

Socorro Independent School District

Mission Early College High School

2024-2025 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in Social Studies
Postsecondary Readiness



The First and Best

Board Approval Date: August 21, 2024
Public Presentation Date: August 21, 2024

Mission Statement

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

Vision

Tomorrow's leaders learning today.

Board Members and Superintendent

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Goal 2: Strategic Priority 2: Staff Success and Satisfaction. Socorro ISD will recruit and value all staff to ensure satisfaction and retention by (2.1) recruiting high-quality talent, (2.2) ensuring capacity building of all staff at all levels, and (2.3) ensuring employee satisfaction.	28

Goal 3: Strategic Priority 3: Community Collaboration and Engagement. Socorro ISD will serve and market to our community through communication, collaboration, and engagement with (3.1) parents and students, (3.2) the community at large, and (3.3) through marketing.	31
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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2023 - 2024)	Count	Percent
Student Total	<u>424</u>	100%
9th Grade	<u>103</u>	24.29%
10th Grade	<u>109</u>	25.71%
11th Grade	<u>105</u>	24.76%
12th Grade	<u>107</u>	25.24%

Mission Early College High School (MECHS) is one of 50 campuses in the Socorro Independent School District and opened its doors in September of 2006. Mission Early College High School embodies its mission to promote a highly rigorous environment to ensure that students earn a high school diploma as well as an Associate of Arts degree (AA). MECHS is founded on the conviction that high school students are ready and eager to do serious college work. Through a partnership with the El Paso Community College (EPCC), the school's unique vision enables highly motivated students from historically underrepresented college-going backgrounds to move in four years from the ninth grade through the first two years of college.

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

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

Demographics Strengths

HB3 CCMR GOAL (USE IN CNA AND PERFORMANCE OBJECTIVES-GOAL 2

The percent of graduates that met the criteria for CCMR:

Yearly Target Goals	2019 (Baseline)	2020	2021	2022	2023
All Students	100%	100%	100%	100%	99%
African-American	N/A	N/A	100%	N/A	N/A
Hispanic	100%	100%	100%	100%	99%
White	N/A	100%	100%	N/A	N/A
Special Education	N/A	100%	100%	100%	100%
Econ. Disadvantaged	100%	100%	100%	100%	98%
Emergent Bilingual	N/A	N/A	0%	100%	100%

The percent of students that received an Approved Industry-Based Certification:

Yearly Target Goals	2019 (Baseline)	2021	2022	2023
All Students	26%	28%	28%	64%
African-American	N/A	N/A	N/A	N/A
Hispanic	25%	27%	29%	63%
White	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A
Econ. Disadvantaged	25%	26%	22%	58%
Emergent Bilingual	N/A	N/A	20%	17%

State Graduation Rate:

4-Year 2021	4-Year 2022	4-Year 2023	5-Year 2021	5-Year 2022	5-Year 2023	6-Year 2021	6-Year 2022	6-Year 2023
100%	100%	100%	100%	100%	100%	100%	100%	100%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percent of CCMR students that achieved the TSI criteria on the Math TSIA has dropped over the previous two years.

Root Cause: 1. Curriculum and instructional methods- changes or gaps do not align with TSIA requirements. 2. Student preparedness and motivation- lack in foundational math skills and a lack of enthusiasm for content. 3. External factors- impact of COVID-19 and or socioeconomic factors. 4. Assessment and testing conditions 5. Support systems and resources. 6. Data feedback utilization.

Student Learning

Student Learning Summary

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

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

Student Learning Strengths

SOCORRO INDEPENDENT SCHOOL DISTRICT

2023-2024 CIP DATA REFERENCE: HIGH SCHOOL

COMPREHENSIVE NEEDS ASSESSMENT/GOAL 2 PERFORMANCE OBJECTIVES

Campus: Mission Early College High 007

2024 STAAR Assessment Results

All Students

STAAR	Approaches 22-23	Approaches 23-24	Meets 22-23	Meets 23-24	Masters 22-23	Masters 23-24
English I	95%	98% (+3)	82%	92% (+10)	21%	39% (+18)
English II	96%	96% (0)	85%	89% (+4)	18%	20% (+2)
Algebra I	94%	91% (-3)	61%	64% (+3)	22%	46% (+24)
Biology	97%	99% (+2)	79%	77% (-2)	35%	26% (-9)
U.S. History	100%	100% (0)	94%	84% (-10)	58%	47% (-11)

At Risk

STAAR	Approaches 22-23	Approaches 23-24	Meets 22-23	Meets 23-24	Masters 22-23	Masters 23-24
English I	81%	95% (+14)	66%	83% (+17)	6%	17% (+11)
English II	90%	84% (-6)	55%	72% (+17)	10%	12% (+2)
Algebra I	80%	80% (0)	40%	60% (+20)	20%	40% (+20)
Biology	94%	97% (+3)	56%	63% (+7)	13%	5% (-8)
U.S. History	100%	100% (+5)	88%	74% (-14)	41%	21% (-20)

Economically Disadvantaged

STAAR	Approaches 22-23	Approaches 23-24	Meets 22-23	Meets 23-24	Masters 22-23	Masters 23-24
English I	93%	98% (+5)	77%	91% (+14)	13%	30% (+17)
English II	96%	96% (0)	82%	89% (+7)	11%	17% (+6)
Algebra I	93%	83% (-9)	57%	67% (+10)	21%	50% (+29)
Biology	95%	98% (+3)	73%	71% (-2)	26%	18% (-8)
U.S. History	100%	100% (0)	95%	84% (-11)	56%	43% (-13)

Emergent Bilingual

STAAR	Approaches 22-23	Approaches 23-24	Meets 22-23	Meets 23-24	Masters 22-23	Masters 23-24
English I	93%	96% (+3)	67%	89% (+22)	13%	19% (+6)

STAAR	Approaches 22-23	Approaches 23-24	Meets 22-23	Meets 23-24	Masters 22-23	Masters 23-24
English II	100%	93% (-7)	33%	71% (+38)	0%	14% (+14)
Algebra I						
Biology	88%	100% (+12)	50%	63% (+13)	13%	8% (-5)
U.S. History	100%	100% (0)	80%	33% (-47)	20%	0% (-20)

Special Education

STAAR	Approaches 22-23	Approaches 23-24	Meets 22-23	Meets 23-24	Masters 22-23	Masters 23-24
English I						
English II						
Algebra I						
Biology						
U.S. History						

For 2023-2024 STAAR data MECHS showed gains in Approaches in English 1, Biology, and US History remained at 100%. In Meets MECHS showed gains in English 1, English 2, and Algebra 1. In Masters, MECHS showed gains in English 1, English 2, and Alg 1.

The percent of graduates that met the criteria for CCMR:

Yearly Target Goals	2019 (Baseline)	2020	2021	2022	2023
All Students	100%	100%	100%	100%	99%
African-American	N/A	N/A	100%	N/A	N/A
Hispanic	100%	100%	100%	100%	99%
White	N/A	100%	100%	N/A	N/A
Special Education	N/A	100%	100%	100%	100%
Econ. Disadvantaged	100%	100%	100%	100%	98%
Emergent Bilingual	N/A	N/A	0%	100%	100%

The percent of students that received an Approved Industry-Based Certification:

Yearly Target Goals	2019 (Baseline)	2021	2022	2023
All Students	26%	28%	28%	64%
African-American	N/A	N/A	N/A	N/A
Hispanic	25%	27%	29%	63%
White	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A
Econ. Disadvantaged	25%	26%	22%	58%
Emergent Bilingual	N/A	N/A	20%	17%

State Graduation Rate:

4-Year 2021	4-Year 2022	4-Year 2023	5-Year 2021	5-Year 2022	5-Year 2023	6-Year 2021	6-Year 2022	6-Year 2023
100%	100%	100%	100%	100%	100%	100%	100%	100%

Federal Graduation Rate:

2020	2021	2022	2023
100%	100%	100%	100%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are struggling to successfully meet the passing standard on TSIA 2.0 Reading/Writing.

Root Cause: The test changed and increased in difficulty after transitioning to TSIA 2.0

Problem Statement 2: There was a significant drop in students achieving Masters level in STAAR US History.

Root Cause: The course was taught by a new instructor last school year.

School Processes & Programs

School Processes & Programs Summary

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

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

School Processes & Programs Strengths

- At the beginning of each school year, all dual credit teachers meet with EPCC instructors to clarify curriculum requirements.
- MECHS teachers write, refine and submit a year long curriculum plan combining Texas Student Expectations with EPCC curriculum requirements.
- Faculty will develop 4 and 9-week assessments for all subjects. A 9-week final will be provided by the district. Teachers will have 3 test grades, 1 final exam grade, and at least 10 daily grades.
- Student data is analyzed regularly to find any curriculum weaknesses and create a proactive plan of action.
- 100% of the Mission Early College High School faculty meets NCLB requirements as “highly qualified” teachers, and every year, MECHS assists in increasing the retention rate of all “highly qualified” teachers by participating in district-wide staff development training.
- All teachers participate in weekly PLCs that focus on improving the quality of classroom instruction by developing teacher skills. The PLCs will support and mentor each other with SLO's, best instructional practices, and data analysis.
- The campus maintains a tutoring center with 5 part time tutors who are supervised by the campus SCEI coach. The center works on a referral basis and walk in basis. The center

also supports TSI tutoring, STAAR tutoring, and intersession tutoring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: It is difficult to engage faculty in collaborative buy in of PLC process.

Root Cause: There is only one teacher per grade level subject.

Perceptions

Perceptions Summary

The small learning environment of approximately 440 students contrasts in many ways from a large comprehensive high school. However, the largest difference is found in the campus culture. Mission Early College High School faculty, staff, and students promote a familial atmosphere and treat each other as such. Because of this close knit family environment, there are very low incidents of negative high school behavior on campus such as: physical violence, theft and bullying. When these incidents do occur, they are addressed quickly and fairly following the SISD Student Code of Conduct. The faculty are the same in that their are few issues with them supporting each other or the campus. Faculty members sponsor numerous clubs and organization and have no issues stepping in for each other when needed. They are always ready to support the campus and each other at a moments notice.

Perceptions Strengths

The table below indicates MECHS top rated climate strengths. The results are based on a 0 - 4 scale. 4 is very positive.

	Item No.	Item	Score
Strength:	P. 4	My child's school makes an effort to keep me and my family informed.	3.65
Strength:	P. 14	The school encourages all students to enroll in challenging courses.	3.65
Strength:	S. 17	My child feels like he/she belongs at this school.	3.60
Strength:	S. 15	I like working at my school.	3.83
Strength:	F/S. 17	I feel safe and secure with safety protocols implemented in response to the pandemic.	3.83

Other strengths summarized by the faculty staff survey included: feeling secure in their job position, belief that students attending MECHS are receiving a good education, fair and reasonable annual evaluations, the school has an emphasis on helping students academically, high standards are set for academic performance, high marks for the tone and representations put forward by the admin team.

MECHS's core strength comes from a smaller more manageable population of students. Community members, parents, students, and faculty praise the small close family feel MECHS has. All faculty and staff members know each student on a personal level and are able to provide them more one to one individualized attention and support. All faculty, staff, students, and community members feel as if they are part of a family.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): MECHS is the only standalone ECHS in Socorro ISD. Recruitment to maintain steady and full cohorts will become increasingly difficult.

Root Cause: All Socorro ISD comprehensive high schools offer ECHS's within their schools and advanced academies. In addition new P-TECHS are opening. This coupled with the offerings of athletics and extracurriculars makes recruitment for our smaller campus difficult.

Priority Problem Statements

Problem Statement 1: The percent of CCMR students that achieved the TSI criteria on the Math TSIA has dropped over the previous two years.

Root Cause 1: 1. Curriculum and instructional methods- changes or gaps do not align with TSIA requirements. 2. Student preparedness and motivation- lack in foundational math skills and a lack of enthusiasm for content. 3. External factors- impact of COVID-19 and or socioeconomic factors. 4. Assessment and testing conditions 5. Support systems and resources. 6. Data feedback utilization.

Problem Statement 1 Areas: Demographics

Problem Statement 2: MECHS is the only standalone ECHS in Socorro ISD. Recruitment to maintain steady and full cohorts will become increasingly difficult.

Root Cause 2: All Socorro ISD comprehensive high schools offer ECHS's within their schools and advanced academies. In addition new P-TECHS are opening. This coupled with the offerings of athletics and extracurriculars makes recruitment for our smaller campus difficult.

Problem Statement 2 Areas: Perceptions









Goals













Goal 1: Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 1: By the end of May 2025, 100% of Mission Early College High School students will develop and implement a College and Career Ready Strategic Plan that includes an individual audit card (high school and college) that maps each students' progress towards an Associate of Arts Degree that is aligned to the Texas University Degree Plan .

Evaluation Data Sources: By May 2025, 60% (or more) of MECHS students will be TSI ready in reading, writing, and math and enrolled at EPCC or UTEP.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide TSI assessment in person or virtual preparation for all incoming MECHS freshmen. Strategy's Expected Result/Impact: Campus TSI assessment data, campus dual credit course enrollment data Staff Responsible for Monitoring: Administrators, Teachers, Counselor, SCEIC</p> <p>Title I: 2.6 Funding Sources: \$4500 Transportation \$4800 Extra Duty - 211 - Title I, Part A - \$9,300</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided focused in person or virtual tutoring on TSI. Strategy's Expected Result/Impact: Campus TSI assessment data, campus dual credit course enrollment data Staff Responsible for Monitoring: Teachers, SCEIC</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify









Strategy 3 Details	Reviews			
<p>Strategy 3: Once allowed, opportunities will be provided for TSI testing on campus. Strategy's Expected Result/Impact: Campus TSI assessment data, campus dual credit course enrollment data Staff Responsible for Monitoring: Teachers, SCEIC</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselor and Go-Center and will guide students on degree plan and graduation requirements through class sessions (1 per semester). Strategy's Expected Result/Impact: Course alignment Staff Responsible for Monitoring: Counselor, Go Center, Administration</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				













Goal 1: Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.













Performance Objective 2: For the 2024-2025 school year, 100% of Mission Early College High School students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Sources: By May 2025, 90% of all MECHS students will meet the minimum expectations on the STAAR EOC.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a State Compensatory Education Instructional Coach (SCEIC) to assist at-risk students.</p> <p>Strategy's Expected Result/Impact: Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade report</p> <p>Staff Responsible for Monitoring: Administration, SCEIC</p> <p>Title I: 2.6</p> <p>Funding Sources: FTE - 199 - General Fund: SCE - \$60,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide transportation for campus based core subject after school, summer, Saturday, intersession tutoring.</p> <p>Strategy's Expected Result/Impact: Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade report</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Transportation - 211 - Title I, Part A - \$8,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for students to participate in local, regional, state and national competitions.</p> <p>Strategy's Expected Result/Impact: Campus and district assessment data, Progress reports, Report cards, 9wk campus grade report, Semester campus grade reports</p> <p>Staff Responsible for Monitoring: Administration, Teachers, GT Coordinator</p> <p>Title I: 2.5</p> <p>Funding Sources: Transportation and Contracted Services - 199 - General Fund: Gifted and Talented</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase classroom and instructional materials to include, but not limited to, consumables, reading material, and hands-on science materials, and lab equipment.</p> <p>Strategy's Expected Result/Impact: Campus and district assessment data, Progress reports, Report cards</p> <p>Staff Responsible for Monitoring: Administrations, Teachers, GT Coordinator, SCEI Coach</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue supporting and building the campus AVID program to help identified student participants develop the skills they need to be successful in college.</p> <p>Strategy's Expected Result/Impact: Student participants will be accepted to a four year university and be college ready.</p> <p>Staff Responsible for Monitoring: AVID Coordinator, Administration</p> <p>Title I: 2.4</p> <p>Funding Sources: Resources for program implementation - 211 - Title I, Part A - \$5,100</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Accomplished	 Accomplished	 Discontinue

Strategy 6 Details	Reviews			
<p>Strategy 6: For the 2024-2025 academic year, Mission Early College will monitor and provide timely, strategic, and targeted interventions that support the campus in meeting performance targets on the following sub-populations for mathematics; Hispanic, Economically Disadvantaged, and Continuously enrolled pops.</p> <p>Strategy's Expected Result/Impact: Campus will meet math targets on Hispanic, Economically Disadvantaged, and Continuously Enrolled populations.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, SCEI coach, Math PLC team</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 7 Details	Reviews			
<p>Strategy 7: For the 2024-2025 academic year, Mission Early College will monitor and provide timely, strategic, and targeted interventions that support the campus in meeting performance targets on for English Language Proficiency Status.</p> <p>Strategy's Expected Result/Impact: Campus will meet math target on English Language Proficiency scholars.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, SCEI coach, English PLC team,</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<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: Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.


Performance Objective 3: For the 2024-2025 school year, the campus will set the following STAAR EOC goals:


- English 1: 100% Approaches/93% Meets/45% Masters on the 2025 STAAR assessment.
- English 2: 100% Approaches/93% Meets/25% Masters on the 2025 STAAR assessment.
- Algebra 1: to 95% Approaches/70% Meets/50% Masters on the 2025 STAAR assessment.
- U.S. History: to 100% Approaches/95% Meets/70% Masters on the 2025 STAAR assessment.
- Biology: to 100% Approaches/80% Meets/40% Masters on the 2025 STAAR assessment.


Evaluation Data Sources: Spring 2025 benchmark data and Spring 2024 EOC data


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Mission Early College faculty will analyze benchmark data and identify students in need of additional support. Students will be scheduled for lunch and after school tutoring as well as tutoring during the Spring intersession.</p> <p>Strategy's Expected Result/Impact: Students will show growth in target subjects to meet EOC growth goals when comparing the spring district benchmark and EOC data.</p> <p>Staff Responsible for Monitoring: Admin, faculty, SCEIC</p> <p>Title I: 2.4</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

 No Progress

 Accomplished

 Continue/Modify

 Discontinue













Goal 1: Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 4: MECHS will maintain 100% of students earning CCMR credit in the 2024-2025 school year.

HB3 Goal

Evaluation Data Sources: PEIMS demographic information, TSI score reports

Summative Evaluation: Exceeded Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: MECHS will continue to implement coherent sequencing for business CTE classes w/ qualified instructors working with students to obtain industry certifications.</p> <p>Strategy's Expected Result/Impact: Students will obtain industry certifications.</p> <p>Staff Responsible for Monitoring: CTE teachers, admin</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p>Strategy 2: MECHS will implement a TSI testing and remediation schedule that works toward students growth in MECHS students meeting TSI Math criteria.</p> <p>Strategy's Expected Result/Impact: Percentage of students meeting TSI Math criteria will increase.</p> <p>Staff Responsible for Monitoring: Go-Center, MECHS faculty math team, SCEI</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<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: Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 5: All MECHS faculty and staff will have the technology necessary to implement online learning seamlessly where needed for the 2024-2025 school year.

Evaluation Data Sources: Classroom inventory and faculty feedback

Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will make necessary technology purchases for faculty to run an in person or virtual classroom seamlessly.</p> <p>Strategy's Expected Result/Impact: There will be no interruption to learning for in person vs. remote.</p> <p>Staff Responsible for Monitoring: Administration, campus budget secretary, SCEIs, teachers.</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 6: MECHS will continue to implement a comprehensive tutoring program both with individual faculty and with a fully staffed tutoring center to continue to address instructional and learning gaps that occur. Faculty will have set tutoring days and hours and the tutoring center will remain open all day for mandatory or voluntary support.

Evaluation Data Sources: Student data, failure data, teacher feedback

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide scientifically researched based supplementary resources and materials for instruction and intervention in all core curriculum areas. Examples: Fundamental 5, SIOP, Delta May, Reading Plus, TI Calculators, Edpuzzle, Writable, Gimkit etc.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement in all areas on 2023-2024 STAAR. Staff Responsible for Monitoring: Administration, SCEI coaches, and teachers will monitor data through Eduphoria. Administration will monitor instruction through observation feedback walkthroughs and TTESS.</p> <p>Staff Responsible for Monitoring: Administration, SCEIs, faculty</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

 No Progress
  Accomplished
  Continue/Modify
  Discontinue









Goal 1: Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 7: MECHS will move towards the goal of 80% of students earning an industry based certification in 2024-2025.

HB3 Goal

Evaluation Data Sources: Certification list provided by CTE department and district CTE.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: MECHS CTE department will provide regular certification opportunities and preparations for MECHS scholars.</p> <p>Strategy's Expected Result/Impact: MECHS will match comprehensive school proportionately on CTE certifications.</p> <p>Staff Responsible for Monitoring: Admin, SCEIs, CTE teachers.</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction 	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify
<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: Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 8: MECHS will continue to work toward meeting TSI "baseline" criteria for Math of 80% for ALL students and 70% for Eco Dis students.

HB3 Goal

Evaluation Data Sources: TSI test data

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: MECHS will work toward hitting a 95% target of students to be TSI Math ready.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared and meet prerequisites for college math courses.</p> <p>Staff Responsible for Monitoring: Admin, SCEIs, math team.</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<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>				

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Performance Objective 9: MECHS will maintain a 100% graduation rate for the senior cohort.

Evaluation Data Sources: Counseling and transcript data.

Summative Evaluation: Exceeded Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: All MECHS seniors will graduate and maintain the campus tradition of 100% graduation rate. Strategy's Expected Result/Impact: All seniors for 2024-2025 will graduate. Staff Responsible for Monitoring: Admin, counselor, teachers.</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Strategic Priority 2: Staff Success and Satisfaction. Socorro ISD will recruit and value all staff to ensure satisfaction and retention by (2.1) recruiting high-quality talent, (2.2) ensuring capacity building of all staff at all levels, and (2.3) ensuring employee satisfaction.

Performance Objective 1: For the 2024-2025 school year, Mission Early College High School will maintain 100% highly effective teachers in all academic subjects.

Evaluation Data Sources: By May 2025, 40% of MECHS teachers will be highly qualified with a Master's degree according to an SISD campus credential audit.

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct interviews and review all possible candidates with the input of campus, district and EPCC stakeholders for to ensure dual credit requirements have been fulfilled before hiring.</p> <p>Strategy's Expected Result/Impact: Campus staff rosters indicating certification requirements</p> <p>Staff Responsible for Monitoring: Administration, EPCC Representatives, SISD Human Resources, Teachers, SCEIC</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Strategic Priority 2: Staff Success and Satisfaction. Socorro ISD will recruit and value all staff to ensure satisfaction and retention by (2.1) recruiting high-quality talent, (2.2) ensuring capacity building of all staff at all levels, and (2.3) ensuring employee satisfaction.

Performance Objective 2: During the 2024-2025 school year, Mission Early College High School will conduct monthly professional development opportunities which will focus on best practices in classroom instruction.

Evaluation Data Sources: Agendas and sign in sheets for trainings will be kept on file.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly Professional Learning Community Meetings which will focus on classroom instructional best practices.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, Staff Development Agendas, Teacher presentations, Staff Development Documentation from other sources, SISD Travel Request Forms (TRFs), Department Chair Agendas and notes</p> <p>Staff Responsible for Monitoring: Administration, Teachers, SCEIC</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide funds for registration fees, travel, per diem and substitutes for teachers to attend virtual professional development offered by SISD, Regional Service Center (19), or other vendors/sources. Funds will include registration fees for AP or College board training.</p> <p>Strategy's Expected Result/Impact: Staff Development Documentation from other sources, SISD Travel Request Forms (TRFs), Department Chair Agendas and notes</p> <p>Staff Responsible for Monitoring: Administration, Teachers, SCEIC</p> <p>Funding Sources: - 199 - General Basic - \$3,000, - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
<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: Strategic Priority 2: Staff Success and Satisfaction. Socorro ISD will recruit and value all staff to ensure satisfaction and retention by (2.1) recruiting high-quality talent, (2.2) ensuring capacity building of all staff at all levels, and (2.3) ensuring employee satisfaction.

Performance Objective 3: During the 2024-2025 school year, Mission Early College will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Sources: By May 2025, 100% of expenditures will meet the research-based requirements as stated through an audit by SISD State and Federal Programs department.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase scientifically based professional materials for teachers to include Schmoop or similar TSI, STAAR, SAT, etc. prep software.</p> <p>Strategy's Expected Result/Impact: Campus will be goals in TSI, STAAR, SAT, and other academic aread.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4</p> <p>Funding Sources: - 211 - Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

















Goal 3: Strategic Priority 3: Community Collaboration and Engagement. Socorro ISD will serve and market to our community through communication, collaboration, and engagement with (3.1) parents and students, (3.2) the community at large, and (3.3) through marketing.

Performance Objective 1: During the 2024-2025 school year, Mission Early College High School will offer a minimum of 1 collaborative in person educational involvement activity/event per month for parents/community members to promote teamwork and unity in the education of our students.

Evaluation Data Sources: By May 2025, 25% (or more) parents will have signed in to all events including CIS parent classes, new freshman meetings, fall open house, and fall/spring parent/teacher conferences.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Employ a Community in Schools campus coordinator to inform parents of federal, state, district and campus information, to provide community outreach, to assist with at risk students, and to conduct parent classes on a wide variety of topics.</p> <p>Strategy's Expected Result/Impact: Campus staff roster</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>Funding Sources: FTE is funded from SISD State and Federal Programs - 199 - General Fund: SCE - \$35,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase refreshments and snacks to conduct parent informational meetings a minimum of once a month.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, Agendas, Parent presentations</p> <p>Staff Responsible for Monitoring: Administration, CIS, Counselor, Teachers</p> <p>Title I: 4.2</p> <p>Funding Sources: - 211 - Title I, Part A - \$700</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify













Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase general supplies such as, but not limited to technology needs and small furniture items to conduct parent informational meetings and to monitor student/parent information.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, Agendas, Parent presentations</p> <p>Staff Responsible for Monitoring: Administration, CIS</p> <p>Title I: 4.2</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase general supplies, refreshments and snacks to conduct an annual parent/community sponsored career expo.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, Agendas, Student presentations</p> <p>Staff Responsible for Monitoring: Administration, CIS, Counselor, Teachers</p> <p>Title I: 4.2</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	June
	 No Progress	 Discontinue	 Discontinue	 Discontinue
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide parents the opportunity to attend the annual regional parent engagement conference.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, Agenda, Presentations</p> <p>Staff Responsible for Monitoring: Administration, CIS</p> <p>Title I: 2.4, 4.1</p> <p>Funding Sources: - 211 - Title I, Part A - \$150</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Accomplished	 Accomplished	 Continue/ Modify
<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: Strategic Priority 3: Community Collaboration and Engagement. Socorro ISD will serve and market to our community through communication, collaboration, and engagement with (3.1) parents and students, (3.2) the community at large, and (3.3) through marketing.

Performance Objective 2: For the 2024-2025 school year, Mission Early College High School, on a monthly basis, send out communication via newsletters, email, Blackboard, our campus website, etc. to parents, businesses, and community members.

Evaluation Data Sources: All campus communications will be tracked and monitored with dates and times sent where applicable.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Coordinate Administration, CIS, PTSA and campus broadcast to create additional announcements for parents in the form of electronic newsletters, campus broadcast, website calendar postings, etc.</p> <p>Strategy's Expected Result/Impact: PTSA enrollment (YTD), Campus club/organization membership, Parent participation in CIS Family Frameworks classes (YTD), Parent and student climate survey data</p> <p>Staff Responsible for Monitoring: Administration, CIS, Teachers, PTSA</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be contacted via email, phone calls, or the student agenda regarding student progress.</p> <p>Strategy's Expected Result/Impact: Parent phone logs, emails, agenda checks, sign-in sheets, survey results</p> <p>Staff Responsible for Monitoring: Administration, CIS, Teachers</p> <p>Title I: 2.4, 4.1</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Strategic Priority 3: Community Collaboration and Engagement. Socorro ISD will serve and market to our community through communication, collaboration, and engagement with (3.1) parents and students, (3.2) the community at large, and (3.3) through marketing.

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

Evaluation Data Sources: By May 2024, Mission Early College High School will have increased, by 2 over the 2022-2023 school year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a campus outreach program through Partners in Education to expand the number of local businesses affiliated with the campus.</p> <p>Strategy's Expected Result/Impact: Campus business partners listed on: web page, newsletter, yearbook, PTSA, programs, t-shirts, campus events</p> <p>Staff Responsible for Monitoring: Administration, Campus PIE liaison, CIS</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<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: Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 1: For the 2024-2025 school year, 100% of MECHS students will meet district, state, and federal accountability standards that correlate to academic growth measures.

Evaluation Data Sources: By May 2025, 90% of all students in all subgroups at Mission Early College High School will meet district, state, and federal accountability standards as measured by academic growth indicators.

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze 2023-2024 federal, state and district student data to determine needed interventions for 2024-2025.</p> <p>Strategy's Expected Result/Impact: Campus and district assessment data, Progress report, Report card, 9wk campus grade report, Semester campus grade report</p> <p>Staff Responsible for Monitoring: Administration, Teachers, SCEIC, Counselor, CIS</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided opportunities outside of the school day for in person academic tutoring interventions in order to complete and comply with LOC, as mandated by the district attendance policy.</p> <p>Strategy's Expected Result/Impact: LOC contracts, transcript auditing, tutoring logs</p> <p>Staff Responsible for Monitoring: Administration, SCEI Coach, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,450</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
<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: Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 2: For the 2024-2025 school year, to facilitate open communication, MECHS administration will invite district personnel to provide professional development for staff members to address student needs.

Evaluation Data Sources: By May 2025 Mission Early College High School administrators will schedule a minimum of 2 program information sessions with SISD Representatives to discuss general campus program and curriculum/instruction needs to acquire support and resources.

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule meetings with SISD Academics personnel to discuss and work toward a plan of action according to 2023-2024 academic data.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, Agenda, Teacher presentation, Teacher data analysis</p> <p>Staff Responsible for Monitoring: Administration, Teachers, SISD Representatives</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule trainings for Social and Emotional Learning in order to provide teachers with the necessary skills for reaching all students.</p> <p>Strategy's Expected Result/Impact: Agendas, sign-in sheets, teacher data analysis, teacher presentations, exit tickets</p> <p>Staff Responsible for Monitoring: Administration, SISD representatives, SCEI Coach, Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<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: Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 3: For the 2024-2025 school year, Mission Early College High School will continue to implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Sources: Any staff climate survey results for 2024-2025 will be 3.5 or higher (on a 4.0 scale) on all questions related to campus safety.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: All SISD employees must sign in at the front desk. Other visitors to include EPCC personnel must provide appropriate documentation in order to receive a visitors pass and be allowed on premises. Front desk is staffed the entire school day.</p> <p>Strategy's Expected Result/Impact: Staff front desk rotation schedule, Visitor sign in sheets, staff and student feedback, Campus Emergency Operations Team debrief meeting notes</p> <p>Staff Responsible for Monitoring: Administration, Campus Emergency Operations Team, Staff</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p>Strategy 2: All visitors should remain in the foyer until called upon.</p> <p>Strategy's Expected Result/Impact: Reduce the number of unknown visitors on campus.</p> <p>Staff Responsible for Monitoring: Front Desk Clerk, Administration</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
<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: Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 4: For the 2024-2025 school year, Mission Early College High School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Sources: By May 2025, 100% of the required emergency drill documentation and EOP meeting documentation will be completed and submitted to SISD.

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct required monthly drills and practice alternate evacuation routes. Practice other emergency drills according to district guidelines.</p> <p>Strategy's Expected Result/Impact: Completed campus emergency plan, District emergency drill documentation (YTD), Campus Emergency Operations Team debrief notes</p> <p>Staff Responsible for Monitoring: Administration, Campus Emergency Operation Team, Staff</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 5: For the 2024-2025 school year, the number of bullying-related incidents reported through PEIMS at Mission Early College High School will remain minimal. Any reported incidents will be handled with care by administration.

Evaluation Data Sources: By May 2025, bullying-related incidents will be reported for the campus to PEIMS.

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Present Mission Early College High School behavior expectations and consequences to all students.</p> <p>Strategy's Expected Result/Impact: SISD bullying data campus reports (YTD)</p> <p>Staff Responsible for Monitoring: Administration, Staff</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in Social Emotional Learning lessons on a monthly basis.</p> <p>Strategy's Expected Result/Impact: MECHS students will utilize Character Strong curriculum to learn to cope with emotions and build character in order for them to leave MECHS as well rounded social & emotional individuals.</p> <p>Staff Responsible for Monitoring: Administration, Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: SEL Curriculum - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Accomplished
<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: Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 6: For the 2024-2025 school year, the attendance rate for all students at Mission Early College High School will finish at 96.5% or above.

Evaluation Data Sources: By June 2025, the campus ADA for the 2023-2024 school year will be 96.5% (or higher).

Summative Evaluation: No progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Present to all students and parents the state attendance requirements and possible consequences. Strategy's Expected Result/Impact: Campus attendance rate (YTD) Staff Responsible for Monitoring: Administration, Counselor Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress	 Accomplished	 Accomplished	 Continue/Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize students (individually and by grade level) for perfect attendance at semester. Strategy's Expected Result/Impact: Campus attendance rate (YTD) Staff Responsible for Monitoring: Administration, Counselor Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Accomplished
<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: Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 7: For the 2024-2025 school year, the total number of disciplinary incidents (level 3 and 4) will be no more than 2% of incidents at Mission Early College High School.


Evaluation Data Sources: By June 2025, ten (or less) serious discipline incidents (Level 3 or 4) will be reported through PEIMS.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Present to students the consequences of Level III & IV disciplinary infractions at MECHS through class meetings at the beginning of the year.</p> <p>Strategy's Expected Result/Impact: Campus discipline report (YTD)</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a week long series of activities during the last week of October 2025 to raise MECHS community awareness of the consequences of drug and alcohol use/abuse, and cyberbullying.</p> <p>Strategy's Expected Result/Impact: Campus discipline report (YTD)</p> <p>Staff Responsible for Monitoring: Administration, Counselor, CIS Liaison, Teachers</p> <p>Funding Sources: - 199 - General Basic</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct monthly SEL lessons campus wide to teach students emotional coping skills.</p> <p>Strategy's Expected Result/Impact: Campus discipline report (YTD)</p> <p>Staff Responsible for Monitoring: Administration, Counselor, CIS, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: SEL Curriculum - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable	 Considerable	 Considerable	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Mission Early College High School

Total SCE Funds: \$83,944.64

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

State Compensatory Education intervention coaches (SCE-I coaches) are present at all campuses to assist faculty and staff with instructional support that centers on at-risk student instruction. State compensatory education funds are allocated to high school campuses in two installments during each school year. One installment is in the fall semester, and one is in the spring semester. This funding is used for direct supplemental instruction for students at risk of dropping out of school, and is intended for extended instruction after school, on Saturdays, during intersession periods, and for summer school.

Personnel for Mission Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Timothy Michel	SCE Intervention Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dylan Andrade	College Tutor	Title I	19 Hours
Eric Rodriguez	College Tutor	Title I	19 Hours
Stephen Kelly	College Tutor	Title I	19 Hours

Campus Funding Summary

199 - General Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1			\$0.00
2	2	2			\$3,000.00
3	3	1			\$0.00
4	1	1			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
4	5	1			\$0.00
4	6	1			\$0.00
4	6	2			\$0.00
4	7	1			\$0.00
4	7	2			\$0.00
Sub-Total					\$3,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	FTE		\$60,000.00
3	1	1	FTE is funded from SISD State and Federal Programs		\$35,000.00
Sub-Total					\$95,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	\$4500 Transportation \$4800 Extra Duty		\$9,300.00
1	2	2	Transportation		\$8,000.00
1	2	5	Resources for program implentation		\$5,100.00
1	3	1			\$1,000.00
2	2	2			\$1,000.00
2	3	1			\$3,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$700.00
3	1	3			\$1,000.00
3	1	4			\$1,000.00
3	1	5			\$150.00
4	1	2			\$1,450.00
4	5	2	SEL Curriculum		\$1,000.00
4	7	3	SEL Curriculum		\$1,000.00
Sub-Total					\$33,700.00
199 - General Fund: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Transportation and Contracted Services		\$0.00
Sub-Total					\$0.00