

School Performance Plan

School Name

Mission High School

Address (City, State, Zip Code, Telephone):

801 Veterans Memorial Dr Las Vegas, NV
89101-4639, 7027997880

Superintendent/Assistant Chief:

/

For Implementation During The Following Years:

2018-2019

Name of Member	Position	Name of Member	Position
Patrice Leal	Parent	Suzanne Strosser	SEIF

Dan Moore	Teacher	Rhonda Fairchild	Teacher/Recovery Specialist

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	NA
Classification:	N Star
NCCAT-S:	Initial
<p>*1 and 2 Star Schools Only:</p> <p>Please ensure that the following documents will be available upon request</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <input type="checkbox"/> Use of Core Instructional Materials </div> <div style="text-align: center;"> <input type="checkbox"/> Scheduling </div> <div style="text-align: center;"> <input type="checkbox"/> Model School Visits </div> </div>	

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Teacher/Administrator Observation Data	Time in ELL Program/Projected Time to Proficiency	Individualized Education Programs (IEP)
Stakeholder information	ELL Program Policies and Procedures	Special Education Procedures - Whole School

Coordination of Services for FRL, ELL, IEP students	Placement (Proficiency Levels)	IEP Compliance
NA	Teacher/Administrator Observation Data	Family Engagement Data
NA	NA	Teacher/Administrator Observation Data
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Mission HS is in its inaugural year and has no trend data. Mission HS is a recovery high school; a comprehensive secondary school designed for students in recovery from substance abuse, use and dependency. Clark County data shows that: an estimated 9.9% of people 12 and older suffer from substance abuse; in 2014, the drug overdose rate in CC was more than 20 deaths per 100,000; and 6.7% of those 12 and older in the Las Vegas valley were reported as abusing prescription drugs.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	0
<input type="checkbox"/> Asian	0
<input type="checkbox"/> Black	0
<input type="checkbox"/> Hispanic	0
<input type="checkbox"/> Two or More Races	0
<input type="checkbox"/> Pacific Islander	0

<input type="checkbox"/> White	0
<input type="checkbox"/> FRL	0
<input type="checkbox"/> EP	0
<input type="checkbox"/> BLL	0

NOTES:

Mission High School is in its inaugural year and therefore does not have any previous graduation rates.

HOPE 2 Intervention

Focus of Intervention:

Monitoring Plan:

Evaluation Plan:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the number of students reaching 90 days of sobriety, without returning to use, as measured by attendance in the Alternative Peer Group (APG), negative urinalysis, working a program of recovery, and self reporting.

Root Causes:

Lack of support resources within the community, family, and school system. Lack of readily available counseling services to focus on the students traumatic experiences. Lack of understanding by students, parents, and people not in the recovery community of how marijuana and alcohol are gateway drugs.

Measurable Objective 1:

Increase the number of students with a negative result on their urinalysis to 70% of the student population per testing cycle.

Measurable Objective 2:

Increase individual attendance in the APG from 20% to 50% as measured by daily sign-in sheets.

Measurable Objective 3:

Increase the number of students working with a peer mentor to 100% and increase students working a program of recovery to 50%, as measured by documentation/contact with peer mentor.

Measurable Objective 4:

Increase the number of self-reporting incidents to 100% of students as documented through the peer recovery specialist.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	

<p>1. Train the staff on support resources within the community to assist families. 2. Engage staff in ongoing professional development regarding dealing with students who have had traumatic experiences. 3. Engage staff in on-going professional development on the stages of recovery and how the brain/body responds to addiction. 4. Weekly collaborative discussions on addiction and recovery.</p>	<p>Utilize the marriage and family therapist, within her contractual day, to in-service staff on strategies to assist students who have had traumatic experience and deescalation techniques. Utilize the drug and alcohol counselor, within her contractual day, to in-service staff on support resources within the community to assist families and the stages of recovery and how the brain/body responds to addiction. Utilize SBCT to have collaborative discussions on addiction and recovery.</p>	<p>Agendas and meeting minutes.</p>	<p>School Administrator</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: No</p>	<p>NCCAT-S Indicators:</p>	
<p>1. Involve families in the implementation of support system on campus including Nar-a-non, Al-a-non, and family counseling services. 2. Positive phone calls home for clean urinalysis tests and token economy to support the positive behavioral support plan.</p>	<p>1. Outside volunteer community members to host Nar-a-non and Al-a-non support groups, so that families can share common experiences and apply recovery principles. 2. Community donations and SGF fundraising events of \$5000 per year to support Mission HS positive behavioral support plans.</p>	<p>1. Sign-in sheets for the family counseling sessions. No data will be tracked on the recovery support groups due to their program being based on anonymity. 2. Tracking data for clean UA and behavioral support plan based on tokens.</p>	<p>Administrator</p>	<p>N/A</p>

Comments:

Action Step	Continuation From Last Year: No	NCCAT-S Indicators:		
<p>1.3 Curriculum/Instruction/Assessment (Required)</p>				
<p>Engage staff in on-going professional development in character building, conflict resolution, and social skills training so that, they are versed in responding to behaviors in students who have had traumatic experiences.</p>	<p>Mission HS will reach out to professionals within the recovery community to volunteer time for staff instruction.</p>	<p>SBCT data sheets.</p>	<p>Principal, social workers, counselor</p>	<p>N/A</p>

Comments:

1.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:

				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> EP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of English Learners proficient in English from 0% proficient, based on a composite score of 4.4 or higher, to 50% by 2019 as measured by WIDA.

Root Causes:

Teachers had low expectations of students due to the perception of limited English proficiency. Mission HS teachers will use an asset based perspective to capitalize on first language proficiency to build English Language proficiency, they will also utilize sheltered instruction and RTI literacy techniques to address any literacy skills that may be lacking.

Measurable Objective 1:

Increase WIDA composite scores by 50% by the 2019 WIDA test dates.

Measurable Objective 2:

Implement "Achieve 3000" for all students designated with a composite score of 4.4 or lower

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	

Mission HS teachers will use an asset base perspective to capitalize on first language proficiency to build English Language proficiency, they will also utilize sheltered instruction and RTI literacy techniques to address any literacy skills that may be lacking. Targeted small groups will be utilized to focus on language development.	ELL Profession development on implementation of instruction that is rigorous and standard-aligned.	SBCT data sheets	School Counselor Principal	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Mission HS guidance counselor will in-service parents on how we will be building proficiency in their students English Language through sheltered instruction and literacy techniques to address any literacy skills that may be lacking.	Resources will be site funded	Sign-in sheet (semester)	School Guidance Counselor	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Teachers will utilize sheltered instruction and RTI literacy techniques, across all subject areas, to address any literacy skills that may be lacking.	Supplemental Web-Based Licenses for Achieve 3000 to be paid for through Title III Supplemental Services Plan	WIDA assessment data, teacher observations and data, EOC data, progress monitoring in Achieve 3000	Teachers and principal	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

Priority Need/Goal 3:

Decrease the percent of students that are credit deficient. 70% of Mission HS students, for the class of 2019 and 2020, are currently credit deficient.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Root Causes:

1. Lack of consistent structures and systems in place to support students' academic growth. 2. Missed instruction due to drug/alcohol use.

Measurable Objective 1:

Decrease the number of students, within the CoHort class of 2019 and/or 2020, that are credit deficient from 70% to 50% or less.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Mission HS will implement consistent structures (sheltered instruction) and systems (Achieve 3000) to support and monitor students' academic growth.	All resources will be site funded for people, time and materials.	APEX data Monitoring of progress, quarter and semester grades Monitoring of student transcripts Achieve 3000 progress monitoring	SEIF, school academic counselor, principal	N/A

Comments:

3.2 Family Engagement (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Mission HS will complete a review of transcript each semester with the student (in person) and parents (in writing or person) to monitor students' academic growth, attendance, and recovery progression.	All resources will be site funded for people, time and materials.	Tracking data for clean UA's Attendance Monitoring Transcripts APEX progress monitoring IEP progress monitoring	School academic counselor, SEIF, Principal	N/A
Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Engage staff in on-going progress monitoring of grades, APEX progress, recovery progress, and attendance.	All resources will be site funded for people, time and materials.	A's Attendance Monitoring Transcripts APEX progress monitoring IEP progress monitoring	School academic counselor, SEIF, Principal	N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:

spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I Allocation	5500.00	credit retrieval parent informational nights attendance incentives recovery incentives	Goals 1 and 3
Title III Allocation	238.00	Language development	Goal 2

APPENDIX A - Professional Development Plan

1.1

1. Train the staff on support resources within the community to assist families. 2. Engage staff in on-going professional development regarding dealing with students who have had traumatic experiences. 3. Engage staff in on-going professional development on the stages of recovery and how the brain/body responds to addiction. 4. Weekly collaborative discussions on addiction and recovery.

Goal 1 Additional PD Action Step (Optional)

2.1

Mission HS teachers will use an asset base perspective to capitalize on first language proficiency to build English Language proficiency, they will also utilize sheltered instruction and RTI literacy techniques to address any literacy skills that may be lacking. Targeted small groups will be utilized to focus on language development.

Goal 2 Additional PD Action Step (Optional)

3.1

Mission HS will implement consistent structures (sheltered instruction) and systems (Achieve 3000) to support and monitor students' academic growth.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

1. Involve families in the implementation of support system on campus including Nar-a-non, Al-a-non, and family counseling services. 2. Positive phone calls home for clean urinalysis tests and token economy to support the positive behavioral support plan.

Goal 1 Additional Family Engagement Action Step (Optional)**2.2**

Mission HS guidance counselor will in-service parents on how we will be building proficiency in their students English Language through sheltered instruction and literacy techniques to address any literacy skills that may be lacking.

Goal 2 Additional Family Engagement Action Step (Optional)**3.2**

Mission HS will complete a review of transcript each semester with the student (in person) and parents (in writing or person) to monitor students' academic growth, attendance, and recovery progression.



Goal 3 Additional Family Engagement Action Step (Optional)

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the number of students reaching 90 days of sobriety, without returning to use, as measured by attendance in the Alternative Peer Group (APG), negative urinalysis, working a program of recovery, and self reporting.

Measurable Objective(s):

- Increase the number of students with a negative result on their urinalysis to 70% of the student population per testing cycle.
- Increase individual attendance in the APG from 20% to 50% as measured by daily sign-in sheets.
- Increase the number of students working with a peer mentor to 100% and increase students working a program of recovery to 50%, as measured by documentation/contact with peer mentor. Increase the number of self-reporting incidents to 100% of students as documented through the peer recovery specialist.

	Mid-Year	End-of-Year
1.1	1. Train the staff on support resources within the community to assist families. 2. Engage staff in on-going professional development regarding dealing with students who have had traumatic experiences. 3. Engage staff in on-going professional development on the stages of recovery and how the brain/body responds to addiction. 4. Weekly collaborative discussions on addiction and recovery.	
Progress		N/A
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

1.2	1. Involve families in the implementation of support system on campus including Nar-a-non, Al-a-non, and family counseling services. 2. Positive phone calls home for clean urinalysis tests and token economy to support the positive behavioral support plan.	N/A
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Status
N/A

Comments:

- 1.1 Professional Development:
- 1.2 Family Engagement:
- 1.3 Curriculum/Instruction/Assessment:
- 1.4 Other:

Progress		
Barriers		
Next Steps		
1.3	Engage staff in on-going professional development in character building, conflict resolution, and social skills training so that, they are versed in responding to behaviors in students who have had traumatic experiences.	N/A
Progress		
Barriers		
Next Steps		

1.4		N/A
Progress		
Barriers		
Next Steps		

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of English Learners proficient in English from 0% proficient, based on a composite score of 4.4 or higher, to 50% by 2019 as measured by WIDA.

Measurable Objective(s):

- Increase WIDA composite scores by 50% by the 2019 WIDA test dates.
- Implement "Achieve 3000" for all students designated with a composite score of 4.4 or lower

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Mission HS teachers will use an asset base perspective to capitalize on first language proficiency to build English Language proficiency, they will also utilize sheltered instruction and RTI literacy techniques to address any literacy skills that may be lacking. Targeted small groups will be utilized to focus on language development.	
		N/A

APPENDIX C - Monitoring/Evaluation

Progress		
Barriers		
Next Steps		
2.2	Mission HS guidance counselor will in-service parents on how we will be building proficiency in their students English Language through sheltered instruction and literacy techniques to address any literacy skills that may be lacking.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will utilize sheltered instruction and RTI literacy techniques, across all subject areas, to address any literacy skills that may be lacking.	N/A
Progress		
Barriers		
Next Steps		

2.4		N/A
Progress		
Barriers		
Next Steps		

Priority Need/Goal 3

Priority Need/Goal 3:

Decrease the percent of students that are credit deficient. 70% of Mission HS students, for the class of 2019 and 2020, are currently credit deficient.

Measurable Objective(s):

- Decrease the number of students, within the CoHort class of 2019 and/or 2020, that are credit deficient from 70% to 50% or less.

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Mission HS will implement consistent structures (sheltered instruction) and systems (Achieve 3000) to support and monitor students' academic growth.	
Progress		N/A

APPENDIX C - Monitoring/Evaluation

Barriers		
Next Steps		
3.2	Mission HS will complete a review of transcript each semester with the student (in person) and parents (in writing or person) to monitor students' academic growth, attendance, and recovery progression.	N/A
Progress		
Barriers		
Next Steps		
3.3	Engage staff in on-going progress monitoring of grades, APEX progress, recovery progress, and attendance.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A

Progress		
Barriers		
Next Steps		