Mathis Independent School District

Mathis Middle School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

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

Vision

Building Minds Together

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Comprehensive Needs Assessment

Demographics

Demographics Summary

MMS is a Title I, grade 6-8, public school campus in Mathis, Tx. The campus has an enrollment of 392 students. The campus serves a majority Hispanic population through a number of special programs: gifted/talented, ESL, special education, fine arts, athletics, and migrant.

The City of Mathis- population 4,942- is situatied on the far western end of the county, off Interstate 37 and Texas Highway 359. More than 25,000 vehicles travel on these two corridors daily. Mathis is the home of a beautiful and widely visitied lake providing the perfect leisure and recreation opportunity The area's primary industry is agriculture. Most residents commute to nearby Corpus Christi and are employed in various professional, manufacturing and petrochemical jobs.

The campus has an average class size of 18.4.

MMS is comprised of 95.4% of hispanic students, 3.3% of white students, 0.5% of African-American students, and 0.5% of American Indian Students for the 2019-2020 school year. The campus has an attendance percentage of 94%, which is a decrease from the 94.9% from the previos year. MMS has identified 6.9 % of its students as gifted and talented, 1.3% as limited english proficiency, 1.3% as english as a second language and 11.7% as special education. As reported in the 2018-2019 Texas Academic Performance Report, MMS had 84.2% of economically disadvantaged students, this is significantly higher than the stated 60.6% average. In addition MMS has a 14% mobility rate.

MMS employs a highly qualified, talented staff. MMS has consistently maintained less than a ___% turnover rate. 90.4% of the campus' staff is made of professionals, including 5 staff members holding masters degrees. Years of Experience: 20.1% beginning teacher, 47% 1.5 years, 9.4% 6-10 years, 4.7% 11-20 years, 18.8%over 20 years. MMS teachers have gifted and talented certificates, special education certificates, and ESL certificates to service our student population.

Previous year enrollment 392, projected enrollment for 2021-2022 school year is _____

Demographics Strengths

Mathis Middle School has many demographic strengths including:

1. The staff demographic mirrors the student population

2. An excellent representation of students participate in extracurricular sports, activities, and after school programs

3. Reduction of staff turn over rate has helped build stronger relationships.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Address needs of students who are one or more years below grade level. **Root Cause:** Limited fundamental background knowledge.

Problem Statement 2: MMS students, grade 6-8, had an attendance rate of ___%, in the 2019-2020 school year. **Root Cause:** Attendance committee was inconsistent in holding attendance meetings, creating and reviewing contracts, and implementing student incentives.

Student Learning

Student Learning Summary

Student Achievement

Mathis Middle School received TEA distinctions in 2019 in academic achievement in ELA/Reading, academic achievement in Social Studies, top 25 percent: comparative closing the gaps, and postsecondary readiness. While these areas have seen improvments in recent years, data from both STAAR and NWEA MAPS have shown that scores tend to fluctuate from acceptable to unacceptable. There is a definate need to develop a more sound RTI program to further close learning gaps for these students.

The use of TEKS Resource System is being used to drive the instructional delievery with the use of the Year at a Glance (YAG) and the Instructional Focus Document (IFD). Vertical aligment planning has been provided to MMS and MHS staff to ensure validity and smoothness of student progress.

Please see attached adendum: MAPS Winter 2020 Data, MAPS Winter 2020 Speical Populations Data, MAPS Winter 2020 Ethnicity Data

This campus needs assesment is based on NWEA MAPS testing, Winter of 2020. The assessment analyzes differences between student groups and grade levels. The needs assessment looked at student achievement for students in state special allotment programs: gifted/talented, bilingual/ESL, and special education.

Student Learning Strengths

MMS has a collaborative atmosphere and high level of communication occurs between grade level teachers as well as between teachers of the same content.

Mathis Middle School students are continuing to learn and make progress towards the goal of 90% of all students at the approaching level. According to NWEA Winter MAPS data, 76% of all students in reading and 71% of all students in math were at the approaches level.

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

Instructional:

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

Data Driven Instruction- MMS uses a 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 interventio groups and spiraling of TEKS.

Appraisal Instrument- Mathis Middle School has implemented the T-TESS teacher evaluation system. All teachers have been trained in both goal setting and T-TESS dimentions. The evaluation system has four dimentions including planning, instruction, learning environment, and professional practices and responsibilities. These four 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 eight students per teacher.

Master Schedule- MMS works diligently to create a master schedule that is conductive to teaching and learning. Our teachers have 45 minutes of uninterrupted teaching daily with students for all core and extracurricular classes. From grouping of students, teacher content specialization, increased class time, decreased class size, and built in tutorial time, the campus has increased in effectiveness.

Curricular:

Research Based Curriculum- Mathis Middle School follows TEKS Resource System (TRS) and Pearson curriculum and assessments.

Assessment:

Data and Assessments- MMS uses NWEA MAPS assessment three times a year to track student progress and provide intervention. In addition, Reading Plus Diagnositic 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- MMS has a built in tutorial period for all, tier 1-3 students. Teachers use this to groupnstudents 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:

We believe in investing in our teachers and support staff, to foster growth in becoming experts in their craft. In addition, 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. Our programs are specifically tailored for our student population. Our program is unique, and offers opportunities for innovation, creativity, and "intense intervention" among students, faculty, and staff.

At Mathis Middle School all teachers and staff meet the "Highly Qualified" status. We have had little turnover in staff this year. New teachers participate in our "New Teachers Academy" created last school year. MMS is dedicated to creating a collaborative environment to meet the needs of all students. Supporting increasing teacher leadership is a goal for the upcoming school year. Professional development opportunities to support exceptional instruction are offered and include:

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

Pearson

Google Classroom

Google Meets

Recuitment/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, MMS has a positive and supportive campus climate.

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 teachers orientation, Texas Teacher Evaluation and Support System (T-TESS), technology, TEKS Resource System, and Skyward.

School Processes & Programs Strengths

1. Community outreach is ongoing through the use of school website, Facebook, and weekly family update

2. Grade level Flex periods which allows for small group tutorials, and reading intervention through use of Reading Plus

3. Regular faculty meetings increasing campus communication

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

1. Mathis Middle School students have many opportunities to participate in student athletics, groups and activities (Football, Volleyball, Basketball, Track, Tennis, Cross Country, MMS Band, NJHS, Art Club, Student Council, Cheerleading, and UIL) which make school an enjoyable place for students.

2. MMS emphasizes character development using LEAPS program and counseling lessons on social and emotional behavior

Attendance-

Year	Percentange
2015-2016	93.9%
2016-2017	94.9%
2017-2018	94%
2018-2019	
2019-2020	

Perceptions Strengths

Mathis Middle School students, staff and parents feel safe and valued. Communication between staff and parents has and continues to increase creating an increased feeling of positivity in the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent/Guardian participation as a partner to help meet student individual academic needs. **Root Cause:** Limited time by all parties available. (Address by semester surveys)

Priority Problem Statements

Problem Statement 1: Address needs of students who are one or more years below grade level.
Root Cause 1: Limited fundamental background knowledge.
Problem Statement 1 Areas: Demographics

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

Problem Statement 3: All students are not meeting the goal of growth on STAAR.
Root Cause 3: Students need more time to focus on individual needs specific to their academic area of struggle.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: MMS has been inconsistent with specific "intense intervention" program implementation.
Root Cause 4: Implemented programs have lacked follow-through or not given appropriate support before being allowed to make a difference (no programmatic stability)
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent/Guardian participation as a partner to help meet student individual academic needs.
Root Cause 5: Limited time by all parties available. (Address by semester surveys)
Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Mathis I.S.D. students will perform at the meets level or higher on all state assessments and make a year's growth each year in reading and math.

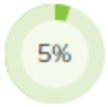
Performance Objective 1: Make English/Language Arts/ Reading, Writing, Math, Science and Social Studies a priority and provide necessary support for targeted populations. The percentage of all students passing the STAAR test at the Phase I Level II or above will increase by 10% for All students, Hispanic, Economically Disadvantaged, Special Ed, and LEP for the 2020-2021 school year.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Use the Texas Resource System (TRS) Year at a Glance and Instructional Focus Document as a lesson plan framework. Other curriculum/resources will be used as a supplement to enrich the curriculum. (CSF: 1) (Target Group: All)	100%	100%	100%	
Strategy's Expected Result/Impact: 1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. Increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations. 4. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations.				
Staff Responsible for Monitoring: Principal (s), Special Ed Teachers, Teacher(s)				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Assess and monitor ELA learning using common formative assessments, walk- throughs and evaluations. (CSF: 1, 2, 7) (Target Group: All) **Strategy's Expected Result/Impact:** 1. Increase the teachers ability to perform tasks. 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations. 3. That all students will show growth on campus and state assessments. **Staff Responsible for Monitoring:** Consultants, Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	70%	80%	95%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: Disaggregated data using DMAC which will allow for teachers to plan instruction, interventions, and enrichment. (CSF: 1, 2) (Target Group: All) **Strategy's Expected Result/Impact:** 1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments. **Staff Responsible for Monitoring:** Principal(s), Teacher(s **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4: Reading Interventions, tutors, reading programs such as Reading Plus, Edmentum (Exact Path), Edgenuity, Learning Farm, and Study Island will be utilized for all students. **Strategy's Expected Result/Impact:** 1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. That all students will show growth on campus and state assessments. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** - 199 General Fund				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Address needs of students who are one or more years below grade level. **Root Cause**: Limited fundamental background knowledge.
Student Learning
Problem Statement 1: All students are not meeting the goal of growth on STAAR. **Root Cause**: Students need more time to focus on individual needs specific to their academic area of struggle.
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.
School Processes & Programs
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause**: Implemented programs have lacked follow-through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Goal 1: Mathis I.S.D. students will perform at the meets level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 2: Develop and implement a plan to improve attendance, completion and dropout rates.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Campus PEIMS clerk, administration, and truant officer will notify parents about student attendance records. (CSF: 1, 5, 6) (Target Group: All) **Strategy's Expected Result/Impact:** 1. This will result in 98% attendance rate every six weeks. 2. Positive communication and more informed Community. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), Registrar, Truant Officer **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1	75%	75%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Charges will be filed against parents and students who are not compliant with the state compulsory attendance law. (CSF: 1, 6) (Title I SW: 1) (Title I TA: 1) (Target Group: all) **Strategy's Expected Result/Impact:** 1. This will result in 98% attendance rate every six weeks. 2. Positive communication and more informed Community. **Staff Responsible for Monitoring:** Principal(s), Registrar, Truant Officer **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 - Perceptions 1	70%	75%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: Organize incentives for students who have good attendance by attendance committee that will consist of administrators, and PEIMS clerk. (CSF: 1, 5) (Target group: all) Resources: (L) Local Fund **Strategy's Expected Result/Impact:** 1. This will result in 98% attendance rate every six weeks. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), Registrar, Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 - Perceptions 1 **Funding Sources:** - 461 Campus Activity Fund, - 199 General Fund	60%	75%	80%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Address needs of students who are one or more years below grade level. **Root Cause**: Limited fundamental background knowledge.
Student Learning
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.
Perceptions
Problem Statement 1: Parent/Guardian participation as a partner to help meet student individual academic needs. **Root Cause**: Limited time by all parties available. (Address by semester surveys)

Goal 1: Mathis I.S.D. students will perform at the meets level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 3: MMS will implement activities described in the 21st Century Grant and Gear-Up grant for the 2020-2021 school year addressing the Critical Success Factors.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: The campus will use data to identify and implement a research-based instructional program and work to vertically align according to state standards by participating in professional development. (CSF 1,2) (Target Group: All)	100%	100%	100%	
Strategy's Expected Result/Impact: 1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments. 3. 100% of students meeting or exceeding their target goals each nine weeks. 4. Building gap skills so that students are more successful on grade level skills and content. 5. Increase the teachers ability to perform tasks. 6. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations.				
Staff Responsible for Monitoring: Consultants, District Administration, Principal(s), Teacher(s)				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1				
Funding Sources: - 199 General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: The campus will work to increase learning time including bell-to-bell instruction, more effective instructional strategies, higher levels of student engagement, flexible scheduling options. (CSF 1,3,7) (Title I SW: 1,2,10) (Target group all) Resources: (F) Title I, (L) Local Fund, (S) Priorities Grant **Strategy's Expected Result/Impact:** 1. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations. 2. Decrease in the number of discretionary DAEP and ISS placements. **Staff Responsible for Monitoring:** Consultants, Counselor(s), Principal(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** - 274 GEAR-UP, - 211 Title I, Part A, - 199 General Fund	75%	75%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: A Communities in Schools caseworker will continue to engage the community with the school through a variety of activities. (CSF 1,5,6) (Target Group: All) Resources: (S) Local Fund, (S) Priorities Grant **Strategy's Expected Result/Impact:** 1. Positive communication and more informed Community. 2. That 50% of parents will be involved in 3 activities during the school year. **Staff Responsible for Monitoring:** CIS Caseworker, Counselor(s), Principal(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 General Fund	75%	75%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Address needs of students who are one or more years below grade level. **Root Cause**: Limited fundamental background knowledge.
Student Learning
Problem Statement 1: All students are not meeting the goal of growth on STAAR. **Root Cause**: Students need more time to focus on individual needs specific to their academic area of struggle.
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.
School Processes & Programs
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause**: Implemented programs have lacked follow-through or not given appropriate support before being allowed to make a difference (no programmatic stability)
Perceptions
Problem Statement 1: Parent/Guardian participation as a partner to help meet student individual academic needs. **Root Cause**: Limited time by all parties available. (Address by semester surveys)

Goal 2: Mathis I.S.D. will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

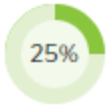
Performance Objective 1: MMS will have the flexibility to hire community college instructors, university professors, or internal applicants seeking assignments outside of their traditional certification area. The exception would not include special education and bilingual teachers; they must continue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

Evaluation Data Sources: Summative - Teacher signature pages, Attendance, Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Ability to hire non-certified specialist to teach various trades **Strategy's Expected Result/Impact:** 1. Offer more real life experiences for students. 2. Offer insight into real world careers to students. **Staff Responsible for Monitoring:** Superintendent, Board, Principal(s), **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Survey students about Stem and vocational Classes **Strategy's Expected Result/Impact:** 1. Create career paths in high interest areas. 2. Create high school endorsements in high interest career paths. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), and Gear Up Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: After school programs geared toward STEM and Vocation **Strategy's Expected Result/Impact:** 1. Create career paths in high interest areas.				

2. Create high school endorsements in high interest career paths. **Staff Responsible for Monitoring:** Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: All students are not meeting the goal of growth on STAAR. **Root Cause**: Students need more time to focus on individual needs specific to their academic area of struggle.
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.

Goal 2: Mathis I.S.D. will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Create and distribute student information with appropriate personnel: modifications for special education students, accommodations for 504 students, and LPAC information. (CSF: 1, 7) (Target Group: LEP, SPED, 504) **Strategy's Expected Result/Impact:** 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Continue to provide support for Migrant, At- risk, Special Education, LEP, and Gifted and Talented student populations with supplemental services and resources provided by the district. Continue interventions to accelerate students to grade level Readiness and Supporting standards mastery. (CSF: 1) (Target Group: Migrant, LEP, SPED, GT, At Risk) Resources: (F) Title III, Bilingual/ESL, (O) Special Ed Funding **Strategy's Expected Result/Impact:** 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. **Staff Responsible for Monitoring:** Counselor(s), District Coordinator of School Improvement (DCSI), Principal(s), Professional Service Provider (PSP), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 199-PIC 25 State Bilingual/ESL, - 199-PIC 23 State Special Education (SpEd)	75%	75%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: Implement accommodations, support and intervention to accelerate special education students not demonstrating mastery of grade level reading and math. (CSF: 1) (Target Group: SPED) Resources: (O) Special Ed Funding **Strategy's Expected Result/Impact:** 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. **Staff Responsible for Monitoring:** Counselor(s), Director of Special Services, Principal(s), Special Ed Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 199-PIC 23 State Special Education (SpEd)	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4: Teachers will implement differentiated instructional strategies and incorporate English Language Proficiency Standards (ELPS) for Limited English Proficient (LEP) students. (CSF: 1) (Target Group: LEP) **Strategy's Expected Result/Impact:** 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. **Staff Responsible for Monitoring:** Counselor(s), Director of Special Services, Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2	80%	80%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5: Identify and support priority-for-services migrant students who need supplemental interventions including an on-campus migrant tutor. (CSF: 1) (Title I SW: 1,10) (Title I TA: 1,4) (Target Group: Migrant) Resources: (F) Title I Migrant **Strategy's Expected Result/Impact:** 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. **Staff Responsible for Monitoring:** Counselor(s), Mentors, Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** - 212 Title I, Part C - Migrant	75%	80%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 6: Continue to appropriately identify, assess and serve students with Dyslexia. (CSF: 1) (Target Group: Dyslexia) **Strategy's Expected Result/Impact:** 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 7: Provide horizontal and vertical planning time in order for teachers to analyze data and make data driven decisions to implement interventions, reteaching, prescriptive tutorials, small groups, assessments, and flexible scheduling. (CSF 1, 2, 4) (Title I SW: 1,2) (Title I TA: 1,2,3) **Strategy's Expected Result/Impact:** 1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments. 3. 100% of students meeting or exceeding their target goals each nine weeks. 4. Building gap skills so that students are more successful on grade level skills and content. 5. Increase the teachers ability to perform tasks. 6. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations. **Staff Responsible for Monitoring:** Consultants, Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 8: Continue ongoing monitoring of instruction. (CSF 1, 7) (Target Group: All) **Strategy's Expected Result/Impact:** 1. Increase in the teachers ability to perform tasks. 2. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations. 3. That all students will show growth on campus and state assessments. **Staff Responsible for Monitoring:** District Administration, Instructional **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1	100%	100%	100%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 9: Train teachers in the RTI process in order to track student data in DMAC. This data will determine the Tier of intervention each student requires. (Title I SW: 1) (Target **Strategy's Expected Result/Impact:** 1. To implement a tier system of intervention that addresses the needs of all students. 2. That all students will show growth on campus and state assessments. **Staff Responsible for Monitoring:** Director of Special Services, District Administration, PLC Coordinator (s), Principal(s), Teacher(s), Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**	65%	95%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Address needs of students who are one or more years below grade level. **Root Cause**: Limited fundamental background knowledge.

Student Learning

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

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

School Processes & Programs

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

Goal 2: Mathis I.S.D. will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 3: Close the achievement gap by using student data to provide an individual instructional plan for every student, including System Safeguards to address the area of all Special Education students.

Evaluation Data Sources: Summative - sign ins, DMAC reports, Lesson plans, walkthrough data, unit assessment/benchmark, agenda, sign ins, student documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Improve academic performance using data to drive instruction. (Title I SW: 2) (Target Group: All, SPED, 6th, 7th, 8th)	15%	20%	25%	
Strategy's Expected Result/Impact: 1. 100% of students meeting or exceeding their target goals each nine weeks. 2. Building gap skills so that students are more successful on grade level skills and content. 3. Increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations. 4. Increase in the teachers ability to perform tasks. 5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations.				
Staff Responsible for Monitoring: Consultants, Counselor(s), Department Heads, Principal (s), Teacher(s)				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: Student Learning 1, 2 - School Processes & Programs 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

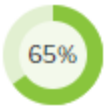
Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: All students are not meeting the goal of growth on STAAR. **Root Cause**: Students need more time to focus on individual needs specific to their academic area of struggle.
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.
School Processes & Programs
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause**: Implemented programs have lacked follow-through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Goal 2: Mathis I.S.D. will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 4: Provide an effective and equitable support system for student behavioral, character and social needs.
Implement an anti-drug (Red Ribbon week) awareness program.

Evaluation Data Sources: Summative - Referral for additional counseling; referral forms, Summative - counseling referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Refer students and families to additional counseling as needed including Connections, Site Based Health Center, and MHMR. (CSF 1, 5, 6) (Target Group: All) **Strategy's Expected Result/Impact:** 1. Positive communication and more informed Community. 2. Number of discretionary DAEP and ISS placements. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Continue identifying homeless students and provide services as per NCLB provisions and assurances. (CSF 1, 5, 6) (Target Group: All, At-Risk) **Strategy's Expected Result/Impact:** 1. Positive communication and more informed Community. 2. Increase in nine weeks grades, attendance. Instructional monitoring, district assessments, STAAR data. **Staff Responsible for Monitoring:** Counselor(s), Director of At-Risk and SCE, Principal(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: Students will participate in Leaps lessons, counselor's corner, and monthly class wide social and emotional behavioral lessons **Strategy's Expected Result/Impact:** 1. Positive communication and more informed Community. 2. Increase in nine weeks grades, attendance. Instructional monitoring, district assessments, STAAR data. 3. Decrease in discipline actions. **Staff Responsible for Monitoring:** Counselor(s), Principal(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

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

Perceptions
Problem Statement 1: Parent/Guardian participation as a partner to help meet student individual academic needs. **Root Cause**: Limited time by all parties available. (Address by semester surveys)

Goal 2: Mathis I.S.D. will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 5: MMS will strive to develop readiness and awareness to all students with an early college-going culture that challenges and prepares them to be college bound.

Evaluation Data Sources: Summative- Documentation, Individualized student report, and PSAT reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: PSAT test will be administered to all 8th grade students. **Strategy's Expected Result/Impact:** 1. Increase college and career awareness. 2. Prepare students for SAT assessments. **Staff Responsible for Monitoring:** Counselor(s) Principal(s) Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 199-PIC 38 College, Career, & Military	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Offer Gear Up College and Career Readiness Class, Algebra I, and Spanish I to 8th grade students. **Strategy's Expected Result/Impact:** 1. Increase college and career awareness. 2. Will provide an early college-going culture. **Staff Responsible for Monitoring:** Counselor Principal(s) Gear Up Teacher General Education Teachers **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** - 274 GEAR-UP	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: 8th Grade students will attend at least one Career Fair throughout the school year, this will provide them with insight into careers after high school. **Strategy's Expected Result/Impact:** 1. Increase in college and Career Readiness. 2. Provide real world experience. **Staff Responsible for Monitoring:** Principal(s) Gear Up College and Career Readiness Teacher Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 274 GEAR-UP	50%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Mathis I.S.D. will continue to recruit, support, high-quality teachers and administrators.

Performance Objective 1: MMS will offer professional development to support teacher growth and student learning.

Evaluation Data Sources: Summative - Documentation, Individualized student report, PSAT reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Provide ongoing, comprehensive professional development opportunities for content area teachers in exemplary instructional practices. **Strategy's Expected Result/Impact:** 1. Increase the teachers ability to perform tasks. 2. Increased engagement, higher level questioning, use of formative assessments and increased use of academic language. 3. All students will show growth on campus and state assessments. **Staff Responsible for Monitoring:** Administration General Education Teachers Special Education Teachers Curriculum Staff **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 199 General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Campus Leadership Team will provide support and opportunities to teachers that are in need of improvement. **Strategy's Expected Result/Impact:** 1. Increase teachers ability to perform tasks. 2. Increase student engagement. 3. Students will show growth on campus and state assessments. **Staff Responsible for Monitoring:** Administrators Teachers Curriculum Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - 199 General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: Continue providing professional development on the integration of technology into instruction. **Strategy's Expected Result/Impact:** Staff is trained and can effectively manage classroom technology and online systems (Google Classroom, Google Meets, and integrating on-line resources into Google Classroom). **Staff Responsible for Monitoring:** Technology Department Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 199 General Fund				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Mathis I.S.D. will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

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

Evaluation Data Sources: Fitness gram, Clinic Log, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Maintain an emphasis on health through lessons and activities throughout the day. (Title I SW: 10) (Target Group: All, 6, 7, and 8) Resources: (L) Local Fund **Strategy's Expected Result/Impact:** 1. Increase the students ability to make healthy decisions. 2. Reduce student absences. **Staff Responsible for Monitoring:** Clinic Aide, CIS Caseworker, Counselor(s), Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 199 General Fund	75%	75%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Address needs of students who are one or more years below grade level. **Root Cause**: Limited fundamental background knowledge.
Student Learning
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.

Goal 4: Mathis I.S.D. will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 2: Implement an anti-drug campaign.

Evaluation Data Sources: Summative - flyers for promotional activities, sign in sheets, schedules, week's agenda, logs

Formative - logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Provide motivational activities to promote character development, anti-bullying, drug awareness, promotion of a safe and orderly learning environment. (CSF 1, 5, 6) (Target Group: All) Resources: (L) Local Fund **Strategy's Expected Result/Impact:** 1. Create safe and nurturing campus culture. 2. Reduce discipline referrals and students out of class for behavior issues. 3. Increase in classroom engagement. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** - 199 General Fund	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Campus activities during Red Ribbon Week encouraging students to stay drug free. Resources: (L) Local Fund **Strategy's Expected Result/Impact:** 1. Increase student awareness on the possible effects of drug use. **Staff Responsible for Monitoring:** Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** - 199 General Fund	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: Continue to utilize canine services to ensure a drug free campus. (CSF 6) (Target Group: All) (Target Group: All) **Strategy's Expected Result/Impact:** 1. Decrease in the amount of discipline referrals. **Staff Responsible for Monitoring:** District Administration, Principal(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.
Perceptions
Problem Statement 1: Parent/Guardian participation as a partner to help meet student individual academic needs. **Root Cause**: Limited time by all parties available. (Address by semester surveys)

Goal 4: Mathis I.S.D. will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

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

Evaluation Data Sources: RTI Data in Success Ed, Flex Meeting Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Utilize district disciplinary plan and RtI processes to ensure equity for all students. (Target Group: All, 6, 7, and 8) **Strategy's Expected Result/Impact:** 1. Increase student growth on STAAR, increased nine weeks grades and attendance. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Address needs of students who are one or more years below grade level. **Root Cause**: Limited fundamental background knowledge.
Student Learning
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.
School Processes & Programs
Problem Statement 1: MMS has been inconsistent with specific "intense intervention" program implementation. **Root Cause**: Implemented programs have lacked follow-through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Goal 4: Mathis I.S.D. will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

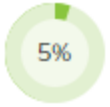
Performance Objective 4: Provide an effective and equitable support system for student behavior, character, and social needs.

Evaluation Data Sources: Agendas, Logs, Social Media

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Produce Facebook page updates, utilize school messenger as needed, notify newspaper representative for important events, and hold parent meetings throughout the school year. (Title I SW: 6,10) (Target Group: All, **Strategy's Expected Result/Impact:** 1. Increase parent engagement and involvement **Staff Responsible for Monitoring:** CIS Caseworker, Principal(s) **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Provide character building lessons through the counselor and Leaps Lessons, Counselors Corner, and Monthly Class wide Social emotional and behavior classes (Title I SW: 10) (Target Group: All, 6, 7, and 8) **Strategy's Expected Result/Impact:** 1. Reduce the amount of discipline referrals. 2. Increase in student engagement within the classroom. **Staff Responsible for Monitoring:** CIS Caseworker, Coaching Staff, Contracted Services, Counselor(s), Teacher(s) **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2	15%	20%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: Maintain website updates to inform parent (s)/guardian(s) in order to benefit student growth. (Title I SW: 6) (Target Group: All, 6, 7, and 8) **Strategy's Expected Result/Impact:** 1. Increase parent engagement and involvement. **Staff Responsible for Monitoring:** CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4: Encourage student incentives and rewards for positive behavior, including end of year awards ceremony (Title I SW: 10) (Target Group: All, 6, 7, and 8) Resources: (L) Local Fund **Strategy's Expected Result/Impact:** Growth on STAAR, increased nine week grades and attendance. **Staff Responsible for Monitoring:** Counselor(s), Principal(s), Teacher(s) **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** - 199 General Fund				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5: Provide a bully prevention plan for all students. (Title I SW: 9,10) (Target Group: All) **Strategy's Expected Result/Impact:** 1. Reduction in discipline referrals.				

Staff Responsible for Monitoring: Counselor(s), Principal(s), Teacher(s) **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2	80%	80%	80%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause**: We continue to work on closing the gaps for MMS students.
Perceptions
Problem Statement 1: Parent/Guardian participation as a partner to help meet student individual academic needs. **Root Cause**: Limited time by all parties available. (Address by semester surveys)

Goal 4: Mathis I.S.D. will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

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

Evaluation Data Sources: Parent Contact Logs, Background and reference checks, Safety Plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 1: Provide letters to parent(s)/guardian(s), website updates, all calls, and/or meetings or home visits to ensure reliable information is disseminated in a timely manner. (Title I SW: 10) (Target Group: All 6, 7, and 8) **Strategy's Expected Result/Impact:** 1. Positive communication and more informed Community. 2. That 50% of parents will be involved in 3 activities during the school year. **Staff Responsible for Monitoring:** CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2: Continue the use of the Raptor System that screens campus visitors before entering the school. (Target Group: All) **Strategy's Expected Result/Impact:** 1. Increase campus safety. **Staff Responsible for Monitoring:** Staff, Principal (s) **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3: Annual Online staff training to keep abreast of new safety regulations (Title I SW: 4) (Target Group: All) **Strategy's Expected Result/Impact:** 1. Increase the teachers ability to perform tasks. 2. Increase campus safety. **Staff Responsible for Monitoring:** Principal (s) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4: Continue the use of camera surveillance in our school to maintain a safe environment. (Target Group: All) **Strategy's Expected Result/Impact:** 1. Reduction in student discipline referrals. **Staff Responsible for Monitoring:** Principal(s), Safety Coordinator **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**	80%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5: Review and implement the safety priority requirements using district, state, and federal plans. (Target Group: All, 6, 7, 8) **Strategy's Expected Result/Impact:** 1. Create a safe educational environment. **Staff Responsible for Monitoring:** Principal(s), Safety Coordinator **Title I Schoolwide Elements:** 3.1	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: Parent/Guardian participation as a partner to help meet student individual academic needs. **Root Cause**: Limited time by all parties available. (Address by semester surveys)

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	3			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
4	1	1			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	4	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 21 State Gifted & Talented (G/T)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 22 State Career & Technical Ed (CTE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00

199-PIC 22 State Career & Technical Ed (CTE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

199-PIC 23 State Special Education (SpEd)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$0.00
2	2	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 24 State Comp Ed (SCE), Accelerated Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 26 State Comp Ed (SCE), Non-Disciplinary A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 28 State Comp Ed (SCE), DAEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00

199-PIC 28 State Comp Ed (SCE), DAEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 29 State Comp Ed (SCE), Accelerated Readin					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 31 State High School Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 33 State Special Ed (SpEd), PreKindergarte					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 34 State Compensatory Ed (SCE), PreKinderg					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 35 State Bilingual/ESL PreKIndergarten					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

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

199-PIC 37 Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199-PIC 38 College, Career, & Military					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

205 Headstart Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

206 TEXSHEP, McKinney-Vento Homeless					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

212 Title I, Part C - Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	5			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

215 Title I, Part D, Subpart 2 - Neglected					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

224 IDEA B - Formula Special Ed (SpEd)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

225 IDEA B - Preschool Special Ed (SpEd)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

244 Perkins Reserve					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

255 Title II, Part A, TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

261 Title Ill-A - Immigrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

262 Title II, Part D					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

263 Title III - LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

265 Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

270 Title V, Part B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

289 Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

429 PreKindergarten Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

429 Tech Lending					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

429 Security Grant					
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	2	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

274 GEAR-UP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
2	5	2			$0.00
2	5	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00

274 GEAR-UP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00
				Grand Total	$0.00

Addendums