

**MATHIS INT**  
**Campus Improvement Plan**  
**2015/2017**

# MATHIS INT

## **Mission**

*Mathis ISD engages learners to become critical thinkers, leaders and contributors in a diverse and competitive world.*

## **Vision**

*Mathis ISD strives to be a premier, rural school district recognized nationally as a leader among learning organizations.*

### Nondiscrimination Notice

MATHIS INT 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 INT Site Base

Name	Position
Alvarado, Christina	District Administrator
Cox, Casey	Teacher
Delagarza, Vienna	Teacher
Garcia, David	Assistant Principal
Gibson, Bernadette	Para-Professional
Kunze, Robin	Teacher
Morales, Linda	Principal
Pittman, Patricia	Teacher
Ramirez, Jennifer	Parent
Salinas, Eddie	Community Member

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2015/2017 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.

# MATHIS INT

**Goal 1.** Mathis ISD will meet or exceed state and federal accountability standards.

**Objective 1.** Make English/Language Arts/ Reading, Writing a priority and provide necessary support for targeted populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide small group interventions for students who need interventions and extensions to decrease gaps and increase levels of achievement.	Counselor(s), Department Heads, Instructional Coaches, Intervention Teacher, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title 1 Migrant, (F)Title I, (F)Title III Bilingual / ESL, (O)Special Ed Funding, (S)Local Funds - \$2,480, (S)Priorities Grant, (S)State Compensatory	Summative - State Assessment
2. Utilize effective instructional activities that provide an engaging learning environment that meets the needs of all students. Examples: Think-Pair-Share, Higher level questioning, anchor charts, kinesthetic activities, high level questioning, foldables.	Core Subject Teachers, Instructional Coaches, Intervention Teacher, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$4,000, (S)Priorities Grant, (S)State Compensatory	Summative - State Assessment
3. Build fluency by utilizing fluency checks, Accelerated Reader program and Leveled Literacy Intervention program.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title 1 Migrant, (F)Title I, (L)Local Fund - \$3,400, (S)Priorities Grant, (S)State Compensatory	Summative - State Assessments
4. Increase exposure to state formatted testing questions by developing a teacher made, campus-based, strategy folder and utilizing Staar Maker.	Principal(s), Special Ed Teachers, Teacher(s)	October-June	(F)Title I, (L)Local Fund - \$4,000, (S)Priorities Grant, (S)State Compensatory	Summative - State Assessments
5. Target STAAR writing by providing professional development for third and fourth grade teachers.	Principal(s), Special Ed Teachers, Teacher(s)	September and November	(F)Title I, (L)Local Fund - \$2,000, (S)Priorities Grant, (S)State Compensatory	Summative - State Assessments

# MATHIS INT

**Goal 1.** Mathis ISD will meet or exceed state and federal accountability standards.

**Objective 2.** Make Math a priority and provide necessary support for targeted populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use the district curriculum Year at a Glance, and Instructional Focus Document.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - State Assessments
2. Assess and monitor mathematics learning using PDAS walkthroughs, benchmarks, campus based assessments, and DMAC data.	Intervention Teacher, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - State Assessments scores and PDAS evaluations
3. Participate in professional development that focuses on math standards, differentiated and engaging instruction.	Intervention Teacher, Principal(s), Special Ed Teachers, Teacher(s)	August-July	(F)Title I, (L)Local Fund, (O)Special Ed Funding, (S)Local Funds - \$3,700, (S)State Compensatory	Summative - State Assessment
4. Utilized formative/summative assessments through STAAR Maker, TAG (DMAC), STAAR One, benchmarks, and campus based assessments to provide interventions for all students and target populations such as gifted and talented, migrant, bilingual, at-risk, economically disadvantage, SPED, and LEP.	Counselor(s), Director of At-Risk and SCE, Director of Special Services, Director of Testing, Counseling and GT, District Migrant Coordinator, Federal Programs Director, Intervention Teacher, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title 1 Migrant, (F)Title I, (L)Local Fund, (O)Special Ed Funding, (S)Local Funds - \$9,000, (S)Priorities Grant, (S)State Compensatory	Summative - State Assessment

# MATHIS INT

**Goal 1.** Mathis ISD will meet or exceed state and federal accountability standards.

**Objective 3.** Make Science a priority and provide necessary support for targeted populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use district curriculum year at a glance, IFD.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - State Assessment
2. Utilize a variety of teaching strategies to make science engaging such as foldables, interactive notebook/journaling, and meeting the required percentages of classroom/laboratory and field investigations.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - State assessment
3. Participate in professional development that targets field investigations and hands-on instruction for science.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$1,500	Summative - State Assessments
4. Provide opportunities to apply field investigation techniques through field based experiences and field trips.	Counselor(s), Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Formative - Student work reflecting the application of science TEKS in the field
5. Administer benchmarks, formative and summative assessments using STAAR One, STAAR Maker, Mentoring Minds, campus based assessments, and locally developed benchmarks.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$3,300	Summative - State Assessment

# MATHIS INT

**Goal 1.** Mathis ISD will meet or exceed state and federal accountability standards.

**Objective 4.** Make Social Studies a priority and provide necessary support for targeted populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use the district curriculum, year at a glance, and IFD.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - Campus Based Assessments
2. Integrate technology to increase engagement, awareness, and connections to increase student achievement.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$5,800	Summative - Campus based assessments

# MATHIS INT

**Goal 1.** Mathis ISD will meet or exceed state and federal accountability standards.

**Objective 5.** Create and implement a professional learning plan that provides professional learning opportunities each year and using a variety of learning modalities (i.e. auditory, visual, kinesthetic)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in professional learning community book studies.	Counselor(s), Department Heads, Principal(s), Special Ed Teachers, Teacher(s)	November-June	(F)Title I, (L)Local Fund	Summative - Book study notes and walk-throughs
2. Provide opportunities for job embedded training in the areas of math, science, reading and writing as well as an opportunity to observe, peer/instructional leaders and participate in peer observations and PLCs.	Contracted Services, Department Heads, Director of Testing, Counseling and GT, Instructional Coaches, Mentors, PLC Coordinator(s), Principal(s), Teacher(s)	August to June	(F)Title I, (S)Priorities Grant	Summative - Observation notes
3. Provide support in advanced academics such as GT.	Director of Testing, Counseling and GT, Principal(s)	August-June	(F)Title I	Formative - Observations
4. Provide opportunities for teachers to attend professional development in targeted areas and differentiated instruction to increase students achievement.	Consultants, Contracted Services, Director of Testing, Counseling and GT, Instructional Coaches, Principal(s)	August-June	(F)Title I, (L)Local Fund - \$625	Summative - Observations
5. Provide training to help teachers better understand how technology supports data driven decision making for Accelerated Reader, DMAC, and Think Through Math.	Consultants, Contracted Services, Instructional Coaches, Principal(s), Superintendent(s)	August-June	(F)Title I	Summative - Usage reports and PLC notes that reflect discussions of data

# MATHIS INT

**Goal 1.** Mathis ISD will meet or exceed state and federal accountability standards.

**Objective 6.** Implement the Technology Applications Texas Essential Knowledge Skills (TEKS) according to the National Educational TEchnology Standards for Students (NETS-S).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Microsoft Office, Google docs, and the internet for various projects.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - Product evaluations, lesson plans
2. Incorporate technology resources such as video clips through You Tube, video conferencing, and the internet. As well as technological equipment such as Light Box interactive boards, document cameras, chrome tablets and computers.	Instructional Coaches, Intervention Teacher, Principal(s), Teacher(s)	August-June	(F)Title I	Summative - State Assessment
3. Utilize programs such as iStation, Think Through Math, Accelerated Reader, etc. to provide intervention and extra support to close gaps in student learning.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - Student improvement reports

# MATHIS INT

**Goal 1.** Mathis ISD will meet or exceed state and federal accountability standards.

**Objective 7.** Develop and implement a plan to improve attendance, completion and dropout rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recognize students with perfect attendance, honor classes and grade levels with incentives based on attendance percentages.	Counselor(s), Principal(s), Registrar	August-June	(F)Title I	Summative - Attendance reports and records
2. Monitor attendance and tardies through the attendance office and schedule intervention meetings and/or court appearances concerning excessive absences.	Counselor(s), Principal(s), Registrar, Truant Officer	August-June	(F)Title I, (L)Local Fund - \$1,500	Summative - Contact logs
3. Provide an engaging and intentional educational experience that encourages student attendance.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - State Assessment

# MATHIS INT

**Goal 1.** Mathis ISD will meet or exceed state and federal accountability standards.

**Objective 8.** Implement a systemic plan for district accountability and provide the necessary resources (i.e. DMAC).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use campus based assessments every six weeks to gather data using DMAC to adjust instruction and/or intervention.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - State Assessments
2. Create and use benchmarks to project passing percentages and intervene with all students and targeted student populations to close gaps and improve students achievement.	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Summative - State Assessment
3. Provide training for staff on how to utilize DMAC, analyze data, and make data driven decision making.	Consultants, Contracted Services, Counselor(s), Director of Special Services, Director of Testing, Counseling and GT, District Administration, Instructional Coaches, Principal(s)	August-June	(F)Title I	Summative - State Assessments

# MATHIS INT

**Goal 2.** Achievement gaps among all student groups will be eliminated.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use DMAC data to monitor special population groups to review/assess if and how are their academic needs are being met, so we can make needed adjustments to ensure student success.	Department Heads, Director of At-Risk and SCE, Director of Special Services, Director of Testing, Counseling and GT, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$6,000, (S)State Compensatory	Summative - State Assessments.
2. Address the needs of the SPED and Migrant students by adding learning time through small group instruction.			(F)Title 1 Migrant, (O)Special Ed Funding, (S)Priorities Grant	Summative -

# MATHIS INT

**Goal 2.** Achievement gaps among all student groups will be eliminated.

**Objective 2.** Promote successful transition between campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide summer registration and student orientation for students going from second grade to third grade.	CIS Caseworker, Counselor(s), Principal(s), Teacher(s)	April- June	(F)Title I, (L)Local Fund - \$300, (S)State Compensatory	Summative - student feedback sheets; Sign-ins
2. Continue having Meet the Teacher Night for parents and students to meet their new teachers.	Campus Nurse, CIS Caseworker, Counselor(s), Principal(s), Special Ed Teachers, Teacher(s)	August	(L)Local Fund - \$300, (S)State Compensatory	Summative - Sign-ins, Parent surveys

# MATHIS INT

**Goal 2.** Achievement gaps among all student groups will be eliminated.

**Objective 3.** Train teachers on how to work with students in the classroom to avoid DAEP and Special Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide teachers with RTI training.	Counselor(s), Director of Special Services, Principal(s)	August-June	(F)Title I, (L)Local Fund - \$300, (S)State Compensatory	Summative - Sign-in sheets
2. Provide opportunities for professional development in engage students in learning to minimize opportunities for discipline issues to occur.	Director of At-Risk and SCE, Principal(s)	August-June	(F)Title I, (L)Local Fund - \$5,000, (S)State Compensatory	Summative - Certificates
3. Provide opportunities for student involvement to promote positive behavior experiences.	Counselor(s), Principal(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$200, (S)State Compensatory	Summative - Sign-in sheets

# MATHIS INT

**Goal 2.** Achievement gaps among all student groups will be eliminated.

**Objective 4.** Close the achievement gap by using student data to provide an individual instructional plan for every student.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve academic performance using data driven instruction.	Principal(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$500, (S)State Compensatory	Summative - State assessment
2. Provide PLC time so teachers can analyze data and make data driven decisions to implement intervention, reteaching,prescriptive tutorials, small groups, formative assessments, and/or flexible scheduling opportunities.	Principal(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$500, (S)State Compensatory	Summative - Summative, State Assessment, Agendas, and Sign in Sheets
3. Continue ongoing monitoring of instruction by reviewing lesson plans, doing walk-throughs and meeting with teachers during PLCs.	Contracted Services, Instructional Coaches, Principal(s)	August-June	(F)Title I, (L)Local Fund - \$800, (S)State Compensatory	Summative - PDAS, Walk-through observations, and State Assessments.
4. Create and utilize data room to display student growth and the movement of the majority of the student population towards student mastery of the state assessment.	Principal(s), Teacher(s)	November-July	(F)Title I, (L)Local Fund - \$300, (S)State Compensatory	Summative - State Assessment and tracking forms
5. Identify and use consistent academic vocabulary that will be used on the state assessment.	Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$200, (S)State Compensatory	Summative - walk-throughs

# MATHIS INT

**Goal 2.** Achievement gaps among all student groups will be eliminated.

**Objective 5.** Increase content knowledge of subjects taught to increase rigor and relevance. (Improvement Required Target)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide monthly professional development targeting the TEKS. (Title I SW: 4) (Target Group: All) (NCLB: 3)	Consultants, Contracted Services, Principal(s)	August - June	(F)Title I, (S)Local Funds - \$300, (S)State Compensatory	Summative - Sign-ins, CBAs, Lesson Plans
2. Provide mentoring program for first year teachers to include meetings and modeling. (Target Group: All, ECD) (NCLB: 3)	Consultants, Mentors, Principal(s)	August-June	(F)Title I, (L)Local Fund - \$150, (S)State Compensatory	Summative - Quarterly reports, sign-in logs, observations, walk-throughs
3. Document a minimum of 21 walk-throughs per six weeks.	Contracted Services, Dean of Instruction, Instructional Coaches, Principal(s)		(F)Title I, (L)Local Fund - \$150, (S)State Compensatory	Summative - walk-through forms; teacher feed back; CBAs and Benchmarks

# MATHIS INT

**Goal 2.** Achievement gaps among all student groups will be eliminated.

**Objective 6.** Provide assessment opportunities utilizing state test formatted questions. (Improvement Required Target)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement weekly supplement activities (i.e. Countdown to the STAAR Reading and Math, STAAR Bright Reading, RTI Reading, Lone STAAR Math) inclusive of lessons and assessment in all grade level tested content areas. (Title I SW: 3) (Target Group: H, ECD, SPED) (NCLB: 1)	Principal(s), Teacher(s)	August - April	(F)Title I, (L)Local Fund, (S)State Compensatory	Summative - Assessment Reports; CBA;
2. Review and analyze DMAC reports to implement intervention and guide instruction. (Title I SW: 3) (Target Group: All)	Principal(s), Teacher(s)	August - June	(F)Title I, (L)Local Fund - \$300, (S)State Compensatory	Summative - DMAC Reports
3. Provide extra learning time for targeted students through LLI, BAM, and Tutorials (Title I SW: 1) (Target Group: All) (NCLB: 1)	Principal(s), Teacher(s)	August - June	(F)Title I, (L)Local Fund, (S)State Compensatory	Summative - CBAs; DMAC Repors

# MATHIS INT

**Goal 2.** Achievement gaps among all student groups will be eliminated.

**Objective 7.** Increase parental involvement in the area of academics. (Improvement Required Target)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule parent conferences to inform parents of child's academic progress. (Title I SW: 6) (Target Group: All)		October, December, February	(F)Title I, (L)Local Fund - \$250, (S)State Compensatory	Summative - Sign-in sheets; Parent Survey
2. Provide parents with math tips at District Parent Summit through teacher and/or principal-led sessions. (Title I SW: 6) (Target Group: All)	District Administration, Principal(s), Teacher(s)	November		Summative - Parent Survey; sign-in sheets
3. Provide Parent Night activities to address reading, science, math and writing skills. (Title I SW: 6) (Target Group: All) (NCLB: 1)	Principal(s), Teacher(s)	November	(F)Title I, (L)Local Fund - \$250, (S)State Compensatory	Summative - Increased Student Performance

# MATHIS INT

**Goal 3.** All students will graduate ready for college, career and life in a globally competitive economy.

**Objective 1.** Maintain strong core academic programs with a focus on core subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development opportunities for teachers in STAAR and exemplary instructional practices.	Contracted Services, Director of Testing, Counseling and GT, Instructional Coaches, Principal(s)	August-July	(F)Title I	Summative - State Based Assessment and PDAS
2. Utilize DMAC to make adjustments in academic programs and provide remediation activities to accelerate any and all students/population groups to not demonstrating mastery.	Core Subject Teachers, Counselor(s), Department Heads, Director of At-Risk and SCE, Director of Special Services, Director of Testing, Counseling and GT, Instructional Coaches, Intervention Teacher, Principal(s)	August-July	(F)Title I, (L)Local Fund - \$500, (S)State Compensatory	Summative - State based assessment

# MATHIS INT

**Goal 3.** All students will graduate ready for college, career and life in a globally competitive economy.

**Objective 2.** Determine advanced academic courses to be offered, create a coherent sequence of course offerings and expand opportunities for dual credit and advanced placement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for advance experiences such as Destination Imagination, and UIL.	Principal(s), Superintendent(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund - \$1,800	Summative - Event results and products
2. Create personal graduation growth plans	Counselor(s), Principal(s), Teacher(s)	May-June		Summative - DMAC PGP
3. Continue providing GT services.	Counselor(s), Director of Testing, Counseling and GT, Principal(s), Teacher(s)	August-June	(F)Title I	Summative - State Assessments

# MATHIS INT

**Goal 3.** All students will graduate ready for college, career and life in a globally competitive economy.

**Objective 3.** Create and implement a plan to improve the current Career and Technology program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for students to engage in campus college visits, school career day, and classroom speakers.	Counselor(s), Principal(s), Teacher(s)	September-June	(F)Title I, (L)Local Fund, (S)State Compensatory	Summative - Student feedback

# MATHIS INT

**Goal 4.** The district ensures a safe, equitable, drug free and positive learning environment.

**Objective 1.** Prepare children to be healthy, fit and ready to learn.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send campus representatives to participate in School Health Advisory Council.	Principal(s)	August-June		Formative - Sign-in sheets
2. Provide physical education that surpasses the the state minimum requirement.	Principal(s), Teacher(s)	August-June		Formative -
3. Monitor students nutrition during lunch to ensure students are following nutritional guidelines for our lunch program.	Principal(s), Teacher(s)	August-June		Formative -

# MATHIS INT

**Goal 4.** The district ensures a safe, equitable, drug free and positive learning environment.

**Objective 2.** Implement an anti-drug campaign.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan Red Ribbon Week activities.	Counselor(s)	October	(F)Title I	Formative -

# MATHIS INT

**Goal 4.** The district ensures a safe, equitable, drug free and positive learning environment.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district discipline plan to ensure equity.	Counselor(s), Principal(s), Superintendent(s), Teacher(s)	August-June		Formative - Referrals
2. Develop unified campus behavior expectations and tracking through behavior boards and transition expectations.	Counselor(s), Principal(s), Teacher(s)	August-June		Summative - State Assessments

# MATHIS INT

**Goal 4.** The district ensures a safe, equitable, drug free and positive learning environment.

**Objective 4.** Provide an effective and equitable support system for student behavioral, character and social needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement campus-wide behavior chart and expectations in the classroom which is reflected on a campus-based parent communication form that goes home every Monday in a designated folder.	Principal(s), Teacher(s)	August-June		Formative - Six weeks behavior charts
2. Recognize exemplary behavior in success through Spirit Sticks and awards for staff and students.	Counselor(s), Principal(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund	Summative - Observations
3. Counseling classes provided by the school counselor	Counselor(s)	September-December		Formative - Observations

# MATHIS INT

**Goal 4.** The district ensures a safe, equitable, drug free and positive learning environment.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct criminal background checks, reference checks on applicants, volunteers, and substitutes.	Human Resources, Parent Liaison, Principal(s)	August-July	(F)Title I, (S)Local Funds, (S)State Compensatory	Summative - Reference sheets and background check forms and documentation of clearance
2. Review, practice, and implement district safety plan.	Campus Nurse, Campus Security Officers, Counselor(s), District Administration, District PR Coordinator, Principal(s), Safety Coordinator, Superintendent(s), Teacher(s)	August-July	(F)Title I, (S)State Compensatory	Summative - Evaluations and observations of practice drills
3. Create campus based student line expectation (Pirateer Line: Straight, Silent, Successful, and Smile) to create a safe environment during transitions and emergencies.	Counselor(s), Principal(s), Teacher(s)	August-June		Summative - Observations
4. Develop student/parent pick-up procedures that provide a safer pick-up area and dismissal.	Counselor(s), Intervention Teacher, Principal(s), Registrar, Teacher(s)	August-June		Summative - Observation

# Resources

Resource	Source	Amount
Title I	Federal	\$227,299
Title IIA Principal and Teacher Improvement	Federal	\$21,374
Local Fund	Local	\$1,518,135
Local Funds	State	\$216,068
State Compensatory	State	\$375,901

# Mathis Intermediate

Comprehensive Needs Assessments  
2013-2014

## Comprehensive Needs Assessment – Demographics

Mathis Intermediate is a grade 3 through 5 school located in San Patricio County with an enrollment of 409 with 140 third graders, 160 fourth graders and 109 fifth graders.

We are a Title I school. Due to the slow economy, student enrollment has not increased at the rate it had in previous years. Our total student enrollment on Snapshot day of the 2012-13 school year was 400. We ended the 2012-2013 school year with a total student enrollment of 399. Our total student enrollment for the October 2013-14 PEIMS Snapshot date was 410. We had an increase of 11 students.

The student population is ethnically represented as follows:

African American – .1.0%    Hispanic – 92.2%    White – 6.8%    Native American – 0%    Asian/Pacific Islander – 0%

84.60% of the student population is Economically Disadvantaged, 3.4% is Limited English Proficient (LEP), 71.9% is At-Risk, 8.1% is Special Education, and 4.9% is Gifted and Talented. The campus served 12.6% migrant students during the school year and 1 homeless student.

The campus has a total staff of 34 teachers, professional support, and campus administration with 6 educational aides. We have 15.2 students per teacher.

## **Comprehensive Needs Assessment – Curriculum, Instruction, and Assessment**

Our Professional Learning Committees (PLCs) met every Monday afterschool to review curriculum, instruction and assessment so that our CIA is data driven. The teachers through PLCs modified scope and sequence and curriculum documents to meet the demands of the rigorous, college readiness student expectations aligned to the TEKS. The instructional process is enhanced by the utilization of the latest technology approved and available to our campus (i.e.; interactive board projection systems, document cameras, laptops and tablets), as well as other instructional resources available. Assessment data from DMAC provides individual student data which is used in determining appropriate intervention strategies (i.e., Reading/Math Lab, Reading Intervention Teacher, and tutorials).

Skyward Parent Portal will continue to be provided to parents. This on-line program provides an additional avenue for consistent communication between teachers, parents and students in the areas of academic achievement and attendance.

All campus administrators have received training in conducting walkthroughs to evaluate the instructional practices and student engagement.

Staff development is based on district and campus needs. Below is a partial listing of staff development during the 2013-2014 school year.

- Neuhaus Training
- Gifted and Talented Training
- Curriculum Training specific to math, reading and writing
- IStation
- Think Through Math
- Crisis Prevention Intervention (CPI)
- Response to Intervention (RtI)
- Lead4Ward Training
- Individual Education Plan (IEP)
- STAAR Testing Training (Regular, Alt and A)
- Accommodations/Modifications Training
- Inclusion Training
- Confidentiality Training/Special Ed
- Special Ed Teacher Orientation
- Counselors Training on Special Ed Protocol
- Kagan Training on Classroom Management
- Writing Workshop with C. Coleman

**Strengths:**

PLC meetings

Data disaggregation (DMAC)

Data driven instruction

Intervention is deliberate and purposeful

Use of PLCs to create Curriculum Based Assessments (CBAs)

Use and availability of data

STAAR aligned consumables and manipulatives

Neuhaus Training for First grade through third grade teachers

**Needs:**

Additional classrooms, staff, smaller classes

Training on meeting needs of special pops

Resources made available more readily

Cognitive reading program for students in grades 4-5

Aligned, common assessments

Continued planning time to incorporate all resources

## **Comprehensive Needs Assessment – Family and Community Involvement**

Parent and community involvement is an integral factor to the success of Mathis Intermediate. There are numerous opportunities for parents and community members to become active participants: Communities in Schools, Parent Summits, Open House, Parent/Teacher Report Card Nights, and Academic Nights

A variety of opportunities for parent/community involvement in decision making exists through School Based Decision Making (SBDM).

Mathis ISD uses varied formats to communicate campus information to parents: sending home correspondence via student, mail, School Messenger, postings on campus marquees, campus website, and campus newsletters.

Due to House Bill 5, an annual campus survey was distributed to all parents, teachers and students. The feedback was reviewed and disseminated to campus principals for consideration in campus improvement plans.

The campus has a close working relationship with community organizations participating in such projects as food drives and city wide events.

### **Strengths:**

Report card/ Academic nights

Community and business involvement

Support at extra-curricular and campus events

Campus Newsletters

Campus highly visible/active in the community activities and initiatives

Majority of teachers and administration have quality communication with parents

Parents support extracurricular activities

### **Needs:**

Teacher/Parent Celebrating successes

Increased access in Skyward Parent Portal

Chain of command not followed by parents

STAAR Awareness

Parent intervention/inquiry before end of six weeks

## **Comprehensive Needs Assessment – School Context and Organization**

Mathis Intermediate received state, local and federal funding including Title I, II, and Priority Focus Grant.

The Intermediate campus serves students from grades 3-5. Mathis Intermediate staff includes 27 teachers, 5 professional support, 6 educational aides, and 2 campus administration.

Teachers new to the profession and/or to the district are supported through an orientation training that begins with New Teacher Orientation prior to the start of school at the district and campus level. Campus principals then assign mentors who continue to provide support for the remaining of the year. For the 2013-14 school year, nine new staff members came to Mathis Intermediate.

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

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

### **Strengths:**

Intervention for special pops

Parent/Student Communication

Reading Intervention

Extra Learning Time

Tutorials

Double blocked classes (90 minutes)

Involved parents and community that support the campus

Communication with parents and community via varied sources

### **Needs:**

Use of technology to communicate with staff, parents and community

Improve access to feedback from climate surveys

Provide on-line parent training sessions on how to use Skyward Parent Portal

Learning labs

Intervention staff

Planning time (1 day, per six weeks)

Opportunities for all stakeholders to take part in decision making process

## **Comprehensive Needs Assessment – School Culture and Climate**

Student, parent and staff surveys are conducted during April/May. The climate surveys provides areas of strengths and needs that may be addressed in the campus comprehensive needs assessment.

Parent conferences, open house and academic nights are conducted several times annually. Meet the teacher nights, report card nights and specific academic nights are hosted throughout the year for parents.

The intermediate campus partners with the community and participates in community wide pep rallies, parades and other civic events.

Below is a partial listing of activities at varied campuses in the district.

- Red Ribbon Week Activities (District-wide)
- Prescription Drug Awareness Program
- Ladies and Gentlemen's Club
- Drug and Alcohol Program
- Project Turnaround
- Student Council Leadership programs across the district
- Anti-Bully presentations

### **Strengths:**

- Inviting staff and environments
- Positive attitudes
- Safe campuses for students and teachers
- Cameras and security
- Increase in attendance percentage
- Decrease in discipline referrals
- Increased safety with Security officers
- Increased/creation of college awareness/environment
- Supportive community

**Needs:**

Increase focus on technology

Increase literacy

More classrooms due to increased enrollment

Social worker on campus

Student and staff incentives

Continued programs related to internet safety and bullying

## Comprehensive Needs Assessment – Staff Quality, Recruitment and Retention

Mathis Intermediate staff is 100% highly qualified.

Listed below are the percentages of the teaching staff by years of experience:

Beginning – 29.2%

1 to 5 years – 18.6%

6 to 10 years – 11.2%

11 to 20 years – 26.1%

Over 20 years – 14.9%

The average years' experience of teachers is 9.2 years which is below the state average of 11.2 years. The student to teacher ratio is 15:1.

District hiring procedures include: posting of positions on the district website, on-line application process including a profile survey, review of certification and Highly Qualified credentials, campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the Board of Trustees for approval.

New employees are involved in an induction program consisting of New Teacher Orientation, Professional Development Appraisal System (PDAS), and technology. Based on the new employee's assignment, staff is required to receive training in Crisis Prevention Intervention (CPI), Gifted and Talented, Advanced Placement, and lesson plan writing.

Staff members are recognized annually for services in the district at an appreciation banquet. The awards are given for services in increments of five years.

### **Strengths:**

Teachers are highly qualified

Retention stipends

Teacher coaching and mentoring

Increase in staff quality, supported by achievement data

### **Needs:**

Intervention Teachers (M-F) for campuses in need

Quality staff development

More Full Time Equivalent (FTE) teachers in reading and math

Lower the teacher turnover rate

## Comprehensive Needs Assessment – Student Achievement

For the 2013-2014 school year Mathis Intermediate School, and Mathis Elementary received an “Improvement Required” accountability rating. Mathis Elementary due to being the feeder school to Mathis Intermediate.

Student Group	Reading		Math		Writing		Science		Social Studies	
	2013/2014		2013/2014		2013/2014		2013/2014		2013/2014	
<b>All Students</b>	58%	55%	48%	50%	51%	47%	33%	49%	*	*
<b>African American</b>	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>	58%	54%	47%	50%	52%	46%	31%	49%	*	*
<b>White</b>	68%	61%	60%	52%	50%	75%	56%	*	*	*
<b>Eco. Disadvantaged</b>	57%	51%	47%	48%	48%	44%	30%	49%	*	*

*Source: Texas Academic Performance Report, STAR Percent at Phase-In Satisfactory Standard or above all grades 3-5*

Benchmarks are conducted annually in the fall and spring. Students are provided tutorials (during school, extended day, extended week and summer school) through intensive interventions and differentiated instruction. Transportation is provided for students attending tutorials and summer school. Additional data sources include: TPRI (K-2), Stanford Achievement Test (K-2), grade reports, teacher input, observations, RtI referrals and on-going skill assessments.

### Academic and Athletic Achievements

UIL

Spelling Bee

Honor Roll

AR Millionaire’s Club

Strengths:

Extra-curricular activities

Multiple student intervention opportunities

Tutorials

Online academic support programs for Reading and Math

Needs:

Improve state assessment scores

Monitor reading levels at the different campuses

Staff development in the areas of Reading and Math

Parental support

### **Comprehensive Needs Assessment – Technology**

The Mathis ISD 2013-14 District Technology Plan is a three year plan that is revised and certified each year by TEA. The strategies remain “In Progress” for the length of the plan

Every classroom has a teacher presentation system that includes a laptop, projector, document camera and/or interactive board. In addition, each campus has one or more dedicated computer labs in addition to the mobile labs available at each campus.

During staff development, teachers have opportunities to attend trainings for Notebook software, SMART board, Office 2010 and 2013, document cameras, and Web 2.0 tools.

#### **Strengths:**

Teacher access to presentation system (laptop, projector, document camera and interactive board)

Webinars for Staff Development

Help Desk for Technology Work Orders

School Wires provided a mainstream website across the district and all campuses

Every teacher has a printer

Virtualization of desktops and servers

District-wide wireless capabilities for all district issued devices

#### **Needs:**

Continuation of Technology Staff Development

Online baseline technology assessment for teachers and staff

Online advanced technology assessment for teachers and staff

Set a minimum number of mandatory instructional technology trainings

Cloud based storage solution for staff and students (i.e. Drop Box)

Increase teacher personal webpage requirements beyond profile information and schedule