

Socorro Independent School District
Mission Early College High School
2016-2017 Campus Improvement Plan



Board Approval Date: July 20, 2016

Mission Statement

Our mission is to provide a select underrepresented college going population of SISD students a unique educational opportunity to attend both high school and college in a special campus environment that will challenge students to excel in their academic and personal endeavors. Students will have the opportunity to earn a high school diploma and a two year Associates of Arts Degree upon graduation.

Vision

Tomorrow's leaders learning today.



Dr. José Espinoza
Superintendent of Schools
[Contact José Espinoza, Ed.D.](#)

Follow the Superintendent on Twitter @[JEspinoza SISD](#)

[2013 Achieving Success as a Team Live](#)

Dr. Espinoza discusses the creation and implementation of the SISD Strategic Plan.

[2014 Achieving Success as a Team Live](#)

Dr. Espinoza gives an update on the progress in SISD with a focus on the district's strategic directions.

[2015 Achieving Success as a Team Live](#)

Dr. Espinoza provides an update on the state of Team SISD and introduces the WIN Academy.

2015 Texas Honor Board

The Socorro Independent School District is a remarkable school district leading the way with inspiring and innovative instruction and a strong commitment to the children in our community. The district covers more than 130 square miles and serves more than 45,200 students at 47 schools in East El Paso, the city of Socorro and Horizon City.

As one of the fastest-growing districts in the state, SISD remains dedicated to ensuring we offer the highest caliber education in a safe learning environment and state-of-the-art facilities. During my first year as superintendent, I sought the input of the students, parents, educators, administrators and community members who deserve nothing but the best in SISD.

As a result, their feedback along with the vision of the Board of Trustees was instrumental in the creation of the 2013 District Strategic Plan, which is our pathway to academic achievement. This plan guides us to provide high quality instruction with transparency and accountability. Our five strategic directives ensure we provide: A Safe and Supportive Learning Environment; College and Career Readiness; Highly Qualified, Effective Faculty and Staff; Home, School, Community Partnerships; and Accountability for ALL.

Every member of Team SISD is critical in ensuring we meet our goals of high student achievement and quality customer service for our stakeholders. Therefore, we will continue with our commitment to parental involvement, community engagement, and Promises Made, Promises Kept in delivering all of our Bond 2011 projects on time and within budget. These are the things that matter when it comes to making sure we are dedicated, equipped and prepared to educate our children.

I am delighted to be part of Team SISD and to have tremendous community support. Together, we will lead, inspire and innovate to ensure our students are Tomorrow's Leaders Learning Today!



José Espinoza, Ed.D.

Superintendent of Schools

2015 Region 19 Board of the Year Socorro ISD Board of Trustees

The Socorro ISD Board of Trustees consists of seven elected citizens who work with community leaders, families, and educators to develop sound educational policies that support student achievement and ensure the solvency of the District. They have been named twice as the Region 19 Board of the Year in 2012 and 2015. The SISD Board also earned the prestigious title of 2015 Texas Honor Board, being recognized for their commitment to their students and community, a continued focus on student achievement and improvement, and high ethical standards in governing the school district. Together, they are a strong and cohesive team that helps the district continuously set and achieve new levels of excellence. Five of the trustees represent single-member districts and two are elected at-large.



Gary Gandara
Board President
District 5

Term Expires: 2017

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[Gary Gandara Profile Video](#)

A proud graduate of Socorro High School, Gary Gandara has committed his professional and volunteer efforts to serving his local community.

[Read more](#)



Paul Guerra
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[Paul Guerra Profile Video](#)

A former teacher in Canutillo ISD, Paul Guerra is a graduate of the University of Texas at El Paso and has 16 years experience in heating, cooling and plumbing sales and management.

[Read more](#)



Cynthia Ann Najera
Board Secretary
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[Cynthia Ann Najera Profile Video](#)

Cynthia Najera has been a Socorro ISD parent for the past 12 years and is a former Parent Liaison from Horizon Heights Elementary.

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Hector F. Gonzalez
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[Hector Gonzalez Profile Video](#)

Hector Gonzalez was born and raised in El Paso, Texas. He enlisted in the Air Force in 1971 during the Vietnam conflict and continued to serve the country for 20 years.

[Read more](#)



Michael Anthony Najera
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District At-Large

Term Expires: 2019

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[Michael A. Najera Profile Video](#)

Michael Najera is Vice-President of Professional Services at Craneware, a leading healthcare revenue integrity software company and has over 20 years of healthcare finance and operations experience.

[Read more](#)



Antonio "Tony" Ayub
Trustee
District At-Large

Term Expires: 2019

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[Antonio "Tony" Ayub Profile Video](#)

Antonio Ayub is a UTEP graduate, graduate of Leadership El Paso and a Licensed Paramedic.

[Read more](#)



Angelica Rodriguez
Trustee
District 3

Term Expires: 2017

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[Angelica Rodriguez Profile Video](#)

Angelica Rodriguez received her Bachelor of Arts and Master of Education degrees from the University of Texas at El Paso.

[Read more](#)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

Student Total	464	100%
9th Grade	132	28.45%
10th Grade	113	24.35%
11th Grade	108	23.28%
12th Grade	111	23.92%

Mission Early College High School (MECHS) is one of 48 campuses in the Socorro Independent School District and opened its doors in September of 2006. Mission Early College High School embodies its mission to promote a highly rigorous environment to ensure that students earn a high school diploma as well as an Associate of Arts degree (AA). MECHS is founded on the conviction that high school students are ready and eager to do serious college work. Through a partnership with the El Paso Community College (EPCC), the school's unique vision enables highly motivated students from historically underrepresented college-going backgrounds to move in four years from the ninth grade through the first two years of college.

Our School-wide Title I program consists of parent involvement activities, extended day tutoring, and one instructional coach for all core subjects (ELAR, Math, Science and Social Studies). Our State Compensatory Program (SCE) consists of an academic coach and an instructional aide who assist at-risk students in a tutoring center before school, during the lunch hour and after school.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Campus Climate Survey, Teacher and Student Attendance, SAT/ ACT/PSAT and End of Course (EOC) assessment results.

Student Demographics (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

Gender		
Female	293	63.15%
Male	171	36.85%

Ethnicity

Hispanic-Latino	443	95.47%
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Race		
American Indian - Alaskan Native	0	0.00%
Asian	<u>7</u>	1.51%
Black - African American	<u>2</u>	0.43%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>11</u>	2.37%
Two-or-More	<u>1</u>	0.22%

Student by Program (2015 - 2016 Fall PEIMS file loaded 05/24/2016)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	<u>1</u>	0.22%
Career and Technical Education (CTE)	<u>263</u>	56.68%
Free Lunch Participation	<u>258</u>	55.60%
Reduced Lunch Participation	<u>78</u>	16.81%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	<u>140</u>	30.17%
Special Education (SPED)	0	0.00%
Title 1 Participation	<u>464</u>	100.00%
Dyslexia	<u>1</u>	0.22%
Homeless Statuses		
Homeless Status Total	<u>2</u>	0.43%
Shelter	0	0.00%
Doubled Up	<u>2</u>	0.43%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

At-Risk	<u>36</u>	7.76%
Economically Disadvantaged	<u>336</u>	72.41%
Title I Homeless(<u>*Special Notes*</u>)	0	0.00%
Immigrant	<u>3</u>	0.65%
Limited English Proficient (LEP)	<u>1</u>	0.22%
Migrant	0	0.00%
Military Connected	<u>10</u>	2.16%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	<u>1</u>	0.22%
Section 504 (No Section 504 File for 2016)	0	0.00%

Demographics Strengths

- Campus student attendance for the 2015-16 school year was 98%.
- Campus staff attendance for the 2015-16 school year was 96%.
- Campus graduation rate for 2015-16 school year was 100%
- Campus drop out rate for 2015-16 school year was 0%.

Demographics Needs

- Campus male enrollment for the 2015-16 school year was 37%.
- There were 2 campus discipline incidents for the 2015-16 school year.

Student Achievement

Student Achievement Summary

There are multiple factors that have contributed to the overall success of our campus model. We provide rigor, depth of knowledge, and intense college level work in high school. We focus on smaller classes, a comprehensive fine arts program, and student clubs and organizations. Furthermore, students pursue advanced academic areas of study offered by EPCC. Our program maximizes the instructional quality of the high school years and facilitates the transition of motivated students to higher education. For nine years now, the model continues to bring our campus and students success. We continue to serve as a model for other early college high schools and traditional high schools as evidenced by their visits and replication of our model at other sites. Our hope is that we will continue to see this educational opportunity offered to as many young inspiring students as possible. Our vision from its inception embraced a college-first philosophy. Our goal is to ensure success for a population of at-risk, low socio-economic, first generation college-bound students with an accelerated curriculum. MECHS was the first of its kind in El Paso and, as a result, paved the way for the early college movement in the city. Our students have placed competitively in academic competitions such as: Mock Trial, Science Fair, Destination Imagination, University Interscholastic League (UIL), Academic Decathlon and Business Professionals of America, having more state competitors in the region than any other campus. On the rise are our debate and mock trial teams, which are growing in number and recognition. Most important are our high school graduation rates, which are notably at 100% and 100% in the distinguished diploma of honorees. The number of juniors earning an AA degree grew from: twenty-three students in 2009 to one hundred-twenty two in 2015. These students will have an opportunity to attain a third year of college through a scholarship provided by the University of Texas at El Paso while still in high school. MECHS student organizations are the heart of student life and community involvement. All student organizations on campus are required to have community service components in which students coordinate drives, collections, and set up volunteer days with different organizations in the community. These organizations include the Child Crisis Center of El Paso, the Susan G. Komen Race for the Cure Foundation, and the Humane Society of El Paso. Currently, we are also establishing a relationship with the El Paso Sheriff's Department that will allow students to create public service announcements. Competitions expose students to a professional environment where lawyers, engineers, community business leaders, and other professionals provide guidance, feedback, and support in analyzing student work. MECHS has many programs and initiatives that engage families and communities such as the following:

- National Honor Society engages students in community service opportunities within our region.
- Business Professionals of America (BPA) coordinates the Fall Campfire and Carnival, an important fundraiser for the school where everyone participates including teachers, club sponsors, parents, administration, and our community.
- National Technical Honor Society organizes monthly parent technology classes where tech savvy students present on various topics of interest.
- Science National Honor Society annually hosts the Science Career Fair in which community professionals in all science areas are invited to present to our students on different science-related career fields and the skills necessary to enter those professions.

Student Achievement Strengths

The MECHS 2015-2016 EOC assessment performance and ACT performance were:

- In 9th grade EOC Algebra I, 46% achieved Level III performance and 100% achieved Level I performance.

- In 9th grade EOC Biology, 35% achieved Level III performance and 100% achieved Level I performance.
- In 9th grade EOC English I, 20% achieved Level III performance and 97% achieved Level I performance.
- In 10th grade EOC English II, 29% achieved Level III performance and 100% achieved Level I performance.
- In 11th grade EOC US History, 54% achieved Level III performance and 100% achieved Level I performance.
- The 2015 ACT composite score was 23.3. This was an increase of 1.8 from the previous year.

Student Achievement Needs

For the 2016-2017 school year, the student academic needs will be focused on level III performance for students who are being assessed by the Texas End of Course (EOC). To address all EOC assessments, the campus will focus on increasing student performance in the Level III standard by a minimum of 5% for 2017 while reducing the number of students performing at the level I standard to >1% for 2017.

- In 9th grade Algebra 1 for the 2016-2017 school year, the minimum performance expectation will be that 50% of MECHS students achieve Level III performance and 100% of MECHS students achieve Level I performance.
- In 9th grade Biology for the 2016-2017 school year, the minimum performance expectation will be that 45% of MECHS students achieve Level III performance and 100% of MECHS students achieve Level I performance.
- In 9th grade English 1 for the 2016-2017 school year, the minimum performance expectation for EOC English I will be that 25% of MECHS students achieve Level III performance and 100% of MECHS students achieve Level I performance.
- In 10th grade English II for the 2016-2017 school year, the minimum performance expectation for EOC English II will be that 35% of MECHS students achieve Level III performance and 100% of MECHS students achieve Level I performance.
- In 11th grade US History for the 2016-2017 school year, the minimum performance expectation will be that 60% of MECHS students achieve Level III performance and 100% of MECHS students achieve Level I performance.

To assist MECHS students with their academic goals, there is an annual need for college textbooks, student consumables, instructional supplies, technology and transportation to SISD campuses, EPCC and UTEP.

School Culture and Climate

School Culture and Climate Summary

The small learning environment of less than 500 students contrasts in many ways from a large comprehensive high school. However, the largest difference is found in the campus culture. Mission Early College High School staff and students treat each other like family. Because of this family environment, there are very low incidents of negative high school behavior on campus such as: physical violence, theft and bullying. When these incidents do occur, they are addressed quickly and fairly following the SISD Student Code of Conduct.

School Culture and Climate Strengths

The table below indicates MECHS top rated climate strengths. The results are from response analysis from an SISD Climate Survey conducted in the spring of 2015. The results are based on a 0 - 4 scale. 4 is very positive.

	Item No.	Item	Score
Strength:	E. 28	Emphasizes helping students academically when they need it.	3.81
Strength:	E. 12	I believe children attending my school are receiving a good education.	3.75
Strength:	P. 25	I feel that my child fits in at his/her school. / Siento que mi hijo(a) encaja bien en su escuela.	3.70
Strength:	P. 27	As a parent, I like my child's school. / Como padre/madre, me gusta la escuela de mi hijo(a).	3.70
Strength:	S. 17	Expect students to do their best.	3.76

School Culture and Climate Needs

The table below indicates MECHS climate needs. The results are from response analysis from an SISD Climate Survey conducted in the spring of 2015. The results are based on a 0 - 4 scale. 4 is very positive.

	Item No.	Item	Score
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Area for Growth:	E. 6	Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	3.24
Area for Growth:	S. 35	Doing work that I find meaningful.	3.23
Area for Growth:	P. 11	My child's school makes an effort to keep me and my family informed about what's going on in school. / La escuela de mi hijo(a) se esfuerza por mantenernos informados acerca de lo que sucede allí.	3.38

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In the fall of 2006, the vision that a school could foster an environment driven by rigorous program of study that intentionally aligned high school and college curricula became a reality with the inception of Mission Early College High School. As the educational community took notice, we were asked to unpack our successful formula and mentor other early colleges and schools interested in implementing accelerated programs around the country. The blueprint that engineered the comprehensive curriculum at MECHS is rooted in the following common instructional frameworks: Collaborative Group Work, Writing to Learn, Questioning, Scaffolding, Classroom Talk, Literacy Groups. Required reading for the faculty is College Knowledge by David Conley. The force steering professional development centers on Conley's four key dimensions of college readiness: Key Cognitive Strategies, Key Content Knowledge, Academic Behaviors and Contextual Skills and Awareness. Our internal campus curriculum coach revisits these concepts at the beginning of each school year along with the Texas High School Project Six Common Instructional Framework. As the year advances, the instructional Campus Rounds and Looking At Student Work are in place for examining the frameworks and refining the process. THSP personnel conduct yearly classroom visits followed by a conference with each faculty member for feedback sessions and to discuss professional growth opportunities. Faculty meetings are used for reflecting on how campus professional development contributed to more rigorous learning within all classrooms. The professional development at MECHS is in turn producing students who pass all state standardized tests and are enrolling and succeeding at El Paso Community College and UT El Paso while still in high school without the need of developmental courses.

Staff Quality, Recruitment, and Retention Strengths

- 100% of the Mission Early College High School faculty meets NCLB requirements as “highly qualified” teachers, and every year, MECHS assists in increasing the retention rate of all “highly qualified” teachers by participating in district-wide staff development training.
- A principal led campus based New Teacher Program is required of all new teachers as support.
- All teachers participate in weekly PLCs that focus on improving the quality of classroom instruction by developing teacher skills. The PLCs are focused on the Common Instructional Frameworks with the inclusion of KAGAN, Fundamental Five and Making Thinking visible.
- All teachers participate in routine campus Instructional Rounds scheduled during the PLCs to highlight/share best classroom instructional practices.

Staff Quality, Recruitment, and Retention Needs

- Annual funding is needed to provide teacher access to EPCC/UTEP staff development to maintain EPCC/UTEP accreditation and certification.
- Funding is also needed to provide the initial/advanced training and on-going instructional support from the College Board.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SISD assigned each campus a District Instructional Support Curriculum Coach. Their responsibilities are; to facilitate the district established campus staff development sessions, to attend monthly district training sessions, to assist the campus administrator in TEKS/EOC curriculum alignment, to evaluate classroom rigor and differentiation of instruction, and to analyze student data. As a campus trainer, the coach presents to the faculty best practices that address the needs of teachers and students. In addition, the Instructional Support Coach at Mission Early leads twice weekly Professional Learning Community meetings to facilitate staff development through a systematic process of best practice sharing. In the Learning Communities, through campus rounds and student artifacts, campus teachers are able to expand the instructional repertoire. As a direct reflection of the coaching, the campus has adopted writing to learn, questioning techniques and collaboration across all disciplines. The practice of teaching our students to think more critically through writing to learn from low-stakes writing to drafting formal pieces is used campus wide. All MECHS faculty participate in meetings with the community college to align course syllabi with college readiness across grade levels. Furthermore, dual credit teachers meet with the college dean to discuss goals and expectations each semester and to ensure the course is in full compliance with the college.

Curriculum, Instruction, and Assessment Strengths

- At the beginning of each school year, all dual credit teachers meet with EPCC instructors to clarify curriculum requirements.
- MECHS teachers write, refine and submit a year long curriculum plan combining Texas Student Expectations with EPCC curriculum requirements.
- 4 and 9 week assessments are created for the entire year before classes begin in August.
- Student data is analyzed regularly to find any curriculum weaknesses and create a proactive plan of action.

Curriculum, Instruction, and Assessment Needs

- Ongoing annual funds are needed to send teachers to needed staff development as identified by student data.
- Ongoing annual funds are needed to purchase needed staff development books and materials as identified by student data.

Family and Community Involvement

Family and Community Involvement Summary

Inherent in our communication system is the sharing of data with our parents. Parent-Teacher conference night(s) provide collaborative opportunities to discuss student progress. This is essential, as we rely on parents to reinforce the desired learning outcomes that are established at school. Additionally, the Academic Excellence Indicator System campus report card is sent home to parents to inform them of the campus' background and overall progress. In addition, parents have twenty-four hour access to student grades and progress through our district Electronic Home Access Center (e-HAC) web-based system.

When an 8th grade student is accepted as a freshman, parents become our partners in helping their son or daughter transform into a successful early college student. Parents begin the process by writing a narrative on the student application in which they not only outline their expectations, but also describe how they will commit to helping MECHS educators and administration through graduation. This partnership between students, parents, educators, and administration has been so successful that parents have been inspired to go back to school and earn a degree along with their sons and daughters.

Family and Community Involvement Strengths

- From 2013-present, the MECHS PTSA has grown from 3 members to over 200. This number represents students, parents and staff.
- Since 2013, the MECHS PTSA has raised and spent over \$25,000 on campus improvements and scholarships. The PTSA has also assisted campus clubs/organizations with travel expenses.
- The MECHS PTSA was awarded the designation of 'Top 5' best parent organizations in SISD in 2013.
- In 2016, the PTSA will continue to providing monetary support to all member groups at MECHS for competitions, trips, supplies and college scholarships.

Family and Community Involvement Needs

- MECHS parents represent the entire Socorro Independent School District, on-going funds are needed to support the campus communities in schools liaison's efforts to promote communication, activities and overall participation between MECHS' students, parents and staff.

School Context and Organization

School Context and Organization Summary

Mission Early College High School (MECHS) is one of 48 campuses in the Socorro Independent School District. MECHS opened its doors in September of 2006 and serves families from a wide range of socioeconomic backgrounds. MECHS serves approximately 480 students in grades 9 to 12.

Mission Early College High School embodies its mission to promote a highly rigorous environment to ensure that students earn a high school diploma as well as an Associate of Arts degree (AA). MECHS is founded on the conviction that historically underrepresented high school students are ready and eager to do serious college work. Through a partnership with the El Paso Community College (EPCC), the school's unique vision enables highly motivated students to move in four years from the ninth grade through the first two years of college.

Mission Early College High School (MECHS) adheres to a Leadership philosophy that is defined as unified collaboration. A shared vision was developed in union with the entire team. Each goal is thorough and specific and is designed as a catalyst for student success. MECHS works collaboratively focusing on our students' success, development and future endeavors which drive our purpose and mission. This is what has truly made a difference in the quality education that is offered daily to our students at our campus. As a team we communicate, plan and organize challenging and rigorous instruction collaboratively. We examine instruction from various angles as we work vertically and horizontally keeping in mind our own goals, the goals of the district, and the college.

MECHS has established a "college first" philosophy that provides the foundation for the school culture, thus creating the expectation of students, teachers and staff alike. We work together to ensure our students succeed academically and socially through extra-curricular activities and events. Our goal is to have all students graduate from high school with a Distinguished Achievement Diploma and simultaneously earn an Associate of Arts degree. Approximately three-fourths of our students will attend a four year university during their senior year of high school, with the remainder attending soon after graduation. We at Mission Early College High School pride ourselves in pioneering a college experience for our high school students. Our approach is innovative, flexible and creative; it is a model that others can and should emulate in an effort to increase the college readiness of more high school students. Choosing the "Phoenix" as our campus mascot is no mystery. The Phoenix is a mythological bird that has symbolized rebirth, immortality, and renewal. As such our mission and vision for our campus and students is one of rebirth and renewal. We move our students beyond the limited thinking with which they enter and expand on their dreams and hopes, creating the renewal and rebirth of gifts, talents, and education that will extend beyond the classroom into the world. Their dreams become a reality through diligent work, perseverance and character building. As the old self is discarded through this educational purification, the rebirth occurs. Like the Phoenix, our students are defined by a new immortality and awareness that there are endless possibilities. Mission Early College is at the root of this transformation. Each year brings new Phoenicians to new heights of success.

School Context and Organization Strengths

- The campus is limited to 500 students.
- The campus grounds are on an EPCC campus at Mission Del Paso.

- Approximately 75% of senior students attend classes at UTEP.
- All transportation to and from the school (even for Summer I classes at EPCC) is free.
- All college textbooks are free to the students.
- All students are provided with a lap top computer.
- Approximately 95% of MECHS students attain their Associate's of Arts Degree before their high school graduation.

School Context and Organization Needs

- MECHS students cannot participate in high school athletics.
- On site campus facilities are limited.
- The campus location is isolated and distant from most SISD residential communities.

Technology

Technology Summary

Mission Early College High School is a one to one campus since its inception in 2006. Each student receives a lap top from the school/district when they enter the program at the beginning of their 9th grade year. The issued lap top will remain in the student's position throughout their time at MECHS including summers so they can use the lap top for EPCC summer courses.

In 2015, a lease was established by the campus as a way to create a sustainable lap top student plan. The lease will last for 4 years. At the end of the 4 year lease term, all student lap tops will be exchanged for updated lap tops with the latest software and technological updates. A minimal annual fee is required of all students to purchase items such as batteries and chargers that are not covered in the warranty.

In each classroom, teachers use Interactive White Boards (IWBs), projectors, and their desk top computers extensively to maximize the use of student lap top computers. Student projects and other assessments are electronically delivered and collected weekly (if not daily) by the classroom teacher.

Technology Strengths

- All students receive a lap top at the beginning of their 9th grade year. The lap top stays with the student for 4 years.
- All teacher classrooms are equipped with a desk top, IWB and projector.
- The campus maintains two computer labs for student use. Each lab contains approximately 25 desk top computers.

Technology Needs

- Annual funds are needed to complete updates and refreshes for campus technology including teacher desk tops, IWBs and projectors.
- Ongoing annual teacher training is needed to train teachers on new technology and software.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Mission Early College High School will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: In March 2017, the 2016-17 SISD staff climate survey results will be 3.5 or higher (on a 4.0 scale) on all questions related to campus safety.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All visitors must sign in at the front desk daily. Front desk is staffed the entire school day.	1, 2, 4	Administration, Campus Emergency Operations Team, Staff	Staff front desk rotation schedule, Visitor sign in sheets, staff and student feedback, Campus Emergency Operations Team debrief meeting notes			
				Funding Sources: 199 - General - \$0.00		
2) Students will participate in Olweus Bullying Prevention Program weekly.	1, 2, 10	Administration, Olweus Bullying Prevention Program Committee, Staff	Olweus student survey, Olweus Bullying Prevention Program Committee Team monthly meeting notes			
				Funding Sources: 199 - General - \$0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Mission Early College High School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: By June 2017, 100% of the required emergency drill documentation and EOP meeting documentation will be completed and submitted to SISD.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct 5 required drills at the beginning of each semester. (campus)	1, 2	Administration, Campus Emergency Operation Team, Staff	Completed campus emergency plan, District emergency drill documentation (YTD), Campus Emergency Operations Team debrief notes	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the number of bullying-related incidents reported through PEIMS at Mission Early College High School will remain at 0.

Evaluation Data Source(s) 3: By June 2017, 0 bullying-related incidents will be reported for the campus to PEIMS.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Present Mission Early College High School behavior expectations and consequences to all incoming freshmen students.	1, 2, 6	Administration, Staff	SISD bullying data campus reports (YTD)	✓	✓	✓
	Funding Sources: 199 - General - \$0.00					
						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2016-2017 school year, the attendance rate for all students at Mission Early College High School will increase to 98% or above.

Evaluation Data Source(s) 4: By June 2017, the campus ADA for the 2016-17 school year will be 98% (or higher).

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Present to all students the state attendance requirements and possible consequences.	1, 2, 9	Administration, Counselor	Campus attendance rate (YTD)			
				Funding Sources: 199 - General - \$0.00		
2) Recognize students (individually and by grade level) for perfect attendance.	1, 2, 9	Administration, Counselor	Campus attendance rate (YTD)			
				Funding Sources: 199 - General - \$0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: For the 2016-2017 school year, the total number of disciplinary incidents (level 3 and 4) will be less than 2 at Mission Early College High School.

Evaluation Data Source(s) 5: By June 2017, 2 (or less) serious discipline incidents (Level 3 or 4) will be reported through PEIMS.

Summative Evaluation 5:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Present to students the consequences of Level III & IV disciplinary infractions at MECHS.	1, 2, 9	Administration	Campus discipline report (YTD)			
	Funding Sources: 199 - General - \$0.00					
2) Conduct a week long series of activities during the last week of October 2016 to raise MECHS community awareness of the consequences of drug and alcohol use/abuse.	1, 2, 9	Administration, Counselor, CIS Liaison, Teachers	Campus discipline report (YTD)			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: By the end of May 2017, 100% of Mission Early College High School students will develop and implement a College and Career Ready Strategic Plan that includes an individual audit card that maps each students' progress towards an Associates of Arts Degree.

Evaluation Data Source(s) 1: By June 2017, 70% (or more) of MECHS students will be TSI ready in reading and enrolled at EPCC or UTEP.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide TSI assessment preparation for all incoming MECHS freshmen.	1, 2, 3, 8, 9, 10	Administrators, Teachers, Counselor, SCEIC	Campus TSI assessment data, Campus dual credit course enrollment data	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$9,300.00						
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: For the 2016-2017 school year, 100% of Mission Early College High School students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 2: By June 2017, 95% (or higher) of all MECHS students will meet the minimum expectations on the STAAR EOC.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide a State Compensatory Education Instructional Coach (SCEIC) to assist at risk students.	1, 2, 3, 8, 9, 10	Administration, SCEIC	Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade report			
Funding Sources: 199 - General Fund: SCE - \$60,000.00						
2) Provide transportation for campus based core subject afterschool tutoring.	1, 2, 9	Administration	Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade report			
Funding Sources: 211 - Title I, Part A - \$8,000.00						
3) Assign one at risk MECHS student (at minimum) to a campus staff mentor for the 2016-2017 school year.	1, 2, 9	Administration, Counselor, Teachers	Progress reports, Report cards, 9 week campus grade report, Semester campus grade report			
Funding Sources: 199 - General - \$0.00						
4) Provide opportunities for students to participate in local, regional, state and national competitions.	1, 2	Administration, Teachers, GT Coordinator	Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade reports			
Funding Sources: 199 - General: Gifted and Talented - \$8,200.00						
5) Purchase new technology for student use such as: digital cameras, digital camera components (Ex: batteries, cables, memory cards and microphones), desktops, projectors, keyboards, printers, motherboards, flash drives and chargers. Continue a 3 year lease of refurbished laptop computers for student use.	1, 2, 3, 8, 10	Administration, Teachers, GT Coordinator	Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade reports			
Funding Sources: 211 - Title I, Part A - \$43,000.00, 199 - General: Gifted and Talented - \$5,100.00						
Critical Success Factors CSF 1 CSF 3	1	Administration, Teachers	Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade reports, College Enrollment and Report cards			
6) Provide student field trip opportunities (transportation and fees) that provide academic enrichment or college experiences.	Funding Sources: 211 - Title I, Part A - \$1,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: By June 2017, Mission Early College High School shall increase the level of instructional rigor across the EOC core content areas to raise the Level III performance on all EOC assessments to 20% (or higher).

Evaluation Data Source(s) 3: By June 2017, English I, English II, Algebra I, Biology, and US History will achieve a 5% improvement on Level III performance.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Analyze 2015 campus EOC data; to identify 'Hot Spots', to categorize student performance, and to create a strategic instructional plan.	1, 2, 3, 5, 8	Administration, Teachers, SCEIC	Campus and district assessment data, Lesson plans, Walkthrough and TTESS data			
Funding Sources: 199 - General - \$0.00						
2) Purchase student consumables, Kagan materials, reading materials, scientifically based student planners/organizers	1, 2, 3, 8, 9, 10	Administration, Teachers, SCEIC, GT Coordinator	Campus and district assessment data, Progress report, Report card, 9wk campus grade report, Semester campus grade report			
Funding Sources: 211 - Title I, Part A - \$1,500.00, 199 - General: Gifted and Talented - \$7,700.00						
3) Employ college tutor to assist students in the core subject areas as needed.	1, 2, 3, 8, 9, 10	Administration	Campus and district assessment data, Progress report, Report card, 9wk campus grade report, Semester campus grade report			
Funding Sources: 211 - Title I, Part A - \$8,100.00						
4) Provide 'real time' mandatory tutoring for all students failing two or more core subjects.	1, 2, 9, 10	SCEIC, CIS, Administration	Report cards, Semester grade report, Summer school roster, Campus student grade reclassification list			
Funding Sources: 199 - General - \$0.00						
5) Provide EOC remediation tutorials for students who did not meet the minimum Level II standard.	1, 2, 3, 8, 9, 10	Administration, Teachers, SCEIC	Pre and post EOC tutorial assessments, Individual student EOC retake data			
Funding Sources: 211 - Title I, Part A - \$22,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-2017 school year, Mission Early College High School will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 1: By June 2017, 100% of MECHS teachers will be highly qualified with a Master's degree according to an SISD campus credential audit.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct interviews and review all possible candidates with the input of campus, district and EPCC stakeholders for to ensure dual credit requirements have been fulfilled before hiring.	3, 4	Administration, EPCC Representatives, SISD Human Resources, Teachers, SCEIC	Campus staff rosters indicating certification requirements	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: During the 2016-2017 school year, Mission Early College High School will provide 2 (minimum) professional development opportunities per month (18 total).

Evaluation Data Source(s) 2: The summative evaluation will include the number of staff development trainings that were offered and/or paid for by the campus/SISD by a year to date comparison.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct weekly Professional Learning Community Meetings which will focus on classroom instructional best practices.	1, 2, 3, 4, 5	Administration, Teachers, SCEIC	Sign in sheets, Staff Development Agendas, Teacher presentations, Staff Development Documentation from other sources, SISD Travel Request Forms (TRFs), Department Chair Agendas and notes	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
2) Provide funds for registration fees, travel, per diem and substitutes for teachers to attend off campus staff development offered by SISD, Regional Service Center (19), or other vendors/sources.	1, 2, 3, 4, 5	Administration, Teachers, SCEIC	Staff Development Documentation from other sources, SISD Travel Request Forms (TRFs), Department Chair Agendas and notes			
				Funding Sources: 199 - General - \$3,000.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2016-2017 school year, Mission Early College will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 3: By June 2017, 100% of expenditures will meet the research-based requirements as stated through an audit by SISD State and Federal Programs department.

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) Purchase scientifically based professional materials for teachers to include: KAGAN, and technology including software such as Math Type.</p>	1, 2, 3, 4, 5	Administration	Purchase orders, TTESS (walkthrough) evidence of implementation			
Funding Sources: 211 - Title I, Part A - \$3,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, the number of teachers at Mission Early College High School certified in English as a Second Language at 100%.

Evaluation Data Source(s) 4: The summative evaluation will be a copy of the ESL certifications for all campus ELAR teachers upon request.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Facilitate MECHS English teachers to challenge and pass the ESL Certification exam.	1, 2, 3, 4, 5	Administration, ELAR teachers	Campus staff roster with certifications/endorsements listed			
	Funding Sources: 263 - Title III, LEP - \$300.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Mission Early College High School will offer 2 (minimum) collaborative educational involvement activities/events per month for parents/community members to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: By June 2017, 5% (or more) parents will have signed in to all events including: CIS parent classes, new freshman meetings and the fall/spring open houses.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Employ a Community in Schools campus coordinator; to inform parents of federal, state, district and campus information, to provide community outreach, to assist with at risk students, and to conduct parent classes on a wide variety of topics.	1, 2, 6, 10	Administration	Campus staff roster			
	Funding Sources: 199 - General Fund: SCE - \$35,000.00					
2) Purchase refreshments and snacks to conduct parent informational meetings a minimum of once a month.	1, 6, 10	Administration, CIS, Counselor, Teachers	Sign in sheets, Agendas, Parent presentations			
	Funding Sources: 211 - Title I, Part A - \$700.00					
3) Purchase general supplies, technology needs such as; a CPU or monitor, and small furniture items (Ex: file cabinets) to conduct parent informational meetings and to monitor student/parent information.	1, 6, 9, 10	Administration, CIS	Sign in sheets, Agendas, Parent presentations			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
4) Purchase general supplies, refreshments and snacks to conduct an annual parent/community sponsored career expo.	1, 2, 6, 8	Administration, CIS, Counselor, Teachers	Sign in sheets, Agendas, Student presentations			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
5) Provide parents the opportunity to attend the annual regional parent engagement conference.	1, 2, 6, 10	Administration, CIS	Sign in sheets, Agenda, Presentations			
	Funding Sources: 211 - Title I, Part A - \$150.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, Mission Early College High School will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 5%.

Evaluation Data Source(s) 2: In March 2017, the 2016-17 SISD parent climate survey results will be 3.5 or higher (on a 4.0 scale) on all questions related to parent communication.

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Coordinate Administration, CIS, PTSA and campus broadcast to create additional announcements for parents in the form of electronic newsletters, campus broadcast, website calendar postings, etc.	1, 2, 6	Administration, CIS, Teachers, PTSA	PTSA enrollment (YTD), Campus club/organization membership, Parent participation in CIS Family Frameworks classes (YTD), Parent and student climate survey data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: Mission Early College High School will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: By June 2017, Mission Early College High School will have increased, by 2 over 2015-16, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Develop a campus outreach program through Partners in Education to expand the number of local businesses affiliated with the campus.	1, 2	Administration, Campus PIE liaison, CIS	Campus business partners listed on: web page, newsletter, yearbook, PTSA, programs, t-shirts, campus events			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-2017 school year, Mission Early College High School will conduct a minimum of 2 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: In March 2017, the 2016-17 SISD parent climate survey results will be 3.5 or higher (on a 4.0 scale) on all questions related to student/parent/staff customer service.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct campus customer service trainings for the campus staff.	2	Administration, Staff	Sign in sheets, Agenda, Staff presentation			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-17 school year, 100% of MECHS students will meet district, state, and federal accountability standards and measured by state and federal standards.

Evaluation Data Source(s) 1: By June 2017, 100% of all students in all subgroups at Mission Early College High School will meet district, state, and federal accountability standards as measured by the Performance-Based Monitoring Analysis System.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy 1) Analyze 2015-2016 federal, state and district student data to determine needed interventions for 2016-2017.</p>	1, 2, 9	Administration, Teachers, SCEIC, Counselor, CIS	Campus and district assessment data, Progress report, Report card, 9wk campus grade report, Semester campus grade report	✓	✓	✓
Funding Sources: 199 - General - \$0.00						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: For the 2016-17 school year, to facilitate open communication, MECHS administration will set aside 5 hours per week (minimum) to visit with all stakeholders (open door) to discuss a variety of topics related to the unique needs of the campus.

Evaluation Data Source(s) 2: By June 2017, Mission Early College High School administrators will schedule a minimum of 2 program information session(s) with SISD representatives to discuss general campus program and curriculum/instruction needs to acquire support and resources.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Schedule meetings with SISD Curriculum and Instruction personnel to discuss and plan according to SISD Fall 2016 and Spring 2017 benchmark data.	1, 2, 3, 4	Administration, Teachers, SISD Representatives	Sign in sheets, Agenda, Teacher presentation, Teacher data analysis			
	Funding Sources: 199 - General - \$0.00					
2) Schedule and conduct two meetings a year with SISD cabinet to discuss the State of Mission Early College High School as outlined by the TEA ECHS Blueprint to address unique and ongoing campus needs.	1	Administration, SISD Cabinet	Documented progress towards completing campus needs projects as outlined in meeting with SISD cabinet.			
	Funding Sources: 199 - General - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
3	3	1	Purchase scientifically based professional materials for teachers to include: KAGAN, and technology including software such as Math Type.
5	1	1	Analyze 2015-2016 federal, state and district student data to determine needed interventions for 2016-2017.

State Compensatory

Budget for Mission Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.007.30.55.000.6118	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$61,800.00
	6100 Subtotal:	\$61,800.00

Personnel for Mission Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Luis Miranda	State Compensatory Education Instruction	Mission Early College High School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amberly Martinez	College Student Tutor	Core Content	1
Sylvia Bracamontes	Communities in Schools Campus Liaison	CIS	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Carlos Guerra	Principal
Classroom Teacher	Linda Alexander	History Teacher
Classroom Teacher	Jessica Diaz	History Teacher
Classroom Teacher	Rachel Esparza	Spanish Teacher
Classroom Teacher	Veronica Macias	ELAR Teacher
Classroom Teacher	Lucero Macias	Science Teacher
Classroom Teacher	Alvaro Maldonado	Math Teacher
Classroom Teacher	Timothy Michel	ELAR Teacher
Classroom Teacher	Luis Miranda	SCEIC
District-level Professional	Yvonne Aragon	District Instructional Coach
Non-classroom Professional	Gustavo Alvarado	Counselor
Paraprofessional	Lanelle Moore	Secretary
Parent	Chris Rodriguez	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	4			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	2	2			\$3,000.00
4	3	1			\$0.00
4	4	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$3,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	FTE		\$60,000.00
4	1	1	FTE is funded from SISD State and Federal Programs		\$35,000.00

					Sub-Total	\$95,000.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	1	\$4500 Transportation \$4800 Extra Duty		\$9,300.00	
2	2	2	Transportation		\$8,000.00	
2	2	5	Technology		\$43,000.00	
2	2	6			\$1,000.00	
2	3	2	Student Consumables		\$1,500.00	
2	3	3			\$8,100.00	
2	3	5	Extra Duty Pay		\$22,000.00	
3	3	1			\$3,000.00	
4	1	2			\$700.00	
4	1	3			\$1,000.00	
4	1	4			\$1,000.00	
4	1	5			\$150.00	
					Sub-Total	\$98,750.00
263 - Title III, LEP						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
3	4	1			\$300.00	
					Sub-Total	\$300.00
199 - General: Gifted and Talented						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	2	4	Transportation and Contracted Services		\$8,200.00	
2	2	5	Technology		\$5,100.00	
2	3	2	General Supplies and Reading Materials		\$7,700.00	
					Sub-Total	\$21,000.00
					Grand Total	\$218,050.00