families in meaningful two-way communication and feedback opportunities, and some students, particularly seniors, may not consistently see the connection between attendance, academic success, and postsecondary goals. As a result, family participation remains limited and attendance concerns are not always addressed proactively and collaboratively.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	While TMCC High School continues to demonstrate strong credit attainment, pathway completion, and graduation outcomes, college-readiness indicators declined across multiple measures. The percentage of 11th-grade students testing college ready decreased from 61% to 46%, with declines in reading, math, English, and overall readiness across all four subjects. These trends suggest that some students, particularly English Learners, students with IEPs, FRL students, and racial/minority student groups, may be earning credits and progressing toward graduation but are not consistently demonstrating the academic skills necessary for postsecondary success	While students are maintaining strong credit attainment rates, instructional and intervention systems have primarily focused on course completion rather than explicit preparation for college-readiness assessments, contributing to declines in reading, math, English, and overall college-ready performance.
2 ★	Although students and families report high levels of support and connection to TMCC High School, family engagement data and attendance trends indicate areas for improvement. Parent Climate Survey participation was low, with only 32 responses from approximately 240 families, limiting the school's ability to gather representative feedback. Additionally, chronic absenteeism increased, and the percentage of 12th-grade students with attendance below 90% rose from 29% to 36%, indicating a need to strengthen family partnerships and student engagement strategies, particularly for seniors.	The school does not have a comprehensive system for engaging all families in meaningful two-way communication and feedback opportunities, and some students, particularly seniors, may not consistently see the connection between attendance, academic success, and postsecondary goals. As a result, family participation remains limited and attendance concerns are not always addressed proactively and collaboratively.
3 ★	Staff Climate Survey results indicate declining perceptions across all measured areas, including Quality of WCSD, Home-School Communication, Fairness and Respect, Parent Involvement, Safety, Social Emotional Learning, Staff Collaboration, Staff-Student Relationships, Student Behaviors, and Work Stress. These declines suggest a need to strengthen staff collaboration, communication systems, wellness supports, and collective efficacy to ensure a positive professional culture that supports both adult learning and student achievement	The school lacks consistent structures and dedicated time for collaborative professional learning, shared decision-making, and two-way communication among staff. As a result, staff members may feel less connected to organizational goals, experience increased work-related stress, and have fewer opportunities to collectively examine instructional practices and student outcomes

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **College and career readiness data**
- [x] **Course Offerings**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Grades**
- [x] **Student failure and/or retention rates**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Communications data**
- [x] **Master schedule**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**

Connectedness

- [x] **Community surveys and/or other feedback**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

TMCC High School will increase the percentage of 11th-grade students demonstrating college readiness from 46% to 55% by implementing a schoolwide ACT preparation program beginning in 10th grade.

Formative Measures: o Qaurterly data review
o ACT prep during Enrichment

Improvement Strategy 1

TMCC High School will implement a comprehensive, schoolwide ACT readiness program beginning in Grade 10 that integrates ACT-aligned prepraration and student goal setting to increase college readiness outcomes for all students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement ACT prep review with sophomores during Enrichment classes.	Teachers Administrator	Semester	
2	Implement early identification of struggling students by reviewing progress grades data.	Teachers Administrator	Weekly	
3	Utilize online ACT preparation resources for skill development.	Teachers Administrator	Semester	
4	Provide test-taking strategies during Enrichment class.	Teachers Administrator	Semester	

Position Responsible: School leadership, Enrichment and Teachers

Resources Needed: B.I.G
Grade checks
Lesson Plans
Master Schedule

Evidence Level

Level 2: Moderate:
Math Intervention Teacher

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	While TMCC High School continues to demonstrate strong credit attainment, pathway completion, and graduation outcomes, college-readiness indicators declined across multiple measures. The percentage of 11th-grade students testing college ready decreased from 61% to 46%, with declines in reading, math, English, and overall readiness across all four subjects. These trends suggest that some students, particularly English Learners, students with IEPs, FRL students, and racial/minority student groups, may be earning credits and progressing toward graduation but are not consistently demonstrating the academic skills necessary for postsecondary success	While students are maintaining strong credit attainment rates, instructional and intervention systems have primarily focused on course completion rather than explicit preparation for college-readiness assessments, contributing to declines in reading, math, English, and overall college-ready performance.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By Spring 2027, TMCC High School staff will engage in monthly cross-curricular PLC conversations to collectively identify areas of student need, analyze achievement data, implement shared instructional strategies, and monitor progress toward improved student learning and college-readiness outcomes.

Formative Measures: Meeting agendas
Staff informal survey
Staff feedback

Improvement Strategy 1

TMCC High School will establish a structured Professional Learning Community (PLC) process that promotes collaboration across content areas, utilizes student achievement and college-readiness data to guide instructional decision-making, and builds collective teacher efficacy through the implementation and monitoring of evidence-based instructional practices.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a monthly PLC calendar with dedicated meeting times.	Teachers Administrator	Once a month	
2	Create PLC norms, protocols, and expectations for collaboration	Teachers Administrator	Through out the year	

Resources Needed: PLC Calendar
PLC norms and agendas
Master Schedule

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Staff Climate Survey results indicate declining perceptions across all measured areas, including Quality of WCSD, Home-School Communication, Fairness and Respect, Parent Involvement, Safety, Social Emotional Learning, Staff Collaboration, Staff-Student Relationships, Student Behaviors, and Work Stress. These declines suggest a need to strengthen staff collaboration, communication systems, wellness supports, and collective efficacy to ensure a positive professional culture that supports both adult learning and student achievement	The school lacks consistent structures and dedicated time for collaborative professional learning, shared decision-making, and two-way communication among staff. As a result, staff members may feel less connected to organizational goals, experience increased work-related stress, and have fewer opportunities to collectively examine instructional practices and student outcomes

Inquiry Area 3 Connectedness

SMART Goal 1

By Spring 2027, TMCC High School will strengthen family engagement and student connectedness by increasing opportunities for meaningful family participation, implementing proactive attendance interventions, and utilizing attendance and engagement data to identify and support students at risk of chronic absenteeism, with a particular focus on seniors.

Formative Measures: Meetings with seniors and their parents
Emails
Event records
Student and family surveys on engagement and support.
Number of contacts made with families to inform them of their child's progress.

Improvement Strategy 1

TMCC High School will implement a comprehensive student connectedness and family engagement framework that promotes strong relationships among students, families, and staff; utilizes data-driven attendance monitoring; and provides timely interventions and supports to improve attendance, engagement, and student success, particularly for students at risk of chronic absenteeism.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Increase communication with families through newsletters, phone/email outreach or weekly emails.	Dean Teachers	Weekly	
2	Teachers will communicate with all families at least once a month to inform them of their child's progress.	Teachers	Monthy	
3	Provide opportunities for families to participate in school decision-making celebrations, and informal sessions.	Staff	Monthly	

Position Responsible: Teachers and Administrators

Resources Needed: Postcards
B.I.G.
Gradechecks

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Although students and families report high levels of support and connection to TMCC High School, family engagement data and attendance trends indicate areas for improvement. Parent Climate Survey participation was low, with only 32 responses from approximately 240 families, limiting the school's ability to gather representative feedback. Additionally, chronic absenteeism increased, and the percentage of 12th-grade students with attendance below 90% rose from 29% to 36%, indicating a need to strengthen family partnerships and student engagement strategies, particularly for seniors.	The school does not have a comprehensive system for engaging all families in meaningful two-way communication and feedback opportunities, and some students, particularly seniors, may not consistently see the connection between attendance, academic success, and postsecondary goals. As a result, family participation remains limited and attendance concerns are not always addressed proactively and collaboratively.

Community Outreach Activities

Activity	Date	Lesson Learned
Family Night	9/11/2026	
Student Presentation	TBD	