

Mathis Independent School District
Mathis Middle School
2019-2020 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Mathis Middle School: an accountable learning community that creates innovative thinkers and leaders who will change the world.

Vision

Building Minds Together

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Mathis compared to Texas state average :	5
Student Academic Achievement	8
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	19
Comprehensive Needs Assessment Data Documentation	21
Goals	24
Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.	24
Goal 2: Mathis I.S.D. will continue to develop and innovative educational culture.	54
Goal 3: Mathis I.S.D. will continue to align educational processes.	76
Goal 4: Mathis I.S.D. will be fiscally responsible stewards of resources.	82
Goal 5: Mathis I.S.D. will ensure a safe and positive learning environment.	85
Comprehensive Support Strategies	100

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mathis Middle School student enrollment continues to increase (TAPR 2017-2018).

Grade	6	7	8	Total
Total	123	139	126	388

Previous year enrollment 380

Mathis Middle School is one of four campuses in Mathis Independent School District. Mathis Elementary serves predominantly middle class Hispanic families. Mathis Middle School serves 388 students in grades six to eight. Mathis Middle School serves 355 economically disadvantaged students and 227 at-risk students.

The student population is 93.3% (362) Hispanic/Latino, 5.7% (22) Caucasian, 1.0% (4) African-American, 0% (0) Asian, and 0% (0) American Indian.

The overall mobility rate(16-17) is 9.9%, with a drop-out rate of 0.4%. The daily attendance rate (16-17) for students is 94.9%.

Mathis Middle school serves 6 Limited English Proficient (LEP)/Bilingual students, 26 students in the gifted and talented program and 42 students identified as Special Education (SPED).

Staff: 24 Teachers, 49.6% (11.9) Hispanic/Latino, Caucasian 46.2% (11.1), 4.2 % (1) African-American

2016-2017 14.8 students per teacher, 2017-2018 16.2 students per teacher

Parent/Guardian/Community (from US census bureau):

Mathis, Texas is located on farm road 359 along Interstate Highway 37 in western San Patricio County. In 1988 Mathis had a population of 5,910. Probably twice that number lived around the lake. Ranching and farming form the basis for the economy, but tourism around the lake is important. In 1990 the population was 5,423. The population dropped to 5,034 by 2000.

Current Mathis population:

Race	Population	% of Total
Total Population	4,942	100
Hispanic or Latino	4,527	91
Caucasian alone	342	6.9
Some other race	445	9
Two or more races	162	3

Most common industries in Mathis:

- Health care (13.6%)
- Construction (12.6%)
- Educational services (11.8%)
- Accommodation & food services (8.7%)
- Food & beverage stores (4.8%)
- Public administration (3.8%)
- Social assistance (3.7%)

Most common occupations in Mathis:

- Nursing, psychiatric, and home health aides (7.8%)
- Building and grounds cleaning and maintenance occupations (5.1%)
- Cooks and food preparation workers (4.4%)
- Teachers, preschool, kindergarten, elementary, and middle school (4.3%)
- Driver/sales workers and truck drivers (4.1%)
- Cashiers (3.9%)
- Vehicle and mobile equipment mechanics, installers, and repairers (3.4%)

For population over 25 in Mathis

- High school or higher: 54.4%
- Bachelor's degree or higher: 5.6%
- Graduate or professional degree: 2.1%
- Unemployed: 14.8%
- Mean travel time to work (commute): 23.1 minutes

Mathis compared to Texas state average :

- Median household income below state average.
- Median house value significantly below state average.
- Black race population percentage significantly below state average.
- Hispanic race population percentage above state average.
- Foreign-born population percentage significantly below state average.
- Length of stay since moving in significantly above state average.
- Number of college students below state average.
- Percentage of population with a bachelor's degree or higher significantly below state average.

Demographics Strengths

Strengths

Professional Learning Committees (PLCs), vertical alignment meetings, and flex meetings are how we review curriculum, instruction, and assessment so that our campus is data driven. The teachers through PLCs, vertical alignment meetings, and flex meetings have modified scope and sequence and curriculum documents to meet the demands of the rigorous, college readiness student expectations aligned to the TEKS. The instructional process is enhanced by the utilization of the latest technology approved and available to our district (i.e. interactive board projection systems, document cameras, laptops and tablets), as well as other instructional resources available. Assessment data provides individual student data which is used in determining appropriate intervention strategies (i.e., ELA/Math Lab, Academies, enrichment, and tutorials).

Skyward Parent Portal will continue to be provided to parents. This on-line program provides an additional avenue for consistent communication between teachers, parents and students in the areas of academic achievement and attendance.

Mathis Middle School campus administrators received training in conducting walkthroughs to evaluate the instructional practices and student engagement.

Staff development is based on district and campus needs. Below is a partial listing of staff development during the 2017-2018 school year.

Guided Reading

Gifted and Talented Training

Curriculum Training specific to math, reading and writing

MAPS

Crisis Prevention Intervention (CPI)

Response to Intervention (RtI)
Individual Education Plan (IEP)
Accommodations/Modifications Training
Inclusion Training
Confidentiality Training/Special Ed
Special Ed Teacher Orientation
Behavior Strategies Training
Math Academies
Reading Academies
TCMP Curriculum Training
Bullying Prevention
Child Abuse Identification
Student Privacy Rights (FERPA)
Ethics Training

Problem Statements Identifying Demographics Needs

Problem Statement 1: MMS has a large number of students in poverty. **Root Cause:** There is no sustainable industry located in Mathis.

Problem Statement 2: MMS students spend too much time out of class due to discipline issues. **Root Cause:** Students and staff need to invest more purposeful time in growing their relational capacity.

Student Academic Achievement

Student Academic Achievement Summary

Mathis Middle School Comprehensive Needs Assessment-Student Achievement

STAAR Performance Rates Grade 6 Reading							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	65%	69%	64%	*	*	62%
At approaches grade level or above	2017	62%	69%	60%	*	*	59%
At meets grade level or above	2018	33%	39%	34%	*	*	29%
At meets grade level or above	2017	32%	37%	31%	*	*	29%
At masters grade level or above	2018	18%	19%	18%	*	*	16%
At masters grade level or above	2017	15%	18%	15%	*	*	13%
STAAR Performance Rates Grade 6 Mathematics							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	75%	77%	65%	*	*	74%
At approaches grade level or above	2017	75%	76%	70%	*	*	73%
At meets grade level or above	2018	37%	44%	41%	*	*	36%
At meets grade level or above	2017	35%	43%	39%	*	*	32%
At masters grade level or above	2018	14%	18%	19%	*	*	13%
At masters grade level or above	2017	17%	18%	25%	*	*	15%
STAAR Performance Rates Grade 7 Reading							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	66%	74%	65%	*	*	65%
At approaches grade level or above	2017	71%	73%	70%	*	*	69%
At meets grade level or above	2018	42%	48%	41%	*	*	40%
At meets grade level or above	2017	36%	42%	39%	*	*	33%
At masters grade level or above	2018	18%	29%	19%	*	*	17%
At masters grade level or above	2017	23%	23%	25%	*	*	17%
STAAR Performance Rates Grade 7 Mathematics							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	70%	72%	69%	*	*	68%

STAAR Performance Rates Grade 6 Reading							
At approaches grade level or above	2017	67%	70%	66%	*	*	*
At meets grade level or above	2018	27%	40%	28%	*	*	25%
At meets grade level or above	2017	28%	40%	29%	*	*	*
At masters grade level or above	2018	14%	18%	15%	*	*	13%
At masters grade level or above	2017	5%	17%	6%	*	*	*
STAAR Performance Rates Grade 7 Writing							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	59%	69%	58%	*	*	58%
At approaches grade level or above	2017	57%	70%	57%	*	*	*
At meets grade level or above	2018	26%	43%	26%	*	*	25%
At meets grade level or above	2017	23%	39%	25%	*	*	*
At masters grade level or above	2018	8%	15%	8%	*	*	7%
At masters grade level or above	2017	7%	12%	7%	*	*	*
STAAR Performance Rates Grade 8 Reading							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	85%	86%	86%	*	*	84%
At approaches grade level or above	2017	90%	86%	90%	*	*	88%
At meets grade level or above	2018	50%	49%	53%	*	*	49%
At meets grade level or above	2017	41%	50%	43%	*	*	39%
At masters grade level or above	2018	28%	27%	30%	*	*	26%
At masters grade level or above	2017	20%	23%	21%	*	*	25%
STAAR Performance Rates Grade 8 Mathematics							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	84%	86%	84%	*	*	*
At approaches grade level or above	2017	84%	85%	84%	*	*	84%
At meets grade level or above	2018	43%	51%	44%	*	*	*
At meets grade level or above	2017	35%	45%	34%	*	*	33%
At masters grade level or above	2018	4%	15%	5%	*	*	*
At masters grade level or above	2017	12%	13%	11%	*	*	15%
STAAR Performance Rates Grade 8 Science							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	70%	76%	70%	*	*	68%

STAAR Performance Rates Grade 6 Reading							
At approaches grade level or above	2017	68%	76%	67%	*	*	66%
At meets grade level or above	2018	39%	52%	39%	*	*	37%
At meets grade level or above	2017	39%	48%	37%	*	*	36%
At masters grade level or above	2018	19%	28%	18%	*	*	19%
At masters grade level or above	2017	13%	19%	14%	*	*	14%
STAAR Performance Rates Grade 8 Social Studies							
	Year	Campus	State	Hispanic	White	SPED	E Dis
At approaches grade level or above	2018	58%	65%	58%	*	*	54%
At approaches grade level or above	2017	44%	63%	45%	*	*	41%
At meets grade level or above	2018	23%	36%	24%	*	*	22%
At meets grade level or above	2017	20%	33%	22%	*	*	23%
At masters grade level or above	2018	7%	21%	7%	*	*	7%
At masters grade level or above	2017	11%	19%	12%	*	*	12%

Grade 6: Reading and math approaches grade level or above increase in 2017 and 2018

Grade 7: Reading, writing, and math approaches grade level or above increase in 2017 and 2018

Grade 8: Reading and math approaches grade level or above increase in 2017 and 2018

All grades and all subjects meets grade level: increase in 2017 and 2018

All grades and all subjects masters grade level: increase in 2017 and 2018

Mathis Middle School Comprehensive Needs Assessment-School Progress

Grade And Subject	Year	Campus	State	Hispanic	Caucasian	Sped	EDis	EL
Grade 6 ELA/Reading	2018	51	47	50	*	54	49	69
Grade 6 Mathematics	2018	53	56	53	*	68	53	69
Grade 7 ELA/Reading	2018	63	76	65	*	75	64	72
Grade 7 Mathematics	2018	53	67	54	*	65	53	67
Grade 8 ELA/Reading	2018	79	79	80	61	61	81	*
Grade 8 Mathematics	2018	83	81	82	94	82	84	*

2018 Accountability Rating: Met Standard

Distinction Designation: Postsecondary Readiness

Benchmark: Reading

Proficiency Level	Benchmark 1	Benchmark 2
At or above level	31% (117)	44% (164)
Below 1	10% (36)	10% (37)
Below 2	7% (27)	10% (38)
Below 3	14% (51)	9% (33)
Below 4	13% (47)	10% (38)
Below 5	26% (96)	17% (64)

Student Academic Achievement Strengths

Strengths:

PLC meetings

Flex Meetings

Vertical Team Meetings

Data disaggregation (DMAC)

Data drives instruction

Intervention is deliberate and purposeful

Use and availability of data

Grade Level Planning

Curriculum Alignment

Use of MAPPS

Reading Plus

Edmentum (Exact Path)

Learning Farm

Study Island

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All students are not meeting the goal of growth on STAAR. **Root Cause:** Students need more time to focus on individual needs specific to their academic area of struggle.

Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause:** We continue to work on closing the gaps for MMS students.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs

We have a climate and culture of shared leadership, which is centered around high expectations for students, parents, families, faculty, staff, and the community. We believe in investing in our teachers and support staff, to foster growth in becoming experts in their craft. Our programs are specifically tailored for our student population. Our program is unique, and offers opportunities for innovation, creativity, and "intense intervention" among students, faculty, and staff.

At Mathis Middle School all teachers and staff meet the "Highly Qualified" status. We have had little turnover in staff this year. In addition, the staff does include people from a variety of races and ethnicity, it would be positive if a more diverse staff was hired to reflect the student population. New teachers participate in our "New Teachers Academy" created last year. MMS is

dedicated to creating a collaborative environment to meet the needs of all students. Supporting increasing teacher leadership is a goal for the upcoming school year. Professional development opportunities to support exceptional instruction are offered.

School Processes & Programs Strengths

Core group of teachers dedicated to providing “intense intervention” for students at MMS

100% Highly Qualified

Growing diversity

Focus on College and Career Readiness to assist with campus initiatives

Increase staff proficiency in the area of technology.

Increase diversity represented on staff.

More opportunities for shared decision making and staff team building activities.

Professional development opportunities in all core subjects, intervention, and social and emotional behavioral concerns.

Opportunities for teacher leadership roles.

Support for new teachers, New Teacher Academy.

More time to work in vertical teaming (schedule allowing for content planning).

On-going support for teachers that are new throughout the year.

Professional Development to assist teachers in learning how to provide early in class interventions for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause:** Implemented programs have lacked follow-through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Perceptions

Perceptions Summary

MMS serves a population of students that have high social/emotional needs as well as academic deficits. Many of our students are economically disadvantaged and have parents who work multiple jobs and often have multiple families living in one household.

We seek to provide "intense intervention" for our students and families. We want to meet as many of our stakeholder needs as we have the ability to do.

We seek to involve outside agencies to provide care we are unable to provide. We have partnered with the ACE 21st Century and TNTP to provide more opportunities for our students.

We seek growth from all stakeholders (students, parents, and staff).

Student Engagement

Attendance							
Year	Campus	District	Hispanic	Caucasian	Sped	EDis	EL
2014-2015	93.9%	95.7%	93.9%	95.1%	94.5%	93.5%	91.2%
2015-2016	93.9%	95.8%	93.9%	94.5%	95.6%	93.8%	98.3%
2016-2017	94.9%	95.8%	94.9%	96.4%	94.6%	94.6%	*

- Attendance increased for Mathis Middle School in 2016-2017
- There is a higher attendance rate for Caucasian students
- Attendance increased for economically disadvantaged and english learner groups

Students with Disciplinary Placements				
	Count	Percent		
Year	Campus	Campus	District	State
2015-2016	30	7.1%	4.1%	1.4%
2016-2017	28	6.9%	5.6%	1.3%

- The discipline placements are higher than the district and state reporting
- Counseling services, Leaps lessons, cool-downs, and other strategies aimed at reducing inappropriate behaviors are utilized by staff

Annual Dropout Rate							
Year	Campus	District	Hispanic	Caucasian	Sped	EDis	EL
2014-2015	0.7%	0.7%	0.0%	0.0%	0.0%	0.8%	0.0%
2015-2016	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%
2016-2017	0.4%	0.4%	0.5%	0.0%	0.0%	0.5%	0.0%

Student, parent and staff surveys are conducted during April/May. The climate surveys provides areas of strengths and needs that may be addressed in the campus comprehensive needs assessment.

Parent conferences, open house, and curriculum nights are conducted several times annually on each campus. In addition, annual orientation sessions are conducted for parents and students at the transition grades (i.e., entering sixth grade)

Mathis Middle School emphasizes character development using LEAPS program and counseling lessons on social and emotional behavior.

Safe and Drug Free school activities, as approved by the district-wide School Health Advisory Committee (SHAC), are conducted annually at Mathis Middle School.

Below is a partial listing of activities at Mathis Middle School.

Red Ribbon Week Activities (District-wide)

Prescription Drug Awareness Program

Drug and Alcohol Program

NJHS

Art Club

Student Council

Yearbook
Cheerleading
MMS Band
Robotics
Girls Who Code
Video Game Programming & Design
UIL
Challengers Club
Chess Club
Class of 2024

Perceptions Strengths

At Mathis Middle School, we purposefully create programs to build relationships with students, parents, families and the community. At Mathis Middle School, we go to great lengths to involve all students in a program offered on campus to learn the value of being part of a team and to create future leaders.

Vertical teams (content based) analyze student progress during designated flex times.

RtI and tutorials are a focus of our flex scheduling.

Master schedule maximizes instructional and "intense intervention" time and allows for all students to make progress toward academic goals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. **Root Cause:** Past student issues and academic performance have led to a negative reputation in the community.

Problem Statement 2: Positive parent participation as a partner to help meet student individual academic needs. **Root Cause:** Limited contact and communication with parents

Priority Problem Statements

Problem Statement 1: MMS has a large number of economically disadvantaged students.

Root Cause 1: No sustainable industry located in Mathis.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically.

Root Cause 2: We continue to work on closing the gaps for MMS students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: All students are not meeting the goal of growth on STAAR.

Root Cause 3: Students need more time for meeting individual needs specific to their academic area of struggle.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance.

Root Cause 4: Past student issues and academic performance have led to a negative reputation in the community.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level.

Root Cause 5: Teachers need additional training in RTI.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: MMS has been inconsistent with specific "intense intervention" program implementation.

Root Cause 6: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Positive parent participation as a partner to help meet student individual academic needs.

Root Cause 7: Limited contact and communication with parents.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Lack of two way communication with students and parents.

Root Cause 8: Inconsistent communication plan/source for teachers.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Teachers are not utilizing the technology and programs available to their full extent.

Root Cause 9: More professional development is needed for full implementation of technology and programs.

Problem Statement 9 Areas: Technology

Problem Statement 10: MMS students spend too much time out of class due to discipline issues.

Root Cause 10: Students and staff need to invest more purposeful time in growing their relational capacity

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.





Performance Objective 1: Make English/Language Arts/ Reading, Writing a priority and provide necessary support for targeted populations. The percentage of all students passing the STAAR test at the Phase I Level II or above will increase by 10% for All students, Hispanic, Economically Disadvantaged, Special Ed, and LEP for the 2019-2020 school year.

Evaluation Data Source(s) 1: Summative - Lesson plans, Unit assessments, District benchmark. and state assessments, peer to peer observation forms, walk throughs and classroom observation, Year at a Glance, State and district ELA scores on assessments; Data disaggregation, DMAC report summaries, tutorial sign in sheets, MAPS Data, Agendas, master schedule, sign in sheets, Reading Plus levels, unit and benchmark test scores, and program reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Use Comal ISD partnership Year at a Glance , Texas OnCourse, and the Texas Resource System (TRS) Year at a Glance and Instructional Focus Document as a lesson plan framework. Other curriculum/resources will be used as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All)</p>	2, 3, 3	Principal (s), Special Ed Teachers, Teacher (s)	<p>1. 100% of students meeting or exceeding their target goals each nine weeks.</p> <p>2. Building gap skills so that students are more successful on grade level skills and content.</p> <p>3. increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p> <p>4. Teachers ability to perform tasks</p> <p>5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p>				
Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide ongoing, comprehensive professional development opportunities for content area teachers in exemplary instructional practices. (CSF: 1, 2, 7) (Target Group: All)</p>	3, 3	Consultants, Instructional Coaches, Principal (s) District Directors	<p>1. Teachers ability to perform tasks</p> <p>2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p> <p>3. That all students will show growth on campus and state assessments</p>				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1							
Resources: (S) Priorities Grant							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Assess and monitor ELA learning using common formative assessments, walk-throughs and evaluations. (CSF: 1, 2, 7) (Target Group: All)	2, 3, 3	Consultants, Principal(s), Teacher(s)	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 3. That all students will show growth on campus and state assessments				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Disaggregated data using DMAC which will allow for teachers to plan instruction, interventions, and enrichment. (CSF: 1, 2) (Target Group: All)	2, 3, 3	Principal(s), Teacher(s)	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments				
Problem Statements: Demographics 2 - Student Achievement 1, 2 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Continue horizontal and vertical team meetings to disaggregate and analyze student data, plan engaging lessons, study student work, and plan interventions. (CSF 1, 2, 4, 7) (Target Group: All)	2, 3, 3	Consultants, PLC Coordinator(s), Principal(s) Curriculum Directors	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments. 3. 100% of students meeting or exceeding their target goals each nine weeks. 4. Building gap skills so that students are more successful on grade level skills and content. 5. Teachers ability to perform tasks 6. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Reading Interventions, tutors, reading programs such as Reading Plus, Edmentum (Exact Path), Edgenuity, Learning Farm, and Study Island will be utilized for all students.	2, 3, 3		1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. That all students will show growth on campus and state assessments				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: MMS has a large number of economically disadvantaged students. **Root Cause 1:** No sustainable industry located in Mathis.

Problem Statement 2: MMS students spend too much time out of class due to discipline issues. **Root Cause 2:** Students and staff need to invest more purposeful time in growing their relational capacity

Student Achievement

Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause 1:** We continue to work on closing the gaps for MMS students.

Problem Statement 2: All students are not meeting the goal of growth on STAAR. **Root Cause 2:** Students need more time for meeting individual needs specific to their academic area of struggle.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. **Root Cause 1:** Teachers need additional training in RTI.

Curriculum, Instruction, and Assessment

Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause 1:** Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.

Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.

Performance Objective 2: Make Math a priority and provide necessary support for targeted populations. The percentage of all students passing the STAAR test at the Phase I Level II or above will increase from previous year for All students, Hispanic, Economically Disadvantaged, Special Ed, and LEP for the 2019-2020 school year. The number of students scoring at the Final Level II or above will increase scoring at Level III Advanced.


Evaluation Data Source(s) 2: Summative - Lesson plans, Unit assessments, District benchmark. and state assessments, peer to peer observation forms, walk throughs and classroom observation, Year at a Glance, State and district ELA scores on assessments; Data disaggregation, DMAC report summaries, tutorial sign in sheets, MAPS Data, Agendas, master schedule, sign in sheets, Reading Plus levels, unit and benchmark test scores, and program reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Use Comal ISD partnership Year at a Glance , Texas OnCourse, and the Texas Resource System Year at a Glance and Instructional Focus Document as a lesson plan framework. Other curriculum/resources will be used as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All) Resources: (F) Title I</p>	2, 3, 3	Consultants, Principal(s), Special Ed Teachers, Teacher (s)	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 4. Teachers ability to perform tasks 5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide ongoing, job embedded professional development opportunities for all math teachers in exemplary instructional practices. (CSF: 1, 2, 7)</p>	2, 3, 3	Consultants, Instructional Coaches, District Directors, Principal (s)	<p>1. Teachers ability to perform tasks</p> <p>2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p> <p>3. That all students will show growth on campus and state assessments</p>				
<p>Resources: (F) Title I, (S) Priorities Grant</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Assess and monitor mathematics learning using common formative assessments, walk- throughs and evaluations. (CSF: 1, 2, 7) (Target Group: All)</p>	2, 3, 3	Consultants, Contracted Services, Principal (s), Teacher(s)	<p>1. Teachers ability to perform tasks</p> <p>2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p> <p>3. That all students will show growth on campus and state assessments</p>				
<p>Resources: (F) Title I</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Data will be disaggregated using DMAC which will allow for teachers to plan prescriptive lessons for math labs, teach tables and computer intervention programs. Teachers will assign additional interventions before, during, and after school as determined necessary based on the data. (CSF: 1, 2) (Target Group: All)</p>	2, 3, 3	Intervention Teacher, Principal (s), Special Ed Teachers, Teacher (s)	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Continue horizontal and vertical teams in order to disaggregate and analyze student data, plan engaging lessons, study student work, and plan interventions. (CSF 1, 2, 4, 7) (Target Group: All)</p>	2, 3, 3	Consultants, Principal(s), Teacher(s)	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments 3. 100% of students meeting or exceeding their target goals each nine weeks. 4. Building gap skills so that students are more successful on grade level skills and content. 5. Teachers ability to perform tasks 6. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Math Interventions, tutors, Edmentum (Exact Path), Edgenuity, Learning Farm, and Study Island will be utilized for all students -- campus wide.	2, 3, 3	Consultants, teachers	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. That all students will show growth on campus and state assessments				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: MMS has a large number of economically disadvantaged students. Root Cause 1: No sustainable industry located in Mathis.
Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.

Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.

Performance Objective 3: Make Science a priority and provide necessary support for targeted populations. The percentage of all students passing the STAAR test at the Phase I Level II or above will increase from previous year for All students, Hispanic, Economically Disadvantaged, Special Ed, and LEP for the 2019-2020 school year. The number of students scoring at the Final Level II or above will increase with 10% students scoring at Level III Advanced.


Evaluation Data Source(s) 3: Make Science a priority and provide necessary support for targeted populations. The percentage of all students passing the STAAR test at the Phase I Level II or above will increase from previous year for All students, Hispanic, Economically Disadvantaged, Special Ed, and LEP for the 2019-2020 school year. The number of students scoring at the Final Level II or above will increase with 10% students scoring at Level III Advanced.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Use the Comal ISD partnership Year at a Glance, Texas OnCourse, and Texas Resource System Year at a Glance and Instructional Focus Document as a lesson plan framework. Other curriculum/resources will be used as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All) Resources: (L) Local Fund</p>	2, 3, 3	Principal(s), Teacher(s)	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 4. Teachers ability to perform tasks 5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide ongoing, comprehensive professional development opportunities for all science teachers in exemplary instructional practices. (CSF: 1, 2, 7) (Target Group: All) Resources: (L) Local Fund, (S) Priorities Grant	2, 3, 3	Principal(s), Teacher(s)	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 3. That all students will				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Assess and monitor science learning using common formative assessments, walk- throughs and evaluations. (CSF: 1, 2, 7) (Target Group: All) (S) Local Funds	2, 3, 3	Principal(s), Teacher(s)	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 3. That all students will show growth on campus and state assessments				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>4) Disaggregate data using DMAC to plan labs, enrichment time and computer intervention programs. (CSF: 1, 2) (Target Group: All)</p> <p>(L) Local Funds</p>	2, 3, 3	Principal(s), Teacher(s)	<p>1. To implement a tier system of intervention that addresses the needs of all students.</p> <p>2. That all students will show growth on campus and state assessments</p>				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>5) Continue horizontal and vertical teams in order to disaggregate and analyze student data, plan engaging lessons, study student work, and plan interventions. (CSF 1, 2, 4, 7) (Target Group: All)</p> <p>(F) Title I, (S) Local Funds</p>	2, 3, 3	Consultants, Principal(s), Teacher(s)	<p>1. To implement a tier system of intervention that addresses the needs of all students.</p> <p>2. That all students will show growth on campus and state assessments.</p> <p>3. 100% of students meeting or exceeding their target goals each nine weeks.</p> <p>4. Building gap skills so that students are more successful on grade level skills and content.</p> <p>5. Teachers ability to perform tasks</p> <p>6. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p>				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Science Interventions, tutors, such as , Edmentum (Exact Path), Edgenuity, Learning Farm, and Study Island will be utilized for students for all students-- campus wide.	2, 3, 3	Teachers	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. That all students will show growth on campus and state assessments				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: MMS has a large number of economically disadvantaged students. Root Cause 1: No sustainable industry located in Mathis.
Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.

Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.

Performance Objective 4: Make Social Studies a priority and provide necessary support for targeted populations. The percentage of all students passing the STAAR test at the Phase I Level II or above will increase to 70% for All students, Hispanic, Economically Disadvantaged, Special Ed, and LEP for the 2019-2020 school year. The number of students scoring at the Final Level II or above will increase to 15% with 10% of students scoring at Level III Masters. (Safeguard Target: Economically Disadvantage Social Studies)

Evaluation Data Source(s) 4: Summative - Lesson plans, Unit assessments, District benchmark. and state assessments, peer to peer observation forms, walk throughs and classroom observation, Year at a Glance, State and district ELA scores on assessments; Data disaggregation, DMAC report summaries, tutorial sign in sheets, MAPS Data, Agendas, master schedule, sign in sheets, Reading Plus levels, unit and benchmark test scores, and program reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Use the Comal ISD partnership Year at a Glance, Texas OnCourse, and TEKS Resource System Year at a Glance and Instructional Focus Document as a lesson plan framework and other resources as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All)</p>	2, 3, 3	Principal(s), Teacher(s)	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 4. Teachers ability to perform tasks 5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide professional development opportunities for Social Studies teachers in exemplary instructional practices. (CSF: 1, 2, 7) (Target Group: All)	2, 3, 3	Principal(s)	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 3. That all students will show growth on campus and state assessments				
				Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1			
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Assess and monitor social studies learning using walk-throughs, evaluations, and common formative assessments. (CSF: 1, 2, 7) (Target Group: All)	2, 3, 3	Consultants, Principal(s)	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 3. That all students will show growth on campus and state assessments				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1			
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Disaggregated data using DMAC which will allow for teachers to plan for instruction and interventions. (CSF: 1, 2) (Target Group: All)	2, 3, 3	Principal(s), Teacher(s)	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments				
				Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: MMS has a large number of economically disadvantaged students. Root Cause 1: No sustainable industry located in Mathis.
Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)
Technology
Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. Root Cause 1: More professional development is needed for full implementation of technology and programs.

Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.

Performance Objective 5: Develop and implement a plan to improve attendance, completion and dropout rates.

Evaluation Data Source(s) 5: Summative - Lesson plans, Unit assessments, District benchmark. and state assessments, peer to peer observation forms, walk throughs and classroom observation, Year at a Glance, State and district ELA scores on assessments; Data disaggregation, DMAC report summaries, tutorial sign in sheets, MAPS Data, Agendas, master schedule, sign in sheets, Reading Plus levels, unit and benchmark test scores, and program reports

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p>	2, 3, 3	Counselor(s), Principal(s), Registrar, Truant Officer	1. This will result in 98% attendance rate every six weeks. 2. Positive communication and more informed Community				
<p>1) Campus PEIMS clerk, administration, and truant officer will notify parents about student attendance records. (CSF: 1, 5, 6) (Target Group: All)</p> <p>Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p>	2, 3, 3	Principal(s), Registrar, Truant Officer	1. This will result in 98% attendance rate every six weeks. 2. Positive communication and more informed Community				
<p>2) Charges will be filed against parents and students who are not compliant with the state compulsory attendance law. (CSF: 1, 6) (Title I SW: 1) (Title I TA: 1) (Target Group: all)</p> <p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Organize incentives for students who have good attendance by attendance committee that will consist of administrators, and PEIMS clerk. (CSF: 1, 5) (Target group: all) Resources: (L) Local Fund	2, 3, 3	Counselor(s), Principal(s), Registrar, Teacher (s)	1. This will result in 98% attendance rate every six weeks.				
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - School Context and Organization 1							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: MMS has a large number of economically disadvantaged students. Root Cause 1: No sustainable industry located in Mathis.
Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)
Parent and Community Engagement
Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. Root Cause 1: Limited contact and communication with parents.

School Context and Organization

Problem Statement 1: Lack of two way communication with students and parents. **Root Cause 1:** Inconsistent communication plan/source for teachers.





Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.

Performance Objective 6: Implement a systemic plan for district accountability and provide the necessary resources (i.e. DMAC).

Evaluation Data Source(s) 6: Summative - Lesson plans, Unit assessments, District benchmark. and state assessments, peer to peer observation forms, walk throughs and classroom observation, Year at a Glance, State and district ELA scores on assessments; Data disaggregation, DMAC report summaries, tutorial sign in sheets, MAPS Data, Agendas, master schedule, sign in sheets, Reading Plus levels, unit and benchmark test scores, and program reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Use pre-assessments and unit assessments to gather data using DMAC to adjust instruction and/or intervention. (CSF 1, 2) (Target Group: all) Resources: (F) Title I, (S) State Compensatory</p>	2, 3, 3	Principal(s), Teacher(s)	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments 3. Increased levels of engagement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide training for staff on how to utilize DMAC, analyze student data, MAPS Data, and make data driven decisions. (CSF 2, 7) (Target Group: All)	2, 3, 3	District Administration(s), Principal(s)	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 3. That all students will show growth on campus and state assessments 4. To implement a tier system of intervention that addresses the needs of all students. 5. That all students will show growth on campus and state assessments				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Technology
Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. Root Cause 1: More professional development is needed for full implementation of technology and programs.

Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.


Performance Objective 7: MMS will implement activities described in the 21st Century Grant for the 2019-2020 school year addressing the Critical Success Factors.

Evaluation Data Source(s) 7: Summative - Lesson plans, Unit assessments, District benchmark. and state assessments, peer to peer observation forms, walk throughs and classroom observation, Year at a Glance, State and district ELA scores on assessments; Data disaggregation, DMAC report summaries, tutorial sign in sheets, MAPS Data, Agendas, master schedule, sign in sheets, Reading Plus levels, unit and benchmark test scores, and program reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) The campus will use data to identify and implement a research-based instructional program and work to vertically align according to state standards by participating in professional development. (CSF 1,2) (Target Group: All)</p>	2, 3, 3	Consultants, District Administration, Principal(s), Teacher(s)	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments. 3. 100% of students meeting or exceeding their target goals each nine weeks. 4. Building gap skills so that students are more successful on grade level skills and content. 5. Teachers ability to perform tasks 6. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) The campus will work to increase learning time including bell-to-bell instruction, more effective instructional strategies, higher levels of student engagement, flexible scheduling options. (CSF 1,3,7) (Title I SW: 1,2,10) (Target group all)</p> <p>Resources: (F) Title I, (L) Local Fund, (S) Priorities Grant</p>	2, 3, 3	Consultants, Counselor(s), Principal(s)	<p>1. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p> <p>2. Number of discretionary DAEP and ISS placements</p>				
<p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Campus Leadership Team will provide adequate assistant support and opportunities to teachers that are in need of improvement. Teachers who continue to not meet expectations will be removed from their teaching assignments. (CSF 3,6,7) (Target Group: All)</p>	2, 3, 3	Consultants, District Coordinator of School Improvement (DCSI), Principal (s), Professional Service Provider (PSP), Superintendent, Teacher(s)	<p>1. Teachers ability to perform tasks</p> <p>2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) A Communities in Schools caseworker will continue to engage the community with the school through a variety of activities. (CSF 1,5,6) (Target Group: All) Resources: (S) Local Fund, (S) Priorities Grant	2, 3, 3, 3	CIS Caseworker, Counselor(s), Principal(s)	1. Positive communication and more informed Community 2. That 50% of parents will be involved in 3 activities during the school year.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1							
							

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: MMS has a large number of economically disadvantaged students. Root Cause 1: No sustainable industry located in Mathis.
Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.

Curriculum, Instruction, and Assessment

Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause 1:** Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Parent and Community Engagement

Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. **Root Cause 1:** Limited contact and communication with parents.

School Context and Organization

Problem Statement 1: Lack of two way communication with students and parents. **Root Cause 1:** Inconsistent communication plan/source for teachers.

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.





Goal 1: Mathis I.S.D. will meet or exceed state and federal accountability standards.

Performance Objective 8: MMS will implement activities described in the Gear Up Grant for the 2019-2020 school year addressing the Critical Success Factors.

Evaluation Data Source(s) 8: Summative - Lesson plans, Unit assessments, District benchmark. and state assessments, peer to peer observation forms, walk throughs and classroom observation, Year at a Glance, State and district ELA scores on assessments; Data disaggregation, DMAC report summaries, tutorial sign in sheets, MAPS Data, Agendas, master schedule, sign in sheets, Reading Plus levels, unit and benchmark test scores, and program reports

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) The campus will use data to identify and implement a research-based instructional program and work to vertically align according to state standards by participating in professional development. (CSF 1,2) (Target Group: All)</p>	2, 3, 3	Consultants, District Administration, Principal(s), Gear Up Teacher(s)	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments. 3. 100% of students meeting or exceeding their target goals each nine weeks. 4. Building gap skills so that students are more successful on grade level skills and content. 5. Teachers ability to perform tasks 6. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) The campus will work to increase learning time including bell-to-bell instruction, more effective instructional strategies, higher levels of student engagement, flexible scheduling options. (CSF 1,3,7) (Title I SW: 1,2,10) (Target Group: All)	2, 3, 3	Consultants, Counselor(s), Principal(s), Gear Up Teachers	1. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 2. Number of discretionary DAEP and ISS placements				
				Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Campus Leadership Team will provide adequate assistant support and opportunities to teachers that are in need of improvement. Teachers who continue to not meet expectations will be removed from their teaching assignments. (CSF 3,6,7) (Target Group: All)	2, 3, 3	Consultants, District Coordinator of School Improvement (DCSI), Principal (s), Professional Service Provider (PSP), Superintendent, Gear Up Teacher(s)	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Technology 1			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.

Student Achievement

Problem Statement 2: All students are not meeting the goal of growth on STAAR. **Root Cause 2:** Students need more time for meeting individual needs specific to their academic area of struggle.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. **Root Cause 1:** Teachers need additional training in RTI.

Curriculum, Instruction, and Assessment

Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause 1:** Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.


Goal 2: Mathis I.S.D. will continue to develop and innovative educational culture.

Performance Objective 1: MMS will have the flexibility to hire community college instructors, university professors, or internal applicants seeking assignments outside of their traditional certification area. The exception would not include special education and bilingual teachers; they must continue to be SBEC certified.

Evaluation Data Source(s) 1: Summative - Teacher signature pages, Attendance, Sign In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Ability to hire non-certified specialist to teach various trades	2, 3, 3	Superintendent, Board, Principal(s),					
Problem Statements: Staff Quality, Recruitment, and Retention 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Survey students about Stem and vocational Classes	2, 3, 3, 3	Counselor(s), Principal(s), and Gear Up Teachers					
Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) After school programs geared toward STEM and Vocation	2, 3, 3	Principal(s), Teacher(s)					
Problem Statements: Student Achievement 1 - School Culture and Climate 1							
							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.

Goal 2: Mathis I.S.D. will continue to develop and innovative educational culture.

Performance Objective 2: Conduct a review/ assessment of all special programs (i.e. Special Education, English Language Learners, Migrant, Title 1) and create a plan to improve support to meet the needs of all students.

Evaluation Data Source(s) 2: Summative - Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark and STAAR assessment scores; reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation





Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Create and distribute student information with appropriate personnel: modifications for special education students, accommodations for 504 students, and LPAC information. (CSF: 1, 7) (Target Group: LEP, SPED, 504)</p>	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data				
Problem Statements: Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Continue to provide support for Migrant, At-risk, Special Education, LEP, and Gifted and Talented student populations with supplemental services and resources provided by the district. Continue interventions to accelerate students to grade level Readiness and Supporting standards mastery. (CSF: 1) (Target Group: Migrant, LEP, SPED, GT, At Risk)</p> <p>Resources: (F) Title III, Bilingual/ESL, (O) Special Ed Funding</p>	2, 3, 3	Counselor(s), District Coordinator of School Improvement (DCSI), Principal(s), Professional Service Provider (PSP), Teacher(s)	TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Technology 1</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Implement accommodations, support and intervention to accelerate special education students not demonstrating mastery of grade level reading and math. (CSF: 1) (Target Group: SPED)</p> <p>Resources: (O) Special Ed Funding</p>	2, 3, 3	Counselor(s), Director of Special Services, Principal(s), Special Ed Teachers	Nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Teachers will implement differentiated instructional strategies and incorporate English Language Proficiency Standards (ELPS) for Limited English Proficient (LEP) students. (CSF: 1) (Target Group: LEP)	2, 3, 3	Counselor(s), Director of Special Services, Principal(s), Teacher(s)					
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Identify and support priority-for-services migrant students who need supplemental interventions including an on-campus migrant tutor. (CSF: 1) (Title I SW: 1,10) (Title I TA: 1,4) (Target Group: Migrant) Resources: (F) Title I Migrant	2, 3, 3	Counselor(s), Mentors, Principal(s), Teacher(s)	TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data				
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Continue to appropriately identify, assess and serve students with Dyslexia. (CSF: 1) (Target Group: Dyslexia)	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	Nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data				
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 7) Provide horizontal and vertical planning time in order for teachers to analyze data and make data driven decisions to implement interventions, reteaching, prescriptive tutorials, small groups, assessments, and flexible scheduling. (CSF 1, 2, 4) (Title I SW: 1,2) (Title I TA: 1,2,3)</p>	2, 3, 3	Consultants, Principal(s), Teacher(s)	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments. 3. 100% of students meeting or exceeding their target goals each nine weeks. 4. Building gap skills so that students are more successful on grade level skills and content. 5. Teachers ability to perform tasks 6. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 8) Continue ongoing monitoring of instruction. (CSF 1, 7) (Target Group: All)</p>	2, 3, 3	District Administration, Instructional	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 3. That all students will show growth on campus and state assessments				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 9) Train teachers in the RTI process in order to track student data in DMAC. This data will determine the Tier of intervention each student requires. (Title I SW: 1) (Target	2, 3, 3	Director of Special Services, District Administration, PLC Coordinator (s), Principal(s), Teacher(s), Counselor	1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: MMS has a large number of economically disadvantaged students. Root Cause 1: No sustainable industry located in Mathis.
Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.





Goal 2: Mathis I.S.D. will continue to develop and innovative educational culture.

Performance Objective 3: Close the achievement gap by using student data to provide an individual instructional plan for every student.

Evaluation Data Source(s) 3: Summative - sign ins, DMAC reports, Lesson plans, walkthrough data, unit assessment/benchmark, agenda, sign ins, student documentation

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Use data to analyze data and make data driven decisions. (CSF: 1, 2) (Target Group: SPED, 6th, 7th, 8th)</p>	2, 3, 3	Counselor(s), Department Heads, Principal (s), Teacher(s)	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 4. Teachers ability to perform tasks 5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Improve academic performance using data to drive instruction. (Title I SW: 2) (Target Group: All, SPED, 6th, 7th, 8th)	2, 3, 3	Consultants, Counselor(s), Department Heads, Principal (s), Teacher(s)	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 4. Teachers ability to perform tasks 5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.

Curriculum, Instruction, and Assessment

Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause 1:** Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.

Goal 2: Mathis I.S.D. will continue to develop and innovative educational culture.

Performance Objective 4: MMS will meet all state accountability including System Safeguards. The campus will address the areas of Special Education Math students.

Evaluation Data Source(s) 4: Summative - lesson plans, intervention program summary reports, walkthroughs and evaluations, student unit, benchmark and state assessment data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) Implement accommodations, support and intervention to accelerate special education students not demonstrating mastery of grade level math standards. (CSF: 1, 2) (Target Group: SPED, 6th, 7th, 8th)</p> <p>Resources: (O) Special Ed Funding</p>	2, 3, 3	Director of Special Services, Principal (s), Special Ed Teachers	Nine weeks grades, attendance. Instructional monitoring, district assessments, STAAR data				
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Technology 1</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) Ongoing monitoring of instruction and student engagement. (CSF 1, 7) (Target Group: SPED, 6th, 7th, 8th)</p>	2, 3, 3	Director of Special Services, Principal (s), Teacher(s)	Nine weeks grades, attendance. Instructional monitoring, district assessments, STAAR data				
<p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Feb	June

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)
Technology
Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. Root Cause 1: More professional development is needed for full implementation of technology and programs.


Goal 2: Mathis I.S.D. will continue to develop and innovative educational culture.

Performance Objective 5: MMS will meet all state accountability including System Safeguards. The campus will address the areas of all social studies students, including economically disadvantaged.

Evaluation Data Source(s) 5: Summative - lesson plans, data templates, lesson plans, classroom observations, adherence to year at a glance

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) Content taught to standard mastery. Using the released STAAR test, low scoring standards and the depth of knowledge required for each standard will be identified. These standards will be identified in the year at a glance and this data will drive classroom instruction and planning. (CSF 1, 2, 7) (Title I SW: 1,3)</p> <p>Target group: All, ECO</p> <p>Resources: (F) Title I</p>	2, 3, 3	Consultants, Instructional Coaches, Principal (s), Teacher(s)	<p>1. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations</p> <p>2. That all students will show growth on campus and state assessments.</p> <p>3. Building gap skills so that students are more successful on grade level skills and content.</p>				
<p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Ongoing monitoring of instruction to include rigor, resources, lesson delivery, instructional visuals, and accountability. Social Studies course will be taught with the depth and rigor necessary for STAAR test. (CSF 1, 2, 7) (Title I SW: 1) (Target group: All, ECO) Resources: (L) Local Fund, (S) Priorities Grant	2, 3, 3	Consultants, Principal(s), Teacher(s)	1. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 2. That all students will show growth on campus and state assessments. 3. Building gap skills so that students are more successful on grade level skills and content.				
Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1							
							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.

Goal 2: Mathis I.S.D. will continue to develop and innovative educational culture.

Performance Objective 6: Implement an anti-drug campaign.


Evaluation Data Source(s) 6: Summative - flyers for promotional activities, sign in sheets, schedules, flyers, week's agenda, logs

Formative - logs

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) Provide motivational activities to promote character development, anti-bullying, drug awareness, promotion of a safe and orderly learning environment. (CSF 1, 5, 6) (Target Group: All)</p> <p>Resources: (L) Local Fund</p>	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	Number of discretionary DAEP and ISS placements				
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Campus activities during Red Ribbon Week encouraging students to stay drug free. (CSF 6) (Target Group: All) Resources: (L) Local Fund	2, 3, 3	Principal(s), Teacher(s)	1. Number of discretionary DAEP and ISS placements 2. Positive communication and more informed Community				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Continue to utilize canine services to ensure a drug free campus. (CSF 6) (Target Group: All) Resources: (L) Local Fund	2, 3, 3	District Administration, Principal(s)	1. Number of discretionary DAEP and ISS placements				
Problem Statements: School Culture and Climate 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Implement the use of security cameras to actively monitor campus grounds.	2, 3, 3	Principal(s)	1. Number of discretionary DAEP and ISS placements				
Problem Statements: School Culture and Climate 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Prepare children to be healthy, fit and ready to learn.	2, 3, 3	Principal(s), Teacher(s)	Fitness Gram results, pass rates, attendance, Surveys walk through data showing increased engagement, higher level questioning, use of formative assessments				
				Problem Statements: Student Achievement 1			
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Outdoor enrichment activities such as archery and bike club	2, 3, 3	Principal(s), Teacher(s)	Fitness Gram results, pass rates, attendance, Surveys walk through data showing increased engagement, higher level questioning, use of formative assessments				
				Problem Statements: Student Achievement 1 - School Culture and Climate 1			
							

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.

Parent and Community Engagement

Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. **Root Cause 1:** Limited contact and communication with parents.

School Context and Organization

Problem Statement 1: Lack of two way communication with students and parents. **Root Cause 1:** Inconsistent communication plan/source for teachers.





Goal 2: Mathis I.S.D. will continue to develop and innovative educational culture.

Performance Objective 7: Provide an effective and equitable support system for student behavioral, character and social needs.

Evaluation Data Source(s) 7: Summative - Referral for additional counseling; referral forms, Summative - counseling referrals

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) Refer students and families to additional counseling as needed including Connections, Site Based Health Center, and MHMR. (CSF 1, 5, 6) (Target Group: All)</p>	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	1. Positive communication and more informed Community 2. Number of discretionary DAEP and ISS placements				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) Continue identifying homeless students and provide services as per NCLB provisions and assurances. (CSF 1, 5, 6) (Target Group: All, At-Risk)</p>	2, 3, 3	Counselor(s), Director of At-Risk and SCE, Principal (s)	1. Positive communication and more informed Community 2. Nine weeks grades, attendance. Instructional monitoring, district assessments, STAAR data				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 3) Students will participate in Leaps lessons, counselor's corner, and monthly class wide social and emotional behavioral lessons	2, 3, 3	Counselor(s), Principal(s)	1. Positive communication and more informed Community 2. Nine weeks grades, attendance. Instructional monitoring, district assessments, STAAR data 3. Decrease in discipline actions				
Problem Statements: Student Achievement 1 - School Culture and Climate 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.
Parent and Community Engagement
Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. Root Cause 1: Limited contact and communication with parents.
School Context and Organization
Problem Statement 1: Lack of two way communication with students and parents. Root Cause 1: Inconsistent communication plan/source for teachers.


Goal 3: Mathis I.S.D. will continue to align educational processes.

Performance Objective 1: MMS will strive to develop readiness and awareness to all students with an early college-going culture that challenges and prepares them to be college bound. The curriculum includes general education and advanced academics, college and career readiness course, gear-up grant activities, elective classes, extra and co-curricular activities for 100% of students.

Evaluation Data Source(s) 1: Summative - Documentation, Individualized student report, PSAT reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) Selected 7th grade students will participate in the Duke University Talent Search. (CSF 1, 6) (Target Group: 7th)</p> <p>Resources: (L) Local Fund</p>	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	College and career awareness				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) PSAT test will be administered to all 8th grade students.</p> <p>(Target Group: 8th) Resources: (L) Local Fund</p>	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	College and career awareness				
Problem Statements: School Culture and Climate 1 - School Context and Organization 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Gear Up College and Career Readiness Class, Algebra I, and Spanish I (Target Group: 8th)	2, 3, 3	Counselor(s), Principal(s), Gear Up Teacher(s), Teacher(s)	1. College and career awareness 2. Nine weeks grades, attendance. Instructional monitoring, district assessments, STAAR data				
				Problem Statements: School Culture and Climate 1			
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 4) NAEP testing of 13 year old students (Target Group: 13 year old students) Resources: (L) Local Fund	2, 3, 3	Counselor(s), Principal(s), Teacher(s), Consultants	College and career readiness				
				Problem Statements: School Culture and Climate 1			
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 5) Career Fair	2, 3, 3	Principal (s), Gear Up College and Career Readiness Teacher	College and Career Readiness				
				Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1			
							

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. **Root Cause 1:** Past student issues and academic performance have led to a negative reputation in the community.

Parent and Community Engagement

Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. **Root Cause 1:** Limited contact and communication with parents.

School Context and Organization

Problem Statement 1: Lack of two way communication with students and parents. **Root Cause 1:** Inconsistent communication plan/source for teachers.

Goal 3: Mathis I.S.D. will continue to align educational processes.

Performance Objective 2: MMS will strive to develop readiness and awareness to all students with an early college-going culture that challenges and prepares them to be college bound. The curriculum includes general education and advanced academics, elective classes, extra and co-curricular activities for 100% of students.

Evaluation Data Source(s) 2: Summative - lesson plans, classroom observations, adherence to year at a glance

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Increase alignment of instructional technology tools across the campus	2, 3, 3	Principal(s), Teacher(s)	That all students will show growth on campus and state assessments				
Problem Statements: Technology 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Continue to provide exemplary professional development opportunities for content area teachers (CSF 1, 2, 7) (Target Group: All) Resources: (S) Priorities Grant	2, 3, 3	Principal(s), Teacher(s)	1. Teachers ability to perform tasks 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 3. That all students will show growth on campus and state assessments				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Continue to use Comal ISD, TRS, YAG, and IFD as a lesson plan framework (CSF 1) (Target Group: All)</p>	2, 3, 3	Principal(s), Teacher(s)	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 4. Teachers ability to perform tasks 5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Continue to use DMAC, MAPS, Edmentum (Exact Path), and Reading Plus Data in the creation of lesson plans to differentiate instruction. (CSF 1, 2, 7)</p>	2, 3, 3, 3	Principal(s), Teacher(s)	1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations 4. Teachers ability to perform tasks 5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations				
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Feb	June

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)
Technology
Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. Root Cause 1: More professional development is needed for full implementation of technology and programs.





Goal 4: Mathis I.S.D. will be fiscally responsible stewards of resources.

Performance Objective 1: MMS will maintain a balanced fiscal budget.

Evaluation Data Source(s) 1: Budget Review, Summative, Documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Assure that lights and computers are turned off when not in use.	2, 3, 3	Staff, Principal(s)	energy reports				
Problem Statements: School Culture and Climate 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Create and maintain a central inventory program to keep track of school assets.	2, 3, 3	Staff, Principal(s)					
Problem Statements: School Culture and Climate 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Implement school wide year-round "Box Top for Education" to collect revenue.	2, 3, 3	Students, Staff, and Principal(s)	Positive communication and more informed Community				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Feb	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.
Parent and Community Engagement
Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. Root Cause 1: Limited contact and communication with parents.
School Context and Organization
Problem Statement 1: Lack of two way communication with students and parents. Root Cause 1: Inconsistent communication plan/source for teachers.

Goal 4: Mathis I.S.D. will be fiscally responsible stewards of resources.

Performance Objective 2: MMS will increase revenue by increasing enrollment.

Evaluation Data Source(s) 2: Increased enrollment.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Create an application to actively encourage out of district students who meet certain criteria to enroll in the district.	2, 3, 3	Staff, Principal(s)	Positive communication and more informed Community				
Problem Statements: School Culture and Climate 1							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.

Goal 5: Mathis I.S.D. will ensure a safe and positive learning environment.

Performance Objective 1: MMS Prepare students to be healthy, fit, and ready to learn

Evaluation Data Source(s) 1: Fitness gram, Clinic Log, lesson plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Maintain an emphasis on health through lessons and activities throughout the day. (Title I SW: 10) (Target Group: All, 6, 7, and 8)</p> <p>Resources: (L) Local Fund</p>	2, 3, 3	Clinic Aide, CIS Caseworker, Counselor(s), Principal(s), Teacher(s)					
Problem Statements: Demographics 1 - Student Achievement 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide to the staff, students, and parents newsletters, pamphlets, brochures and other means highlighting nutrition and health awareness. Hygiene and nutrition classes for parents and students. (Title I SW: 6,10) (Target Group: All, 6, 7, and 8)</p> <p>Resources: (L) Local Fund</p>	2, 3, 3	Clinic Aide, CIS Caseworker, Principal(s), Teacher(s)					
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Feb	June

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: MMS has a large number of economically disadvantaged students. Root Cause 1: No sustainable industry located in Mathis.
Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Parent and Community Engagement
Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. Root Cause 1: Limited contact and communication with parents.
School Context and Organization
Problem Statement 1: Lack of two way communication with students and parents. Root Cause 1: Inconsistent communication plan/source for teachers.

Goal 5: Mathis I.S.D. will ensure a safe and positive learning environment.

Performance Objective 2: Implement an anti-drug campaign.

Evaluation Data Source(s) 2: Summative - flyers for promotional activities, sign in sheets, schedules, week's agenda, logs

Formative - logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p>	2, 3, 3	Counselor(s), Principal(s), Teacher(s)					
<p>1) Provide motivational activities to promote character development, anti-bullying, drug awareness, promotion of a safe and orderly learning environment. (CSF 1, 5, 6) (Target Group: All)</p> <p>Resources: (L) Local Fund</p>	<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p>	2, 3, 3	Principal(s), Teacher(s)					
<p>2) Campus activities during Red Ribbon Week encouraging students to stay drug free.</p> <p>Resources: (L) Local Fund</p>	<p>Problem Statements: Student Achievement 1 - Parent and Community Engagement 1 - School Context and Organization 1</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Implement the use of security cameras to actively monitor campus grounds.	2, 3, 3	Principal(s)	Discipline reports				
				Problem Statements: Student Achievement 1 - School Culture and Climate 1			
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Prepare children to be healthy, fit and ready to learn.	2, 3, 3	Principal(s), Teacher(s)	Increased scores on STAAR, nine week grades, and attendance				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1			
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Continue to utilize canine services to ensure a drug free campus. (CSF 6) (Target Group: All) (Target Group: All)	2, 3, 3	District Administration, Principal(s)	Discipline reports				
				Problem Statements: School Culture and Climate 1			
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Outdoor enrichment activities such as archery and bike club	2, 3, 3	Principal(s), Teacher(s)	Increased attendance				
				Problem Statements: Student Achievement 1 - School Culture and Climate 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Feb	June

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
Problem Statement 2: All students are not meeting the goal of growth on STAAR. Root Cause 2: Students need more time for meeting individual needs specific to their academic area of struggle.
School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.
Curriculum, Instruction, and Assessment
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. Root Cause 1: Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)
Parent and Community Engagement
Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. Root Cause 1: Limited contact and communication with parents.
School Context and Organization
Problem Statement 1: Lack of two way communication with students and parents. Root Cause 1: Inconsistent communication plan/source for teachers.





Goal 5: Mathis I.S.D. will ensure a safe and positive learning environment.

Performance Objective 3: Provide a learning environment that is equitable for all students.

Evaluation Data Source(s) 3: RTI Data in Success Ed, Flex Meeting Logs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Utilize district disciplinary plan and RTI processes to ensure equity for all students. (Target Group: All, 6, 7, and 8)</p>	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	Growth on STAAR, increased nine weeks grades and attendance				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 2) Provide character building lessons through the counselor and Leaps Lessons, Counselors Corner, and Monthly Class wide Social emotional and behavior classes (Title I SW: 10) (Target Group: All, 6, 7, and 8)</p>	3	CIS Caseworker, Coaching Staff, Contracted Services, Counselor(s), Teacher(s)	Discipline reports				
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Continue the use of the Raptor System that screens campus visitors before entering the school. (Target Group: All)	3	Staff, Principal (s)	Campus safety reports				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 4) Continue the use of camera surveillance in our school to maintain a safe environment. (Target Group: All)	3	Principal(s), Safety Coordinator	Discipline reports				
Problem Statements: School Culture and Climate 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Encourage student incentives and rewards for positive behavior, including end of year awards ceremony (Title I SW: 10) (Target Group: All, 6, 7, and 8) Resources: (L) Local Fund	3	Counselor(s), Principal(s), Teacher(s)	Growth on STAAR, increased nine week grades and attendance				
Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: MMS has a large number of economically disadvantaged students. **Root Cause 1:** No sustainable industry located in Mathis.

Student Achievement

Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause 1:** We continue to work on closing the gaps for MMS students.

School Culture and Climate

Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. **Root Cause 1:** Past student issues and academic performance have led to a negative reputation in the community.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. **Root Cause 1:** Teachers need additional training in RTI.

Curriculum, Instruction, and Assessment

Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause 1:** Implemented programs have not had follow through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Parent and Community Engagement

Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. **Root Cause 1:** Limited contact and communication with parents.

School Context and Organization

Problem Statement 1: Lack of two way communication with students and parents. **Root Cause 1:** Inconsistent communication plan/source for teachers.

Goal 5: Mathis I.S.D. will ensure a safe and positive learning environment.


Performance Objective 4: Provide an effective and equitable support system for student behavior, character, and social needs.

Evaluation Data Source(s) 4: Agendas, Logs, Social Media

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>1) Produce Facebook page updates, utilize school messenger as needed, notify newspaper representative for important events, and hold parent meetings throughout the school year. (Title I SW: 6,10) (Target Group: All,</p>	3, 3	CIS Caseworker, Principal(s)	Parent engagement and involvement				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools</p> <p>2) Provide pamphlets, topics in newsletters, and brochures of any accessible health and human services available. (Title I SW: 10) (Target Group: All, 6, 7, and 8)</p> <p>Resources: (L) Local Fund</p>	3, 3	Clinic Aide, CIS Caseworker, Counselor(s), Principal(s)	Parent engagement and involvement				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Maintain website updates to inform parent (s)/guardian(s) in order to benefit student growth. (Title I SW: 6) (Target Group: All, 6, 7, and 8)	3, 3	CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff	Parent engagement and involvement				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 4) Utilize volunteer support with community businesses and parents to help support curriculum and expand opportunities to MISD students and families. (Title I SW: 6) (Target Group: All, 6, 7, and 8)	3, 3	CIS Caseworker, Principal(s)	Parent and community engagement and involvement				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 5) Provide a bully prevention plan for all students. (Title I SW: 9,10) (Target Group: All)	3	Counselor(s), Principal(s), Teacher(s)	Discipline reports				
Problem Statements: Student Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Provide ongoing RtI process which includes pull out interventions using the LEAPS program to support students with behavioral, character, and social needs. (Title I SW: 9,10) (Target Group: All, 6, 7, 8)	3	Counselor(s), Principal(s), Teacher(s)	Discipline reports				
Problem Statements: Student Achievement 1							
7) Review and implement the safety priority requirements using district, state, and federal plans. (Target Group: All, 6, 7, 8)	3	Principal(s), Safety Coordinator	Safety reports				
Problem Statements: School Culture and Climate 1							
							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.
Parent and Community Engagement
Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. Root Cause 1: Limited contact and communication with parents.
School Context and Organization
Problem Statement 1: Lack of two way communication with students and parents. Root Cause 1: Inconsistent communication plan/source for teachers.

Goal 5: Mathis I.S.D. will ensure a safe and positive learning environment.


Performance Objective 5: Design solutions to provide safety and security for students, faculty, and staff.

Evaluation Data Source(s) 5: Parent Contact Logs, Background and reference checks, Safety Plan

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Provide letters to parent(s)/guardian(s), website updates, all calls, and/or meetings or home visits to ensure reliable information is disseminated in a timely manner. (Title I SW: 10) (Target Group: All 6, 7, and 8)	3	CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff	1. Positive communication and more informed Community 2. That 50% of parents will be involved in 3 activities during the school year.				
				Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1			
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Conduct criminal background and reference checks on each applicant, parent volunteer, and substitute in accordance to district policy (Target Group: All)	3	District Administration, Principal(s)	1. Positive communication and more informed Community				
				Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1			
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Review and revise the campus emergency operations plan. (Title I SW: 10) (Target Group: All,	3	Principal(s), Safety Coordinator	Teachers ability to perform safety procedure tasks				
				Problem Statements: School Culture and Climate 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 4) Review and implement the safety priority requirements using district, state, and federal plans. (Target Group: All)	3	Principal(s)	Campus safety				
Problem Statements: School Culture and Climate 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 5) Maintain regular checks to identify and implement solutions to report ways to reduce energy costs and reduce waste to administration. (Target Group: All)	3	Principal (s)	energy reports				
Problem Statements: Student Achievement 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 6) Report any existing facilities that do not meet district needs to ensure that all facilities will meet district needs. (Target Group: All)	3	Principal (s)	visual inspections and campus safety				
Problem Statements: School Culture and Climate 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Annual Online staff training to keep abreast of new safety regulations (Title I SW: 4) (Target Group: All)	2, 3, 3	Principal (s)	1. Teachers ability to perform tasks 2. Campus safety				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 8) Invite local community to present to the students in areas of safety, education and prevention e.g. "cyber security" (Title I SW: 10) (Target Group: All)	3, 3	Clinic Aide, CIS Caseworker, Counselor(s), Principal(s), Teacher(s)	1. Teachers ability to perform tasks 2. Campus safety				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							
							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. Root Cause 1: We continue to work on closing the gaps for MMS students.
School Culture and Climate
Problem Statement 1: MMS still has a reputation of a school that has a climate of student discipline issues and low academic performance. Root Cause 1: Past student issues and academic performance have led to a negative reputation in the community.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in hiring qualified teachers who can support the needs of learners working significantly below grade level. Root Cause 1: Teachers need additional training in RTI.
Parent and Community Engagement
Problem Statement 1: Positive parent participation as a partner to help meet student individual academic needs. Root Cause 1: Limited contact and communication with parents.
School Context and Organization
Problem Statement 1: Lack of two way communication with students and parents. Root Cause 1: Inconsistent communication plan/source for teachers.

Technology

Problem Statement 1: Teachers are not utilizing the technology and programs available to their full extent. **Root Cause 1:** More professional development is needed for full implementation of technology and programs.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Use Comal ISD partnership Year at a Glance , Texas OnCourse, and the Texas Resource System (TRS) Year at a Glance and Instructional Focus Document as a lesson plan framework. Other curriculum/resources will be used as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All)
1	1	2	Provide ongoing, comprehensive professional development opportunities for content area teachers in exemplary instructional practices. (CSF: 1, 2, 7) (Target Group: All) Resources: (S) Priorities Grant
1	1	3	Assess and monitor ELA learning using common formative assessments, walk- throughs and evaluations. (CSF: 1, 2, 7) (Target Group: All)
1	1	4	Disaggregated data using DMAC which will allow for teachers to plan instruction, interventions, and enrichment. (CSF: 1, 2) (Target Group: All)
1	1	5	Continue horizontal and vertical team meetings to disaggregate and analyze student data, plan engaging lessons, study student work, and plan interventions. (CSF 1, 2, 4, 7) (Target Group: All)
1	1	6	Reading Interventions, tutors, reading programs such as Reading Plus, Edmentum (Exact Path), Edgenuity, Learning Farm, and Study Island will be utilized for all students.
1	2	1	Use Comal ISD partnership Year at a Glance , Texas OnCourse, and the Texas Resource System Year at a Glance and Instructional Focus Document as a lesson plan framework. Other curriculum/resources will be used as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All) Resources: (F) Title I
1	2	2	Provide ongoing, job embedded professional development opportunities for all math teachers in exemplary instructional practices. (CSF: 1, 2, 7) Resources: (F) Title I, (S) Priorities Grant
1	2	3	Assess and monitor mathematics learning using common formative assessments, walk- throughs and evaluations. (CSF: 1, 2, 7) (Target Group: All) Resources: (F) Title I
1	2	4	Data will be disaggregated using DMAC which will allow for teachers to plan prescriptive lessons for math labs, teach tables and computer intervention programs. Teachers will assign additional interventions before, during, and after school as determined necessary based on the data. (CSF: 1, 2) (Target Group: All)
1	2	5	Continue horizontal and vertical teams in order to disaggregate and analyze student data, plan engaging lessons, study student work, and plan interventions. (CSF 1, 2, 4, 7) (Target Group: All)

Goal	Objective	Strategy	Description
1	2	6	Math Interventions, tutors, Edmentum (Exact Path), Edgenuity, Learning Farm, and Study Island will be utilized for all students -- campus wide.
1	3	1	Use the Comal ISD partnership Year at a Glance, Texas OnCourse, and Texas Resource System Year at a Glance and Instructional Focus Document as a lesson plan framework. Other curriculum/resources will be used as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All) Resources: (L) Local Fund
1	3	2	Provide ongoing, comprehensive professional development opportunities for all science teachers in exemplary instructional practices. (CSF: 1, 2, 7) (Target Group: All) Resources: (L) Local Fund, (S) Priorities Grant
1	3	3	Assess and monitor science learning using common formative assessments, walk- throughs and evaluations. (CSF: 1, 2, 7) (Target Group: All) (S) Local Funds
1	3	4	Disaggregate data using DMAC to plan labs, enrichment time and computer intervention programs. (CSF: 1, 2) (Target Group: All) (L) Local Funds
1	3	5	Continue horizontal and vertical teams in order to disaggregate and analyze student data, plan engaging lessons, study student work, and plan interventions. (CSF 1, 2, 4, 7) (Target Group: All) (F) Title I, (S) Local Funds
1	3	6	Science Interventions, tutors, such as , Edmentum (Exact Path), Edgenuity, Learning Farm, and Study Island will be utilized for students for all students-- campus wide.
1	4	1	Use the Comal ISD partnership Year at a Glance, Texas OnCourse, and TEKS Resource System Year at a Glance and Instructional Focus Document as a lesson plan framework and other resources as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All)
1	4	2	Provide professional development opportunities for Social Studies teachers in exemplary instructional practices. (CSF: 1, 2, 7) (Target Group: All)
1	4	3	Assess and monitor social studies learning using walk-throughs, evaluations, and common formative assessments. (CSF: 1, 2, 7) (Target Group: All)
1	4	4	Disaggregated data using DMAC which will allow for teachers to plan for instruction and interventions. (CSF: 1, 2) (Target Group)
1	5	1	Campus PEIMS clerk, administration, and truant officer will notify parents about student attendance records. (CSF: 1, 5, 6) (Target Group: All)
1	5	2	Charges will be filed against parents and students who are not compliant with the state compulsory attendance law. (CSF: 1, 6) (Title I SW: 1) (Title I TA: 1) (Target Group: all)
1	5	3	Organize incentives for students who have good attendance by attendance committee that will consist of administrators, and PEIMS clerk. (CSF: 1, 5) (Target group: all) Resources: (L) Local Fund

Goal	Objective	Strategy	Description
1	6	1	Use pre-assessments and unit assessments to gather data using DMAC to adjust instruction and/or intervention. (CSF 1, 2) (Target Group: all) Resources: (F) Title I, (S) State Compensatory
1	6	2	Provide training for staff on how to utilize DMAC, analyze student data, MAPS Data, and make data driven decisions. (CSF 2, 7) (Target Group: All)
1	7	1	The campus will use data to identify and implement a research-based instructional program and work to vertically align according to state standards by participating in professional development. (CSF 1,2) (Target Group: All)
1	7	2	The campus will work to increase learning time including bell-to-bell instruction, more effective instructional strategies, higher levels of student engagement, flexible scheduling options. (CSF 1,3,7) (Title I SW: 1,2,10) (Target group all) Resources: (F) Title I, (L) Local Fund, (S) Priorities Grant
1	7	3	Campus Leadership Team will provide adequate assistant support and opportunities to teachers that are in need of improvement. Teachers who continue to not meet expectations will be removed from their teaching assignments. (CSF 3,6,7) (Target Group: All)
1	7	4	A Communities in Schools caseworker will continue to engage the community with the school through a variety of activities. (CSF 1,5,6) (Target Group: All) Resources: (S) Local Fund, (S) Priorities Grant
1	8	1	The campus will use data to identify and implement a research-based instructional program and work to vertically align according to state standards by participating in professional development. (CSF 1,2) (Target Group: All)
1	8	2	The campus will work to increase learning time including bell-to-bell instruction, more effective instructional strategies, higher levels of student engagement, flexible scheduling options. (CSF 1,3,7) (Title I SW: 1,2,10) (Target Group: All)
1	8	3	Campus Leadership Team will provide adequate assistant support and opportunities to teachers that are in need of improvement. Teachers who continue to not meet expectations will be removed from their teaching assignments. (CSF 3,6,7) (Target Group: All)
2	1	1	Ability to hire non-certified specialist to teach various trades
2	1	2	Survey students about Stem and vocational Classes
2	1	3	After school programs geared toward STEM and Vocation
2	2	1	Create and distribute student information with appropriate personnel: modifications for special education students, accommodations for 504 students, and LPAC information. (CSF: 1, 7) (Target Group: LEP, SPED, 504)
2	2	2	Continue to provide support for Migrant, At- risk, Special Education, LEP, and Gifted and Talented student populations with supplemental services and resources provided by the district. Continue interventions to accelerate students to grade level Readiness and Supporting standards mastery. (CSF: 1) (Target Group: Migrant, LEP, SPED, GT, At Risk) Resources: (F) Title III, Bilingual/ESL, (O) Special Ed Funding

Goal	Objective	Strategy	Description
2	2	3	Implement accommodations, support and intervention to accelerate special education students not demonstrating mastery of grade level reading and math. (CSF: 1) (Target Group: SPED) Resources: (O) Special Ed Funding
2	2	4	Teachers will implement differentiated instructional strategies and incorporate English Language Proficiency Standards (ELPS) for Limited English Proficient (LEP) students. (CSF: 1) (Target Group: LEP)
2	2	5	Identify and support priority-for-services migrant students who need supplemental interventions including an on-campus migrant tutor. (CSF: 1) (Title I SW: 1,10) (Title I TA: 1,4) (Target Group: Migrant) Resources: (F) Title I Migrant
2	2	6	Continue to appropriately identify, assess and serve students with Dyslexia. (CSF: 1) (Target Group: Dyslexia)
2	2	7	Provide horizontal and vertical planning time in order for teachers to analyze data and make data driven decisions to implement interventions, reteaching, prescriptive tutorials, small groups, assessments, and flexible scheduling. (CSF 1, 2, 4) (Title I SW: 1,2) (Title I TA: 1,2,3)
2	2	8	Continue ongoing monitoring of instruction. (CSF 1, 7) (Target Group: All)
2	2	9	Train teachers in the RTI process in order to track student data in DMAC. This data will determine the Tier of intervention each student requires. (Title I SW: 1) (Target
2	3	1	Use data to analyze data and make data driven decisions. (CSF: 1, 2) (Target Group: SPED, 6th, 7th, 8th)
2	3	2	Improve academic performance using data to drive instruction. (Title I SW: 2) (Target Group: All, SPED, 6th, 7th, 8th)
2	4	1	Implement accommodations, support and intervention to accelerate special education students not demonstrating mastery of grade level math standards. (CSF: 1, 2) (Target Group: SPED, 6th, 7th, 8th) Resources: (O) Special Ed Funding
2	4	2	Ongoing monitoring of instruction and student engagement. (CSF 1, 7) (Target Group: SPED, 6th, 7th, 8th)
2	5	1	Content taught to standard mastery. Using the released STAAR test, low scoring standards and the depth of knowledge required for each standard will be identified. These standards will be identified in the year at a glance and this data will drive classroom instruction and planning. (CSF 1, 2, 7) (Title I SW: 1,3) Target group: All, ECO Resources: (F) Title I
2	5	2	Ongoing monitoring of instruction to include rigor, resources, lesson delivery, instructional visuals, and accountability. Social Studies course will be taught with the depth and rigor necessary for STAAR test. (CSF 1, 2, 7) (Title I SW: 1) (Target group: All, ECO) Resources: (L) Local Fund, (S) Priorities Grant
2	6	1	Provide motivational activities to promote character development, anti-bullying, drug awareness, promotion of a safe and orderly learning environment. (CSF 1, 5, 6) (Target Group: All) Resources: (L) Local Fund
2	6	2	Campus activities during Red Ribbon Week encouraging students to stay drug free. (CSF 6) (Target Group: All) Resources: (L) Local Fund
2	6	3	Continue to utilize canine services to ensure a drug free campus. (CSF 6) (Target Group: All) Resources: (L) Local Fund
2	6	4	Implement the use of security cameras to actively monitor campus grounds.

Goal	Objective	Strategy	Description
2	6	5	Prepare children to be healthy, fit and ready to learn.
2	6	6	Outdoor enrichment activities such as archery and bike club
2	7	1	Refer students and families to additional counseling as needed including Connections, Site Based Health Center, and MHMR. (CSF 1, 5, 6) (Target Group: All)
2	7	2	Continue identifying homeless students and provide services as per NCLB provisions and assurances. (CSF 1, 5, 6) (Target Group: All, At-Risk)
2	7	3	Students will participate in Leaps lessons, counselor's corner, and monthly class wide social and emotional behavioral lessons
3	1	1	Selected 7th grade students will participate in the Duke University Talent Search. (CSF 1, 6) (Target Group: 7th) Resources: (L) Local Fund
3	1	2	PSAT test will be administered to all 8th grade students. (Target Group: 8th) Resources: (L) Local Fund
3	1	3	Gear Up College and Career Readiness Class, Algebra I, and Spanish I (Target Group: 8th)
3	1	4	NAEP testing of 13 year old students (Target Group: 13 year old students) Resources: (L) Local Fund
3	1	5	Career Fair
3	2	1	Increase alignment of instructional technology tools across the campus
3	2	2	Continue to provide exemplary professional development opportunities for content area teachers (CSF 1, 2, 7) (Target Group: All) Resources: (S) Priorities Grant
3	2	3	Continue to use Comal ISD, TRS, YAG, and IFD as a lesson plan framework (CSF 1) (Target Group: All)
3	2	4	Continue to use DMAC, MAPS, Edmentum (Exact Path), and Reading Plus Data in the creation of lesson plans to differentiate instruction. (CSF 1, 2, 7)
4	1	1	Assure that lights and computers are turned off when not in use.
4	1	2	Create and maintain a central inventory program to keep track of school assets.
4	1	3	Implement school wide year-round "Box Top for Education" to collect revenue.
4	2	1	Create an application to actively encourage out of district students who meet certain criteria to enroll in the district.
5	1	1	Maintain an emphasis on health through lessons and activities throughout the day. (Title I SW: 10) (Target Group: All, 6, 7, and 8) Resources: (L) Local Fund
5	1	2	Provide to the staff, students, and parents newsletters, pamphlets, brochures and other means highlighting nutrition and health awareness. Hygiene and nutrition classes for parents and students. (Title I SW: 6,10) (Target Group: All, 6, 7, and 8) Resources: (L) Local Fund

Goal	Objective	Strategy	Description
5	2	1	Provide motivational activities to promote character development, anti-bullying, drug awareness, promotion of a safe and orderly learning environment. (CSF 1, 5, 6) (Target Group: All) Resources: (L) Local Fund
5	2	2	Campus activities during Red Ribbon Week encouraging students to stay drug free. Resources: (L) Local Fund
5	2	3	Implement the use of security cameras to actively monitor campus grounds.
5	2	4	Prepare children to be healthy, fit and ready to learn.
5	2	5	Continue to utilize canine services to ensure a drug free campus. (CSF 6) (Target Group: All) (Target Group: All)
5	2	6	Outdoor enrichment activities such as archery and bike club
5	3	1	Utilize district disciplinary plan and RtI processes to ensure equity for all students. (Target Group: All, 6, 7, and 8)
5	3	2	Provide character building lessons through the counselor and Leaps Lessons, Counselors Corner, and Monthly Class wide Social emotional and behavior classes (Title I SW: 10) (Target Group: All, 6, 7, and 8)
5	3	3	Continue the use of the Raptor System that screens campus visitors before entering the school. (Target Group: All)
5	3	4	Continue the use of camera surveillance in our school to maintain a safe environment. (Target Group: All)
5	3	5	Encourage student incentives and rewards for positive behavior, including end of year awards ceremony (Title I SW: 10) (Target Group: All, 6, 7, and 8) Resources: (L) Local Fund
5	4	1	Produce Facebook page updates, utilize school messenger as needed, notify newspaper representative for important events, and hold parent meetings throughout the school year. (Title I SW: 6,10) (Target Group: All,
5	4	2	Provide pamphlets, topics in newsletters, and brochures of any accessible health and human services available. (Title I SW: 10) (Target Group: All, 6, 7, and 8) Resources: (L) Local Fund
5	4	3	Maintain website updates to inform parent (s)/guardian(s) in order to benefit student growth. (Title I SW: 6) (Target Group: All, 6, 7, and 8)
5	4	4	Utilize volunteer support with community businesses and parents to help support curriculum and expand opportunities to MISD students and families. (Title I SW: 6) (Target Group: All, 6, 7, and 8)
5	4	5	Provide a bully prevention plan for all students. (Title I SW: 9,10) (Target Group: All)
5	4	6	Provide ongoing RtI process which includes pull out interventions using the LEAPS program to support students with behavioral, character, and social needs. (Title I SW: 9,10) (Target Group: All, 6, 7, 8)
5	5	1	Provide letters to parent(s)/guardian(s), website updates, all calls, and/or meetings or home visits to ensure reliable information is disseminated in a timely manner. (Title I SW: 10) (Target Group: All 6, 7, and 8)
5	5	2	Conduct criminal background and reference checks on each applicant, parent volunteer, and substitute in accordance to district policy (Target Group: All)

Goal	Objective	Strategy	Description
5	5	3	Review and revise the campus emergency operations plan. (Title I SW: 10) (Target Group: All,
5	5	4	Review and implement the safety priority requirements using district, state, and federal plans. (Target Group: All)
5	5	5	Maintain regular checks to identify and implement solutions to report ways to reduce energy costs and reduce waste to administration. (Target Group: All)
5	5	6	Report any existing facilities that do not meet district needs to ensure that all facilities will meet district needs. (Target Group: All)
5	5	7	Annual Online staff training to keep abreast of new safety regulations (Title I SW: 4) (Target Group: All)
5	5	8	Invite local community to present to the students in areas of safety, education and prevention e.g. "cyber security" (Title I SW: 10) (Target Group: All)