

Mathis Independent School District

Mathis Elementary School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mathis I.S.D. engages learners to become critical thinkers, leaders and contributors in a diverse and competitive world.

Vision

Mathis I.S.D. strives to be a premier, rural school district recognized annually as a leader among learning organizations.

Value Statement

Building Minds Together

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mathis Elementary student enrollment had a slight decrease from 19-20 school year

(Enrollment 2020-2021).

- Grade EE PK K 1 2 3 Total
- Total 6 68 100 89 102 118 483

Mathis Elementary is one of four campuses in Mathis Independent School District. Mathis Elementary serves predominantly middle class Hispanic families.

Mathis Elementary serves 483 students in grades pre-kindergarten to third grade.

(2018-2019 Data)

Mathis Elementary serves 431 economically disadvantaged students and 284 at-risk students.

The student population is 78%% (341) Hispanic/Latina, 18.5% (86) Caucasian, 0.7% (3) African-American, 1.3% (6) Asian, 0.2% (1) American Indian, and 0% (0) Native American.

The overall mobility rate(18-19) is 12.2%, with a drop-out rate of 0%.

The daily attendance rate (18-19) for students is 95.0%.

Mathis Elementary serves 14 Limited English Proficient (LEP)/Bilingual students, 10 students in the gifted and talented program and 30 students identified as Special Education (SPED)

Demographics Strengths

Strengths Professional Learning Committees (PLCs) continue to be the means by which we review curriculum, instruction and assessment so that our CIA

is data driven. The teachers through PLCs 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, Reading/Math Intervention Teacher, 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 Elementary 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 2018-2019 school year. Guided Reading Gifted and Talented Training Curriculum Training specific to math, reading and writing Lexia 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 Academics Reading Academics TCMP Curriculum Training

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MES attendance rate is 95.04% for the 2019-2020 school year. . **Root Cause:** Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district

Problem Statement 2 (Prioritized): 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Problem Statement 3 (Prioritized): 40% of MES students read below grade level in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Problem Statement 4 (Prioritized): 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Problem Statement 5 (Prioritized): 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Student Learning

Student Learning Summary

MES Comprehensive Needs Assessment-Student Achievement

Kindergarten

Year	% students On or above level. Guided Reading (Level c)	% students on level Lexia Reading	MAPS Math At or above mean norm Grade level RIT	MAPS Reading At or above mean norm Grade level RIT
2018	59.8%	75.2%	31%	28.6%
2019	67.0%	76.6	70%	70%
2020	No Data	No Data	No Data	No Data
2021				

First Grade

Year	% students On or above level. Guided Reading (Level J)	% students on level Lexia Reading	MAPS Math	MAPS Reading
2018	41.7	54.96	31%	32%
2019	53.9%	69.8%	61.6%	69.04%
2020	No Data	No Data	No Data	No Data
2021				

Second Grade

Year	% students On or above level. Guided Reading (Level M)	% students on level Lexia Reading	MAPS Math	MAPS Reading
2018	61.3%	70.9%	47.9%	33.33%
2019	74%	75.5%	78.6%	70.9%
2020	No Data	No Data	No Data	No Data
2021				

Third Grade

Year	% students Did not meet	% students Approach	% students Meets	% students Master	STAAR Reading
2020	No Data	No Data	No Data	No Data	No Data
2021					
Year	% students Did not meet	% students Approaches	% students Meets	% students Master	STAAR Math
2020	No Data	No Data	No Data	No Data	No Data
2021					

Student Learning Strengths

- Creativity
- Enthusiasm
- Honesty
- Humor
- Kindness
- Leadership
- Listening
- Math
- Works better in Small group

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 40% of MES students read below grade level in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

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School Processes & Programs

School Processes & Programs Summary

MES Organization:

Mathis Elementary staff are 100% highly qualified. Of the staff, 88.9% holds a Bachelor's Degree and 11.1% holds a Master's Degree. Listed below are the percentages of the teaching staff by years of experience: Beginning – 6.8% 1 to 5 years – 27.3% 6 to 10 years – 18.5% 11 to 20 years – 11.1% Over 20 years – 22.2% The average years' experience of Mathis Elementary teachers is 7.0 years with Mathis ISD. Mathis Elementary School hiring procedures include: posting of positions on the district website, on-line application process including a profile survey, review of certification and Highly Qualified credentials, campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the Board of Trustees for approval. New employees are involved in an induction program consisting of New Teacher Orientation, Professional Development Appraisal System (PDAS), and technology. Based on the new employee's assignment, staff is required to receive training in Crisis Prevention Intervention (CPI), Gifted and Talented, Advanced Placement, and lesson plan writing. Staff members are recognized annually for services in the district at an appreciation banquet. The awards are given for services in increments of five years.

Instruction:

On Going Monitoring of Instruction- Walkthroughs, lesson plans, and unit assessments are used to monitor best instructional practices, teacher placement on the Year At a Glance, and alignment to the TEKS.

Data Driven Instruction- MES uses numerous pieces of data, including MAPS Testing, Reading Plus Diagnostic test, and unit assessments, to provide interventions to students and to make instructional decisions. The DMAC system will continue to be utilized for unit assessments, formative assessments, and semester exams. Quintile reports, TEKS Performance, TEKS Tutorials, and reporting category reports will be used to determine intervention groups and spiraling of TEKS.

Appraisal Instrument- Mathis Intermediate School has implement the T-TESS teacher evaluation system. All teachers have been trained in both goal setting and TTESS dimensions. The evaluation system has four dimensions including planning, instruction, learning environment, and professional practices and responsibilities. These 4 areas will influence professional development on campus and agenda items for horizontal teams. The evaluation system focuses on student led classrooms and the use of student data to drive instruction.

Instructionally-Focused Calendar- MISD planned a modified, instructionally focused calendar for the 2019-2020 school year. The calendar is designed as a modified year round calendar, with school beginning the last week of July and ending the 4th week of May. Three Fridays have been designated as Intervention Fridays where Tier 3 students will receive intervention in a small group setting, approximately 6 students per teacher.

Master Schedule- MIS works diligently to create a master schedule that is conducive to teaching and learning. From the grouping of students, teacher content specialization, increased class time, decreased class size, and built in tier time, the campus has increased effectiveness.

Curriculum:

Researched Based Curriculum- Mathis Elementary School follows TEKS Resource System and HMH curriculum and assessments.

Alignment- Mathis Elementary School utilizes department teams for each of the four content areas. The teams meet regularly to ensure that the TEKS Resource System curriculum is understood and followed, that appropriate curriculum based assessments are being created and administered, to analyze the data from the assessments, to plan appropriate interventions, and to share and collaborate on best practices and strategies. Teams meet with campus administration in data meetings after each assessment.

Assessment:

Data and Assessment- MES uses the NWEA MAPS assessment three times a year to track student progress and provide intervention. In addition, Reading Plus assessments are given three times a year as well to monitor student reading levels. All grade levels and departments administer unit assessments that are used to inform instruction, reteaching and campus interventions.

Tutorials- MES has a built in tutorial period for all, tier 1-3, students. Teachers use this to group students according to skills that need to be retaught. In addition, all tier 2 and 3 students attend mandatory, afterschool tutorials. In the 2019-2020 school year, MISD offered three intervention Fridays for tier 3 students. This allowed teachers to work in small groups, with our most at risk students.

Personnel:

Recruitment/Retention Strategies- full health insurance coverage for employee, MISD staff longevity stipends and teacher pay scale, positive climate, mentor program for first and second year teachers, MES has a positive and supportive campus climate

District Supported Teacher Growth- Many MISD teachers have been placed in assistant principal and district roles. MISD is supportive of teacher professional growth and places teachers in these positions.

District hiring procedure- includes posting of positions on district web site, online application process, review of certification and highly qualified credentials, campus and district team interviews including reference and background checks

New employees receive new hire training which includes new teacher orientation, Texas Teacher Evaluation and Support System (TTESS), technology, TEKS Resource System, and Skyward.

Professional Development-

Gifted and Talented Training

TEKS Resource System Curriculum

DMAC student data system

Crisis Prevention Intervention

Lead4Ward Training

Individual Education Plan

STAAR Test Training

Inclusion Training

Reading Plus

MAPS

ESC2 Content Specialists

Counselors Training on special education data system (Succedd Ed)

Google Drive

HMH

Google Classroom

School Processes & Programs Strengths

Mathis Elementary School receives state, local and federal funding including Title I, II, IDEA Formula and Preschool.

The campus serves students from EC through 2nd grade. Mathis Elementary staff includes 66.4% teachers, 6.8% professional support, 22.3% educational aides, and 4.5 % campus administration.

Teachers new to the profession and/or to the district are supported through an orientation training that begins with New Teacher Orientation prior to the start of school at the district and campus level. Campus principals then assign mentors who continue to provide support for the remaining of the year. During the 2020-2020 school year, 10 new staff members came to Mathis Elementary School.

Mathis Elementary School participates with the district as we conduct a strategic planning meeting every five years with administrators, staff, parents, and community members participating in the process. The District Education Improvement Council (DEIC) and additional committees were comprised of additional staff, parents, business and community members. They met in 2017 to review and create the MISD Strategic Plan.

Annual teacher, student and parent climate surveys were conducted as part of House Bill 5 in order to identify district and campus strengths and needs for improvement.

District and campus information is disseminated through multiple sources such as the Mathis ISD website, School Messenger System, newsletter, and parent meetings.

Strength:

Teachers are highly qualified

Retention stipends

Teacher coaching and mentoring

Increase in staff quality, supported by achievement data

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 55% of PLC's were implemented inconsistently. **Root Cause:** Proper protocols established under the Mathis ISD model for PLC's as required by the district instructional leadership team members were not provided consistently or aligned with district expectations.

Problem Statement 2 (Prioritized): MES attendance rate is 95.04% for the 2019-2020 school year. . **Root Cause:** Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district

Problem Statement 3 (Prioritized): 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Problem Statement 5 (Prioritized): 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Problem Statement 6 (Prioritized): 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Perceptions

Perceptions Summary

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 prekindergarten, kindergarten)

Mathis Elementary emphasize character development using LEAPS program.

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

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

Red Ribbon Week Activities (District-wide)

Prescription Drug Awareness Program

Drug and Alcohol Program

Student Council Leadership program

Perceptions Strengths

Inviting staff and environments

Positive attitudes Safe campus for students and teachers

Cameras and security

Increase in attendance percentage

Decrease in discipline referrals

Increased safety with Security officers

Increased/creation of college awareness/environment

Supportive community

Problem Statements Identifying Perceptions Needs

Problem Statement 2 (Prioritized): 55% of PLC's were implemented inconsistently. **Root Cause:** Proper protocols established under the Mathis ISD model for PLC's as required by the district instructional leadership team members were not provided consistently or aligned with district expectations.

Problem Statement 5 (Prioritized): 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Priority Problem Statements

Problem Statement 1: MES attendance rate is 95.04% for the 2019-2020 school year. .

Root Cause 1: Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: 40% of MES students read below grade level in the 2019 school year.

Root Cause 2: Lack of adequate instructional resources and professional development.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year.

Root Cause 3: Lack of adequate instructional resources and professional development.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year.

Root Cause 4: Lack of adequate instructional resources and professional development.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: 55% of PLC's were implemented inconsistently.

Root Cause 5: Proper protocols established under the Mathis ISD model for PLC's as required by the district instructional leadership team members were not provided consistently or aligned with district expectations.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students.

Root Cause 6: Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

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
- RDA data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- State certified and high quality staff data
- Teacher/Student Ratio
- 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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals





Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.





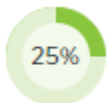



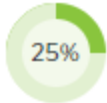



Performance Objective 1: MES will increase 5% to close performance gaps by implement programs that enable Title I, Special Education, Dyslexic, GT, and 504 students to demonstrate progress as defined by federal, state, district, and campus guidelines









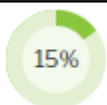

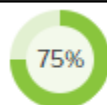

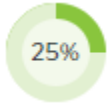
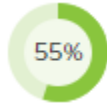


HB3 Goal






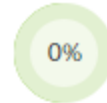






Evaluation Data Sources: Summative and Formative - CBAs, Benchmarks and locally developed assessments. Sign in sheets, Reading Plus, Lexia Learning, MAPS data, , # students in RtI, Agendas, TELPAS Writing samples, CLI, Engage, Unique, Edmentium, and online testing.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: MES will follow the TEKS Resource System in the core content areas to ensure vertically and horizontally aligned curricula. Strategy's Expected Result/Impact: -Adherence to state standards; -increase in state assessment scores -Admin observations/walkthroughs Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 3 - School Processes & Programs 5, 6 - Perceptions 5 Funding Sources: Instructional materials - 199 General Fund - 199 E 11 6399 00 101 0 11 000 - \$15,335	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: MES will use Big Day Curriculum in PK. Incorporate Saxon phonics component in grades Kinder 1st and 2nd. Utilize TEKS K-3 grades to ensure curriculum alignment in all core subjects, textbooks, approved resources, incorporate daily 5 components . Strategy's Expected Result/Impact: Students will close the gap in Reading and Math from PK to 3rd grade with 80%. Staff Responsible for Monitoring: Campus Administrator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 3 - School Processes & Programs 5, 6 - Perceptions 5 Funding Sources: Materials - 199-PIC 35 State Bilingual/ESL PreK/Inergarten - \$1,500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: MES will use reading strategies and techniques using fiction and non fiction text and integration of PK Guidelines and TEKS K-3 into guided reading strategies. Strategy's Expected Result/Impact: -Academic growth in Reading -End of the Year MAPS Scores and Meets 3rd grade STAAR Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 5 Funding Sources: Materials - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: MES will provide assessments tools such as MAPS, Lexia Reading, CBAs and Reading Plus and Reading Readiness assessments. Strategy's Expected Result/Impact: Improvement show through meeting and or surpassing their growth goal as shown in MAPS testing, Module test, Edmentumn, and achieving Meets or better on STAAR Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 3 - School Processes & Programs 5, 6 - Perceptions 5 Funding Sources: Resources - 199-PIC 29 State Comp Ed (SCE), Accelerated Readin - \$500	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 5 Details	Reviews			
Strategy 5: MES will provide after school tutorials and Intervention weeks to target math, reading, phonics and fundamental skills. Strategy's Expected Result/Impact: Improvement show through meeting and or surpassing their growth goal and Meets on STAAR Staff Responsible for Monitoring: Campus Administrator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 3 - School Processes & Programs 5, 6 - Perceptions 5 Funding Sources: Instructional Resources - 199 General Fund - \$1,500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: MES will use Reading Plus and Lexia as a resource to reinforce the reading curriculum in grades PK-3. Strategy's Expected Result/Impact: Students will close the gap in Reading from PK to 3rd grade with 80%. Staff Responsible for Monitoring: Campus Administrator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 3 - School Processes & Programs 5, 6 - Perceptions 5 Funding Sources: Incentives - 199-PIC 29 State Comp Ed (SCE), Accelerated Readin - \$250	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 7 Details	Reviews			
Strategy 7: MES will provide incentives for students through Lexia Superstar, and Reading Plus . Strategy's Expected Result/Impact: Growth in Reading levels at end of year by 30%. Staff Responsible for Monitoring: Campus Administrators and Media Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 5 Funding Sources: Incentives - 199 General Fund - \$2,500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 8 Details	Reviews			
Strategy 8: MES will test all kinder students to identify dyslexia students. Strategy's Expected Result/Impact: Identify all dyslexic students on campus and continue support services. Staff Responsible for Monitoring: Counselor, Dyslexia Teacher, and Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 9 Details	Reviews			
Strategy 9: MES will identify GT students and prepare them to transition from a GT Pool to a traditional GT setting. Strategy's Expected Result/Impact: Students will have differentiated learning in classrooms Staff Responsible for Monitoring: Campus Administrators and Counselor Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 10 Details	Reviews			
Strategy 10: MES will use various tools and equipment to develop small and large motor skills of students in Special Education. Strategy's Expected Result/Impact: Students will become more adept in using all of their motor skills this will be seen in the increased and improved mobility, needed for handwriting as well as other living skills. Staff Responsible for Monitoring: Administrators and Special Education Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Equipment - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - SpEd Funding - \$1,000	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 4: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 5: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Student Learning
Problem Statement 1: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 2: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 3: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.

School Processes & Programs
Problem Statement 5: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 6: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Perceptions
Problem Statement 5: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.






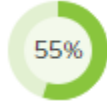
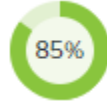

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.













Performance Objective 2: MES will increase Math scores by 5% by making it a priority and provide necessary support for targeted populations.

HB3 Goal

Evaluation Data Sources: Summative - CBAs, Benchmarks and locally developed assessments. Sign in sheets, MAPS data, , # students in RtI, Agendas, and online testing.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement accommodations, support and interventions to accelerate special education for students not demonstrating mastery of grade level mathematics TEKS Go Math, Sirus Math, Edmentum , IEPs, and tutorials Strategy's Expected Result/Impact: 100% of teachers will ensure students IEP's are followed and implemented. Instructional teachers are expected to attend 100% of students ARD's. TTESS Dimension 2.4 Differentiation Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: MES will identify and provide support services of migrant students who need supplemental interventions and Tutorials Strategy's Expected Result/Impact: -MES will make an increase of 3% in MAPS Testing at EOY of migrant students and Meets on STAAR. -Differentiation Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: Instructional Resources - 199-PIC 25 State Bilingual/ESL - \$1,200	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: MES will administer formative/summative assessments using Go Math, Benchmarks, Unique, Brigance, TCMPC & MAPS in Math. Strategy's Expected Result/Impact: Expose students to a variety of formats to measure progress towards mastery. Greater performance of mastery on district and state assessments. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 5 - Student Learning 3 - School Processes & Programs 6 - Perceptions 5	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: MES will use Go Math Curriculum, Big Day (in PreK), Unique, Edmentum, integration of TEKS to ensure aligned curriculum K-3 and provide staff development in Math. Strategy's Expected Result/Impact: Increase in effective instruction, professional learning for teachers, increased student performance. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Instructional Resources - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$500	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. Root Cause: Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.
Problem Statement 3: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 5: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Student Learning
Problem Statement 1: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 3: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.

Student Learning

Problem Statement 5: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

School Processes & Programs

Problem Statement 3: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Problem Statement 6: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

















Perceptions

Problem Statement 5: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.

Performance Objective 3: MES will develop and implement a plan to improve attendance to raise attendance by 5%.

Evaluation Data Sources: Summative - PEIMS/Truant Officer/Teacher-Principal and Community in call logs, attendance committee meetings, and school reports.

Strategy 1 Details	Reviews			
Strategy 1: Recognize students with perfect "perfect" attendance, honor roll and participation in extra curricular activities at award ceremonies/activities at the end of each semester and end of year, and class attendance weekly to improve school climate. Strategy's Expected Result/Impact: Maintain a 95% or higher attendance rate every week Staff Responsible for Monitoring: Counselor(s), Principal(s), Registrar, Teacher(s) Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Incentives - 199 General Fund - \$2,000	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize the assistance from community in schools to assist campus on researching excessive absences that could lead to dropouts and strengthen parent-school partnerships. Strategy's Expected Result/Impact: Contact 100% of parents to raise attendance by 20% Staff Responsible for Monitoring: CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Truant Officer Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2 Funding Sources: Incentives - 199 General Fund - \$2,000	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Promote the importance of attendance through staff development, parent information and student activities. Provide attendance incentives each week, each month, each semester and end of year Strategy's Expected Result/Impact: Maintain a 95% or higher attendance rate every week Staff Responsible for Monitoring: CIS Caseworker, Principal(s), Teacher(s), Truant Officer Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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 - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2 Funding Sources: Attendance Incentives - 199 General Fund - 199 E 11 6499 00 101 0 11 000 - \$1,820	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


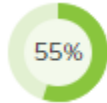






Performance Objective 3 Problem Statements:










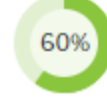






Demographics
Problem Statement 1: MES attendance rate is 95.04% for the 2019-2020 school year. . Root Cause: Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district
Student Learning
Problem Statement 4: MES attendance rate is 95.04% for the 2019-2020 school year. . Root Cause: Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district
School Processes & Programs
Problem Statement 2: MES attendance rate is 95.04% for the 2019-2020 school year. . Root Cause: Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.

Performance Objective 4: The calculated "overall rating" for MES under the state's adopted A-F accountability system will increase by 4 points from an 88 (B) to a 92 (A).

Evaluation Data Sources: TAPR,
STAAR Reports

Strategy 1 Details	Reviews			
Strategy 1: MES will use DMAC software to disaggregate STAAR performance data by ethnicity, gender, socioeconomic status, and special programs and to monitor campus-based assessment data throughout the year for the same categories. Strategy's Expected Result/Impact: Implement a systematic approach to campus data disaggregation. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 5 Funding Sources: Subsistence - 461 Campus Activity Fund - 199 E 36 6411 00 101 0 11 000 - \$300	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Professional development and support on materials that focus on the TEKS will be provided through vendors and in-district personnel. Strategy's Expected Result/Impact: Teachers will understand and utilize TEKS based materials and instruction which is closely aligned to student expectations improving assessment data gathered from campus-based assessments. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5 - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 Funding Sources: - 199-PIC 29 State Comp Ed (SCE), Accelerated Readin - \$2,200, Supplies - 199-PIC 21 State Gifted & Talented (G/T) - 199 E 36 6411 00 101 0 11 000 - \$2,200, - 199-PIC 25 State Bilingual/ESL - \$2,200	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of a balanced literacy approach to ELAR instruction. Strategy's Expected Result/Impact: Reading, Writing and Phonics instruction will occur daily for all students supporting the interconnectivity of the Reading/Writing process. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 5 Funding Sources: Instructional Resources - 199 General Fund - \$5,000	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Students will be provided extended learning opportunities in curriculum areas they are not mastering. Strategy's Expected Result/Impact: Increased test scores will be noted on MES campus-based assessments, STAAR, and NWEA-MAP. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 5 Funding Sources: Instructional Supplies - 199 General Fund - \$1,500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will meet every 9 weeks to unpack the TEKS to develop a deeper understanding of how to model and scaffold these TEKS. CBA data will be disaggregated to determine which TEKS need to be retaught and reassessed. A working scope and sequence will be determined. Strategy's Expected Result/Impact: Scores will improve when teachers are able to deeply understand their content. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Supplies - 461 Campus Activity Fund - 461 Principals Account - \$1,400	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. Root Cause: Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.
Problem Statement 3: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.

Demographics

Problem Statement 4: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Student Learning

Problem Statement 1: 40% of MES students read below grade level in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Problem Statement 2: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Problem Statement 5: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

School Processes & Programs

Problem Statement 3: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

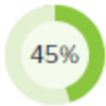



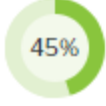



Problem Statement 5: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. **Root Cause:** Lack of adequate instructional resources and professional development.






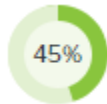






Goal 2: The district will improve Early Childhood Readiness to 80% Grade level Ready (PK-3).

Performance Objective 1: 80% percent of Kinder students will be on grade level or above in Reading, and Math Maps test will improve from Spring 2019 to June 2024.

HB3 Goal

Evaluation Data Sources: NWEA-MAP. CLI, TX-KEA Assessment (K-2 test) TEA Priorities :
Build a foundation of reading and math

Strategy 1 Details	Reviews			
Strategy 1: Every student (PK-2) will utilize Lexia Phonics. Strategy's Expected Result/Impact: 55% increase MAP Assessments Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 Funding Sources: Incentives/Supplies - 199 General Fund - 199 E 11 6399 00 101 0 11 000 - \$500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in Kinder. Strategy's Expected Result/Impact: 33% increase in scores on MAP Assessment Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 5 Funding Sources: Instructional Supplies - 199 General Fund - \$250, Instructional Supplies - 199-PIC 25 State Bilingual/ESL - \$250	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: How: assess beginning, middle, and end of year use guided reading use running records at risk students meet with teacher more often tier groups for tutoring using high, medium, and low rotate teachers per day Analyze NWEA - MAP data in order to screen and identify dyslexia and related disorders at the end of Kindergarten and first grade. Strategy's Expected Result/Impact: 80% of students of students reading on or above grade level. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 5 Funding Sources: Instructional Supplies - 199 General Fund - \$1,500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize instructional material to enhance math curriculum Strategy's Expected Result/Impact: Increase in MAP scores Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 5 - Student Learning 3 - School Processes & Programs 6 - Perceptions 5 Funding Sources: Instructional Supplies - 199-PIC 25 State Bilingual/ESL - \$500, Instructional Supplies - 199 General Fund - \$500	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. Root Cause: Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.
Problem Statement 3: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 4: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.





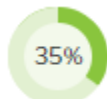







Demographics
Problem Statement 5: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Student Learning
Problem Statement 1: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 2: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 3: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 5: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. Root Cause: Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.
School Processes & Programs
Problem Statement 3: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. Root Cause: Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.
Problem Statement 5: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Problem Statement 6: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Perceptions
Problem Statement 5: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.

Goal 2: The district will improve Early Childhood Readiness to 80% Grade level Ready (PK-3).

Performance Objective 2: The percent of 1st grade students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 42% Spring 2019 to 55% for reading and 34% Spring 2019 to 50% in math by June 2024.

HB3 Goal

Evaluation Data Sources: NWEA-MAP (K-2 test), Guided reading, running records, tier groups for tutoring

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 1st grade. Strategy's Expected Result/Impact: 33% increase in MAP Assessment Scores Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: Instructional Supplies - 199 General Fund - \$1,000, Instructional Supplies - 199-PIC 25 State Bilingual/ESL - \$500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Analyze NWEA - MAP data in order to screen and identify dyslexia and related disorders at the end of Kindergarten and first grade. Strategy's Expected Result/Impact: 33% increase in DMAC Assessment scores Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:









Demographics
Problem Statement 3: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Student Learning
Problem Statement 1: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.

Goal 2: The district will improve Early Childhood Readiness to 80% Grade level Ready (PK-3).

Performance Objective 3: The percent of 2nd grade students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 57% Spring 2019 to 67% for reading and 48% to 50% in math by June 2024.

HB3 Goal

Evaluation Data Sources: NWEA-MAP (2-5 test), Guided reading, running records, tier groups for tutoring

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 2nd grade. Strategy's Expected Result/Impact: 33% increase in MAP Assessment Scores Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 5 Funding Sources: Instructional Supplies - 199-PIC 25 State Bilingual/ESL - \$500, Instructional Supplies - 199 General Fund - \$500	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development. Problem Statement 4: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
Student Learning
Problem Statement 1: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development. Problem Statement 2: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.
School Processes & Programs
Problem Statement 5: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.

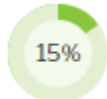











Goal 2: The district will improve Early Childhood Readiness to 80% Grade level Ready (PK-3).





















Performance Objective 4: The percent of PK students who are considered "Kinder Ready" by Spring 2021 will increase in both literacy and math.

HB3 Goal

Evaluation Data Sources: CLI Engage, TX-KEA, Guided reading, running records, tier groups for tutoring

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Evaluate student progress and learning to guide instruction and remediation in PK by assessing multiple domains of development including reading, writing, math, health wellness and language communication. Strategy's Expected Result/Impact: Students will increase success by 30% in Kinder Readiness. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 3 - School Processes & Programs 5, 6 - Perceptions 5 Funding Sources: Instructional Supplies - 199 General Fund - \$1,200	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Complete and publish the High-Qualified PK Self-Assessment tool in order to evaluate the quality of the PK program and define specific pathways for continuous improvement leading to positive child outcomes. Strategy's Expected Result/Impact: Collect information to improve our PK Program Staff Responsible for Monitoring: Principal(s) Curriculum Directors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Scholastic's Big Day curriculum to ensure PreK program meets TEA's High-Quality expectation. (Curriculum) Strategy's Expected Result/Impact: The percent of quality instruction will increase by Spring of 2021 Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize CLI-Engage assessment to ensure PreK program meets TEA's High-Quality expectation. (Student Progress Monitoring). Strategy's Expected Result/Impact: Notification of students levels of knowledge will be sent to parents. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: Instructional Supplies - 199-PIC 25 State Bilingual/ESL - \$1,500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 5 Details	Reviews			
Strategy 5: Maintain a 1:11 ratio in PreK classrooms to ensure PreK program meets TEA's High-Quality expectation. (Teacher to Student Ratio) Strategy's Expected Result/Impact: Higher learning taking place in classroom with a higher percent of students Kinder Readiness. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 1	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: Create, post, and share a Family Engagement Plan containing six required components to ensure PreK program meets TEA's High-Quality expectation. (Family Engagement Plan) Strategy's Expected Result/Impact: It will elevate the parents knowledge of PK Program. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 7 Details	Reviews			
Strategy 7: Submit CLI assessment data in ECDS to ensure PreK program meets TEA's High-Quality expectation. (Data Reporting) Strategy's Expected Result/Impact: Correct Data Reporting to TEA to ensure the PreK Program meets High-Quality instruction. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: Instructional Supplies - 199 General Fund - \$500, Instructional Supplies - 199-PIC 35 State Bilingual/ESL PreKInndergarten - \$1,500	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:







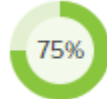





Demographics
<p>Problem Statement 1: MES attendance rate is 95.04% for the 2019-2020 school year. . Root Cause: Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district</p> <p>Problem Statement 3: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p> <p>Problem Statement 4: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p> <p>Problem Statement 5: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p>
Student Learning
<p>Problem Statement 1: 40% of MES students read below grade level in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p> <p>Problem Statement 2: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p> <p>Problem Statement 3: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p> <p>Problem Statement 4: MES attendance rate is 95.04% for the 2019-2020 school year. . Root Cause: Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district</p>
School Processes & Programs
<p>Problem Statement 2: MES attendance rate is 95.04% for the 2019-2020 school year. . Root Cause: Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district</p> <p>Problem Statement 5: 33% of all students met state standard on 3rd grade Reading STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p> <p>Problem Statement 6: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p>
Perceptions
<p>Problem Statement 5: 49% of all students met state standard on 3rd grade Math STAAR in the 2019 school year. Root Cause: Lack of adequate instructional resources and professional development.</p>

Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 1: We 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 classes as well as extra and co-curricular activities for 100% of students.

Evaluation Data Sources: Summative - lesson plans, classroom observations, adherence to year at a glance
Increase alignment of instructional technology tools across the campus
That all students will show growth on campus and state assessments and MAPS.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: College and Career Fair Strategy's Expected Result/Impact: Raise awareness of students what and how much college it will take for a job. Staff Responsible for Monitoring: Campus Administration Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 Funding Sources: Instructional Supplies - 199 General Fund - \$500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students and staff will wear college shirts on Thursday to promote college awareness. Strategy's Expected Result/Impact: -100% of students are aware of different colleges -Students will become familiar with colleges and universities through out the state of Texas. -Teachers and students will engage in conversations about colleges/universities, mascots, locations, and degree opportunities. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Student Learning

Problem Statement 5: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

School Processes & Programs













Problem Statement 3: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 2: Increase participation numbers in UIL and extra-curricular competitions and activities in order to grow critical thinkers.

Evaluation Data Sources: Sign in Sheets, UIL District Competition

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Offer various academic and nonacademic activities. Examples: UIL, Destination Imagination, Spelling Bee, Future Problem Solvers of America Strategy's Expected Result/Impact: Results -Increase student participation in activities. -Increase overall student awareness of what activities are offered at our campus. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college Funding Sources: Instructional materials for UIL - 199 General Fund - 199 E 11 6399 00 101 0 21 000 - \$800	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Build critical thinkers and skilled problem solvers. Strategy's Expected Result/Impact: -Increase engagement and development of student work. -Students will apply these skills in numerous competitive settings. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: Materials needed for competition - 199-PIC 21 State Gifted & Talented (G/T) - 199 E 11 6399 00 101 0 21 000 - \$410	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


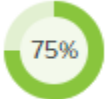










Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 3: Promote student leadership opportunities on campus.

Evaluation Data Sources: Service Projects

Sign in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase student participation in volunteer opportunities through student council, Destination Imagination, and service projects. Strategy's Expected Result/Impact: -Increase student skills in socialization, self-reliance, independence, sportsmanship and social awareness. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 Funding Sources: Instructional Supplies - 199 General Fund - \$500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for students to participate in various clubs such as art, running, cooking, and gardening. Strategy's Expected Result/Impact: -Provide a way in which students can express themselves artistically. -Build well rounded individuals. - Support students with various interest outside of academics. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. Root Cause: Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Student Learning

Problem Statement 5: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

School Processes & Programs

















Problem Statement 3: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 4: Create a digital learning environment through the use of technology for authentic learning.

Evaluation Data Sources: Digital Logs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize technology and teach skills needed for laptops, Chrome tablets, SMART Boards, interactive apps and programs. Strategy's Expected Result/Impact: -Students will gain technology skills. -Promote independent learning through a variety of devices. -Increase student engagement during instruction. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 Funding Sources: Instructional Supplies - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$5,500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement and teach digital learning platforms such as Google Suite, online textbooks, and other educational programs. Strategy's Expected Result/Impact: -Students will be able to navigate their online learning. -In emergency situations, teachers can continue to teach students both synchronously and asynchronously. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teach and promote digital citizenship and effective use of technology using commonsense.org. Strategy's Expected Result/Impact: -Exhibit responsible, safe and ethical digital etiquette. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Student Learning

Problem Statement 5: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

School Processes & Programs





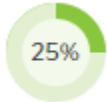



Problem Statement 3: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Goal 4: The district will continue to recruit, support, and retain high-quality teachers and administrators.

Performance Objective 1: Spend the time vetting teachers to ensure they hold the values and beliefs that we hold high as a campus and district as well as have the knowledge and skills to maximize student performance.

Evaluation Data Sources: T-TESS Rubric MAPS Results, STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: Utilize the district resources such as ESC2 Recruit Hire to review high quality candidates. Strategy's Expected Result/Impact: Quality teachers ensure greater student success. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide PLC opportunities for vertical training between grade levels above and below each grade to ensure understanding of STAAR and EOC expectations and rigor. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd) Strategy's Expected Result/Impact: Improve teacher efficacy, professional learning, and planning which results in higher achievement. Better alignment between taught and tested curriculum. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 - Additional Targeted Support Strategy Funding Sources: supplies and food - 461 Campus Activity Fund - \$800	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development activities to maintain highly qualified and motivated staff. Strategy's Expected Result/Impact: Greater knowledge of written and tested curriculum, student data, and increased knowledge of best practices. MAPS Results	Formative			Summative
	Sept	Dec	Feb	June

<p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: 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</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies - 461 Campus Activity Fund - \$2,500</p>	<div><div></div><div>40%</div></div>	<div><div></div><div>60%</div></div>	<div><div></div><div>85%</div></div>	<div><div></div></div>
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 4: The district will continue to recruit, support, and retain high-quality teachers and administrators.

Performance Objective 2: Create and implement a professional learning plan that provides professional learning opportunities each year and using a variety of learning modalities(i.e. auditory, visual, kinesthetic)

Evaluation Data Sources: Increase student achievements and increase leadership effectiveness.

















Strategy 1 Details	Reviews			
Strategy 1: Continue Professional Learning Communities to improve academic conversations, Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Strategy's Expected Result/Impact: Ensure implementation of effective differentiated teaching strategies that will improve student achievement Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase teacher quality by providing ongoing job embedded professional development on research-based best practices Including additional time for grade level planning (half day planning) Strategy's Expected Result/Impact: Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Increased teacher efficacy in planning for differentiation and individualized learning resulting in great student interest and performance. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide training through DMAC and MAPS to support data driven instruction. Strategy's Expected Result/Impact: Using data to do purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Increased teacher efficacy in planning for differentiation and individualized learning resulting in great student interest and performance. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 1: Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement while maintaining a balanced fiscal budget

Evaluation Data Sources: Maintain district FIRST rating; maintain district bond rating










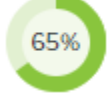






Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: MES will maintain a balanced fiscal budget. Strategy's Expected Result/Impact: Budget Review, Summative, Documentation Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create and maintain a central inventory program to keep track of school assets. Strategy's Expected Result/Impact: Control loss of items Expenditures lower Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Lower energy use at the MES by turning off lights when room is not in use, turning off computers when not in use, and closing doors when air conditions are in use. Strategy's Expected Result/Impact: Lower energy bills Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 2: Provide a safe and secure positive environment for students, faculty, and staff.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development on effective classroom discipline, management techniques and conflict resolution. Strategy's Expected Result/Impact: Decrease discipline referrals by 5% Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain a positive safe environment which supports social, emotional, physical health and well-being of students, staff and community. Strategy's Expected Result/Impact: Positive school environment Staff Responsible for Monitoring: Campus Administration and Coach ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 Funding Sources: Supplies - 199 General Fund - Code 23 - \$2,400	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide presentations and training and resources to campus and community to more effectively address identified student safety areas; Student support through individual/small group counseling, Bullying/Cyber-bullying, Misuse of Technology resources and internet. Strategy's Expected Result/Impact: Decrease in referrals by 5% Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: Motivational supplies - 199 General Fund - \$150	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Develop and practice an all-hazards emergency plan including by not limited to: fire, lock-down, severe weather, and bomb threat drills. Strategy's Expected Result/Impact: Smooth running drills and quick reactions in the even of an emergency. Staff Responsible for Monitoring: Campus Administration Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 5 Details	Reviews			
Strategy 5: Develop and implement strategies for drug awareness and prevention designed to create environments and conditions that support behavioral health and the ability of students to withstand challenges and become college ready. Strategy's Expected Result/Impact: -Student support -Students will have an increase in drug awareness. -Drug awareness will assist in decreased rate of student experimentation. Staff Responsible for Monitoring: Campus Administration and Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 Funding Sources: Supplies for Drug Awareness Week - 199 General Fund - \$150	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: CPI Training Strategy's Expected Result/Impact: -Respond to physical situations using safe and appropriate techniques. Staff Responsible for Monitoring: -SPED -Admin -Campus Behavior Team Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 7 Details	Reviews			
Strategy 7: Create and implement a Crisis Response Team. Strategy's Expected Result/Impact: -The team will identify and support students in mental health crisis. Staff Responsible for Monitoring: -Campus Administrators -Counselor -Mental Health Therapist Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. Root Cause: Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Student Learning

Problem Statement 5: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.













School Processes & Programs

Problem Statement 3: 55% of MES teachers need training and strategies that address the social and emotional learning needs of students. **Root Cause:** Social and Emotional Learning practices, paired with the Mathis ISD structures and routines, were not consistently implemented and monitored to promote changes in the behaviors of the teachers who educate them.

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 3: Implement an anti-drug campaign.













Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Schedule Red Ribbon Week activities to promote drug awareness. Strategy's Expected Result/Impact: -Students will have an increase in drug awareness. -Drug awareness will assist in decreased rate of student experimentation. Staff Responsible for Monitoring: -Counselor -Administration Title I Schoolwide Elements: 2.5 - Additional Targeted Support Strategy Funding Sources: Drug awareness supplies for students - 199 General Fund - \$150	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus counselor will schedule lessons throughout the school year focusing on the effects of drug use. Strategy's Expected Result/Impact: -The counselor will educate on the impact and effects of drug use. -The lessons will work to facilitate an open line of communication. Staff Responsible for Monitoring: -Counselors Title I Schoolwide Elements: 2.5 - Additional Targeted Support Strategy Funding Sources: - 199 General Fund - \$50	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 4: Provide a learning environment that is equitable for all students, and student behavioral, character and social needs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide counselor pamphlets, topics in newsletters, and brochures for any health and human services available as well as informational texts. MES will make these available in print, campus newsletter, and the campus website. Strategy's Expected Result/Impact: -These resources will increase school to home communication. -These resources will provide students and families with mental health resources. Staff Responsible for Monitoring: -Administration -Counselor Title I Schoolwide Elements: 2.5 - Additional Targeted Support Strategy Funding Sources: - 199 General Fund - \$150	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing RTI process which includes school counselor and/or MISD mental health counselor to support students with behavioral, character, and social needs. Strategy's Expected Result/Impact: -Lessons will assist to increase appropriate classroom and social behaviors. -Increase positive behaviors in students with specific needs. Staff Responsible for Monitoring: -Counselor -Teachers -Mental Health Therapist Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Mathis Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6112 00 101 0 11 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$25,050.00
6100 Subtotal:		\$25,050.00
6200 Professional and Contracted Services		
199 E 11 6219 00 101 0 11 000	6216 Professional Services - Locally Defined	\$1,069.50
6200 Subtotal:		\$1,069.50
6300 Supplies and Services		
199 E 11 6399 00 101 0 11 000	6399 General Supplies	\$15,335.00
199 E 11 6399 00 101 0 21 000	6399 General Supplies	\$8,020.00
199 E 11 6399 00 101 0 25 000	6399 General Supplies	\$7,010.00
199 E 11 6399 00 101 0 30 000	6399 General Supplies	\$5,680.00
199 E 11 6399 17 101 0 30 000	6399 General Supplies	\$900.00
199 E 11 6399 PE 101 0 11 000	6399 General Supplies	\$1,770.00
199 E 11 641100101030000	6399 General Supplies	\$7,318.00
199 E 13 6399 00 101 0 11 000	6399 General Supplies	\$2,200.00
199 E11649900101011000	6399 General Supplies	\$1,820.00
199E12639900101011000	6399 General Supplies	\$1,020.00
199E23639900101011000	6399 General Supplies	\$5,170.00
199E31639500101011	6399 General Supplies	\$1,675.00
199E36639902101011000	6399 General Supplies	\$200.00
199E366399DI101011000	6399 General Supplies	\$800.00
6300 Subtotal:		\$58,918.00
6400 Other Operating Costs		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199E116499SR101 1011000	6410 Travel, Subsistence and Stipends	\$2,242.00
199E13641100101011000	6411 Employee Travel	\$3,700.00
199E23641100101011000	6411 Employee Travel	\$6,000.00
199E31641100101011000	6411 Employee Travel	\$1,335.00
199E36641100101011000	6411 Employee Travel	\$400.00
199E36641202101011000	6412 Student Travel	\$1,640.00
199E366412DI101011000	6412 Student Travel	\$1,902.00
199E13649900101011000	6499 Miscellaneous Operating Costs	\$718.00
6400 Subtotal:		\$17,937.00

Personnel for Mathis Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Lara-Vidaurre	Teacher		1.0
Anna Leal	Teacher		1.0
Aubrey Adams	Teacher		1.0
Brenda Alaniz	Teacher		1.0
Brenda Leal	Counselor		1.0
Carolina Salinas	Teacher Assistant		1.0
Christi Nitzel	Teacher		1.0
Cristina Barrera	Teacher		.9899
Cynthia Jimenez	Teacher		1.0
Enedina Deleon	Teacher Assistant		1.0
Erica Paiz Vasquez	Teacher		1.0
Isidra Torres	Teacher Assistant		1.0
Isreal Garcia	Campus Support-Technology		1.0
Jennifer Ramirez	Teacher Assistant		1.0
Jessica Reyes	Music Teacher		1.0
Joanna Hinojosa	Teacher Assistant		1.0
Lindsay Romero	Teacher		.9883
Lydia Perez Martinez	Teacher Assistant		1.0
Margaret Echhoff	Assistant Princip		1.0
Marivel Ortiz	Teacher Assistant		1.0
Mary Del Moral	Teacher Assistant		1.0
Ostolia Garcia	Teacher		1.0
Rebecca Barns	Teacher Assistant		1.0
Rosalinda Guzman	Teacher		1.0
San Juanita Gonzales	Teacher		1.0
Sandra Quinonez	Teacher Assistant		1.0
Thania Zamora	Teacher Assistant		1.0
Thania Zamora	Teacher Assistant		1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tracy Rodriguez	Teacher		1.0
Vanessa Campuzano	Campus Support-Library Assistant		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA was developed with teacher and staff input and was based on needs of students in order to progress. Programs were evaluated and decided on whether or not they would be utilized based on effectiveness. Members analyzed data to make such determinations and projected growth; hence changing some needs of the campus in order to improve. Teachers and staff were involved in the process of analyzing what worked and what could be improved and changed.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Teachers and staff members met periodically to develop CIP. Campus data and needs were revised and committee developed strategies that would lead to campus improvement.

2.2: Regular monitoring and revision

Regular check ups on DMAC are conducted in order to ensure students are attaining required growth in the appropriate time. Data disaggregation and analyses of MAP data is used to determine plans for growth and for meeting state standards.

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

Our CIP will be made available to parents through our school website(<http://mathisisd.org/>) and in our parent meetings as well. The campus comprehensive needs assessment and campus improvement plan are posted on the school website. A hard copy of the plans are available for any staff member or parent upon request.

2.4: Opportunities for all children to meet State standards

One to one instruction is provided to our students for State exams. After school tutorials and Intervention weeks will be made available to students for remediation and intervention for STAAR prep. In house STAAR prep Academies will be done 3 weeks prior to each exam to assist students with Exam prep.

2.5: Increased learning time and well-rounded education

Teachers and Counselors will continue to work together monitoring student progress in RTI meetings.

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

One to one instruction is provided to our students for State exams. After school tutorials and Intervention weeks will be made available to students for remediation and intervention for STAAR prep. In house STAAR prep Academies will be done 3 weeks prior to each exam to assist students with Exam prep. In class support by SPED teacher as well as supplemental aids for EL's is provided to our at risk students to supplement their learning. Lexia and Reading Plus is used to help students increase in their reading levels.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents and staff members collaborate to develop a plan as to how to increase parent involvement, communication and participation. Policy includes communication via REMIND app as well as school messenger, MES Facebook Page, and mail out

3.2: Offer flexible number of parent involvement meetings

We will offer several opportunities per semester to ensure that parents feel welcome at MES. Parents will be invited to school events and meetings twice a semester. Times for meetings will vary to allow parents different times in the day for an opportunity to be able to participate.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Jiminez	Teacher	Title 1	1.0
Ernasto Deluna	Truancy Officer	Title 1	25%
Lacey Brauchle	Curriculum Director	Title 1	25%
Lisa Barba	Teacher	Title 1	1.0
Rosalinda Guzman	Teacher	Title 1	1.0
Veronica Gutierrez	Curriculum Director	Title 1	25%

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials	199 E 11 6399 00 101 0 11 000	\$15,335.00
1	1	5	Instructional Resources		\$1,500.00
1	1	7	Incentives		\$2,500.00
1	3	1	Incentives		\$2,000.00
1	3	2	Incentives		\$2,000.00
1	3	3	Attendance Incentives	199 E 11 6499 00 101 0 11 000	\$1,820.00
1	4	3	Instructional Resources		\$5,000.00
1	4	4	Instructional Supplies		\$1,500.00
2	1	1	Incentives/Supplies	199 E 11 6399 00 101 0 11 000	\$500.00
2	1	2	Instructional Supplies		\$250.00
2	1	3	Instructional Supplies		\$1,500.00
2	1	4	Instructional Supplies		\$500.00
2	2	1	Instructional Supplies		\$1,000.00
2	3	1	Instructional Supplies		\$500.00
2	4	1	Instructional Supplies		\$1,200.00
2	4	7	Instructional Supplies		\$500.00
3	1	1	Instructional Supplies		\$500.00
3	2	1	Instructional materials for UIL	199 E 11 6399 00 101 0 21 000	\$800.00
3	3	1	Instructional Supplies		\$500.00
5	2	2	Supplies	Code 23	\$2,400.00
5	2	3	Motivational supplies		\$150.00
5	2	5	Supplies for Drug Awareness Week		\$150.00
5	3	1	Drug awareness supplies for students		\$150.00
5	3	2			\$50.00
5	4	1			\$150.00
Sub-Total					\$42,455.00
Budgeted Fund Source Amount					\$48,997.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$6,542.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supplies	199 E 36 6411 00 101 0 11 000	\$2,200.00
3	2	2	Materials needed for competition	199 E 11 6399 00 101 0 21 000	\$410.00
					Sub-Total
					\$2,610.00
					Budgeted Fund Source Amount
					\$8,020.00
					+/- Difference
					\$5,410.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional Resources		\$1,200.00
1	4	2			\$2,200.00
2	1	2	Instructional Supplies		\$250.00
2	1	4	Instructional Supplies		\$500.00
2	2	1	Instructional Supplies		\$500.00
2	3	1	Instructional Supplies		\$500.00
2	4	4	Instructional Supplies		\$1,500.00
					Sub-Total
					\$6,650.00
					Budgeted Fund Source Amount
					\$7,010.00
					+/- Difference
					\$360.00
199-PIC 29 State Comp Ed (SCE), Accelerated Readin					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Resources		\$500.00
1	1	6	Incentives		\$250.00
1	4	2			\$2,200.00
					Sub-Total
					\$2,950.00
					Budgeted Fund Source Amount
					\$5,680.00
					+/- Difference
					\$2,730.00

199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Materials		\$500.00
1	1	10	Equipment	SpEd Funding	\$1,000.00
1	2	4	Instructional Resources		\$500.00
3	4	1	Instructional Supplies		\$5,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$13,898.00
+/- Difference					\$6,398.00
199-PIC 35 State Bilingual/ESL PreKlndergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials		\$1,500.00
2	4	7	Instructional Supplies		\$1,500.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$7,010.00
+/- Difference					\$4,010.00
199-PIC 36 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Subsistence	199 E 36 6411 00 101 0 11 000	\$300.00
1	4	5	Supplies	461 Principals Account	\$1,400.00
4	1	2	supplies and food		\$800.00
4	1	3	Supplies		\$2,500.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$6,010.00
+/- Difference					\$1,010.00

461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$70,165.00

Addendums