

Mathis Independent School District

Mathis Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Mathis I.S.D. strives to be a premier, rural school district recognized annually as a leader among learning organizations.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mathis Elementary student enrollment had a slight decrease from 17-18 school year (Snapshot 18-19).

Grade	EC	PK	K	1	2	Total
Total	4	73	102	131	128	438

Mathis Elementary is one of four campuses in Mathis Independent School District. Mathis Elementary serves predominantly middle class Hispanic families. Mathis Elementary serves 438 students in grades pre-kindergarten to second grade. Mathis Elementary serves 431 economically disadvantaged students and 284 at-risk students.

The student population is 78%% (341) Hispanic/Latina, 18.5% (86) Caucasian, 0.7% (3) African-American, 1.3% (6) Asian, 0.2% (1) American Indian, and 0% (0) Native American.

The overall mobility rate(18-19) is 12.2%, with a drop-out rate of 0%. The daily attendance rate (18-19) for students is 95.0%.

Mathis Elementary serves 14 Limited English Proficient (LEP)/Bilingual students, 10 students in the gifted and talented program and 30 students identified as Special Education (SPED).

Demographics Strengths

Strengths

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 Intervention Teacher, and tutorials).

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

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 2018-2019 school year.

Guided Reading

Gifted and Talented Training

Curriculum Training specific to math, reading and writing

Lexia

MAPS

Crisis Prevention Intervention (CPI)

Response to Intervention (RtI)

Individual Education Plan (IEP)

Accommodations/Modifications Training

Inclusion Training

Confidentiality Training/Special Ed

Special Ed Teacher Orientation

Behavior Strategies Training

Math Academies

Reading Academies

TCMP Curriculum Training

Problem Statements Identifying Demographics Needs

Problem Statement 1: MES has a large number of students in poverty. **Root Cause:** No industry located in Mathis proper

Problem Statement 2: Low level of literacy and technology **Root Cause:** Needs: Increase focus on technology Increase literacy Continued programs related to internet safety and bullying

Problem Statement 3: Teachers leaving the district **Root Cause:** Needs: Intervention Teachers (M-F) Quality staff development More Full Time Equivalent (FTE) teachers in reading and math

Problem Statement 4: Curriculum is not aligned across grade levels **Root Cause:** The District has made to many products available for use.

Problem Statement 5: Lack of training for teachers in technology **Root Cause:** 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.

Student Achievement

Student Achievement Summary

MES Comprehensive Needs Assessment-Student Achievement

Guided Reading:

Kindergarten

End Of Year	% students On or above level. Guided Reading (Level c)	% students on level Lexia Reading	MAPS Math At or above mean norm Grade level RIT	MAPS Reading At or above mean norm Grade level RIT
2017	75%	79.6%		
2018	59.8%	75.2%	31%	28.6%
2019	67.0%	76.6	70%	70%

First Grade

End Of Year	% students On or above level. Guided Reading (Level J)	% students on level Lexia Reading	MAPS Math	MAPS Reading
2017	47.9%	57.8%		
2018	41.7	54.96	31%	32%
2019	53.9%	69.8%	61.6%	69.04%

Second Grade

End Of Year	% students On or above level. Guided Reading (Level M)	% students on level Lexia Reading	MAPS Math	MAPS Reading
2017	40.6%	53.6%		
2018	61.3%	70.9%	47.9%	33.33%

End Of Year	% students On or above level. Guided Reading (Level M)	% students on level Lexia Reading	MAPS Math	MAPS Reading
2019	74%	75.5%	78.6%	70.9%

Student Achievement Strengths

Strengths:

PLC meetings

Data disaggregation (DMAC)

Data drives instruction

Intervention is deliberate and purposeful

Use and availability of data

Grade Level Planning

Curriculum Alignment

Use of MAPPS and Lexia programs

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Continued planning time to incorporate all resources **Root Cause:** Not enough time

Problem Statement 2: MES has a large number of students in poverty. **Root Cause:** No industry located in Mathis proper

School Culture and Climate

School Culture and Climate Summary

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)

Mathis Elementary emphasize character development using LEAPS program.

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

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Low level of literacy and technology **Root Cause:** Needs: Increase focus on technology Increase literacy Continued programs related to internet safety and bullying

Problem Statement 2: Curriculum is not aligned across grade levels **Root Cause:** The District has made to many products available for use.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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 percentages of the teaching staff by years of experience:

Beginning – 6.8%

1 to 5 years – 27.3%

6 to 10 years – 18.5%

11 to 20 years – 11.1%

Over 20 years – 22.2%

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.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

Teachers are highly qualified

Retention stipends

Teacher coaching and mentoring

Increase in staff quality, supported by achievement data

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers leaving the district **Root Cause:** Needs: Intervention Teachers (M-F) Quality staff development More Full Time Equivalent (FTE) teachers in reading and math

Parent and Community Engagement

Parent and Community Engagement Summary

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, facebook, twitter 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.

Parent and Community Engagement Strengths

Strengths:

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents should make sure their student attends school each day. **Root Cause:** Needs: Increased access in Skyward Parent Portal Positive parent communication/ conferences Increase access in Skyward Parent Portal Parent intervention/inquiry before end of six weeks/ Teacher conferences

Problem Statement 2: MES has a large number of students in poverty. **Root Cause:** No industry located in Mathis proper

Problem Statement 3: Curriculum is not aligned across grade levels **Root Cause:** The District has made to many products available for use.

School Context and Organization

School Context and Organization Summary

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 66.4% teachers, 6.8% professional support, 22.3% educational aides, and 4.5 % 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 2017-18 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 2017 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.

School Context and Organization Strengths

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Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Online training for parents is limited **Root Cause:** Needs: Provide on-line parent training sessions on how to use Skyward Parent Portal Continued Monthly Friday half day Planning time Opportunities for all stakeholders to take part in decision making process

Problem Statement 2: Teachers leaving the district **Root Cause:** Needs: Intervention Teachers (M-F) Quality staff development More Full Time Equivalent (FTE) teachers in reading and math

Problem Statement 3: MES has multiple programs but not consistent across grade levels **Root Cause:** Not enough vertical alignment

Technology

Technology Summary

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.

The “Teacher Average” report from the 2014-2015 STAR Chart indicates the total average for all 24 responses was at 2; therefore, we are at the developing tech level. The completion rate of teachers taking the survey was at 94.25.

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of training for teachers in technology **Root Cause:** 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.

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Problem Statement 3: MES has multiple programs but not consistent across grade levels **Root Cause:** Not enough vertical alignment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Mathis Elementary will meet or exceed state and federal accountability standards.





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

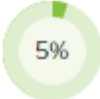







Evaluation Data Source(s) 1: Summative - CBAs, Benchmarks and locally developed assessments. Sign in sheets, Lexia Learning, MAPS data, , # students in RtI, Accelerated Reading (Star), Agendas, TELPAS Writing samples and online testing.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Extend ELAR classes to 3 hour blocks.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide staff development for teachers grades PK-2 In ELA/Reading and writing planning time. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Consultants, Contracted Services, Director of Special Services, Director of Testing, Counseling and GT	Recruit, Support, and Retain teachers as well as develop highly qualified personal.				
Funding Sources: 199-PIC 11 - General Fund - 2000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)</p>	2, 3, 3	Intervention Teacher, Principal(s), Teacher(s)	Academic growth in Reading and Math End of the Year MAPS Scores				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)</p>	2	Counselor(s), Director of Special Services, Intervention Teacher, Principal(s), Special Ed Teachers, Teacher(s)	Identify all dyslexic students on campus				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 4) Use Big Day Curriculum in PK. Incorporate Saxon phonics component in grades Kinder 1st and 2nd. Utilize TEKS 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)</p>	2, 3, 3	Principal(s), Special Ed Teachers, Teacher(s)	Students will close the gap in Reading and Math from PK to 2nd grade with 80%.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) Provide after school tutorials and Half Day Intervention to target math, reading, phonics and fundamental skills. (Title I SW: 2,3) (Target Group: All, K, 1st, 2nd)	2, 3, 3	Principal(s), Special Ed Teachers, Teacher(s)	Improvement show through meeting and or surpassing their growth goal. 1 year				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 6) Provide assessments tools such as MAPS, Lexia Reading, CBAs and Accelerated Reading (Star) and Reading Readiness assessments. (Title I SW: 1,2) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Consultants, Principal(s), Special Ed Teachers, Teacher(s)	Improvement show through meeting and or surpassing their growth goal as shown in MAPS testing				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 7) Implement the English Language Proficiency Standards (ELPS) to build academic language proficiency shown in lesson plans. (Title I SW: 10) (Target Group: LEP, PRE K, K, 1st, 2nd)	2, 3, 3	Principal(s), Teacher(s)	Improvement show through meeting and or surpassing their growth goal. Lessons will be aligned with grade level curriculum in all subject areas.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 8) Utilize Daily 5, 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)	2, 3, 3	Principal(s), Teacher(s)	Students will close the gap in Reading and Math from PK to 2nd grade with 80%.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)	Growth in Reading levels at end of year by 30%.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 10) Make writing more of a priority by providing writing city curriculum and time allotted daily for writing activities as well as Zaner Bloser.	2, 3, 3	Principal(s) Teachers (s)	A foundation in writing that will carry with them throughout their school career.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Mathis Elementary will meet or exceed state and federal accountability standards.






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

Evaluation Data Source(s) 2: Summative - CBAs, Benchmarks and locally developed assessments. Sign in sheets, Lexia Learning, MAPS data, , # students in RtI, Agendas, TELPAS Writing samples and online testing.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue tutorials after school and during Intersession

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Implement accommodations, support and interventions to accelerate special education for students not demonstrating mastery of grade level mathematics TEKS Go Math, , IEPs, and tutorials. (Title I SW: 10) (Target Group: SPED, PRE K, K, 1st, 2nd)</p>	2, 3, 3	Director of Special Services, Principal(s), Special Ed Teachers, Teacher (s)	100% of teachers will ensure students IEP's are followed and implemented. Instructional teachers is expected to attend 100% of students ARD's. TTESS Dimension 2.4 Differentiation				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) 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)</p>	2, 3, 3	District Migrant Coordinator, Intervention Teacher, Principal (s), Teacher(s)	MES will make an increase of 3% in MAPS Testing at EOY of migrant students. Differentiation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) 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)	2, 3, 3	Counselor(s), Department Heads, Principal(s), Teacher(s)	MES will make an increase of 3% in MAPS Testing at EOY of ESL students. Differentiation				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 4) Administer formative/summative assessments using Go Math, TCMPC & MAPS in Math. (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Principal(s), Special Ed Teachers, Teacher(s)	Expose students to a variety of formats to measure progress towards mastery. Greater performance of mastery on district and state assessments.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) Use Go Math Curriculum, Big Day (in PreK), 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)	2, 3, 3	Consultants, Principal(s), Teacher(s)	Increase in effective instruction, professional learning for teachers, increased student performance.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Mathis Elementary will meet or exceed state and federal accountability standards.

Performance Objective 3: 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)

Evaluation Data Source(s) 3: CBAs, Benchmarks and locally developed assessments. Sign in sheets, Lexia Learning, MAPS data, , # students in RtI, Agendas, TELPAS Writing samples and online testing.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Schedule 1/2 day planning for teachers each 9 weeks

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 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)</p>	2, 3, 3	Department Heads, Principal(s), Teacher(s)	Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Ensure implementation of effective differentiate teaching strategies that will improve student achievement				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Increase teacher quality by providing ongoing job embedded professional development on research-based best practices Including additional time for grade level planning (half day planning) (Title I SW: 2,4) (Target Group: All, PRE K, K, 1st, 2nd)</p>	2, 3, 3	Consultants, Principal(s), Teacher(s)	Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Increased teacher efficacy in planning for differentiation and individualized learning resulting in great student interest and performance.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 3) Provide training through DMAC to support data driven instruction. (Title I SW: 2,3,4) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Consultants, Principal(s), Teacher(s), Technology Staff	Using data to do purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Increased teacher efficacy in planning for differentiation and individualized learning resulting in great student interest and performance.				
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)	Using data to do purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Increased teacher efficacy in planning for differentiation and individualized learning resulting in great student interest and performance.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 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)	2, 3, 3	Special Ed Director, Core Subject Teachers, Principal (s), Special Ed Teachers, Teacher(s)	We will be able to plan effectively for intervention and extension to increase student performance, improved mastery, student performance on standardized and performance based assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Mathis Elementary will meet or exceed state and federal accountability standards.





Performance Objective 4: Implement the Technology Applications Texas Essential Knowledge Skills (TEKS) according to the National Educational Technology Standards for Students (NETS-S).





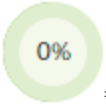

Evaluation Data Source(s) 4: CBAs, Benchmarks and locally developed assessments. Sign in sheets, Lexia Learning, MAPS data, , # students in RtI, Agendas, TELPAS Writing samples and online testing.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Order Chromebooks for all students PK-3rd Grade and Hotspots

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)</p>	2, 3, 3	Consultants, Teacher(s), Technology Staff	100% of teachers will implement/utilize a variety of platforms (websites, kahoot, dojo, dreambox) to promote our 2nd year of our blended learning implementation model. TTESS 1.4 Activities				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)</p>	2, 3, 3	Consultants, Teacher(s), Technology Staff	100% of teachers will implement/utilize a variety of platforms (websites, kahoot, dojo, dreambox) to promote our 2nd year of our blended learning implementation model. TTESS 1.4 Activities				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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)	2, 3, 3	Technology Staff	100% of teachers will implement/utilize a variety of platforms (websites, kahoot, dojo, dreambox) to promote our 2nd year of our blended learning implementation model. TTESS 1.4 Activities				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Mathis Elementary will meet or exceed state and federal accountability standards.





Performance Objective 5: Implement a systemic plan for district accountability and provide the necessary resources (i.e. DMAC).

Evaluation Data Source(s) 5: CBAs, Benchmarks and locally developed assessments. Sign in sheets, Lexia Learning, MAPS data, , # students in RtI, Agendas, TELPAS Writing samples and online testing.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 5: Continue training Teachers on the DMAC system and how to use the data to track students learning

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)</p>	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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)</p>	2, 3, 3	Consultants, Principal(s), Technology Staff	Teacher signature pages; sign in sheets for training; certificates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June

Goal 1: Mathis Elementary will meet or exceed state and federal accountability standards.

Performance Objective 6: Make Science a priority and provide necessary support for targeted populations

Evaluation Data Source(s) 6: Summative -
Formative/Summative
assessments, local
assessments in Science

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Implement science as a stand alone class for 1st through 3rd grade

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 4: High-Quality Curriculum</p> <p>1) Utilize TCMPC, Science fusion science textbook and studies weekly (K-2 to ensure aligned curriculum) and Big Day (PreK) as a lesson plan framework for Science. (Title I SW: 2,5) (Target Group: All, PRE K, K, 1st, 2nd)</p>	2, 3, 3	Principal(s), Teacher(s)	Students will have a 30% growth.				
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>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)</p>	2, 3, 3	Department Heads, Principal (s), Teacher(s)	Assessments of students will have a 30% growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>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)</p>	2, 3, 3	Principal(s), Teacher(s)	Summative - Tangible journals, Local Assessments				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>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)</p>	2, 3, 3	Consultants, Principal(s), Teacher(s)	Formative/Summative assessments, local assessments in Science				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>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)</p>	2, 3, 3	Department Heads, Principal(s), Teacher(s)	Formative/Summative assessments, local assessments in Science				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Mathis Elementary will meet or exceed state and federal accountability standards.

Performance Objective 7: Make Social Studies a priority and provide necessary support for targeted populations

Evaluation Data Source(s) 7: Summative - journal, local assessments. Agendas and sign in sheets

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Next Year's Recommendation 7: Implement 30 minutes 3 times a week for Social Studies lessons

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum</p> <p>1) Utilize TCMPC and Social Studies textbook and Studies Weekly and Big Day (PreK) as a lesson plan framework for Social Studies and (Title I SW: 3) (Target Group: All, PRE K, K, 1st, 2nd)</p>	2, 3, 3	Principal(s), Teacher(s)	Lessons will be accurate and follow MISD framework				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Continue formative/summative assessments data to guide instruction in Social Studies. (Title I SW: 3) (Target Group: All, PRE K, K, 1st, 2nd)</p>	2, 3, 3	Principal(s), Teacher(s)	Students will show 10% gains in assessment data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>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)</p>		Principal(s), Teacher(s)	High-quality instruction				
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>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)</p>	2, 3, 3	Principal(s) Teacher(s)	High-quality instruction				
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>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)</p>	2, 3, 3	Principal(s) Teacher(s)	Students will show a 20% increase in TEAPAS writing				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Mathis Elementary will meet or exceed state and federal accountability standards.

Performance Objective 8: Develop and implement a plan to improve attendance, completion, and dropout rates

Evaluation Data Source(s) 8: Summative - PEIMS/Truant Officer/Teacher-Principal and Community in call logs and school reports.

Summative Evaluation 8: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 8: Continue daily calls, make home visits, and award 1 student each month with pizza and balloons delivered to their home

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>1) Recognize students with perfect "perfect" attendance, honor roll and participation in extra curricular activities at award ceremonies/activities at the end of each semester and end of year, and class attendance weekly to improve school climate. (Target Group: All, PRE K, K, 1st, 2nd)</p>	2, 3, 3	Counselor(s), Principal(s), Registrar, Teacher(s)	Maintain a 95% or higher attendance rate every week				
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>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)</p>	3	CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Truant Officer	Contact 100% of parents to raise attendance by 20%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Promote the importance of attendance through staff development, parent information and student activities. Provide attendance incentives each week, each month, each semester and end of year (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd)</p>	2, 3, 3, 3	CIS Caseworker, Principal(s), Teacher(s), Truant Officer	Maintain a 95% or higher attendance rate every week				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: The district will improve Early Childhood Readiness (PK-3).

Performance Objective 1: The percent of Kinder students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 38% Spring 2019 to 55% for reading and 46% to 58% in math by June 2024.

Evaluation Data Source(s) 1: NWEA-MAP Assessment (K-2 test) TEA Priorities :
Build a foundation of reading and math

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Kinder will have only two teachers per group 2020-2021 school year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
TEA Priorities Build a foundation of reading and math 1) Every student (PK-2) will utilize Lexia Phonics.	2, 3, 3	Principal(s) Curriculum Director	55% increase MAP Assessments				
TEA Priorities Build a foundation of reading and math 2) Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in Kinder.	2, 3, 3	Principal(s) Curriculum Directors	33% increase in scores on MAP Assessment				
TEA Priorities Build a foundation of reading and math 3) Analyze NWEA - MAP data in order to screen and identify dyslexia and related disorders at the end of Kindergarten and first grade.	2, 3, 3	Principal(s) Curriculum Directors	10% of students to be identified				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: The district will improve Early Childhood Readiness (PK-3).

Performance Objective 2: The percent of 1st grade students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 42% Spring 2019 to 55% for reading and 34% Spring 2019 to 50% in math by June 2024.

Evaluation Data Source(s) 2: NWEA-MAP (K-2 test)

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Work with small groups to increase scores in reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
TEA Priorities Build a foundation of reading and math 1) Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 1st grade.	2, 3, 3	Principal(s) Curriculum Directors	33% increase in MAP Assessment Scores				
TEA Priorities Build a foundation of reading and math 2) Analyze NWEA - MAP data in order to screen and identify dyslexia and related disorders at the end of Kindergarten and first grade.	2, 3, 3	Principal(s), teachers, and Curriculum Directors	33% increase in DMAC Assessment scores				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: The district will improve Early Childhood Readiness (PK-3).

Performance Objective 3: The percent of 2nd grade students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 57% Spring 2019 to 67% for reading and 48% to 50% in math by June 2024.

Evaluation Data Source(s) 3: NWEA-MAP (2-5 test)

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
TEA Priorities Build a foundation of reading and math 1) Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 2nd grade.	2, 3, 3	Principal(s) Curriculum Directors	33% increase in MAP Assessment Scores				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: The district will improve Early Childhood Readiness (PK-3).

Performance Objective 4: The percent of PK students who are considered "Kinder Ready" by Spring 2020 will increase in both literacy and math.

Evaluation Data Source(s) 4: CLI Engage

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Evaluate student progress and learning to guide instruction and remediation in PK by assessing multiple domains of development including reading, writing, math, health wellness and language communication.</p>	2, 3, 3	Principal(s) Curriculum Directors					
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Complete and publish the High-Qualified PK Self-Assessment tool in order to evaluate the quality of the PK program and define specific pathways for continuous improvement leading to positive child outcomes.</p>	2, 3, 3	Principal(s) Curriculum Directors					
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Investigate, plan, and move PK and Kinder classrooms to begin the creation/renovation of Mathis I.S.D.'s Early Scholars Academy.</p>	2, 3, 3	Principal(s) Curriculum Directors					
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Utilize Scholastic's Big Day curriculum to ensure PreK program meets TEA's High-Quality expectation. (Curriculum)</p>	2, 3, 3	Principal(s) Curriculum Directors					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
TEA Priorities Build a foundation of reading and math 5) Utilize CLI-Engage assessment to ensure PreK program meets TEA's High-Quality expectation. (Student Progress Monitoring).	2, 3, 3	Principal(s) Curriculum Directors					
TEA Priorities Build a foundation of reading and math 6) Maintain a 1:11 ratio in PreK classrooms to ensure PreK program meets TEA's High-Quality expectation. (Teacher to Student Ratio)	2, 3, 3	Principal(s) Curriculum Directors					
TEA Priorities Build a foundation of reading and math 7) Create, post, and share a Family Engagement Plan containing six required components to ensure PreK program meets TEA's High-Quality expectation. (Family Engagement Plan)	2, 3, 3	Principal(s) Curriculum Directors					
TEA Priorities Build a foundation of reading and math 8) Submit CLI assessment data in ECDS to ensure PreK program meets TEA's High-Quality expectation. (Data Reporting)	2, 3, 3	Principal(s) Curriculum Directors					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Mathis Elementary will continue to develop an innovative educational culture.

Performance 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.

Evaluation Data Source(s) 1: Summative - Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Test students for regression in August

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Provide strategies for RtI 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, At Risk, Dys, PRE K, K, 1st, 2nd)	2, 3, 3	Counselor(s), Director of Special Services, Principal(s), Special Ed Teachers, Teacher(s)	A decrease in Tier 2 and 3 students; A decrease in office referrals				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Provide assistance to Migrant students in the classroom. (Title I SW: 9,10) (Target Group: All, Migrant, PRE K, K, 1st, 2nd)	2, 3, 3	Counselor(s), District Migrant Coordinator, Principal(s), Teacher(s)	A 10% increase in scores for Migrant students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide Staff Development in the RtI process and documentation for staff. (Title I SW: 4,9,10) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	Students will be identified as RtI students and necessary paperwork will be completed to track the improvement of the student. Certificates, sign in sheets, training in documentation for RtI.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)	2, 3, 3	Special Ed Director, Principal(s), Special Ed Teachers, Teacher(s)	Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Mathis Elementary will continue to develop an innovative educational culture.

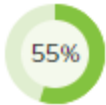





Performance Objective 2: Create and implement an early childhood intervention plan








Evaluation Data Source(s) 2: Completion rate of early childhood students

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Teachers work closely with Counselor to implement intervention plan

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)</p>	2, 3, 3	Consultants, Counselor(s), Principal(s), Teacher(s)	Build a connection with early childhood to ensure success in school.				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Provide an open house day for students entering Pre-K and Kinder for the first time. connect with area sources to provide prospective first time students with an introduction to academia. (Title I SW: 7) (Target Group: All, PRE K, K)</p>	2, 3, 3, 3	Counselor(s), Principal(s), Teacher(s)	Connect with area sources to provide prospective first time students with an introduction to academia				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) Assess student progress in oral development and readiness skills throughout the school year. (Title I SW: 7) (Target Group: All, PRE K, K)	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Mathis Elementary will continue to develop an innovative educational culture.

Performance Objective 3: Promote successful transition between campuses

Evaluation Data Source(s) 3: Ensure successful transition between campuses

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Transition students to the next grade level on the first day of school

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Offer Head Start transition into Pre Kinder in the Spring. (Title I SW: 7) (Target Group: All, PRE K, K)	2, 3, 3	Principal(s), Teacher(s)	Parents and students will tour campus at MES				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Offer transition for second into third grade in the Spring. (Target Group: All, 2nd, 3rd)	2, 3, 3	Counselor(s), Department Heads, Principal(s), Teacher(s)	Parents and students will tour campus at MIS				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Mathis Elementary will continue to develop an innovative educational culture.

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







Evaluation Data Source(s) 4: Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue to meet with teachers on students who need the extra accommodations

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Provide teachers with ongoing training on RtI-Academic & Behavior (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Consultants, Counselor(s), Director of Special Services, Principal(s), Teacher(s)	Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Train teachers to submit and analyze student RtI data on DMAC. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Counselor(s), Director of Special Services, Principal(s), Teacher(s)	Teacher sign in sheets, Certificates. Data will be stored in one place and be able to track student progress.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Train classroom teachers and counselor to administer LEAPS lessons. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Counselor(s), Director of Special Services, Principal(s), Teacher(s)	Teachers will use LEAPS lessons with students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Mathis Elementary will continue to develop an innovative educational culture.







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

Evaluation Data Source(s) 5: Summative - Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 5: Provide a Data Room where all data can be stored and easily accessed

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Improve academic performance using data to drive instruction. (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Consultants, Counselor(s), Department Heads, Principal (s), Teacher(s)	Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Use data to analyze data and make data driven decisions. (Target Group: PRE K, K, 1st, 2nd)	2, 3, 3	Counselor(s), Department Heads, Principal (s), Teacher(s)	Summative - Teacher signature pages, IEPs, Assessment data for identified students; sign in sheets for support services such as Content Mastery, unit, benchmark reports from intervention programs, lesson plans, achievement data, Increased MP grades and assessment scores, migrant tutor sign in sheets and schedules, Tutorial sign in sheets, referral and testing documentation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) Create instructional focus assessment calendars. (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Consultants, Counselor(s), Director of Testing, Counseling and GT, Principal(s), Teacher(s)	Teachers will map out the curriculum according to instructional days in a quarter and determine appropriate assessment dates.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide staff development and planning days. (Title I SW: 4) (Target Group: PRE K, K, 1st, 2nd)	2, 3, 3	Consultants, District Administration, Principal(s), Teacher(s)	Teachers will use provided days to plan horizontal and vertically with other grade levels. Teachers will attend staff development to increase knowledge of subject area.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) Provide general materials for teaching and learning Pk-2. (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Principal(s)	Have all available materials necessary to teach and learn.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Mathis Elementary will continue to align educational processes.







Performance Objective 1: Maintain strong core academic programs with a focus on math.

Evaluation Data Source(s) 1: MAPS Results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Put in place vertical level meetings

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 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)	2, 3, 3	PLC Coordinator (s), Principal(s), Teacher(s)	Ensure a strong foundation in math that has rigor.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Provide professional development activities to maintain highly qualified staff. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Consultants, Counselor(s), District Administration, Principal(s), Teacher(s)	MAPS Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) Assess and monitor core academic subjects through formative and summative assessments (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Principal(s), Teacher(s)	Higher Unit Test and MAPS Scores				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 4) Utilize after school tutorials and half day interventions for at-risk students and RtI process with pull out intervention for at-risk students. (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Principal(s), Teacher(s)	Higher Unit Scores and MAPS Test lower number of Tier 2 and 3 students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Mathis Elementary will continue to align educational processes.







Performance Objective 2: Hire certified, qualified and dedicated staff from different cultural and ethnic backgrounds

Evaluation Data Source(s) 2: Increase in diverse demographic representation in MISD hiring

Summative Evaluation 2: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Hire Highly qualified teachers and paraprofessionals

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Provide professional development activities to maintain highly qualified staff. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)		Principal (S) Counselor Curriculum Directors	Highly qualified staff and strengthen the leadership capacity of campus administrators				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Assess and monitor core academic subjects through formative and summative assessments (Target Group: All, PRE K, K, 1st, 2nd)							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
3) Effectively screen for GT students. (Title I SW: 10) (Target Group: All, K, 1st, 2nd)	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	GT students will be identified and ready to transition from a GT Pool to a traditional GT setting				
Additional Targeted Support Strategy TEA Priorities Connect high school to career and college 4) Create college and career awareness into the daily activities and lessons, as well as, promote college awareness throughout the year including college and career week-with career pictures and community helpers. (Target Group: All, PRE K, K, 1st, 2nd) (NCLB: 5)	2, 3, 3	Counselor(s), Principal(s), Teacher(s)	College Day activities on Thursday and Career Day activities Celebrated				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) 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)	2, 3, 3	Principal(s), Teacher(s)	Destination Imagination, UIL, Spelling Bee, and Science will have 10% more participants.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Mathis Elementary will continue to align educational processes.

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








Evaluation Data Source(s) 3: MISD Strategic Plan

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Implement the View Sonic Flat Screen in each class

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
1) MISD will increase and maintain equipment replacement cycle for technology: computers, labs, projectors/bulbs, interactive/mimeo boards, servers, infrastructure(Target Group: All, PRE K, K, 1st, 2nd)		Director Technology Principal(S)	New and updated equipment will support teaching and learning				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college 2) 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)	2, 3, 3	Principal(s), Teacher(s)	Lesson Plans will incorporate college awareness				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) Integrate technology awareness through projects using technology programs (Microsoft Office, etc.) (Target Group: All, PRE K, K, 1st, 2nd)	2, 3, 3	Principal(s), Teacher(s), Technology Staff	Lexia and other computer programs will supply students with technology awareness				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
TEA Priorities Build a foundation of reading and math 4) MES will increase the number of Chromebooks and storage carts on each campus to increase web-based instruction and intervention (Target Group: All, PRE K, K, 1st, 2nd)	3	Superintendent Director of Technology Principals	Increasing the number of devices will increase teaching and learning opportunities and resources for instruction				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Mathis Elementary will continue to align educational processes.






Performance Objective 4: All students will graduate ready for college, career and life in a globally competitive economy.

Evaluation Data Source(s) 4: Students talking about college. Lesson plans, guest and speakers.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue to discuss colleges with students during lessons

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college 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)</p>		Principal(s), Teacher(s)	Summative - Walk through data, lesson plan checks, and agenda/sign-in checks				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college 2) Integrate college awareness into the daily activities and lessons, as well as, promote college awareness throughout the year including college and career week-with career pictures and community helpers. (Target Group: All, PRE K, K, 1st, 2nd) (NCLB: 5)</p>		Counselor(s), Principal(s), Teacher(s)	Summative - Walk through data and lesson plans				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June

Goal 5: Mathis Elementary will be fiscally responsible stewards of resources.

Performance Objective 1: Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement while maintaining a balanced fiscal budget

Evaluation Data Source(s) 1: Maintain district FIRST rating; maintain district bond rating

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Cut unnecessary purchases

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
1) MES will maintain a balanced fiscal budget.	2, 3, 3	Staff, Principal(s)	Budget Review, Summative, Documentation				
2) Create and maintain a central inventory program to keep track of school assets.	2, 3, 3	Staff, Principal(s)	Control loss of items Expenditures lower				
3) Lower energy use at the MES by turning off lights when room is not in use, turning off computers when not in use, and closing doors when air conditions are in use.	2, 3, 3	Staff, Students, and Principal(s)	Lower energy bills				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Mathis Elementary will be fiscally responsible stewards of resources.

Performance Objective 2: Actively seek alternative revenue services to meet the needs of MES services Strategic Action Plans

Evaluation Data Source(s) 2: Revenue generated from federal, state and competitive grant programs

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Write Grants to assist in the purchase of some items

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
1) Implement school wide year-round "Box Top for Education" to collect revenue.	2, 3, 3	Staff, Principal(s)	receive items for MES				
2) Create an application to actively encourage out of district students who meet certain criteria to enroll in the district.	2, 3, 3	Staff, Principal(s)	MES will increase revenue by increasing enrollment.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Mathis Elementary will be fiscally responsible stewards of resources.






Performance Objective 3: Through effective and efficient leadership opportunities and professional development teachers will improve instructional strategies and implementation of the curriculum across the campus to ensure students are interacting with content at high levels of rigor.

Evaluation Data Source(s) 3: MAPS Data

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Put PLCs in place

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Weekly leadership team meetings will occur to improve systems, support staff, and strengthen the instructional core	3	Principal (s) and Counselor	Walk-throughs, Higher Achievement data, MAPS Scores				
TEA Priorities Recruit, support, retain teachers and principals 2) Campus Climate committee will meet 3 times per year to discuss ways to promote staff moral and to recognize teachers.		Principal (S), Counselor	Campus Moral Committee Sign in sheets, Campus Moral Minutes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Weekly Grade Level Meetings to support analysis of assessments, backward design on lessons with TEKS as the driving force, and implementation of researched-based instructional strategies to facilitate student access with higher level learning task.	2, 3, 3	Principal (S), Counselors	Increased student assessment measured by MAPS, summative unit assessments, unit assessments, and formative assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Mathis Elementary will be fiscally responsible stewards of resources.

Performance Objective 4: Time on campus will be used effectively through planning and student interaction.

Evaluation Data Source(s) 4: Grade level meeting agenda, Lesson Plans, RTI Documentation, and Campus Schedules.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Reduce time between class changes

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) The campus master schedule is organized to ensure that quality time is dedicated to instruction. Every grade level is assigned intervention after school to provide support for RTI students.</p>	2, 3, 3	Principal (s), Counselors, and	Campus Schedule, Intervention List, and RTI List.				
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Tutoring will be provided through 21st Century for all students at risk, ELL, Adaptive Ed, and any RTI student after school four days a week.</p>	3, 3	Principal (s), Counselor	MAPS Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Implement internal instructional rounds twice a year to check progress towards increasing student ability to engage in rigorous learning at high cognitive levels.	2, 3, 3	Principal (s), Reading Curriculum Director, Math Curriculum Director	MAPS Scores, Failure Rate				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: Mathis Elementary will ensure a safe and positive learning environment.

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

Evaluation Data Source(s) 1: Fitness Gram

Lesson Plans

Daily Logs

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue to utilize the 21st Century Program

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy 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)	100% of students will pass the Fitness Gram at EOY.				
Targeted Support Strategy Additional Targeted Support Strategy 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)	3, 3	Campus Nurse, CIS Caseworker, Principal(s), Teacher(s)	100% of our parents, staff and students will receive newsletters, pamphlets, brochures and other means highlighting nutrition and health awareness. Hygiene and nutrition classes for parents and students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: Mathis Elementary will ensure a safe and positive learning environment.

Performance Objective 2: MES will continue to improve a safe and secure environment

Evaluation Data Source(s) 2: Strategic Plan

- Facilities Plan
- MISD Safety Plan
- Budget Campus
- Safety Logs

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue Activities throughout the year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Targeted Support Strategy TEA Priorities Improve low-performing schools 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)	3, 3	CIS Caseworker, Counselor(s), Principal(s), Teacher(s)	100% of our parents, staff and students will receive newsletters, pamphlets, brochures and other means highlighting Drug Awareness.				
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)	3, 3	Campus Nurse, CIS Caseworker, Principal(s), Teacher(s)	100% of our parents, staff and students will receive newsletters, pamphlets, brochures and other means highlighting nutrition and health awareness. Hygiene and nutrition classes for parents and students.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 6: Mathis Elementary will ensure a safe and positive learning environment.

Performance Objective 3: Design solutions to provide safety and security for students, faculty, and staff.

Evaluation Data Source(s) 3: Strategic Plan

- Facilities Plan
- MISD Safety Plan
- Budget Campus
- Safety Logs

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Send out at the beginning of the year and update as needed

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy 1) Provide a copy of the Emergency Procedures in a letter 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)	3	CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Technology Staff	100% of our parents, staff and students will receive newsletters, pamphlets, brochures and computer generated calls to disseminate information.				
Additional Targeted Support Strategy 2) Conduct criminal background and reference checks on each applicant, parent volunteer, and substitute in accordance to district policy (Target Group: All)	3	District Administration, Principal(s)	100% of all staff, substitutes, parents, and volunteers will have a criminal check done through RAPTOR before entering the building.				
Additional Targeted Support Strategy 3) Use, review, and revise the campus emergency operations plan. (Title I SW: 10) (Target Group: All, PRE K, K, 1st, 2nd)		Principal(s), Safety Coordinator	Adhering and revising the MES safety plan will increase the safety and security of MES student and staff.				
Additional Targeted Support Strategy 4) Review and implement the safety priority requirements using district, state, and federal plans. (Target Group: All)		Principal(s)	100% of our parents, staff and students will receive newsletters, pamphlets, brochures and computer generated calls to disseminate information.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Additional Targeted Support Strategy 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)	Remind teachers and staff to turn off lights when they exit a room. Look for ways to reduce waste at MES				
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)	Annually reviewing the district facility plan will assist the district in keeping up to date on the expansion needs of MES.				
Additional Targeted Support Strategy 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)	100% of staff will complete Public School Works classes online.				
Additional Targeted Support Strategy 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)	100% of the student body will visit a Fire Department vehicle and make a Fire Prevention Posters				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide staff development for teachers grades PK-2 In ELA/Reading and writing planning time. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)
1	1	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)
1	1	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)
1	1	4	Use Big Day Curriculum in PK. Incorporate Saxon phonics component in grades Kinder 1st and 2nd. Utilize TEKS 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)
1	1	5	Provide after school tutorials and Half Day Intervention to target math, reading, phonics and fundamental skills. (Title I SW: 2,3) (Target Group: All, K, 1st, 2nd)
1	1	6	Provide assessments tools such as MAPS, Lexia Reading, CBAs and Accelerated Reading(Star) and Reading Readiness assessments. (Title I SW: 1,2) (Target Group: All, PRE K, K, 1st, 2nd)
1	1	7	Implement the English Language Proficiency Standards (ELPS) to build academic language proficiency shown in lesson plans. (Title I SW: 10) (Target Group: LEP, PRE K, K, 1st, 2nd)
1	1	8	Utilize Daily 5, 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)
1	1	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)
1	1	10	Make writing more of a priority by providing writing city curriculum and time allotted daily for writing activities as well as Zaner Bloser.
1	2	1	Implement accommodations, support and interventions to accelerate special education for students not demonstrating mastery of grade level mathematics TEKS Go Math, , IEPs, and tutorials. (Title I SW: 10) (Target Group: SPED, PRE K, K, 1st, 2nd)
1	2	2	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)

Goal	Objective	Strategy	Description
1	2	3	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)
1	2	4	Administer formative/summative assessments using Go Math, TCMPC & MAPS in Math. (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd)
1	2	5	Use Go Math Curriculum, Big Day (in PreK), 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)
1	3	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)
1	3	2	Increase teacher quality by providing ongoing job embedded professional development on research-based best practices Including additional time for grade level planning (half day planning) (Title I SW: 2,4) (Target Group: All, PRE K, K, 1st, 2nd)
1	3	3	Provide training through DMAC to support data driven instruction. (Title I SW: 2,3,4) (Target Group: All, PRE K, K, 1st, 2nd)
1	3	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)
1	4	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)
1	4	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)
1	4	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)
1	5	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)
1	5	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)
3	1	1	Provide strategies for RtI 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, At Risk, Dys, PRE K, K, 1st, 2nd)
3	1	2	Provide assistance to Migrant students in the classroom. (Title I SW: 9,10) (Target Group: All, Migrant, PRE K, K, 1st, 2nd)
3	1	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)

Goal	Objective	Strategy	Description
3	1	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)
3	2	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)
3	2	2	Provide an open house day for students entering Pre-K and Kinder for the first time. connect with area sources to provide prospective first time students with an introduction to academia. (Title I SW: 7) (Target Group: All, PRE K, K)
3	2	3	Assess student progress in oral development and readiness skills throughout the school year. (Title I SW: 7) (Target Group: All, PRE K, K)
3	3	1	Offer Head Start transition into Pre Kinder in the Spring. (Title I SW: 7) (Target Group: All, PRE K, K)
3	3	2	Offer transition for second into third grade in the Spring. (Target Group: All, 2nd, 3rd)
3	4	1	Provide teachers with ongoing training on RtI- Academic & Behavior (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)
3	4	2	Train teachers to submit and analyze student RtI data on DMAC. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)
3	4	3	Train classroom teachers and counselor to administer LEAPS lessons. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)
3	5	1	Improve academic performance using data to drive instruction. (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd)
3	5	2	Use data to analyze data and make data driven decisions. (Target Group: PRE K, K, 1st, 2nd)
3	5	3	Create instructional focus assessment calendars. (Target Group: All, PRE K, K, 1st, 2nd)
3	5	4	Provide staff development and planning days. (Title I SW: 4) (Target Group: PRE K, K, 1st, 2nd)
3	5	5	Provide general materials for teaching and learning Pk-2. (Target Group: All, PRE K, K, 1st, 2nd)
4	1	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)
4	1	2	Provide professional development activities to maintain highly qualified staff. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)
4	1	3	Assess and monitor core academic subjects through formative and summative assessments (Target Group: All, PRE K, K, 1st, 2nd)
4	1	4	Utilize after school tutorials and half day interventions for at-risk students and RtI process with pull out intervention for at-risk students. (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd)
4	2	1	Provide professional development activities to maintain highly qualified staff. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd)

Goal	Objective	Strategy	Description
4	2	2	Assess and monitor core academic subjects through formative and summative assessments (Target Group: All, PRE K, K, 1st, 2nd)
4	2	5	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)
4	3	2	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)
4	3	3	Integrate technology awareness through projects using technology programs (Microsoft Office, etc.) (Target Group: All, PRE K, K, 1st, 2nd)
4	4	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)
4	4	2	Integrate college awareness into the daily activities and lessons, as well as, promote college awareness throughout the year including college and career week-with career pictures and community helpers. (Target Group: All, PRE K, K, 1st, 2nd) (NCLB: 5)
5	3	1	Weekly leadership team meetings will occur to improve systems, support staff, and strengthen the instructional core
5	3	3	Weekly Grade Level Meetings to support analysis of assessments, backward design on lessons with TEKS as the driving force, and implementation of researched-based instructional strategies to facilitate student access with higher level learning task.
5	4	1	The campus master schedule is organized to ensue that quality time is dedicated to instruction. Every grade level is assigned intervention after school to provide support for RTI students.
5	4	2	Tutoring will be provided through 21st Century for all students at risk, ELL, Adaptive Ed, and any RTI student after school four days a week.
5	4	3	Implement internal instructional rounds twice a year to check progress towards increasing student ability to engage in rigorous learning at high cognitive levels.
6	1	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)
6	3	1	Provide a copy of the Emergency Procedures in a letter 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)

State Compensatory

Budget for Mathis Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6112 00 101 0 11 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$19,600.00
199 E 11 6112 00 101 0 32 000	6113 Subs and Staff Development	\$2,000.00
6100 Subtotal:		\$21,600.00
6200 Professional and Contracted Services		
199 E 11 6219 00 101 0 11 000	6216 Professional Services - Locally Defined	\$500.00
6200 Subtotal:		\$500.00
6300 Supplies and Services		
199 E 31 6395 00 101 0 11 000	6395 Supplies, DP Operations - Locally Defined	\$200.00
199 E 11 6399 00 101 0 11 000	6399 General Supplies	\$23,000.00
199 E 11 6399 00 101 0 21 000	6399 General Supplies	\$1,000.00
199 E 11 6399 00 101 0 25 000	6399 General Supplies	\$250.00
199 E 11 6399 00 101 0 30 000	6399 General Supplies	\$6,000.00
199 E 11 6399 17 101 0 30 000	6399 General Supplies	\$900.00
199 E 11 6399 PE 101 0 11 000	6399 General Supplies	\$1,100.00
199 E 12 6399 00 101 0 11 000	6399 General Supplies	\$150.00
199 E 23 6399 00 101 0 99 000	6399 General Supplies	\$2,500.00
199 E 36 6399 02 101 0 99 000	6399 General Supplies	\$200.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199 E 36 6399 DI 101 0 99 B00	6399 General Supplies	\$800.00
199 E 53 6399 00 101 0 99 000	6399 General Supplies	\$200.00
6300 Subtotal:		\$36,300.00
6400 Other Operating Costs		
199 E 31 6411 00 101 0 99 000	6411 Employee Travel	\$700.00
199 E 36 6411 00 101 0 99 000	6411 Employee Travel	\$400.00
199 E 53 6411 00 101 0 99 000	6411 Employee Travel	\$500.00
199 E 11 6411 00 101 0 30 000	6411 Employee Travel	\$3,700.00
199 E 13 6411 00 101 0 11 000	6411 Employee Travel	\$3,700.00
199 E 23 6411 00 101 0 99 000	6411 Employee Travel	\$6,000.00
199 E 11 6412 09 101 0 11 000	6412 Student Travel	\$150.00
199 E 36 6412 02 101 0 99 000	6412 Student Travel	\$300.00
199 E 36 6412 DI 101 0 11 000	6412 Student Travel	\$250.00
199 E 12 6498 00 101 0 99 000	6498 Athletic/PE Supplies - Locally Defined	\$200.00
199 E 11 6499 00 101 0 11 000	6499 Miscellaneous Operating Costs	\$1,000.00
199 E 13 6499 00 101 0 11 000	6499 Miscellaneous Operating Costs	\$500.00
199 E 31 6499 00 101 0 99 000	6499 Miscellaneous Operating Costs	\$100.00
6400 Subtotal:		\$17,500.00

Personnel for Mathis Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anadina Deleon	Teacher Assistant		
Brenda Leal	Counselor		
Elizabeth Del Moral	Teacher Assistant		
Elodia Rodas	Teacher Assistant		
Erica Vasquez	Pre-K		
Isidra Torres	Teacher Assistant		
Jennifer Ramirez	Teacher Assistant		
Jessica Reyes	Music		
Joanna Hinojosa	Teacher Assistant		
Kathy Tucker	Pre-K		
Lydia perez	Teacher Assistant		
Margaret Echoff	Assistant Principl		
Melissa Mendez	Pre-K		
Ostolia Garcia	Pre-K		
Rebecca Barns	Teacher Assistant		
Sandra Quinonez	Teacher Assistant		
Thania Zamora	Teacher Assistant		
Vanessa Campuzano	Teacher Assistant		
Veronica Muth	Teacher Assistant		

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alice Gonzales	Teacher		
Allison Walsh	Teacher		
Angelica Vidaurri	Teacher		
Becky Trevino	Teacher		
Brenda Alaniz	Teacher		
Carrie Golding	Teacher		
Christie Nitzel	Teacher		
Christina Barrera	Teacher		
Colleen Cisneros	Teacher		
Cynthia Jiminez	Teacher		
Evelyn Rangel	Teacher		
Heather Munoz	Teacher		
Jubilee Martinez	Teacher		
Lindsey Romero	Teacher		
Misty Baker	Teacher		
Monica Garcia	Teacher		
Patricia Pittman	Principal		
Rebecca Riojas	Teacher		
Roseanne Orona	Teacher		
Ruth Rubio	Teacher		
San Juanita Gonzalez	Teacher		
Sarah Johnston	Teacher		

Campus Planning Team

Committee Role	Name	Position
Classroom Teacher	Becky Trevino	2nd Grade Teacher
Administrator	Patricia Pittman	Principal
Administrator	Margaret Eckhoff	Assistant Principal
Administrator	Brenda Leal	Counselor

Campus Funding Summary

199-PIC 11 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs Needed for 1/2 day planning	123456	\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$50,650.00
+/- Difference					\$48,650.00
199-PIC 21 - State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
199-PIC 25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$250.00
+/- Difference					\$250.00
199-PIC 30 - SCE, Title IA, Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,900.00

199-PIC 30 - SCE, Title IA, Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$6,900.00
199-PIC 32 - Pre-Kinder					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,000.00
				+/- Difference	\$2,000.00
461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$15,600.00
				+/- Difference	\$15,600.00
				Grand Total	\$2,000.00