

**Mathis Independent School District**  
**Mathis High School**  
**2019-2020 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

Mathis High School has a total student population of 444. As of the campus scores improve, the enrollment will increase. The ethnicity composition of the campus is 94% Hispanic and 16% White.

### Enrollment By Grades

PEIMS	2019-2020	PEIMS	2018-2019
9 <sup>th</sup> Grade	138	9 <sup>th</sup> Grade	169
10 <sup>th</sup> Grade	123	10 <sup>th</sup> Grade	90
11 <sup>th</sup> Grade	88	11 <sup>th</sup> Grade	100
12 <sup>th</sup> Grade	95	12 <sup>th</sup> Grade	82
<b>Total</b>	444	<b>Total</b>	441

### Race/Ethnic

PEIMS	Hispanics	Whites	Black	Asian	Amer. Ind/Alas	2/More
#	405	28	5	1	1	1
%	92%	6%	1%	<1%	<1%	<.01%

### Attendance Rate

AEIS/PEIMS	State	District	Campus
2018-2019			92%
2017-2018			92%
2016-2017	93%		93%

AEIS/PEIMS	State	District	Campus
2015-2016	93%	94.3%	93%

\*show at least 4 years of attendance to illustrate how poor attendance has attributed to poor scores.

### Teacher Composition

Regular Education Teachers	25
Special Education Teachers	3
Band Director	1
Athletic Director	1
Aide	4

### Demographics Strengths

Student composition has been quite consistent throughout the years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students must be able to overcome obstacles despite any predisposition or challenge. **Root Cause:** Lack of staff knowledge is creating an environment conducive for optimal success.

# Student Achievement

## Student Achievement Summary

### STUDENT ACHIEVEMENT

Utilizing TAPR, the 2019 Accountability Rating for Mathis H.S. is Met Standard. STAAR scores results are acceptable. STAAR scores in Biology and Algebra were quite exceptional while English I and English II scores are rising. There is definitely a need to develop a sound RTI program for these students. The campus in the past has been teeter tottering from acceptable to unacceptable. The goal of the campus is to remove itself from this pattern—continue towards Mission: Success. The campus has met standard based on the four indexes developed by the State of Texas. Upper History and ELA have been the strengths of the campus in recent years, but the STAAR results have proven to be a bit more challenging. The rigor/specificity of the assessment has been increased. Teachers are working diligently to develop plans use the released test to develop sound plans of actions to improve the opportunities for success.

### Student Achievement Strengths

Students are continuing to succeed despite having a clear RTI plan in place.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students are not receiving the necessary skills to surpass their best achievement. **Root Cause:** Staff training and lack of relationships being established.

# School Culture and Climate

## School Culture and Climate Summary

### SCHOOL CULTURE AND CLIMATE

A positive and caring school environment must be established along with high expectations and values for students and faculty members. The climate has not been conducive for learning or collaboration. The addition of the Fundamental Five to lead the instructional process for all students. The F5 provides a process where all stakeholders can use the same terminology to engage their students in the lesson. A clear line has been drawn on what is expected for the 2019-2020 school year, we must push forward to provide the students with the skills they need to be successful.

Student and parent communication must come along hand in hand in order for the campus to grow. We must work to create the culture and climate that we want to be comfortable with. We must not settle for less than the best, and we continue to live in an atmosphere of fear. We must provide avenues for student and staff growth where can build on professional relationships when all possible.

### School Culture and Climate Strengths

Students have been succeeding despite not feeling like they could share concerns with the administrative team.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students have not felt that they could communicate with adults. **Root Cause:** Staff was not provided with time to intervene and assist students to feel comfortable with problem solving.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The key to educational success is the hiring and retaining of innovative and enthusiastic educational staff. The campus has had new staff come and go over the last six years. Many of them have left to the detriment of the students. This year alone, we have replaced 16 staff members. The key for this year is to set the tempo for building an instructional process that fosters success; a climate that is conducive for learning; and a staff that is happy and ready to prepare our future leaders for the next stage of life. While housing is an issue it is not deterring our current staff from coming to work every day.

## Staff Quality, Recruitment, and Retention Strengths

Staff is ready and eager to work for our students.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Staff buy-in has been an issue. **Root Cause:** Administration has not clearly communicated campus expectations and/or provided an area for collaboration.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The use of TEKS Resource System and Comal ISD Curriculum is being used to drive the instructional delivery with the use of the Year at a Glance (YAG) and the Instructional Focus Document (IFD). Vertical alignment planning has been provided to HS and MS staff to ensure validity and smoothness of student progress. The curriculum continues to better facilitate the communication between grade level teachers. This will give the students the ability to make a smooth transition from grade to grade and will cover the TEKS objectives to the rigor that will be needed to be successful on the EOC assessments. The goal is to set the standard so that the appropriate depth of knowledge, specificity of the lesson will be geared to maximize optimal student success. With the incorporation of the Fundamental Five, teachers are able to carry the same message across in every class because everyone is using the same terminology.

## Curriculum, Instruction, and Assessment Strengths

Curriculum is solid and staff have been trained on how to access it. They are now working to implement it in their classroom.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Feedback and Follow Up has not been consistent for all staff members. **Root Cause:** Previous administration was not consistent on their follow through procedures.

# Parent and Community Engagement

## Parent and Community Engagement Summary

A weekly bulletin is sent to all staff and parents that have submitted their e-mail to allow them the opportunity to be informed of the activities that will be occurring throughout the week pertaining to students. The weekly bulletin is also posted on the school website for everyone to be informed about the activities at Mathis High School (ongoing)

As part of our parental involvement initiative, all departments will be hosting a department where they will be able to showcase the work of their students (spring semester). The department will work with each other to create a night that will draw parental support into the high school campus. The Gear Up program will be providing monthly parent meetings for all 9<sup>th</sup> grade students. The administration and Gear Up program are working to provide presentations on overcoming adversity, bullying and making the right choices in September, October and December for all students and staff.

Our goal is to again open the doors of Mathis High School to the parents and community members. The SBDM (site-based decision making) committee will be reestablishing a clearer vision for its parents and community members. The goal is to provide the necessary training which will ensure that all stakeholders understand the importance of SBDM committee.

## Parent and Community Engagement Strengths

The additional of ACE 21st Century along with Title One activities have brought more exposure to the campus.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents have not had the opportunity to come in and visit with previous administration. **Root Cause:** Policy and procedures were not disseminated to the students, staff and community.

# School Context and Organization

## School Context and Organization Summary

The high school encourages the growth of all staff members and their pursuit of excellence in the field of education. The high turnover rate in recent years does not allow for consistency and the opportunity to establish values that will filter through the classroom. It also does not foster an environment of family and ownership. The faculty is valued and trusted to act on their ideas thus allowing them to take full responsibility and accountability for their successes as well as their failures. This type of environment allows the faculty to become more tenacious in the pursuit of excellence for our students, campus, and district. By utilizing the strengths and weaknesses of your personnel you empower them to voluntarily deliver ideas to the situation at hand. There is an understanding that standards are high and failure is not an option. The campus will continue to explore better ways to be open and communicate better with staff, students, parents and the community. These core beliefs are being reestablished this 2019-2020 school year.

## School Context and Organization Strengths

Veteran staff have provided the new additions with the traditions and practices that have given MHS its identity through the years.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Staff retention has caused the campus not to surpass its own expectations. **Root Cause:** Clear direction has not been provided to assist in the further growth of all stakeholders.

# Technology

## Technology Summary

Mathis High School needs to improve instruction through the use of technology in the classroom. Currently, the campus has one computer lab which is used for credit recovery. All students have access to a laptop/Chromebook daily so that they can work on their Reading Plus and Exact Path. The devices are also available for reading instruction, college classes, software instruction, and research/tutorial time. The district has a technology plan in place that maps out the growth and use of technology in the classroom and at home by the student. Reevaluation of this plan with new administrators must happen in order to better serve the campus.

## Technology Strengths

The campus is doing well with the technology it currently has onsite.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Campus has not managed their computer equipment and devices with any clear protocol. **Root Cause:** Administration has not previously set a clear expectation for student and staff use which has provided consequences for not complying with the rules.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- 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
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Violence and/or violence prevention 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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- 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:** 90% of all students (by grade, by subject, and by all grades tested in all student populations) will be meet the passing standard on the state assessment systems, STAAR/EOC (State of Texas Assessment of Academic Readiness/End of Course)

**Evaluation Data Source(s) 1:** STAAR Scores  
CBA Data

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) All students will participate in Content Based Assessment on a three week cycle. Assessments will be built on what is taught.		Administration, Teachers	Use data to guide instruction - increase student passing/growth rates by 55% in the fall semester; 75% in the Spring semester				
<b>Funding Sources:</b> 199-PIC 11 - General Fund - 7750.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Monthly Data reviews - Use of Department Planning to guide instruction.		Administration and Teachers	Use data to guide instruction and further the success of every student.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 2000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 3) Every teacher will plan collectively through the use of TEKS resources or the Comal ISD curriculum to develop rigorous instruction.		Teacher and Administration	Increase student growth and understanding.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 6000.00						
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Every student will participate on a daily basis in an intervention class.		Teacher and Administration	Increase student reading and comprehension.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 1000.00						
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Continued use of Intervention Fridays will be established for students who are needing further assistance in EOC support.		Teachers, Counselors, Administration	Students will close gaps in their areas of concerns. Teachers will develop instruction to further student growth.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 6) Professional Development will be provided to all staff in order to better prepare them to educate all of the students MHS.		Administration	Provide staff with the necessary tools to be success. Staff will used knowledge gained to share with their department.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 3500.00						
7) All students will be provided the opportunity to attend mandatory tutorials on daily basis from 4:15 - 5:00 p.m.		Teachers and Administration	Student failure rate will decrease by 25% over the first semester; 35% over the spring semester.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 8) The District will provide every staff member with the TEKS Resource System and Comal ISD curriculum to utilize for lesson development.		District Staff Teachers Campus Administration	An lessons will be developed with more rigor and the student in mind.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 2500.00						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

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

**Performance Objective 1:** 95% of all students will complete the necessary courses to continue their path to graduation.

**Evaluation Data Source(s) 1:** Graduation Rate Data  
Course Completion Data

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 1) All students will gain a better understanding of the purpose of the College Readiness Plan which will include: ACT SAT TSI FAFAS info and PGP supports.		CTE Director Counselor Administration	All stakeholders will be aware of the expectation.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 7500.00, 199-PIC 21 - State Gifted & Talented (G/T) - 1500.00, 274 GEAR UP Grant - 10000.00						
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 2) Create community partnerships through Advisory Communities in all areas of CTE.		CTE Director Principal	85%-100% participation in all areas				
	<b>Funding Sources:</b> 274 GEAR UP Grant - 2500.00, 199-PIC 11 - General Fund - 2500.00						
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

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








**Performance Objective 2:** Receive Distinctions in College Readiness Indicators

**Evaluation Data Source(s) 2:** Graduation rates  
Course completion

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 1) 25% of all graduates will participate in the Pirate Scholar Program		Administration	Periodic review of all student progress and course completion will be done on a 9 week cycle.				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 2) Distinguished/endorsement graduates will reach 95% completion		Administration Counselor CTE Director	All students will be eligible for post secondary opportunities.				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 3) TSI participation and success will increase by 50% on a yearly basis.		Administration	Constant supervision and student participation will increase.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) 40% of all students who take the SAT/ACT exams will meet or exceed the national average.		Administration	Students and Parents will become more aware of the expectation, thus, more awareness will gain more success.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

**Performance Objective 3:** Expand the number of CTE course sequences by 10% on a yearly basis.

**Evaluation Data Source(s) 3:** CTE Course completion rates.

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college <b>ESF Levels</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) On yearly basis, all student progress will be assessed. Courses will be expanded based on need.		Administration Teachers	All students, parents and staff will be on the same page.				
	<b>Funding Sources:</b> 199-PIC 22 - State Career & Technical Ed (CTE) - 6000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college <b>ESF Levels</b> Lever 3: Positive School Culture 2) Dual Credit Courses will be offered and expanded based on student need.		Administration	As of 10/19, we are offering 143 courses. Additional career pathways are being developed to aid in better preparing students for the future.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 127000.00, 274 GEAR UP Grant - 25000.00						
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							



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

**Performance Objective 4:** Increase college and career awareness

**Evaluation Data Source(s) 4:** Graduation rates  
Course completions

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Campus will add the Health Science program to the course of study for MHS and in turn provide a certification in Certified Nursing Assistant.		Administration Counselor CTE Director	All students, parent and staff members will be informed of the program intent.				
	<b>Funding Sources:</b> 199-PIC 22 - State Career & Technical Ed (CTE) - 5000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 2) Campus will add a full time Welding instructor available for all students.		Administration	Provide more opportunities for career awareness and readiness. Increase the number of students earning certifications.				
	<b>Funding Sources:</b> 199-PIC 22 - State Career & Technical Ed (CTE) - 15000.00						
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Students will be multiple opportunities to take courses on campus which provide them industry based certifications.	3	Administration Counselor CTE Director	More students will leave MHS with certification that can give them a head start in entering the field of their choice.				
	<b>Funding Sources:</b> 199-PIC 22 - State Career & Technical Ed (CTE) - 10000.00						

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

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

**Performance Objective 1:** 100% of all lesson submitted will be aligned to TEKS as well as the Scope and Sequence

**Evaluation Data Source(s) 1:** Lesson Submission

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will utilize the F5 lesson plan template to submit their weekly lesson plans.	3	Administration	Consistent and well plan lesson delivery will occur.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 10000.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Administration will review lesson plans on a weekly basis. Individual conference will occur to focus on what is working and what is not.		Teacher Administration	Improved communication, more support and student growth is increased.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 5000.00						
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

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

**Performance Objective 2:** 100% of teachers will participate in at least two professional development opportunities

**Evaluation Data Source(s) 2:** Walk throughs

Observations

Teacher conferences

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 3: Positive School Culture                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      1) Increased emphasis on instructional strategies including the Fundamental Five and Kagan Strategies.</p>		Administration CI Directors	100% of staff will be familiar with the expectations.				
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math  <b>ESF Levers</b>                      Lever 3: Positive School Culture                      2) All staff will gain a better understanding on the work of TNTP.</p>		CI Directors Campus Administration	All will know what to expect.				
<p><b>Funding Sources:</b> 274 GEAR UP Grant - 5000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 3) Walk throughs will be provided on a weekly basis for T-T ESS and TNTP purposes		Campus Administration CI Directors (TNTP)	100% compliance and clearly defined expectations				
	<b>Funding Sources:</b> 274 GEAR UP Grant - 5000.00						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

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

**Performance Objective 3:** 100% of new teachers will participate in the campus mentor program

**Evaluation Data Source(s) 3:** Agenda  
Sign-in sheets

**Summative Evaluation 3:**



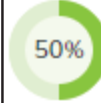
**Goal 3:** Mathis I.S.D. will continue to align educational processes.

**Performance Objective 4:** All staff will receive staff development on the Fundamental Five

**Evaluation Data Source(s) 4:** Staff Sign-ins  
Agenda  
Walk through  
Observation

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 3: Positive School Culture                      1) Pre-service days will include implementation of F5 strategies.</p>		Administration and Teachers	100% will be familiar with expectations and implementation.				
<b>Funding Sources:</b> 199-PIC 11 - General Fund - 3000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) All Campus Administrators will become more familiar with the Fundamental Five		Principal	All stakeholders will be aware of the expectations.				
<b>Funding Sources:</b> 199-PIC 11 - General Fund - 3000.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

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

**Performance Objective 1:** All staff will be trained in the District processes.

**Evaluation Data Source(s) 1:** Task completion

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>ESF Levers</b> Lever 3: Positive School Culture 1) Staff will go through District training at the beginning of the year.		Campus Administration District Administration	All staff will be familiar with processes and prevent any issues from arising.				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) On a monthly basis, campus administration will review all spending and travel to ensure that all processes are being followed.		Principal	Compliance, Compliance, Compliance!!!				
<b>Funding Sources:</b> 199-PIC 21 - State Gifted & Talented (G/T) - 1500.00, 199-PIC 11 - General Fund - 3000.00							
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							



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

**Performance Objective 2:** All staff will utilize funding in manner that is student centered and based on need.

**Evaluation Data Source(s) 2:** Monthly reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Through faculty meetings, individual staff conferences and correspondences, all staff will guide any student activities and trips to hone on acquiring new skills.		Teacher Administration	More worthwhile trips will be taken place, and students as well as staff will be providing opportunities to share out their new knowledge.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 5000.00						
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

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

**Performance Objective 1:** MHS website will maintain accurate, current web pages and current information on parent connect

**Evaluation Data Source(s) 1:** MISD website  
Skyward

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 1) Campus Administration will work with District staff to ensure that all web pages are up to date.		Campus Administration	Build more transparency				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture 2) Update will be done to Facebook page to include more events		Campus Administration	Build more community support and increase participation.				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture 3) Faculty and Staff will be assigned morning and afternoon duty.		Teachers Administration	More visibility will prevent inappropriate student interaction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture 4) Faculty and Staff will monitor hallways during passing periods throughout the day.		All staff	Less issues with enhanced visibility				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

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

**Performance Objective 2:** Increase Parent Teacher Communication

**Evaluation Data Source(s) 2:** Event sign in  
Parent Contact Logs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) All teachers will be required to submit Parent Contact Logs at the end of every grading period.		Teachers and Campus Administration	Increase parent and teacher communication.				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture 2) Open House opportunities will occur to increase parent conference opportunities.		All staff	Better Communication=Student success				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

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

**Performance Objective 3:** Increase Parent Involvement and support all MHS events

**Evaluation Data Source(s) 3:** Parent and student attendance rosters

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Through the use of a weekly bulletin - staff and parents will become better aware of the events occurring on campus		Administration	Make the community part of our daily activity - increase participation at all levels.				
	<b>Funding Sources:</b> 199-PIC 11 - General Fund - 5000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 2) Publicize and increase participation of our parents in the CTE/Gear Up Advisory Board		Administration	Increase parent involvement by 25% at end of the first semester; 45% by the end of the school year				
	<b>Funding Sources:</b> 274 GEAR UP Grant - 3000.00, 199-PIC 11 - General Fund - 10000.00						
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Every teacher will plan collectively through the use of TEKS resources or the Comal ISD curriculum to develop rigorous instruction.
1	1	6	Professional Development will be provided to all staff in order to better prepare them to educate all of the students MHS.
1	1	8	The District will provide every staff member with the TEKS Resource System and Comal ISD curriculum to utilize for lesson development.
2	1	1	All students will gain a better understanding of the purpose of the College Readiness Plan which will include: ACT SAT TSI FAFAS info and PGP supports.
2	2	2	Distinguished/endorsement graduates will reach 95% completion
2	2	3	TSI participation and success will increase by 50% on a yearly basis.
2	2	4	40% of all students who take the SAT/ACT exams will meet or exceed the national average.
2	3	1	On yearly basis, all student progress will be assessed. Courses will be expanded based on need.
2	3	2	Dual Credit Courses will be offered and expanded based on student need.
2	4	1	Campus will add the Health Science program to the course of study for MHS and in turn provide a certification in Certified Nursing Assistant.
2	4	2	Campus will add a full time Welding instructor available for all students.
3	1	1	Teachers will utilize the F5 lesson plan template to submit their weekly lesson plans.
3	2	1	Increased emphasis on instructional strategies including the Fundamental Five and Kagan Strategies.
3	2	2	All staff will gain a better understanding on the work of TNTP.
3	2	3	Walk throughs will be provided on a weekly basis for T-T ESS and TNTP purposes
3	4	1	Pre-service days will include implementation of F5 strategies.
4	1	1	Staff will go through District training at the beginning of the year.
4	1	2	On a monthly basis, campus administration will review all spending and travel to ensure that all processes are being followed.
4	2	1	Through faculty meetings, individual staff conferences and correspondences, all staff will guide any student activities and trips to hone on acquiring new skills.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
5	1	1	Campus Administration will work with District staff to ensure that all web pages are up to date.
5	1	2	Update will be done to Facebook page to include more events
5	1	3	Faculty and Staff will be assigned morning and afternoon duty.
5	1	4	Faculty and Staff will monitor hallways during passing periods throughout the day.
5	2	1	All teachers will be required to submit Parent Contact Logs at the end of every grading period.
5	2	2	Open House opportunities will occur to increase parent conference opportunities.
5	3	1	Through the use of a weekly bulletin - staff and parents will become better aware of the events occurring on campus
5	3	2	Publicize and increase participation of our parents in the CTE/Gear Up Advisory Board

# Title I Schoolwide Elements

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1: Comprehensive Needs Assessment**

Prior to the 2019-2020 school year, parent involvement has not been consistent. While activities have been held on campus parent participation has not been increasing. In many respects, the campus participation has struggled and the same parents are attending on a regular basis. The expectation for 19-20 is that all parents will have the opportunity to be part of the daily activities of their children. The revamping of the campus Facebook, use of school messenger and eventual update of the district website are a few of the instances where communication will be improved.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2: Campus Improvement Plan developed with appropriate stakeholders**

The CIP was developed with all stakeholders in mind. Through the collaboration of campus staff, students and parents, the CIP was created with measurable goals. It is definitely a work in progress.

### **2: Regular monitoring and revision**

On a monthly basis, the CIP will be reviewed along with the program checkpoints. Constant review and oversight will be used to improve the campus performance.

### **2: Available to parents and community in an understandable format and language**

The plan will be available on the district website for all stakeholders to review and comment as necessary.

### **2: Opportunities for all children to meet State standards**

The campus will work for the betterment of all students. The goal is success for all. Baby steps are acceptable and we will take the necessary to increase academic growth.

### **3: Increased learning time and well-rounded education**

Time on task and the implementation of the Fundamental Five will work to standardize the terminology on a uniformed basis. The same terminology in every class will help establish the expectation for every stakeholder.



### **3: Address needs of all students, particularly at-risk**

Intensive remediation, mandatory tutorial, individual student and parent meetings, and staff will work include every staff, student and parent to ensure success.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3: Develop and distribute Parent and Family Engagement Policy**

All stakeholders will have the opportunity to review and provide feedback on the campus improvement plan.

#### **3: Offer flexible number of parent involvement meetings**

The campus will do all possible to ensure that all meetings are time sensitive and that input is provided for the appropriate time and notice.

# Campus Planning and Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jesse Riojas	Principal
Administrator	Jesse Dolin	Assistant Principal
Administrator	Debrena Lightfoot	Assistant Principal
Administrator	Debra Saenz	Counselor
Business Representative	Rene DeLeon	Business Owner

# Campus Funding Summary

199-PIC 11 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher and Student EOC Support	6399	\$7,750.00
1	1	2	Teacher Support for Data Reviews	6399	\$2,000.00
1	1	3	Effective Instruction	6399	\$6,000.00
1	1	4	Intervention Support	6399	\$1,000.00
1	1	5	Intervention Friday Materials and Support	6399	\$1,000.00
1	1	6	Professional Development	6411	\$3,500.00
1	1	8	Curriculum Support/PD	6499	\$2,500.00
2	1	1	Materials and Supplies - Gear Up Match	6399	\$7,500.00
2	1	2	Gear Up - Match	6399	\$2,500.00
2	3	2	Dual Credit Tuition - Match	6223	\$47,000.00
2	3	2	Fall/Spring Tuition	6223	\$80,000.00
3	1	1	Supplies - Book Study - PD	6399/6499	\$10,000.00
3	1	2	Supplies and Support	6399	\$5,000.00
3	4	1	Materials	6499	\$3,000.00
3	4	2	Professional Development	6412	\$3,000.00
4	1	2	Travel Cost	6411	\$3,000.00
4	2	1	Supplies	6399	\$5,000.00
5	3	1	Supplies	6399	\$5,000.00
5	3	2	Staff Supplies	6399	\$5,000.00
5	3	2	Miscellaneous	6499	\$5,000.00
<b>Sub-Total</b>					<b>\$204,750.00</b>

199-PIC 11 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$280,500.00
<b>+/- Difference</b>					\$75,750.00
199-PIC 21 - State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Gear Up - Match	6399	\$1,500.00
4	1	2	Materials and Supplies	6499	\$1,500.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$0
199-PIC 22 - State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Student Supplies	6399	\$6,000.00
2	4	1	Health Science Supplies and Materials	6399	\$5,000.00
2	4	2	Welding Supplies/Materials	6399	\$15,000.00
2	4	3	Industry Based Certifications	6499	\$10,000.00
<b>Sub-Total</b>					\$36,000.00
<b>Budgeted Fund Source Amount</b>					\$60,500.00
<b>+/- Difference</b>					\$24,500.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$58,190.00
<b>+/- Difference</b>					\$58,190.00

274 GEAR UP Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Testing Fees	6499	\$10,000.00
2	1	2	Meeting Supplies	6399	\$2,500.00
2	3	2	Dual Credit Books	6399	\$25,000.00
3	2	2	PD support	6499	\$5,000.00
3	2	3	Training and PD for Staff		\$5,000.00
5	3	2	Materials and Supplies	6499	\$3,000.00
<b>Sub-Total</b>					\$50,500.00
<b>Budgeted Fund Source Amount</b>					\$146,802.00
<b>+/- Difference</b>					\$96,302.00
<b>Grand Total</b>					\$294,250.00