

Socorro Independent School District
Mission Early College High School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



The First and Best

Board Approval Date: August 21, 2018
Public Presentation Date: August 22, 2018

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.

Board Members and Superintendent

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Comprehensive Needs Assessment

Revised/Approved: June 19, 2018

Demographics

Demographics Summary

School Population (2017 - 2018)	Count	Percent
Student Total	<u>462</u>	100%
9th Grade	<u>131</u>	28.35%
10th Grade	<u>105</u>	22.73%
11th Grade	<u>120</u>	25.97%
12th Grade	<u>106</u>	22.94%

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 (2017 - 2018) Count Percent

Gender

Female	<u>310</u>	67.10%
Male	<u>152</u>	32.90%

Ethnicity		
Hispanic-Latino	<u>439</u>	95.02%

Race		
American Indian - Alaskan Native	1	0.00%
Asian	8	1.73%
Black - African American	6	1.30%
Native Hawaiian - Pacific Islander	0	0.00%
White	7	1.52%
Two-or-More	1	0.00%

Student by Program (2017 - 2018)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	<u>1</u>	0.22%
Career and Technical Education (CTE)	10	2.16%
Free Lunch Participation	<u>255</u>	55.19%
Reduced Lunch Participation	<u>80</u>	17.31%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	<u>121</u>	26.19%
Special Education (SPED)	3	0.65%
Title 1 Participation	<u>462</u>	100.00%
Dyslexia	1	0.22%
Homeless Statuses		
Homeless Status Total	4	0.87%
Shelter	4	0.87%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2017 - 2018)	Count	Percent
At-Risk	<u>71</u>	15.37%
Economically Disadvantaged	<u>335</u>	72.51%
Title I Homeless(*Special Notes*)	0	0.00%
Immigrant	<u>5</u>	1.08%
Limited English Proficient (LEP)	0	0.00%
Migrant	0	0.00%
Military Connected	<u>0</u>	0.00%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	<u>1</u>	0.22%
Section 504	0	0.00%

Demographics Strengths

- Campus student attendance for the 2017-18 school year was 98%.
- Campus staff attendance for the 2017-18 school year was 96%.
- Campus graduation rate for 2017-18 school year was 100%
- Campus drop out rate for 2017-18 school year was 0%.

Student Academic Achievement

Student Academic 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 ten 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 Academic Achievement Strengths

The MECHS 2017-2018 EOC assessment performance scores:

- In 9th grade EOC Algebra I, 49.1% achieved Level III performance and 100% achieved Level I performance.
- In 9th grade EOC Biology, 58.3% achieved Level III performance and 100% achieved Level I performance.
- In 9th grade EOC English I, 29.7% achieved Level III performance and 95.3% achieved Level I performance.
- In 10th grade EOC English II, 21.2% achieved Level III performance and 100% achieved Level I performance.
- In 11th grade EOC US History, 78.5% achieved Level III performance and 100% achieved Level I performance.

School Processes & Programs

School Processes & Programs 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.

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.

School Processes & Programs 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.
- 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.
- 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 campus Instructional Rounds scheduled during the PLCs to highlight/share best classroom instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some ninth grade students struggled to make the transition into the early college high school system. Twelve percent of students failed core classes and have not passed the Reading TSI exam. **Root Cause:** Grade level teachers and tutoring sessions did not consistently address specific students who were failing in a timely manner

Perceptions

Perceptions 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.

Perceptions 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 2017. The results are based on a 0 - 4 scale. 4 is very positive.

	Item No.	Item	Score
Strength:	E. 12	I believe children attending my school are receiving a good education.	3.81
Strength:	E. 27	My school encourages students to enroll in rigorous courses.	3.74
Strength:	P. 7	Adults in my child's school have high expectations for student's success.	3.69
Strength:	P. 16	My child is challenged to do more than he/she thought he/she could do in school.	3.16
Strength:	S. 6	This school is preparing me well for what I want to do after middle/high school.	3.65

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 21, 2018

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 2018-2019 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: 2016-17 SISD and 2017-18 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All SISD employees must sign in at the front desk. Other visitors to include EPCC personnel must provide appropriate documentation in order to receive a visitors pass and be allowed on premises. Front desk is staffed the entire school day.	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) All visitors should remain in the foyer until called upon.	2.4	Front Desk Clerk, Administration	Reduce the number of unknown visitors on campus.			
= Accomplished = 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 2018-2019 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 2019, 100% of the required emergency drill documentation and EOP meeting documentation will be completed and submitted to SISD.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct required monthly drills and practice alternate evacuation routes. Practice other emergency drills according to district guidelines.	2.4	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					
= Accomplished = 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 3: For the 2018-2019 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 2019, bullying-related incidents will be reported for the campus to PEIMS.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Present Mission Early College High School behavior expectations and consequences to all students.	2.4	Administration, Staff	SISD bullying data campus reports (YTD)			
Funding Sources: 199 - General - 0.00						
2) Students will participate in Olweus anti-bullying prevention lessons on a weekly basis.	2.4, 2.6	Administration, Staff	SISD bullying data campus reports (YTD). Olweus student survey, Olweus Bullying Prevention Program Committee Team monthly meeting notes.			
3) Conduct anti-bullying kickoff week with parent presentation.	2.4, 2.6, 3.1, 3.2	Administration, Staff	SISD bullying data campus reports (YTD). Olweus student survey, Olweus Bullying Prevention Program Committee Team monthly meeting notes.			
				= Accomplished	= 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 4: For the 2018-2019 school year, the attendance rate for all students at Mission Early College High School will increase to 98.5% or above.

Evaluation Data Source(s) 4: By June 2019, the campus ADA for the 2018-19 school year will be 98.5% (or higher).

Summative Evaluation 4:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Present to all students and parents the state attendance requirements and possible consequences.	2.4, 2.6, 3.1, 3.2	Administration, Counselor	Campus attendance rate (YTD)			
	Funding Sources: 199 - General - 0.00					
2) Recognize students (individually and by grade level) for perfect attendance at semester.	2.4, 2.6	Administration, Counselor	Campus attendance rate (YTD)			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2018-2019 school year, the total number of disciplinary incidents (level 3 and 4) will decrease by 5% at Mission Early College High School.

Evaluation Data Source(s) 5: By June 2019, 2 (or less) serious discipline incidents (Level 3 or 4) will be reported through PEIMS.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Present to students the consequences of Level III & IV disciplinary infractions at MECHS through class meetings at the beginning of the year.	2.4, 2.6	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 2018 to raise MECHS community awareness of the consequences of drug and alcohol use/abuse, and cyberbullying.	2.4, 2.6	Administration, Counselor, CIS Liaison, Teachers	Campus discipline report (YTD)			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = 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 2019, 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 (high school and college) that maps each students' progress towards an Associates of Arts Degree that is aligned to Texas University Degree Plan .

Evaluation Data Source(s) 1: By June 2019, 70% (or more) of MECHS students will be TSI ready in reading, writing, and math and enrolled at EPCC or UTEP.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide TSI assessment preparation for all incoming MECHS freshmen.	2.4, 2.5, 2.6	Administrators, Teachers, Counselor, SCEIC	Campus TSI assessment data, campus dual credit course enrollment data			
Funding Sources: 211 - Title I, Part A - 9300.00						
2) Students will be provided focused tutoring on TSI both online and in class.	2.4, 2.5, 2.6	Teachers, SCEIC	Campus TSI assessment data, campus dual credit course enrollment data			
3) Opportunities will be provided for TSI testing on a weekly basis on campus	2.4, 2.5, 2.6	Teachers, SCEIC	Campus TSI assessment data, campus dual credit course enrollment data			
4) 4) Counselor will guide students on degree plan and graduation requirements through class sessions (1 per semester).	2.4, 2.6	Counselor, Administration	Course alignment			
= Accomplished = 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 2: For the 2018-2019 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 2019, 100% of all MECHS students will meet the minimum expectations on the STAAR EOC.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide a State Compensatory Education Instructional Coach (SCEIC) to assist at-risk students.	2.4, 2.6	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 - 60000.00					
2) Provide transportation for campus based core subject afterschool, summer, Saturday, intersession tutoring.	2.4, 2.5, 2.6	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 - 8000.00					
3) Assign one at-risk MECHS student (at minimum) to a campus staff mentor for the 2018-2018 school year.	2.6	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.	2.4, 2.5, 2.6	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 - 8200.00					
5) Purchase new technology for student use such as: digital cameras, digital camera components (Ex: batteries, cables, memory cards and microphones), desktops, projectors, TI-Nspire calculators, keyboards, printers, motherboards, flash drives and chargers. Continue a 3 year lease of refurbished laptop computers for student use.	2.4, 2.6	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 - 43000.00, 199 - General: Gifted and Talented - 5100.00					

Critical Success Factors CSF 1 CSF 3 6) Provide student field trip opportunities (transportation and fees) that provide academic enrichment or college experiences.	2.4, 2.5, 2.6	Administration, Teachers	Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade reports, College Enrollment and Report cards			
	Funding Sources: 211 - Title I, Part A - 1000.00					
7) Purchase classroom and instructional materials to include, but not limited to, consumables, reading material, and hands-on science materials, and lab equipment.	2.4, 2.6	Administrations, Teachers, GT Coordinator, SCEI Coach	Campus and district assessment data, Progress reports, Report cards			
	Funding Sources: 211 - Title I, Part A - 400.00					
 = Accomplished  = 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 2019, Mission Early College High School shall increase the level of instructional rigor across the EOC core content areas (Algebra I, Biology, English I, English II, and U.S. History) and increase the masters level performance on all EOC assessments by 5%.

Evaluation Data Source(s) 3: 2019 Spring EOC state assessment results for Algebra I, Biology, English I, English II, and US History

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Analyze 2018 campus EOC data; to identify 'Hot Spots', to categorize student performance, and to create a strategic instructional plan.	2.4, 2.6	Administration, Teachers, SCEIC	Campus and district assessment data, Lesson plans, Walkthroughs and TTESS data			
	Funding Sources: 199 - General - 0.00					
2) Purchase student consumables, Kagan materials, reading materials, researched based intervention instructional materials.	2.4, 2.6	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 - 1500.00, 199 - General: Gifted and Talented - 7700.00					
3) Employ college tutor to assist students in the core subject areas as needed.	2.4, 2.5, 2.6	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 - 8100.00					
4) Provide 'real time' mandatory tutoring for all students failing two or more core subjects.	2.4, 2.5, 2.6	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 approaches level standard.	2.4, 2.5, 2.6	Administration, Teachers, SCEIC	Pre and post EOC tutorial assessments, Individual student EOC retake data			
	Funding Sources: 211 - Title I, Part A - 22000.00					
= Accomplished = 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 4: For the 2018-2019 school year, Mission Early College High School will improve its student state assessment scores in English I from 96.9% to 100% as compared to the 2017-18 state assessment scores.

Evaluation Data Source(s) 4: Tutoring sign in sheets and check point assessments will be used to evaluate this objective.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring services to at-risk students after school or during intersession, Saturdays, summer.	2.4, 2.5, 2.6	Administration, SCEIC, teachers	Sign-in sheet, teacher time cards, purchase orders			
2) Provide targeted assistance for all ELL students to increase student passing rates in writing	2.4, 2.5, 2.6	Administration, SCEIC, teachers	TELPAS Scores, checkpoints, EOC scores, progress reports, report cards.			
3) Address at-risk rate by providing targeted assistance for all students to reduce student failure rates and through the use of technology and tutoring	2.4, 2.5, 2.6	Administration, SCEIC, Teachers	Checkpoints, EOC Scores, progress reports, report cards, student/teacher failure reports			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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 5: For the 2018-2019 school year, Mission Early College High School will keep its student state assessment scores in English II at 100% as compared to the 2017-18 state assessment scores.

Evaluation Data Source(s) 5: Tutoring sign in sheets and check point assessments will be used to evaluate this objective.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring services to at-risk students after school or during intersession, Saturdays, summer.	2.4, 2.5, 2.6	Administration, SCEIC, teachers	Sign-in sheet, teacher time cards, purchase orders			
2) Provide targeted assistance for all ELL students to increase student passing rates in writing	2.4, 2.5, 2.6	Administration, SCEIC, teachers	TELPAS Scores, checkpoints, EOC scores, progress reports, report cards.			
3) Address at-risk rate by providing targeted assistance and technology for all students to reduce student failure rates.	2.4, 2.5, 2.6	Administration, SCEIC, Teachers	Checkpoints, EOC Scores, progress reports, report cards, student/teacher failure reports			
= Accomplished = 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 2018-2019 school year, Mission Early College High School will maintain 100% Highly Qualified teachers in all academic subjects.

Evaluation Data Source(s) 1: By June 2019, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4, 2.6	Administration, EPCC Representatives, SISD Human Resources, Teachers, SCEIC	Campus staff rosters indicating certification requirements			
Funding Sources: 199 - General - 0.00						
= Accomplished = 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 2: During the 2018-2019 school year, Mission Early College High School will conduct monthly professional development opportunities which will focus on classroom instructional best practices.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct monthly Professional Learning Community Meetings which will focus on classroom instructional best practices.	2.4, 2.6	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.	2.4, 2.6	Administration, Teachers, SCEIC	Staff Development Documentation from other sources, SISD Travel Request Forms (TRFs), Department Chair Agendas and notes			
	Funding Sources: 199 - General - 3000.00					
= Accomplished = 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 2018-2019 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 2019, 100% of expenditures will meet the research-based requirements as stated through an audit by SISD State and Federal Programs department.

Summative Evaluation 3:


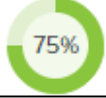



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Purchase scientifically based professional materials for teachers to include, but not limited to, KAGAN, technology including software such as Math Type, and Thinking Maps	2.4, 2.6	Administration	Purchase orders, Walkthroughs, Power Walks, Campus Instructional Rounds			
	Funding Sources: 211 - Title I, Part A - 3000.00					
= Accomplished = 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 2018-2019 school year, all ELAR teachers at Mission Early College High School will receive training to effectively target and monitor English Language Learners.

Evaluation Data Source(s) 4: By June 2019, 100% of ELAR teachers will have attended SIOP trainings provided by the district or Region 19.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide MECHS English teachers opportunities and time to attend SIOP trainings.	2.4, 2.6	Administration, ELAR teachers	Sign-in sheets, agendas, certificate of attendance			
	Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 300.00					
 = Accomplished  = No Progress  = Discontinue						

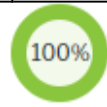
Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 1: During the 2018-2019 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.

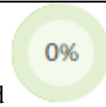
Evaluation Data Source(s) 1: By June 2019, 5% (or more) parents will have signed in to all events including CIS parent classes, new freshman meetings, fall open house, and fall/spring parent/teacher conferences.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4, 2.6, 3.1, 3.2	Administration	Campus staff roster			
	Funding Sources: 199 - General Fund: SCE - 35000.00					
2) Purchase refreshments and snacks to conduct parent informational meetings a minimum of once a month.	3.1, 3.2	Administration, CIS, Counselor, Teachers	Sign in sheets, Agendas, Parent presentations			
	Funding Sources: 211 - Title I, Part A - 700.00					
3) Purchase general supplies such as, but not limited to, technology needs and small furniture items to conduct parent informational meetings and to monitor student/parent information.	3.1, 3.2	Administration, CIS	Sign in sheets, Agendas, Parent presentations			
	Funding Sources: 211 - Title I, Part A - 1000.00					
4) Purchase general supplies, refreshments and snacks to conduct an annual parent/community sponsored career expo.	2.4, 3.1, 3.2	Administration, CIS, Counselor, Teachers	Sign in sheets, Agendas, Student presentations			
	Funding Sources: 211 - Title I, Part A - 1000.00					
5) Provide parents the opportunity to attend the annual regional parent engagement conference.	3.1, 3.2	Administration, CIS	Sign in sheets, Agenda, Presentations			
	Funding Sources: 211 - Title I, Part A - 150.00					



= Accomplished



= 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 2018-2019 school year, Mission Early College High School will increase communication sent via newsletters, email, etc. to parents, businesses, and community members by 5%.

Evaluation Data Source(s) 2: By June 2019, parents will be given the opportunity to complete a survey comparable to the 2017 district survey, with results averaging at 3.5 or higher out of a 4.0 scale.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	3.1, 3.2	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			
2) Parents will be contacted via email, phone calls, or the student agenda regarding student progress.	3.1, 3.2	Administration, CIS, Teachers	Parent phone logs, emails, agenda checks, sign-in sheets, survey results			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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 2019, Mission Early College High School will have increased, by 2 over the 2017-2018 school year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Develop a campus outreach program through Partners in Education to expand the number of local businesses affiliated with the campus.		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 = 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 2018-2019 school year, Mission Early College High School will conduct customer service trainings to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: By June 2019, parents will be given the opportunity to complete a survey comparable to the 2017 district survey, with results averaging at a 3.5 or higher out of a 4.0 scale.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct campus customer service trainings for the campus staff.		Administration, Staff	Sign in sheets, Agenda, Staff presentation			
Funding Sources: 199 - General - 0.00						
= Accomplished = 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 2018-19 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 2019, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Analyze 2017-2018 federal, state and district student data to determine needed interventions for 2018-2019.	2.4, 2.5, 2.6	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					
2) Students will be provided opportunities outside of the school day for academic tutoring interventions in order to complete and comply with LOC, as mandated by the district attendance policy.	2.4, 2.5, 2.6	Administration, SCEIC, Coach, Teachers	LOC contracts, transcript auditing, tutoring logs			
= Accomplished = 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 2: For the 2018-2019 school year, to facilitate open communication, MECHS administration will invite district personnel to provide trainings for staff members to address student needs.

Evaluation Data Source(s) 2: By June 2019 Mission Early College High School administrators will schedule a minimum of 2 program information sessions with SISD Representatives to discuss general campus program and curriculum/instruction needs to acquire support and resources.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Schedule meetings with SISD Curriculum and Instruction personnel to discuss and plan according to SISD Fall 2018 and Spring 2019 benchmark data.	2.4, 2.6	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.	2.4	Administration, SISD Cabinet	Documented progress towards completing campus needs projects as outlined in meeting with SISD cabinet.			
	Funding Sources: 199 - General - 0.00					
3) Schedule trainings for Social and Emotional Learning in order to provide teachers with the necessary skills for reaching all students.	2.4, 2.6	Administration, SISD representatives, SCEI Coach, Teachers	Agendas, sign-in sheets, teacher data analysis, teacher presentations, exit tickets			
	Funding Sources: 199 - General - 0.00					
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	3	1	Purchase scientifically based professional materials for teachers to include, but not limited to, KAGAN, technology including software such as Math Type, and Thinking Maps
5	1	1	Analyze 2017-2018 federal, state and district student data to determine needed interventions for 2018-2019.

State Compensatory

Budget for Mission Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.007.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$4,395.00
199.11.6119.00.007.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,920.00
199.11.6141.00.007.7.30.0.00.	6141 Social Security/Medicare	\$796.00
199.11.6142.00.007.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6143.00.007.7.30.0.00.	6143 Workers' Compensation	\$243.00
199.11.6146.00.007.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,295.00
199.11.6146.00.007.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$26.00
199.11.6146.00.007.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$40.00
199.11.6149.00.007.7.30.0.00.	6149 Employee Benefits	\$604.00
199.11.6149.00.007.7.30.5.00.	6149 Employee Benefits	\$49.00
199.11.6149.00.007.7.30.9.00.	6149 Employee Benefits	\$75.00
6100 Subtotal:		\$69,064.00
6200 Professional and Contracted Services		
199.32.6299.99.007.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$17,500.00

Personnel for Mission Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Iliana Gonzalez	SCEI Coach	SCE	1
Sylvia Bracamontes	CIS	SCE	.50

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jimena Maciel	College Tutor	Title I	1
Sylvia Bracamontes	CIS	Title I	.50

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Benjamin Ortega	Principal

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$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	Student Field Trip (UTEP Orientation)		\$1,000.00
2	2	7			\$400.00
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					\$99,150.00
263 - Title III, Part A (Eng. Lang. Acq.)					
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					\$218,450.00