5-Year Strategic Plan: 7th Draft/July 2026

Leadership

Goal: Mathis ISD will cultivate world-class leadership by recruiting and retaining highly qualified professionals, ensuring consistency in best practices, upholding accountability at all levels, and fostering positive relationships that inspire collaboration and student success through innovative practice.

Action Steps:

Time Frame	Process
	Promote a culture of life-long learning at all levels through student achievement and professional development
Year One	• Create detailed choices for professional development of staff via a menu choice board during July/August PD • Create and implement Pirate Captain's Crew as a Mathis leadership academy that meets monthly to grow teachers and staff into leadership roles • Develop a system to encourage 100% of the board members to complete 100% of the required training.
Year Two	• Create and implement a self-growth based professional development system designed to allow employees to target areas for professional personal growth. • Partner with neighboring districts to cocreate a professional development choice event that showcases the very best from each district • Develop a system for teacher leaders to shadow administrators, furthering the enhancement of the Pirate Captain's Crew program. • Soft skill units will be scheduled utilizing tutorial times at the secondary level. • Basic conversational soft skills will be embedded in elementary instruction. • Develop and implement an individualized training system for administrators • Expand on the Captain's Crew, discussing potential education, Variation of leadership roles, and explore potential presentations of program at conferences by Superintendent and Captain's Crew members.

Year Three	• Support school board members that choose to present or co-present at an educational conference • Nominate Mathis ISD School Board for recognition
	Build strategic partnerships with our stakeholders to develop a team concept that will foster future leaders.
Year One	• Plan site visits to a local business for every grade PK-6 • Throughout the 2025-2026 school year, each elementary/intermediate grade will visit a designated site destination in Mathis. • Develop Educational /Vocational (art, theatre, etc.) field trips • Plan and implement an annual district career fair for Mathis students. • Investigate certificate programs and vocational training programs/partnerships for high school students.
Year Two	• Develop internship relationships with local businesses to support student training and potential employment upon completion
	Model dignity and Respect to empower positive relationships and collaboration from students to superintendent to school board.
Year One	• Create and implement Superintendent's Student Cabinet to meet once a month • Create an administrator retreat to support principals and assistant principals. Bring an export on board to help with skills development • Create a board of trustees retreat to build strong leadership bonds with the school and fellow board members • Create and implement a staff mentor program for incoming staff and students • Publish a synopsis of each board meeting to ensure transparency of monthly decisions. • Create a questions and answers document to enhance collaboration between board and superintendent
Year Two	• Create a bank of student volunteers that are trained to support students new to the district to assist with transitioning into Mathis ISD. • Take a team of Mathis ISD board members to the capital to build relationships and promote stewardship of public schools with our state representatives • Continue board meeting synopsis reports, adding a summary section of departmental/campus reports. • Enhance student participation in committees/leadership opportunities that utilize a student role
Year Three	• Develop a leadership mentoring program for students, expanding the Superintendent's Student Cabinet

Facilities:

Goal 1: Mathis ISD will provide clean and well-maintained, state-of-the-art buildings and facilities that are welcoming, accessible to all, safe, promote school pride, connected to the outside world, user friendly, and integrated with the community.

Action Steps:

Time Frame	Process
Year One	Capital Project – Ag Facility Upgrades
Year Two	Capital Project – Cosmetology Room Transformation, Band Trailer
Year Three	Capital Project – Concession Stand, tennis court resurface
Year Four	Capital Project – Intermediate School Bathroom Floors
Year Five	Capital Project - Potential Bus Upgrade

Time Frame	Process
	Review current facilities and create welcoming and updated facilities
Year One	• Install new playground equipment at the intermediate campus • Add bicycle parking at the high school
Year Two	• Make schools welcoming by adding decorative window film, landscaping, welcome signs, and marquees to all campuses. Include access to signage for maximum use. • Discuss Phase II from previous bond and develop a plan to combine components of this project with current needs. • Update interior walls and decorate hallways • Make the MMS Library accessible and useful to students • Implement systemic changes with students and staff parking at MHS. Utilize the stadium parking area to expand parking for students and set the expectation that parking along curbs is unacceptable. • Ensure there are assigned crosswalk monitors at campuses to ensure student safety • Add handicap accessible playground equipment at the intermediate campus • Research sensory rooms for Special Education
Year Three	• Upgrade pick-up/drop-off areas, concession stands, and Ag facilities. • Install Sensory room(s) for special education • Review bathrooms in facilities and prioritize a list of potential remodels
Year Four	• Upgrade current parking lots • Upgrade locker rooms, weight rooms, and athletic facilities

	• Reorganize the middle school library and develop plans for a high school library • Upgrade prioritized bathrooms
Year Five	• Remodel an existing location to create space for a high school library

Time Frame	Process
	Build a new elementary school, high school cafeteria, auditorium, restrooms for staff, new gyms, ag facilities, tennis courts and an athletic facility.
Year One	• Identify facilities requiring upgrades and new building projects. • Identify funding sources such as grants and/or bonds.
Year Two	• Investigate costs, tax rates, current bond costs, and potential allies associated with a school bond election. • Hire Construction Managers
Year Three	• Call for a Bond Election. • Create a school bond Committee. • Develop prioritized plans. • Campaign to pass a school bond. • Make schools accessible and safe by making them ADA compliant
Year Four	• Bond election • Hire Contractors
Year Five	• Begin construction.

Culture and Climate

Goal 1: Support our student voices, bridging the gap between community and school

Action Steps:

Time Frame	Process
Year One	• Create and implement Superintendent's Student Cabinet to meet once a month (see Leadership) • Transition to social media platform for district while maintaining smaller campus and organizational platforms for information • Recruit students to serve on committees at the district level

Year Two	• Support student-led town hall meetings to help build confidence, increase community engagement, and build relationships with students.
Year Three	• Develop a student presentation component at monthly school board meetings. Campuses would rotate through twice with 3-5 minute presentation on a specific classroom activity

Goal 2: Educate families, community, staff, and students the importance of attendance and dress code to prepare for the real world and provide comprehensive bullying education to build a culture of kindness and respect.

Action Steps:

Time Frame	Process
Year One	• Provide training for all district employees (mandatory) to understand and be prepared to act in a bully reporting scenario. • Develop methods to reach parents and families to promote student attendance successes • Create antibullying posters for use at all campuses, promoted by a student poster contest. • Research and recruit high quality guest speakers to help address bullying. • Review and edit the dress code expectations in the student handbook.
Year Two	• Develop and implement a rewards system for high teacher attendance rates. • Add non-certified employees to the list of rewards for high attendance • Create and implement a program designed to suppress the number of fights at MMS • Research programs that help identify and support students that are disengaged with school environment
Year Three	• Develop and implement a campus rewards system for high student attendance rates. • Create a review of campus cultures that align with “unreasonable hospitality” book • Implement a program that helps identify and support disengaged students

Academics

Goal 1: Mathis ISD will promote and ensure the highest achievements and expectations for all students to succeed in college, universities, and careers.

Action Steps:

Time Frame	Process
	Recruit, hire, and train the highest quality teachers to ensure the highest quality instruction.
Year One	• Develop and utilize a system of job posting that ensures a broader reach of potential employees • Research which neighboring colleges and universities produce quality teaching candidates and offer a job fair for their recruitment • Review the current system of stipends and bonuses for employees • Implement the Teacher Incentive Allotment (TIA) • Address potential concerns with special educations students in general education classes (determine what training is need and provide it). • Enhance the elementary rigor with support through Bluebonnet curriculum and instructional training for elementary teachers. • Train teachers in depth use of Fundamental 5 strategies, increasing hands-on activities, and developing station/center learning. • Create a position of Gifted and Talented Coordinator to serve elementary and intermediate students directly. • Review current practices of support of special education students in general education classrooms. Develop a plan of support for general education teachers that serve special education students • Review the partnerships with the early childhood center to ensure quality programming for students entering Mathis ISD. • Complete a PK-2 Rigor audit through district walkthroughs and lesson studies to ensure the students are challenged at higher learning levels.
Year Two	• Use the research from year one to attend a high-quality job fair at the most effective college/university • Investigate the use of Honors classes at Intermediate through High School • Host a Mathis ISD Job Fair to recruit employees

	• Create an accountability check to ensure campus administrators are conducting required walkthroughs. • Complete a case study on elementary rigor via classroom instruction • Research the availability to take a team of teachers and leaders to a Fundamental 5 conference to bring back experience to support peers with follow-up training. • Gifted and Talented director will implement an additional support class for GT students K-5 • Special Education department will publish a list of support strategies they are able to train general education students. • Create Fundamental 5 recognitions for teachers demonstrating proficiency and support processes for those unable. • Add instructional coaching support for math/science and reading/social studies coaches at the elementary and secondary level.
Year Three	• Increase Gifted and Talented testing nominations to twice a year. • Take a team of teachers and leaders to a Fundamental 5 conference to bring back experience to support peers with follow-up training.
	Provide opportunities for extra-curricular learning experiences at all grade levels
Year One	• Add community problem solvers at MMS • Research Stem and Robotics programs for future engagement • Determine which Skills USA areas we can compete in based on student interest and current elective class catalog. • Create a Director of Gifted and Talented to help drive enrichment in the classroom and encourage further expansion of extracurricular activities PK-8.
Year Two	• Create a schedule to host non-athletic extracurricular competitions to prepare students for potential global competitions • Restructure UIL academics at the high school level to guarantee students the opportunity to compete at the district level and beyond. • Research potential stem and robotics programming for potential enrichment or extra-curricular activities. • Host a local student and staff art show once a year. • Increase opportunities for students to participate in UIL academic competition at the district level. • Expand BPA at the MMS level down to 6th grade

	• Investigate the potential for additional programming such as ROTC, HOSA, Model UN, or additional organizations that support tech or health science students.
Year Three	• Review the information for additional programming such as ROTC, HOSA, or Model UN and determine if implementation is advantageous.
	Increase CTE certifications and develop CTE Pathways by recruiting highly qualified teachers and beginning 4-year graduation plans in 8th grade.
Year One	• Investigate CTE pathways in the master schedule. Included in the pathway research is cosmetology and education training. • Create opportunities for parents and students to review the 4-year high school academic plan at the end of 8th grade. • Identify and share career pathways with students and parents.
Year Two	• Implement potential pathways, such as cosmetology and education training, to increase opportunities for certifications. • Create the role of a CTE Coordinator with a designated period to perform leadership duties (with a stipend)
Year Three	• Investigate contracts that exist between school districts and future teachers, developing a program of support for MISD graduates to attend school to become a teacher.

Family and Community Engagement

Goal 1: Create and foster a true partnership between school, families, and community where ALL stakeholders have a voice in maximizing opportunities in and beyond school.

Action Steps:

Time Frame	Process
	Create a central outreach program / location for opportunities for students and community that includes; Resource Bank, Online Applications, Travel Requirements, Financial Aid, and Student/Alumni visits
Year One	• Develop, publish, and promote an online location to access parent and family resources • Promote financial aid programs such as FAFSA, student grants, and scholarships • Create a resource database of former MISD graduates • Provide coursework for GED completion and ESL courses for parents at Mathis ISD.
Year Two	• Engage former MISD graduates to provide feedback, college/university experience presentations, and vocational experience presentations.

	• Enhance and publish a calendar for parents that lists and describes the events and activities designed for parents. • Utilize Pirate Parent Pride members to assist in Parent sign-ins at events where ACE/21st Century or Admin are unable to attend.
Year Three	• Develop and publish Parent, Family, and Community trainings available through MISD • Add a component to the State of the District presentation that includes parent voices.
	Create and implement a Parent and Family University to enhance collaboration between school, families, and community that include; preplanned calendar events, a graduation point system, and a community forum
Year One	• Develop and implement quarterly academic events to showcase student skills. • Create a supplementary budget to support an academic night each 9 weeks. • Create a system of rewarding parents for engaging in school activities that support students. Determine the level of credits needed and what type of certificate parents can earn. • Organize a calendar that includes activities for parent involvement. • Implement and communication Parent University program.
Year Two	• Building on Academic Nights and Parent University in year one to increase the number of active parents in MISD. • Hold an open forum for parents and community members to discuss the implementation of a MISD Parent – Teacher – Organization • Apply for Anita Villarreal Innovation in Engagement Award
Year Three	• Create and implement a parent organization that collaboratively develops a monthly agenda to support student learning • Select a parent to serve on the State Council for Parent and Family Engagement with Dr. White
	Explore business partnerships to create school to career pathways using career progression pathways that include; workforce partnerships, internships, and summer visits.
Year One	• Research how to form an education foundation • Write a grant to support the partnership between MISD and Kiewit • Create and implement a career fair • Review potential partnerships with Del Mar College, Health Services, and local businesses.
Year Two	• Create and implement a Mathis Education Foundation. • Research successful school-business internships.

	• Arrange for summer visits to businesses

Technology

Goal 1: Integration and training of technology as a tool

Action Steps:

Time Frame	Process
	Create a long-range plan for technology updates, purchases, and programming.
Year One	• Review current technology and complete a needs assessment • Identify prioritized list of purchases, spread out over a 5-year rotational plan. • Investigate the current use of eRate to determine funding available to the district for technology.
Year Two	• Begin year one of the Technology plan
	Provide and attend relevant training sessions.
Year One	• Determine district needs and create a list of staff members to be trainers. • Create a catalog of technology training available to staff and students • Develop and implement a technology badge system of earning rewards for completing successful tech training sessions.
Year Two	• Create a schedule for potential technology classes available to staff. • Build a database of video training that employees can access on their own. • Train technology employees to coach teachers in technology use
	Utilize personnel strengths and skills effectively
Year One	• Review and identify current cybersecurity systems within the Mathis ISD network • Partner with ESC 2 to ensure current systems meet or exceed state standards
Year Two	• Differentiate tech PD for different user groups based on expertise.
	Strengthen technological connections between campuses
Year One	• Survey and collaborate on effective software, eliminating technology not effectively used.
Year Two	• Create a template of technology TEKS for each grade level to begin implementation. [potential use of learning.com]
Year Three	• Administrators will create an accountability matrix to ensure technology TEKS are in place.

	Creation of expository on school website
Year One	• Create, maintain, and update the district website
Year Two	• Build a technology subsection within the staff webpage where employees can access technology tools and trainings • Make the district website more user friendly • Develop and release the Mathis ISD App for stakeholder use

Staff

Goal 1: Mathis ISD is committed to attracting and retaining highly qualified personnel by fostering clear communication, promoting recruiting, retention, and upholding the highest standards of professionalism.

Action Steps:

Time Frame	Process
	Provide continuous professional development
Year One	• Build a professional development system that offers both mandatory trainings, and choice in growth strategies • Identify trainings for skyward/business to support staff members tech fluency in those areas.
Year Two	• Create and implement individualized professional development, allowing staff members choice in some areas of growth. • Partner with neighboring districts to create and implement a PD day with menu choices, offering the best presenters/staff from each district. • Develop focused professional development for staff emotional intelligence and self-awareness
Year Three	• Support staff members that are selected to present at specialized conferences (building the presentation capacity)
	Build capacity and experience among all MISD personnel
Year One	• Create a New Teacher Orientation for new MISD employees to ensure easier transition with shared expectations. • Enhance the Pirate Teacher Academy to ensure all 1st and 2nd year teachers receive mentor support. • Create and implement six training sessions throughout the year for all 1st and 2nd year teachers • Research potential mental health supports for staff • Implement informational SpEd meetings for SpEd teachers to gain skills (professional development)
Year Two	• Implement mental health systems for MISD staff.

	• Investigate what systems exist to grow paraprofessionals into teachers • Complete a salary study of neighboring districts of the same size.
	Promote high expectations through high quality instruction and materials
Year One	• Develop and utilize walkthrough documents that are informative for classroom teachers • Add Bluebonnet curriculum K-5 to fill instructional gaps from past curriculum. • Implement Strong Foundations Planning for math pk-5 • Create a district flow chart that includes staff structure, such as chain of command, and responsibilities for staff roles.
	Commit to provide competitive incentives, such as Teacher Incentive Allotment (TIA) and stipends.
Year One	• Review and restructure incentives to include potential pay raises, Christmas bonuses, and a retention bonus. • Implement teacher Incentive Allotment to allow high-quality teachers to earn additional salary • Identify competitive signing bonuses to be able to compete with neighboring districts to fill high-needs positions.
Year Two	• Create a system to reward teacher attendance • Complete a Special Education position review to ensure we are staffed correctly and capable of meeting student needs and completely compliant • Complete a stipend review of district stipends and comparative data from neighboring districts.
	Promote positive examples of high-quality performance by students and staff.
Year Zero	• Implement Student and Employee of the Week recognitions • Award Teacher and Paraprofessional of the Year recognitions. • Select a secondary and elementary teacher of the year to advance to the ESC 2 Teacher of the Year competition
Year One	• Implement monthly, semester, and yearly celebrations for attendance and positive behavior at each campus • Select a principal and/or assistant principal to compete in the ESC2 Principal of the Year competition • Increase the nominations of MISD employees for recognition at the ESC2's Women in Education

Year Two	• Complete performance reviews/evaluations for hourly employees • Showcase high quality instruction examples in weekly newsletter
Year Three	• Review past Rock Star rewards to incentivize/reward employees that are selected as Employee of the Week (36 potential rewards)

Character

Goal 1: Students and staff will be confident and self-aware role models that exemplify respect, integrity, accountability, and acceptance.

Action Steps:

Time Frame	Process
	Implement Hope Squad/Kindness Club, Leadership Council, and Restorative Circles
Year One	• Research Hope Squad and Kindness Club initiatives and how they impact students • Collaborate to develop a character agenda item for each Superintendent's Student Cabinet meeting • Research effective Restorative Circles and impact on student success
Year Two	• Implement research-based strategies on Hope Squad, Kindness Clubs, and restorative circles
Year Three	• Recognize successful Kindness Ambassadors
	Create weekly tier 1 counseling sessions for students
Year One	• Counselors design weekly lessons embedded in a yearly syllabus for each campus
Year Two	• Counselors implement lessons from syllabus at each campus • Weekly calendar check-ins at DAEP for counselors
	Character traits modeled and taught by adults
Year One	• Counselors will create a district-wide character trait to focus on each month • ACE will create one lesson each month devoted to character development
Year Two	• Develop and implement a mentoring program that focuses on engaging dads as mentors
	Students, staff, and families feel empowered to create lasting, positive, safe, and caring relationships in their environments.
Year One	• Daily affirmation created by student leaders and shared digitally • Develop system specific standards for staff and students to positively interact with autistic students and students with an emotional disability

	• Address Mathis and guest fan behavior at athletic events. We will hold an informative meeting for MISD athlete's parents to ensure understanding of the district's expectation for positive fan interaction at games. Game administrators will be trained through the UIL courses provided to districts • The athletic director will ensure athletes in every sport have clear behavioral expectations and each athlete participates in UIL training to be prepared to follow all UIL rules.
Year Two	• Investigate potential programs, such as project turnround, to help build healthy school relationships

Safety

Goal 1: Mathis ISD will create and maintain a secure, prepared, and supportive school environment by implementing proactive safety measures, emergency response strategies, community partnerships, mental health resources, and ensure the well being of ALL students, staff, and visitors.

Action Steps:

Time Frame	Process
	Create a safe and secure environment
Year One	• Require staff ID badges • Purchase tools to create student ID badges • Install panic buttons in high-risk areas. • Update cameras and allocate a location for police access • Investigate the cost of requiring clear backpacks • Create and implement a successful plan and drill for reconsolidation • Create and publish a clear set of expectations for employees and students during each drill • Review current roles of school nurses to maximize the positive impact on learning
Year Two	• Require Student ID badges at secondary level • Create and implement a system of promoting healthy choices via district and campus nurses. • Train essential staff from research to ensure they are CPR trained • Create two-step authentications to access school technology for use. • Utilize an app to notify parents, families, and community in the event of an emergency
Year Three	• Install staff keypads at classroom doors and gym

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	Pursue partnerships with the police, fire department, and EMS
Year One	• Active Shooter training at the secondary level • Workshops for parents/students on bullying, cyber-security, mental health, and well-being.
Year Two	• Research Explorer program • Identify Safe Spaces, de-escalation rooms, wellness rooms • Develop Trauma informed mental health training
Year Three	• Implement Explorer program
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Globally Competitive

Goal 1: MISD will increase programs and opportunities to reach and engage more students and staff to instill high expectations in all student competitions

Action Steps:

Time Frame	Process
	Assessment of current and possible program offerings
Year One	• Review current offerings at each campus of programs, including extra-curricular opportunities. • Complete a survey of potential offerings and rank the results. • Find potential grant funding to continue sending students through the Hispanic Institute.
Year Two	• Develop partnerships with City of Mathis, Kiewit, Aramark, and other entities to promote student participation in Skills USA competitions • Investigate the potential for journalism class or club, with the possibility of developing an online newspaper
	Communicate and explain programs to students, families, and staff to recruit future students.
Year One	• Add components to the district webpage for each campus, describing programs, including extra-curricular opportunities. • Meet with all district booster club officers and members to ensure a clear expectation of booster club organizations partnered with Mathis ISD.
Year Two	• Promote the dual credit program through social media. • Create promotional video commercials for MISD to show on the jumbotron at games.

	• Investigate advertising opportunities to promote MISD's dual credit program.
	Provide practice and invitations to increase student preparedness, effort, and confidence.
Year One	• Ensure practice opportunities for each program and extra-curricular activity • Utilize tutorials time to access online ACT/SAT support programs. • Research potential state and national competitions for extra-curricular activities • Utilize tutorial schedules to support enrichment programs for students not requiring intervention. • Offer summer training camps for students grades 3-12 for all sports available at Mathis ISD
Year Two	• Host at least one event for each program or extracurricular activity • Review inclusivity with coaches to enhance participation in athletics and extracurricular activities • Create a platform for community members to assist and potentially mentor in finding/completing scholarships and general college preparedness discussions

Goal 2: Mathis ISD will engage in positive messages through social media and other news outlets and present the positive changes and growth in Mathis programs at various conferences.

Action Steps:

Time Frame	Process
Year One	• Streamline media announcements to post on district website and social media accounts as well as individualized social media platforms. • Present Mathis ISD's 5-Year plan at various conferences • Present Mathis ISD's Parent and Family Engagement program at various conferences
Year Two	• Apply to present Mathis ISD's 5-year plan and Parent and Family Engagement programs at national conferences • Encourage teachers to present at State conferences

Operations

Goal: Mathis ISD will ensure effective and efficient operations to promote financial transparency and stewardship, provide quality food service, and efficient transportation.

Action Steps:

Time Frame	Process
	Create financial strategic partnerships
Year One	• Hire a grant writer and pursue grants to target financial support of district growth • Explore potential partnerships with coastal bend businesses to share internships or other mutually beneficial programs
Year Two	• Apply for Office of the Governor grant, JET grant, and other grants such as Colorado River Authority grants to support district financial obligations for improvements [note: applied, but not receive]
	Share awareness of district's operational information (website, social media, etc.)
Year One	• Update district website with all required postings • Share invitations via social media and personal invites to participate in town hall styled meetings with the community. Meetings have an agenda and both student and staff components as presenters of information.
Year Two	• Post Board meeting summaries on social media and website within two days of the meeting • Research the ability to register students using electronic forms that duplicate parent information onto each students' forms (potentially allowing parents to update previous information instead of recreating all information fresh).Add counselor and club consent forms to registration packets
	Work cooperatively with district community members and staff to maintain a balanced budget
Year One	• Analyze staffing annually to ensure staffing meets student needs • Be transparent about budgeting procedures • Create a bus evaluation tool and a transportation rotation for needed fleet.
Year Two	• Develop a balanced budget that includes annual capital projects and yearly technology upgrades
	Promote attendance and enrollment to support financial stability
Year One	• Develop district expectations for student attendance • Partner with local businesses to help support high attendance • Create online enrollment processes to simplify the process for families with multiple students
	Enhance the efficiency and skill set of transportation and food services departments,
Year One	• Survey bus drivers, bus monitors, and school trip sponsors to ensure all employees that need CPR certification have completed the task and have submitted a certificate for district records.

	• Implement biannual taste testing sessions in collaboration with ACE to survey student food interests
Year Two	• Create a recognition program to reward outstanding food service employee performance • Food service staff members will complete at least two professional development trainings related to food safety, customer service, or nutrition.