

# **Mathis Independent School District**

## **Mathis Middle School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# 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 345 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 situated 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 visited 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.

MMS is comprised of 95.4% of hispanic students, 5.7% of white students, 0.5% of African-American students, and 0.3% of American Indian Students for the 2019-2020 school year. The campus has an attendance percentage of 94.2%, which is a decrease from the 94.9% from the previous year. MMS has identified 6.9 % of its students as gifted and talented, 2.6% as limited english proficiency, 1.3% as english as a second language and 11.7% as special education. As reported in the 2019-2020 Texas Academic Performance Report, MMS had 86.9% of economically disadvantaged students, this is significantly higher than the stated 64.6% average. In addition MMS has a 14% mobility rate.

MMS employs a highly qualified, talented staff. MMS has consistently maintained less than a 20% turnover rate. 90.4% of the campus' staff is made of professionals, including 6 staff members holding masters degrees. Years of Experience: 9.3% beginning teacher, 47% 1-5 years, 50% for 6-10 years, 15.1% for 11-20 years, 10.1% for teachers over 20 years. MMS teachers have 0 gifted and talented certificates, 2 special education certificates, and 0 ESL certificates to service our student population.

Previous year enrollment 315, projected enrollment for 2022-2023 school year is 345.

### Demographics Strengths

Mathis Middle School has many demographic strengths including:

1. Smaller ratio of students to teacher (17 students to 1 teacher).

2. A strong representation of students participating in extracurricular sports, 21st Century, UIL activities, Jr .FFA, and after school programs.
3. Reduction of staff turn over rate has helped build stronger relationships with students, staff, and community.
4. Positive parent and community support.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Address needs of students who are one or more years below grade level. **Root Cause:** Students falling behind due to COVID and distance learning.

**Problem Statement 2:** MMS students, grade 6-8, had an attendance rate of 90%, in the 2021-2022 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. No distinctions were awarded for any district in 2020. While these areas have seen improvements in recent years, data from both STAAR and NWEA MAPS have shown that scores tend to fluctuate from acceptable to unacceptable.

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

This campus needs assessment is based on STAAR testing data from Spring 2021. The assessment analyzes differences between student groups and grade levels.

### 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 Fall 2021 MAPS data, 82% of all students in reading and 81% 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.

**Problem Statement 3 (Prioritized):** Address needs of students who are one or more years below grade level. **Root Cause:** Students falling behind due to COVID and distance learning.

**Problem Statement 4:** MMS students, grade 6-8, had an attendance rate of 90%, in the 2021-2022 school year. **Root Cause:** Attendance committee was inconsistent in holding attendance meetings, creating and reviewing contracts, and implementing student incentives.

# 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 placement 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. This year, MMS will be implementing the use of Interim testing.

Tutorials- MMS 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 2021-2022 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 made improvements with specific "intense intervention" program implementation. **Root Cause:** Implemented programs are using data driven teaching to identify areas of concern for every individual student on the campus.

**Problem Statement 2:** MMS students, grade 6-8, had an attendance rate of 90%, in the 2021-2022 school year. **Root Cause:** Attendance committee was inconsistent in holding attendance meetings, creating and reviewing contracts, and implementing student incentives.

# 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, Junior FFA, Student Council, Cheerleading, 21st Century, and UIL) which make school an enjoyable place for students.

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

Attendance-

Year	Percentange
2015-2016	93.9%
2016-2017	94.9%
2017-2018	94%
2018-2019	94.2%
2019-2020	
2020-2021	

Attendance Incentives created to increase attendance with the middle school students. (positive office referrals, gift card giveaway, eating outside with counselor)

## Perceptions Strengths

Mathis Middle School students, staff and parents feel safe and valued.

Increased communication and documentation with parents.

Increased safety with strong administrator presence, upgraded camera system.

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, limited activities with parent participation due to the spread of COVID-19.

# Priority Problem Statements

**Problem Statement 1:** Address needs of students who are one or more years below grade level.

**Root Cause 1:** Students falling behind due to COVID and distance learning.

**Problem Statement 1 Areas:** Demographics - 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 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 made improvements with specific "intense intervention" program implementation.

**Root Cause 4:** Implemented programs are using data driven teaching to identify areas of concern for every individual student on the campus.

**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, limited activities with parent participation due to the spread of COVID-19.

**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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

**Goal 1:** Mathis I.S.D. 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			
<p><b>Strategy 1:</b> 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)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. 100% of students meeting or exceeding their target goals each nine weeks.</p> <p>2. Building gap skills so that students are more successful on grade level skills and content.</p> <p>3. Increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations.</p> <p>4. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal (s), Special Ed Teachers, Teacher(s)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Dec	Feb	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assess and monitor ELA learning using common formative assessments, walk- throughs and evaluations. (CSF: 1, 2, 7) (Target Group: All) <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Consultants, Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Disaggregated data using DMAC which will allow for teachers to plan instruction, interventions, and enrichment. (CSF: 1, 2) (Target Group: All) <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Reading Interventions, tutors, reading programs such as Reading Plus, Edmentum (Exact Path), Edgenuity, Learning Farm, and Study Island will be utilized for all students. <b>Strategy's Expected Result/Impact:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 <b>Strategy's Expected Result/Impact:</b> 1. This will result in 98% attendance rate every six weeks. <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), Registrar, Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 General Fund, - 461 Campus Activity Fund	Formative			Summative
	Sept	Dec	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





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

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

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 <b>Strategy's Expected Result/Impact:</b> 1. Positive communication and more informed Community.  2. That 50% of parents will be involved in 3 activities during the school year. <b>Staff Responsible for Monitoring:</b> CIS Caseworker, Counselor(s), Principal(s)  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**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			
<b>Strategy 1:</b> Ability to hire non-certified specialist to teach various trades <b>Strategy's Expected Result/Impact:</b> 1. Offer more real life experiences for students.  2. Offer insight into real world careers to students. <b>Staff Responsible for Monitoring:</b> Superintendent, Board, Principal(s),  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Survey students about Stem and vocational Classes <b>Strategy's Expected Result/Impact:</b> 1. Create career paths in high interest areas.  2. Create high school endorsements in high interest career paths. <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), and Gear Up Teachers  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> After school programs geared toward STEM and Vocation <b>Strategy's Expected Result/Impact:</b> 1. Create career paths in high interest areas.  2. Create high school endorsements in high interest career paths. <b>Staff Responsible for Monitoring:</b> Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**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			
<b>Strategy 1:</b> 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) <b>Strategy's Expected Result/Impact:</b> 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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 <b>Strategy's Expected Result/Impact:</b> 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. <b>Staff Responsible for Monitoring:</b> Counselor(s), District Coordinator of School Improvement (DCSI), Principal(s), Professional Service Provider (PSP), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199-PIC 25 State Bilingual/ESL, - 199-PIC 23 State Special Education (SpEd)		Formative			Summative
		Sept	Dec	Feb	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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 <b>Strategy's Expected Result/Impact:</b> 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. <b>Staff Responsible for Monitoring:</b> Counselor(s), Director of Special Services, Principal(s), Special Ed Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199-PIC 23 State Special Education (SpEd)		Formative			Summative
		Sept	Dec	Feb	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Teachers will implement differentiated instructional strategies and incorporate English Language Proficiency Standards (ELPS) for Limited English Proficient (LEP) students. (CSF: 1) (Target Group: LEP) <b>Strategy's Expected Result/Impact:</b> 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. <b>Staff Responsible for Monitoring:</b> Counselor(s), Director of Special Services, Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- Additional Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Feb	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> 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 <b>Strategy's Expected Result/Impact:</b> 1. Increase in TELPAS scores, nine weeks grades, attendance, instructional monitoring, district assessments, STAAR data. <b>Staff Responsible for Monitoring:</b> Counselor(s), Mentors, Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 212 Title I, Part C - Migrant		Formative			Summative
		Sept	Dec	Feb	June

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

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





Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue ongoing monitoring of instruction. (CSF 1, 7) (Target Group: All) <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> District Administration, Instructional  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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 <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Director of Special Services, District Administration, PLC Coordinator(s), Principal(s), Teacher(s), Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

**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			
<p><b>Strategy 1:</b> Improve academic performance using data to drive instruction. (Title I SW: 2) (Target Group: All, SPED, 6th, 7th, 8th)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. 100% of students meeting or exceeding their target goals each nine weeks.</p> <p>2. Building gap skills so that students are more successful on grade level skills and content.</p> <p>3. Increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations.</p> <p>4. Increase in the teachers ability to perform tasks.</p> <p>5. Walk through data showing increased engagement, higher level questioning, use of formative assessments and increased use of academic language, progress monitoring, quintiles for questioning district assessments, STAAR data, teacher observations.</p> <p><b>Staff Responsible for Monitoring:</b> Consultants, Counselor(s), Department Heads, Principal (s), Teacher(s)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue identifying homeless students and provide services as per NCLB provisions and assurances. (CSF 1, 5, 6) (Target Group: All, At-Risk) <b>Strategy's Expected Result/Impact:</b> 1. Positive communication and more informed Community.  2. Increase in nine weeks grades, attendance. Instructional monitoring, district assessments, STAAR data. <b>Staff Responsible for Monitoring:</b> Counselor(s), Director of At-Risk and SCE, Principal(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will participate in Leaps lessons, counselor's corner, and monthly class wide social and emotional behavioral lessons <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**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			
<b>Strategy 1:</b> PSAT test will be administered to all 8th grade students. <b>Strategy's Expected Result/Impact:</b> 1. Increase college and career awareness. 2. Prepare students for SAT assessments. <b>Staff Responsible for Monitoring:</b> Counselor(s) Principal(s) Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> - 199-PIC 38 College, Career, & Military	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer Gear Up College and Career Readiness Class, Algebra I, and Spanish I to 8th grade students. <b>Strategy's Expected Result/Impact:</b> 1. Increase college and career awareness. 2. Will provide an early college-going culture. <b>Staff Responsible for Monitoring:</b> Counselor Principal(s) Gear Up Teacher General Education Teachers  <b>Title I:</b> 2.5, 2.6 <b>Funding Sources:</b> - 274 GEAR-UP	Formative			Summative
	Sept	Dec	Feb	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> 1. Increase in college and Career Readiness. 2. Provide real world experience. <b>Staff Responsible for Monitoring:</b> Principal(s) Gear Up College and Career Readiness Teacher Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 274 GEAR-UP		Formative			Summative
		Sept	Dec	Feb	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus Leadership Team will provide support and opportunities to teachers that are in need of improvement. <b>Strategy's Expected Result/Impact:</b> 1. Increase teachers ability to perform tasks.  2. Increase student engagement.  3. Students will show growth on campus and state assessments. <b>Staff Responsible for Monitoring:</b> Administrators Teachers Curriculum Staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue providing professional development on the integration of technology into instruction. <b>Strategy's Expected Result/Impact:</b> Staff is trained and can effectively manage classroom technology and online systems (Google Classroom, Google Meets, and integrating on-line resources into Google Classroom). <b>Staff Responsible for Monitoring:</b> Technology Department Teachers Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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







**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			
<b>Strategy 1:</b> 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 <b>Strategy's Expected Result/Impact:</b> 1. Create safe and nurturing campus culture.  2. Reduce discipline referrals and students out of class for behavior issues.  3. Increase in classroom engagement. <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199 General Fund		Formative			Summative
		Sept	Dec	Feb	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Campus activities during Red Ribbon Week encouraging students to stay drug free.  Resources: (L) Local Fund <b>Strategy's Expected Result/Impact:</b> 1. Increase student awareness on the possible effects of drug use. <b>Staff Responsible for Monitoring:</b> Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199 General Fund		Formative			Summative
		Sept	Dec	Feb	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to utilize canine services to ensure a drug free campus. (CSF 6) (Target Group: All) (Target Group: All) <b>Strategy's Expected Result/Impact:</b> 1. Decrease in the amount of discipline referrals. <b>Staff Responsible for Monitoring:</b> District Administration, Principal(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Sept	Dec	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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			
<b>Strategy 1:</b> Utilize district disciplinary plan and RtI processes to ensure equity for all students. (Target Group: All, 6, 7, and 8)  <b>Strategy's Expected Result/Impact:</b> 1. Increase student growth on STAAR, increased nine weeks grades and attendance.  <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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			
<b>Strategy 1:</b> 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,  <b>Strategy's Expected Result/Impact:</b> 1. Increase parent engagement and involvement <b>Staff Responsible for Monitoring:</b> CIS Caseworker, Principal(s)  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- Additional Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Feb	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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) <b>Strategy's Expected Result/Impact:</b> 1. Reduce the amount of discipline referrals.  2. Increase in student engagement within the classroom. <b>Staff Responsible for Monitoring:</b> CIS Caseworker, Coaching Staff, Contracted Services, Counselor(s), Teacher(s)  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Feb	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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) <b>Strategy's Expected Result/Impact:</b> 1. Increase parent engagement and involvement. <b>Staff Responsible for Monitoring:</b> CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Feb	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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 <b>Strategy's Expected Result/Impact:</b> Growth on STAAR, increased nine week grades and attendance. <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), Teacher(s)  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide a bully prevention plan for all students. (Title I SW: 9,10) (Target Group: All)  <b>Strategy's Expected Result/Impact:</b> 1. Reduction in discipline referrals. <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), Teacher(s)  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**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			
<b>Strategy 1:</b> 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)  <b>Strategy's Expected Result/Impact:</b> 1. Positive communication and more informed Community.  2. That 50% of parents will be involved in 3 activities during the school year. <b>Staff Responsible for Monitoring:</b> CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Feb	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Continue the use of the Raptor System that screens campus visitors before entering the school. (Target Group: All) <b>Strategy's Expected Result/Impact:</b> 1. Increase campus safety. <b>Staff Responsible for Monitoring:</b> Staff, Principal (s)  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Feb	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Annual Online staff training to keep abreast of new safety regulations (Title I SW: 4) (Target Group: All) <b>Strategy's Expected Result/Impact:</b> 1. Increase the teachers ability to perform tasks.  2. Increase campus safety. <b>Staff Responsible for Monitoring:</b> Principal (s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Feb	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue the use of camera surveillance in our school to maintain a safe environment. (Target Group: All) <b>Strategy's Expected Result/Impact:</b> 1. Reduction in student discipline referrals. <b>Staff Responsible for Monitoring:</b> Principal(s), Safety Coordinator  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Review and implement the safety priority requirements using district, state, and federal plans. (Target Group: All, 6, 7, 8) <b>Strategy's Expected Result/Impact:</b> 1. Create a safe educational environment. <b>Staff Responsible for Monitoring:</b> Principal(s), Safety Coordinator  <b>Title I:</b> 4.1	Formative			Summative
	Sept	Dec	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# Title I

## 1.1: Comprehensive Needs Assessment

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

- Improvement Planning Data
- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

### Accountability Data

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

### Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## 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

## Comprehensive Needs Assessment

### Demographics

#### Demographics Summary

Mathis Middle School student enrollment continues to increase (TAPR 2018-2019).

Grade 6	7	8	Total	
Total	117	113	94	324

Previous year enrollment 392

Mathis Middle School is one of four campuses in Mathis Independent School District. Mathis Elementary serves predominantly middle class Hispanic families. Mathis Middle School serves 392 students in grades six to eight. Mathis Middle School serves 330 economically disadvantaged students and 216 at-risk students.

The student population is 95.4% (374) Hispanic/Latino, 3.3% (13) Caucasian, 0.5% (2) African-American, 0% (0) Asian, and 0.5% (2) American Indian.

The overall mobility rate(17-18) is 14%, with a drop-out rate of 0.9%. The daily attendance rate (17-18) for students is 94%.

Mathis Middle school serves 11 Limited English Proficient (LEP)/Bilingual students, 27 students in the gifted and talented program and 46 students identified as Special Education (SPED).

Staff: 27 Teachers, 31.4% (6.7) Hispanic/Latino, Caucasian 54.5% (11.6), 9.4 % (2) African-American

2017-2018 16.2 students per teacher, 2018-2019 18.4 students per teacher

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

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

Current Mathis population:

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

Most common industries in Mathis:

- Health care (13.6%)

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

Most common occupations in Mathis:

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

For population over 25 in Mathis

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

Mathis compared to Texas state average:

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

Demographics Strengths

Strengths

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

Skyward Parent Portal will continue to be provided to parents. This on-line program provides an additional avenue for consistent communication between teachers, parents and

students in the areas of academic achievement and attendance.

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

Staff development is based on district and campus needs. Below is a partial listing of staff development during the 2018-2021 school years.

Guided Reading

Gifted and Talented Training Curriculum

Training specific to math

reading and writing MAPS

Crisis Prevention Intervention (CPI)

Response to Intervention (RtI)

Individual Education Plan (IEP)

Accommodations/Modifications Training

Inclusion Training

Confidentiality Training/Special Ed

Special Ed Teacher Orientation

Behavior Strategies Training

Math Academies

Reading Academies

TCMP Curriculum Training

Bullying Prevention

Child Abuse Identification

Student Privacy Rights (FERPA)

Ethics Training

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): MMS students spend too much time out of class due to discipline issues. Root Cause: Students and staff need to invest more purposeful time in

growing their relational capacity

STAAR Performance Rates Grade 6 Reading							
	Year	Campus	State	Hispanic	White	SPED	EDis
At approaches grade level or above	2021	62%	71%	68%	92%	43%	68%
At approaches grade level or above	2019	51%	68%	52%	40%	29%	51%
At meets grade level or above	2021	32%	36%	36%	42%	29%	33%
At meets grade level or above	2019	30%	37%	31%	0	10%	29%
At masters grade level or above	2021	15%	11%	11%	8%	14%	10%
At masters grade level or above	2019	18%	19%	18%	17%	29%	16%

STAAR Performance Rates Grade 6 Mathematics							
	Year	Campus	State	Hispanic	White	SPED	EDis
At approaches grade level or above	2021	68%	73%	72%	83%	57%	71%
At approaches grade level or above	2019	81%	73%	75%	40%	52%	74%
At meets grade level or above	2021	36%	39%	38%	42%	57%	35%
At meets grade level or above	2019	47%	29%	29%	40%	24%	20%
At masters grade level or above	2021	15%	10%	9%	17%	14%	9%
At masters grade level or above	2019	21%	10%	9%	0%	14%	8%

STAAR Performance Rates Grade 7 Reading							
	Year	Campus	State	Hispanic	White	SPED	EDis
At approaches grade level or above	2021	69%	70%	70%	67%	44%	69%
At approaches grade level or above	2019	76%	78%	77%	0	60	75%
At meets grade level or above	2021	45%	41%	41%	56%	28%	43%
At meets grade level or above	2019	49%	48%	48%	0	47%	45%
At masters grade level or above	2021	25%	23%	22%	33%	17%	24%

STAAR Performance Rates Grade 7 Reading							
At masters grade level or above	2019	29%	30%	30%	0	27%	25%

STAAR Performance Rates Grade 7 Mathematics							
	Year	Campus	State	Hispanic	White	SPED	EDis
At approaches grade level or above	2021	55%	61%	6%	56%	50%	62%
At approaches grade level or above	2019	75%	69%	69%	0	40%	66%
At meets grade level or above	2021	27%	27%	27%	33%	17%	29%
At meets grade level or above	2019	43%	38%	38%	0	33%	71%
At masters grade level or above	2021	12%	8%	8%	11%	6%	9%
At masters grade level or above	2019	17%	15%	15%	0	13%	12%

STAAR Performance Rates Grade 8 Reading							
	Year	Campus	State	Hispanic	White	SPED	EDis
At approaches grade level or above	2021	73%	76%	76%	80%	23%	80%
At approaches grade level or above	2019	86%	86%	86%	0	50%	85%
At meets grade level or above	2021	46%	46%	45%	60%	15%	46%
At meets grade level or above	2019	55%	59%	58%	0	20%	54%
At masters grade level or above	2021	21%	20%	21%	0	8%	21%
At masters grade level or above	2019	28%	25%	25%	0	10%	23%

STAAR Performance Rates Grade 8 Mathematics							
	Year	Campus	State	Hispanic	White	SPED	EDis
At approaches grade level or above	2021	62%	59%	60%	0	15%	60%
At approaches grade level or above	2019	88%	88%	87%	0	60%	85%



STAAR Performance Rates Grade 8 Mathematics							
At meets grade level or above	2021	36%	24%	23%	0	8%	23%
At meets grade level or above	2019	57%	51%	52%	0	30%	49%
At masters grade level or above	2021	11%	3%	3%	0	0	4%
At masters grade level or above	2019	17%	17%	16%	0	20%	15%

STAAR Performance Rates Grade 8 Science							
	Year	Campus	State	Hispanic	White	SPED	EDis
At approaches grade level or above	2021	68%	63%	62%	80%	23%	62%
At approaches grade level or above	2019	81%	73%	72%	0	30%	72%
At meets grade level or above	2021	43%	25%	24%	60%	8%	23%
At meets grade level or above	2019	51%	36%	35%	0	20%	30%
At masters grade level or above	2021	24%	12%	12%	20%	0	10%
At masters grade level or above	2019	25%	13%	13%	0	10%	10%

STAAR Performance Rates Grade 8 Science							
	Year	Campus	State	Hispanic	White	SPED	EDis
At approaches grade level or above	2021	57%	63%	63%	80%	15%	60%
At approaches grade level or above	2019	69%	58%	58%	0	20%	55%
At meets grade level or above	2021	28%	19%	18%	40%	8%	18%
At meets grade level or above	2019	37%	22%	22%	0	20%	20%
At masters grade level or above	2021	14%	5%	5%	0	8%	5%
At masters grade level or above	2019	21%	12%	12	0	0	13!

## Student Learning Strengths

### Strengths:

PLC meetings

Flex Meetings

Vertical Team Meetings

Data disaggregation (DMAC)

Data drives instruction

Intervention is deliberate and purposeful

Use and availability of data

Grade Level Planning

Curriculum Alignment Use of MAPPS

Reading Plus

Edmentum (Exact Path)

Learning Farm

Study Island

## Problem Statements Identifying Student 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.

## Priority Problem Statements

Problem Statement 1: MMS has a large number of students in poverty.

Root Cause 1: There is no sustainable industry located in Mathis.

## Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Student 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 still has a reputation of a school that has a climate of student discipline issues and low academic performance.

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

Problem Statement 4 Areas: Perceptions

Problem Statement 5: MMS has been inconsistent with specific "intense intervention" program implementation.

Root Cause 5: Implemented programs have lacked follow-through or not given appropriate support before being allowed to make a difference (no programmatic stability)

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Positive parent participation as a partner to help meet student individual academic needs.

Root Cause 6: Limited contact and communication with parents

Problem Statement 6 Areas: Perceptions

Problem Statement 7: MMS students spend too much time out of class due to discipline issues.

Root Cause 7: Students and staff need to invest more purposeful time in growing their relational capacity.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Teachers are not utilizing technology and programs available to their full extent.

Root Cause 8: More professional development is needed for full implementation of technology and programs.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of two way communication with students and parents.

Root Cause 9: Inconsistent communication plan/source for teachers.

Problem Statement 9 Areas: Perceptions

# 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
+/- 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
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 III-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 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
+/- Difference					\$0.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$0.00
+/- Difference					\$0.00