

Mission CISD
Mission High School
2024-2025 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Mission CISD ensures quality and equitable education for our community of learners by providing the necessary academic, social, physical, and technological knowledge and skills to become successful lifelong learners and productive citizens.

Vision

Mission CISD will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate 21st-century skills in leadership, knowledge, language, and technology to compete in a global economy, and serve as successful citizens in their community.

Value Statement

Collective Commitments

We believe that we have the duty to foster opportunities for each student to build a legacy of success. We, Therefore, collectively commit to:

- Putting students first and inspiring innovation
- Taking ownership of a collaborative, educational partnership through student, parent, and civic engagement
- Understanding cultural diversity with the ability to relate effectively amidst varied cultures within a global economy
- Learning professionally for continuous improvement

Motto

Success for every student.

Slogan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mission High School serves approximately 2,344 students throughout the school year. We are an open enrollment campus and serve students grades 9th through 12th. Enrollment numbers indicate a slight decrease in student population and increase in student programs such as Special Education, Emergent Bilinguals, Section 504/RTI. Continuous review of PEIMS student demographics data assists in identifying the needs of the campus and in the development of targeted interventions.

Student Demographics

9th-637, 10th-617, 11th-538, 12th-555

Females- 1,114 47.53%

Males- 1,230 52.47%

Hispanic-2,290 97.70%

Black- African American-1 0.04%

White- 52 2.22%

Student by Program

Emergent Bilingual- 1077 45.95%

Gifted and Talented- 302 12.88%

Special Education- 311 13.35%

Dyslexia-163 6.68%

Economic Disadvantage 2,176 90.36%

At Risk 1,471 65.32%

CTE- 2,180 93.00%

Other Student Information

Immigrant-37 1.64%

Migrant- 48 2.05%

Section 504-237 10.11%

Demographics Strengths

1.Improved review of PEIMS data process to identify needs according to demographic data. Enrollment numbers indicate decreased counts.

Student enrollment by year:

- 2017.....2,129
- 2018.....2,234
- 2019.....2,290
- 2020.....2,256
- 2021.....2,310
- 2022..... 2,408
- 2023.....2209
- Females - 47.53%
- Males - 52.47%

2. Use of population breakdown by special population by year to review cohort review, failure rates, progress towards their graduation plans, CCMR, and TEMS to track attendance (Weekly); Monthly PEIMS & Attendance Meetings; Enrollment Verification Weekly/Membership Log; District Enrollment & Withdrawal Processes; Monthly Graduation and CCMR Cohort Review; LPAC Meetings/ Documentation; TREx/PET/PID Reporting; Eduphoria Aware System; Data Discipline Verification Report; Pulse Report (Attendance); On-Point Reports for PEIMS

2023-SpEd: 311/13.35%; 504: 237/10.11%; EB: 1077/45.95%

2022-SpEd: 204/7.395%; 504: 187/7.71%; RTI: 58/1.9%; EB: 951/39.23%

2021 - SpEd:154 /6.67%; 504: 178/7.01%; RTI: 63/2.73%; ELL: 781/33.8%

2020 - SpEd -171 / 7.58%; 504 155 / 6.87%; RTI -43 / 1.91%; ELL - 661 29.30%

2019 - SpEd -190 / 8.30%; 504 133 / 5.81%; RTI -35 1.53%; ELL - 545 / 23.80%
2018 - SpEd -209 / 9.36%; 504 123 / 5.51%; RTI -35 / 1.53%; ELL - 458 / 20.50%

3. Campus attendance goal is 95%. Implementation of leadership goals and various components that comprise an attendance plan: Dignity and respect, sense of belonging, self-esteem, safety, physiological needs, benchmarks, incentives.
4. Increase in parental involvement with implementation of monthly Parental Involvement meetings, improved communication with teachers, parents and students through Google Classroom, Microsoft Teams, social media platforms such as Facebook.
5. Use demographic data, breakdown of special populations by cohort and track progress towards: graduation, CCMR, satisfactory performance on STAAR EOC, TSI, SAT.ACT, Dual enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Priority will be compliance with HB3, to increase the percentage of graduates that meet the criteria for CCMR as well as to increase the three progress measures of TSI in ELA and Math, Dual Enrollment, and CTE based on Industry Based Certification. **Root Cause:** To meet this goal as a priority, all the components and strategies listed on the CCMR Action Plan presented to the School Board will be implemented with fidelity. Administrators and counselors will be assigned to follow up according to timelines before each CCMR monthly meeting.

Problem Statement 2: Communication with educational stakeholders to increase parental involvement, participation in school events such as Meet the Teacher nights, frequent parent/teacher communication, and parental support for extra-curricular activities as measured by documented artifacts (sign-in sheets, communication logs, surveys, etc.) **Root Cause:** Decreased parental involvement due to pandemic and school closure affected student achievement, attendance, graduation, CCMR, and overall student engagement. Administrators and counselors will review demographic data to provide strategies to promote student and parent involvement to increase student attendance and achievement.

Problem Statement 3: The learning gap has widened over the last two years. **Root Cause:** The students had limited access to support and services based on their individual learning needs. The needs and deficiencies of our students are due to their varied needs: the high percentage of at risk, special education, 504, emergent bilingual, economically disadvantaged. The last two years of COVID have widened the learning gap.

Problem Statement 4: An increase in behavioral and disciplinary infractions. **Root Cause:** A noticeable decrease in social and emotional development and skills. An inability to adapt to the structure of a traditional learning environment. A deficiency in adhering to social norms

Student Learning

Student Learning Summary

Students have shown growth and are on track to graduate. 92.7 % graduation rate and 3.9% dropout rate. More students are reaching the Meets and Masters level. 10.6% of students are enrolled in AP courses as compared to previous years. Our AP passing rate is 27%. The CCMR participation rate is 82.6%.

Student Learning Strengths

English I and II had a 47% passing rate. Algebra I had a 36% passing rate, Biology 59% and History 71%. Based on the ELA STAAR scores for 2021-2022, students significantly demonstrated growth in reading comprehension, analytical skills and writing for English I and II. There have been training's available to teachers: ABYDOS, Capturing Kids Hearts, Lead4ward, Lead4ward +, GT training's. In addition, English teachers provided interventions and co-teaching. IAS provided teachers with data in order to see where we stand and how to progress in regards to state assessments and TEKS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The attendance rate needs significant improvement because it varied up to 80% as opposed to 96.5% in 2019-2020. Remote learning created a fallacy that physical attendance and accountability was unnecessary. **Root Cause:** Lack of parental involvement and issues at home. Many students are having to work to help out their families.

Problem Statement 2: Remote learning contributed to learning gaps; In addition, a deficiency was created by challenges in meeting student specific needs that must be met to ensure success both in the classroom and assessments. **Root Cause:** COVID, lack of adequate technology, and not being physically present in the classroom. Compliance with classroom structure, procedures and regulations also hindered student performance.

School Processes & Programs

School Processes & Programs Summary

Multiple programs such as, but not limited to, AVID, Migrant, STEM, SpED, LEP, and other programs geared towards improving student achievement and exceeding state assessment expectations. AVID ebinder; Blackboard; GearUP; Lead4ward; Upward Bound; College Students-Tutoring; Imagine Math; K-12 Summit

1. High expectations for students and teachers is maintained.
2. Teachers are involved in the decision making process.
3. Teachers and students feel supported by Administration and treated with respect by all staff members.
4. Students and staff feel this is a safe and secure campus with effective programs and without drug, discipline, or bullying problems.
5. Students feel a sense of belonging to campus and feel safe.
6. Teachers know the students, care about them, and provide help to all of their students.
7. Administration schedules student/parent conferences for all students that have excessive absences or behavioral issues.

Campus and district-wide implementation of Capturing Kids Hearts program:

CKH processes as a strategy to meet campus goals:

- **Goal (Measurable):** To reduce the number of office discipline referrals by 10%.
- **Strategy:** Implementation of CKH with campus-wide fidelity, specifically focusing on student-teacher connections and empowerment for self-managing classrooms and clarity with our tiered discipline process (discipline ladder).

EXCEL strategy for campus improvement and strategic planning:

- **Engage** and **X-plore** all stakeholders (staff, students, parents and external community members) when conducting your needs assessment for campus improvement objectives.
- **Communicate** the vision, plan, and goals for campus improvement, along with a timeline for ongoing progress reports.
- **Empower** teachers and team members by detailing their roles and available resources.
- **Launch** meetings and community gatherings with updates, celebrations, and reminders of our commitment to specific goals of campus improvement.

School Processes & Programs Strengths

Experienced and degreed faculty and staff. Demographics so the following percentage of degreed teacher qualifications: Bachelors - %, Masters - %, Doctors - %. Experienced department chairpersons. A small number of staff turn-over. AppliTrack system. TxBESS Mentor Program. New Teacher Training for the beginning of the year. Highly qualified, certified, and trained staff. Frequent staff development to build staff. PLCs and SLCs conferences; campus-wide calendar schedule; campus expectation. Bi-monthly parent meetings, Region One training's, and Community Partnerships (i.e - Boys and Girls Club of Mission & Food Bank). Extended-day and extended week Tutorials calendar schedule. Community involvement through the use of facilities. Expanded Dual Enrollment. opportunities via STEM and CTE ECHS Academies. AVID Program. Restorative Discipline - Circles. MHS Teachers participated in Curriculum Writing. HB5-CPC courses throughout the instructional day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Need to increase attendance for students and teachers and improve school rating. **Root Cause:** COVID; Students and teachers attendance had declined due to quarantine efforts. Learning gap increased.

Problem Statement 2: Need to increase recruitment efforts and promote Mission High School to increase enrollment and CCMR compliance **Root Cause:** Lack of student awareness of the academic/CTE/student organization services offered by Mission High School.

Perceptions

Perceptions Summary

Mission High School will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate 21st century skills in leadership, knowledge, language, and technology to compete in a global economy and serve as successful citizens in their community. Collective Commitments: We believe that we have the duty to foster opportunities for each student to build a legacy of success. We, therefore, collectively commit to:

- Putting students first and inspiring innovation
- Taking ownership of a collaborative, educational partnership through student, parent, and civic engagement
- Understanding cultural diversity with the ability to relate effectively amidst varied cultures within a global economy
- Learning professionally for continuous improvement

Encourage everyone

Assist others

Give to those in need

Learn from your mistakes

Earn respect

Strive for success

Perceptions Strengths

Strong sense of EAGLE PRIDE: Strong Fine Arts Program, Strong Athletic Programs, Strong UIL Team, STEM Academy, CTE Early College High School. Professional development in implementing the various components of the Mission CISD Leadership Goals and Instructional Framework that make up the Attendance portion as follows: Dignity and Respect, Sense of Belonging, Self-Esteem, Safety, Physiological Needs, Benchmarks / Incentives, and Attendance at 95%. Safety and security is a high priority. Administrators, Counselors, Teachers, SROs, MLGs and security are consistently visible.

- Develop School Behavioral Threat Assessment process with Team.
- Share School Behavioral Threat Assessment components through lessons and PLCs.
- Weekly meeting with security team to ensure follow-up and implementation with fidelity.
- Include appropriate components in the School-Parent Compact.
- Continue to ensure Safety Response Protocols are in place and drill frequently. Continue to conduct frequent safety and evacuation drills and audit campus evacuation maps to ensure that all measures to maintain a safe and secure campus are exhausted. K9 Spot checks to ensure the safety of our students.

Frequent announcements on student achievements through email, intercom, and TV highlights. Variety of school organizations and clubs. Experienced staff/highly qualified teachers. Students and staff have a sense of belonging and feel safe. Effective and clear communication. More

students participating in programs on campus. Use EAGLE Core Values to promote a Friendly/Respectful/Inviting Atmosphere: Encourage Everyone, Assist Others, Give to Those in Need, Learn from Your Mistakes, Earn Respect, and Strive for Success. Enrichment Activities to Target & Prevent Bullying. LPC's Staff on Board to Target Mental Health Issues/Behavior Interventions. High Academic Expectations Campus Wide. New Campus Facilities. Teachers/Students Effectively Utilize Google Classroom/Teams/Google Meets. Continue to consistently and frequently evaluate facility needs and utilize the district maintenance work orders website to submit facility needs. Continue to implement Mission CT-Early College Academy initiatives. Continue to expand our Eagle GO-CENTER. Continue to consistently review and evaluate administrator and counselor duties. Continue to promote the implementation of new and previous Blue Prints for T-STEM Early College Academy and CT Early College Academy. Continue to encourage active student government involvement to increase student pride, club and organization participation, attendance, and overall SCHOOL PRIDE. Continue to utilize SCHOOL MESSENGER as a means to communicate to students, parents, and staff. Continue to utilize one calendar for scheduling school events. Continue Parent meetings for school organizations and clubs. Parent Booster clubs. Implement Customer Service Components - Welcoming Front Office Staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continue to improve student involvement to improve grades, attendance, school pride, and overall self-accomplishment. **Root Cause:** Learning/attendance gap due to COVID.

Problem Statement 2: Increase the use of our Go Center and College and Career Counselor to promote early college and dual transitioning, plus increase opportunities for students to attend post-high school education through the application of scholarship and grants and the completion of their FAFSA. **Root Cause:** Student attendance. Fast growth of dual academies, Eagle T-STEM and Early College programs -need to define and organize parameters. Increase student awareness of programs at Mission High School.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-P ESS data

Parent/Community Data

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

Goals

Goal 1: All Mission CISD students will receive high quality curriculum and instruction to ensure College and Career Readiness.

Performance Objective 1: During the 2024 - 2025 school year, MHS will continue to improve academic performance across content areas by attaining a 10% increase in the Meets Grade Level Performance and attaining a 7% increase in the Masters Grade Level Performance in the STAAR assessment through targeted instruction, data driven interventions, leveraging of campus support systems, progress monitoring, and teacher development (PLCs, Texas ColorBands, Professional Development, TTESS goal attainment, etc.). Increase EOC test scores across all content areas to include special pops by attaining a 3% increase in the Meets Grade Level Performance in the STAAR assessment.

High Priority

HB3 Goal

Evaluation Data Sources: EOC Results, Accountability Report, Results, Lesson Plans, PBMAS, TAPHR, System Safeguards Intervention Academy, Lesson Plans, Needs Assessment, and Texas Instruments for SAT/ACT

Strategy 1 Details	Reviews		
<p>Strategy 1: Campus teachers will utilize proven academic strategies in the core area classrooms to engage students, provide timely rationales for the importance of the material, and to ensure student success in all core areas.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC results, Texas Academic Performance Report (TAPR). Student semester averages, course completion study, professional development sign-in sheets, professional development calendar, professional development agendas. SLO data. Formal Observations. Dept. Meetings. Data Meetings. Chair Meetings.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Department chairs.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund, - 161 State Career & Technical, - 165 State Bilingual/ESL, - 171 State Special Education, - 175 SCE Accelerated Education, - 211 Title I, Part A, - 212 Title I, Part C, Migrant, - 263 Title III, Part A EL/Immigrant</p>	Formative		Summative
	Nov	Feb	May

Strategy 2 Details	Reviews		
<p>Strategy 2: STAAR/EOC and core instructional materials will be purchased and provided to our teachers to facilitate the implementation of the state curriculum, AP curriculum. Essential instructional materials will include but not limited to school supplies, supplemental resources and software for all subject areas.</p> <p>Strategy's Expected Result/Impact: Students will perform well in courses offered at Mission High School. Students will perform well on standardized testing.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Department chairs.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide timely support by way of teacher-student-parent conferences and counseling and advising for academic subjects to all students who are encountering difficulties to the successful outcomes of benchmarks and STAAR/EOC results. Teachers and Counselors will provide extended day services to students struggling with core classes, STAAR/EOC. Counselors will interpret data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model. They will be provided with necessary materials and supplies to carry out their day-to-day operation and ensure students are being serviced towards success.</p> <p>Strategy's Expected Result/Impact: Students will be given the opportunity for tutorials of STAAR/EOC tests.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Department chairs.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund, - 161 State Career & Technical, - 171 State Special Education, - 165 State Bilingual/ESL, - 263 Title III, Part A EL/Immigrant, - 211 Title I, Part A, - 212 Title I, Part C, Migrant</p>	Formative		Summative
	Nov	Feb	May

Strategy 4 Details	Reviews		
<p>Strategy 4: Coordinate efforts to increase academic achievement for students participating in multiple programs such as, but not limited to, AVID, Migrant, STEM, SpED, LEP, and other programs geared towards improving student achievement and exceeding state assessment expectations.</p> <p>AVID ebinder Blackboard GearUP Lead4ward Upward Bound College Students-Tutoring Imagine Math K-12 Summit</p> <p>Strategy's Expected Result/Impact: EOC Results, Accountability Report, Results, Lesson Plans, PBMAS, TAPHR, System Safeguards Intervention Academy, Lesson Plans, Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Evaluate curriculum on a daily basis through PLC initiative in an effort to assess instruction, formative evaluations, common content assessments, and student performance towards implementing appropriate interventions. Continue to use Eduphoria-AWARE to produce student reports.</p> <p>Strategy's Expected Result/Impact: Performance assessments-RP, Mission Writes!, Benchmarks, Progress Monitoring, Adv Academics: Unit checks</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 6 Details

Reviews

Strategy 6: Continue to review performance and accountability reports, such as, but not limited to the Accountability, TAPR, School Report Card, Snapshot, Federal Report Card, and PBM reports to intentionally strategize tested content areas needing assistance for improvement.

Strategy's Expected Result/Impact: Performance Assessments Benchmarks, Distinctions-AP, Dual, EOC Masters, Attendance, CTE: CCMR point, TSI/ACT/SAT, Military recruitment

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Formative

Summative

Nov

Feb

May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: All Mission CISD students will receive high quality curriculum and instruction to ensure College and Career Readiness.

Performance Objective 2: The percent of graduates that meet the criteria for CCMR will increase from 90.17% in 2024 to 97.0% by August 2025.





High Priority

HB3 Goal

Evaluation Data Sources: SLO data, CCMR Report, ACT/SAT/TSI Results, CTE PEIMS Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Mission High School Summer Bridge program will be held during the summer to help students bridge the gap between 8th and 9th grade. Summer bridge will include core area and elective area curriculum to include TSI preparation and testing.</p> <p>Strategy's Expected Result/Impact: Performance Assessments Benchmarks, Distinctions-AP, Dual, EOC Masters, , Attendance, CTE: CCMR point, TSI/ACT/SAT, Military recruitment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Participate in AVID in an effort to provide students with the tools needed to be successful in high school, pass EOC, and prepare for college. At the same time, the school will work diligently towards becoming an AVID demonstration site.</p> <p>Strategy's Expected Result/Impact: AVID tutorials, AVID ebinder, Cornell Notes, Peer tutorials, AVID Recruitment, WICOR, TRF Form</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Support implementation of the MCISD Instructional Framework model to improve instruction in all classrooms, with an emphasis on, but not limited to, all four core content areas, advanced academics, CCMR courses with an emphasis on STAAR EOC, IBCs, TSI2, SAT, ACT to improve student achievement.</p> <p>Strategy's Expected Result/Impact: TEKS resource system/EOC format: https://www.teksresourcesystem.net/module/profile/Account/LogOn ACT resources/materials (ACTstudent.org)/ACT study guide Khan's Academy (practice tests) Varsity Tutors : https://www.varsitytutors.com/act-practice-tests. Instructional Coaches Service Logs, Intervention Academy, Plans, Lesson Plans, Regrouping List, Needs Assessment, 3-Minute Walkthroughs, Attendance Incentives, Restorative Discipline, Enrichment Lessons & Activities, Data Drive PLC's.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Work in collaboration with South Texas College to increase associate degrees and certificates for our Career Tech Early College High School and Eagle T-STEM Academy senior graduates.</p> <p>Strategy's Expected Result/Impact: Enrollment Curriculum and Enrollment, Verification, CCMR report</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 5 Details	Reviews		
<p>Strategy 5: Promote and provide TSI, PSAT, SAT/ACT, FAFSA, online registration support for all students preparing to go to college and meeting CCMR requirements.</p> <p>Strategy's Expected Result/Impact: FAFSA Drives, TSI In Person, SAT School Day, PSAT School Day, College Readiness Instruction, Sign-Up Sheets w/Counselors, FAFSA Online, Curriculum</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, College Readiness Teacher(s), AVID Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund, - 161 State Career & Technical, - 171 State Special Education, - 175 SCE Accelerated Education, - 165 State Bilingual/ESL, - 211 Title I, Part A, - 212 Title I, Part C, Migrant, - 263 Title III, Part A EL/Immigrant</p>	Formative		Summative
	Nov	Feb	May
Strategy 6 Details	Reviews		
<p>Strategy 6: CTE- Provide training for CTE staff to enable them to be ATC certified as well as keeping their program knowledge current. Enable Core content and CTE staff members to participate in the summer ALA (Academic Leadership Alliance) job shadowing/ curriculum alignment project. (TIVA Training, ATAT Prof Dev, TXPSTA, West Program)</p> <p>Strategy's Expected Result/Impact: Staff Development, Agenda and Sign-In, Sheet</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, College Readiness Teacher(s), AVID Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 161 State Career & Technical</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: All Mission CISD students will receive high quality curriculum and instruction to ensure College and Career Readiness.

Performance Objective 3: Sustain and improve a targeted, high quality coordinated data based professional development system to address identified needs through data analysis, walkthroughs, observations, PLCs, and content area needs





High Priority

HB3 Goal

Evaluation Data Sources: Staff Development, Agenda and Sign-In, Sheet

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide staff development to all campus personnel on state and federal accountability systems to foster responsibility and ownership to all campus educational stakeholders.</p> <p>Strategy's Expected Result/Impact: Training Agendas and Sign-In Sheets State Curriculum TEKS</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Instruction and Assessment Strategists will attend training at the local, state, or national level on how to better interpret and evaluate student CBA, benchmark, and EOC assessment data to facilitate the preparation of teacher and student action plans.</p> <p>Strategy's Expected Result/Impact: Staff Development Agendas and Sign-In Sheets Eduphoria-AWARE, Data, EOC scores</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund, - 161 State Career & Technical, - 171 State Special Education, - 175 SCE Accelerated Education</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide professional development sessions and intervention activities to support student learning, academic, and achievement needs in GenED, SpED, EL, 504/RtI/Dyslexia, and other student groups to improve student academic performance.</p> <p>Strategy's Expected Result/Impact: Staff Development, Agenda and Sign-In, Sheet</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Participate in professional development for administrators.</p> <p>Strategy's Expected Result/Impact: Staff Development, Agenda and Sign-In, Sheet</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Purchase reading materials for teacher staff development to improve instructional delivery and increase student achievement. The book studies will help build collaborative communication and instructional discussions on research-based strategies, curriculum implementation, and interventions., Fundamental Five, The Energy Bus, The Alchemist, One Word</p> <p>Strategy's Expected Result/Impact: Staff Development, Agenda and Sign-In, Sheet</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund, - 211 Title I, Part A, - 161 State Career & Technical, - 171 State Special Education, - 175 SCE Accelerated Education</p>	Formative		Summative
	Nov	Feb	May

Strategy 6 Details	Reviews		
<p>Strategy 6: Participate in opportunities for professionals and paraprofessionals to attend local and state conferences.</p> <p>Strategy's Expected Result/Impact: Staff Development, Agenda and Sign-In, Sheet</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Mission CISD will partner with parents and community to enhance student opportunities.

Performance Objective 1: 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.

Evaluation Data Sources: Parental Liaison Home Visits Log, Sign in Sheets and Agendas

Strategy 1 Details	Reviews		
<p>Strategy 1: Support Family and Community Engagement Liaison to target increased parent meetings to promote parental involvement and community/school partnerships by continuing to provide parents with nutrition classes, share with parents the expected SRP Protocols in place and drill frequently, communicate with parents announcements on student achievements through email, intercom, and social media highlights, plan and coordination training parents, monitoring social media activity.</p> <p>Strategy's Expected Result/Impact: Sign in Sheets and Agendas</p> <p>Staff Responsible for Monitoring: Parental Liaison Home Visits Log, Sign in Sheets and Agendas</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund, - 175 SCE Accelerated Education, - 211 Title I, Part A</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Improve community networking by implementing new methods and strategies. Provide home visits and needed support.</p> <p>Strategy's Expected Result/Impact: Parental Liaison Home Visits Log</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, AROs FaCE Liaison(s)</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Expand community education opportunities through educational partnerships and participation in community activities and Recognize parent volunteers, community and business leaders who support a variety of district/campus activities.</p> <p>Strategy's Expected Result/Impact: Community Activity Flyers, Community Activity, Educational, Partnership, Documentation, Community or Business Invite, Community or Business Certificate of Participate, Meeting Agenda, Meeting Sign-In, Needs Assessments</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Community Liaison, Gear Up Strategist, Parental Liaison, Reading Coach</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Promote attendance of parental conferences addressing state and federal academic requirements to improve student achievement and parent accountability.</p> <p>Strategy's Expected Result/Impact: Conference Agendas Conference Travel Reports, Tyler Munis, Requisitions, Conference Sign-In, Sheets, Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Community Liaison, Gear Up Strategist, Parental Liaison</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Host College and Career Fairs for students, parents, staff, and community business partner in order to establish a collaboration and partnership toward improving student achievement.</p> <p>Strategy's Expected Result/Impact: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists Community Liaison, Gear Up Strategist</p> <p>Staff Responsible for Monitoring: Fair Flyers and/or invites, Fair Floor Lay-outs, Fair Calendar Item, Fair Agenda and, Sign-In Sheets, Needs Assessment</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May

Strategy 6 Details

Reviews

Strategy 6: Organize and hold targeted parent meetings to better inform our parents of campus programs, student achievement opportunities, college preparation, college assessments, Attendance, Appropriate Internet Usage Agreement and how to get involved with their children on various topics such as: Self harm, drug prevention etc.

Strategy's Expected Result/Impact: Meeting Agendas, Meeting Sign-In Sheets Meeting Flyers, Needs Assessment

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading, Interventionists, Instruction and Assessment Strategists, Parental Liaison, Community Liaison

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

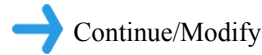
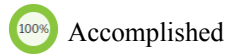
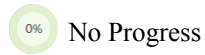
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Goal 2: Mission CISD will partner with parents and community to enhance student opportunities.

Performance Objective 2: Mission High School will expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews		
<p>Strategy 1: Mission High school will provide the MCISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.</p> <p>Strategy's Expected Result/Impact: Media records with Public Information Office, enrollment data</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Campus Technologist, Campus Technician</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Promote the history and origins of Mission High School along with current accomplishments of the campus through the campus website. Promote school programs, student organizations, and career and technical certifications</p> <p>Strategy's Expected Result/Impact: Increase community awareness of school programs, student organizations, and career and technical certifications that are offered at the campus.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Campus Technologist, Campus Technician</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide regular communication of district initiatives and information to parent utilizing district resources such as letters, SCHOOL MESSENGER, website, and social media.</p> <p>Strategy's Expected Result/Impact: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Community Liaison</p> <p>Staff Responsible for Monitoring: School Messenger Meeting Flyers, Letters</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
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Goal 2: Mission CISD will partner with parents and community to enhance student opportunities.


Performance Objective 3: Build relationships between the district and community organizations.


HB3 Goal


Evaluation Data Sources: Programs offered to ensure employment and work-based learning opportunities for students. Communicated Volunteer opportunities. Family events per year.

Strategy 1 Details	Reviews		
<p>Strategy 1: Solicit local businesses to partner with Mission High School for the purpose of creating opportunity for the school and students.</p> <p>Strategy's Expected Result/Impact: Support for our student, real life experiences, college readiness, establish partnerships</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, College Readiness Teacher(s), AVID Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop internship opportunities for students to take advantage of the opportunity to grow as individuals.</p> <p>Strategy's Expected Result/Impact: Internship opportunities for students is an invaluable part of growth as a student. Responsibility, social skills, on the job training.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, College Readiness Teacher(s), AVID Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Develop pathways to certification for students where they can transition those into better career opportunities.</p> <p>Strategy's Expected Result/Impact: Better opportunities for students, better wages out of high school</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, College Readiness Teacher(s), AVID Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Mission CISD will recruit, select, and retain highly qualified personnel.

Performance Objective 1: Mission High School will increase the percentage of observed teachers that achieve "Proficient" on teacher observation/evaluations will be at least 90% campus wide.

Evaluation Data Sources: Teacher observations and evaluations, SLO data, exit interviews, and personnel retention records. HR documentation; Professional Development calendar; session agendas with topics, dates, hours, presenter(s); sign-in sheets.

Strategy 1 Details	Reviews		
<p>Strategy 1: Recruit and retain highly qualified teachers through consistent opportunities for staff development and opportunities to participate in campus leadership, coaches, and program sponsors.</p> <p>Strategy's Expected Result/Impact: Improved academic performance of at risk students. Improved retention of highly qualified teachers and staff.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Recruit and retain highly qualified teachers identified as being in high demand areas and assisting with Alternative Certification Program (ACP) enrollment and placement where needed.</p> <p>Strategy's Expected Result/Impact: Qualified teachers in high need areas. Retention of 95% of highly qualified staff by the end of the school year.</p> <p>Staff Responsible for Monitoring: Human Resources personnel, Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists , Department Chairs.</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Participate in teacher/mentor programs to train new teachers in becoming effective deliverers of instruction. Training may be provided by district/central office, state or national conferences, or regional service centers. Training may include, but not limited to, TxBESS training opportunities.</p> <p>Strategy's Expected Result/Impact: Retention of 95% of highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 3: Mission CISD will recruit, select, and retain highly qualified personnel.

Performance Objective 2: Mission High School School will maintain 95% highly qualified teachers in all core academic and Career/Technical Education (CTE) subjects.

HB3 Goal

Evaluation Data Sources: Certification status reports and personnel retention records. HR documentation.

Strategy 1 Details	Reviews		
<p>Strategy 1: Purchase materials and provide professional development specific to Core academic and Career/Technical Education (CTE) teachers.</p> <p>Strategy's Expected Result/Impact: Increased Student Performance on state assessments. Increase in Industry based certifications. Increase in dual enrollment numbers for CCMR compliance. Retention of 95% of highly qualified staff.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund, - 161 State Career & Technical, - 171 State Special Education, - 165 State Bilingual/ESL, - 263 Title III, Part A EL/Immigrant, - 211 Title I, Part A, - 212 Title I, Part C, Migrant</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Increase the number of teachers, support staff, and administrators who participate in Texas school safety training's and staff development to better nurture an environment conducive to positive and safe learning opportunities.</p> <p>Strategy's Expected Result/Impact: Retention of 95% of highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide appropriate job-related training for paraprofessionals and other support personnel.</p> <p>Strategy's Expected Result/Impact: Training records, evaluations, feedback</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the district and campus.</p> <p>Strategy's Expected Result/Impact: Training records, documentation</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund, - 175 SCE Accelerated Education, - 211 Title I, Part A, - 212 Title I, Part C, Migrant</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.</p> <p>Strategy's Expected Result/Impact: Teacher and staff recognition will motivate and create a culture of appreciation and increase teacher quality.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Mission CISD will recruit, select, and retain highly qualified personnel.

Performance Objective 3: 100% of all Mission High School core academic teachers will be fully certified teachers.


High Priority


HB3 Goal

Evaluation Data Sources: Sign in sheets, Calendar of events, SBEC Certifications

Strategy 1 Details	Reviews		
<p>Strategy 1: Participate in multiple teacher recruitment events both in district and outside of district to attract state certified teachers.</p> <p>Strategy's Expected Result/Impact: Recruit highly qualified personnel</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: In partnership with Federal programs, Mission High School will provide ESL certification preparation classes for all teachers interested in attaining ESL certification.</p> <p>Strategy's Expected Result/Impact: Increase number of highly qualified teachers</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: New teacher mentors to visit with mentee at least once a week.</p> <p>Strategy's Expected Result/Impact: Retention of new teachers</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Teacher Mentors</p>	Formative		Summative
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

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Goal 4: Mission CISD will maintain efficient operations teams to include the support of mental health, guidance and counseling, safe learning environment, technology, finance and facilities.

Performance Objective 1: Support mental health, guidance and counseling, safe learning environment at Mission High School

Evaluation Data Sources: Lesson Plans, Enrichment Activities Implementation

Strategy 1 Details	Reviews		
<p>Strategy 1: Promote substance abuse prevention and mental health awareness, increase suicide prevention lessons and strategies, and increase bullying prevention lessons and strategies</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Enrichment Activities Implementation</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Participate in campus-wide enrichment activities during, Enrichment Period at the end of the first period to enhance and prepare students for EOC exams, SB40, CPR training/First Aid, Bullying and Suicide Prevention, Peace Officer Interaction, Mental Health Awareness, Imagine Math, Kindness Challenge, Active Shooter Training to Staff and Students.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Enrichment Activities Implementation</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Attend administrator Texas school safety training's and security staff development to better nurture an environment conducive to positive and safe learning opportunities</p> <p>Strategy's Expected Result/Impact: Training Flyer Training Agenda and Sign-In Sheet, Training Certification, Web Travel, Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May

Strategy 4 Details	Reviews		
<p>Strategy 4: Continue to evaluate the need for cameras and security locks in order to safeguard security and campus inventory</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Email, Technology, Work Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Implement a Multi-Hazard Emergency Operations Plan that address mitigation, preparedness, response, and recovery.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Emergency Action Plan</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 6 Details	Reviews		
<p>Strategy 6: Utilize Restorative Discipline strategies and PBIS systems to improve student behavior and classroom management to increase student learning and classroom instruction.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, District/Campus, Discipline Procedures Handbook, ISS Reports, PEIMS</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 7 Details	Reviews		
<p>Strategy 7: Campus review/analyze discipline referral data for proper deployment of safety and security resources</p> <p>Strategy's Expected Result/Impact: Needs Assessment, ISS Report, PEIMS Discipline, Report</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May

Strategy 8 Details	Reviews		
<p>Strategy 8: Provide different outreach outlets for students and staff pertaining to suicide prevention, mental health, sexual abuse and sexual harassment.</p> <p>Strategy's Expected Result/Impact: Increase mental health, guidance and counseling, and a safe learning environment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
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Goal 4: Mission CISD will maintain efficient operations teams to include the support of mental health, guidance and counseling, safe learning environment, technology, finance and facilities.

Performance Objective 2: Support student and staff technology at Mission High School.

Evaluation Data Sources: Needs Assessment, Tyler Munis Requisition Purchase Order

Strategy 1 Details	Reviews		
<p>Strategy 1: Assess and analyze technology needs to support the implementation of instructional technology by campus/departments (LRP 3.6)., Hardware, Network Infrastructure, Software Integration, Support Staff, System Management Resources</p> <p>Strategy's Expected Result/Impact: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>Staff Responsible for Monitoring: MOCK P.O.s, Tyler Munis Requisition Purchase Order</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund, - 161 State Career & Technical, - 171 State Special Education, - 211 Title I, Part A, - 212 Title I, Part C, Migrant, - 165 State Bilingual/ESL</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Update computer hardware and software for campus administrators in order to review classroom data, assessment results, conduct walkthroughs, complete campus reviews and campus improvement plans.</p> <p>Strategy's Expected Result/Impact: Fixed Assets Inventory MOCK P.O., Tyler Munis Requisition Purchase Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Support testing needs in order to assess and evaluate student benchmark data in a timely manner in order to implement appropriate interventions.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Tyler Munis Requisition Purchase Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Purchase technology materials to support EOC, STAAR, TELPAS, TSI, AP, SAT, ACT and other local, state, and national assessments.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Tyler Munis Requisition Purchase Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund, - 171 State Special Education, - 175 SCE Accelerated Education, - 165 State Bilingual/ESL, - 211 Title I, Part A, - 212 Title I, Part C, Migrant</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Purchase technology equipment to enhance the delivery of instruction and support TEKS-aligned teaching in preparation for, EOCs, STAAR, STARR ALT.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Tyler Munis Requisition Purchase Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 6 Details	Reviews		
<p>Strategy 6: Purchase technology resources to conduct appropriate staff development needs for staff to address the social, behavior, and academic student needs.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Tyler Munis Requisition Purchase Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 7 Details	Reviews		
<p>Strategy 7: Purchase technology that addresses instructional components that impact student learning such as, but not limited to student benchmark results, teacher lesson plans, assessment and other student evaluation resources, evaluate of instructional resources, and daily instruction, inclusive of the master schedule.</p> <p>Strategy's Expected Result/Impact: Needs Assessment Benchmark Data, Tyler Munis Requisition Purchase Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 8 Details	Reviews		
<p>Strategy 8: Purchase and/or lease instructional resources including, but not limited to copy machines and copy supplemental materials.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Tyler Munis Requisition Purchase Order, Ricoh Invoice, Monthly Ricoh Usage Reports</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 4: Mission CISD will maintain efficient operations teams to include the support of mental health, guidance and counseling, safe learning environment, technology, finance and facilities.

Performance Objective 3: Support the equitable use of finance and facilities at Mission High School

Evaluation Data Sources: Needs Assessment, Tyler Munis Requisition Purchase Order

Strategy 1 Details	Reviews		
<p>Strategy 1: Improve facility needs and utilize the district maintenance work orders website to submit facility needs. Strategy's Expected Result/Impact: Needs Assessment, Tyler Munis Requisition Purchase Order Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Participate in the electronic work order process to review facility needs. Strategy's Expected Result/Impact: Maintenance Work Orders, Needs Assessment Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Campus Secretary, Custodial Staff, Maintenance</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Comply with district, state, and federal guidelines in terms of facility needs Strategy's Expected Result/Impact: District, State, and, Federal Facility Needs Requirements, Needs Assessment Maintenance Work, Orders Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Campus Secretary, Custodial Staff, Maintenance</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 4 Details	Reviews		
<p>Strategy 4: Maintain and beautify the facilities and grounds</p> <p>Strategy's Expected Result/Impact: Maintenance Work Order, Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Campus Secretary, Custodial Staff, Maintenance</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Needs assessment will be conducted by the campus to evaluate facilities and equipment that need to be addressed.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Custodial, Supply List, Maintenance Work Orders</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Campus Secretary, Custodial Staff, Maintenance</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 6 Details	Reviews		
<p>Strategy 6: Continue to evaluate new construction and submit warranties for areas or equipment needed to be addressed, such as but not limited to HVAC.</p> <p>Strategy's Expected Result/Impact: Warranties, emails, Work Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Campus Secretary, Custodial Staff, Maintenance</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 7 Details	Reviews		
<p>Strategy 7: Follow the districts five year plan that outlines the furniture replacement schedule for campuses in need of replacing large quantities of student desks, teacher desks, cafeteria furniture, filing cabinets, storage cabinets, etc.</p> <p>Strategy's Expected Result/Impact: Needs Assessment, Tyler Munis Requisition Purchase Order</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists, Campus Secretary, Custodial Staff, Maintenance</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund</p>	Formative		Summative
	Nov	Feb	May

Strategy 8 Details	Reviews		
Strategy 8: Participate in the on-line auction system to discard obsolete furniture/equipment. Strategy's Expected Result/Impact: Online Auction, Inventory List, Fixed Assets Inventory, List, Needs Assessment Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
Strategy 9 Details	Reviews		
Strategy 9: Surplus campus furniture will first be redirected to campuses with need before declaring it District surplus. Strategy's Expected Result/Impact: Fixed Assets Inventory, Form, Maintenance Work, Order Request, Needs Assessment Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
Strategy 10 Details	Reviews		
Strategy 10: Monitor the campus inventory on a yearly basis. Strategy's Expected Result/Impact: Fixed Assets Inventory, Form, Campus Technology Inventory Forms, Needs Assessment Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
Strategy 11 Details	Reviews		
Strategy 11: Continue to evaluate the need for cameras and security locks in order to safeguard security and campus inventory Strategy's Expected Result/Impact: Needs Assessment, Email, Technology, Work Order Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Mission CISD will maintain efficient operations teams to include the support of mental health, guidance and counseling, safe learning environment, technology, finance and facilities.





Performance Objective 4: Continue to support Capturing Kids Hearts program at Mission High School

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Plans, Enrichment Activities Implementation

Strategy 1 Details	Reviews		
<p>Strategy 1: Align Capturing Kids' Hearts to campus discipline procedures</p> <p>Strategy's Expected Result/Impact: Research and best practice indicate when schools intentionally and strategically create a safe, supportive learning community, they experience increased positive behaviors and build relationships. This approach begins with the CKH EXCEL Teaching Model. The discipline plan should be proactive, not punitive; the Social Contract is a key component in facilitating discussing how to be respectful, responsible scholars who work as a high-performing team. Discipline is not punishment, but an opportunity to teach. The Four Questions are a tool to empower students and help them be the "problem-solver."</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 2 Details	Reviews		
<p>Strategy 2: Align Capturing Kids' Hearts to Campus Improvement Plan</p> <p>Strategy's Expected Result/Impact: Example Goal (Measurable): To reduce the number of office discipline referrals by 10%. Strategy: Implementation of CKH with campus-wide fidelity, specifically focusing on student-teacher connections and empowerment for self-managing classrooms and clarity with our tiered discipline process (discipline ladder). EXCEL in your campus improvement or strategic plan meetings: Engage and X-plore all stakeholders (staff, students, parents and external community members) when conducting your needs assessment for campus improvement objectives; Communicate the vision, plan, and goals for campus improvement, along with a timeline for ongoing progress reports; Empower teachers and team members by detailing their roles and available resources; Launch meetings and community gatherings with updates, celebrations, and reminders of our commitment to specific goals of campus improvement.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Apply Capturing Kids' Hearts to Professional Development: Engage, Empower, Grow</p> <p>Strategy's Expected Result/Impact: Engage: Survey teachers; Empower: Teacher-Led Professional Development; Grow our team with training opportunities from Capturing Kids' Hearts</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, Teacher(s), Math and Reading Interventionists, Instruction and Assessment Strategists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Mission High School

Total SCE Funds: \$573,650.00

Total FTEs Funded by SCE: 8.6

Brief Description of SCE Services and/or Programs

We utilize these funds for education programs to include: Crossroads Teachers; English Teachers; Science Teachers; Social Studies Teachers; Voyager Teacher; TPAP Teacher & Manager; Literacy Interventionist; Computer Lab Aide; & Attendance Resource Officer.

Personnel for Mission High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adriana Munoz	LITERACY INTERVENTIONIST TEACHER	0.1
Aurora Benavides	Comupter Lab Aide	0.1
CANDICE PENA	ENGLISH TEACHER	1
David Martinez	SCIENCE TEACHER	1
Guadalupe Morales	Attendance Resource Officer	0.1
JESUS RODRIGUEZ	VOYAGER TEACHER	1
MANUEL HUERTA GUTIERREZ	SOCIAL STUDIES TEACHER	1
MARIO PENA	CROSSROADS TEACHER	1
Norma Gutierrez	TPAP TEACHER	0.1
RAY ARRAMBIDE	ENGLISH TEACHER	1
Sahira Ramos	LITERACY INTERVENTIONIST TEACHER	0.1
Selene Villarreal	TPAP MANAGER	0.1
SUSIE GRIFFIN	SCIENCE TEACHER	1
WILLIAM PROCTOR	CROSSROADS TEACHER	1

Title I

1.1: Comprehensive Needs Assessment

Mission High School conducts a comprehensive needs assessment on an ongoing basis. We obtain data from multiple data sources which serves to lead our instructional planning process and is the driving force impacting the Campus Improvement Plan. Administrators, Instructional Coaches, and teachers collect data in collaboration with our district assessment office. Areas of strength and need are identified throughout the school year, and as each new year begins.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Mission High School has created a schoolwide program that is comprehensive in nature to ensure that we are serving all the students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

2.2: Regular monitoring and revision

The leadership team will review the campus improvement plan in November, February, May, and June with the Campus Leadership Team and the Campus Advisory Team. Revisions will be made based on the progress of the plan and suggestions of the committee. Students who are not meeting academic standards, both locally and statewide, will be closely monitored through MTSS for interventions before, during, and afterschool.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan (CIP) is located on the campus website and is available to all stakeholders in English and Spanish. A hard copy of the CIP is available upon request.

2.4: Opportunities for all children to meet State standards

All student groups will benefit from the following strategies to meet the state's academic standards: 1. Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically based research. 2. Identify how each activity in our school strengthens the core academic program. 3. Identify scientifically based research programs that increase the amount and quality of learning time. 4. Investigate how manipulatives are used in the various core areas. 5. Identify programs within our school that address enriched, rigorous, and accelerated curriculum issues. 6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all students. Make programmatic and instructional adjustments as needed.

2.5: Increased learning time and well-rounded education

Students having trouble in learning are identified through formal and informal measures. Whenever a teacher notices a struggling learner, data is collected, and Tier One/classroom interventions are provided. With documented interventions attempted, if a student is not responding and continues to struggle, the teacher proposes the student for "beyond the classroom" intervention. MTSS Collaboratives are held to discuss individual student needs, and if needed appropriate placement into Extended Learning Time groups for additional assistance. Such assistance is available to students at all age levels in our school, in reading, math and writing. Data are collected and students are exited from intervention as soon as possible with the support of data. Some students receive assistance in the form of "in class support," whereby an additional educator joins the general classroom setting to provide

2.6: Address needs of all students, particularly at-risk

At Mission High School each core content team plans together on a daily basis. Part of each meeting involves designing and reviewing assessment items or analyzing and disaggregating results of recent assessments. STAAR results from previous years are utilized to help identify Focus TEKS with a concentration on At-Risk students without losing a focus on students that meet standards. Student growth is a goal for all students regardless of their academic mastery level. This guides the instructional planning for each unit. Data is also derived from informal assessment methods, such as teacher observation, performance assessments, and end of unit exams. MHS provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. We utilize regular support of our district content coordinators in prioritizing TEKS, analyzing patterns, and predicting final performance.

3.1: Annually evaluate the schoolwide plan

Mission High School evaluates the effectiveness of the plan using data from STAAR EOC assessments.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is sent home at the beginning of each school year to parents in English and Spanish. It is also located on the campus website and is available to all stakeholders. In addition, information from the policy is presented to parents at our first back-to-school event. The policy is updated periodically based on the suggestions of the Campus Advisory Team to ensure that our campus and parental needs are met.

4.2: Offer flexible number of parent involvement meetings

We absolutely believe that parent engagement is critical to a student's success. We communicate the availability of district's Family and Community Engagement Department in a variety of ways, in both English and Spanish. We invite parents to serve as a School Volunteer and have parent representatives on our Campus Improvement Team this year. To increase engagement, parents will be invited to attend a variety of events, activities, and meetings to gain insight about student learning and achievement as well as providing them with strategies to assist their child at home. Mission High School is committed to continuing to involve our parents in their child's education by providing them with many opportunities to get involved. Communication of the events are distributed in multiple formats, such as flyers, Email, Newsletter, social media sites, etc.

5.1: Determine which students will be served by following local policy

Monthly MTSS collaboratives, which is a meeting to discuss students who are not demonstrating proficiency as compared to their peers. The collaborative will consist of the teacher (s), grade level administration, intervention staff, and counselor. Once this meeting occurs, it will be determined at what tier should the student intervention occur.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BERTHA PEREZ	STRATEGIST INSTRUCTION ASSESSMENT		1
CLAUDIA ALONZO	LEAD COUNSELOR/AT-RISK		1
COURTNEY STUART	MATH TEACHER		1
Daisy Bocanegra	LIAISON FAMILY COMMUNITY ENGAGEMENT		1
FLOR GUERRERO	READING TEACHER		1
GUILLERMO FLORES	MATH TEACHER		1
Jazmin Adame	LVN		
Jesus Reyna	STRATEGIST INSTRUCTION ASSESSMENT		1
JESUS SANCHEZ	COMPUTER TECH		1
MARIBEL SILVA	SOCIAL STUDIES TEACHER		1
ROGELIO CERVANTES	SCIENCE TEACHER		1

Perceptions CNA Data Analysis Team

Committee Role	Name	Position
Administrator	Maritza Cantu	Assistant Principal

Student Learning CNA Analysis Team

Committee Role	Name	Position
Administrator	Melissa Garcia	Dean Of Instruction

Process and Programs CNA Data Analysis Team

Committee Role	Name	Position
Administrator	Jesus Cantu	Assistant Principal
Administrator	Nora Longoria	CT Early College HS Administrator

Campus Technology

Committee Role	Name	Position
Classroom Teacher	Yadira Zapata	
Classroom Teacher	Jacqueline Zapata	
Classroom Teacher	Bradley Lopez	Classroom Teacher
Classroom Teacher	Aurora Gonzalez	
Classroom Teacher	Nancy Turchi	
Classroom Teacher	Roberto Galvan	
Classroom Teacher	Ubaldo Tijerina	
Classroom Teacher	Tommy Tijerina	
Classroom Teacher	Alejos Solis	
Classroom Teacher	Pablo Salinas	
Classroom Teacher	Jonathan Salinas	
Classroom Teacher	Landra Rios	
Classroom Teacher	Frank Rios	
Classroom Teacher	Dr. Hector Juarez	
Classroom Teacher	Laura Gomez	
Classroom Teacher	Benito Garza	
Classroom Teacher	Rui De Sousa	
Classroom Teacher	Carina Cuevas	
Classroom Teacher	Debra Colunga	
Classroom Teacher	Aaron Clemons	
Classroom Teacher	Belinda Chrostowski	
Paraprofessional	Jesus Silva	
Non-classroom Professional	Jesus Sanchez	
Non-classroom Professional	Margarita Longoria	
Non-classroom Professional	Carmela Gutierrez	
Non-classroom Professional	Katherine Deanda	
Non-classroom Professional	Maria Barrera	

Committee Role	Name	Position
Administrator	Nora Longoria	

Campus School Culture & Organization

Committee Role	Name	Position
Paraprofessional	Liliana Martinez	
Paraprofessional	Ruby Lopez	
Paraprofessional	Javier Flores	
Classroom Teacher	Alondra Zamora	
Classroom Teacher	Mercy Salinas	
Classroom Teacher	Maria Rubio	
Classroom Teacher	Vicente Rodriguez	
Classroom Teacher	Ilissa Rios	
Classroom Teacher	Martha Resendez	
Classroom Teacher	Nora Ramos	
Classroom Teacher	Leticia Puente	
Classroom Teacher	Hosea Henderson	
Classroom Teacher	Michael Gonzalez	
Classroom Teacher	David Garcia	
Classroom Teacher	Juliana Galvan	
Classroom Teacher	Leslie Davis	
Classroom Teacher	Jose Cortez	
Classroom Teacher	Lazaro Ayala	
Non-classroom Professional	Teresa Lincoln	Librarian
Non-classroom Professional	Priscilla Betancourt	

Campus Family & Community Involvement

Committee Role	Name	Position
Classroom Teacher	Bradley Lopez	
Paraprofessional	Elisabet Victoria	
Paraprofessional	Lauren Suarez	
Paraprofessional	Jose M. Salinas	
Classroom Teacher	Jose M. Trevino	
Classroom Teacher	Jose Mendoza	
Classroom Teacher	Jose Hernandez	
Classroom Teacher	Adrian Guerrero	
Classroom Teacher	Elizardo Torres	
Classroom Teacher	Esmeralda Karam	
Classroom Teacher	Valerie Flores	
Classroom Teacher	Maribel Silva	
Classroom Teacher	Alejandro Sanchez	
Classroom Teacher	Oneida Saenz	
Classroom Teacher	Jesus M. Reyna	
Classroom Teacher	Roberto Morales	
Classroom Teacher	David Mann	
Classroom Teacher	Leanna Lopez	
Classroom Teacher	Cecilia Lopez	
Classroom Teacher	Elijio Leanos	
Classroom Teacher	Manuel Huerta Gutierrez	
Classroom Teacher	Daniel Guzman	
Classroom Teacher	Diana Guerra	
Classroom Teacher	Edgar Estevez	
Classroom Teacher	Lidia Cantu	
Classroom Teacher	Karen Esteves	
Non-classroom Professional	Nelda Ramirez	

Committee Role	Name	Position
Non-classroom Professional	Ruby Madrigal	
Administrator	Annabel Moreno	

Campus Curriculum & Instruction & Assessment

Committee Role	Name	Position
Classroom Teacher	Jose Sanchez	
Paraprofessional	Rudy Rios	
Classroom Teacher	Rolando Solis	
Classroom Teacher	Irene Saenz	
Classroom Teacher	Abraham Masso	
Classroom Teacher	Christina Garza	
Classroom Teacher	Juan Galvan	
Classroom Teacher	Maria Aparicio	
Classroom Teacher	Diego Valdez	
Classroom Teacher	Courtney Stuart	
Classroom Teacher	Alejos Solis	
Classroom Teacher	Christopher Serbin	
Classroom Teacher	Ruben Salinas	
Classroom Teacher	Cesar Rosales	
Classroom Teacher	Raquel Rios	
Classroom Teacher	Sahira Ramos	
Classroom Teacher	Brianda Ramos	
Classroom Teacher	Erik Ramirez Gonzalez	
Classroom Teacher	Salvador Ovalle	
Classroom Teacher	Emmanuel Garcia	
Classroom Teacher	Guillermo Flores	
Classroom Teacher	Luis Chaires	
Classroom Teacher	Absalon Castellanos	
Classroom Teacher	Nancy Aleman	
Non-classroom Professional	Bertha Perez	
Non-classroom Professional	Claudia Alonzo	
Administrator	Melissa Garcia	

Campus Staff Quality Recruitment and Retention

Committee Role	Name	Position
Paraprofessional	Aholibama Ortiz	
Paraprofessional	Robert Olivarez	
Paraprofessional	Jose J. Mendoza	
Paraprofessional	Monika Martinez	
Classroom Teacher	Ysenia Trevino	Classroom Teacher
Classroom Teacher	Rosaenna Trevino	
Classroom Teacher	Raquel Tijerina	
Classroom Teacher	Julio Ramos	
Classroom Teacher	Josefina Flores	
Classroom Teacher	Ana Estrada	
Classroom Teacher	Imelda Becho	
Classroom Teacher	Carlos Longoria	
Classroom Teacher	Saul Torres	Classroom Teacher
Classroom Teacher	Oscar Castillo	Classroom Teacher
Classroom Teacher	Leonel Salinas	
Classroom Teacher	William Proctor	
Classroom Teacher	Maria Proctor	
Classroom Teacher	Mario Pena	
Classroom Teacher	Erica Molina	
Classroom Teacher	Ricardo Martinez	
Classroom Teacher	Samuel Longoria Gonzalez	
Classroom Teacher	Miguel Fernandez	
Classroom Teacher	Leonel Casas	
Non-classroom Professional	Laura Armendariz	
Classroom Teacher	Edna Clemons	
Classroom Teacher	Daniel Longoria	
Non-classroom Professional	Elizabeth Carranza	

Committee Role	Name	Position
Administrator	Jose E. Mejia II	

Campus Student Achievement Committee

Committee Role	Name	Position
Classroom Teacher	Abel Rios	
Classroom Teacher	Rebeca Jimenez	Classroom Teacher
Paraprofessional	Kassandra Pena	
Classroom Teacher	Salvador Garcia	
Classroom Teacher	Marcelino Farias	
Classroom Teacher	Orlando Salinas	
Classroom Teacher	Crystal Ruiz	
Classroom Teacher	Pablo Mata	
Classroom Teacher	Kathryn Callaway	
Classroom Teacher	Adriana Vasquez	
Classroom Teacher	Yulissa Sandoval	
Classroom Teacher	Elvira Saenz	
Classroom Teacher	Jesus A. Rodriguez	
Classroom Teacher	Irazema Rodriguez	
Classroom Teacher	Candice Pena	
Classroom Teacher	Adriana Munoz	
Classroom Teacher	Flor Guerrero	
Classroom Teacher	Karen Esteves	
Classroom Teacher	Alexis Chapa	
Classroom Teacher	Julie Cardenas	
Classroom Teacher	Rosita Cantu	
Classroom Teacher	Suzette Bustos	
Non-classroom Professional	Liz Acosta	
Administrator	Jesus Cantu	

Campus Demographics Committee

Committee Role	Name	Position
Classroom Teacher	Jesse Rivera	
Non-classroom Professional	Ruby Madrigal	Counselor
Administrator	Maritza Cantu	
Paraprofessional	Brady Campos	
Paraprofessional	Carolina Balderas	
Paraprofessional	Veronica Arevalo	
Paraprofessional	Javier Almance	
Classroom Teacher	Ramiro Ocana	
Classroom Teacher	Gloria Gonzalez	
Classroom Teacher	Joe D. Cavazos	
Classroom Teacher	Shirla Blackwell	
Classroom Teacher	Jorge Sosa	
Classroom Teacher	Jose Rodriguez	
Classroom Teacher	Francisco Melgoza	
Classroom Teacher	David Martinez	Teacher
Classroom Teacher	Brenda Lara	
Classroom Teacher	Joselito Guanzon	
Classroom Teacher	Susie Griffin	
Classroom Teacher	Corin Gonzalez	
Classroom Teacher	Brianna Gonzalez	
Classroom Teacher	Jose R. Escamilla	
Classroom Teacher	Marilee Diaz	
Classroom Teacher	David Colunga	
Classroom Teacher	Rogelio Cervantes	
Classroom Teacher	Ruben Salinas	Teacher

Board of Trustees

Committee Role	Name	Position
Member	Danny Martinez	Member
Member	Dolores Reyna	Member
Member	Natividad Sosa	Member
President	Iris Iglesias	President
Member	Petra B. Ramirez	Member
Secretary	Veronica "Betty" R. Mendoza	Secretary
Vice President	Jerry Zamora	Vice President

Business Representatives

Committee Role	Name	Position
Business Representative	Javier Medina, M.D. P.A.	
Business Representative	Dr. Norma L. Cavazos-Salas	
Business Representative	Javier Hinojosa	Engineering Mission Economic Development Corporation

Community Representatives

Committee Role	Name	Position
Community Representative	Javier Hinojosa	Javier Hinojosa Engineering

Central Office Representatives

Committee Role	Name	Position
District-level Professional	Dr. Sergio M. Coronado	ESL/Bilingual Coordinator
District-level Professional	John R. Hill	Director for Advanced Academic Services
District-level Professional	Francisca Cruz	Executive Director for Special Education
District-level Professional	Edliberto Flores	Executive Director for Secondary Education

District Level Professional Staff

Committee Role	Name	Position
District-level Professional	Kim M. Risica	Executive Directory for State and Federal Programs
District-level Professional	Edilberto Flores	Executive Director for Secondary Education
District-level Professional	Dr. Sharon A. Roberts	Deputy Superintendent for Curriculum and Instruction
District-level Professional	Joel Garcia	Deputy Superintendent for Human Resources and Student Services
District-level Professional	Ricardo Rivera	Assistant Superintendent for Maintenance and Operations
District-level Professional	Francisca Cruz	Executive Director for Special Education
District-level Professional	Judy Rodriguez	Secondary Social Studies Coordinator
District-level Professional	Vanessa Ojeda	Secondary Math Coordinator
District-level Professional	Vanessa Garcia	Secondary Science Coordinator
District-level Professional	Diamond Tijerina	Secondary ELA Coordinator

Department Team

Committee Role	Name	Position
Classroom Teacher	Martha Resendez	Special Ed Dept. Chairperson
Classroom Teacher	David Colunga	Science Dept Head
Classroom Teacher	Marisol E. Karam	Art Department Chairperson
Classroom Teacher	Saul Torres	Fine Arts Department Chairperson
Classroom Teacher	Gloria Gonzalez	CTE-Business Department Chairperson
Classroom Teacher	Edna L. Clemons	PE Department Chairperson
Classroom Teacher	Josefina Flores	Foreign Language Department Chairperson
Classroom Teacher	Benito Garza	CTE Department Chairperson
Classroom Teacher	Oneida Saenz	Social Studies Department Chairperson
Classroom Teacher	Rosita M. Cantu	ELA Department Chairperson
Classroom Teacher	Sahira Ramos	Math Department Chairperson

Non-Teaching

Committee Role	Name	Position
Non-classroom Professional	Anel Zepeda	Nurse
Non-classroom Professional	Teresa Lincoln	LRC Specialist
Non-classroom Professional	Margarita Longoria	LRC Specialist
Paraprofessional	Jesus Silva	Campus Technician
Non-classroom Professional	Jesus A. Sanchez	Campus Technologist
Non-classroom Professional	Bertha Perez	Instruction & Assessment Strategist
Non-classroom Professional	Maria Barrera	College Career Counselor
Non-classroom Professional	Ruby Madrigal	At-Risk Counselor
Non-classroom Professional	Katherine Deanda	CTE Counselor
Non-classroom Professional	Liz Acosta	Academic Counselor
Non-classroom Professional	Aida Zavala	Academic Counselor
Non-classroom Professional	Elizabeth Carranza	Academic Counselor
Non-classroom Professional	Priscilla Betancourt	Academic Counselor
Non-classroom Professional	Claudia Alonzo	Head Counselor/At-Risk

Site-Based Decision Making Committee

Committee Role	Name	Position
Member	Jesus Reyna	IAS
Parent	Laura Silva	
Parent	Esmeralda Guerrero	
Community Representative	Rick Venecia	BGCM Director
Paraprofessional	Aholibama Ortiz	ESL Instructional Aide
Member	Alejandro Sanchez	Social Studies Teacher
Member	Bobby Escamilla	Science Teacher
Member	Abraham Masso	Business CTE Teacher
Member	Raquel Tijerina	Foreign Language Teacher
Member	Saul Torres	Band Director
Member	Anel Zepeda	Registered Nurse
Member	Joe Anthony Mendoza	JROTC Teacher
Member	Martha Resendez	SpEd Teacher
Member	Elizardo Torres	Art Teacher
Member	Bradley Lopez	CTE Teacher
Member	Sahira Ramos	Math Dept Head
Member	Rosita Cantu	ELA Dept Head
Member	Kathy Deanda	CTE Counselor
Member	Jesus Sanchez	Campus Technologist
Member	Edna Clemons	Female Athletic Coordinator
Member	Bertha Perez	I&A Strategist
Member	Margie Longoria	Librarian
Member	Claudia Alonzo	Lead Counselor
Administrator	Annabel Moreno	Master Scheduler
Administrator	Melissa A. Garcia	Dean of Instruction
Administrator	Jose E. Mejia II	Principal

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	5			\$0.00
1	3	2			\$0.00
1	3	5			\$0.00
2	1	1			\$0.00
3	2	1			\$0.00
3	2	4			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
4	3	7			\$0.00
Sub-Total					\$0.00
161 State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	3	2			\$0.00
1	3	5			\$0.00
3	2	1			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
171 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

171 State Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	5			\$0.00
1	3	2			\$0.00
1	3	5			\$0.00
3	2	1			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00

175 SCE Accelerated Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	5			\$0.00
1	3	2			\$0.00
1	3	5			\$0.00
2	1	1			\$0.00
3	2	4			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00

165 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	5			\$0.00
3	2	1			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	5			\$0.00
1	3	5			\$0.00
2	1	1			\$0.00
3	2	1			\$0.00
3	2	4			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
212 Title I, Part C, Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	5			\$0.00
3	2	1			\$0.00
3	2	4			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	5			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00