

MISSION HIGH SCHOOL CAMPUS IMPROVEMENT PLAN

2017-2018

Students First • Innovation • Collaborative Ownership • Diversity • Continuous Learning

Vision Statement

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

Nondiscrimination Notice

MISSION HIGH SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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2017-2018

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DISTRICT GOALS

- GOAL 1.0** **Mission CISD Students demonstrate academic success through a curriculum that is well balanced, appropriate, and relevant to the real world in order to be college and career ready.**
- GOAL 2.0** **All stake holders understand the district's mission and vision and are actively involved in providing service to our family and community to ensure the education of our students.**
- GOAL 3.0** **Mission CISD has a plan to address the efficient operations of District facilities, safe environment, integration of technology, and fiscal responsibility.**
- GOAL 4.0** **A process is in place that assures quality and highly effective personnel will be recruited, developed, and retained as part of our Mission CISD team.**

MISSION HIGH SCHOOL
Roster by Grouping
2017-2018

Campus Based Professional Staff

Mr. Edilberto Flores, Principal
 Mrs. Sandra Rodriguez, Dean of Instruction
 Mrs. Lydia Hernandez, Master Scheduler
 Mr. Eric Gutierrez, Asst. Principal
 Mrs. Annabel Moreno,, Asst. Principal
 Mrs. Melissa A. Garcia, Asst. Principal
 Mrs. Nora Longoria, MHS-CT Early Academy Administrator

Teachers (Secondary)

Mr. James Shults, Science Dept. Chairperson
 Mrs. Vanessa Ojeda, Math Dept. Chairperson
 Mrs. Rosita Cantu, ELA Dept. Chairperson
 Ms. Oneida Saenz, Social Studies Dept. Chairperson
 Mrs. Hannaly Ramirez, SpED Dept. Chairperson
 Mr. Benito Garza, CTE Dept. Chairperson
 Mrs. Josefina Flores, Foreign Language Dept. Chairperson
 Mrs. Edna Clemons, PE Dept. Chairperson

Business Representatives

None

Non-Teaching

Ms. Kimberly Garza, Head Counselor
 Mrs. Priscilla Salinas, Academic Counselor
 Mrs. Thelma Reyes, Academic Counselor
 Ms. Elizabeth Carranza, Academic Counselor
 Mrs. Katherine Deanda, CTE Counselor
 Mrs. Claudia Alonzo, At-Risk Counselor
 Mrs. Cynthia Gonzalez, Migrant Strategist
 Mrs. Maritza Cantu, Instruction & Assessment Strategist
 Ms. Bertha Perez, Instruction & Assessment Strategist
 Mr. Adriana Cervantes, ELA Instructional Coach
 Mr. Harold Guthrie, Campus Technologist
 Mr. Rolando J. Pena, Campus Technician
 Mrs. Margarita Longoria, LRC Specialist
 Mrs. Teresa Navarr, LRC Specialist
 Nurse
 Nurse

Mr. Hector Garza, Parental Liaison

Parents

Mr. and Mrs. Hector and Mari Gonzalez

District Level Professional Staff

Ms. Diamond Tijerina, Secondary ELA Coordinator
 Ms. Lisa Krienke, Secondary Science Coordinator
 Mrs. Nereyda Trevino, Secondary Math Coordinator
 Mrs. Judy Rodriguez, Secondary Social Studies Coordinator
 Mrs. Tahnee Netro, Director for Special Education
 Mr. Edgar Ibarra, Bilingual/ESL Coordinator
 Mr. Ricardo Rivera, Assistant Superintendent for Maintenance and Operations
 Mrs. Kim Risica, Executive Director for State and Federal Programs
 Mr. Mario Solis, Asst. Superintendent for Human Resources and Student Services
 Mrs. Rumalda Ruiz, Asst. Superintendent for

Community Representatives

Javier Hinojosa - Javier Hinojosa Engineering

Central Office Representative

Mrs. Cynthia C. Sandoval-Wilson, Executive Director for Secondary Education

CAMPUS IMPROVEMENT PLAN**Directory**

NAME	TITLE
Edilberto Flores	Principal
Sandra Rodriguez	Dean of Instruction
Lydia Hernandez	Assistant Principal
Eric Gutierrez	Assistant Principal
Annabel Moreno	Assistant Principal
Melissa Garcia	Assistant Principal
Kimberly Garza	Head Counselor
Cynthia Gonzalez	Migrant Strategist
Katherine De Anda	Career and Technology Strategist
Claudia Alonzo	At-Risk Counselor
Elizabeth Carranza	Academic Counselor
Priscilla Salinas	Academic Counselor
Thelma Reyes	Academic Counselor
Hector Garza	Parent Liaison
Rolando J. Pena	Campus Computer Technician
Harold Guthrie	Campus Instructional Technologist
Nora Longoria	MHS-CT Early College Academy Administrator
Karen Esteves	9th Grade ELA
Lauren Morales	9th Grade ELA
Amanda Esqueda	10th Grade ELA
Flor Garza	9th Grade ELA
Leticia Puente	Voyager Teacher
Rosita Cantu	10th Grade ELA - English Department Chairperson
Martha Cantu	11th Grade ELA
Reyes Sepulveda	9th Grade ELA
Leticia Puente	9th Grade ELA
Sylvia Galvan-Lopez	10th Grade ELA
Irazema Rodriguez	11th Grade ELA
Elvira Saenz	12th Grade ELA
Mindy De La Rosa	12th Grade ELA
Adriana Garza,-Vasquez	ESL
Adriana Cervantes	ELA Instructional Coach
Evangelina Blanco	Biology I/Chemistry
Jose Rodriguez	Physics
Crystal Garcia	Environmental Science

CAMPUS IMPROVEMENT PLAN**Directory Cont.**

NAME	TITLE
Brenda Lara	Chemistry
Marilee Diaz	Biology I
Lorena C. Lopez	Concepts of Engineering
Alejos Solis III	Concepts of Engineering
James Shults	Physics - Science Department Chairperson
Cheryl Salaiz	Chemistry
Alexandria Garcia	Chemistry
David Colunga	Chemistry/Biology I
Joselito Guanzon	Physics
Daniel Vera	Biology I
Vanessa Salinas	Biology I
Ester Mendez-Gastelum	Environmental Science
Guillermo Gonzalez	Food Science/Forensics
Christos Barouhas	Anatomy & Physiology/Aquatic Science
Salvardo Ovalle	Algebra I
Matthew McCole	Geometry
Kimberly White	Algebra II
Ruben Salinas	PreCal/Statistics
Raquel Rios	Geometry
Ramiro Castillo	Algebra II
Debra Weger	Algebra I
Rene Acevedo	Geometry
Brianda Ramos	Geometry
Vanessa Ojeda	Algebra II - Math Department Chairperson
Absalon Castellanos	Algebra II
Sahira Chapa	Algebra I
Luis Chaire	Pre-Calculus/College Algebra
Joan Barrera	Pre-Calculus
Crystal Vasquez	Algebra I
Anthony Villarreal	Geometry/PreCal
Victoria Rojas	Social Studies
Miguel Garcia	Social Studies
Lidia Cantu	Social Studies
Jose D. Castillo	Social Studies
Leanna Lopez	Social Studies

CAMPUS IMPROVEMENT PLAN**Directory Cont.****NAME****TITLE**

Edgar Esteves	Social Studies
Oneida Saenz	Social Studies - Social Studies Department Chairperson
Rene Ruiz Jr.	Social Studies
Albert Salinas	Government/Economics
Diana Guerra	Economics/Government
Maribel Silva	Economics/Government
Benito Garza	Agricultural Science - CTE Department Chairperson
Marco Villarreal	Agricultural Science
Clarissa Saenz	Agricultural Science
Ubaldo Tijerina	Computer Programming
Carina Cuevas	Cosmetology
Bernardo Acosta	Criminal Justice
Frank Rios	Criminal Justice
Rui De Sousa	Automotive Technology
Melissa Gonzalez	Health Science Technology
Nancy Turchi	Health Science Technology
Hector Juarez	Pharmacology
Pablo Salinas	Graphic/Media Technology
Reuben Trigo	Audio/Visual Technology
Deanna Vallejo	Educational Training
Ramiro Ocana	BIM
Shirla Blackwell	Business Information Management
Gloria Gonzalez	Business Information Management - CTE Department Chairperson
Jose D. Cavazos	College Readiness
Marco Cano	College Readiness
Corinna Ortiz	Accounting & Business Management
Irene Saenz	College Readiness
Abraham Masso	Dollar & Sense
Erika Balderas	Fashion Marketing
Raquel Tijerina	Foreign Language
Julio Ramos	Foreign Language
Ana Estrada	Foreign Language
Imelda Becho	Foreign Language
Josefina Flores	Foreign Language - Foreign Language Department Chairperson
Quetzali Benitez	Foreign Language

CAMPUS IMPROVEMENT PLAN**Directory Cont.**

NAME	TITLE
Margarita Longoria	Library Science
Justine Narro	Library Clerk
Everardo Castellano	Special Education
Alondra Zamora	Special Education - Self-Contained
Sabrina Segovia	Special Education - Self-Contained
Karen Cortez	Special Education
Nora Ramos	Special Education
Abigail Orozco	Special Education
Pablo Trevino	Special Education
Lori Laboy	Special Education
Hector Gandara	Special Education
Magda Gonzalez	Special Education Support Staff
Robert Olivarez	Special Education - Support Staff
Hannaly Ramirez	Special Education
Vicente Rodriguez	Special Education
Crystal Ayala	Special Education
Hosea Henderson	Special Education
Martha Resendez	Special Education
Maria Rojas	Special Education
Mercy Salinas	Special Education
Maria Rubio	Special Education
Samuel Longoria	Special Education
Adrian Guerrero	Theatre Arts
Jonathan Salinas	Journalism
Carlos Longoria	Communication
Librado Trevino	12th Grade ELA
Colonel Frank Fuentes	JROTC
SGM Tomas Bores	JROTC
Samuel Hjort	Head Band Director
Armando Britt Rodriguez	Band Director
Crystal Ruiz	Band Director/Color Guard Director
Salvador Garcia	Band Director
Daniela Gaona	Mariachi
Kathryn Callaway	Choir
Pablo Mata	Choir

CAMPUS IMPROVEMENT PLAN**Directory Cont.**

NAME	TITLE
Esmeralda M. Karam	Art
Elizardo Torre	Art
Aaron Clemons	AVID
Rosendo Garcia	AVID
Koy Detmer	Athletic Coordinator
Monica Flores	Athletic Clerk
Rosendo Garcia II	AVID/Head Girls Basketball Coach
Edna Clemons	PE
Irene Gallegos	Health/PE
Mario A. Pena Jr.	PE
Leonel Salinas Jr.	Health
Ricardo Lozano	PE/Health
Monica Detmer	CrossRoads
Leonel Casas	Athletics/CrossRoads
Maria C. Gonzalez	MHS Administrative Assistant
Sarah Lerma	MHS Diagnostician
Maria M. Garza	MHS Diagnostician
Gilbert Perez	MHS Diagnostician
Debra J. Trainor	MHS Diagnostician
Marisela Barreiro	MHS Nurse
Maritza Cantu	Instruction & Assessment Strategist
Sandra Holmes	Special Education Teacher
Irving Alday	MHS Athletic Trainer
Lora Armendariz	MHS Athletic Trainer
Elizabeth Castillo	Special Education Support Staff
Dora Cedillo	MHS Instructional Support Staff
Carlos De Leon Salas	Spanish Teacher
Veronica Arevalo	Special Education Support Staff
Veronica Garza	ESL Support Staff
Ramon Martinez	Special Education Support Staff
Jose J. Mendoza	Special Education Support Staff
Robert Carreon	ISS
Jose M. Salinas	Special Education Support Staff
Leonel Salinas Sr.	Special Education Support Staff
Elizabeth Ponce	Nursing Support Staff

CAMPUS IMPROVEMENT PLAN**Directory Cont.**

NAME	TITLE
Jannell Hernandez	Nursing Support Staff
Diana Newton	Activity Clerk
Edna Garcia	Attendance Clerk
Bianca Diaz	Attendance Clerk
Claudia Trevino	CTE Secretary
Elizabeth Borrego	Receptionist
Maricela Ramos	Payroll Clerk
Sandra Morgan	PEIMS Clerk
Josefa Rodriguez	Special Education Clerk
Perla Garcia	MHS Registrar
Mary F. Ramirez	MHS Registrar
Sylvia Balderas	Counselors' Clerk
Elva Borrego	Counselors' Clerk
Penny Womack	Secretary to the Dean of Instruction
Roxanne Garcia	11th Grade ELA Teacher
Susie Griffin	Biology I
Isela Gomez	Dance
Lori Garcia	10th Grade ELA Teacher
Javier Flores	CTE Instructional Aide
Teresa Navarro	LRC Specialist
Ruby Veliz	Special Education Self-Contained Instructional Aide
Karla Alvarez	MHS Diagnostician
Julianna Galvan	SpED BIC Teacher
Leticia Garcia	SpED BIC Instructional Aide
Jose G. Hernandez	Art/Theatre
Heather Sanchez	Theatre Arts
Kizilia Mannheimer	Business Information Management - College Readiness
Eric Mannheimer	Assist Head Football Coach/PE/Weightlifting
Christopher Castillo	World History/Defensive Coordinator
Aurora Villanueva-Gonzalez	CNA CTE Program
Eduardo Salinas	Agriculture Science
Ricardo Martinez	PE/Health/Head Basketball Coach
William Proctor	CrossRoads/Girls Soccer Coach
Leslie Davis	SpED - SSIII
Nancy Aleman	Algebra I

CAMPUS IMPROVEMENT PLAN**Directory Cont.****NAME****TITLE**

Jianna Gonzalez	Communities in School
Ariana Hinojosa	SpED 18+ Instructional Aide
Ilissa C. Rios	SpED Self-Contained Unit Instructional Aide
Yvette Rodriguez	CTE-Costmetology Instructional Aide
Aida Zavala	MHS-CT Early College Academy Strategist
Rosa I. Herrera	College and Career Counselor
David Mann	World Geography
Tomas Quiroga	World History
Ricardo Morales	World Geography
Maria Proctor	PE
Karina Martinez	Attendance Clerk
Kevin Trevino	SpED SC1
Jennifer Cantu	SpED-SS1
Gilbert Perez	SpED-SS1
Marcelino Farias	Classical Guitar
Samuel Longoria	SpED Inclusion Teacher
Melissa Renuad	Truant Officer
Daniel Longoria	PE Coach
Corinn Gonzalez	Physics Teacher
Alyssa Dorado	Math Teacher
Roxanne Mendez	VI Instructional Aide
Ruby Madrigal	TPAP Teacher
Lizette Garza	TPAP Counselor



COMPREHENSIVE NEEDS ASSESSMENT

DEMOGRAPHICS

- 1 Continue to conduct transcript and credit reviews, PGPs, Mission Merit Qualifiers, Top 10, Mission Excellence, National Hispanic Merit Student Program, Graduation, etc.
- 2 Continue to follow PEIMS district and state approved calendar.
- 3 Continue to follow LPAC documentation procedures throughout the year and follow district and state approved deadlines calendar.
- 4 Continue to improve grade level student attendance percentages by amending and improving current attendance audit practices, establish weekly and six week grade level goals, and include attendance incentives.
- 5 Continue to conduct and monitor IEP implementation with fidelity through six week SpED and ELL coordination meetings.
- 6 Continue to train staff on implementation of LPAC-LAT and SpED accommodations and program procedures.
- 7 Continue to improve communication resources between educational stakeholders to improve student achievement, attendance, graduation rates, and state assessment results.
- 8 Continue frequent and consistent truancy audits in order to refer students to court in a timely manner to improve student attendance.
- 9 Participate in TREx and PET-PID systems to keep current student enrollment records.
- 10 Continue to conduct periodic staff development on Eduphoria-AWARE to conduct Six Week CBA analysis on COMMON ASSESSMENTS.
- 11 Continue to review current attendance committee goals, requirements, and guidelines in holding students accountable for attendance to gain academic credits, establish meeting calendars, and develop agendas.
- 12 Accelerate students not on cohort through our credit recovery program, Edgenuity.
- 13 Develop a system to better capture student withdrawal process and staff exit to inventory and recover district equipment when leaving.

SCHOOL CULTURE AND CLIMATE

- 1 Conduct targeted and frequent bi-weekly parent meetings (i.e. - Parent Counselor Meetings, Graduation Meetings, Instructional/Studying/College Enrollment Meetings).
- 2 Continue to utilize PBIS strategies to reinforce student discipline procedures and expectations.
- 3 Conduct frequent SBDM, Cabinet, and Leadership Team Meetings - All teams should be included in the SCHOOL CALENDAR.
- 4 Continue to provide more opportunities for Student Council, NHS, and Class Officers to be involved with school activities and initiate programs that promote SCHOOL SPIRIT and more involvement with Community Service Projects.
- 5 Continue to schedule frequent and targeted parent meetings through the Parent Liaison office to promote parental involvement and Community/Business/School Partnerships.
- 6 Continue to announce student accomplishments, important dates, and announcements using email, PA system, Student Messenger, Eagle Eye Newsletter, and campus website.
- 7 Create a Principal/Parent Advisory Board along with a Principal/Student Advisory Board.
- 8 Conduct frequent staff recognition opportunities (i.e. - Birthdays, Special Accomplishments, and Monthly Teacher Appreciation).
- 9 Conduct frequent STEM, Endorsement-Based Teaming, MHS-Career Tech College Academy, and AVID Parent Recruiting Meetings.
- 10 Continue to promote community involvement and community service through various campus leadership organizations such as National Honor Society, Student Council, AVID, JROTC, etc.
- 11 Promote community and school involvement such as Trash Bash, TRUNK-OR-TREAT, and Relay for Life.
- 12 Promote school safety awareness through various presentations and enrichment activities.



COMPREHENSIVE NEEDS ASSESSMENT

CURRICULUM, INSTRUCTION AND ASSESSMENT

- 1 Develop Common Interim Assessments, Data Analysis Meetings, Intervention Implementation, and Spiraled Instruction.
- 2 Continue to utilize ELA & Math Instructional Coaches' expertise in developing lesson plans and instructional resources, modeling successful teaching practices, and developing common core assessments.
- 3 Continue to train in content areas for Rigor and Relevance, Depth of Knowledge, and stronger content expertise in content TEKS, include but not limited to Lead4Ward, Project Lead the Way, AP, and Laying the Foundation.
- 4 Embed SAT, ACT, TSI, and AP expectations within the instructional delivery for Math, ELA, Science, and Social Studies.
- 5 Include SAT, ACT, TSI, AP, and Khan's Academy Internet Software throughout our Enrichment Programs to increase student assessment preparedness.
- 6 Conduct additional staff development in the following areas: SIOP/ELL, AP, SAT, GT, & SpED instructional and assessment expectations and needs.
- 7 Continue to hire research-based EXPERT consultants such as but not limited to GT Innovators, Gretchen Barnabei, Margaret Kilgo, Region One for curriculum support, and retired successful administrators.
- 8 Continue to provide staff development in the area of student discipline and classroom management.
- 9 Conduct consistent and frequent Eduphoria-AWARE Data Analysis training to assist with Data Review and Curriculum Revisions and Planning.
- 10 Continue with Endorsement-Based Teaming, PLC, PBL, STEM, Capturing Kids' Hearts, AVID, Technology, Career Tech Early College Academy, Ford-NGL, and Higher Learning INITIATIVES.
- 11 Continue to utilize technology resources, book studies, reflection/coaching, and literary references to conduct staff development or provide teachers with tools needed to delivery quality, rigor, and relevant instruction.
- 12 Create a Summer School Credit Recovery Jump Start during the first two weeks of August in order to allow students that were not able to attend Summer School in July due to unforeseen circumstances.
- 13 Attend training on HB22 and HB5-CPC courses and impact on school/state accountability.

SCHOOL CONTEXT AND ORGANIZATION

- 1 Continue to implement PBIS procedures to increase student accountability and security.
- 2 Continue to purchase communication and technology equipment in order to facilitate the safety and security of students and staff on campus.
- 3 Continue to conduct frequent safety and evacuation drills and audit campus evacuation maps to insure that all measures to maintain a safe and secure campus are exhausted.
- 4 Update current PA system.
- 5 Continue to consistently and frequently evaluate facility needs. Continue to utilize the district maintenance work orders website to submit facility needs.
- 6 Establish a better method to communicate referral outcomes and teacher action plan for students returning to class.
- 7 Continue to implement Mission CT-Early College Academy initiatives.
- 8 Continue to expand our Eagle GO-CENTER.
- 9 Continue to consistently review and evaluate administrator and counselor duties.
- 10 Promote the creation of a T-STEM Early College Academy through our T-STEM/Education Texas and TEA partnerships.
- 11 Continue to encourage active student government involvement to increase student pride, club and organization participation, attendance, and overall SCHOOL PRIDE.
- 12 Continue to utilize SCHOOL MESSENGER as a means to communicate to students, parents, and staff.
- 13 Continue to utilize one calendar for scheduling school events.



COMPREHENSIVE NEEDS ASSESSMENT

STUDENT ACHIEVEMENT

- 1 Continue staff development in Eduphoria-AWARE to disaggregate student assessment data to improve classroom instruction and student state, local, and benchmark performance.
- 2 Continue staff development in data-analysis using Lead4Ward and Margaret Kilgo.
- 3 Continue staff development on Endorsement-Based Teaming for better student academic and assessment performance. Endorsement-Based Teaming will be aligned to Ford-NGL MOU.
- 4 Continue training in the utilization of technology to deliver instruction, assess student learning, and student research, assessment, and project-based learning.
- 5 In alignment with PLC initiative, develop Common Formative and Summative Assessments across the different content areas and attend continued training on maintaining consistent PLCs with PBL activities.
- 6 Continue staff development on the importance of identifying and implementing accommodations in the areas of SpED, 504, Dyslexia, Rtl, and Voyager.
- 7 Continue to create additional AP/Dual Enrollment opportunities for students with an emphasis on teacher training to increase student AP performance.
- 8 Continue to hire retired content specialist, former administrators, and research-based consultants to assist the campus on exceeding state and federal accountability standards.
- 9 Continue staff development in the area of embedding SAT, ACT, TSI, and AP level of questioning across the content areas to help our students increase their performance in college entrance exams.
- 10 Continue staff development in the following curriculum areas: PBL, PLC, Rigor and Relevance, Blooms Taxonomy, Depth of Knowledge, STEM, Early College Academy Initiatives, and Flexible Grouping.
- 11 Continue to provide after school and Saturday extended instruction to promote academic achievement, increase student assessment results, and maintain graduation cohort alignment.

STAFF QUALITY, RECRUITMENT, AND RETENTION

- 1 Continue to evaluate the campus vision and make sure it is targeted to student, staff, and community needs. Everyone needs to know it and be on board.
- 2 Develop a consistent and structured PLC focus using the Four Pillars of Successful PLCs on student learning and achievement through hiring highly qualified staff.
- 3 Continue to participate in the TxBESS Mentoring Program.
- 4 Continued and on-going staff development in the area of student, teacher, and campus needs.
- 5 Continue to attend staff development related to improving teacher instruction and student achievement.
- 6 Continued staff development in the areas of classroom management and student discipline (i.e. - Capturing Kids Hearts, PBIS, Region One Classroom Management Strategies, Fundamental Five, Harry Wong, etc.)
- 7 Frequent and meaningful staff recognition.
- 8 Promote staff participation in campus leadership organizations.
- 9 Continue to promote campus safety and security through frequent and consistent monitoring, staff development opportunities, and shared campus vision.
- 10 Continue to assess campus facilities, furniture, technology, and instructional resources needs by conducting frequent needs assessments with staff in order to properly deliver quality instruction.
- 11 Continue to use our district HR department as a resource in making sure that we hire HQ staff.
- 12 Continue to lead BOOK STUDIES using GOOGLE Classrooms in areas of need with specific focus on Fundamental Five, LTF, GLAD, PLC, Rigor and Relevance, and school climate.



COMPREHENSIVE NEEDS ASSESSMENT

FAMILY AND COMMUNITY INVOLVEMENT

- 1 Conduct frequent and consistent parent meetings to build partnerships between educational stakeholders and school in helping students increase academic and assessment performance and ensure graduation opportunities.
- 2 Develop and establish an active PTO.
- 3 Promote and encourage community and business partnerships with the campus to foster positive relationships.
- 4 Continue to use TEMS-Communication Log to document communication with parents, guardians, and educational stakeholders.
- 5 Continue to utilize School Messenger and other media to communicate campus initiatives and news to keep our parents and community informed.
- 6 Continue to promote parent participation and visitations on campus through assemblies, presentations, recognition, and parent meetings.
- 7 Continue to promote parent involvement through participation in school advisory boards on campus and district level (i.e. - Superintendent's Parent Representatives Committee).
- 8 Increase home visits to encourage parent participation and involvement on campus committees, review of curriculum, promote attendance, review promotion/retention procedures and recommendations, audit our parent policy and parent compact, and review graduation and post-high school requirements and opportunities.
- 9 Continue to participate in local college and university agreements (i.e. - College Visitations, College Day, UT-Outreach, Upward Bound, etc.).
- 10 Continue to promote parent and student participation in campus-developed surveys to assess the campus's quality of instruction, staff effectiveness, facilities, customer service, landscape, and overall campus climate.
- 11 Continue to utilize the parent liaisons to assist with Drop-Out/Credit Recovery Program.

TECHNOLOGY

- 1 Continue to purchase and install technology upgrades in the classroom (Plasma T.V.s, Desktop teacher and student computers, EIKIs, InterWrite Boards, etc.).
- 2 Establish an active technology committee to review and assess technology training, purchases, and most importantly, implementation of technology by students and teachers.
- 3 Upgrade technology hardware/software used by campus administrators, counselors, teachers, librarians, and office staff.
- 4 Upgrade administrator/security radios for safety and security purposes.
- 5 Continue to support the district One-to-One Google Chromebook initiative.
- 6 Continue to purchase instructional technology (Hardware & Software) that helps improve student achievement and increase state assessment scores.
- 7 Participate in technology conferences and trainings.
- 8 Continue to replace current lab computers.
- 9 Continue to replace CrossRoads/Credit Recovery computers.
- 10 Continue to purchase C.O.W.S. to utilize across the different contents to promote research, differentiated instruction, and promote technology use within the instructional setting.
- 11 Continue to promote technology for student use in research, project-based assignments, and classroom presentations.
- 12 Continue to evaluate internet and Vbrick infrastructure and purchase needed equipment.
- 13 Technology committee needs to meet more frequently to assess campus technology needs.

School Wide Components

- 1 Comprehensive Needs Assessment
- 2 Reform Strategies
- 3 Instruction by Highly Qualified Teachers
- 4 High Quality Professional Development
- 5 Strategies to Attract HQ Teachers
- 6 Strategies to Increase Parental Involvement
- 7 Transition
- 8 Teacher Decision Making Regarding Assessments
- 9 Effective and Timely Assistance to Students
- 10 Coordination and Integration



**MISSION HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN**

GOAL 1 CURRICULUM & INSTRUCTION

OBJ 1 Increase student performance in the core subject areas with additional support and priority for specific areas and targeted populations.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.1.1 Fully implement the vertically aligned Curriculum 9 - 12	Dean of Instruction Teacher(s) Reading Coach Principal Academic Strategist	199, 161, 171, 173, 165, 263, 211, 212, 216	Daily	EOC Results Accountability Report Results Lesson Plans PBMAS TAPHR System Safeguards Intervention Academy Lesson Plans Needs Assessment	1,10,9 2,7,8
1.1.2 Utilize multiple sources to address safeguard requirements.	Principal	161, 171, 175, 211, 212, 263, 165, 216	Daily	EOC Results Accountability Report Results Lesson Plans PBMAS TAPHR System Safeguards Intervention Academy Lesson Plans Needs Assessment	1,2,4, 8,9,10
1.1.3 Coordinate efforts to increase academic achievement for students participating in multiple programs such as, but not limited to Teen Leadership, AVID, Migrant, STEM and other programs geared towards improving student achievement and exceeding state assessment expectations.	Principal	161, 171, 175, 211, 216, 212, 263, 165	Daily	EOC Results Accountability Report Results Lesson Plans PBMAS TAPHR System Safeguards Intervention Academy Lesson Plans Needs Assessment	1,2,4, 8,9,10
1.1.4 Provide instructional materials aligned to special program requirements and objectives. Support TEKS-Based curriculum with the purchase of supplemental instructional and testing materials to meet the academic needs of all students in preparation for local and state assessments.	Principal	161, 171, 175, 211, 216, 212, 263, 165	Daily	EOC Results Accountability Report Results Lesson Plans PBMAS TAPHR System Safeguards Intervention Academy Lesson Plans Needs Assessment	1,2,4, 8,9,10



**MISSION HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN**

GOAL 1 CURRICULUM & INSTRUCTION

OBJ 1 Increase student performance in the core subject areas with additional support and priority for specific areas and targeted populations.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.1.5 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.	Principal	175, 211, 216, 212, 263,	Daily	PLC Minutes EOC Results CBA Benchmarks Lesson Plans Intervention Academy Action Plans Needs Assessment	1,2,4, 8,9,10
1.1.6 Support content-based curriculum with supplemental resources such as, but not limited to, Intensified Algebra, SilverLining, Thinking Through Math, Writing Academy, Ascend Math, Gretchen Barnabei, & Victoria Young ELA resources, Agile Mind, Jarrett, STEMScopes, and other research-based resources to improve student achievement towards meeting and exceeding state and federal accountability.	Principal	175, 211, 216	Daily	Lesson Plans Tyler Munis Requisition Purchase Order EOC Results Intervention Academy Plans Needs Assessment	1,2,4, 8,9,10
1.1.7 Utilize the coaching model to assist Algebra I, English I, English II, Biology and U.S. History teachers in improving their delivery of instruction, modeling successful teaching practices, leading curriculum interventions, and developing systems of support towards meeting and exceeding state and federal accountability standards.	Principal	175, 211, 216, 212, 263	Daily	Needs Assessment EOC Results Lesson Plans Intervention Plans	8,9,10
1.1.8 Work in conjunction with district specialists in participation in the TAIS process as a tool towards meeting and exceeding state and federal accountability standards (EOC, system safeguards, graduation rates, accountability indexes, etc.)	Principal	175, 211, 212, 263, 165, 216	Daily	TAIS Report TAPHR Report PBMAS Accountability Report System Safeguards Needs Assessment	1,2,8, 10,9
1.1.9 Utilize campus Title I-NCLB funds for enhanced instructional goals and staff development opportunities.	Principal	211, 216, 212, 263	Daily	EOC Results Intervention Action Plans Staff Development Agendas and Sign-In Sheets Needs Assessment	1,4,10
1.1.10 Purchase research-based resources for all content areas with an emphasis, but not limited to, on Algebra I, Intensified Algebra, Ascend Math Program, SilverLining, English I, English II, Agile Mind, and Gretchn Barnabei manipulatives.	Principal	175, 211, 216, 263, 165	Monthly	Needs Assessment EOC Results Lesson Plans Intervention Plans	8,9,10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 1 Increase student performance in the core subject areas with additional support and priority for specific areas and targeted populations.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.1.11 Support the district instructional coaching model towards improving Algebra I, English I, English II, U.S. History, and Biology scores.	Principal	211, 175	Daily	Instructional Coaches Service Logs Intervention Academy Plans Lesson Plans Regrouping List Needs Assessment	1,4,8,9,10
1.1.12 Provide additional staff development in the area of special education, ELL, 504, RtI, and dyslexia support.	Principal	199, 211, 175,	Monthly	Staff Development Sign-In Sheets Staff Development Agenda Needs Assessment	1,4
1.1.13 Provide research-based supplemental instructional materials for LEP program, special education and migrant students to increase academic achievement and gap closure.	Principal	175, 211, 216, 263, 165	Daily	Needs Assessment Intervention Academy Student Lists EOC Results Lesson Plans	8,10,9
1.1.14 The special population teachers will participate in efforts to increase academic achievement of all special population students by working as a team in monitoring student progress, and auditing student records.	Principal	171, 211, 216, 199, 175, 161, 263, 165	Daily	EOC Results Accountability Report Results Lesson Plans PBMAS TAPHR System Safeguards Intervention Academy Lesson Plans Needs Assessment	1,2,4,7,8,9,10
1.1.15 Participate AVID in an effort to provide students with 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.	Principal	199, 173	Daily	EOC Results AVID documentation and requirements	8,9,10
1.1.16 Utilize instructional materials for any needed classes that will assist in student learning including but not limited to CTE, ELL, Migrant, Special Need, Core areas and Fine Arts.	Principal	175, 161, 263, 212, 175, 199	Daily	Needs Assessment Lesson Plans	1,8,9,10
1.1.17 Ensure Priority for Service Migrant Student has an Action Plan which indicates academic & supplemental support.	Principal	212	Daily	PFS Migrant Action Plan	8,9,10
1.1.18 Coordinate mentoring programs to develop migrant students' learning styles and study skills. Follow up to monitor and document progress.	Principal	175, 212	Daily	Mentoring Program List EOC Results	8,9,10
1.1.19 Provide credit recovery initiatives for all students with an emphasis on but not limited to migrant, Special Education, At-Risk, low Socio-Economic, etc students to allow for opportunities to participation in appropriate graduation cohort.	Principal	175	Daily	Edgenuity Report Student Transcript	8,9,10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 1 Increase student performance in the core subject areas with additional support and priority for specific areas and targeted populations.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.1.20 Ensure Migrant students who failed STAAR in any content area participate in summer STAAR intervention programs.	Principal	175, 211, 212, 216	Daily	EOC Results Intervention Academy Lists Lesson Plans	8,9,10
1.1.21 Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure migrant students who have failed STAARS have access to intrastate and interstate opportunities.	Principal	212	Daily	TMIP Report PFS PEIMS Failure Reports	8,9,10
1.1.22 Ensure Migrant High School Strategiest conduct at least one home visit per semester to parents of PFS students.	Principal	212	Daily	Home visit documentation	8,9,10
1.1.23 Work in partnership with South Texas College on the SCADE Welding initiative aimed at providing At-Risk students with an intensive 1 year certification training program. The certification will enable students to be job ready after graduation.	Principal	161	Daily	CTE Content Curriculum CTE Program Requirements Lesson Plans Content Resource Materials CTE Welding Certificate	8,9,10
1.1.24 Provide CTE students and staff with general supplies and materials needed to meet TEKS objectives and training requirements.	Principal	161	Daily	CTE Program Requirements CTE Content Curriculum Lesson Plans CTE Inventory	8,9,10
1.1.25 Provide CTE students with liability insurance as needed for work and certification-based training.	Principal	161	Daily	Liability Insurance CTE Curriculum Requirements Lesson Plans	8,9,10
1.1.26 Support CTE initiatives with the appropriate materials and resources needed to meet TEKS objectives, program goals and intent, and licensing, training and certification requirements.	Principal	161	Daily	CTE Content Curriculum Program Requirements CTE Enrollment	8,9,10
1.1.27 Work in collaboration with South Texas College in our Welding, Precision Manufacturing, and Diesel Mechanic Mission HS-Career Tech Early College Academy Programs towards a certification and associate's degree throughout the school year.	Principal	161	Daily	Welding, PMT, Diesel Mechanic Dual Enrollment Curriculum and Enrollment Verification	8,9,10
1.1.28 Promote and provide TSI, PSAT, SAT/ACT, FAFSA, online registration support for all students preparing to go to college.	Principal	199	Monthly	College Readiness Instruction Sign-Up Sheets w/Counselors FAFSA Online Curriculum	8,9,10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 1 Increase student performance in the core subject areas with additional support and priority for specific areas and targeted populations.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.1.29 Provide instructional and testing materials needed to supplement regular instruction for Migrant students in order to be successful in high school and prepare for college, careers, and life.	Principal	175, 211, 216, 212, 263, 171	Daily	Content and Program TEKS requirements Lesson Plans EOC Results	9,10,8
1.1.30 Purchase Project Lead the Way Engineering Program with courses geared to prepare students for the rigor and curriculum expectations of the engineering academy and teachers for the curriculum resources and curriculum needed to deliver relevant, applicable, rigorous instruction.	Principal	161	Each Semester	Project Lead the Way Curriculum and program requirements Content TEKS Objectives Lesson Plans	8,9,10
1.1.31 Utilize instructional materials for all needed classes to assist with student learning including but not limited to CTE, ELL, Special Needs, Migrant, and Fine Arts.	Principal	161, 171, 212, 199, 175, 263, 211,	Daily	Content TEKS Lesson Plans EOC Results Program Requirements	8,9,10
1.1.32 Provide instructional materials such as, but not limited, to Voyager, Language Live, Jarret, Mentoring Minds, Kamiko, STAAR/EOC research-based materials, etc. for all students participating in special programs such as, but not limited to, CTE, ELL, Special Education, Migrant, At-Risk, Low Socio-Economic, GT, and AP to assist students in meeting and exceeding system safeguards, TEKS, and STAAR/EOC expectations, and local and state benchmark and assessment expectations.	Principal	175, 171, 211, 212, 263, 199	Daily	Content TEKS Lesson Plans EOC Results GT Results	9,8,10
1.1.33 Provide supplemental reference materials to assist the student learner in classroom instruction, improve academic and assessment achievement, and exceed state and federal assessment performance results.	Principal	175, 211, 216, 263, 212	Daily	EOC Results Lesson Plans Tyler Munis Requisition Purchase Order Content TEKS	8,9,10
1.1.34 Support classroom instruction with instructional resources including, but not limited to copy machines and copy supplemental materials.		211, 212, 171,	Daily	Ricoh Print-Out Totals Printing Requests	8,10,9
1.1.35 Purchase instructional materials needed to improve student achievement, succeed in EOC state assessments, testing analysis, and other resources needed to meet the instructional/learning/assessment requirements for ACADEMIC SUCCESS FOR ALL	Principal	175, 211, 216, 171, 212, 263	Daily	Tyler Munis Requisition Purchase Order EOC Results Lesson Plans Content TEKS	8,9,10
1.1.36 Provide motivational speakers to encourage students to stay in school, attend college, and investigate career opportunities. Presentations are for all students with an emphasis, but not limited to, Migrant, GT, ELL, SpED students.	Principal	199, 211, 175	Every Six Weeks	Motivational Speaker Agenda Motivational Speaker Flyer Needs Assessment	1,8,9, 10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 1 Increase student performance in the core subject areas with additional support and priority for specific areas and targeted populations.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.1.37 Provide research-based supplemental instructional materials for LEP program, special education and migrant students to increase academic achievement and gap closure.	Principal	175, 211, 263, 171, 212	Daily	Tyler Munis Requisition Purchase Order Lesson Plans Needs Assessment	1,8,9, 10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 2 Evaluate and improve instructional support programs to meet the diverse needs of all students.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.2.1 Provide appropriate Extended Year School services to students with disabilities who meet the criteria.	Principal	175, 211	Yearly	Student EYO Rosters EYO Budget EYO Master Schedule	2,8,9, 10
1.2.2 Implement the district-wide inclusion initiative.	Principal	171	Daily	Master Schedule Student Enrollment Student IEPs	9,8
1.2.3 Evaluate academic success of students participating in existing special programs.	Principal		Daily	Local Assessments CBAs Benchmarks EOC Results Eduhporia-AWARE	9,8,10
1.2.4 Implement Response to Intervention (RTI) to address struggling student's needs.	RTI Committee Principal	199	Weekly	RtI Meeting Schedule RtI Docuemntation	8,9,10
1.2.5 Create procedures for accelerated and intensive instruction.	RTI Committee Principal	199	Daily	Lesson Plans RtI Framework and Accommodations RtI Documentation	8,9,10
1.2.6 Increase participation in district-wide initiative to increase college-readiness of all students	Counselor(s) Principal	199	Daily	College Readiness Curriculum Student Schedule Counseling Presentation Schedule	8,9,10
1.2.7 Purchase necessary instructional materials and resources needed to support the district Special Education Inclusion Model.	Principal	171, 175, 211	Weekly	Needs Assessment Student EOC Results Tyler Munis Requisition Purchase Order	1,8,9, 10
1.2.8 Support ARD and LPAC decisions through consistent and frequent evaluation of discussion of special population (ELL & SpED) student placement and assessment decisions over the course of the year. Make sure that we use assessment data, transcripts, student schedules, and other data resources before making placement and accomodation decisions.	Principal	171, 199, 165, 263	Daily	SpED ARDS Student IEPs	8,9,10
1.2.9 Monitor six weeks assessments, benchmarks, AP assessments, TSI scores, PSAT results for GT/Pre-AP and AP students to ensure exceeding academic and commended performances in reaching Level III student performance.	Principal		Daily	Student Assessment Performance	8,9,10
1.2.10 Monitor special education discipline placements in ISS, OSS, and DAEP over the course of the year.	Principal	19	Daily	ISS Assignments PEIMS Discipline Report	8,9,10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 2 Evaluate and improve instructional support programs to meet the diverse needs of all students.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.2.11 Analyze and evaluate special population students' local academic achievement and assessment results through the six weeks and benchmark dates towards implementing the appropriate intervention programs to ensure STAAR/EOC assessment success.	Principal	199	Every Six Weeks	Student Assessment Performance EOC Results Eduphoria-AWARE	8,9,10
1.2.12 Monitor implementation of ESL model through review and approval of ESL supplemental research-based resource materials, lesson plans, LAS-Links, and BOY, MOY, and EOY documentation.	Principal	175, 263, 165	Daily	Student Assessment Results LAS-Links Data TELPAS Results	8,9,10
1.2.13 All CTE students will complete a course/program survey to determine program effectiveness. The survey results will be used in conjunction with our program needs assessment to plan to the following year.	Principal	161	Each Semester	CTE Course Survey	8,9,10
1.2.14 Conduct yearly Advisory Council Committee Meeting; will include teachers, administrators, parents, students and business/industry members to review specific CTE program information. Information will be used to plan for the following year.	Principal	161	Yearly	CTE Council Committee Minutes, Agenda, and Sign-In Sheets	8,9,10
1.2.15 Provide assistance to student's suffering from an acute or chronic condition that impedes the student from achieving academic success through the campus 504 program.	Principal	199	Daily	504 Documentation	8,9,10
1.2.16 Support the special education child find process at our campus.	Principal	199, 171	Daily	Child Find Referrals	9,10
1.2.17 Utilize specific intervention materials to be used for the targeted academy students during daily interventions, after school, and Saturdays. .	Principal	175, 211	Daily	Academy Assignments Tutorial Calendar Intervention Calendar	8,9,10
1.2.18 Review the master schedule to continue building support classes to reteach content TEKS for students NOT SUCCESSFUL in EOC state assessments. These classes may include, but not limited to, Algebra I, Biology, U.S. History, English I, and English II EOC classes.	Principal	199	Daily	Mater Schedule EOC Results	8,9,10
1.2.19 Provide opportunities for students to accelerate through Credit by Exam	Principal	199	Each Semester	Credit by Exam Schedule Transportation Requests	8,9,10
1.2.20 Support differentiated instruction for student learners across varied programs by purchasing appropriate research-based instructional resources and materials.	Principal	175, 211, 216	Daily	EOC Results Researched-Based Materials	8,9,10
1.2.21 Conduct an evaluation of the Migrant Education Program to ensure indentified needs of Migrant students are met.	Principal Migrant Counselor	212	Daily	Migrant Student Evaluations Migrant Student Grades EOC Results ACT, TSI, ACT Results	8,9,10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 2 Evaluate and improve instructional support programs to meet the diverse needs of all students.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.2.22 Implement an afterschool accelerated Migrant Program utilizing research-based resources.	Principal	212	Daily	After School Tutorial Assignments Supplement Requests	8,10
1.2.23 Provide Migrant funded summer programs such as Project Smart, Literacy Program, MUSE, MAARS & SLAMS to migrant students.	Principal	212	Yearly	Project SMART, Migrant Literacy Program, MUSE, MAARS, and SLAMS student enrollment and surveys	8,9,10
1.2.24 Participate in campus-wide enrichment activities during Enrichment Period at the end of the first period to enhance and prepare students for EOC exams.	Principal	199, Gt Funds	Daily	Lesson Plans Enrichment Activities Implementation	8,9,10
1.2.25 Utilize Edgenuity to assist students in credit-recovery efforts during the instructional day, after school, and Saturdays.	Principal	175	Daily	Edgenuity Reports Student Schedules and Progress Reports	8,9,10
1.2.26 Support Migrant Robotics after school and Saturday programs.	Principal	212	Daily	Attendance Logs Program Flyers	8,9,10
1.2.27 Implement STEM and Career Tech Early College Academy initiatives towards assisting students in achieving college credits, specified certifications, and possible associate's degrees.	Principal	199	Daily	Master Schedule Web Travels Instructional Field Trips STC Student Enrollment	8,9,10
1.2.28 Support Science Bowl and Robotics initiatives for all students meeting criteria in preparation for district, state, and national competitions.	Principal	199	Daily	Science Bowl and Robotics Competition Practice and Registrations Web Travel Tyler Munis Requisitions Purchase Orders	8,9,10
1.2.29 Support Intensified Algebra, SilverLining, Thinking Through Math, Instructional Coaching Model, EOC academies, Saturday tutorials, Math Block, Writing Academies, and other intervention plans geared towards improving student learning and student achievement in state assessments.	Principal	175, 211	Daily	Staff Development Agenda and Sign-In Sheet Student Enrollment and Attendance in Tutorials Coaches' Schedule and Service Logs Master Schedule	4,8,9,10
1.2.30 Promote CTE certifications, associate degree opportunities, and dual enrollment courses, and other appropriate transition related programs/activities for all students with an emphasis on students with learning disabilities.	Principal	161	Daily	Dual Enrollment Schedules Associate Degrees CTE Program Certifications	7,9,8,10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 2 Evaluate and improve instructional support programs to meet the diverse needs of all students.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.2.31 Promote and schedule college outreach programs for all students with an emphasis on Migrant, Special Education, At-Risk, and Low Socio-Economic students.	Principal	199, 212, 171, 175, 211	Monthly	Outreach Program Training and Attendance Agenda and Sign-In Sheets	8,9,10
1.2.32 Promote STEM and Mission HS-Career Tech Early College academies to our incoming Freshmen, Sophomores, and Juniors through consistent meetings, presentations, and parent meetings throughout the year.	Principal	199	Daily	STEM/MH-CTECA Presentations STEM/MH-CTECA PEIMS Student Enrollment Report	8,9,10
1.2.33 Monitor students' and campus's performance and analyze data from THECB and National Student Clearinghouse in an effort to better prepare students for college.	Principal	199, 175, 211	Each Semester	National Student Clearinghouse student graduation data	8,9,10
1.2.34 Review and create innovative courses to enhance college credit opportunities for students through AP and/or dual enrollment chances.	Principal	199	Daily	AP and Dual Enrolment Master Schedule Student - Course Requests	8,9,10
1.2.35 Participate in meaningful professional development for all stakeholders that address the campus's needs.	Principal	175, 161, 171, 211, 216	Weekly	Staff Development Agenda and Sign-In Sheet	4



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 3 Sustain and improve a targeted, high quality coordinated professional development system.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.3.1 Provide professional development activities to support district initiatives and priorities.	Principal	199, 211, 216, 161, 171, 175	Every Four Weeks	Staff Development Agenda and Sign-In Sheet	4
1.3.2 Participate in professional development for administrators.	Principal	199, 211, 216, 175	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.3 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	Principal	211,216	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.4 Participate in campus and district technology initiatives such as but not limited to TCEA Conference.	Principal	199, 175, 211	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.5 Participate in opportunities for professionals and paraprofessionals to attend local and state conferences.	Principal	199, 175, 211	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.6 Attend Lead4Ward staff development opportunities to assist staff on the review, analyzing, and developing action plans using campus EOC and benchmark data.	Principal	211, 216, 175	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.7 ELA *Encourage professional development training sessions from Pat Jacoby; ABYDOS; Region One;University Texas Pan American (English Department Professors) to ELAR /SLAR teachers from 9-12th., GT INNOVATORS, Dinah Zikes, Matha Salinas, TCTELA, Gretchen Barnabei, Margaret Kilgo, Lead4Ward, PLC, Writing Academy, Authentic Learning LP-Pat Jacoby, etc.	Principal Coordinator for Language Arts	211, 216, 175	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.8 Math Encourage professional development training sessions from, but not limited to * REVISED State Math TEKS (2015-2016) * CAMT * Dinah Zikes * Ascending Math Training * Intensified Algebra - Agile Mind * Chris Langhorn * TSI Navigator * PLC * Margaret Kilgo * Lead4Ward * SilverLining Algebra I EOC Training	Principal Coordinator for Math	211, 216, 175	Each Semester	Staff Development Agenda and Sign-In Sheet	4



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 3 Sustain and improve a targeted, high quality coordinated professional development system.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.3.9 Social Studies *Encourage professional development training sessions from, but not limited to, S3Strategies, STAAR, and EOC strategies, Jarrett, Lead4Ward, Margaret Kilgo, academic vocabulary, and differentiated instructional strategies.	Principal Coordinator for Social Studies	199, 211, 175	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.10 ESL Program *Participate in instructional staff development activities as per state and federal requirements to increase ELL achievement through effective research-based teaching practices, approaches, and strategies. *Participate in professional development for paraprofessional staff working with program ELLs.	Director for Bilingual/ESL Principal	211, 175, 165	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.11 Science * Encourage professional development training sessions from, but not limited to, Agile Mind, STEMScopes, Dana Center, ESC-Region One, PLC, Margaret Kilgo, ESC-Region One, and local seminars and conferences.	Principal Coordinator for Science	199, 175, 211	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.12 Special Education Program *Research-Based Instructional Methodologies, Strategies, & Supports *Positive Behavior Supports, Interventions, & Alternatives to Discipline *Special Education Program Compliance with State & Federal Regulatory Mandates/Requirements & Best Practice Guidance *Arc of Texas	Special Program Coordinators / Directors from C.O. Principal	171, 211	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.13 CATE * 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.	Principal CTE Director	161	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.14 Gifted and Talented *Encourage 30-hour GT Training for teachers and administrators *Encourage annual GT Updates *AP Conferences and Updates *Laying the Foundation	Principal	Gt Funds	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.15 Participate in the Dinah Zike's training in order to provide differentiated instruction and alternative strategies towards successful student outcomes.	Principal	211, 216	Each Semester	Staff Development Agenda and Sign-In Sheet	4



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 3 Sustain and improve a targeted, high quality coordinated professional development system.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.3.16 Participate in staff development opportunities related to state assessment requirements for administrators in order to be aware of testing requirements, state assessment standards, and current testing expectations (AEIS, AYP, AMAOS, System Safeguards, TELPAS, PBMAS, National Clearinghouse, etc.) such as but not limited to Margaret Kilgo Data Analysis, Assessment Building, Gretchen Barnabei, Writing Academy, TCTELA, CAMT, Lead4Ward, Scope and Sequence, and ESC-Region One.	Principal	211, 216	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.17 Participate in staff development opportunities related to state assessment requirements for teachers, counselors, instructional & assessment strategist and administrators. (State Assessment Conference, Margaret Kilgo, Lead4Ward, Gretchen Barnabei, Assessment Building, Scope and Sequence, ESC-Region One, etc.)	Principal	211, 216	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.18 Hire independent consultants to assist staff with data disaggregation, test results analysis, budget reviews, cooperative learning, PLC, Kagan Cooperative Learning Strategies, Levels of Questioning, Math strategies, flexible grouping, PBLs, modeling successful teaching practices, Pre-AP/AP successful practices, differentiated instruction, and other areas targeted towards improving student achievement and state assessment preparedness.	Principal	211, 216	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.19 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.	Principal	199	Quarterly	Staff Development Agenda and Sign-In Sheet	4
1.3.20 Provide instructional coaching modeling, training, and shadowing opportunities to increase efficiency, teacher modeling opportunities, and better awareness of Readiness and Supporting standards. Training may include campus (ISD) visits, regional service centers, or state and national conferences.	Principal	211	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.21 Research and participate in PBIS and TBIS training opportunities to increase student performance, behavior, classroom and hallway expectations, and state assessment scores. Training opportunities will provide staff with alternative measures to promote positive learning environment conducive to high levels of student learning and behavior. Trainings may take place with, but not limited to, Dr. March, Review 360, ESC-Region One, Judy Hollinger, etc.	Principal	211, 216, 175,	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.22 Participate in Endorsement-Based Teaming training in order to increase student performance, attendance, academic passing rates, and state assessment results.	Principal	199	Each Semester	Staff Development Agenda and Sign-In Sheet	4



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 3 Sustain and improve a targeted, high quality coordinated professional development system.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.3.23 Participate in training campus administrators on special education program implementation, data analysis and compliance indicators such as but not limited to the Arc of Texas.	Principal	211	Each Semester	Staff Development Agenda and Sign-In Sheet	
1.3.24 Participate in training campus administrators on special education program implementation, data analysis and compliance indicators such as but not limited to the Arc of Texas.	Principal	211	Each Semester	Staff Development Agenda and Sign-In Sheet	4
1.3.25 Participate in professional development for campus administrators to ensure proper ESL Program, 504, Rtl, and Dyslexia Program implementation.	Principal	199	Quarterly	Staff Development Agenda and Sign-In Sheet	4
1.3.26 Provide administrators the opportunities to attend Region One Migrant trainings & Migrant conferences at the state and national level to ensure that we receive up to date information as they related to the OME's Seven Areas of Concern.	Principal	212 211	Monthly	Staff Development Agenda and Sign-In Sheet	4
1.3.27 Provide opportunities for district administrator participation in regional service center workshops and state conferences focusing on the needs of LEP and Special Education students.	Principal	211 171	Monthly	Staff Development Agenda and Sign-In Sheet	4
1.3.28 Participate in Teaming staff development opportunities to support academic teaming initiatives, RGV-Lead, S-Team, Ford Next Generation Leadership components, and highly effective and researched-based strategies such as small learning communities (SLC).	Principal	199 161	Quarterly	Staff Development Agenda and Sign-In Sheet	4
1.3.29 Participate in staff development opportunities related to state assessment requirements for administrators in order to be aware of testing requirements, state assessment standards, and current testing expectations (AEIS, AYP, AMAOS, System Safeguards, TELPAS, PBMAS, National Clearinghouse, etc.) such as but not limited to Margaret Kilgo Data Analysis, Writing Academy, Assessment Building, Gretchen Barnabei, TCTELA, CAMT, Lead4Ward, Scope and Sequence, and ESC-Region One.	Principal	211 216 175	Monthly	Staff Development Agenda and Sign-In Sheet	4
1.3.30 AVID * Participate in AVID training for teachers and administrators to provide leadership instruction for students to become academically successful in high school, college, careers and life.	Principal	199 173	Monthly	Staff Development Agenda and Sign-In Sheet	4
1.3.31 Participate in Mission HS-Career Tech Early College trainings and initiatives geared towards preparing teachers, counselors, strategists, and administrators to better serve our students towards attaining an associate's degree in Diesel Mechanics, Welding, Precision Manufacturing, Education, etc.	Principal	199 161	Monthly	Staff Development Agenda and Sign-In Sheets	4
1.3.32 Participate in Region One professional development opportunities that are aligned to early college initiatives towards promoting extended learning chances to all students.	Principal	199 211	Monthly	Staff Development Agenda and Sign-In Sheets	4



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 3 Sustain and improve a targeted, high quality coordinated professional development system.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.3.33 Provide continued staff development for Paraprofessionals through Region One, consultants, and other resources geared towards improving student achievement.	Principal	199 211	Each Semester	Staff Development Agenda and Sign-In Sheets	4
1.3.34 Participate in campus and district technology initiatives such as but not limited to TCEA Conference.	Principal	199	Yearly	Staff Development Agenda and Sign-In Sheet	4
1.3.35 Participate in Fundamental Five staff development sessions to coordinate a collaborate vision of excellence in instructional delivery, student learning, student and staff expectations, and improve student assessment performance. The Fundamental Five training will help staff Formulate the Lesson, Work in the Power Zone, Have Purposeful Talk, Recognize and Reinforce, and Write Critically. The training will include all instructional materials.	Principal	211	Each Semester	Staff Development Agenda and Sign-In Sheets	4
1.3.36 Attend administrator school safety and security staff development to better nurture an environment conducive to positive and safe learning opportunities.	Principal	199	Each Semester	Training Flyer Training Agenda and Sign-In Sheet Training Certification Web Travel Needs Assessment	1,10,4



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MISSION CISD

GOAL 1 CURRICULUM & INSTRUCTION

OBJ 4 Use multiple sources of data to assess, guide, and strengthen instruction.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.4.1 Evaluate local and state assessment results and plan accordingly.	Principal	199, 211, 175, 171, 224, 212	Daily	EOC Results Benchmark and CBA Results Eduphoria-AWARE PLC Meetings	8,9,10
1.4.2 Use data to evaluate academic success of students participating in existing special programs.	Principal	199	Daily	EOC Results ACT, SAT, AP, TSI Results Eduphoria-AWARE	8,9,10
1.4.3 Implement an intentional monitoring system for all the campus special population programs.	Special Ed Teacher(s) Principal	199 171 224	Daily	SpED Student IEPs Eduphoria-AWARE	8,9,10
1.4.4 Disaggregate six weeks and benchmark test results to identify contents TEKS objectives and students needing to be targeted during intervention academies in order to improve student achievement.	Principal	199, 175, 211,212, 171	Every Six Weeks	Six Weeks Exam Results CBA Results Benchmark Results Academy Schedules	8,9,10
1.4.5 Disaggregate universal screener results and refer indentified studentns for reading, math, speech or behavioral interventions to the RTI team.	Principal	199	Daily	RTI Documentation Teacher Referrals Committee Minutes	9,8,10
1.4.6 Conduct campus data analysis team meetings to review student course failures, absences and discipline information at the end of every six weeks grading period.	Principal	199	Every Six Weeks	PEIMS Reports TEMS-Information System Reports	8,9,10
1.4.7 Participate in an annual survey of students, teachers, and parents to ensure needs of identified gifted students are being met. Use the surveys to improve the GT program.		Gt Funds	Yearly	GT Survey	8,10,9
1.4.8 Monitor the academic progress of ELL and SpED students.	Principal	199	Daily	Eduphoria-AWARE Reports Weekly Formative Assessments CBAs Benchmarks	8,10,9
1.4.9 Monitor and improve campus performance in all areas of PBMAS.	Principal	199 175 171 163 211 212 161 224	Daily	PBMAS Results Staff Development Lesson Plans Eduphoria-AWARE Results	4,8,9,10
1.4.10 Participate the LPAC process and decisions to ensure adherence to state and federal guidelines.	Principal	199 165	Monthly	LPAC Documentation	8,9,10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 4 Use multiple sources of data to assess, guide, and strengthen instruction.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.4.11 Support a system that targets needed areas of improvement for all special population groups.	Principal	199 175 211	Daily	SpED student IEPs SpED Master Schedule EOC Results Eduphoria-AWARE	8,9,10
1.4.12 Support a systematic analysis of curriculum-based assessment and EOC data for intentional instructional/accelerated intervention plans to be implemented during the school day.	Principal	199 175 211	Daily	EOC Data Eduphoria-AWARE Lesson Plans	8,9,10
1.4.13 Participate in district procedures that outline a variety of strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal.	Principal Migrant Counselor	199 211 212	Daily	Student Transcript Registration and Withdrawal Documentation	8,9,10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 5 Ensure availability of resources to implement changing systems of accountability.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.5.1 Foster campus and district understandings of new standards and key concepts within the state and federal accountability systems.	Principal	199 211 175	Each Semester	Training Agendas and Sign-In Sheets State Curriculum TEKS	4,8,9, 10
1.5.2 Review and realign sequencing of courses to transition to new state assessments.	Principal	199 161 171	Each Semester	State Curriculum TEKS EOC Assessments Eduphoria-AWARE	4,8,9, 10
1.5.3 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.	Principal	211	Each Semester	Staff Development Agendas and Sign-In Sheets Eduphoria-AWARE Data EOC scores	4,8,9, 10
1.5.4 Participate in training on how to interpret PBMAS, TARP, System Safeguards, State Accountability, and TELPAS reports specific to special populations.	Principal	199 211 175	Each Semester	Staff Development Requests Curriculum Needs Assessment PBMAS TARP System Safeguards State Accountability TELPAS Web Travel Tyler Munis Requisition Purchase Order	1,4,9, 8,10
1.5.5 Review and assess course offerings and sequencing in order to better prepare our students for the rigor of STAAR/EOC assessments. Course sequencing reviews need to be conducted by administrators, counselors, Instruction & Assessment Strategist, and TEACHERS.	Principal	199	Each Semester	Master Schedule Student Enrollment EOC Results Needs Assessment	1,8,9, 10



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GOAL 1 CURRICULUM & INSTRUCTION

OBJ 6 Improve communication between all district stakeholders.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
1.6.1 Create electronic resources to expedite communication.	Principal	199 211	Weekly	Emails School Messenger Campus Website Calendar	8,9,10
1.6.2 Conduct teacher meetings to refine and increase vertical and horizontal communication between all the campuses grade levels.	Principal	199	Weekly	Meeting Agendas and Sign-In Sheets Instructional Needs Assessment	1,8,9,10
1.6.3 Participate in collaborative curriculum and instruction meetings to refine and increase communication between stakeholders.	Principal	199	Monthly	Meeting Agendas and Sign-In Sheets	9,10
1.6.4 Participate in monthly vertical principals' meetings.	Principal	199	Monthly	Meeting Agendas and Sign-In Sheets Google Drive	9,10
1.6.5 The principal will conduct six week SBDM and CILT meetings.	Principal	199	Every Six Weeks	Agendas Sign-In Sheets	2,8,9,10
1.6.6 Complete campus highlights and events on the campus website, calendar, and the superintendent's office on a weekly basis.	Principal	199	Weekly	Weekly Campus Highlights and Events Form Campus Website Calendar Secretary's Calendar	8,9
1.6.7 Administrators will meet with content PLC twice a week in order to address instructional needs, provide instructional support, and facilitate the implementation of PLC SMART goals and initiatives.	Principal	199	Weekly	PLC Agendas and Sign-In Sheets Needs Assessment	1,4,8,9,10
1.6.8 Participating in the "Superintendent's Teacher Representative," meetings on a monthly basis to improve communication between Central Office and the campus.	Principal	199	Every Six Weeks	Superintendent's Teacher Representative Meeting Agenda and Sign-In Sheets	4,9,8
1.6.9 Participate in the "Superintendent's Parental Involvement Committee."	Principal	199	Every Six Weeks	Superintendent's Parental Involvement Meeting Agenda and Sign-In Sheet	6
1.6.10 Participate in the "Superintendent's Student Representative District Council."	Principal	199	Every Six Weeks	Superintendent's Agenda and Sign-In Sheet	9



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MISSION CISD

GOAL 2 PARENT, FAMILY AND COMMUNITY INVOLVEMENT

OBJ 1 Continue to strengthen the community network that supports our mission statement.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
2.1.1 Improve community networking by implementing new methods and strategies. Provide home visits and needed support.	Community Liaison Principal	211 199	Every Two Weeks	Parental Liaison Home Visits Log	6
2.1.2 Expand community education opportunities through educational partnerships and participation in community activities.	Community Liaison Principal	211 199	Every Six Weeks	Community Activity Flyers Community Activity Agendas Educational Partnership Documentation Needs Assessment	1,6,10
2.1.3 Recognize parent volunteers, community and business leaders who support a variety of district/campus activities.	Parental Liaison Reading Coach	211 199	Each Semester	Community or Business Invite Community or Business Certificate of Participate Meeting Agenda Meeting Sign-In Needs Assessments	1,6,10
2.1.4 Promote attendance of parental conferences addressing state and federal academic requirements to improve student achievement and parent accountability.	Parental Liaison Principal	199 211	Each Semester	Conference Agendas Conference Travel Reports Tyler Munis Requisitions Conference Sign-In Sheets Needs Assessment	1,6,10
2.1.5 Provide systems of support and contact to business partners towards improving community involvement.	Principal Community Liaison	199 211	Each Semester	Parent Liaison Meeting Agenda Parent Liaison Meeting Sign-In Sheets Needs Assessment	1,6,10
2.1.6 Invite community agencies to participate in parental involvement meetings.	Principal Community Liaison	199 211	Every Six Weeks	Community Invitations Parent Liaison Meeting Agendas Parent Liaison Meeting Sign-In Sheets Needs Assessment	1,6,10



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GOAL 2 PARENT, FAMILY AND COMMUNITY INVOLVEMENT

OBJ 1 Continue to strengthen the community network that supports our mission statement.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
2.1.7 Host Health and Career Fairs for students, parents, staff, and community business partner in order to establish a collaboration and partnership toward improving student achievement.	Principal Community Liaison	199 211	Each Semester	Fair Flyers and/or invites Fair Floor Lay-outs Fair Calendar Item Fair Agenda and Sign-In Sheets Needs Assessment	1,6,10
2.1.8 Organize and hold campus parent meetings to better inform our parents of campus programs, student achievement opportunities, college preparation, college assessments, how to get involved with their children, drugs and their harm, etc.	Parental Liaison Community Liaison	199 211	Every Two Weeks	Meeting Agendas Meeting Sign-In Sheets Meeting Flyers Needs Assessment	1,6,10



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GOAL 2 PARENT, FAMILY AND COMMUNITY INVOLVEMENT

OBJ 2 Expand plan to encourage more active participation at all campuses.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
2.2.1 Disseminate a Parental Involvement Policy that addresses how parents can be actively involved at the district/campus level.	Parental Liaison Principal	199 211	Yearly	Parent Policy Online Registration Reports Needs Assessment	1,6,10
2.2.2 Conduct parent trainings on successful practices needed to assist students in meeting state and federal accountability standards.	Parental Liaison Principal	199 211	Every Two Weeks	Meeting Flyers Meeting Agendas and Sign-In Sheets Needs Assessment	1,6,10
2.2.3 Provide literacy initiatives for parents and community members to foster and promote a united partnership in education.	Parental Liaison Principal Librarian(s)	199 211	Each Semester	Literacy Conference Flyer Literacy Conference Agendas and Sign-In Sheets Needs Assessment	1,6
2.2.4 Ensure representation of community members and parent involvement in the educational decision-making process as mandated by the state and federal guidelines.	Parental Liaison	199 211	Each Semester	Meeting Agendas and Sign-In Sheets Meeting Flyers Needs Assessment	1,6,10
2.2.5 Develop targeted initiatives to increase parental involvement at all campuses.	Parental Liaison Principal	199 211	Every Two Weeks	Parent Meeting Flyers School Messenger Reports Needs Assessment	1,6,10
2.2.6 Develop trainings and informational meetings based upon parent interests and needs. *Conduct meetings covering topics mandated by state and federal guidelines.	Principal Community Liaison	199 211	Every Two Weeks	Meeting Agendas and Sign-In Sheets Meeting Flyers Needs Assessment	1,6
2.2.7 Evaluate the Parent Involvement Policy and disseminate the opportunity to increase parental involvement on campus and district through the online registration process.	Principal Community Liaison	199 211	Yearly	Parent Involvement Policy Needs Assessment Meeting Flyer Meeting Agenda and Sign-In Sheet	6,1,10
2.2.8 *Provide the Mango Language software and computer lab access. *Offer opportunities for parents to enroll and participate in Region One ESC Adult Education. *Provide access to Spanish/English dictionaries. *Provide PD sessions to parents of LEP student to become partners in education.	Principal Librarian(s) Community Liaison	199	Daily	Mango Language Usage Report Parent Sign-In Sheets	6,9,10
2.2.9 Invite parents and community members to participate in campus committees, such as but not limited to, ie. SBDM, SHAC, Parent Policy/Compact. *Utilize parental and community members expertise as guest speakers.	Principal Community Liaison	199 211	Weekly	Committee Meeting minutes and agendas Committee Sign-In Sheets Invitations to attend.	6



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CAMPUS IMPROVEMENT PLAN**

GOAL 2 PARENT, FAMILY AND COMMUNITY INVOLVEMENT

OBJ 3 Expand the communication effort with the community.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
2.3.1 Ensure all parent communications are in a format and language parents will understand.	Parental Liaison Principal	199 211	Monthly	Letters Meeting Flyers School Messenger Report Needs Assessment	1,6,10
2.3.2 Implement emerging technologies for expanding and improving communication with the community.	Counselor(s) Principal Community Liaison	199 211	Monthly	Meeting Flyers School Messenger Needs Assessment	1,6,10
2.3.3 Utilize parental involvement personnel to advocate positive communications between the community and district.	Parental Liaison Principal	199 211	Monthly	Letters Meeting Flyers School Messenger Needs Assessment	1,6,10
2.3.4 Translate all parent communication materials and provide language interpreters for meetings, when needed.	Principal	199	Monthly	Letters Meeting Flyers School Messenger Tyler Munis Requisition Purchase Order for Translator Needs Assessment	1,6,10
2.3.5 Provide regular communication of district initiatives and information to parent liaisons.	Principal Community Liaison	199 211	Monthly	School Messenger Meeting Flyers Letters	1,6,10
2.3.6 Provide professional development training on ESEA, System Safeguards, and other federal compliance requirements to our parent liaisons.	Principal Computer Lab Proctor	211	Each Semester	Staff Development Agendas and Sign-In Sheets Needs Assessment System Safeguard Guidelines Parent Policies Parent Component of ESEA/NCLB	1,4,6, 10



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CAMPUS IMPROVEMENT PLAN**

GOAL 3 FACILITIES

OBJ 1 Develop an action plan that addresses district growth and facilities needs.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.1.1 Participate in the district timeline for completing the 2008 Bond Issue Projects	Principal	Bond Money District Funds	Yearly	Bond Funds MCISD Finance Department Documentation Facilities Committee Meetings Construction Plans Needs Assessment	1
3.1.2 Participate in the district led security audit	Principal	199	Yearly	Security Audit Documentation	1,10
3.1.3 Participate in the inspection of campus facilities and school grounds. Findings will be reported to finance department in order to maintain building facilities and beautify the school.	Principal	199	Monthly	Maintenance Work Orders Needs Assessment	1,10
3.1.4 Conduct a needs assessment to determine the facilities and equipment needs of all the campuses.	Principal	199	Daily	Maintenance Work Orders Needs Assessment	1,10
3.1.5 Participate in the electronic work order process to review facility needs.	Principal	199	Weekly	Maintenance Work Orders Needs Assessment	1,10
3.1.6 Comply with district, state, and federal guidelines in terms of facility needs	Principal	199	Daily	District, State, and Federal Facility Needs Requirements Needs Assessment Maintenance Work Orders	1,9
3.1.7 Maintain and beautify the facilities and grounds	Principal	199	Daily	Maintenance Work Order Needs Assessment	1,10
3.1.8 Needs assessment will be conducted by the campus to evaluate facilities and equipment that need to be addressed.	Principal	199	Weekly	Needs Assessment Custodial Supply List Maintenance Work Orders	1,10
3.1.9 Participate in the scanning process of student permanent records through the district microfiche system.	Principal	199	Daily	Permanent Records Microfiche Scanned Documents Needs Assessment	1,9,10



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CAMPUS IMPROVEMENT PLAN**

GOAL 3 FACILITIES

OBJ 2 Establish plans for replacing facilities, equipment, furniture, and technology.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.2.1 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.	Principal	199	Every Six Weeks	Needs Assessment Tyler Munis Requisition Purchase Order	1,10
3.2.2 Participate in the on-line auction system to discard obsolete furniture/equipment.	Principal	199	Every Six Weeks	Online Auction Inventory List Fixed Assets Inventory List Needs Assessment	1,10
3.2.3 Surplus campus furniture will first be redirected to campuses with need before declaring it District surplus.	Principal	199	Each Semester	Fixed Assets Inventory Form Maintenance Work Order Request Needs Assessment	1,10
3.2.4 Monitor the campus inventory on a yearly basis.	Principal	199, 175, 211, 171, 212, 263	Daily	Fixed Assets Inventory Form Campus Technology Inventory Forms Needs Assessment	1,10



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GOAL 3 FACILITIES

OBJ 3 Provide a well-defined plan to promote a safe and secure environment for students and staff.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.3.1 Assess the needs and utilize personnel and resources to increase the effectiveness of security and safety personnel.	Principal	199	Yearly	Needs Assessment Campus Calendar	1
3.3.2 Implement a Multi-Hazard Emergency Operations Plan that address mitigation, preparedness, response, and recovery.	Principal	199	Yearly	Needs Assessment Emergency Action Plan	1
3.3.3 Implement a plan to provide a clean, safe and healthy physical school environment.	Principal	199	Yearly	Needs Assessment	1
3.3.4 Implement a Discipline Plan throughout campus based on the discipline procedures handbook.	Principal	199	Yearly	Needs Assessment District/Campus Discipline Procedures Handbook ISS Reports PEIMS	1
3.3.5 Campus review/analyze discipline referral data for proper deployment of safety and security resources	Principal	199	Yearly	Needs Assessment ISS Report PEIMS Discipline Report	1
3.3.6 Review Emergency Operation Plans for relevance and effectiveness.	Principal	199	Yearly	Needs Assessment Emergency Operation Plans	1,10
3.3.7 Participate in mandatory school drills to prepare students and employees for responding to an emergency.	Principal	199	Yearly	Needs Assessment Fire Drills and Emergency Reports Calendar Fire Drill Map and Action Plan	1,10
3.3.8 Participate in measures to ensure coordination with local emergency management agencies, law enforcement, and fire departments in the event of an emergency.	Principal	199	Yearly	Needs Assessment Sign-In Sheets	1,10
3.3.9 Support a security audit of the Campus' facilities at least once every three years	Principal	199	Yearly	Security Audit Report Campus Security Procedures Campus Security Action Plan	1,10
3.3.10 Monitor special education discipline placements in ISS, OSS and DAEP over the course of the year.	Principal	199	Yearly	ISS Reports PEIMS Discipline Reports PBMAS Needs Assessment	1,9,10



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GOAL 3 FACILITIES

OBJ 3 Provide a well-defined plan to promote a safe and secure environment for students and staff.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.3.11 Continue to participate in training on the Texas Behavior Support Initiative (TBSI), Satori Alternatives to Managing Agression (SAMA) components to school employees in order to address the provisions of the law for students under (IDEA).	Principal	199, 175, 211	Yearly	ISS Reports PEIMS Reports PBMAS Sign-In Sheets	1,10,4
3.3.12 Participate in DAEP Referral Procedure Orientation Training for principals and assistant principals in procedures for assigning students to Alternative School.	Principal	199	Yearly	Sign-Sheets Training Materials Needs Assessment	1,4,10
3.3.13 Implement RTI/504 (Response to Intervention) before students are assigned to the Alternative School except for mandatory placements to DAEP/JJAEP.	Principal	199	Yearly	Rtl/504 Documentation Rtl/504 Manifestation Needs Assessment	1,9,10
3.3.14 Utilize discipline management date to identify placement of resources and training opportunities.	Principal	199 175 211	Yearly	PEIMS Reports ISS Reports Attendance Reports Sign-In Sheets Needs Assessment	1,2,4, 9,10



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GOAL 3 FACILITIES

OBJ 4 Implement the comprehensive counseling and guidance program to directly impact the achievement and well-being of all students.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.4.1 Deliver guidance content in a systematic way to students.	Counselor(s)	199	Daily	Counselors' Logs	9,10
3.4.2 Conduct regularly scheduled district counselors' meetings to provide training and determine needs of guidance and counseling department.	Principal Counselor(s)	199, 211, 175	Yearly	Staff Development Agenda Sign-In Sheets Needs Assessment	1,4
3.4.3 Expand counseling and guidance services for all students to include higher education requirements and/or expectations of students entering in the workforce or post/secondary university education.	Principal Counselor(s)	199	Yearly	Counselors' Calendar Counselors' Presentation Agenda Needs Assessment	1,8,9, 10
3.4.4 Assist students in monitoring and understanding their own career pathway through pre-registration, transition, career awareness and career orientation.	Principal Counselor(s)	199	Yearly	Pre-Registration Calendar Pre-Registration Documentation Career Fair Map Counselor Logs Needs Assessment	1,2,8, 9,10
3.4.5 Evaluate student PGPs (Personal Graduation Plan) (9th – 12th grade) throughout the year in an effort towards ensuring all students are on target towards graduating in four years.	Principal Counselor(s)	199	Yearly	PGP Counseling Logs Counselors' Calendar Needs Assessment	1,9,10
3.4.6 Conduct planning sessions at designated intervals to coordinate student counseling services.	Principal Counselor(s)	199	Yearly	Counselors' Calendar Counseling Sessions Needs Assessment	1,9,10



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GOAL 3 FACILITIES

OBJ 5 Provide intervention strategies that support the safety and wellness of the students.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.5.1 Conduct professional development training for all secondary teachers and staff to support the safety and wellness of the students.	Principal	199, 175, 211, 212	Yearly	Needs Assessment Sign-In Sheets	1,4
3.5.2 Review, revise, and implement the Drop Out Recovery Program.	Principal	199, 211	Yearly	Needs Assessment Drop-Out/Leaver Documentation Meeting Sign-In Sheets	1,4,6, 9,10
3.5.3 Participate in trainings provided for all teachers and staff to acquire knowledge and capacity to improve: *student behavior, *encourage goal settings, *increase academic skills, increase attendance, *discourage the use of illegal drugs and alcohol, *discourage gang involvement along with other potentially harmful activities	Principal	199, 175, 211	Yearly	Needs Assessment Staff Development Agendas Staff Development Sign-In Sheets	1,4,9, 10
3.5.4 Monitor At-Risk student's grades, attendance, and discipline every three weeks.	Principal Counselor(s)	199, 175	Yearly	Program Student List At-Risk Monitor Logs At-Risk Monitor Documentation Sessions Needs Assessment	1,9,10
3.5.5 Migrant Counselor works with identified migrant students to ensure program goals, student support, and opportunities for post-high school education.	Principal Migrant Counselor	212	Yearly	Migrant Counselor Logs Migrant CAMPs Migrant MUSE & MARS list Migrant college and university presentations and student signatures Migrant Student List Needs Assessment	1,10,9



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GOAL 3 FACILITIES

OBJ 6 Create a technology committee to periodically review district instructional programs to evaluate all the district software.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.6.1 Assess and analyze technology needs to support implementation of instructional technology by campus/departments (LRP 3.6). • Hardware • Network Infrastructure • Software Integration • Support Staff • System Management Resources	Principal	199, 171, 211, 212, 175	Yearly	MOCK P.O.s Tyler Munis Requisition Purchase Order	1
3.6.2 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.	Principal	199, 211,	Yearly	Fixed Assets Inventory MOCK P.O. Tyler Munis Requisition Purchase Order	1,10
3.6.3 Support testing needs in order to assess and evaluate student benchmark data in timely manner in order to implement appropriate interventions	Principal	211	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,10
3.6.4 Purchase technology materials to support EOC, STAAR, TELPAS, and other local, state, and national assessments.	Principal	211, 165	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,10,9
3.6.5 Purchase technology equipment to enhance the delivery of instruction and support TEKS aligned teaching in preparation for EOCs.	Principal	199, 211, 175, 212, 263	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,9,10
3.6.6 Purchase technology resources to conduct appropriate staff development needs for staff to address the social, behavior, and academic student needs.	Principal	199, 175, 211, 263	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,9,10 ,4
3.6.7 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 instructinoal resources, and daily instruction, inclusive of the master schedule.	Principal	199, 175, 211, 212, 263	Yearly	Needs Assessment Benchmark Data Tyler Munis Requisition Purchase Order	1,9,10
3.6.8 Purchase and/or lease instructional resources including, but not limited to copy machines and copy supplemental materials.	Principal	199, 211, 212	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order Ricoh Invoice Monthly Ricoh Usage Reports	1,9,10



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GOAL 3 FACILITIES

OBJ 7 Conduct more campus-based staff development in order to expedite the use of technology by all stakeholders.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.7.1 Train and support on instructional technology applications such as Student Information Systems, TEMS Gradebook, School City Data Analysis, Wireless Digital Tablets, Online Professional Development, E2020, Microsoft SharePoint and Stoneware Portal.	Principal	175, 211	Yearly	Needs Assessment Technology Usage Reports Tyler Munis Requisition Reports Sign-In Sheets Purchase Order	1,3,9, 10,8
3.7.2 Train and support TEMS Student Information Systems hardware and application.	Principal	199	Yearly	Sign-In Sheets Email Requests	1,4,10



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GOAL 3 FACILITIES

OBJ 8 Continue to implement district technology initiatives through local, bond, state technology, e-rate and other funding sources.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.8.1 Campus will review inventory for all technology hardware: (EPLAN Goal 3.6) and implement a plan for reposition/ replacement of technology equipment.	Principal	199, 175, 211, 212, 263	Yearly	Needs Assessment Tyler Munis Requisitions Purchase Order	1,10
3.8.2 Explore the option to implement online testing by reviewing the computer to student ratio and possible funding. (EPLAN Goals 3.6, 4.1).	Principal	175, 211, 263	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,10
3.8.3 Support and maintain network hardware equipment to comply with CIPA (Children Internet Protection Act) requirements.	Principal	199	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,10
3.8.4 Upgrade and maintain infrastructure to support the massive communication and usage by the district.	Principal	199	Yearly	Needs Assessment	1,10
3.8.5 Provide Telecommunications Services to enhance student achievement and communication.	Principal	199	Yearly	Needs Assessment	1,10
3.8.6 Support curriculum integration activities by providing technology peripherals and software.	Principal	199, 175, 211, 212, 263	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,10
3.8.7 Campus staff and administration will use the StarChart results to plan appropriate staff development, purchase technology instructional materials, and purchase student technology learning resources.	Principal	199, 175, 211, 171, 212, 263	Yearly	Needs Assessment Tyler Munis Requisition Sign-In Sheets Purchase Orders	1,4,9, 10
3.8.8 The campus will continue to review and evaluate funding sources to purchase newer technology in preparation for online testing.	Principal	199, 175, 211, 212, 263	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,8,9, 10
3.8.9 Upgrade technology specifically for student use to optimize student learning.	Principal	199, 175, 211, 212, 263	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,8,9, 10
3.8.10 Implement the use of mobile devices in the 9-12 school environment in order to deliver curriculum and enable students to read and promote literacy.	Principal	175, 211	Yearly	Needs Assessment Technology Usage Report Fixed Assets Report Tyler Munis Requisition Purchase Order	1,8,9, 10
3.8.11 Utilize technology to enhance learning and communication with students	Principal	199, 175, 211, 212, 263	Yearly	Needs Assessment Tyler Munis Requisition Purchase Order	1,8,10 ,9



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GOAL 3 FACILITIES

OBJ 9 Develop a district training curriculum on the utilization of software and reports to assist teachers with data analysis as relevant to campus needs.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.9.1 Provide technology staff development training to teachers, administrators and support staff.	Principal	175, 211	Yearly	Needs Assessment Sign-In Sheets	1,2,4, 10



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GOAL 3 FACILITIES

OBJ 10 Educate all stakeholders regarding the financial system of public education and the fiscal responsibility and stability of the District.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.10.1 Increase understanding of financial aspects by attending district finance trainings.	Principal	199	Yearly	Sign-In Sheets	4,10
3.10.2 Campus administrators, secretaries/clerks, and sponsors will attend business office procedures trainings throughout the calendar year.	Principal	199	Yearly	Sign-In Sheets	4,10



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GOAL 3 FACILITIES

OBJ 11 Develop and implement a yearly budget plan.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.11.1 Review and adjust the overall budget planning process to maximize available resources.	Principal	199, 211, 175, 212, 181, 185, 263, 165	Yearly	Budget Reports	1,10
3.11.2 Allocate additional resources to meet the needs of Special Education and English Language Learners (ELL).	Principal	171, 263, 165	Yearly	Budget Reports	1,10
3.11.3 The principal will meet with the SBDM and CILT to ensure the budget is used to meet the needs of the campus.	Principal	199, 171, 185, 165, 211, 212, 263,	Yearly	Budget Reports Sign-In Sheets	1,3,6, 10
3.11.4 The principal will continue to monitor campus allocations on a daily and weekly basis.	Principal	199, 171, 185, 165, 211, 212, 263	Yearly	Budget Reports Tyler Munis Reports	1,2,4, 5,3,6, 8,9,10



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GOAL 3 FACILITIES

OBJ 12 Determine alternative sources of funding for priority needs.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.12.1 Monitor TEA and Federal Government for Grant opportunities.	Principal	199	Yearly	Grant Application Grant Documentation and Summary	1
3.12.2 Apply for any Federal Grant opportunities when available.	Principal	199	Yearly	Grant Application MOU Grant Reports	1



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GOAL 3 FACILITIES

OBJ 13 Maximize innovative technology to promote operational efficiencies.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.13.1 Pursue additional efficiencies and utilize new and emerging technologies	Principal	199, 171, 175, 165, 263, 211, 212, 161, 216	Yearly	MOCK P.O.s Tyler Munis Requisitions Purchase Orders	1



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GOAL 3 FACILITIES

OBJ 14 Continue pursuit of innovative investment options and debt management opportunities

Action	Person Responsible	Resources	Timeline	Evaluation	swc
3.14.1 Review and recommend budget amendments based on anticipated changes in economic factors.	Principal	199	Yearly	Tyler Munis Budget Change Requests	1



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GOAL 4 PERSONNEL RECRUITMENT, SELECTION AND RETENTION

OBJ 1 Continue the implementation of a systematic plan for the recruitment, selection, and retention of high quality personnel.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
4.1.1 Study and review pupil/teacher ratios and instructional models relative to the existing needs for meeting state and system safeguards relative to student learning and achievement.	Principal	199, 175, 171, 211, 212, 263	Daily	Master Schedule PEIMS Student Enrollment PEIMS Student Program Enrollment Student Schedules Needs Assessment	1,8,9,10
4.1.2 Recruit and retain "highly qualified" teachers and instructional aides.	Principal	199, 171, 175, 211, 212, 263	Yearly	AppliTrack HQ Documentation TxBESS SBEC Needs Assessment	1,3,10,5
4.1.3 Recruit and retain qualified substitute teachers.	Principal	199	Yearly	AESOP Substituting Training Agenda and List SBEC HR Documentation Needs Assessment	4,10
4.1.4 Study and propose revisions, as needed, to the teacher supplements that support the needs of students.	Principal	199, 175, 211	Yearly	Teacher Assignments and Supplemental Duties Needs Assessment	1,10
4.1.5 Employ ESL certified or SIOP trained ELA secondary teachers.	Principal	199, 175, 211	Yearly	AppliTrack Teacher Training Documentation Sign-In Sheets Teacher Certification Needs Assessment	1,3,4,5,10
4.1.6 Utilize Applitrack and HR Directors for Staffing to assist with recruiting HQ staff for vacancies or additional teacher initiatives.	Principal	199	Yearly	HR Documentation Master Schedule Funding Resources Needs Assessment	1,3,4,5,10
4.1.7 Provide stipends to qualified teachers.	Principal	199, 175, 171, 211, 212,	Yearly	Stipend Qualifying Documentation	5,10
4.1.8 Participate in the TxBESS Mentor Program to provide new teachers with instructional support and mentorship.	Principal	199, 175, 211	Yearly	HR New Teacher Documentation TxBESS Mentor Training TxBESS Mentor Documentation and Evaluation Instrument	4,5



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GOAL 4 PERSONNEL RECRUITMENT, SELECTION AND RETENTION

OBJ 1 Continue the implementation of a systematic plan for the recruitment, selection, and retention of high quality personnel.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
4.1.9 Attend local Job Fairs to recruit new highly qualified teachers to MCISD.	Principal	199	Yearly	Web Travel Job Fair Documentation Needs Assessment	1,5
4.1.10 Continue to utilize AESOP Reports to assign substitutes, evaluate teacher staff development and absences, and assess substitute effectiveness.	Principal	199, 211, 175, 212, 171	Yearly	AESOP Reports Needs Assessment	1,5,10



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GOAL 4 PERSONNEL RECRUITMENT, SELECTION AND RETENTION

OBJ 2 Re-evaluate the organizational chart and campus positions to meet program needs and to evaluate staff duties and responsibilities.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
4.2.1 Study the need for and acquire campus positions to address the needs of students through local, state or federal funds e.g. System Safeguards, TAPHR, & PBMAS.	Principal	199, 175, 211, 212, 171	Yearly	TAPHR Report PBMAS PEIMS Staff Study Master Schedule Student Enrollment Program Needs Assessment	1,5
4.2.2 Evaluate, sign and agree on, and update job descriptions to reflect position requirements and to ensure appraisal instruments measure job responsibilities.	Principal	199, 171, 175, 211, 212,	Yearly	Job Descriptions	5
4.2.3 Use the automated substitute calling program and absences reporting system (AESOP).	Principal	199, 175, 171, 211, 212	Yearly	AESOP Reports	5,10
4.2.4 Evaluate the equitable distribution of "Highly Qualified" and inexperienced teachers assignment by campus.	Principal	199	Yearly	HR Staffing Study Reports Master Schedule Student Enrollment Needs Assessment	1,5,10
4.2.5 Replace the district/campus staff who are deemed responsible for a campus not meeting System Safeguards, State Accountability, TAPHR, and PBMAS	Principal	199	Yearly	Staff Evaluation Assignment/Instrument Staff Documentation	5,10,1 ,2
4.2.6 Introduce educational professional portfolios as a means of evaluating administrators, counselors, librarians, teachers, and staff.	Principal	199	Yearly	T-TESS Documentation Needs Assessment T-TESS GSPD	1,4,10
4.2.7 Support staffing guidelines and determine how to best meet needs of the campus.	Principal	199, 171, 175, 211, 212	Yearly	Staffing Study TASB Student/Teacher Staff Ratios Master Schedule Student Enrollment Needs Assessment	1,3,5, 10
4.2.8 Review the Staffing Study conducted by TASB to ensure we have the appropriate number of staff to meet the student needs, specifically in the areas of special education and ESL education.	Principal	199	Yearly	TASB Study ESL Staffing Requirements SpED Staffing Requirements Needs Assessment	1,5
4.2.9 Utilize Instructional Support Staff to increase student academic achievement.	Principal	199, 175, 171, 211, 212	Yearly	Student/Teacher Ratios Master Schedule HR Documentation HQ Reports Needs Assessment	1,5,10



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GOAL 4 PERSONNEL RECRUITMENT, SELECTION AND RETENTION

OBJ 2 Re-evaluate the organizational chart and campus positions to meet program needs and to evaluate staff duties and responsibilities.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
4.2.10 Employ staff for Accelerated Migrant Program, T-STEM, Project Smart & Literacy Program.	Principal	199, 161, 212, 211	Yearly	Staffing Requirements HR Documentation SBEC Needs Assessment Program Requirements	1,2,5, 10



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GOAL 4 PERSONNEL RECRUITMENT, SELECTION AND RETENTION

OBJ 3 Continue staff development efforts to support the Professional Development of Professional and Paraprofessional staff.

Action	Person Responsible	Resources	Timeline	Evaluation	swc
4.3.1 Provide a staff development plan that supports Teacher Quality Annual Measurable Objectives (TQAMO) under ESEA.	Principal	199, 175, 211	Yearly	Staff Development Calendar ESEA Staffing Requirements Needs Assessment	1,5,10
4.3.2 Provide professional development aligned to diverse student groups in the district e.g. ELL, Special Education, technology standards to teachers, appropriate staff, counselors and administrators	Principal	199, 175, 161, 211, 212	Yearly	Staff Development Needs Assessment Program Requirements HR Documentation	1,2,4, 5,10
4.3.3 Support supplemental pay for teaching areas of greatest needs in order to provide all students with courses needed to prepare for college.	Principal	161, 199	Yearly	Program Requirements Supplements Needs Assessment	5,1,10
4.3.4 Utilize Eudophoria to generate professional development reports	Principal	199	Yearly	Eduphoria Workshop Registration Staff Development Needs Assessment	1,4
4.3.5 Provide stipends to teachers implementing the ESL Education Program Models and Approaches.	Principal	165, 263	Yearly	Lesson Plans SLOP Certifications ESL Certifications Stipend Documentation with Student Enrollment Numbers Needs Assessment	1,4,5, 2,10