

MATHIS INTERMEDIATE SCHOOL

Campus Improvement Plan

2016/2017



Date Reviewed: 12/05/16

Date Approved: 12/08/16

MATHIS INTERMEDIATE SCHOOL

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 INTERMEDIATE SCHOOL 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 INTERMEDIATE SCHOOL Site Base

Name	Position
Alvarado, Christina	District Administrator
Cox, Casey	Teacher
Delagarza, Vienna	Teacher
Garcia, David	Assistant Principal
Gibson, Bernadette	Para-Professional
Pittman, Patricia	Teacher
Ramirez, Jennifer	Parent
Salinas, Eddie	Community Member
Tucker, Nicloe	Teacher
Westbrook, Cynthia	Principal

MATHIS INTERMEDIATE SCHOOL

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. (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title 1 Migrant, (F)Title I, (S)Priorities Grant, (S)State Compensatory	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. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund, (S)Priorities Grant, (S)State Compensatory	State Assessment
3. Build fluency and comprehension by using Accelerated Reader program, Leveled Literacy Intervention program, Reading Plus and Lexia (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund, (S)Priorities Grant, (S)State Compensatory	State Assessments
4. Increase exposure to state formatted testing questions by developing a teacher made assessments during vertical and horizontal teams. Test created utilizing Staar Maker, DMAC TAG, and TEKS Resource System. (Target Group: All, 3rd, 4th, 5th)	Assessment Team, Horizontal Team, Principal(s), Special Ed Teachers, Teacher(s), Vertical Team	October-June	(F)Title I, (L)Local Fund, (S)Priorities Grant, (S)State Compensatory	State Assessments Local Assessments (formative and summative) DMAC data and Assessment Team Vertical Alignment Team
5. Increase student success in STAAR writing by providing professional development for third and fourth grade teachers. (Target Group: All, 3rd, 4th)	ESC Region II, Principal(s), Special Ed Teachers, Teacher(s)	September - June	(F)Title I, (L)Local Fund, (S)Priorities Grant, (S)State Compensatory	State Assessments
6. Horizontal and vertical teams will meet in order to disaggregate and analyze student data, plan engaging and aligned lessons, study student work, and plan interventions. (Target Group: All, 3rd, 4th, 5th)	ESC Region II, Horizontal Team, Principal(s), Teacher(s), Vertical Team	August-June	(F)Title I, (L)Local Fund	Agendas and sign in sheets
7. Assess and monitor mathematics learning using T-TESS walk throughs, observations, and PowerWalk feedback, benchmarks, campus based assessments, and DMAC data. (Target Group: All, 3rd, 4th, 5th)	Assessment Team, Principal(s), Teacher(s)	August-June	(L)Local Fund	Classroom Observation Documentation DMAC data on assessments

MATHIS INTERMEDIATE SCHOOL

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
8. Use the TEKS Resource System's resources including the Year at a Glance, Instructional Focus Document, unit assessment, and spiraling review to plan and deliver aligned instruction. (Target Group: All, 3rd, 4th, 5th)	ESC Region II, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund	Classroom Observation documentation Lesson Plans Horizontal meeting agendas

MATHIS INTERMEDIATE SCHOOL

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 TEKS Resource System's resources including the Year at a Glance, Instructional Focus Document, unit assessment, and spiraling review to plan and deliver aligned instruction. (Target Group: All, 3rd, 4th, 5th)	Horizontal Team, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund	State Assessments Lesson Plans Unit Assessment Results Classroom observation Data
2. Assess and monitor mathematics learning using T-TESS walk throughs, observations, and PowerWalk feedback, benchmarks, campus based assessments, and DMAC data. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	State Assessments scores and PDAS evaluations
3. Provide on-going professional development to math teachers aligned to TEKS, differentiated and engaging instruction, data disaggregation, and planning. (Target Group: All, 3rd, 4th, 5th)	ESC Region II, Horizontal Team, Principal(s), Special Ed Teachers, Teacher(s)	August-July	(F)Title I, (S)Priorities Grant	Lesson plans Classroom observation data
4. Utilized formative/summative assessments through STAAR Maker, TAG (DMAC), TRS, 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. (Target Group: All, Migrant, LEP, SPED, GT, AtRisk, 3rd, 4th, 5th)	Horizontal Team, Principal(s), Special Ed Teachers, Teacher(s), Vertical Team	August-June	(F)Title 1 Migrant, (F)Title I, (L)Local Fund, (S)State Compensatory	State Assessment
5. Horizontal and vertical teams will meet in order to disaggregate and analyze student data, plan engaging and aligned lessons, study student work, and plan interventions. (Target Group: All)	ESC Region II, Horizontal Team, Principal(s), Teacher(s), Vertical Team	August-June	(F)Title I, (L)Local Fund	Agendas and Sign in sheets

MATHIS INTERMEDIATE SCHOOL

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 the TEKS Resource System's resources including the Year at a Glance, Instructional Focus Document, unit assessment, and spiraling review to plan and deliver aligned instruction. (Target Group: All, 3rd, 4th, 5th)	Horizontal Team, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Lesson Plans Unit Assessments benchmarks state assessment Classroom Observations
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. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (S)Priorities Grant	lesson plans classroom observation documentation
3. Participate in professional development that targets field investigations and hands-on instruction for science. (i.e. CAST) (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund, (S)Priorities Grant	T-TESS Observations Lesson Plans Classroom Observation Documentation
4. Provide opportunities to apply field investigation techniques through field based experiences and field trips. (Target Group: All)	Counselor(s), Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (S)Priorities Grant	Student work reflecting the application of science TEKS in the field
5. Administer Six weeks, semester tests, benchmarks, formative and summative assessments using CBA's created by STAAR One, TAG, and TRS, and locally developed benchmarks. (Target Group: All)	Assessment Team, ESC Region II, Horizontal Team, Principal(s), Special Ed Teachers, Teacher(s), Vertical Team	August-June	(F)Title I, (L)Local Fund	State Assessment Local Assessments (Formative and Summative)
6. Horizontal and vertical teams will meet in order to disaggregate and analyze student data, plan engaging and aligned lessons, study student work, and plan interventions. (Target Group: All)	Horizontal Team, Principal(s), Teacher(s), Vertical Team	August-June	(F)Title I, (L)Local Fund	Agendas and Sign in sheets
7. Assess and monitor science learning using T-TESS walk throughs, observations, and PowerWalk feedback, benchmarks, campus based assessments, and DMAC data. (Target Group: All)	Assessment Team, Principal(s), Teacher(s)	August-June	(L)Local Fund	Classroom Observation Documentation DMAC data for assessments

MATHIS INTERMEDIATE SCHOOL

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 TEKS Resource System's resources including the Year at a Glance, Instructional Focus Document, unit assessment, and spiraling review to plan and deliver aligned instruction. (Target Group: All)	ESC Region II, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(L)Local Fund	Lesson plans Classroom observation documentation assessment data
2. Integrate technology to increase engagement, awareness, and connections to increase student achievement. (Target Group: All)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund	
3. Horizontal and vertical teams will meet in order to disaggregate and analyze student data, plan engaging and aligned lessons, study student work, and plan interventions. (Target Group: All)	ESC Region II, Horizontal Team, Principal(s), Teacher(s), Vertical Team	August-June	(F)Title I, (L)Local Fund	Agendas and sign in sheets
4. Assess and monitor social studies learning using T-TESS walk throughs, observations, and PowerWalk feedback, benchmarks, campus based assessments, and DMAC data. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(L)Local Fund	Lesson Plans Classroom Observation Documentation Lesson Plans DMAC reports

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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. Provide opportunities for job embedded training in the areas of math, science, reading and writing, and research-based best practices. In addition, provide opportunities to observe, peer/instructional leaders and participate in peer observations and PLCs. (Target Group: All, 3rd, 4th, 5th)	District Administration, Principal(s), Teacher(s), Vertical Team	August to June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Priorities Grant	achievement data on CBAs, lesson plans, classroom observation documentation, agendas and sign in sheets
2. Provide staff development for better quality of instruction and differentiation in advanced academics-GT. (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Director of Testing, Counseling and GT, Principal(s), Teacher(s)	August-June	(F)Title I, (S)Priorities Grant	Classroom Observation Documentation Lesson plans state and local assessment data
3. Provide training to help teachers better understand how technology supports data driven decision making for Accelerated Reader, Reading Plus, Think Central, Lexia and Think Through Math. (Target Group: All, 3rd, 4th, 5th)	District Administration, Principal(s), Teacher(s), Technology Staff	August-June	(F)Title I, (S)Priorities Grant	Usage reports Agendas and sign in sheets Student growth Master Schedule Lesson plans
4. Provide staff development in the area of inclusion strategies and best practices for special education students. (Target Group: SPED)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (S)State Compensatory	Sign in Sheets Training agendas

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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. Incorporate technology resources such as video clips, video conferencing, Skyping and the internet. Utilize technology equipment such as Light Box interactive boards, document cameras, chrome tablets and computers to increase student engagement. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Teacher(s), Technology Staff	August-June	(F)Title I, (S)Priorities Grant	Lesson plans Classroom Observation Documentation
2. Utilize computer programs such as IStation, Think Through Math, Accelerated Reader, Think Central, Reading Plus, Lexia, etc. to provide intervention and extra support to close gaps in student learning. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (S)Priorities Grant	Training agendas and sign in sheets Master Schedule Usage Reports BOY, MOY, EOY reports

MATHIS INTERMEDIATE SCHOOL

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. Organize incentives for students having good attendance by a committee consisting of administration, PEIMS clerk, and CIS case manager. (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Principal(s), Registrar, Truant Officer	August-June	(F)Title I, (L)Local Fund	Attendance reports Scheduled events
2. Campus administration, PEIMS clerk, Community in Schools case worker, and truant officer will collaborate to notify parents about student attendance records. Parent meetings, scheduled interventions and court appearances will be determined for students with excessive absences. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s), Registrar, Truant Officer	August-June	(F)Title I, (L)Local Fund	Contact logs parent meeting minutes Scheduled court cases Home visit logs
3. The campus will utilize the Community in Schools caseworker to assist in support services for students and families. (Title I SW: 6) (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (S)Priorities Grant	Parent Conference notes Home Visits Campus events Number of students serviced

MATHIS INTERMEDIATE SCHOOL

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 at the end of every unit. Data will be utilized from DMAC to adjust instruction and/or intervention. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund	Unit Assessment Data Intervention/Tutorial sign in sheets
2. Create and use semester exam and benchmarks to project passing percentages and intervene with all students and targeted student populations to close gaps and improve students achievement. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Semester Exams / Benchmarks DMAC Reports Tutorial/Intervention Lists
3. Provide training for staff on how to utilize DMAC, analyze data, and make data driven decision making. (Target Group: All, 3rd, 4th, 5th)	District Administration, Principal(s)	August-June	(F)Title I, (S)Priorities Grant	Agendas and Sign in sheets

MATHIS INTERMEDIATE SCHOOL

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. Provide strategies for RTI tiers for all students in need of educational or behavioral assistance. (Target Group: All, ECD, Migrant, LEP, SPED, GT, AtRisk, Dys, 3rd, 4th, 5th)	Counselor(s), Director of Testing, Counseling and GT, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (S)Local Funds, (S)State Compensatory	RTI, DMAC, formative and summative assessments, tutorial sign in sheets, counselor/teacher RTI meeting notes
2. Provide staff development in the RTI process and documentation. (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Inclusion Support, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Local Fund, (S)Priorities Grant	RTI documentation DMAC notes Training sign in sheets
3. Continue to provide support for Migrant, At-risk, special education, LEP, and gifted and talented populations with supplemental services and resources. These include in class support for special education and migrant students. (Target Group: ECD, Migrant, LEP, SPED, GT, AtRisk, Dys, 3rd, 4th, 5th)	Counselor(s), Director of Testing, Counseling and GT, District Administration, Inclusion Support, Migrant Support, Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Inclusion documentation Tutorial sign in sheets Individual student data Special population student data
4. Create, distribute and implement all appropriate student information including modifications for special education students, accommodations for 504 students, and special populations to all teachers. (Target Group: Migrant, LEP, SPED, GT, AtRisk, 3rd, 4th, 5th)	Counselor(s), Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I	Documentation of teacher signatures
5. Identify and support priority for services migrant students who need supplemental interventions including an on-campus, in class support, migrant tutor. (Target Group: Migrant, 3rd, 4th, 5th)	Migrant Support, Principal(s), Teacher(s)	October-June	(F)Title I	Inclusion documentation student achievement data

MATHIS INTERMEDIATE SCHOOL

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 5th to 6th grade (Target Group: All, 5th)	CIS Caseworker, Counselor(s), Principal(s), Teacher(s)	May-August	(F)Title I, (L)Local Fund	student feedback sheets; Sign-ins
2. Continue having Meet the Teacher Night for parents and students to meet their new teachers. (Target Group: All)	CIS Caseworker, Counselor(s), Principal(s), Special Ed Teachers, Teacher(s)	August	(L)Local Fund, (S)State Compensatory	Sign-in sheets
3. Provide campus tours with course pre-registration. (Target Group: All, 2nd)	CIS Caseworker, Counselor(s), Principal(s)	May		Sign-in

MATHIS INTERMEDIATE SCHOOL

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

Objective 3. Teachers implement RTI strategies with students in the classroom to prevent other settings such as DAEP or Special Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide teachers with ongoing RTI training, academic and behavior. (Target Group: All)	Counselor(s), Director of Special Services, Principal(s)	August-June	(F)Title I, (S)State Compensatory	Number of DAEP placements Number of special education referrals
2. Provide opportunities for professional development in engaging 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, (S)State Compensatory	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, (S)State Compensatory	Sign-in sheets
4. Provide BIP training for all teachers.	Principal(s), Special Ed Teachers, Special Education Director	August-June		Sign-ins, certificates

MATHIS INTERMEDIATE SCHOOL

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. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund, (S)Priorities Grant, (S)State Compensatory	Lesson Plans Spiral Reviews Tutorial and Intervention lists
2. Horizontal and Vertical teams will analyze data and make data driven decisions to implement intervention, reteaching,prescriptive tutorials, small groups, formative assessments, and/or flexible scheduling opportunities. (Target Group: All, 3rd, 4th, 5th)	Assessment Team, Horizontal Team, Principal(s), Teacher(s), Vertical Team	August-June	(F)Title I, (L)Local Fund	Summative Assessments State Assessment Agendas and Sign in Sheets Tutorial and Intervention lists and sign ins
3. Continue ongoing monitoring of instruction by reviewing lesson plans, doing walk-throughs and meeting with teachers during horizontal planning.	Contracted Services, Instructional Coaches, Principal(s)	August-June	(F)Title I, (L)Local Fund, (S)State Compensatory	TTESS Walk-through observations State Assessments
4. Identify and use consistent academic vocabulary that will be used on the state assessment. (Target Group: All, 3rd, 4th, 5th)	Teacher(s)	August-June	(F)Title I, (L)Local Fund, (S)State Compensatory	walk-throughs Lesson Plans
5. Creation of vertical, horizontal, and assessment teams to ensure that curriculum, strategies and assessment are aligned across the district. (Target Group: All, 3rd, 4th, 5th)	Assessment Team, Horizontal Team, Principal(s), Superintendent(s), Support Staff, Teacher(s), Vertical Team	August-July	(L)Local Fund	formative and summative assessments agendas and sign ins data disaggregation
6. Students will be placed on developmentally appropriate levels of intervention programs, such as Lexia and LLI. Students will progress through the programs as the learning gaps are closed. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (S)Local Funds	Usage Reports Student growth reports

MATHIS INTERMEDIATE SCHOOL

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

Objective 5. Increase content knowledge of subjects taught to increase rigor and relevance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development targeting the TEKS. (Target Group: All, 3rd, 4th, 5th)	ESC Region II, Horizontal Team, Principal(s), Vertical Team	August - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Vertical and horizontal team agendas STCC agendas
2. Provide mentoring opportunities for first year teachers to include meetings (horizontal) and modeling. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund, (S)State Compensatory	Sign in sheets Classroom Observation Documentation Lesson Plans

MATHIS INTERMEDIATE SCHOOL

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

Objective 6. Provide assessment opportunities utilizing state test formatted questions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement weekly supplement activities (i.e. Countdown to the STAAR Reading and Math, STAAR Reading, RTI Reading, Lexia, Reading Plus, Think Through Math) inclusive of lessons and assessment in all grade level tested content areas. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Teacher(s)	August - April	(F)Title I, (L)Local Fund, (S)Priorities Grant, (S)State Compensatory	Usage Reports Student Growth Reports Lesson Plans
2. Review and analyze DMAC reports to implement intervention and guide instruction. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Teacher(s)	August - June	(F)Title I, (L)Local Fund, (S)State Compensatory	DMAC Reports Lesson Plans Tutorial TEKS
3. Provide extra learning time for targeted students through LLI, Advisory, and Tutorials (Target Group: All, 3rd, 4th, 5th)	Principal(s), Teacher(s)	August - June	(F)Title I, (L)Local Fund, (S)Priorities Grant, (S)State Compensatory	Tutorial and Intervention Sign ins and lists

MATHIS INTERMEDIATE SCHOOL

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

Objective 7. Increase parental involvement in the area of academics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule parent conferences to inform parents of child's academic progress. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund, (S)State Compensatory	Sign-in sheets Conference Documentation
2. Provide Parent Night activities to address reading, science, math and writing skills. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund, (S)State Compensatory	Sign in sheets Campus Calendar Parent Surveys
3. Provide opportunities for parents to register with the "Remind" communication app (Target Group: All, 3rd, 4th, 5th)	Principal(s), Teacher(s)	August-June		surveys

MATHIS INTERMEDIATE SCHOOL

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

Objective 1. MIS will offer and expand opportunities for advanced academic experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student opportunities for academic experiences such as Destination Imagination, UIL, Spelling Bee and Science Fair. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local Fund	Number of participants Number of events
2. Provide enrichment opportunities for students on track academically and GT students. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Special Ed Teachers, Teacher(s)	August-June	(L)Local Fund	Sign in sheets Friday Enrichment Plans

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

Objective 2. MIS will strive to develop college awareness for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate college awareness into the daily activities and lessons, as well as, promote college awareness throughout the school year. Designate college Thursdays on campus weekly. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s), Teacher(s)	August-June	(F)Title I, (L)Local Fund	
2. Hold a college and career fair in the Spring. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	August-June	(L)Local Fund	Flyer Sign in sheets
3. MIS will continue to bring in career company to photograph students in their aspiring careers. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	August-June	(L)Local Fund	
4. MIS will complete at least one college visit for a group of students. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	August-June	(L)Local Fund	Sign in sheets Campus Calendar

MATHIS INTERMEDIATE SCHOOL

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. (Target Group: All, 3rd, 4th, 5th)	Campus Nurse, Coaching Staff, Principal(s)	August-June		Sign-in sheets Meeting agendas and notes
2. Fitnessgram will be used to assess all students. (Target Group: All, 3rd, 4th, 5th)	Coaching Staff, Principal(s), Teacher(s)	May	(S)Local Funds	All documentation
3. Monitor students nutrition during lunch to ensure students are following nutritional guidelines for our lunch program. All students will participate in the dinner program. (Target Group: All, 3rd, 4th, 5th)	District Administration, Food Service Director, Principal(s), Teacher(s)	August-June	(F)Title I	Lunch and dinner numbers

MATHIS INTERMEDIATE SCHOOL

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. Schedule Red Ribbon Week activities to promote drug awareness. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	October	(F)Title I	Campus calendar
2. Campus counselor and CIS caseworker will schedule lessons throughout the school year focusing on the effects of drug use. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)		(L)Local Fund	Campus Calendar
3. Provide motivational activities to promote character development, anti-bullying, drug awareness, and to promote a safe and orderly learning environment. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	August-June	(L)Local Fund	
4. Use of security cameras to actively monitor campus grounds. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Technology Staff	August-June	(L)Local Fund	

MATHIS INTERMEDIATE SCHOOL

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 for all students. (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Principal(s), Teacher(s)	August-June		Referrals PEIMS data
2. Provide character building lessons through the counselor. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	August-June	(L)Local Fund	Campus Calendar
3. Continue the use of the Raptor System that screens campus visitors before entering the school. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Support Staff	August-June		Sign in logs
4. Encourage student positive behavior through Student of the Month recognition program. (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Principal(s), Teacher(s)	October-June	(L)Local Fund	Newspaper articles

MATHIS INTERMEDIATE SCHOOL

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. Character building classes provided by the school counselor (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Principal(s)	September-June	(L)Local Fund	Observations Campus Calendar
2. Refer students and families to additional counseling services as needed including Connections, Site Based Health Center, and MHMR. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	August-June		Visitor logs Referral numbers
3. Provide counselor pamphlets, topics in newsletters, and brochures for any health and human services available as well as informational texts. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	August-June	(L)Local Fund	Parent Survey
4. Provide ongoing RTI process which includes pull out interventions using the LEAPS program to support students with behavioral, character, and social needs. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Counselor(s), Principal(s)	August-June	(L)Local Fund	Counseling notes and sign ins

MATHIS INTERMEDIATE SCHOOL

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. (Target Group: All, 3rd, 4th, 5th)	CIS Caseworker, Human Resources, Principal(s), Support Staff	August-July	(F)Title I, (S)Local Funds, (S)State Compensatory	Reference sheets Campus Visitor sign in sheets Volunteer list
2. Review, practice, and implement district and state safety plans. (Target Group: All, 3rd, 4th, 5th)	Campus Nurse, Campus Security Officers, Counselor(s), District Administration, District PR Coordinator, Principal(s), Safety Coordinator, Superintendent(s), Teacher(s)	August-June	(F)Title I, (S)State Compensatory	Drill logs Drill debriefs Campus Emergency Operations Procedures
3. Create campus based student line expectation (Pirateer Line: Straight, Silent, Successful, and Smile) to create a safe environment during transitions and emergencies. (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Principal(s), Teacher(s)	August-June		Observations
4. Implement student/parent pick-up procedures that provide a safer pick-up area and dismissal. (Target Group: All, 3rd, 4th, 5th)	Counselor(s), Principal(s), Registrar, Teacher(s)	August-June		Observations Parent Communication
5. All staff will complete online safety training to stay informed of any new procedures. (Target Group: All, 3rd, 4th, 5th)	Principal(s), Safety Coordinator, Special Ed Teachers, Support Staff, Teacher(s)	August-June		Completion Reports

Resources

Resource	Source	Amount
Title I	Federal	\$184,394
Title IIA Principal and Teacher Improvement	Federal	\$96,989
Local Fund	Local	\$1,726,397
Local Funds	State	\$92,571
Priorities Grant	State	\$100,129
State Compensatory	State	\$223,302

MATHIS INTERMEDIATE SCHOOL

Comprehensive Needs Assessment

2016-2017



Student Demographics

Student Demographic Summary:

Mathis Intermediate School is a grade 3-5 campus serving 437 students in the 2015-2016 school year.

3rd grade – 162 4th grade – 135 5th grade – 140

DEMOGRAPHIC	%
MALE	55.15%
FEMALE	44.85%
HISPANIC	94.74%
AFRICAN AMERICAN	.46%
WHITE	4.81%
ECO DISADVANTAGE	87.4%
TITLE I	100.0%
SPED	10.76%
GT	4.81%
LEP	4.58%
BILINGUAL	2.06%
MIGRANT	7.32%
AT-RISK	73.9%

MIS has a total of 26 teachers, 3 administrators, and 6 instructional paraprofessionals. We have an 18 to 1 teacher to student ratio.

Student Demographic Needs:

MIS must continue to provide necessary supports for our special populations including Migrant, Special Education, and at-risk students.

Improve Academic Performance

Student Achievement:

Grade	Subject	Year	All Students	Hispanic	White	Econ. Dis.
Third	Reading	2016	44%	44%	40%	43%
		2015	59%	60%	57%	53%
		2014	60%	59%	70%	57%
	Math	2016	50%	50%	40%	48%
		2015	55%	55%	57%	50%
		2014	40%	40%	56%	39%
Fourth	Reading	2016	57%	57%	60%	54%
		2015	53%	51%	79%	48%
		2014	39%	39%	33%	34%
	Math	2016	70%	71%	60%	67%
		2015	66%	64%	86%	66%
		2014	46%	46%	33%	43%
	Writing	2016	59%	59%	60%	56%
		2015	51%	50%	64%	47%
		2014	48%	47%	83%	45%
Fifth	Reading	2016	56%	55%	75%	54%
		2015	64%	65%	54%	62%
		2014	72%	72%	63%	70%
	Math	2016	81%	79%	100%	80%
		2015	64%	63%	71%	61%
		2014	70%	70%	63%	67%
	Science	2016	57%	55%	75%	56%
		2015	47%	46%	57%	42%
		2014	47%	47%	38%	47%

Curriculum Alignment:

Mathis Intermediate School will implement vertical teams for each of the four content areas, between the two campuses (PK-5). The vertical teams will meet on a set schedule to ensure that the TEKS Resource System curriculum is understood and followed at each campus, that appropriate curriculum based assessments are being administered, to create common assessments, to analyze the data from the assessments, to plan appropriate interventions, and to share and collaborate on best practices and strategies. The vertical team members will ensure that horizontal alignment follows at each grade level. Horizontal teams will meet on a set schedule to plan lessons, interventions, and assessments at the grade level. An assessment team will review student progress on an on-going basis and report the information to the vertical teams so that adjustment can be made as needed.

On-Going Monitoring of Instruction:

Mathis Intermediate School will implement T-TESS teacher evaluation system as well as Powerwalks. Powerwalks is a walk through system that tracks trends across the campus, departments, grade levels, or individual teachers. Walkthroughs are used to monitor best instructional practices, teacher placement on the Year At a Glance, and alignment to the TEKS Resource System IFD (Instructional Focus Document).

Data Driven Instruction:

MIS will use numerous pieces of data, including 2016 STAAR scores, Reading Plus Diagnostic test, and unit assessments, to provide interventions to students. Students will be grouped for individual, targeted, interventions. The DMAC system is will continue to be utilized for unit assessments, formative assessments, and semester exams. Quintile reports, TEKS Performance, TEKS Tutorials, and reporting category reports will be used to determine rotating student groups and spiraling of TEKS.

Improve Academic Performance Strengths:

MIS met TEA accountability for the 2016 school year. The campus had been previously academically unacceptable. Math was an area of strength, receiving a distinction. In addition, 67% of students met or exceeded progress on STAAR assessments. MIS met 3 out of 4 indexes including student progress, closing performance gaps, and postsecondary readiness.

Improve Academic Performance Needs:

Students continue to perform low in reading and writing. 59% of students met standard on the writing STAAR assessment and a combined 52% of students grade 3-5 met the passing standard on the Reading STAAR assessment. 5th grade science was also low with 57% meeting standard. In addition, special populations i.e. special education and economically disadvantaged, need to continue to be a priority on the campus. MIS did not meet accountability index 1: student achievement.

Increase Teacher Quality

Appraisal Instrument:

MIS will implement the T-TESS teacher evaluation system. All teachers will be trained in the fall. The evaluation system has four dimensions including planning, instruction, learning environment, and professional practices and responsibilities. These domains will influence professional development on campus and agenda items for vertical and horizontal teams. The evaluation system focuses on student led classrooms and the use of student data to drive instruction.

On Going Professional Development:

Staff development decisions are based on district and campus needs. Below is a partial listing of staff developments that will occur during the 2016-2017 school year.

- Gifted and Talented Training
- TEKS Resource System Curriculum
- DMAC student data system
- Crisis Prevention Intervention
- Lead4Ward Training
- Individual Education Plan
- STAAR Test Training
- Inclusion Training
- Reading Plus
- Lexia
- Writing Workshop w/ Victoria Young
- ESC2 Content Specialists
- Counselors Training on special education data system
- CAST (Conference for the Advancement of Science Training)

Recruitment/Retention Strategies:

District hiring procedures include- posting of positions on district web site, on-line application process, review of certification and highly qualified credentials, campus and district team interviews including reference and background checks

New employees receive induction training which includes New Teacher Orientation, Texas Teacher Evaluation and Support System (TTESS), technology, TEKS Resource System, and Skyward.

The district has will implement a new teacher pay scale and teacher longevity stipends. These are highly competitive with surrounding school districts and offer great incentives for MIS teachers.

MIS campus climate and culture is positive and supportive.

Teacher Quality Strengths:

Vertical/Horizontal team planning, preparation, alignment, assessment creation, and data disaggregation.

Pay scale and Longevity Stipend

Highly Qualified teachers

Quality Professional Development

Small student to teacher ratios

Teacher Quality Needs:

Reading Intervention lab manager

Lower teacher turnover rate

Special populations professional development

Improve School Climate

Increase Attendance:

Attendance Percentages

2013-2014	96.4%
2014-2015	96.3%
2015-2016	95.26%

MIS will continue to work on increasing attendance. MIS administration will work with Communities in Schools, the City of Mathis, the district truant officer, and parents to ensure students are attending school regularly. Incentives, such as spirit sticks and celebrations, will be in place for students attending school regularly. Home visits, parent conferences, warning letters, and court appearances will be in place for students not meeting attendance requirements.

Decrease Discipline Referrals:

2014-2015	121
2015-2016	97

MIS has seen a decrease in discipline referrals, resulting in a student being removed from class, in the last 2 years.

Increased Involvement in Extra/Co-Curricular Activities:

Students are involved in numerous activities. MIS will continue to look for and support new opportunities for our students.

Below is a partial list of activities MIS students participate in:

University Interscholastic League Academic Events

Music class

Student Council

Destination Imagination

Bike Club

Enrichment Fridays: art, keyboarding, music, team building, science labs, learning expeditions

Improve School Climate Strengths:

Attendance and Honor Roll Celebrations (Spirit Sticks, public announcements, parties)

Student of the Month will be implemented (Student Council Sponsored)

Inviting, positive environment

Safe campus for students, teachers, and parents

Cameras and security

Increased attendance percentages

Decreased discipline referrals

School Resources Officers

College Thursdays promote college and career readiness

Community in Schools on campus

Improve School Climate Needs:

Increase literacy

Continue growth of teacher team and administration relationships

Increase Leadership Effectiveness

On-Going Professional Development:

MIS administration will receive numerous professional development opportunities in the 2016-2017 school year. These include but are not limited to:

- Texas Teacher Evaluation and Support Systems
- Texas Principal Evaluation and Support Systems
- Advancing Improvement in Education Conference
- Texas School Administrator Safety Conference
- Legal Training
- Powerwalks Observation Tool
- DMAC – data system
- TEKS Resource System
- Lead4Ward
- GT Training

Data Utilization:

MIS administration will continue to use data daily to make informed decisions. Data sources include: 2016 STAAR Scores, curriculum based assessment scores, DMAC reports, Reading Plus diagnostic reports, attendance reports, student RTI documentation, and TEA accountability reports.

Increase Leadership Effectiveness Strengths:

- Professional Development
- Data Sources
- Knowledgeable with TEKS Resource System and Lead4Ward

Increase Leadership Effectiveness Needs:

- Continued training on T-TESS
- Increased opportunities for teacher leadership on campus
- Intense training for the Response to Intervention process and procedures

Increase the Use of Quality Data to Drive Instruction

Data Disaggregation/Training:

MIS staff and administration receive training in the areas of data disaggregation. Training is on-going through Lead4Ward and DMAC. MIS will continue to participate in professional development for data disaggregation and decision making.

Data-Driven Decisions:

MIS will use numerous pieces of data, including 2016 STAAR scores, Reading Plus Diagnostic test, and unit assessments, to provide interventions to students. Students will be grouped for individual, targeted, interventions. The DMAC system is will continue to be utilized for unit assessments, formative assessments, and semester exams. Quintile reports, TEKS Performance, TEKS Tutorials, and reporting category reports will be used to determine rotating student groups and spiraling of TEKS. Administration will use data in order to make decisions about campus master schedule and necessary intervention an enrichment programs.

On-Going Communication:

Communication will be frequent between campus administration, teachers, and parents. Adjustments to tutorial and intervention groups will be made when appropriate and parents will be notified.

Increase Use of Quality Data Strengths:

TEKS Resource System Spiral Reviews

DMAC data system

Horizontal, Vertical and Assessment teams

Increase Use of Quality Data Needs:

Continue professional development in data disaggregation and instructional decision making

Increase Parent/Community Involvement

Increased Opportunities for Input:

Parent and community involvement continue to be an integral factor to the success of Mathis Intermediate School. There are numerous opportunities for parents and community members to be actively involved in the MIS community. A partial list of these include: Community in Schools, Site Based Decision Member, Parent Summit, Academic Nights, and parent volunteers. Through HB5, an annual campus survey is distributed to all parents, teachers, and students. The feedback is reviewed and disseminated to campus principals for consideration and action.

Effective Communication:

MIS will implement a number of communication strategies in the 2016-2017 school year. In addition to the campus website, marquee, emails, and School Messenger system, MIS will begin sending weekly calendars home with important campus events. MIS will use the Remind phone application to send important text messages and reminders to parents who sign up.

Accessible Community Resources:

MIS offers a variety of community resources and will continue to access these resources and locate new resources for the families of the school community. A partial list of these services include: Community in Schools, MISD Site Based Health Center, Connections, Food Bank of Corpus Christi, MHMR, Padre Behavior Services, YWCA.

Parent/Community Involvement Strengths:

- Academic Nights
- Skyward Parent Portal
- Remind App
- Parent support at extra-curricular events
- Campus Weekly Calendar
- Campus visibility in community/district events
- Numerous social service resources available to parents

Parent/Community Involvement Needs:

- Increase Skyward Parent Portal access and use
- STAAR Awareness
- Parent intervention/inquiry before the end of the six weeks
- Increase attendance at Academic Nights

Increase Learning Time

Flexible Scheduling:

MIS has some flexibility in the 2016-2017 academic calendar to make decisions based on academic needs. MIS will work with district administration to ensure all required minutes are met and academic learning time increases. TIER 2 students will receive 30 minutes of additional learning time during Monday-Thursday tutorials. MIS will provide bus transportation for tutorial students. Tier 3 students will receive intervention on an additional 17 Fridays for 4 hours each Friday.

Instructionally-Focused Calendar:

MISD planned a modified, instructionally focused calendar for the 2016-2017 school year. The calendar designed will implement a four day school week with Fridays used for student intervention for a targeted set of students. Tier 3 students will receive intervention in a small group setting, approximately 6 students per teacher.

Staff Collaborative Planning:

The new 2016-2017 academic calendar will provide for additional learning time for all teachers. Friday afternoons will be used for planning and professional development. Horizontal, vertical and assessment teams will be scheduled on Friday afternoons throughout the school year. Teachers will work to develop lesson plans, align instruction, resources, and assessments as well as disaggregate data.

Increased Learning Time Strengths:

Afterschool tutorials and Friday Interventions
Horizontal, vertical and assessment teams
Instructional Calendar

Increased Learning Time Needs:

Professional development schedule
Increased time in afterschool tutorials