



## Clark County School District

# Mission High School

## School Performance Plan: A Roadmap to Success

*Mission 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.*

**Principal:** Angela Nickels

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**Phone:** 702-799-7880

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on November 3, 2023.*



## 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/clark/mission\\_high\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/mission_high_school/2022/nspf/).

## 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
Angela Nickels	<b>Principal(s)</b> <i>(required)</i>
	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Valerie Garner	<b>Teacher(s)</b> <i>(required)</i>
Tiffany Olvera	<b>Paraprofessional(s)</b> <i>(required)</i>
Isaac Hernandez Whitney Risher	<b>Parent(s)</b> <i>(required)</i>
Gavyn Osborn	<b>Student(s)</b> <i>(required for secondary schools)</i>
Gretchen Grierson and Tamico Terrell	<b>Marriage and Family Therapists</b>



## 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
Family New Year Gathering/Title I Meeting	01/12/2023	<ul style="list-style-type: none"><li>● Feedback from parents regarding the school's Title I plan</li></ul>
Monthly SOT Meeting	05/19/2023	<ul style="list-style-type: none"><li>● Feedback from parents regarding the finalization of SSP</li></ul>
Back-to-School BBQ	08/03/2023	<ul style="list-style-type: none"><li>● Good turnout</li><li>● Possible plans for during the day for the 2023-2024 school-year-Poll parents and teachers?</li><li>● Faculty was sort of isolated from family during meal-look to teacher-leaders for solutions.</li></ul>
National Overdose Awareness Day	08/31/2023	<ul style="list-style-type: none"><li>● Excellent student and faculty turnout</li><li>● Seemed to be a "good" family/parent turnout; however, tracking system was not in place to verify</li></ul>
Title I & SMART Recovery Parent Meeting	10/26/2023 & 11/02/2023	<ul style="list-style-type: none"><li>● Review of Title I policies and plan</li><li>● Review of Parent &amp; Family Engagement Policies with solicitation of input from parents</li></ul>
Monthly SOT Meeting	11/03/2023	<ul style="list-style-type: none"><li>● Review of Title I policies and plan</li><li>● Review of Parent &amp; Family Engagement Policies with solicitation of input from parents</li><li>● Review of Status Check 1 for SSP/CIP</li></ul>





# 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	MAP, ACT, PSAT, ASVAB, Grade Data, Nevada School Rating 2021-2022	Attendance, Discipline, School Climate Survey, RTP Data, MLT Data, Drug Tests	Target-to-Task; Rigorous Standards Alignment
	<i>Areas of Strength:</i> PBIS, Parent Communication, Academic Intervention, Credit Retrieval, Master Schedule, Community Partnerships, Community Events, Daily Meetings, Support for Families, Support from Parents (SOT), Student Voices (STUCO & SOT), Onsite Recovery and Family Supports, Teacher Planning Time, Teacher Collaboration Time, Attendance Interventions, Dedication of Faculty, Staff, and Community Partner, Mission Advisory Committee, Guest Speakers, Partnerships with Other Schools, Experience of Faculty & Staff		
	<i>Areas for Growth:</i> Data Tracking & Monitoring (Academic and Behavioral), Systems Implementation, Articulation of Systems in Writing, Systems of Accountability, Enhancement & Enrichment for Students, College & Career Readiness (Course Offerings, Test Prep, etc.), Academic Counseling, College & Career Counseling, Scholarships, Community Services for Students, Organization of Material Resources, Peer Recovery Specialist, Organization of Space		
Problem Statement	<i>Students who have used or continue to use drugs and alcohol are less likely to be academically successful or come to school on a regular basis therefore missing consistent instruction that is crucial to their academic development and success.</i>		
Critical Root Causes	<i>Explicit instruction to teach students appropriate coping skills has not been consistently provided. Literacy instruction is not consistently embedded in all content areas.</i>		



## Part B

Student Success	
<b>School Goal:</b> <i>By the end of the 2023-2024 school year, all students will demonstrate growth in ELA as measured by MAP, PSAT, ACT, EOC, SLGs, and other standardized exams.</i>	<b>Aligned to Nevada's STIP Goal:</b> <i>Nevada Education Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life</i>
<b>Improvement Strategy:</b> <i>Teachers and other personnel will build student social-emotional capacities and competencies through a multi-tiered system of support that focuses on recovery, restorative practices, attendance, positive behaviors, and positive relationships through direct and wrap-around services.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Multi-Tiered Systems of Support (MTSS) (1)	
<b>Intended Outcomes:</b> <i>By addressing students' social emotional needs, students will increase their time in class (i.e. reduction in absences, SEL pull-outs, behavior pull-outs, etc.) thus maximizing their access to instruction for increased proficiency. Attendance, behavior, MLT, grades, and assessment data will serve as evidence.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Articulate processes and protocols for data collection.</i></li><li>● <i>Articulate levers for all types of student behaviors and adult actions for interventions, supports, and accountability.</i></li><li>● <i>Develop an onboarding process for students and for teachers.</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Appropriate personnel to help student develop social-emotional skills (school counselor, marriage and family counselor, drug and alcohol counselor)</i></li><li>● <i>Professional learning to ensure appropriate behavior, SEL, and recovery supports.</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Teachers and staff are reluctant to hold students accountable and follow protocols; school leadership will articulate, in writing, levers for all types of student behaviors and adult actions for interventions, supports, and accountability.</i></li><li>● <i>Resources (time and personnel) to articulate procedures and protocols are limited; school leadership will develop systems for addressing</i></li></ul>	



*and supporting teachers in the accountability process.*

- *Family involvement is inconsistent; appropriate staff and faculty members will collaborate to develop events and systems for advertising events to families.*
- *Students experience differentiated levels of recovery and social-emotional skills amongst students; appropriate staff and faculty will develop differentiated systems of support for students based on these statuses.*

**Improvement Strategy:** *In addition to content area standards, teachers will integrate College & Career Readiness literacy standards across all content areas, particularly with relation to reading and writing. Teachers will meet regularly to analyze and monitor data to make modifications for instruction.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Analyze data in PLCs (3)*

**Intended Outcomes:** *By developing common, cross-curricular CCR goals for students and developing learning/performance tasks that are non-discrete, teachers will increase students' opportunities to practice for and demonstrate proficiency. Grades and assessment data will serve as evidence.*

**Action Steps:**

- *Implement consistent instructional expectations as to ensure standards alignment and rigor.*
- *Provide professional learning to address instructional expectations.*
- *Explore innovative options for collaboration*

**Resources Needed:**

- *Professional learning around standards-based instruction*
- *Clearly articulated learning learning targets*
- *Consistency in the understanding of the Teaching and Learning Cycle and the NEPF as a coaching tool*

**Challenges to Tackle:**

- *Instructors teach multiple classes/levels in their subject areas; school leadership will maximize time for teacher planning in the master schedule*
- *Time for professional learning is limited; school leadership will ensure job-embedded professional development*

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

**At Risk**



- Employ educational personnel who provide services for at-risk students, specifically a Peer Recovery Specialist and a Drug & Alcohol Counselor, to focus on recovery and coping skills.
- Utilization of MLT to develop plans and supports for students.

#### **English Learners**

- Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.
- Whole staff will conduct a book study to support ELs.
- Provision of tutoring options.

#### **Foster/Homeless**

- The school counselor, social worker, and other personnel will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
- Appropriate personnel (counselors, social worker, attendance clerk) on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

#### **Free and Reduced Lunch**

- Licensed and support staff will provide opportunities for lunch time tutoring.
- Title I funding is used to provide professional development to improve Tier I instruction and intervention processes.

#### **Migrant**

N/A

#### **Racial/Ethnic Minorities**

- Title I funding is used to provide professional development to improve Tier I instruction that is culturally responsive.

#### **Students with IEPs**

- Employ a Special Education Instructional Facilitator to provide classroom and instructional supports for teachers and students and provide pull-outs services for students as needed to include and focus on coping skills and goal setting.





## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	Observational Data, Evaluation Data, Lesson Plans, SLG Growth Data, PPGs, Grading Data	Student Growth Data, School Climate Survey, Contextual Analysis Tool	MTSS, Frequent Observations with Timely Feedback, Evaluwise, Student and Staff Schedules
	<i>Areas of Strength: Teacher schedule (multiple and lengthy opportunities in the day for PL, PLC, meetings, etc.), high interest in improvement among most staff, established and good relationships among faculty and staff members; understanding of students' SEL needs, teachers frequently look and volunteer for PL opportunities; faculty and staff are aware of the needs of others to provide supports and/or take on additional duties</i>		
	<i>Areas for Growth: Aligning standards and learning targets with learning task; measuring learning; using data to inform instruction, student- versus teacher-centered learning; funding for PL; content area specific opportunities for PL; the enlistment of "peer expertise"</i>		
<b>Problem Statement</b>	<i>Due to the small student population and small faculty, teachers lack time for professional development and opportunities for collaboration.</i>		
<b>Critical Root Causes</b>	<i>Due to staff turnover and a "one-and-done" approach to professional learning, teachers and staff do not necessarily have capacity to address the needs of student with trauma, environmental, and coping skills concerns.</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>By the end of Semester 1 of the 2023-2024 school year, 100 percent of teachers will participate in professional learning related to standards-based instruction and social-emotional learning.</i>	<b>STIP Connection:</b> <i>Nevada Education Goal 2: All students have access to effective educator</i>



**Improvement Strategy:** Administration will create job-embedded opportunities and facilitate outside opportunities for teachers to engage in professional learning based on best practices for social-emotional learning and best practices for recovery. Said opportunities will be based on observational, student-behavior, MLT, and assessment data and focus on a multi-tiered system of supports for effective Tier I instruction.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Build a committed staff and provide professional development (1)

**Intended Outcomes:**

By providing teachers with appropriate professional learning related to students' social-emotional learning and recovery, teachers will better be able to address needs thus improving students' engagement with learning. Increased engagement will have the effect of improving student outcomes as they relate to ELA proficiency.

**Action Steps:**

- Develop professional development plan: whole group and individually as needed
- Plan bell schedule with embedded professional learning in mind

**Resources Needed:**

- Time embedded in the teacher day within the strictures of the teacher contract

**Challenges to Tackle:**

- The nature of the school puts demands on teachers' time, making it difficult to allocated time for professional learning; school leadership will develop more robust professional learning opportunities, develop job-embedded opportunities, and seek additional funding for off-contract professional learning.
- There are varying instructional levels and areas of strength amongst faculty; school leadership will provided differentiated supports and feedback for instruction.

**Improvement Strategy:**

Administration will create job-embedded opportunities and facilitate outside opportunities for teachers to engage in professional learning related to rigorous, standards-aligned Tier I instruction. Said opportunities will be based on observational, student-behavior, MLT, and assessment data and focus on a multi-tiered system of supports for effective Tier I instruction.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Build a committed staff and provide professional development (1)



**Intended Outcomes:** *By providing teachers with appropriate professional learning related to standards-aligned instructions, teachers will be able to develop learning targets (intentions) and assess learning and performance tasks that are rigorously aligned with content area and CCR standards, which will support student proficiency in ELA.*

**Action Steps:**

- *Explore innovative options for professional learning that also allows for collaboration*
- *Explore budgeting options*
- *Survey teacher needs*

**Resources Needed:**

- *Budget for outside professional learning*
- *Partners willing to provide professional learning*
- *Onsite teachers willing to share instructional plans and successes.*

**Challenges to Tackle:**

- *Teachers are not always available for outside professional development; school leadership will develop more opportunities for job-embedded professional learning.*
- *Funding is very limited; school leadership will work with district leadership and other stakeholders for additional funding streams.*

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

Improved Tier I Instruction will support all groups.

**At Risk**

- Title I funding will provide professional development to support teachers in improving Tier I instruction through Project-Based Learning.
- School and district funding will be used to provide professional learning in trauma-informed decision-making and social-emotional learning.
- Utilization of MLT to develop plans and supports for students.

**English Learners**

- Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.
- Whole staff will conduct a book study to support ELs.



### **Foster/Homeless**

- Title I funding will provide professional development to support teachers in improving Tier I instruction through Project-Based Learning.
- School and district funding will be used to provide professional learning in trauma-informed decision-making and social-emotional learning.

### **Free and Reduced Lunch**

- Title I funding will provide professional development to support teachers in improving Tier I instruction through Project-Based Learning.
- School and district funding will be used to provide professional learning in trauma-informed decision-making and social-emotional learning.

### **Migrant**

N/A

### **Racial/Ethnic Minorities**

- Title I funding is used to provide professional development to improve Tier I instruction that is culturally responsive.

### **Students with IEPs**

- Employ a Special Education Instructional Facilitator to provide classroom and instructional support for teachers and provide professional learning for interventions and supports.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	Attendance, Student Perception Surveys	Attendance	Attendance at family events & meetings
<b>Data Reviewed</b>	<i>Areas of Strength: Immediate attendance interventions and supports; multi-tiered support systems, small student population, low student-to-staff ratio; each student known by name by all adults; genuine and specific interest in building relationships; high accountability with focus on intervention and improvement versus punishment</i>		
	<i>Areas for Growth: Parent attendance at community events, student attendance at community events, interaction of families with community, attendance at onsite parent meetings,</i>		
<b>Problem Statement</b>	<i>Students using drugs and alcohol are less likely to be able to build positive healthy relationships, be academically successful or come to school on a regular basis, therefore missing consistent instruction that is crucial to their social development, academic development, and overall success.</i>		
<b>Critical Root Causes</b>	<i>Students and their families' pain points include distant social emotional relationships, history of trauma, abuse, parental use, and many lack a dependable safe family structure. Turnover in staff and lack of articulated programming sometimes makes it difficult for faculty and staff to connect with students and families and to assist them in connecting with each other.</i>		

### Part B

Connectedness	
<p><b>School Goal:</b> <i>By the end of the 2023-2024 school year, 75 percent of parents and 100 percent of students will have participated in two or more family/community engagement events.</i></p>	<p><b>STIP Connection:</b> <i>Nevada Education Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</i></p>
<p><b>Improvement Strategy:</b> Provide family/community engagement opportunities.</p>	



<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a Positive School Climate and Culture (3)</i>
<b>Intended Outcomes:</b> <i>Develop quarterly, bi-annually, and annual opportunities for stakeholders to participate in academic, recovery, and communal events during and outside of the school day.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Update website</i></li><li>● <i>Develop monthly calendar of events</i></li><li>● <i>Develop awareness campaign directed at parents</i></li><li>● <i>Create focus planning groups for events</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Budget for materials</i></li><li>● <i>Planned calendar of major events in advance of school year</i></li><li>● <i>Planning committees</i></li><li>● <i>Monthly meetings</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Student and family attendance at after-school and in-school events is often limited; school leadership and appropriate personnel will develop a plan with student and family input to incentivize attendance.</i></li></ul>
<b>Improvement Strategy:</b> Increase the family engagement
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a Positive School Climate and Culture (3)</i>
<b>Intended Outcomes:</b> <i>Increase stakeholder awareness of family and community events.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Develop an awareness campaign in the community and in school system</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Additional funding for attendance incentives.</i></li></ul>
<b>Challenges to Tackle:</b>



- *Budget for materials*
- *Planned calendar of major events in advance of school year*
- *Planning committees and monthly meetings.*

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

**At-Risk**

- Develop and plan events that help connect students and families to resources outside of the school for recovery support.

**English Learners**

- Employ Spanish speakers to assist with communicating families of ELs
- Ensure advertising materials are in Spanish and English

**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>Title I</i>	\$10,260.00	Professional Learning	Student Success Adult Learning Culture
Title III	\$1,500.00	Professional Learning	Student Success Adult Learning Culture
School Budget	\$2,000.00	Professional Learning	Student Success Adult Learning Culture