

School Name: Jack and Terry Mannion Middle School					
Inquiry Area 1 - Student Success					
By the Spring of 2024, students will reflect a decrease in this achievement gap when: The percentage of the 6th graders at or above the 61st percentile in reading and math will increase by 10 percentage points from Fall 2023 to Spring 2024. The percentage of the 7th graders at or above the 61st percentile in reading and math will increase by 10 percentage points from Fall 2023 to Spring 2024. The percentage of the 8th graders at or above the 61st percentile in reading and math will increase by 10 percentage points from Fall 2023 to Spring 2024.					
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</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 will continue to PLC weekly to plan quality Tier I instruction and reflect on student achievement data.	Teachers will collaborate to present high-quality Tier I instruction that aligns with the NVACS while consistently reviewing student achievement data provided through MAP as well as aligned instructional activities and assessments.	Strong	Administrative observation data indicates that PLCs are being used to plan quality Tier I instruction and reflect on student achievement data from summative assessments and MAP.	Observation data does not reflect discussion of re-assessment at PLCs, but data is available showing when students have requested re-assessments from each teacher. Increased administrative observations of PLC meetings will likely produce more data showing that re-assessment is discussed.	PLCs are achieving their purpose, but administrative observation of PLCs has been inconsistent.
Inquiry Area 2 - Adult Learning Culture					
By the end of the 2023-2024 school year, 90% of PLC meetings will follow the common PLC meeting structure as measured by observations of PLC meetings.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement consistent PLC procedures across the campus so that all students understand the learning intention(s) and success criteria for each lesson, and have access to common high quality instructional activities and learning opportunities regardless of their assigned teacher.	PLCs will lay the foundation for quality instruction that utilizes the available resources. PLCs will identify the learning intention(s) and success criteria for each lesson, and teachers will include these on the required Weekly Instructional Learning Guides.	Strong	The data shows that the PLC meetings are mostly focusing on the CCSD Pacing Guide, Learning Intentions, Success Criteria, and instructional materials/activities.	PLCs will continue to perform these actions.	Administration needs to continue to monitor the Weekly Instructional Learning Guides that reflect the planning occurring in PLC meetings.
Establish and implement after school academic help and/or Tier II interventions for students identified as struggling learners in PLC meetings.	Students will demonstrate improved growth/outcomes.	At Risk	The data shows that PLC meetings have not regularly focused on identifying struggling learners. After-school help is available from teachers upon student request. Math tutoring is available after school on Wednesdays to all students.	Implement FEV Tutor to support Tier II students.	Develop a school plan to identify Tier II students and implement interventions to support them.
Inquiry Area 3 - Connectedness					
Reduce the percent of chronically absent students from 24.2% in the 2022-2023 school year by 10% to 21.8% in the 2023-2024 school year.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement incentives for academics and citizenship to increase student connectedness, continue 6th Grade Studies course, and implement 7th Grade Studies and 8th Grade Studies electives.	Improved attendance, decreased discipline infractions, and improved student proficiency on formative and summative assessments.	Strong	6th Grade Studies, 7th Grade Studies, and 8th Grade Studies have been implemented. Disney trip incentive has been communicated to 8th grade students and parents. Students are excited for this opportunity.	Continue developing the course content for 7th Grade Studies and 8th Grade Studies. Continue the communication with parents and students regarding the 8th Grade Disney trip.	Continued collaboration between the teachers of the Studies courses and administration.
Reinforce the importance of student attendance by communicating and engaging with families regarding attendance.	Improved attendance and decrease in chronic absenteeism.	Strong	The Truancy Diversion Program has met with students who are on track for denial of credit. Counselors have communicated with parents regarding the potential for denial of credit. Chronic absenteeism data is posted on the Mannion website on a monthly basis to highlight the importance of attendance.	Increase communication regarding denial of credit as the first semester ends.	Ideally the Truancy Diversion Program liaison would be a Safe School Professional, which Mannion does not currently have staffed.