

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.	Administration needs to regularly attend PLC meetings and monitor the Weekly Instructional Learning Guides for evidence of this strategy.	PLCs are still achieving their purpose, but administrative observation of PLCs continues to be 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	Observation data and Weekly Instructional Learning Guides shows that PLCs are using the CCSD Pacing Guides and identifying the learning intentions and success criteria that align with the lessons, instructional materials, and learning activities.	Administration needs to work more closely with PLCs that have not shown strong evidence of planning common instructional activities and assessments.	Administration needs to monitor the Weekly Instructional Learning Guides and perform periodic gradebook checks to ensure consistency from classroom to classroom.
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	FEV Tutor has been implemented to provide support for identified students. During the first semester, families of identified students made a commitment to participate in FEV Tutor from home, but participation was inconsistent.	During the second semester, students identified for FEV Tutor are able to stay after school with a staff member on Mondays, Tuesdays, and Thursdays. Early feedback indicates that the content covered in FEV Tutor is not in alignment with the CCSD Pacing Guide.	Administration needs to analyze data from FEV Tutor to assess the impact. Additionally, an analysis of the pacing of content from FEV Tutor needs to occur to determine if it is in fact aligned to the CCSD Pacing Guide.
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. 8th Grade students are excited about the Disney trip incentive that has been schedule for Monday, May 13, 2024.	Continue developing the course content for 7th Grade Studies and 8th Grade Studies. Finalize the organization of the 8th Grade Disney trip and note any necessary adjustments for the 24-25 school year.	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 met with students who were on track for denial of credit in the first semester. Counselors and administration communicated with parents regarding denial of credit. Chronic absenteeism data is posted on the Mannion website on a monthly basis to highlight the importance of attendance.	Continue to communicate with students and families regarding potential denial of credit.	Ideally the Truancy Diversion Program liaison would be a Safe School Professional, which Mannion still does not have staffed.