

School Name: Mission High School					
<b>Inquiry Area 1 - Student Success</b>					
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.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</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.	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.	At Risk	-MLT, PBIS, grade, attendance, and recovery data demonstrate improvement in student behaviors, coping skills, and academic progress. -Data for minor behavior incidents (MBI) is not particularly robust and tends to be anecdotal, and there is not currently an adequate system in place for collecting and monitoring the data. -Challenges include lack of monitoring system (IC is not sufficient for our needs, PBIS online tracker is pending), trained staff (connected to lack of monitoring system), time to analyze data. -Inclusion of SEL in guidance has been difficult to plan and implement. Challenges for this have included scheduling of staff due to district and other mandatory training.	-Adopt or identify system for MBI (admin and MLT by 01/01/2024) -Train staff on data collection and monitoring (admin and MLT by 01/01/2024) -Create additional teams meetings for robust strategy planning (admin and MLT by 01/01/2024) -Implement SEL-related instruction explicitly into Guidance classes (teachers and counselors by 01/01/2023)	-Data collection system -Planned meeting schedule for data -Additional PLC time for Guidance classes
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.	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.	Strong	-Classroom observation demonstrate integration of language and literacy standards -Classroom observations and lesson plans demonstrate articulation of language/literacy-based learning intentions -Teachers meet weekly to review grade and assessment data -Frequent classroom observations have been a challenge do to staffing changes -Classroom observation tools have not been varied	-Develop a systematic plan for more frequent and varied observations. (admin by 11/17/2023) -Develop a system to analyze instructional/observational data (admin and teachers by 01/01/2024)	-Google calendar -Analysis tool for teachers
<b>Inquiry Area 2 - Adult Learning Culture</b>					
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.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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.	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.	Strong	-SEL training has been included in all Staff Development Days -Some challenges have occurred to mandatory district pull-outs	-Develop plan for Semester II professional learning (all staff by 12/01/2023) -Develop plan for when staff misses learning opportunities (admin by 01/01/2024) -Create awareness for outside opportunities for SEL related professional learning (admin ongoing)	-Required district PL Schedule -Procedures for report out PL opportunities
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.	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.	At Risk	-Professional learning emphasizing learning intentions and success criteria and making this focus of observational feedback has generally been effective as demonstrated during classroom observations. -Bumpy start of school year precluded fall PBL training	-Send "Save the Date" to licensed staff -Schedule PBL for the spring (admin with Title I staff by 12/01/2023)	-Funding from Title I Budget
<b>Inquiry Area 3 - Connectedness</b>					
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.					

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide family/community engagement opportunities.	Develop quarterly, bi-annually, and annual opportunities for stakeholders to participate in academic, recovery, and communal events during and outside of the school day.	Strong	<ul style="list-style-type: none"> <li>-Plan is on-track in terms of meeting target for scheduling of events</li> <li>-Need to improve data collection: Student attendance has been tracked well; however, tracking of parent attendance has been minimal</li> </ul>	<ul style="list-style-type: none"> <li>-Develop data tracking system for both student and parent attendance at community events (admin and family engagement team by 12/01/2023)</li> </ul>	<ul style="list-style-type: none"> <li>-Excel file with multiple sheets to include event, student, and parent information</li> <li>-Designated staff member(s) to track and aggregated data.</li> </ul>
Increase the family engagement	Increase stakeholder awareness of family and community events.	At Risk	<ul style="list-style-type: none"> <li>-Parents have expressed a desire for more robust communication, particularly with relation to on-campus student involvement activities.</li> <li>-Website still needs extensive redesign to be effective as a communication tool.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop communication plan/system for communicating campus and community events to parents (admin with front office and family engagement staff by 01/01/2024)</li> <li>-Complete website redesign (admin by 01/01/2013)</li> </ul>	<ul style="list-style-type: none"> <li>-Written streamlined process for parent communication</li> <li>-Parent access to school activity calendar</li> <li>-More frequent/effective ParentLink communications</li> <li>-Updated website.</li> </ul>