

MATHIS ELEMENTARY SCHOOL
Campus Improvement Plan
2016/2017

MATHIS ELEMENTARY SCHOOL Site Base

Name	Position
Barnes, Rebecca	Parent
Dolin, Jesse	Campus Administrator
Eckhoff, Maggie	Assistant Principal
Gutierrez, Melissa	Nurse/ Parent
Lea, Patti	2nd Grade teacher (GL chair)
Leal, Anna	CIS Caseworker/ Parent
Leblanc, Bridgette	Parent
Mcdonald, Rebecca	Counselor
Meltom, Valarie	Teacher
Oliva, Rosa	Teacher
Reyes, Jessica	Teacher
Vidairri, Angelica	Teacher
Wilkins, Gail	Teacher

MATHIS ELEMENTARY SCHOOL

Mission

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

The mission of Mathis Pre-K/Kindergarten Academy and Elementary School is to collaboratively support a positive, safe, diverse community by providing an engaging curriculum that fosters excellence and a love of learning.

Vision

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

The vision of Mathis Pre-K/Kindergarten Academy and Elementary School is to strive to provide a strong foundation creating life long learners.

Nondiscrimination Notice

MATHIS ELEMENTARY 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.

Resources

Resource	Source	Amount
Title I	Federal	\$234,789
Title IIA Principal and Teacher Improvement	Federal	\$8,065
Local Funds	State	\$2,108,500
State Compensatory	State	\$267,663

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 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.

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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.
- Objective 2.** Make Math a priority and provide necessary support for targeted populations.
- Objective 3.** Make Science a priority and provide necessary support for targeted populations.
- Objective 4.** Make Social Studies a priority and provide necessary support for targeted populations.
- 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)
- Objective 6.** Implement the Technology Applications Texas Essential Knowledge Skills (TEKS) according to the National Educational Technology Standards for Students (NETS-S).
- Objective 7.** Develop and implement a plan to improve attendance, completion, and dropout rates.
- Objective 8.** Implement a systemic plan for district accountability and provide the necessary resources (i.e. DMAC).

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

- Objective 1.** Conduct a review and evaluation 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.
- Objective 2.** Create and implement an early childhood intervention plan.
- Objective 3.** Promote successful transition between campuses.
- Objective 4.** Teachers implement Rtl strategies with students in the classroom to prevent other settings such as DAEP and Special Education.
- Objective 5.** Close the achievement gap by using student data to provide differentiated instruction
- Objective 6.** Provide opportunity for teachers to review lesson design and delivery. Improvement Required Target
- Objective 7.** Emphasize the importance of curriculum based unit assessment results. Improvement Required Target
- Objective 8.** Provide opportunity for vertical alignment planning and assessment building. Improvement Required Target

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 math and science.
- Objective 2.** Offer and expand opportunities for academic experiences.

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

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

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

Objective 2. Implement an anti-drug campaign.

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

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

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

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Goals

1. Mathis ISD will meet or exceed state and federal accountability standards.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career and life in a globally competitive economy.
4. The district ensures a safe, equitable, drug free and positive learning environment.

Objectives

- 1.1. Make English/Language Arts/ Reading, Writing a priority and provide necessary support for targeted populations.
- 1.2. Make Math a priority and provide necessary support for targeted populations.
- 1.3. Make Science a priority and provide necessary support for targeted populations.
- 1.4. Make Social Studies a priority and provide necessary support for targeted populations.
- 1.5. 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)
- 1.6. Implement the Technology Applications Texas Essential Knowledge Skills (TEKS) according to the National Educational Technology Standards for Students (NETS-S).
- 1.7. Develop and implement a plan to improve attendance, completion, and dropout rates.
- 1.8. Implement a systemic plan for district accountability and provide the necessary resources (i.e. DMAC).
- 2.1. Conduct a review and evaluation 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.
- 2.2. Create and implement an early childhood intervention plan.
- 2.3. Promote successful transition between campuses.
- 2.4. Teachers implement Rtl strategies with students in the classroom to prevent other settings such as DAEP and Special Education.
- 2.5. Close the achievement gap by using student data to provide differentiated instruction
- 2.6. Provide opportunity for teachers to review lesson design and delivery. Improvement Required Target
- 2.7. Emphasize the importance of curriculum based unit assessment results. Improvement Required Target

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Objectives

- 2.8. Provide opportunity for vertical alignment planning and assessment building. Improvement Required Target
- 3.1. Maintain strong core academic programs with a focus on math and science.
- 3.2. Offer and expand opportunities for academic experiences.
- 3.3. Create and implement a plan to improve the current Career and Technology program.
- 4.1. Prepare students to be healthy, fit, and ready to learn.
- 4.2. Implement an anti-drug campaign.
- 4.3. Provide a learning environment that is equitable for all students.
- 4.4. Provide an effective and equitable support system for student behavioral, character, and social needs.
- 4.5. Design solutions to provide safety and security for students, faculty, and staff.

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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 staff development for teachers grades PK-2 In ELA/Reading and writing. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Contracted Services, Director of Special Services, Director of Testing, Counseling and GT	August-July	(F)Title I - \$1,000, (F)Title IIA Principal and Teacher Improvement - \$1,000	Summative - CBAs, Benchmarks and locally developed assessments. Sign in sheets and Agendas
2. Continue reading strategies and techniques using fiction and non fiction text and integration of PK Guidelines and TEKS K-2 into guided reading strategies. (Title I SW: 2,3) (Target Group: All, PRE K, K, 1st, 2nd) (NCLB: 1,2,3)	Intervention Teacher, Principal(s), Teacher(s)	August-June		Summative - CBAs, locally developed assessments
3. Continue dyslexia services PK-2. Provide dyslexia training and testing kits for selected campus staff. (Title I SW: 10) (Target Group: All, Dys, PRE K, K, 1st, 2nd)	Counselor(s), Director of Special Services, Intervention Teacher, Principal(s), Special Ed Teachers, Teacher(s)	August-June		Summative - CBAs & locally developed assessments, sign in sheets and agendas
4. Use Big Day Curriculum in PK. Incorporate Neuhaus phonics component in grades Kinder 1st and 2nd. Utilize Texas Curriculum Management Program Cooperative (TCMPC)K-2 grades to ensure curriculum alignment in all core subjects, textbooks, approved resources, incorporate daily 5 components (K-2nd) (Title I SW: 2,3) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Special Ed Teachers, Teacher(s)	August- June	(F)Title I - \$2,000, (S)Local Funds - \$10,000	Summative - CBAs, locally developed assessments, Lexia Learning and Istation data
5. Provide after school tutorials to target reading and phonics fundamental skills. (Title I SW: 2,3) (Target Group: All, K, 1st, 2nd)	Principal(s), Special Ed Teachers, Teacher(s)	October-June		Summative - CBAs, locally developed assessments, istation and lexia data
6. Provide assessments tools such as Lexia Reading, CBAs, and Accelerated Reading(Star) and Reading Readiness assessments. (Title I SW: 1,2) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Principal(s), Special Ed Teachers, Teacher(s)	August-July	(F)Title I - \$5,000, (S)State Compensatory - \$2,000	Summative - CBAs, Accelerated Reading(Star) istation and lexia reading data and usage
7. Implement the English Language Proficiency Standards (ELPS) to build academic language proficiency. (Title I SW: 10) (Target Group: LEP, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August- July		Summative - CBAs, locally developed assessments, TELPAS Writing samples and online testing.

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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. Utilize Daily 5 and Lexia Reading as a resource to reinforce the reading curriculum in grades PK-2. (Title I SW: 2,3,10) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August - June	(F)Title I - \$1,000, (S)Local Funds - \$1,000	Summative - Lexia, istation, CBA data
9. Provide incentives for students to encourage reading and comprehension achievement (AR store incentives) as well as Lexia Superstar Incentives (Target Group: All, K, 1st, 2nd)	Principal(s), Teacher(s)	August-June	(S)Local Funds - \$2,000	Summative - AR Reading Goals

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Implement accommodations, support and interventions to accelerate special education for students not demonstrating mastery of grade level mathematics TEKS Go Math, Excel Math, IEPs, and tutorials. (Title I SW: 10) (Target Group: SPED, PRE K, K, 1st, 2nd)	Director of Special Services, Principal(s), Special Ed Teachers, Teacher(s)	August- July	(F)Title I - \$1,000, (S)State Compensatory - \$1,000	Summative - Mastery of IEPs goals, assessment results.
3. Identify and support priority for services of migrant students who need supplemental interventions and Tutorials (Title I SW: 9,10) (Target Group: Migrant, PRE K, K, 1st, 2nd)	District Migrant Coordinator, Intervention Teacher, Principal(s), Teacher(s)	October-July		Summative - Priority for services New Generation System (NGS), CBAs, locally developed assessments, # students in Rtl
4. Implement the English Language Proficiency Standards (ELPS) to build academic language proficiency in mathematics. (Title I SW: 9,10) (Target Group: LEP, PRE K, K, 1st, 2nd) (NCLB: 2)	Counselor(s), Department Heads, Principal(s), Teacher(s)	August-July		Summative - CBAs, locally developed assessments, and online testing
5. Administer benchmarks, formative/summative assessments using Go Math, Excel math, TCMPC & CBAs in Math. (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Special Ed Teachers, Teacher(s)	August-July		Summative - Benchmarks, formative/summative assessments using selected end of year test,TCMPC & CBAs in Math.
6. Use Go Math Curriculum, Big Day (in PreK) Excel math, Texas Curriculum Management Program Cooperative (TCMPC) integration of TEKS to ensure aligned curriculum K-2 and provide staff development in Math. (Title I SW: 2,4) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Principal(s), Teacher(s)	August-July	(F)Title IIA Principal and Teacher Improvement - \$500, (S)State Compensatory - \$3,000	Summative - CBA's, Benchmarks

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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. Utilize TCMPC, Science fusion science textbook (K-2 to ensure aligned curriculum) as a lesson plan framework for Science. (Title I SW: 2,5) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August-July		Summative - CBAs, benchmarks, journal and Science Fair participants.
2. Facilitate the use of tools and strategies to provide hands-on, inquiry, high level learning and field investigation in-school science lab. (Title I SW: 2,3) (Target Group: All, PRE K, K, 1st, 2nd)	Contracted Services, Principal(s), Teacher(s)	August-July	(S)Local Funds - \$1,000, (S)State Compensatory - \$1,000	Summative - CBA's and benchmarks.
3. Facilitate the use of interactive journaling to record data, and incorporate meta-cognitive strategies into science curriculum. (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August-July		Summative - Tangible journals, CBAs & benchmarks.
4. Continue formative/summative assessments data to guide instruction in Science, integration of TEKS and provide a variety of staff development in science. (Title I SW: 4,8) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Principal(s), Teacher(s)	August-July		Summative - Formative/Summative assessments, CBA and local assessments in Science
5. Implement the English Language Proficiency Standards (ELPS) to build academic language proficiency in Science. (Title I SW: 2,10) (Target Group: LEP, PRE K, K, 1st, 2nd)	Department Heads, Principal(s), Teacher(s)	August-July		Summative - CBAs, Benchmarks and online testing.

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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. Utilize TCMPC and Social Studies textbook and Studies Weekly as a lesson plan framework for Social Studies. (Title I SW: 3) (Target Group: All, PRE K, K, 1st, 2nd)	Department Heads, Principal(s), Teacher(s)	August-July	(F)Title I - \$1,000, (S)Local Funds - \$3,000, (S)State Compensatory - \$1,000	Summative - CBAs, benchmarks, journal, local assessments
2. Continue formative/summative assessments data to guide instruction in Social Studies. (Title I SW: 3) (Target Group: All, PRE K, K, 1st, 2nd)	Department Heads, Principal(s), Teacher(s)	August-July		Summative - CBAs, benchmarks, journal, local assessments
3. Select effective research-based methods, material of Social Studies instruction, and provide staff development. (Title I SW: 3,4) (Target Group: All, PRE K, K, 1st, 2nd)	Department Heads, Principal(s), Teacher(s)	August-July		Summative - CBAs, benchmarks, journal, local assessments. Agendas and sign in sheets
4. Promote the use of technology throughout the instruction, primarily videos, related links and integration to develop TEKS based projects. (Title I SW: 2,10) (Target Group: All, PRE K, K, 1st, 2nd)	Department Heads, Principal(s), Teacher(s), Technology Staff	August-July		Summative - CBAs, benchmarks, journal, local assessments
5. Implement the English Language Proficiency Standards (ELPS) to build academic language proficiency in Social Studies. (Title I SW: 10) (Target Group: LEP, PRE K, K, 1st, 2nd)	Department Heads, Principal(s), Teacher(s)	August-July		Summative - CBAs, benchmarks, journal, local assessments, TELPAS writing

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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. Continue Professional Learning Communities to improve academic conversations, increase student achievements and increase leadership effectiveness. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Department Heads, Principal(s), Teacher(s)	August-July	(F)Title IIA Principal and Teacher Improvement - \$1,000	Summative - CBAs, benchmarks, locally developed assessments Sign in sheets and agendas
2. Increase teacher quality by providing ongoing job embedded professional development on research-based best practices. (Title I SW: 2,4) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Principal(s), Teacher(s)	August-July	(F)Title I - \$3,000, (F)Title IIA Principal and Teacher Improvement - \$2,000	Summative - Student achievement and academic growth in CBAs, benchmarks and locally developed assessments. Agendas and sign in sheets
3. Provide training through DMAC to support data driven instruction. (Title I SW: 2,3,4) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Principal(s), Teacher(s), Technology Staff	August-July	(F)Title I - \$1,000	Summative - Usage reports, CBAs, benchmarks, locally developed assessments.
4. Provide teacher staff development to provide better quality of instruction in advance academics-GT. (Title I SW: 4,10) (Target Group: All, GT, PRE K, K, 1st, 2nd)	Counselor(s), Director of Testing, Counseling and GT, Principal(s), Teacher(s)	August-July	(F)Title I - \$1,000	Summative - CBAs, benchmarks & locally developed assessments. Sign in sheets and agendas
5. Provide Staff development in the area of inclusion strategies for special education students. (Title I SW: 4,10) (Target Group: All, SPED, PRE K, K, 1st, 2nd)	Brush Country Co-op Director, Core Subject Teachers, Principal(s), Special Ed Teachers, Teacher(s)	Sept-May		Summative - CBA's, Benchmarks, local assessments, Sign in sheets and 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. Infuse technology (touch screen computers, Ipads, Mimios, elmos) into engaging teaching and learning experiences to foster authentic learning that will be relevant to students in the 21st century in both the Labs and the classrooms (Title I SW: 2,10) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Teacher(s), Technology Staff	August-July	(F)Title I - \$1,000	Summative - Lesson plans, CBAs, benchmarks, and locally developed assessments.
2. Use various technologies to participate in and demonstrate relevance pertaining to global community. (Title I SW: 2,10) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Principal(s), Teacher(s), Technology Staff	August-July		Summative - Lesson plans, CBAs, benchmarks and locally developed assessments
3. Integrate technology into teaching and learning, plan for upgrades, and maintain the district information technology infrastructure. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	Technology Staff	August-July		Summative - Technology plans

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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 "perfect" attendance, honor roll and participation in extra curricular activities at award ceremonies/activities at the end of each grading period, each semester and end of year, to improve school climate. (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Principal(s), Registrar, Teacher(s)	August-July	(S)Local Funds - \$2,000	Summative - Attendance Reports
2. Utilize the assistance from community in schools to assist campus on researching excessive absences that could lead to dropouts and strengthen parent-school partnerships. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd) (NCLB: 4,5)	CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Truant Officer	September-July		Summative - PEIMS/Truant Officer/Teacher-Principal and Community in call logs and school reports.
3. Promote the importance of attendance through staff development, parent information and student activities. Provide attendance incentives each grading period, each semester and end of year (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd)	CIS Caseworker, Principal(s), Teacher(s), Truant Officer	August-June		Summative - School attendance reports

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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. Continue to use assessment data to identify and monitor student strengths and weaknesses in all core subject areas. (Title I SW: 2,9) (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Principal(s), Teacher(s)	August-July		Summative - Locally developed assessments, CBAs, benchmarks
2. Provide training for all staff on how to utilize technology that supports data driven decision making for prescribed interventions and Rti purposes. (Title I SW: 4,10) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Principal(s), Technology Staff	August-July	(F)Title I - \$1,000	Summative - Usage reports, assessment reports

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

Objective 1. Conduct a review and evaluation 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 Rtl tiers for all students in need of educational or behavioral assistance. (Title I SW: 9) (Target Group: All, H, W, AA, ECD, Migrant, LEP, SPED, GT, M, F, AtRisk, Dys, PRE K, K, 1st, 2nd)	Counselor(s), Director of Special Services, Principal(s), Special Ed Teachers, Teacher(s)	August-July		Summative - Rtl DMAC, CBAs, locally developed assessments, benchmarks,
2. Provide assistance to Migrant students in the classroom by utilizing Migrant tutors including students designated as priority for services. (Title I SW: 9,10) (Target Group: All, Migrant, PRE K, K, 1st, 2nd)	Counselor(s), District Migrant Coordinator, Principal(s), Teacher(s)	August-July		Summative - CBAs, locally developed assessments and benchmarks.
3. Provide Staff Development in the Rtl process and documentation for staff. (Title I SW: 4,9,10) (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Principal(s), Teacher(s)	Sept-May	(F)Title I - \$1,000	Summative - Agendas and sign in sheets
4. Provide Staff Development for accommodations/ modifications/ inclusion strategies for general education and special education teachers. (Title I SW: 4,9,10) (Target Group: All, SPED, PRE K, K, 1st, 2nd)	Brush Country Co-op Director, Principal(s), Special Ed Teachers, Teacher(s)	August-June		Summative - Benchmarks, CBA's and local assessments, sign in sheets and agendas

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

Objective 2. Create and implement an early childhood intervention plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Connect with area sources that provide early childhood educational services. Head Start transition visits in the Spring. Speech provides early screening. (Title I SW: 7) (Target Group: All, PRE K, K)	Consultants, Counselor(s), Principal(s), Teacher(s)	August-July		Summative - Parent/teacher surveys/services if students qualify. Sign in sheets and agendas
2. Provide an open house day for students entering Pre-K and Kinder for the first time. connect with with area sources to provide prospective first time students with an introduction to academia. (Title I SW: 7) (Target Group: All, PRE K, K)	CACOST, Counselor(s), Principal(s), Teacher(s)	August-July		Summative - Surveys of parents of qualifying students. Agendas and sign in sheets
3. Assess student progress in oral development and readiness skills throughout the school year. (Title I SW: 7) (Target Group: All, PRE K, K)	Counselor(s), Principal(s), Teacher(s)	August-July		Summative - CBAs, Lexia reading & locally developed assessments
4. Improve Collaboration with CACOST (Title I SW: 7) (Target Group: All, PRE K)	CACOST, Principal(s)	August-July		Summative - Locally developed assessments in PreK

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

Objective 3. Promote successful transition between campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer Head Start transition into Pre Kinder in the Spring. (Title I SW: 7) (Target Group: All, PRE K, K)	Principal(s), Teacher(s)	January-May		Summative - PEIMS data & registration data. Locally developed assessments
2. Offer transition for second into third grade in the Spring. (Target Group: All, 2nd, 3rd)	Counselor(s), Department Heads, Principal(s), Teacher(s)	January-June		Summative - PEIMS enrollment data, CBAs, locally developed & STAAR format

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

Objective 4. Teachers implement Rtl strategies with students in the classroom to prevent other settings such as DAEP and Special Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide teachers with ongoing training on Rtl- Academic & Behavior (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Counselor(s), Director of Special Services, Principal(s), Teacher(s)	August-July		Summative - CBAs, Rtl documentation completeness, locally developed assessments-student progress. Meeting agendas and sign in sheets
2. Train teachers to submit and analyze student Rtl data on DMAC. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Director of Special Services, Principal(s), Teacher(s)	August-July		Summative - DMAC data, agendas, sign-in
3. Train classroom teachers and counselor to administer LEAPS lessons. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Director of Special Services, Principal(s), Teacher(s)	August-July		Summative - LEAPS Lessons, number of referrals

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

Objective 5. Close the achievement gap by using student data to provide differentiated instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve academic performance using data to drive instruction. (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Counselor(s), Department Heads, Principal(s), Teacher(s)	August-July		Summative - CBAs, locally developed assessments, Istation, benchmarks, lexia
2. Use data to analyze data and make data driven decisions. (Target Group: PRE K, K, 1st, 2nd)	Counselor(s), Department Heads, Principal(s), Teacher(s)	August-July		Summative - Assessment results, qualitative and quantitative data
3. Create instructional focus assessment calendars. (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Counselor(s), Director of Testing, Counseling and GT, Principal(s), Teacher(s)	October-July		Summative - Calendars
4. Provide staff development and planning days. (Title I SW: 4) (Target Group: PRE K, K, 1st, 2nd)	Consultants, District Administration, Principal(s), Teacher(s)	August-July		Summative - Agendas, lesson plans, sign ins
5. Provide general materials for teaching and learning Pk-2. (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s)	Sept-May	(S)Local Funds - \$10,000, (S)State Compensatory - \$3,000	Summative - benchmarks, CBA's and local assessments

MATHIS ELEMENTARY SCHOOL

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

Objective 6. Provide opportunity for teachers to review lesson design and delivery. Improvement Required Target

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review lesson components in district curriculum at weekly PLCs. (Target Group: All, PRE K, K, 1st, 2nd)	Contracted Services, Instructional Coaches, Principal(s), Teacher(s)	August - June		Summative - Lesson Plans, Walk-Throughs, PLC agendas and Sign-ins
2. Provide job-embedded professional development to increase knowledge of content targeting specific student expectations. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Department Heads, Principal(s), Teacher(s)	August-July	(F)Title I - \$1,000, (S)State Compensatory - \$1,000	Summative - Sign-in sheets, observations and walk-throughs.
3. Re-evaluate the success of the interventions on going throughout the year. (Title I SW: 1) (Target Group: All, PRE K, K, 1st, 2nd)	Intervention Teacher, Principal(s), Teacher(s)	August- June		Summative - DMAC data, Unit Assessment, Six Weeks Grades, Agendas and sign in sheets
4. Participate in staff development addressing best practices and model in the delivery of classroom instruction. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Contracted Services, Principal(s), Teacher(s)	August - June	(F)Title I - \$1,000, (S)State Compensatory - \$1,000	Summative - Walk Throughs, Lesson Plans, Sign in Sheets
5. Emphasize the importance of unit assessment results to drive instructions. (Target Group: All, PRE K, K, 1st, 2nd)	Contracted Services, Department Heads, Instructional Coaches, Principal(s), Teacher(s)	August-June		Summative - Collection of feedback, DMAC reports, assessments and grades
6. Restructure teacher conference period to allow for horizontal planning at least one day a week. (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Principal(s), Teacher(s)	August-June		Summative - Walk throughs and lesson plans, schedules

MATHIS ELEMENTARY SCHOOL

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

Objective 7. Emphasize the importance of curriculum based unit assessment results. Improvement Required Target

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lead relevant discussions, conversations and reflections about valid data. Use data to drive targeted interventions (Title I SW: 1,9) (Target Group: All, PRE K, K, 1st, 2nd)	Contracted Services, Counselor(s), Principal(s), Teacher(s)	August - June		Summative - Data Collection, DMAC Reports, Assessments and grades, Rtl folders
2. Continue to monitor targeted components in instructional design and delivery. (Target Group: PRE K, K, 1st, 2nd)	Consultants, Principal(s), Teacher(s)	August-July		Summative - Walkthroughs, observations
3. Utilize after school/accelerated instruction for students not mastering CBAs and or on a tier 2 or 3 (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd)	Department Heads, Principal(s), Teacher(s)	August-July		Summative - Grades, CBAs, and locally developed assessments
4. Emphasize on anchoring-identify and target TEKS, align approved district/state resources and adapt resource to maximize student engagement and learning. (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Department Heads, Principal(s), Teacher(s)	October-July		Summative - student assessment scores

MATHIS ELEMENTARY SCHOOL

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

Objective 8. Provide opportunity for vertical alignment planning and assessment building. Improvement Required Target

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for vertical alignment (grade expectations) to create locally developed assessments(BOY,MOY & EOY Math/ELA and grade level sight words . (Title I SW: 10) (Target Group: PRE K, K, 1st, 2nd, 3rd)	Consultants, Core Subject Teachers, Department Heads, Principal(s), Teacher(s)	October-December		Summative - Locally developed assessments (expectations)
2. Continue PLCs and meet vertically to collaborate, disaggregate data and plan (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Department Heads, Intervention Teacher, Principal(s), Teacher(s)	October-July	(S)State Compensatory - \$1,000	Summative - PLCs Agendas and sign-ins

MATHIS ELEMENTARY SCHOOL

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 math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide PLC opportunities for vertical training between grade levels above and below each grade to ensure understanding of STAAR and EOC expectations and rigor. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	PLC Coordinator(s), Principal(s), Teacher(s)	August-June		Summative - Benchmark assessment and district EOY assessments. Sign in sheets and agendas
2. Provide professional development activities to maintain highly qualified staff. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Consultants, Counselor(s), District Administration, Principal(s), Teacher(s)	August-June		Summative - Review of certifications, endorsements, and PDAS data
3. Assess and monitor core academic subjects through formative and summative assessments (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August-June		Summative - Benchmark assessments, unit assessments, and district assessments
4. Utilize after school tutorials for at-risk students and Rtl process with pull out intervention for at-risk students. (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August-June		Summative - Formative assessments (BOY, benchmark assessments, and district assessments). Tutorial logs
5. Monitor science instruction with scheduled science lab times and integration of science and math. Ensure Science Supplies are provided as needed (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August-June		Summative - Walk through data, benchmark assessments, unit assessments

MATHIS ELEMENTARY SCHOOL

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

Objective 2. Offer and expand opportunities for academic experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Effectively screen for GT students. (Title I SW: 10) (Target Group: All, K, 1st, 2nd)	Counselor(s), Principal(s), Teacher(s)	August-June		Summative - GT status checks
2. Integrate college awareness into the daily activities and lessons, as well as, promote college awareness throughout the year including college and career week. (Target Group: All, PRE K, K, 1st, 2nd) (NCLB: 5)	Counselor(s), Principal(s), Teacher(s)	August-June		Summative - Walk through data, and lesson plans
3. Provide student opportunities for academic experiences such as, Destination Imagination, UIL, Spelling Bee, Science, as well as grade level educational experiences. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	Oct-May	(S)Local Funds - \$2,100	Summative - # of participants in events

MATHIS ELEMENTARY SCHOOL

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. Integrate college awareness and post-secondary education awareness into the regular curriculum as an ongoing process to guide students into post-secondary opportunities. (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August-June	(S)State Compensatory - \$500	Summative - Walk through data, lesson plan checks, and agenda/sign-in checks
2. Integrate technology awareness through projects using technology programs (Microsoft Office, etc.) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s), Technology Staff	August-June		Summative - Walk through data

MATHIS ELEMENTARY SCHOOL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain an emphasis on health through lessons and activities throughout the day. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	Campus Nurse, CIS Caseworker, Counselor(s), Principal(s), Teacher(s)	August-June		Summative - Agendas, calendar, lesson plan activities
2. Provide to the staff, students, and parents newsletters, pamphlets, brochures and other means highlighting nutrition and health awareness. Hygiene and nutrition classes for parents and students. (Title I SW: 6,10) (Target Group: All, PRE K, K, 2nd)	Campus Nurse, CIS Caseworker, Principal(s), Teacher(s)	August-June		Summative - newsletters, brochures, pamphlets, sign in sheets and agendas

MATHIS ELEMENTARY 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, as well as other activities such as project turn around throughout the year. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd) (NCLB: 4)	CIS Caseworker, Counselor(s), Principal(s), Teacher(s)	August-June	(S)Local Funds - \$500	Summative - Progress monitor calendar of evnts

MATHIS ELEMENTARY 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 disciplinary plan and Rtl processes to ensure equity for all students. (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Principal(s), Teacher(s)	August-June		Summative - Discipline reports
2. Provide character building lessons through the counselor and Project Turnaround. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	CIS Caseworker, Coaching Staff, Contracted Services, Counselor(s), Teacher(s)	September -May		Summative - discipline referrals
3. Continue the use of the Raptor System that screens campus visitors before entering the school. (Target Group: All)	Principal(s)	August - June		Not Applicable
4. Continue the use of camera surveillance in our school to maintain a safe environment. (Target Group: All)	Principal(s), Safety Coordinator	August - June		Not applicable
5. Engage students in positive behavior presentations through-out the year. (Target Group: All)	Contracted Services, Principal(s)	September-May		Summative - Events calendar and number of referrals
6. Implement the campus behavior student management plan using the recommended charts and clipboard (Title I SW: 9,10) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Teacher(s)	August-June		Summative - Number of discipline referrals
7. Encourage student incentives and rewards for positive behavior, including principal behavior awards (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Principal(s), Teacher(s)	Sept-June	(S)Local Funds - \$1,000	Summative - # Rtl behavior students, discipline referrals, behavior students

MATHIS ELEMENTARY 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. Maintain equitable practice and procedures in forming and conducting SBDM meetings. (Target Group: All)	Principal(s)	August-June		Summative - Sign-in sheets and agendas
2. Produce newsletters regularly, utilize school messenger as needed, notify newspaper representative for important events, and hold parent huddle meetings throughout the school year. (Title I SW: 6,10) (Target Group: All, PRE K, K, 1st, 2nd)	CIS Caseworker, Principal(s)	August-June		Summative - Parent surveys
3. Provide pamphlets, topics in newsletters, and brochures of any accessible health and human services available. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	Campus Nurse, CIS Caseworker, Counselor(s), Principal(s)	August-June		Summative - Agendas and sign-ins
4. Conduct Parent Huddle meetings and maintain website updates to inform parent(s)/guardian(s) in order to benefit student growth. (Title I SW: 6) (Target Group: All, PRE K, K, 1st, 2nd)	CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff	August-June	(F)Title I - \$1,000	Summative - End of year assessment data, sign in sheets and agendas
5. Utilize volunteer support with community businesses and parents to help support curriculum and expand opportunities to MISD students and families. (Title I SW: 6) (Target Group: All, PRE K, K, 1st, 2nd)	CIS Caseworker, Principal(s)	August-June		Summative - End of the year assessments and parent surveys. Sign in sheets
6. Provide a bully prevention plan for all students. (Title I SW: 9,10) (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Principal(s), Teacher(s)	August-June		Summative - Bullying reports
7. Provide ongoing Rtl process which includes pull out interventions using the LEAPS program to support students with behavioral, character, and social needs. (Title I SW: 9,10) (Target Group: All, PRE K, K, 1st, 2nd)	Counselor(s), Principal(s), Teacher(s)	August-June		Summative - Counselor reports, referrals and Rtl folders
8. Review and implement the safety priority requirements using district, state, and federal plans. (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Safety Coordinator	August-July		Summative - End of year reports

MATHIS ELEMENTARY 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. Provide letters to parent(s)/guardian(s), website updates, all calls, and/or meetings or home visits to ensure reliable information is disseminated in a timely manner. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff	August-June		Summative - Parent surveys
2. Conduct criminal background and reference checks on each applicant, parent volunteer, and substitute in accordance to district policy (Target Group: All)	District Administration, Principal(s)	August-June		Summative - Verification of records process
3. Review and revise the campus emergency operations plan. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Safety Coordinator	August-June		Summative - Checks and balances throughout the year
4. Review and implement the safety priority requirements using district, state, and federal plans. (Target Group: All)	Principal(s)	August-July		Summative - End of year reports
5. Maintain regular checks to identify and implement solutions to report ways to reduce energy costs and reduce waste to administration. (Target Group: All)	Principal(s)	August-June		Summative - Energy bill savings
6. Report any existing facilities that do not meet district needs to ensure that all facilities will meet district needs. (Target Group: All)	Principal(s)	August-July		Summative - Annual Facilities Report
7. Annual Online staff training to keep abreast of new safety regulations (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	Principal(s), Safety Coordinator, Teacher(s)	August-June		Summative - Staff development completion certificates on file
8. Invite local community to present to the students in areas of safety, education and prevention eg "Fire Prevention Week" (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)	Campus Nurse, CIS Caseworker, Counselor(s), Principal(s), Teacher(s)	August-June		Summative - Events calendar and sign in sheets

Mathis Elementary
Needs
Assessment
For 2016-2017 Plan

MES Comprehensive Needs Assessment-Demographics/Enrollment

Mathis Elementary student enrollment for 2015-2016 .

Grade	EC	PK	K	1	2	Total
Total	3	80	114	135	134	466

Mathis Elementary is one of four campuses in Mathis Independent School District. Mathis Elementary serves predominantly middle class Hispanic families. Mathis Elementary serves 466 students in grades pre-kindergarten to second grade. Mathis Elementary serves 413 economically disadvantaged students and 300 at-risk students.

The student population is 78.6% (364) Hispanic/Latina, 17.9% (83) Caucasian, 0.64% (3) African-American, 1.1% (5) Asian, 0.21% (1) American Indian, and 0% (0) Native American.

The overall mobility rate is 14.3%, with a drop-out rate of 0%. The daily attendance rate for students is 95.30%.

Mathis Elementary serves 22 Limited English Proficient (LEP)/Bilingual students, 14 students in the gifted and talented program, 33 students identified as Special Education (SPED), and 22 Migrant students.

MES Comprehensive Needs Assessment-Curriculum, Instruction, and Assessment

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

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

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

Staff development is based on district and campus needs. Below is a partial listing of staff development during the 2015-2016 school year.

- No Excuses University Training
- Guided Reading
- Gifted and Talented Training

Curriculum Training specific to math, reading and writing

Istation

Lexia

Crisis Prevention Intervention (CPI)

Response to Intervention (RtI)

Lead4Ward Training

Individual Education Plan (IEP)

Accommodations/Modifications Training

Inclusion Training

Confidentiality Training/Special Ed

Special Ed Teacher Orientation

Counselors Training on Special Ed Protocol

Inclusion Training

Behavior Strategies Training

MES Comprehensive Needs Assessment-Student Achievement

Stanford Achievement battery totals:

Kindergarten

Grade Level Summary	Total Reading	Total Math	Complete Battery	National Comparison of Group Performance
2013	K.8	K.9	0.8	Average
2014	K.9	1.5	1.1	Average
2015	K.6	k.9	K.6	Average

First Grade

Grade Level Summary	Total Reading	Total Math	Complete Battery	National Comparison of Group Performance
2012	1.4	1.3	1.4	Average
2013	1.2	1.3	1.2	Average
2014	1.6	2.1	1.7	Average
2015	1.5	1.8	1.5	Average

Second Grade

Grade Level Summary	Total Reading	Total Math	Complete Battery	National Comparison of Group Performance
2012	2.3	2.7	2.2	Average
2013	2.1	2.9	2.4	Average
2014	2.4	3.2	2.5	Average
2015	1.9	2.7	2.0	Average

2015-2016

Stanford Testing Not Used.

2015-2016 Data

Pre Kinder Benchmarks Comparison BOY/ MOY/EOY

Benchmark Date	Can Write Name	Can Count to 50 MOY=30 EOY=30	Can identify 2/4 or more shapes MOY=10 EOY=10	Can identify 8 or more basic colors MOY=8 EOY=10	Can identify name Can write name	Can identify upper case letters 6 or more/28 MOY=28 EOY=28	Can identify 26 letter sounds	Number of students who can identify 18 numbers EOY=30	Number of students who have mastered fine motor skills	Number of students who can identify 10 sight words EOY=25	Number of students who can identify their name	Guided reading EOY # reading AA and above	
EOY (2015 STUDENTS)	110	101	71	19	101	100	84	103	103	105	109	94	104
MOY (103 STUDENTS)	109	90	42	26	66	75	45	71	65	-	90	62	83
TOTAL BOY (70)	70	48	62	64	23	0	2	11	0	62			
TOTAL MOY (80)	41	24	72	71	23	3	18	73	11	78			
TOTAL EOY	65	70	78	80	56	45	45	78	26	80	39		

Kinder Data Comparison BOY/ MOY/ EOY

Benchmark Date	Can Write Name	Can Count to 50 MOY=40 EOY=50	Number Recognition to BOY 21 MOY 40 EOY 40	Shapes Recognized BOY 7 MOY 14 EOY 21	Knows 12 Colors	Knows 5 Initial sounds	Knows 5 ending Sounds	Knows 26 Letter Names	Knows 26 Letter Sounds	Knows 26 uppercase Letters	Blending	Blending & Blends	Math MOY Texas Go Math Assessment (# Passing @ 70%)
EOY (2015 STUDENTS)	110	101	71	19	101	100	84	103	103	105	109	94	104
MOY (103 STUDENTS)	109	90	42	26	66	75	45	71	65	-	90	62	83
EOY (109 STUDENTS)	99	72	7	37	52	37	19	28	17	41	22	-	-

Running Records	Number of Students	# of students on or above OE (at BOY) (C at EOY)	# of students on or above OE (at BOY) (B at MOY) (A at EOY)	Average (at EOY) Grade Equivalent	Blending (80%)	Sight words (BOY 18) (MOY 50) (EOY=84)
4/15	(109) Students	100	8	1		
% Student	91.7	7.3	0.9			
5/16	(115) students	52	21	25	15	2
% students	45.2	18.3	21.7	13.1	1.7	
5/23/16	(112) Students	7	9	14	27	31
% Students	6.3	8.1%	12.6	24.3%	27.9	10.8

1st Grade Data Comparison BOY/ MOY/ EOY

Running Data	# of students	Guided Reading (C or above BOY) (# MOY) (# EOY)	Fluency (# of students BOY=40 EOY=70)	Initial Grade Equivalent (average)	Initial grade equivalent (BOY GL-1.3) (MOY GL 1.5) (EOY GL 1.9)	STAR Reading # of students on or above Grade Level BOY 1.1 MOY 1.5 EOY 1.9	Benchmarks	Tested	Passed	Percent Passed	Average Score
5/9/16	138	63	15	1.6	50	37	ELA BOY (Texas Treasures)	129	1	1%	33
1/16	138	42	50	1.1	42 (GL 1.5)	15	ELA MOY (Texas Treasures)	134	10	8%	43
9/15	132	53	19	K-6	40 (GL 1.1)	9	ELA EOY (Texas Treasures)	132	77	58%	67
							Math BOY (Texas Go Math)	126	3	2%	42
							Math MOY (Texas Go Math)	134	19	14%	53
							Math EOY (Texas Go Math)	130	78	60%	68

Guided Reading	# of students	N.R	AA	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	Z
9/15	(121) Students	18	28	7	26	28	12	4	4	1	1	0	2	0	1											
%	14.8	23.2	5.3	19.7	21.2	9.8	3.0	3.0	0.75	0.75	0	1.5	0	0.75												
1/16	(146) students	10	2	9	17	15	29	14	10	11	8	2	1	3	7											
%	7.2	1.5	6.5	12.3	10.8	21.1	10.1	7.2	7.0	5.8	5.0	0.7	2.2	5.1												
5/23	(125) Students	7	0	1	4	3	7	6	4	13	11	18	11	6	12	18	4	2	4	1	0	0	0	1	1	
%	5.1	0	1.1	2.8	2.1	5.1	4.4	2.8	3.6	6.1	5.1	6.1	6.4	6.7	11.2	1.8	1.4	2.8	0.7	0	0	0	0.7	0.7	0	

2nd Grade Data Comparison BOY/ MOY/ EOY

Running Data	# of students	Guided Reading (BOY 1 or above 2nd) MOY 1 EOY 1	Fluency (# students 70 wpm June)	Initial Grade Equivalent (average)	Initial grade equivalent (BOY 2.1) (MOY GL 2.3) (EOY -GL 2.9)	STAR Reading # of students on or above Grade (BOY 2.1) (MOY Level 2.3) (EOY GL 2.9)	Benchmarks	Tested	Passed	Percent Passed	Average Score
3/9/16	133	47	70	2.6	63 (GL 2.9)	42 (GL 2.9)	ELA BOY (Texas Treasures)	119	5	4%	36
1/16	132	33	68	2.1	54 (G.L 2.5)	16 (G.L 2.5)	ELA MOY (Texas Treasures)	127	37	29%	53
9/15	123	34	64	1.9	55 (GL 2.1+)	30 (GL 2.1)	ELA EOY (Texas Treasures)	128	79	62%	68
							Math BOY (Texas Go Math)	122	11	9%	48
							Math MOY (Texas Go Math)	126	36	29%	59
							Math EOY (Texas Go Math)	123	90	73%	76

Guided Reading	# of students	N.R	AA	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
5/23	133	0	0	0	0	0	1	0	4	1	3	16	22	15	23	19	11	7	3	2	1	1	0	0
%	0	0	0	0	0	0	0.7	0	3	1.5	2.2	12.0	16.0	11.0	16.5	14.0	8.0	5.0	1.7	1.5	0.7	0	0	0
1/16	132	0	0	0	0	0	1	5	15	15	24	11	13	11	18	9	6	0	1	1	0			
%	0	0	0	0	0	0.7	4.3	11.4	11.4	18.2	9.8	9.8	8.3	13.6	6.5	4.5	0	1.4	0.7	0				
9/15	(125)	0	0	0	0	0	3	18	20	12	24	13	17	8	4	3	0	0	1					
%	0	0	0	0	0	2.4	14.6	16.2	9.7	19.3	10.5	13.8	6.5	3.2	2.4	0	0	0.8						

Strengths:

- PLC meetings
- Data disaggregation (DMAC)
- Data drives instruction
- Intervention is deliberate and purposeful
- Use of PLCs to create Curriculum Based Assessments (CBAs)
- Use and availability of data

Needs:

- Additional staff, smaller classes
- Training on meeting needs of special pops
- Resources made available more readily
- Cognitive reading program for students in grades 4-8
- Aligned, common assessments
- Continued planning time to incorporate all resources

MES Comprehensive Needs Assessment-Family and Community Involvement

Parent and community involvement is an integral factor to the success of Mathis Elementary. There are numerous opportunities for parents and community members to become active participants: Volunteering in classroom and/or throughout the campus, Community Partners with HEB, Communities in Schools, Parent Summits, Open House, Parent/Teacher Report Card Nights, Parent Huddles, Family Math and Reading nights, and campus level parent involvement activities eg. Muffins for Moms and Donuts for Dads.

A variety of opportunities for parent/community involvement in decision making exists through District Education Improvement Council (DEIC), School Based Decision Making (SBDM) and Student Health Advisory Committee (SHAC).

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

An annual campus and district survey is distributed to all parents, teachers and students. The feedback is reviewed and disseminated to campus principals for consideration in campus improvement plans.

Mathis Elementary benefits from a close working relationship with community organizations. Service projects, such as food drives, are conducted throughout the year at campuses to support these organizations as they actively serve the needs of families in our community. Local churches have implemented the Snack Pack Program for schools with Kindergarten through Grade 6 through our Communities in Schools.

Strengths:

- CHAMPIONS meeting
- Parent Huddles
- Report card night
- Communities in Schools
- Community and business involvement
- Support at extra-curricular and campus events
- District and Campus Newsletters
- District highly visible/active in the community activities and initiatives
- Majority of teachers and administrative have quality communication with parents
- Parents highly involved in extracurricular activities

Needs:

- Increased access in Skyward Parent Portal

Chain of command not followed by parents
Positive parent communication
Increase access in Skyward Parent Portal
Parent intervention/inquiry before end of six weeks
Get parents involved early and in a variety of ways (adult education, etc.)

MES Comprehensive Needs Assessment – School Context and Organization

Mathis Elementary School receives state, local and federal funding including Title I, II, IDEA Formula and Preschool.

The campus serves students from EC through 2nd grade. Mathis Elementary staff includes 72.0% teachers, 8.4% professional support, 14.0% educational aides, and 5.6 % 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. During the 2015-16 school year, 6 new staff members came to Mathis Elementary School.

Mathis Elementary School participates with the district as we conduct a strategic planning meeting every five years with administrators, staff, parents, and community members participating in the process. The District Education Improvement Council (DEIC) and additional committees were comprised of additional staff, parents, business and community members. They met in 2015 to review and create the MISD Strategic Plan.

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.

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

Strengths:

Intervention for special pops
Parent/Student Communication: Lil' Matey Committee
Parent Huddle
Reading Intervention
Extra Learning Time
Enrichment classes – Tier I through Tier III

Intervention Tutorials

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

Sensory room

Planning time

Opportunities for all stakeholders to take part in decision making process

MES 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 curriculum nights are conducted several times annually on each campus. In addition, annual orientation sessions are conducted for parents and students at the transition grades (i.e., entering prekindergarten, kindergarten, and 2nd grade transitioning to 3rd grade elementary to intermediate).

Mathis Elementary emphasize character development using LEAPS program also lessons through Project Turnaround.

Safe and Drug Free school activities, as approved by the district-wide School Health Advisory Committee (SHAC), are conducted annually at Mathis Elementary School.

Below is a partial listing of activities at Mathis Elementary School.

Red Ribbon Week Activities (District-wide)

Prescription Drug Awareness Program

Drug and Alcohol Program

Student Council Leadership program

Strengths:

Inviting staff and environments

Positive attitudes
Safe campus 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
Continued programs related to internet safety and bullying

MES Comprehensive Needs Assessment – Staff Quality, Recruitment and Retention

Mathis Elementary staff are 100% highly qualified. Of the staff, 88.9% holds a Bachelor's Degree and 11.1% holds a Master's Degree.

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

Beginning – 2 (7.8%)
1 to 5 years – 8 (31.2%)
6 to 10 years – 4 (15.6%)
11 to 20 years – 4.7 (18.2%)
Over 20 years – 7 (27.3%)

The average years' experience of Mathis Elementary teachers is 7.0 years with Mathis ISD. Mathis Elementary School 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)
 Quality staff development
 More Full Time Equivalent (FTE) teachers in reading and math

MES Comprehensive Needs Assessment – Student Achievement

For the 2013-2014 school year, Mathis ISD, Mathis High School, and Mathis Middle School received a “Met Standard” accountability rating from TEA. Mathis Intermediate School and Mathis Elementary received an “Improvement Required” accountability rating. Mathis Elementary rating is due to being the feeder school to Mathis Intermediate.

TPRI % SD (Still Developing) End of Year

	2012-2013	2013-2014	2014-2015	2015-2016
Kinder	13%	10%	23%	N/A
1 st Grade	29%	38%	21%	N/A
2 nd Grade	16%	25%	17%	N/A

Mathis ISD Scores:

Student Group	Reading		Math		Writing		Science		Social Studies	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
All Students	58%	56%	56%	58%	42%	54%	48%	59%	44%	53%
African American	*	*	*	*	*	*	*	*	*	*
Hispanic	57%	56%	55%	58%	41%	55%	47%	59%	45%	53%
White	63%	56%	71%	60%	56%	46%	61%	67%	*	71%
Eco. Disadvantaged	53%	52%	54%	55%	40%	51%	44%	55%	44%	48%

Benchmarks are conducted annually in the fall and spring. Students are provided tutorials (in school, before school, after school, and summer school) through intensive interventions and differentiated instruction; transportation is provided for students attending tutorials and summer school. Additional data sources include: Istation, Lexia, guided reading levels, grade reports, teacher input, observations, RtI referrals and on-going skill assessments.

Listed below are additional academic and athletic achievements.

Strengths:

Multiple student intervention opportunities (i.e., in-class instructional strategies, in-class interventions, pull-out interventions)

Needs:

Intervention teachers

MES 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, the elementary 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, SMARTboard, Office 2010 and 2013, document cameras, and Web 2.0 tools.

Strengths:

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

Webinar Opportunities

Help Desk for Technology Work Orders

School Wires provided a mainstream website across the campus

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