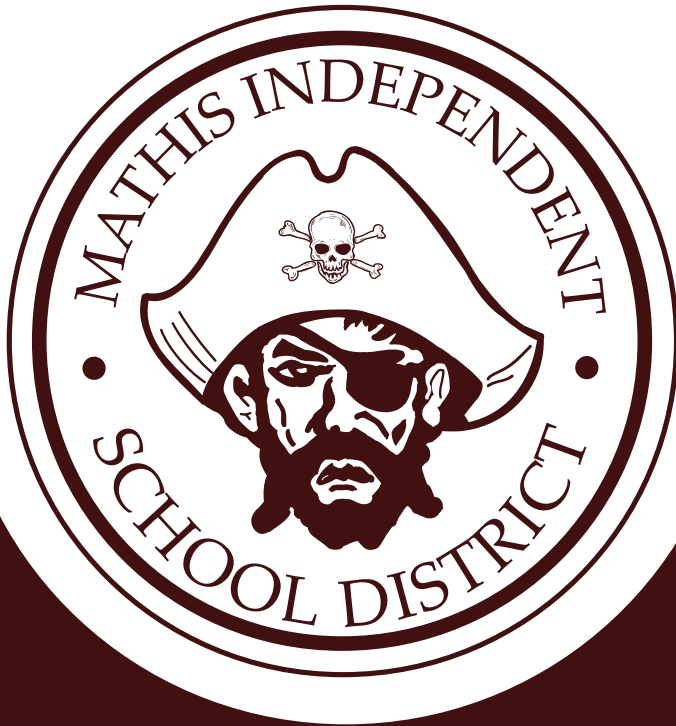


MATHIS INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

☆☆☆ 2012



2014 ☆☆☆

DATE REVIEWED: 8/2/2012

BOARD APPROVED:

MATHIS ISD

Mission

The Mathis I.S.D. in partnership with parents and community will educate each student and provide a learning environment to achieve all mandated accountability standards and to obtain the necessary skills to be a productive contributor in the 21st century global environment by providing a comprehensive support system of preventive and intervention measures to assure student success.

Nondiscrimination Notice

MATHIS ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MATHIS ISD

Vision

Mathis ISD students will be empowered to maximize their learning, to remain inquisitive, and contribute solutions to any concerns or issues that affect their academic careers in the 21st century. Mathis ISD students will be productive, proud, respectable, well-rounded, life-long learners that will contribute positively to the global society.

We envision Mathis ISD providing a safe, trusting and compassionate environment challenging students and teachers to actively engage in the learning process through high expectations and relevant, rigorous curriculum, meaningful discourse and the creating of a positive learning community.

Families are the "first" teachers; therefore the environment they provide is essential to the growth and development of the whole child. In support of these families, the district, in partnership with the community, will provide a comprehensive, positive, and supportive learning system.

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District Goals

- Goal 1. The District will uphold individual responsibility and accountability for each child's educational needs.
- Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.
- Goal 3. The District will provide an appropriate, rigorous, well-balanced curriculum and utilize 21st Century tools and technology to educate all children to their fullest potential.
- Goal 4. The District will identify and provide the appropriate interventions that will increased student attendance and decrease the drop-out rate.
- Goal 5. The District will empower, increase, and promote the involvement of parents, and the community by providing a comprehensive system of support connecting home and school to ensure positive learning achievements.
- Goal 6. The District will provide a safe, drug free and positive learning environment.
- Goal 7. The district will instill character enhancement and good citizenship in all students.
- Goal 8. The District will continue the development and implementation of a long range facility plan that provides a learning environment supporting teaching and learning with accessibility for all learners and demonstrate strategic planning, sound fiscal accountability standards, and meet the Financial Integrity Resource System of Texas indicators.

Critical Success Factors

1. Improve Academic Performance
2. Increased Use of Quality Data
3. Increase Leadership Effectiveness
4. Increase Learning Time
5. Increase Parent/Community Involvement
6. Improve School Climate
7. Increase Teacher Quality

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2012/2014 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

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Goal 1. The District will uphold individual responsibility and accountability for each child's educational needs.

Objective 1. Improve student learning by reducing the gap in scores of special and regular education students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Revise the District Improvement Plan that will outline current actions and decisions, funding and consistent monitoring checkpoints. (District Corrective Action Plan DCAP Finding 1 Activity A) (Target Group: All)	Core Subject Teachers, Principal(s), Special Ed Teachers, Superintendent(s), Teacher(s)	August - June	(O)Corrective Action Plan Resource - Region 15 Checklist	Summative - Increase in TAKS/STAAR Scores, number of students passing AP tests, classroom walk-throughs, unit assessments.
2. Implement with fidelity the district's curriculum insuring college-ready rigor at each grade level, clear expectation for teaching and learning, and instructional support to meet the needs of all students. (Title I SW: 1,2,3,4,5,8,9,10) (NCLB: 1,2,3,4,5)	Consultants, Core Subject Teachers, Principal(s), Superintendent(s)	August-June	(F)Title I - \$30,000	Summative - Increase in TAKS/STAAR Scores, number of students passing AP tests, unit assessments.
3. Provide vertical team time during Professional Learning Communities to discuss curriculum alignment across the content area.	21st Century Director, Core Subject Teachers, Principal(s), Special Ed Teachers, Superintendent(s), Teacher(s)	Augsut-June	(F)IDEA B Formula Entitlement - \$2,000, (F)Title I - \$180,000, (S)Local Funds - \$7,000, (S)State Compensatory - \$5,000	Summative - Increase in TAKS/STAAR Scores, number of students passing unit assessments.
4. Continue weekly on-going monitoring of instruction by completing walk-throughs by district and campus leaders on a locally developed appraisal instrument.	Consultants, Director of Special Services, District Migrant Coordinator, Principal(s), Special Ed Teachers, Superintendent(s)	August -May	(F)IDEA B Formula Entitlement - \$3,000, (F)Title I - \$10,000, (S)State Compensatory - \$4,000	Summative - Increase in TAKS/STAAR Scores
5. Provide tutorial times for students who are at risk of failure in core subject areas through 21st Century.	Core Subject Teachers, Instructional Coaches, Principal(s)	August - June	(F)21st Century/ ACE, (F)Title I, (S)State Compensatory	Summative - Improved six weeks grades; Reduced failure rates; Improved performance

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Goal 1. The District will uphold individual responsibility and accountability for each child's educational needs.

Objective 2. Support teaching and learning across the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue Professional Learning Communities to improve academic conversation, increase student achievement, and increase leadership effectiveness.	Consultants, Core Subject Teachers, District Administration, Principal(s), Superintendent(s), Teacher(s)	August - June	(F)Title I - \$20,000	Summative - Improved academic conversations; Teacher collaboratin
2. Utilize DMAC Solutions to analyze data, disaggregate unit assessment scores, assign accelerate instruction groups, monitor student progress, document instructional practices from walk-throughs and personal graduation plans.	Principal(s), Teacher(s)	August - June	(F)Title I - \$15,000	Summative - DMAC Reports
3. Implement CSCOPE with fidelity using exemplar lessons and unit assessments to check for understanding.	PLC Coordinator(s), Principal(s), Teacher(s)		(F)Title I - \$28,000	Summative - Improve scores and grades
4. Provide opportunities for STAAR and EOC training that will focus on increased levels of rigor and readiness standards.	ESC Region II, Principal(s)	August-July	(F)Title I - \$15,000, (F)Title IIA Principal and Teacher Improvement - \$15,000	Summative - Improve performance
5. Provide software and training in programs that meet Response to Intervention guidelines (ie. Waterford, Success Maker, A+ Learning, Compass Odyssey, Reading Horizons)	Administrator of Business/Operations, Principal(s), Teacher(s)	August - June	(F)Title I - \$200,000	Summative - Improve performance
6. Increase learning time by allowing flexible scheduling for students based on needs.	Intervention Teacher, Principal(s), Teacher(s)	August - June	(S)State Compensatory - \$40,000	Summative -
7. Utilze the Year at a Glance timelines from CSCOPE to stay instructionally focused.	Principal(s), Teacher(s)	August - June		Summative -
8. Create data rooms at each campus where principals will provide data disaggregation training for teachers on how to analyze date and make data driven decisions.	Core Subject Teachers, Counselor(s), District Administration, Principal(s), Teacher(s)	August - June	(F)21st Century/ ACE - \$7,000, (F)Title I - \$100,000	Summative - Increase in TAKS/STAAR Scores, number of students passing AP tests,

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Goal 1. The District will uphold individual responsibility and accountability for each child's educational needs.

Objective 3. Maintain individual accountability for each employees' duties and responsibilities in their respective job roles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet individual performance level expectations based on feedback from formative and summative job performance evaluations.	Principal(s), Superintendent(s)	August - July	(F)Title I - \$50,000, (S)State Compensatory - \$10,000	Summative - Improve performance
2. Provide student instruction that ensures student engagement and mastery of learning standards.	Core Subject Teachers, Special Ed Teachers, Teacher(s)	August - June	(F)IDEA B Formula Entitlement - \$10,000, (F)Title 1 Migrant - \$20,000, (F)Title I - \$10,000, (O)Special Ed Funding, (S)State Compensatory - \$5,000	Summative - Improve performance
3. Meet mastery level in all content area classes, instructional courses (ie. dual credit, AP), electives, accelerated instruction groups and state mandated tests.	21st Century Director, Core Subject Teachers, Principal(s), Special Ed Teachers, Teacher(s)	August - July	(F)Title I - \$100,000, (S)High School Allotment	Summative -

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Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.

Objective 1. MATH ACADEMIC PERFORMANCE: At least 92% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) and 30% commended on the state assessment in Math in order to meet state accountability requirements and federal accountability guidelines as defined in NCLB.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Math CScope with fidelity, addressing all strands and placing special emphasis on algebraic reasoning and measurement.	Consultants, Dean of Instruction, District Administration, Principal(s), Teacher(s)	August - June	(F)Title I - \$15,000	Summative - District and state assessments utilizing C-Scope, Curriculum documents (Year at a Glance, C-Scope & Sequence, Instructional Focus Documents).
2. Provide ongoing, comprehensive professional development opportunities for all teachers in exemplary instructional practices. (Title I SW: 4)	Consultants, District Administration, Principal(s)	August - June	(F)Carl D. Perkins Grant - \$12,000, (F)Title I - \$10,000	Summative - PDAS, walk throughs, classroom observation.
3. Assess and monitor mathematics learning using PDAS walkthroughs, Curriculum Project (John Samara) checklist, and common formative standards assessments and PD360. (Title I SW: 2,3)	Consultants, District Administration, Principal(s), Teacher(s)	August - June	(F)Title I - \$15,000	Summative - State and District math scores and/or assessments; Data disaggregation
4. Implement accommodations, support and intervention to accelerate special education students not demonstrating mastery of grade level mathematics and reading TEKS through Waterford and Success Maker.	Counselor(s), Department Heads, Director of Special Services, District Administration, Principal(s)	August - June	(F)IDEA B Formula Entitlement - \$5,000	Summative - District and state assessments, PDAS, walk-throughs, classroom observation
5. Implement the English Language Proficiency Standards to build academic language proficiency in mathematics.	Counselor(s), District Administration, Instructional Coaches, Principal(s)	August - July	(F)Title I - \$1,000	Summative - TELPAS scores; end of year reports
6. Continue transition to STAAR exams to be given in the 2012-2013 school year.	Counselor(s), District Administration, Instructional Coaches, Principal(s)	August - July	(F)Title I - \$15,000	Summative - Attendance logs; sign in sheets; certificates
7. Identify and support priority-for-services migrant students who need supplemental interventions.	Counselor(s), District Migrant Coordinator, Principal(s), Teacher(s)	August - June	(F)Title I - \$15,000	Summative - Priority-for-services New Generation System (NGS) Report and interventions report
8. Maintain College Readiness Standards and determine impact on district math curriculum and instruction.	Counselor(s), District Administration, Principal(s)	August - June	(F)Title I - \$10,000, (F)Title II-B Secondary Math Grant - \$10,000	Summative - Curriculum documents; counselor reports on applications and acceptance letters

MATHIS ISD

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Continue to ensure vertical alignment and establish consistent standards and expectations utilizing CSCOPE.	Counselor(s), District Administration, Instructional Coaches, Principal(s), Teacher(s)	August - June	(F)Title I - \$15,000	Summative - Improve performance
10. Continue to emphasize the value of successful performance on the SAT, ACT and the PSAT/NMSQT through parent information workshops as well as local and District media.	Counselor(s), District Administration, Principal(s), Teacher(s)	August - June	(F)Title I, (S)Local Funds - \$5,000, (S)State Compensatory - \$5,000	Summative - Samples of promotional materials; Sign-in sheets; agendas
11. Administer benchmarks, formative and summative assessments such as STAAR and Stanford Achievement Test to determine mastery of knowledge and skills in math.	Core Subject Teachers, Instructional Coaches, Intervention Teacher, Principal(s)	August-June	(F)Title I	Summative -

MATHIS ISD

Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.

Objective 2. READING/ELA ACADEMIC PERFORMANCE: At least 92% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantage) and 25% commended on the state assessment in Reading/English Language Arts in order to meet state accountability guidelines as defined in No Child Left Behind.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide differentiated instruction training for teachers grades PK-12.	Counselor(s), Director of Special Services, District Administration	August - June	(F)Title I - \$15,000, (F)Title IIA Principal and Teacher Improvement - \$15,000	Summative - Classroom walk-throughs, training certificates; sign-in sheets; agendas
2. Continue guided reading strategies and techniques, using fiction and nonfiction texts in all PK-12 classrooms.	District Administration, Instructional Coaches, Principal(s)	August - June	(F)Title I - \$10,000, (S)State Compensatory - \$10,000	Summative - Classroom observations, improved state and district assessments
3. Continue a comprehensive reading program that uses balanced literacy and focused interventions to meet student needs.	Counselor(s), District Administration, Principal(s)	August - June	(F)Title I - \$10,000, (S)State Compensatory - \$10,000	Summative - State assessments, TPRI/Tejas Lee
4. Provide opportunities for at-risk and ELL students in grades PK-12 through Extended Day and/or Extended Year Programs.	Counselor(s), District Administration, Principal(s)	August - June	(F)21st Century/ ACE - \$100,000, (F)Title I - \$100,000, (S)State Compensatory - \$100,000	Summative - Pre/Post-tests, state and district assessments
5. Continue dyslexia services at PK through 8th grade campuses.	Counselor(s), Director of Special Services, District Administration, Principal(s)	August - July	(F)IDEA B Formula Entitlement - \$5,000, (F)Title I - \$5,000, (S)State Compensatory - \$5,000	Summative - State and district assessments
6. Implement accommodations, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade-level TEKS.	Counselor(s), Director of Special Services, District Administration, Principal(s)	August - June	(F)IDEA B Formula Entitlement - \$5,000	Summative - State and district assessments, classroom observations; student work
7. Continue focus on the writing process in PK-12 to include equal emphasis on the four modes of writing to prepare students for college readiness (narrative, expository, persuasive, descriptive).	District Administration, Principal(s)	August - July	(F)Title I - \$15,000, (S)State Compensatory - \$10,000	Summative - Curriculum documents, student composition folders, state assessment results
8. Continue to ensure vertical alignment and establish consistent standards and expectations in the Pre-AP and AP curriculum; continue to use results of AP audit and AP exam to identify courses that need support.	District Administration, Instructional Coaches, Principal(s)	August - July	(F)Title IIA Principal and Teacher Improvement - \$10,000, (S)High School Allotment - \$5,000	Summative - Curriculum documents, AP exam scores; agendas and sign-in sheets

MATHIS ISD

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Objective 2. READING/ELA ACADEMIC PERFORMANCE: At least 92% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantage) and 25% commended on the state assessment in Reading/English Language Arts in order to meet state accountability guidelines as defined in No Child Left Behind.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. District will continue to target reading level expectations for the end of grades K-2 .	District Administration, Instructional Coaches, Principal(s)	August - July	(F)Title IIA Principal and Teacher Improvement - \$25,000	Summative - Curriculum documents; EOY Assessment; Reading Level inventories; DMAC reports
10. Provide ongoing, comprehensive, professional development opportunities on PSAT/SAT for teachers that address the use of effective instructional strategies within the Pre-AP, AP and general classroom.	District Administration, Principal(s)	August - July	(F)Title IIA Principal and Teacher Improvement - \$25,000	Summative - Records of teacher participation in professional development; Classroom walk-throughs
11. Identify priority-for-services (PFS) migrant students who need supplemental interventions and monitor their progress.	District Administration, District Migrant Coordinator, Principal(s)	August - July	(F)Title I - \$10,000	Summative - Priority-for-Services NGS Report, interventins report
12. Establish consistent communication and support for dual credit courses between MISD and local community colleges.	Counselor(s), District Administration, Principal(s)	August - June	(S)State Compensatory - \$20,000	Summative - Student enrollment, student transcripts, curriculum documents
13. Administer benchmarks, formative and summative assessments such as STAAR and Stanford Achievement Test to determine mastery of knowledge and skills in reading and writing.	Core Subject Teachers, Instructional Coaches, Intervention Teacher, Principal(s), Special Ed Teachers	August - June	(F)Title I, (S)State Compensatory	Summative -

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Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.

Objective 3. SCIENCE ACADEMIC PERFORMANCE: At least 75% of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantage) will master the state assessment and at least 20% will score commended.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for PK-12 science teachers in order to integrate literacy into science content with emphasis on scientific vocabulary, technical reading, and critical thinking.	District Administration, Principal(s)	August - July	(F)Title I - \$10,000, (F)Title IIA Principal and Teacher Improvement - \$10,000	Summative - STAAR Scores, STAR Reading Levels
2. Continue staff development that provides strategies and tools to ensure hands-on, inquiry-based, high-level learning for the science program which meets the recommended and/or required percentages of classroom/laboratory and field investigations.	District Administration, Principal(s)	August - July	(F)Title I - \$50,000, (F)Title IIA Principal and Teacher Improvement - \$25,000	Summative - STAAR Scores, STAR Reading Levels
3. Facilitate the use of Model Classroom Project, Thinking Maps, Interactive Word Walls, interactive notebooking, and metacognitive strategies into the science curriculum.	District Administration, Principal(s)	August - July	(F)Title I - \$10,000	Summative - STAAR Scores, STAR Reading Levels
4. Continue formative and summative unit assessments to guide and inform reteaching using DMAC for data analysis.	District Administration, Principal(s), Teacher(s)	August - July	(S)State Compensatory - \$5,000	Summative - STAAR Scores, STAR Reading Levels
5. Maintain appropriate accommodations, inclusion support, and remediation activities to accelerate special needs students not demonstrating mastery.	Director of Special Services, District Administration, Principal(s)	August - July	(F)IDEA B Formula Entitlement - \$100,000, (F)Title I - \$50,000	Summative - Student grades, formative assessments, YAG & IFD in grades 3-12, Science Unit Tests in grades K-5, semester exams in grades 6-12
6. Structure Professional Learning Communities at the district level so that administrator and PLC Coordinators maintain instructional based meeting.	District Administration, PLC Coordinator(s), Principal(s), Teacher(s)	August - July	(F)Title I - \$100,000	Summative - Participation in PLC's, sign-ins, agendas
7. Analyze the four facets of college readiness and incorporate them into the 6-12 science curriculum: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and awareness.	District Administration, Principal(s)	August - July	(F)Gear-Up - \$10,000	Summative - Curriculum documents

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Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.

Objective 3. SCIENCE ACADEMIC PERFORMANCE: At least 75% of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantage) will master the state assessment and at least 20% will score commended.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Facilitate opportunities for authentic learning such as field trips and virtual field trips.	District Administration, Principal(s), Teacher(s)		(F)Gear-Up - \$10,000, (F)Title I - \$10,000, (S)State Compensatory	Summative - Administrative walk-throughs, coordinator observations, curriculum documents
9. Administer benchmarks and other formative and summative assessments using STAAR tests to drive re-teaching of students who do not master the material in science.		August - June		Summative -

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Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.

Objective 4. SOCIAL STUDIES ACADEMIC PERFORMANCE: (A) At least 94% mastery of all student subgroups (African American, Hispanic, White, and Economically Disadvantage) and 40% commended on the state assessment in Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Vertically align PK-12 Social Studies course of study based on the strands of history, geography, government, economics, citizenship, culture, science, technology, society, and social studies skills to provide continuity and reduce learning gaps.	Consultants, District Administration, Instructional Coaches, Principal(s)	August - June	(F)Title I - \$10,000	Summative - C-Scope curriculum, sign-in sheets, TAKS scores and Benchmark scores
2. Identify and select effective research-based method and materials of Social Studies instruction and provide professional development (such as Thinking Maps, foldable, questioning strategies, flexible grouping, writing and vocabulary for teachers PK-12 method), using Professional Learning Communities and data to continuously improve.	District Administration, Instructional Coaches, Principal(s)	August - June	(F)Title I - \$10,000	Summative - Professional development evaluations, administrative walk-throughs improved TAKS scores, TELPAS
3. Reinforce and promote the use of technology for research by utilizing primary sources, video-streaming and current issues to assist students in developing TEKS-based projects.	District Administration, Instructional Coaches, Principal(s), Technology Staff	August - June	(F)Title I - \$20,000	Summative - Administrative walk-throughs, Tech Fusion Submissions, coordinator observations, lesson plans, Technology trainings
4. Administer benchmarks and other formative and summative assessments to drive re-teaching of students who do not master the material in social studies.	District Administration, Instructional Coaches, Principal(s)	August - June	(F)Title I - \$10,000	Summative - C-Scope reports; DMAC reports
5. Implement accommodations, inclusion support, and intervention to accelerate special education students and English Language Learners (ELLs) not demonstrating mastery of grade level TEKS.	Consultants, Director of Special Services, Principal(s), Teacher(s)	August - June	(F)Title I - \$5,000	Summative - State and district assessments, PDAS , walk-throughs, classroom observation, professional development
6. Continue to provide ongoing AP and Pre-AP Social Studies professional development for secondary teachers as recommended by AP Social Studies Action Plan.	Counselor(s), District Administration, Instructional Coaches, Principal(s)	August - June	(F)Title I - \$10,000, (F)Title IIA Principal and Teacher Improvement - \$10,000	Summative - C-Scope curriculum, increase in 3s, 4s, and 5s for AP scores, AP Test Prep sessions

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Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.

Objective 4. SOCIAL STUDIES ACADEMIC PERFORMANCE: (A) At least 94% mastery of all student subgroups (African American, Hispanic, White, and Economically Disadvantage) and 40% commended on the state assessment in Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Focus on College and Career Readiness Standards to impact district Social Studies curriculum and instruction.	Counselor(s), District Administration, Instructional Coaches, Principal(s)	August - July	(F)Gear-Up - \$10,000, (F)Title I - \$10,000	Summative - Curriculum documents, learning expeditions, virtual learning experiences
8. Continue to identify priority-for-services migrant students who need supplemental interventions using home visits and surveys.	District Administration, District Migrant Coordinator, Principal(s)		(F)Title I - \$5,000	Summative - Priority for Services NGS Report and interventions report

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Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.

Objective 5. 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" according to No Child Left Behind by the end of 2012-13.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to recruit and select only new teachers and paraprofessionals that meet the definition of Highly Qualified.	District Administration, Principal(s)	August - July	(F)Title IIA Principal and Teacher Improvement - \$100,000, (S)Local Funds - \$6,000,000	Summative - Employment data, compliance report
2. Offer stipends to recruit highly qualified teachers and retain quality teachers already with district.	District Administration, Principal(s)	August - June	(F)Title IIA Principal and Teacher Improvement	Summative - STAAR Scores, STAR Reading Levels
3. Provide competitive salary and benefit packages to all staff and continue to evaluate the stipends and incentives in the high needs areas to compete with surrounding districts.	District Administration, Human Resources, Principal(s)	July-June	(F)Title IIA Principal and Teacher Improvement, (L)Local Fund	Summative - Human Resource Retention Data
4. Update the teacher highly-qualified plan for all Mathis ISD staff based on best practices to proactively pursue and retain "highly effective" staff. Create an exit survey for all staff leaving the district. (DCAP finding 4.A) (Title I SW: 3) (NCLB: 3)	Human Resources	Aug. - July	(F)Title IIA Principal and Teacher Improvement, (O)Corrective Action Plan Resource - Reg 17 NCLB HQ Guide	Summative -
5. Establish an annual and on-going needs assessment and develop a process to gather and analyze data to determine targets for future planning through District Professional Learning Committee and DEIC meetings. (DCAP Finding 2.A and 3.A)			(O)Corrective Action Plan Resource	Summative -

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Goal 2. The District will exceed the state standards by holding each stakeholder accountable for their performance through engaged educational instruction that will result in academic improvement in the State and Federal accountability systems.

Objective 6. Evaluate and improve instructional support programs to meet the diverse needs of all students and maintain compliance with State and Federal Special Programs by implementing and monitoring the District Special Education Continuous Improvement Plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the consistent use of data to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation for special education students. (Title I SW: 3,4,9) (Target Group: SPED) (NCLB: 5)	Brush Country Co-op Director, Contracted Diagnosticians, District Administration, Principal(s), Special Ed Teachers	August-June	(F)IDEA B Formula Entitlement - \$15,000, (F)Title I - \$5,000	Summative - DMAC reports; STAAR Passing rate; STAR reading levels reports; Passing rates
2. Implement a district wide program of intensive reading and math intervention using programs such as LIPS, Waterford, Compass Odyssey and Succesmaker. (Title I SW: 2) (Target Group: All, SPED, AtRisk) (NCLB: 1,2,3,4,5)	21st Century Director, Consultants, Director of Special Services, District Administration, District Migrant Coordinator, Instructional Coaches, Mentors, Principal(s), Special Ed Teachers, Teacher(s)	August - June	(F)Title I - \$50,000	Summative - Value added growth based on individual students; Program data; STAAR data; STAR Reading reports.
3. Improve special education supports and services with additional instructional aides in classrooms to assist with behavior.	Brush Country Co-op Director	August - June	(F)IDEA B Formula Entitlement - \$100,000	Summative - Added value based on needs of students;
4. Campus level administration will monitor C-Scope lesson plans to ensure that special education students are being provided high quality instruction. (Title I SW: 2,3,5,9,10) (Target Group: SPED) (NCLB: 1,3,5)	Director of Special Services, District Administration, Instructional Coaches, Principal(s)	August - June	(F)IDEA B Formula Entitlement - \$30,000, (F)Title I - \$20,000	Summative - Walk throughs, lesson plans fidelity of services provided (C-Scope, IEP, IAPs, etc).

MATHIS ISD

Goal 3. The District will provide an appropriate, rigorous, well-balanced curriculum and utilize 21st Century tools and technology to educate all children to their fullest potential.

Objective 1. Implement procedures that ensure full and equal access to general education, special education, and advanced academic programs, elective classes, extra and co-curricular activities for 100% of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a Pre-AP program in all four "core" areas in middle school and the first two years of high school that will prepare students from all student groups to successfully complete Advanced Placement program.	Instructional Coaches, Principal(s)	August - June	(F)Title I - \$50,000, (S)High School Allotment	Summative - Master schedules show Pre-AP, Pre-AP course enrollments increase
2. Provide on-going job embedded professional development for teachers through the ESC2 consultant and instructional coaches.	Consultants, ESC Region II, Instructional Coaches, Principal(s), Teacher(s)	August - June	(S)High School Allotment	Summative - Report showing studentns enrolled in Pre-AP
3. Continue to require students in Advanced Placement courses to take the AP exam at District expense at the end of the course.	Counselor(s), Principal(s), Teacher(s)	August - July	(F)Title I - \$10,000, (S)High School Allotment	Summative - AP exam results
4. Provide on-going professional development to enable teacher to utilize research-based practices, including innovative methods and strategies. Support participation in Advanced Placement institutes and workshops, Model Classroom Project, and Project-Based Learning.	Consultants, Instructional Coaches, Principal(s), Teacher(s)	August - July	(F)Title I - \$20,000, (S)High School Allotment	Summative - Professional development offerings, attendance at professional development sessions
5. Continue to establish an expectation that all students will take the PSAT/NMSQT, SAT and ACT, increase the number of participants in District PSAT/SAT/ACT preparation courses, encourage/invite potential Merit Scholars to attend.	Counselor(s), Principal(s)	August - July	(S)High School Allotment	Summative - Participation rate in ACT and SAT of students from each students group

MATHIS ISD

Goal 3. The District will provide an appropriate, rigorous, well-balanced curriculum and utilize 21st Century tools and technology to educate all children to their fullest potential.

Objective 2. Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use various technologies (i.e. video conferencing, blogs, wikis, podcasting, handheld probes, email, etc.) to participate in and demonstrate relevance pertaining to the global community.	Principal(s), Technology Staff	August - July	(L)Local Fund	Summative - Project Based Learning Matrices
2. Coordinate technology applications and career and technical education course to bring 21st century environments into the teaching setting; provide access to real world experts in the field to correlate instruction/technology/real world applications.	Consultants, Principal(s)	August - July	(L)Local Fund	Summative - Student/Staff participation data
3. Provide expanded curricular offerings through distance learning classes and partnerships with other district and universities.	Counselor(s), Principal(s)	August - July	(S)High School Allotment, (S)State Compensatory - \$100,000	Summative - Student Completion data;Credits Completed

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Goal 3. The District will provide an appropriate, rigorous, well-balanced curriculum and utilize 21st Century tools and technology to educate all children to their fullest potential.

Objective 3. Provide differentiated professional development that enables teachers to increase higher order thinking in their instruction. At least 75% of district and campus staff development will include technology integrated activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for all district and campus administrators (PDAS, DMAC, etc.) so they understand how technology supports data-driven decision making.	Consultants, District Administration, ESC Region II	August - July	(F)Title I - \$25,000	Summative - Participation in training sessions, administrators use tools
2. Provide training in ethical uses of technology which includes internet safety, cyber-bullying, acceptable use and copyright issues.	Principal(s), Technology Staff	August - July	(F)Title I - \$10,000	Summative - 100% of campuses will offer Internet safety training, including cyber-bullying. participation in training sessions and attendance documented.
3. Provide training on using technology in special program classes (GT, AP, SpEd, Bilingual, ESL).	Consultants, District Administration, Principal(s), Technology Staff	August - July	(F)Title I - \$20,000	Summative - Number of training sessions offered; evidence of use in classroom through principal walk-throughs
4. Develop a three year district technology plan to provide 100% of teachers with the current technology equipment and professional development.	Administrator of Business/Operations, Principal(s), Technology Staff	August - July	(F)Title I - \$20,000, (S)State Compensatory - \$200,000	Summative - Regional and state Approved Technology Plan.
5. Continue implementing and developing the Model Classroom Project, Kagan Cooperative Learning, Technology, and Professional Learning Communities.	Consultants, District Administration, Principal(s)	August - July	(F)Title I - \$50,000	Summative - Number of training sessions offered; evidence of use in the classroom through principal walk-throughs
6. All students, parents, and staff shall be informed of district technology policies.	Principal(s)	August - July	(F)Title I - \$5,000	Summative - Website
7. Students, parents, and staff members will be responsible for following the district's Acceptable Use Policy.	Principal(s), Technology Staff	August - July	(F)Title I - \$5,000	Summative - Signed policies on file at the campus

MATHIS ISD

Goal 3. The District will provide an appropriate, rigorous, well-balanced curriculum and utilize 21st Century tools and technology to educate all children to their fullest potential.

Objective 4. Teachers and students will have access to modern computers and advanced technology, including access to the Internet.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will continue upgrading existing technology equipment.	Business Manager, Technology Staff	August - July	(L)Local Fund - \$100,000	Summative - Completed task purchase orders
2. The district will continue purchasing interactive white-boards until each core classroom is provided with one.	Business Manager, Technology Staff	August - July	(L)Local Fund - \$100,000	Summative - Purchase orders and invoices
3. The district will maintain current bandwidth links between all campuses to support instructional and administrative functions.	Business Manager, Technology Staff	August - July	(S)Local Funds - \$10,000	Summative - Purchase orders, invoices

MATHIS ISD

Goal 4. The District will identify and provide the appropriate interventions that will increase student attendance and decrease the drop-out rate.

Objective 1. ATTENDANCE - Improve student attendance to 97% district-wide.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide innovative instructional programs and services to address needs of students with high absenteeism, (i.e., Career & Technical Education, Saturday School, tutoring, summer school, credit recovery, and PRS Pregnancy Related Services).	Consultants, Counselor(s), PEIMS District Coordinator, Principal(s)	August - June	(F)Carl D. Perkins Grant - \$20,000, (S)State Compensatory - \$20,000	Summative - Attendance Reports
2. Continue to promote and recognize students with perfect attendance daily and at award ceremonies at the end of each six weeks.	Counselor(s), PEIMS District Coordinator, Principal(s), Teacher(s)	August - June	(L)Local Fund - \$1,000	Summative - Attendance Reports

MATHIS ISD

Goal 4. The District will identify and provide the appropriate interventions that will increase student attendance and decrease the drop-out rate.

Objective 2. DROPOUT PREVENTION/HS COMPLETION - Maintain an annual dropout rate of less than 1% for 7th and 8th grade students. Increase the completion rate to 95% for grades 9-12.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community Liaison Coordinator/Social Worker to assist campuses on researching excessive absences that could lead to dropouts.	Counselor(s), Principal(s), Truant Officer	August - June	(L)Local Fund - \$20,000	Summative - PEIMS reports and daily attendance
2. Provide alternative solutions to potential dropouts like Alternative Learning Lab to help in recovering credits and preparing state assessments.	Counselor(s), Principal(s)	August - June	(L)Local Fund - \$10,000	Summative - Report on students recovered
3. Provide credit recovery program and/or acceleration program for students at-risk for failure/drop-out through programs such as Compass Learning and A+ Learning.	Consultants, Core Subject Teachers, Instructional Coaches, Intervention Teacher, Principal(s)	August-July		Summative -

MATHIS ISD

Goal 5. The District will empower, increase, and promote the involvement of parents, students, and the community by providing a comprehensive system of support connecting home and school to ensure positive learning achievements.

Objective 1. Allow for parental and community input to decision makers by developing and sustaining strong systems that promote parent involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop an effective communication between parents/community through Tyler Information System and Mathis ISD website.	Principal(s)	August - June	(L)Local Fund - \$15,000	Summative - Scheduled events sign-ins, programs and agendas
2. Support all schools in developing a process for parents to provide input on issues of importance to the campus and the district through SBDN or DEIC.	District Migrant Coordinator, Principal(s)	August - June	(L)Local Fund - \$5,000	Summative - Sign-ins
3. Develop a framework for parent involvement systems and strategies for parents of middle and high school students that support high school graduation.	Consultants, District Administration, Principal(s)	August - July	(L)Local Fund - \$5,000	Summative - Sign ins

MATHIS ISD

Goal 5. The District will empower, increase, and promote the involvement of parents, students, and the community by providing a comprehensive system of support connecting home and school to ensure positive learning achievements.

Objective 2. Continue to promote parent communication and involvement utilizing the districts technology platform to facilitate this effort and measured by use of technology for outreach to parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase number of parents accessing and using online access to their children's grades at all campuses through Tyler System.	PEIMS District Coordinator, Principal(s), Teacher(s)	August - June	(L)Local Fund - \$10,000	Summative - Tyler System log-in data.
2. Support campuses in conducting orientation to Internet Safety for Parents at least once per year during Parent Summit and other parent functions.	District Administration, PEIMS District Coordinator	August - June	(L)Local Fund - \$5,000	Summative - Sign-ins and Agendas
3. Use the district media technology to communicate Parent Involvement success stories throughout the community.	District PR Coordinator, Technology Staff	August - July	(L)Local Fund - \$5,000	Summative - Alert log, sign-ins

MATHIS ISD

Goal 5. The District will empower, increase, and promote the involvement of parents, students, and the community by providing a comprehensive system of support connecting home and school to ensure positive learning achievements.

Objective 3. Continue to enhance and increase parent involvement as it relates to positive academic achievement. Involvement to be measured by annual evaluation of parent involvement opportunities by parents; by active participation in parent trainings; and parent involvement activities offered throughout the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote college readiness at all parent meetings.	Counselor(s), Principal(s)	August - May	(S)State Compensatory	Summative - Calendar of event, agendas, sign-in sheets, documentation of college entrance applications and transcript requests
2. Develop and implement a network of parent support for school transition (prekindergarten to kindergarten; intermediate to middle; middle to high school). Focus on a "College Going Culture!"	Consultants, Counselor(s), Principal(s)	August - May	(L)Local Fund - \$4,000	Summative - Agendas and sign-in sheets, parent teams established at each campus to mentor new parents, agendas from Parnet Network that reflect themes of a "College Going Culture".
3. District will offer GED classes to students and parents of students through our 21st Century Grant.	21st Century Director	August - May	(F)21st Century/ ACE - \$50,000	Summative - Sign-ins, GED completions

MATHIS ISD

Goal 6. The District will provide a safe, drug free and positive learning environment.

Objective 1. Optimize and support a safe, drug-free, positive learning environment in schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and revise the safety priority requirements using input from district sources and federal and state requirements, such as but not limited to campus security/safety checks; updated campus crisis response plans; harassment training.	Administrator of Business/Operations, Safety Coordinator	August - July	(L)Local Fund - \$1,000	Summative - Number of incident reports;
2. Review and revise the District Emergency Operations Plan.	Administrator of Business/Operations, Principal(s), Safety Coordinator	August - September	(L)Local Fund - \$1,000	Summative - Emergency Operations Plan in place
3. Conduct criminal background and reference checks on each applicant, parent volunteer, and substitute interviewed or trained.	Human Resources	August - July	(L)Local Fund - \$10,000	Summative - Number of incident reports.
4. Continue to utilize K-9 services to ensure drug-free campuses. (NCLB: 4)	Principal(s)	Aug.-June	(L)Local Fund	Summative -
5. Implement a bullying prevention plan on all campuses. (NCLB: 4)	Principal(s)		(L)Local Fund	Summative -
6. Implement the use of clear plastic or mesh backpacks in order to promote safe school environment.	Principal(s)	Aug.-June	(L)Local Fund	Summative -

MATHIS ISD

Goal 7. The District will instill character enhancement and good citizenship in all students.

Objective 1. Provide opportunities for students to build from positive experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize a 3-Tier discipline program with an emphasis on Tier 1 to keep students in the classroom.	Principal(s)	August	(L)Local Fund - \$5,000	Summative - Lower discipline referrals; higher success rate; reduced assignments to DAEP settings
2. Provide programs such as Character Building, LEAPS, Drug Awareness and Careers to students assigned to alternative education program/behavior unit.	Counselor(s), Principal(s)	August - June	(L)Local Fund - \$2,000	Summative - Agendas, sign-ins
3. Offer opportunities and support extra-curricular activities such as fine arts, acadmeics and athletics.	Principal(s), Teacher(s)	August- July		Summative - Trophies, Awards, Recognitions and Certificates; Number of Students Participating
4. Implement a character building program on all campuses.	Principal(s), Teacher(s)	Aug.-June		Summative -

MATHIS ISD

Goal 8. The District will continue the development and implementation of a long-range facility plan that provides a learning environment supporting teaching and learning with accessibility for all learners and demonstrate strategic planning, sound fiscal accountability standards, and meet the Financial Integrity Resource System of Texas indicators.

Objective 1. Continue the sound financial practices of receiving a Superior Rating on schools FIRST.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete requirements in order to meet 99% of objectives on Schools FIRST.	Administrator of Business/Operations, Finance Director	July-August		Summative - Superior Rating
2. Provide training for Departments, to support the proper codings and methodologies for the support of the budget using TASBO, ESC 2 as needed and outside Auditors.	Administrator of Business/Operations, Finance Director, Superintendent(s)	August - July	(L)Local Fund - \$2,000	Summative - Superior Rating
3. Analyze check and balances to maintain the budget process using pupil projections based on attendance reports generated at the end of each six weeks period on the Summary of Finance template. (DCAP 3, B and C)	Administrator of Business/Operations, Finance Director, Principal(s), Superintendent(s)	August - July	(L)Local Fund - \$1,000	Summative - Superior Rating
4. Implement timeline for the budget process.	Administrator of Business/Operations, Finance Director	January - August	(L)Local Fund - \$1,000	Superior Rating, the highest designator in "FIRST", audit, quarterly reports.

MATHIS ISD

Goal 8. The District will continue the development and implementation of a long-range facility plan that provides a learning environment supporting teaching and learning with accessibility for all learners and demonstrate strategic planning, sound fiscal accountability standards, and meet the Financial Integrity Resource System of Texas indicators.

Objective 2. Implementation of a comprehensive long-range facilities and maintenance plan during the 2012-13.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually review and maintain a long-range facilities and maintenance schedule.	Administrator of Business/Operations	August - July	(L)Local Fund - \$500,000	Summative - Completed schedules
2. Conduct an on-going review of the long-range facilities plan and report to the Board of Trustees.	Administrator of Business/Operations	August - July	(L)Local Fund - \$2,000	Summative - Copy of review and board agendas
3. Review, revise and implement the district Technology Plan to reflect requirements of the Facilities Assessment Plan.	Administrator of Business/Operations, Technology Staff	August - July	(F)Title I - \$500, (L)Local Fund - \$500	Summative - Expanded section in District Technology Plan for facilities and budget allocations
4. Receive community and staff input regarding long-range plans or facilities.	Administrator of Business/Operations, Superintendent(s)	August - July	(L)Local Fund - \$1,000	Summative - Sign in Sheets; Agendas

MATHIS ISD

Goal 8. The District will continue the development and implementation of a long-range facility plan that provides a learning environment supporting teaching and learning with accessibility for all learners and demonstrate strategic planning, sound fiscal accountability standards, and meet the Financial Integrity Resource System of Texas indicators.

Objective 3. A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train accounting staff on NCLB updates.	Business Manager	August - July	(F)Title I - \$3,000	Summative - Training completed and sign in sheets
2. Provide technical assistance and guidance for the use of Title I funds.	Administrator of Business/Operations, Business Manager	August - July	(F)Title I - \$20,000	Summative - Distribution of Title 1 budget binders

MATHIS ISD Site Base

Name	Position
Adame, Anna	Teacher
Alvarado, Christina	Ad Hoc Members
Armendarez, Selena	Teacher
Caballero, Victor	Ad Hoc Member
Cabrera, Charles	Ad Hoc Member
Cano, Leo	Ad Hoc Member
Casarez, Christopher	Ad Hoc Member
Casas, Maria	Committee Chairperson
Castro, Guadalupe	Teacher
Chapman, Bob	Ad Hoc Member
Dickerson, Janet	Teacher
Dolin, Jesse	Ad Hoc Member
Dominguez, Ninfa	Teacher
Dominguez, Yolanda	Teacher
Garcia, David	Ad Hoc Member
Garcia, Rachel	Teacher
Garza, Eloisa	Ad Hoc Member
Garza, Shelly	Counselor
Gibson, Bernadette	Parent
Gonzales, Minnie	Teacher
Gutierrez, Veronica	Teacher
Huerta, Rosie	Ad Hoc Member
Leal, Brenda	Non-Classroom Teacher
Leal, Romelia	Ad Hoc Member
McCoy, Camille	Ad Hoc Member
Molina, Ronnie	Ad Hoc Member
Morales, Lisa	Counselor
Ortmayer, Christine	Teacher
Pena, Norma	Business Representative

MATHIS ISD Site Base

Name	Position
Rigotti, Kelly	Teacher
Robertson, Valerie	Ad Hoc Member
Romero, Lindsay	Teacher
Salazar, Erica	Ad Hoc Member
Sanchez, Esmeralda	Counselor
Satterfield, Jeff	Business Representative
Tate, Gail	Counselor
Westbrook, Cynthia	Non-Classroom Teacher
Yocum, Patricia	Teacher
Zambrano, Rosario	Ad Hoc Member

Resources

Resource	Source	Amount
21st Century/ ACE	Federal	\$351,563
Carl D. Perkins Grant	Federal	\$30,291
IDEA Pre-School Entitlement	Federal	\$7,706
IDEA B Formula Entitlement	Federal	\$303,369
Technology Lending Grant	Federal	\$100,000
Title I	Federal	\$1,076,400
Title II-B Secondary Math Grant	Federal	\$78,146
Title IIA Principal and Teacher Improvement	Federal	\$191,883
TTIPS Grant	Federal	\$697,237
Local Fund	Local	\$2,689,836
High School Allotment	State	\$108,206
Local Funds	State	\$11,963,720
State Compensatory	State	\$1,842,575

Comprehensive Needs Assessment

Demographics

Demographics Summary

	2010-2011	2010-2011 %E	2009-2010	2009-2010 %E	2008-2009	2008-2009 %E	2007-2008	2007-2008 %E
Total Enrollment	1809		1746		1804		1881	
White	127	7%	125	07.16	136	07.54	158	08.40
Hispanic	1659	91.7%	1,599	91.58	1,647	91.30	1697	90.22
Black	22	1.2%	21	01.20	21	01.16	24	01.28
Asian	1	.1%					2	00.11
Boy	922	51%	873	50.00	894	43.56	934	49.65
Girl	887	49%	873	50.00	910	50.44	947	50.35
Eco Disadvantaged	1496	82.7%	1,540	88.20	1522	84.37	1548	82.30
At-Risk	1026	56.7%	1,043	59.74	1048	58.09	1060	56.35
Migrant	204	11.3%	175	10.02	213	11.81	155	8.24
LEP	48	2.65%	52	02.98	54	2.99	54	02.87
GT	92	5.1%	84	04.81	93	5.16	98	05.21
Bilingual	33	1.8%	35	02.00	30	1.66	25	01.33
ESL	4	.2%	7	00.40	10	0.55	14	00.74
Title I Not Participate	0		5	00.29	4	0.22	18	00.96
Title I School-wide	1809	100%	1,741	99.71	1800	99.78	1863	99.04
CATE	387	21.4%	304	17.41	265	14.69	478	25.41
Spec Education	162	9%	161	09.22	185	10.25	198	10.53

How have these demographics changed over the last 3-5 years? *PIEMS data from 2008-09, 2009-2010, 2010-2011* A drop in numbers were evident in 2009-2010 and an increase as shown in all areas.

Are enrollment numbers declining or increasing? There was an increase this year in enrollment this year.

What trends are seen in an analysis of 1st semester versus 2nd semester? How has enrollment changed over the past 3-5 years? The enrollment decreased with an increase this year.

Enrollment	2009-2010 AEIS	2009-2010 AEIS %	2008-2009 AEIS	2008-2009 AEIS %	2007-2008 AEIS	2007-2008 AEIS %
TOTAL	1736		1,784		1,856	
African American	20	1.2%	20	1.1 %	24	1.3%
Hispanic	1592	91.7%	1,628	91.3%	1,673	90.1%
White	123	7.1%	136	7.6%	157	8.5%
Native American	0		0	0%	0	0
Asian/Pacific Islander	1	.1%	0	0	2	0.1%
Economically Disadvantaged	1538	88.6%	1,515	84.9%	1,534	82.7%
LEP	52	3.0%	54	3.0%	52	2.8%
Students w/Discipline Placements	(2008-2009)274	13.7	(2007-2008) 43	2.1%	(2006-2007) 69	3.3%
At-Risk	1036	59.7%	1,034	58%	1,037	55.9%

What are the students' mobility rates? *AEIS Report*

What support systems are in place to assist these students? *C-Scope*

What percent of students are migrant students? 11%

Do they return each year? Yes

Migrants	2010-2011 #	2010-2011 %	2009-2010 #	2009-2010 % enrolled	2008-2009 #	2008-2009 % enrolled	2007-2008 #	2007-2008 % enrolled	2006-2005 #	2006-2005 % enrolled
American Indian/Alaskan	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
Black	1	.06%	0	0	0	0	0	0	0	0
Hispanic	202	11.17%	172	9.85	213	11.81	154	8.19	166	8.74
White	1	.06%	3	.17	0	0	1	0.05	1	0.05

Dropout Rates

Dropout Rates	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
GR 7-8	.0%	0%	0.0%	0.0%	0.3%
GR 7-12 (AEA)	1.7	5.7%	0.6%	0.2%	0.9%
GR 9-12	2.4	8.0%	0.8%	0.3%	1.3%

COMPLETION RATE

Completion Rate	Class 2006	Class 2007	Class 2008	Class 2009	Class2010
Graduated	70.2%	81.2%	78.9%	72.5	79.7
Received GED	2.5%	0.0%	0.0%	6.7	5.6
Continued HS	23.1%	17.9%	17.4%	11.4	6.3
Dropped Out (4-yr)	4.1%	0.9%	3.7%	9.4	9.6

Completion Rate

Completion Rate	Class of 2008	Class of 2007	Class of 2006
Completion Rate I (w/GED)	96.8%	99.1%	93.4%
Completion Rate II (w/o GED)	96.3%	99.1%	95.9%

How many students withdraw each year for homeschooling? Last year we had 3 students go homeschooled. PEIMS Data

Leavers

	2009-2010 #	2009-2010 %	2008-2009 #	2008-2009 %	2007-2008	2007-2008
01 Graduated	128	90.8%	101	66%	96	51.1%
16 Return to Home Country	0	0	2	1.3%	1	0.5%
24 College, Pursue Degree	0	0	0	0	2	1.1%
60 Home Schooling	3	2.1%	42	27.5%	61	32.4%
66 Removed by CPS	0	0	1	0.7%	1	0.5%
81 Enroll in TX Private School	0	0	0	0	1	█
82 Enroll in School Outside Texas	10	7.1%	7	4.6%	26	█
98 Other	49	25.8%	5	3.2%	2	█
Total	190	100%	158	100%	190	█

Which students are identified as at-risk? Does the district or campus use state indicators only or also local indicators? (Purple at-risk criteria)
 The campuses use the state indicator.

	2010-2011	2010-2011 %E	2009-2010	2009-2010 %E	2008-2009	2008-2009 %E	2007-2008	2007-2008 %E
At-Risk	1,024	56.9%	1,043	59.74	1048	58.09	1060	56.35

	Attendance Rates
2009-2010	94.4
2008-2009	93.9
2007-2008	94.7
2006-2007	93.7

2005-2006	94.9
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Teacher Demographics	2010-2011	2010-2011%	2009-2010	2009-2010%	2008-2009	2008-2009 %	2007-2008	2007-2008 %
African American	0	0.0	0	0%	0	0	0	0
Hispanic	74.3	64.3%	78.6	62%	81.5	.60.6	79.80	59
White	39.5	34.2%	47.3	37.4%	52	38.7	53.5	39.6
Native American	0.0	0%	0	0%	0	0	0	0
Asian Pacific Islander	1.7	1.5%	.8	,6%	1	0.7	1.9	1.4

	2010-2011	2009-2010	2008-2009	2007-2008
Average Class Size	15.6	13,7	13.3	13.7