



Clark County School District  
**Mission High School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Mission High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Barbara Collins for more information.*

**Principal:** Barbara Collins  
**School Website:** [missionhighschool.ccsd.net](http://missionhighschool.ccsd.net)  
**Email:** [collibl1@nv.ccsd.net](mailto:collibl1@nv.ccsd.net)  
**Phone:** 702-799-7880



# School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	112	0%	0.9%	36.6%	17.9%	34.8%	2.7%	7.1%	8%	13.4%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	N < 10 *	N/A	N/A	N < 10 *	N/A	N/A	N < 10 *	N < 10 *	N < 10 *
	District	23.7%*	N/A	N/A	43.0%*	N/A	N/A	21%*	8.2%**	20.4%*
2019	School	7.1%	N/A	N/A	25%	N/A	N/A	N < 10 *	N < 10 *	N < 10 *
	District	24.5%*	N/A	N/A	46.2%*	N/A	N/A	26.9%*	7%**	14.9%*
2020	School	0%	N/A	N/A	25%	N/A	N/A	N/A	N < 10 *	N < 10 *
	District	25.3%	N/A	N/A	49.2%	N/A	N/A	N/A	4.7%**	9.3%**

\*Source: nevadareportcard.nv.gov

\*\*Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
<b>School</b>	N/A	0%	N/A
<b>District*</b>	85.2%	85.8%	83.2%

\*Source: nevadareportcard.nv.gov

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	416	411	405
<b>District*</b>	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## 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
Barbara Collins	<b>Principal(s) (required)</b>
Suzanne Strosser	<b>Other School Leader(s)/Administrator(s) (required)</b>
Sarah Juarez Stacey Johnston Sean Purtill Genia Wolfe	<b>Teacher(s) (required)</b>
Rene Rehmel	<b>Paraprofessional(s) (required)</b>
Stacey Taylor	<b>Parent(s) (required)</b>
Landynn Meyers	<b>Peer Recovery Specialist</b>
Ainsley Lane	<b>Student(s) (required for secondary schools)</b>
Gretchen Grierson Roberta Fraga	<b>Marriage and Family Therapists</b>



## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partner.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Retreat Part 1	8/6/21 8:00-4:00	44	Developing, Communication, Boundaries, Trust and Understanding in Recovery (Part 1)
Parent Retreat Part 2	8/7/21 8:00-4:00	44	Developing, Communication, Boundaries, Trust and Understanding in Recovery (Part 2)
Staff Development Day	9/14/21 8:30-11:30	8	Data analysis, development of problem statement and determination of root causes and improvement strategies.
Professional Development Day	10/04/21 1:30PM	7	Continuous Improvement Plan Goals
Continuous Improvement Plan Presentation	10/13/21 5:00PM	38	Review of 20-21 SPP and upcoming CIP
Continuous Improvement Plan SOT Discussion	10/18/21 3:30PM	4	Open House Reflection and Accountability Continuous Improvement Plan Update



## 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
<b>Data Reviewed</b>	<i>Student transcripts, 20-21 SPP plan, average daily attendance, Mission HS data report provided by AARSI.</i>	<i>Students drug test results, recovery data (meetings, sponsorship, individual counseling).</i>	<i>Teacher lesson plans, formative and summative assessments, and differentiation of instruction.</i>
<b>Problem Statement</b>	<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>		
<b>Critical Root Causes</b>	<i>Childhood trauma, environmental issues, and lack of appropriate coping skills.</i>		

#### Part B

Student Success	
<p><b>School Goal:</b> <i>Mission HS will continue to build social and emotional competencies to increase students' academic growth and success through a multi-tiered system of support that focuses on academics, attendance, all facets of recovery, restorative practices and building strong support systems for the students.</i></p>	<p><b>Aligned to Nevada's STIP Goal:</b> <i>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> <i>As each student enrolls in MHS, transcripts will be reviewed and a plan of action will be put in place for students who are not on track for graduation.</i></p>	



<ul style="list-style-type: none"><li>● <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</li></ul>
<b>Intended Outcomes:</b> <i>For MHS to increase its graduation rate to 75% or higher.</i>
<b>Action Steps:</b> <i>Credit deficient students and their parents will be required to have a meeting with the school counselor to review the transcripts, view the graduation matrix, and plan of action to get the student on-track to graduate with their cohort.</i>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Credit tracking data through transcripts and completed matrix.</i></li><li>● <i>Full-time Spanish speaking employee to translate to parents.</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Finding a full-time Spanish speaking employee to translate to parents.</i></li></ul>
<b>Improvement Strategy:</b> <i>To complete a thorough audit of the students transcripts and create a plan to enroll the student in the classes where they are deficient.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3
<b>Intended Outcomes:</b> <i>If a thorough audit of the student transcript is performed at the time of enrollment and the student is enrolled in all classes where they are deficient, then the student will have a better chance of graduation with their cohort.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Credit tracking data through transcripts and completed matrix.</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Current transcript.</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Students enrolling at MHS are typically extremely credit deficient due to their substance and lack of attendance. Many of these students were in treatment programs that did not afford the student the ability to earn credit.</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners: <ul style="list-style-type: none"><li>● MHS has increased the number of credit bearing classes it offers.</li><li>● MHS implemented a class specific to ELL's to increase their understanding of the English language.</li></ul>



- Enroll students in APEX, NVLA, and Morris Sunset to maximize the opportunities to earn credits.

Foster/Homeless:

- MHS has increased the number of credit bearing classes it offers.
- Enroll students in APEX, NVLA, and Morris Sunset to maximize the opportunities to earn credits.
- Implement SB 147 that focuses on ensuring students who are homeless or in the foster care system are awarded credit despite attendance.

Free and Reduced Lunch:

- MHS has increased the number of credit bearing classes it offers.
- Enroll students in APEX, NVLA, and Morris Sunset to maximize the opportunities to earn credits.

Migrant:

- MHS has increased the number of credit bearing classes it offers.
- Enroll students in APEX, NVLA, and Morris Sunset to maximize the opportunities to earn credits.

Racial/Ethnic Minorities:

- MHS has increased the number of credit bearing classes it offers.
- Enroll students in APEX, NVLA, and Morris Sunset to maximize the opportunities to earn credits.

Students with IEPs:

- MHS has increased the number of credit bearing classes it offers.
- Enroll students in APEX, NVLA, and Morris Sunset to maximize the opportunities to earn credits.
- Students who are earning a C or below in their classes are assigned to academic support to get the added individualized instruction need at their specific level.
- Students are provided accommodations and modifications specific to their Individual Education Plans.



## 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>	<i>Review of Canvas, Infinite Campus, and teacher evaluations as outlined in the Nevada Educator Performance Framework (NEPF)</i>	<i>Graduation rates, attendance rates, Students drug test results, recovery data (meetings, sponsorship, individual counseling).</i>	<i>Flexible Scheduling Guest Speakers Individual Recovery Services</i>
<b>Problem Statement</b>	<i>Students with continued drug use paired with high scores on ACEs, frequently have learning and developmental gaps. Self-advocacy skills are often lacking.</i>		
<b>Critical Root Causes</b>	<i>Childhood trauma, environmental issues, and lack of appropriate coping skills.</i>		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b> <i>Mission High School will continue to provide learning tasks and opportunities for students to build self-advocacy skills. Through a scaffolded plan of teaching and learning, students will work with teachers and counseling staff to work through research based practices to build resiliency, goal setting, self- esteem, and advocacy skills.</i></p>	<p><b>STIP Connection:</b> <i>Goal 4: All students graduate future ready and globally prepared for post-secondary success and civic life.</i></p>
<p><b>Improvement Strategy:</b> <i>To institute weekly lessons through Peer Mediation and Guidance courses that focus specifically on the focused learning tasks.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	
<p><b>Intended Outcomes:</b> <i>If weekly lessons are instituted through embedded course work and Peer Mediation elective, then students will grow their</i></p>	



<p><i>social emotional skills, self-advocacy skills, and be better prepared for life after high school.</i></p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● <i>Create thematic lessons to use during Peer Mediation and Guidance classes</i></li><li>● <i>Engage students in reflective practice to self monitor growth</i></li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● <i>Direct instruction during elective courses</i></li><li>● <i>PL time for instructional team to develop resources and assessments</i></li><li>● <i>Research based tools and training to use for implementing lessons and measuring growth</i></li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● <i>Students may have emotional maturity deficits upon enrolling at MHS</i></li><li>● <i>Students may have above average ACEs scores that may inhibit skill development</i></li></ul>
<p><b>Improvement Strategy:</b> <i>Engage students in quarterly opportunities for written and oral reflection focused on self-advocacy, self-esteem, communication, and metacognitive skills.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>
<p><b>Intended Outcomes:</b> <i>If quarterly opportunities for reflection are continuously provided, students will experience growth in these areas, as measured over time.</i></p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● <i>Create school wide opportunities for students to engage in oral and written reflection</i></li><li>● <i>Create 1:1 opportunities for students to reflect with an adult or peer mentor</i></li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● <i>Materials for students to utilize to complete journals, and other modes of self reflection</i></li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● <i>Students may be hesitant to share before feeling comfortable with school environment; trust must be built before engaging students in reflection exercises</i></li></ul>



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

English Learners: MHS has created an elective class specifically for ELL students where the focus is written and oral language skills. Self-advocacy will be incorporated.

MHS counselor will work with Guidance and Counseling to create an informational resource brochure to be distributed to students and parents. Resources will include things such as:

- Project 150
- MHS foodbank
- MHS clothes closet
- RTC bus passes
- Three Square
- The Harbor
- Alternative Peer Group (APG)

Foster/Homeless:

MHS counselor will work with Guidance and Counseling to create an informational resource brochure to be distributed to students and parents. Resources will include things such as:

- Project 150
- MHS foodbank
- MHS clothes closet
- RTC bus passes
- Three Square
- The Harbor
- Alternative Peer Group (APG)

Free and Reduced Lunch:

MHS counselor will work with Guidance and Counseling to create an informational resource brochure to be distributed to students and parents. Resources will include things such as:

- Project 150
- MHS foodbank
- MHS clothes closet
- RTC bus passes
- Three Square
- The Harbor



- Alternative Peer Group (APG)

#### Migrant:

MHS counselor will work with Guidance and Counseling to create an informational resource brochure to be distributed to students and parents. Resources will include things such as:

- Project 150
- MHS foodbank
- MHS clothes closet
- RTC bus passes
- Three Square
- The Harbor
- Alternative Peer Group (APG)

#### Racial/Ethnic Minorities:

MHS counselor will work with Guidance and Counseling to create an informational resource brochure to be distributed to students and parents. Resources will include things such as:

- Project 150
- MHS foodbank
- MHS clothes closet
- RTC bus passes
- Three Square
- The Harbor
- Alternative Peer Group (APG)

#### Students with IEPs:

MHS counselor will work with Guidance and Counseling to create an informational resource brochure to be distributed to students and parents. Resources will include things such as:

- Project 150
- MHS foodbank
- MHS clothes closet
- RTC bus passes
- Three Square
- The Harbor
- Alternative Peer Group (APG)



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Chronic absenteeism, review of transcript, prior attendance and discipline records, and drug test results</i>	<i>Staff turnover, staff attendance and participation during extra-curricular events, District wide employee satisfaction survey, informal climate survey</i>	<i>District-wide parent survey, parent participation/attendance in weekly marriage and family therapy sessions, participation in school functions including SOT, Title I, Title III, and CIP planning.</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. If a household is characterized by conflict and pain, children don't develop healthy attachments and supportive relationships.</i>		

### Part B

Connectedness	
<b>School Goal:</b> <i>A compassionate, respectful, and equitable learning environment will be fostered through school/community wide SEL allowing opportunities for all stakeholders to contribute to the school environment.</i>	<b>STIP Connection:</b> <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
<b>Improvement Strategy:</b> <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	



**Intended Outcomes:** *By increasing stakeholders knowledge of trauma informed and social emotional learning, MHS stakeholders will be empowered to better identify and support students and families with dignity, respect, and compassion.*

**Action Steps:**

- *Provide professional development for all staff to understand trauma informed learning.*
- *Create a family specific needs assessment*
  - *Develop a list of wrap-around service providers*
  - *Refer chronically absent students to the Truancy Diversion Program for additional service support to families*
  -

**Resources Needed:**

- *Department V, Family Court Division, Eighth Judicial District Court, provided the funding for the Truancy Diversion Program.*
- *A school van to pick up students for school.*
- *Professional development time to provide additional trauma informed training.*
- *Professional development time to create/develop needs assessment and wrap-around service providers specific to each individual family.*

**Challenges to Tackle:**

- *CCSD transportation has not been stable with the lack of drivers therefore this has given students an added excuse for not coming to school.*

**Improvement Strategy: Increase the family engagement**

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

**Intended Outcomes:** *If MHS is able to address the pain points within our families and develop deeper relationships with them, a more positive climate and culture could be developed through educator-student, student-student, educator-educator and family connections. Then students should come to school on a more regular basis, giving students access to more consistent instruction that is crucial to their social development, academic development, and overall success.*

**Action Steps:**

- *MHS will integrate additional SEL and trauma informed learning to reinforce positive attendance*

**Resources Needed:**

- *Additional funding for attendance incentives.*



**Challenges to Tackle:**

- *Funding Sources and transportation*

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

English Learners:

*All MHS students will have the opportunity to participate in Truancy Diversion, if needed.*  
*All MHS students will be included in SEL and trauma informed learning to reinforce positive attendance.*  
*All MHS will have the opportunity to earn attendance incentives.*  
*Academic Support will be available for all students who are earning a C or lower in any of their classes.*  
*Live phone calls are made each morning for students who are absent.*  
*24 hour and 30 day RTC passes are offered to students.*  
*Trauma small groups will be offered for: grief, self-harm, anger, and anxiety.*

Foster/Homeless:

*All MHS students will have the opportunity to participate in Truancy Diversion, if needed.*  
*All MHS students will be included in SEL and trauma informed learning to reinforce positive attendance.*  
*All MHS will have the opportunity to earn attendance incentives.*  
*Academic Support will be available for all students who are earning a C or lower in any of their classes.*  
*Live phone calls are made each morning for students who are absent.*  
*24 hour and 30 day RTC passes are offered to students.*  
*Trauma small groups will be offered for: grief, self-harm, anger, and anxiety.*

Free and Reduced Lunch:

*All MHS students will have the opportunity to participate in Truancy Diversion, if needed.*  
*All MHS students will be included in SEL and trauma informed learning to reinforce positive attendance.*  
*All MHS will have the opportunity to earn attendance incentives.*  
*Academic Support will be available for all students who are earning a C or lower in any of their classes.*  
*Live phone calls are made each morning for students who are absent.*  
*24 hour and 30 day RTC passes are offered to students.*  
*Trauma small groups will be offered for: grief, self-harm, anger, and anxiety.*

Migrant:

*All MHS students will have the opportunity to participate in Truancy Diversion, if needed.*  
*All MHS students will be included in SEL and trauma informed learning to reinforce positive attendance.*



*All MHS will have the opportunity to earn attendance incentives.  
Academic Support will be available for all students who are earning a C or lower in any of their classes.  
Live phone calls are made each morning for students who are absent.  
24 hour and 30 day RTC passes are offered to students.  
Trauma small groups will be offered for: grief, self-harm, anger, and anxiety.*

**Racial/Ethnic Minorities:**

*All MHS students will have the opportunity to participate in Truancy Diversion, if needed.  
All MHS students will be included in SEL and trauma informed learning to reinforce positive attendance.  
All MHS will have the opportunity to earn attendance incentives.  
Academic Support will be available for all students who are earning a C or lower in any of their classes.  
Live phone calls are made each morning for students who are absent.  
24 hour and 30 day RTC passes are offered to students.  
Trauma small groups will be offered for: grief, self-harm, anger, and anxiety.*

**Students with IEPs:**

*All MHS students will have the opportunity to participate in Truancy Diversion, if needed.  
All MHS students will be included in SEL and trauma informed learning to reinforce positive attendance.  
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Academic Support will be available for all students who are earning a C or lower in any of their classes.  
Live phone calls are made each morning for students who are absent.  
24 hour and 30 day RTC passes are offered to students.  
Trauma small groups will be offered for: grief, self-harm, anger, and anxiety.*



## 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>Due to the fact that MHS is not on strategic budget, there is no funding source related to this goal.</i>	<i>Due to the fact that MHS is not on strategic budget, there is no funding source related to this goal.</i>	<i>Due to the fact that MHS is not on strategic budget, there is no funding source related to this goal.</i>	<i>Due to the fact that MHS is not on strategic budget, there is no funding source related to this goal.</i>