Washoe County School District

TMCC Magnet School

2025-2026 School Improvement Plan

Classification: 5 Star School

Magnet

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.

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

https://nevadareportcard.nv.gov/DI/nv/washoe/tmcc_magnet_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

2024-2025 Data:

- Graduation Rate: TMCC High School achieved 100% graduation rate, demonstrating strong support for student success, including for students with IEPs.
- ACT Composite: Students testing College Ready in all four subjects increased from 47% to 51%.
- Percent of Hispanic student population testing College Ready in all four subject areas of the ACT increased from 11% to 34%, highlighting a strong equity schoolwide focus.
- Percent of White student population testing College Ready in all four subject areas of the ACT increased from 52% to 59%.
- College Readiness in ELA: 86% of students test College Ready in ACT ELA, highlighting strength in literacy instruction.

- Percent of students testing College Ready in Science increased from 56% to 61%. The most significant increase was noted for the HIspanic population, with an increase from 17% to 41%..

- Percent of Hispanic student population testing College Ready in ELA increased from 72% to 78%.
- Percent of Hispanic student population testing College Ready in English increased from 67% to 72%.
- Percent of Students testing College Ready in Math increased from 63% to 64%.
- Percent of Hispanic student population testing College Ready in Math increased from 33% to 44%.
- Approximately 95% of TMCC High School students passed their college courses, indicating strong alignment between high school preparation and college-level success.
- Percentage of students growing on a trajectory that predicts they will earn a scaled compositte score that is associated with the "Exiting EL" designation was at 17% as compared to 12% districtwide.

Student Success Areas for Growth

2024-2025 Data

- White student population testing College Ready in ELA decreased from 91% to 89%.
- Percent of students testing College Ready in Reading decreased from 74% to 73%.
- Hispanic students testing College Ready in Reading dropped from 67% to 59%.
- Percent of students with attendance under 90% increased from 19% to 23%, with the most significant change being in the Asian student population with 4%.
- 10th grade core credit attainment saw a decrease of 6%, with the most significant decrease being with our Hispanic population with 12%.
- 10th grade combined core credit attainment deceased by 6%.
- 11th grade core credit attainment saw a decrease from 94% to 86%.
- 11th grade combined core credit attainment deceased from 93% to 90%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	New environment with college courses	Monitor student progress on a weekly basis and check-in with students individually to provide support.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	New environment with college courses.	Identify if student needs additional accommodations or specially designed instruction in executive functioning skills.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are entering high school with insufficient mastery of math concepts, and current classroom structures may not provide enough review and practice of basic math skills. The transition to TMCC High School may also present challenges that affect academic performance.
Critical Root Cause: Inadequate foundational skills in math, compounded by insufficient targeted interventions. The current support systems may not adequately address gaps in prior learning or provide enough opportunities for individualized remediation.

Adult Learning Culture

Adult Learning Culture Areas of Strength

2024-2025 Data

- Professional Learning Communities allowed for teachers to regularly engage in formal collaboration with colleagues to best support student success.
- All teachers participated in district Teacher Clarity profressional learning opportunities.
- Cross-curricular teaching practices were expanded and supported school-wide.
- Teachers continued to focus on supporting students with IEPs and those receiving English Language services.
- Staff Climate Survey:
    - 100% of staff believe:
        - high expectations are set for students' achievement
        - staff work hard to make sure that students stay in school
        - students of different social backgrounds get along well at school
        - that parents are partners in the educational process
        - the school is welcoming to parents
        - teachers collaborate as a team and have clear guidelines and expectations for what to focus on, and have a clear vision of what students need to learn
    - Student Climate Survey:
        - 91% of students blieve that if they are absent, there is a teacher or some other adult at school that will notice their absence

Adult Learning Culture Areas for Growth

2024-2025 Data

- Collaborative decision making opprtunites and paractices.
- Implemenation of learning intentions and success criteria shared and discussed with students.
- Staff Climate Survey:
    - 50% of staff fell tense, restless, or anxious at work
    - 50% of staff feel burnt out
- Student Climate Survey:
    - 25% of students feel teachers do no understand their problems.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	

Student Group	Challenge	Solution
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Two-way communication with families practices are inconsistent, leading to missed opportunities for parents to actively support their child's academic progress and well-being.
Critical Root Cause: The absence of a standardized, structured communication system between teachers and families.

Connectedness

Connectedness Areas of Strength

2024-2025 Data

- Through the purposeful focus on equity, the school has seen an incresae of the Non-White student population, with an incresae of 8% Hispanics, 2% Multi-Racial, and 2% English Language Learners, and 7% Free/Reduced Lunch.

WCSD Family Climate Survey Results (21 responses):

- 90% of families believe their child is receiving the kind of instruction that is appropriate for their abilities.
- 86% of families feel staff at the school care about their child.
- 90% of families reported their child is treated fairly no matter their race, cultural, or family background.
- 90% of the families reported that the school makes them feel welcome.

Connectedness Areas for Growth

2024-2025 Data

WCSD Family Climate Survey Results (21 responses):

- Family Climate Survey resulted in only 21 responses out of 245.
- 25% communicated that their child's teachers are not available to discuss their child's learning needs with them and indicated that they do not have opportunities to be involved in their child's school.
- 28% of families reported their child feels "some or a little bit" of belonging at their school.
- 43% of families believe the teaching styles of their child's teachers match their learning style.
- 29% of families responded that they disagree that the school seeks their input about how to make the school better.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	

Student Group	Challenge	Solution
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students and families feel that there could be more opportunities for families to engage with their child's education and stay informed about their progress.
Critical Root Cause: The lack of structured expectations and process and limited opportunities for two-way communication with families.

Priority Problem Statements

Problem Statement 1: Students are entering high school with insufficient mastery of math concepts, and current classroom structures may not provide enough review and practice of basic math skills. The transition to TMCC High School may also present challenges that affect academic performance.

Critical Root Cause 1: Inadequate foundational skills in math, compounded by insufficient targeted interventions. The current support systems may not adequately address gaps in prior learning or provide enough opportunities for individualized remediation.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students and families feel that there could be more opportunities for families to engage with their child's education and stay informed about their progress.

Critical Root Cause 2: The lack of structured expectations and process and limited opportunities for two-way communication with families.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Two-way communication with families practices are inconsistent, leading to missed opportunities for parents to actively support their child's academic progress and well-being.

Critical Root Cause 3: The absence of a standardized, structured communication system between teachers and families.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

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

Connectedness

- Community surveys and/or other feedback
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase 11th-grade core credit attainment in Math to 95% and ACT college readiness in Math by 3%, by implementing targeted interventions, academic support programs, and culturally responsive teaching strategies.

Aligns with District Goal

Formative Measures: o Qaurterly data review of math grades.
o Failure rate in 11th-grade

Improvement Strategy 1 Details

Improvement Strategy 1: Math Intervention Teacher. Through the data review process, students will be targeted for intervention in math.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implement math-focused academic supports by scheduling students in a math support class.	Counselor Principal Dean	Semester
2	Implement early identification of struggling students by reviewing progress grades data.	Math teachers Dean Principal	Weekly
3	Math teachers implement group-based interventions based on student needs.	Math teachers	Semester

Position Responsible: School leadership and Math teachers

Resources Needed: B.I.G
Grade checks

Evidence Level
Level 2: Moderate: Math Intervention Teacher

Problem Statements/Critical Root Cause: Student Success 1

Status Checks

Status Check		
Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Students are entering high school with insufficient mastery of math concepts, and current classroom structures may not provide enough review and practice of basic math skills. The transition to TMCC High School may also present challenges that affect academic performance. **Critical Root Cause**: Inadequate foundational skills in math, compounded by insufficient targeted interventions. The current support systems may not adequately address gaps in prior learning or provide enough opportunities for individualized remediation.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers will set up a regular communication schedule with bi-weekly (every two weeks) emails/postcards and monthly newsletters to update parents on student accomplishments to strengthen engaging communication with families

Aligns with District Goal

Formative Measures: Track teacher-family communications

Improvement Strategy 1 Details

Improvement Strategy 1: Family Engagement: Create a communication plan for all teachers, detailing the frequency, methods (email, school app, newsletters, etc.), and content of communication (academic updates, behavior, upcoming events).

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Ensure that teachers set aside dedicated time each week to provide updates to parents/guardians, ensuring consistency.	Teachers	Every two weeks Fridays 2:05pm to 3:00 pm
2	Provide training for teachers/staff on effective communication strategies, focusing on clarity, responsiveness, and engagement with parents.	Administration Department Leaders	Semester
3	Teachers will send at least four individualized postcards and/or emails home creating a positive school family engagement culture.	Teachers	Monthly
4	Create agreed upon expectations for effective communication strategies, focusing on clarity, responsiveness, and engagement with families.	Teachers Administration	Semester

Resources Needed: WCSD Family Engagement Department
Funding for postcards

Evidence Level
Level 1: Strong: Family Engagement

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Two-way communication with families practices are inconsistent, leading to missed opportunities for parents to actively support their child's academic progress and well-being. **Critical Root Cause**: The absence of a standardized, structured communication system between teachers and families.

Inquiry Area 3: Connectedness

SMART Goal 1: Strengthen two-way communication with families to ensure they are aware of their child's progress, academic expectations and available supports by communicating with them at least once a month.

Aligns with District Goal

Formative Measures: Student and family surveys on engagement and support.
Number of contacts made with families to inform them of their child's progress.
Postcards mailed home.

Improvement Strategy 1 Details

Improvement Strategy 1: Family Engagement: Increase teacher and school parent communication by establishing a formal communication process to keep parents informed and engaged.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review student progress data weekly and communicatewith families of students in danger of failing.	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	Teachers and school staff will send at least four individualized postcards and/or emails home, helping to create a positive school family engagement culture.	Staff	Monthly
4	Regularly collect feedback from parents via surveys or informal conversations to assess the effectiveness of communication strategies.	Administration	Semester

Position Responsible: Administration

Resources Needed: Postcards
B.I.G.
Gradechecks

Evidence Level
Level 1: Strong: Family Engagement

Problem Statements/Critical Root Cause: Connectedness 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Students and families feel that there could be more opportunities for families to engage with their child's education and stay informed about their progress.
Critical Root Cause: The lack of structured expectations and process and limited opportunities for two-way communication with families.

Community Outreach Activities

Activity	Date	Lesson Learned
Orientation Juniors	04/16/2025	
Orientation Sophomores	04/09/2025	

Family Welcome Night 07/30/2025