

Mathis Independent School District

Mathis Intermediate School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Mathis ISD: an accountable learning community that created innovative thinkers and leaders who will change the world.

Vision

Building Minds Together

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Comprehensive Needs Assessment

Revised/Approved: August 10, 2020

Demographics

Demographics Summary

MIS is a Title I, grade 3-5, public school campus in Mathis, Tx. The campus has an enrollment of 366 students. The campus serves a majority Hispanic population through a number of special programs: gifted/talented, ESL, special education, fine arts, athletics, and migrant.

The City of Mathis – population 4,942 – is situated on the far western end of the county, off Interstate 37 and Texas Highway 359. More than 25,000 vehicles travel on these two corridors daily. Mathis is the home of a beautiful and widely visited lake providing the perfect leisure and recreation opportunity. The area's primary industry is agriculture. Most residents commute to nearby Corpus Christi and are employed in various professional, manufacturing and petrochemical jobs.

The campus has an average class size of 14.7.

MIS is comprised of 84.9% of hispanic students, 13.3% of white students, and 1.3% of students with two or more races for the 2019-2020 school year. The campus has an attendance percentage of 96.51%, which has increased from the two previous years. MIS has identified 3.5% of its students as gifted and talented, 4.6% as limited english proficiency, 3.2% as english as a second language and 9.2% as special education. As reported in the 2018-2019 Texas Academic Performance Report, MIS had 83.8% of economically disadvantaged students, this is significantly higher than the states 60% average. In addition, MIS has a 15.8% mobility rate.

MIS employs a highly qualified, talented staff. MIS has consistently maintained less than a 10% turnover rate. 82.2% of the campus' staff is made of professionals, including 7 staff members holding masters degrees. Years of Experience: 3.5% beginning teacher, 31.8% 1-5 years, 22.2% 6-10 years, 21.2% 11-20 years, and 21.2% over 20 years. MIS teachers have gifted and talented certificates, special education certificates, and ESL certificates to service our student population.

Mathis Independent School District has redesigned the intermediate campus as a grade 4 and 5 campus. The projected enrollment for the 2020-2021 school year is 235.

Demographics Strengths

Mathis Intermediate has many demographic strengths including:

1. Each grade level has a ESL certified teacher to support non- EL students.
2. Our special education department is trained and able to support our number of special education students. Our inclusion staff provides all needed services.
3. MIS does not have students withdraw to other districts due to being unhappy with our programming, teachers, or services.
4. The students who are mobile, tend to include a handful who are originally our students. We have knowledge of their needs and situations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MIS students, grade 3-5, had an attendance rate of 96.5%, in the 2019-2020 school year. **Root Cause:** Attendance committee was inconsistent in holding attendance meetings, creating and reviewing contracts, and implementing student incentives.

Student Learning

Student Learning Summary

Please see attached addendum: MAPS Winter 2020 Data, MAPS Winter 2020 Special Populations Data, MAPS Winter 2020 Ethnicity Data

The campus needs assessment is based on NWEA MAPS testing, Winter of 2020. The assessment analyzes differences between student groups and grade levels. The needs assessment looked at student achievement for students in state special allotment programs: gifted/talented, bilingual/ESL, and special education.

Student Learning Strengths

MIS has a strong student data and intervention system. The campus uses multiple data points to systematically identify students for reteaching, tutorials, and the identification of tier II and tier III interventions.

Mathis Intermediate School is making progress on the goal of 90% of all students at the approaches level. According to Winter MAPS data, 82% of all students in math and 80% of all students in reading were at the approaches level.

English Language Learners and Section 504 students are scoring comparable to the total student group in math and reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 65% of students, grades 3-5, were reading below grade level in the 2019-2020 school year. **Root Cause:** New TEKS and curriculum implementation began the 2019-2020 school year. In addition, student expectation significantly increases from 2nd to 3rd grade, including comprehension skills, vocabulary knowledge and reading endurance.

School Processes & Programs

School Processes & Programs Summary

Instruction:

On Going Monitoring of Instruction- Walkthroughs, lesson plans, and unit assessments are used to monitor best instructional practices, teacher placement on the Year At a Glance, and alignment to the TEKS.

Data Driven Instruction- MIS uses numerous pieces of data, including MAPS Testing, Reading Plus Diagnostic test, and unit assessments, to provide interventions to students and to make instructional decisions. The DMAC system will continue to be utilized for unit assessments, formative assessments, and semester exams. Quintile reports, TEKS Performance, TEKS Tutorials, and reporting category reports will be used to determine intervention groups and spiraling of TEKS.

Appraisal Instrument- Mathis Intermediate School has implement the T-TESS teacher evaluation system. All teachers have been trained in both goal setting and TTESS dimensions. The evaluation system has four dimensions including planning, instruction, learning environment, and professional practices and responsibilities. These 4 areas will influence professional development on campus and agenda items for horizontal teams. The evaluation system focuses on student led classrooms and the use of student data to drive instruction.

Instructionally-Focused Calendar- MISD planned a modified, instructionally focused calendar for the 2019-2020 school year. The calendar is designed as a modified year round calendar, with school beginning the last week of July and ending the 4th week of May. Three Fridays have been designated as Intervention Fridays where Tier 3 students will receive intervention in a small group setting, approximately 6 students per teacher.

Master Schedule- MIS works diligently to create a master schedule that is conducive to teaching and learning. From the grouping of students, teacher content specialization, increased class time, decreased class size, and built in tier time, the campus has increased effectiveness.

Curriculum:

Researched Based Curriculum- Mathis Intermediate School follows TEKS Resource System and HMH curriculum and assessments.

Alignment- Mathis Intermediate School utilizes department teams for each of the four content areas. The teams meet regularly to ensure that the TEKS Resource System curriculum is understood and followed, that appropriate curriculum based assessments are being created and administered, to analyze the data from the assessments, to plan appropriate interventions, and to share and collaborate on best practices and strategies. Teams meet with campus administration in data meetings after each assessment.

Assessment:

Data and Assessment- MIS uses the NWEA MAPS assessment three times a year to track student progress and provide intervention. In addition, Reading Plus assessments are given three times a year as well to monitor student reading levels. All grade levels and departments adminster unit assessments that are used to inform instruction, reteaching and campus interventions.

Tutorials- MIS has a built in tutorial period for all, tier 1-3, students. Teachers use this to group students according to skills that need to be retaught. In addition, all tier 2 and 3 students attend mandatory, afterschool tutorials. In the 2019-2020 school year, MISD offered three intervention Fridays for tier 3 students. This allowed teachers to work in small groups, with our most at risk students.

Personnel:

Professional Development-

Gifted and Talented Training

TEKS Resource System Curriculum

DMAC student data system

Crisis Prevention Intervention

Lead4Ward Training

Individual Education Plan

STAAR Test Training

Inclusion Training

Reading Plus

MAPS

ESC2 Content Specialists

Counselors Training on special education data system (Succedd Ed)

Google Drive

HMH

Google Classroom

Recruitment/Retention Strategies- full health insurance coverage for employee, MISD staff longevity stipends and teacher pay scale, positive climate, mentor program for first and second year teachers, MIS has a positive and supportive campus climate

District Supported Teacher Growth- Many ISD teachers have been placed in assistant principal and district roles. MISD is supportive of teacher professional growth and places teachers in these positions.

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

New employees receive new hire training which includes new teacher orientation, Texas Teacher Evaluation and Support System (TTESS), technology, TEKS Resource System, and Skyward.

School Processes & Programs Strengths

MIS has a strong system for curriculum, instruction, and assessment. The processes of lesson planning, monitoring, assessment and intervention have been consistent for five years with any necessary changes happening as needed.

MIS supports teacher professional development and growth.

Perceptions

Perceptions Summary

Staff:

See attached addendum: MIS Core Values

Core Values- MIS focuses and works around a set of core values including respect, collaboration, continuous improvement, and joy. These values are at the core of the decisions we make and with the daily interactions and expectations of all staff.

Staff Survey (2019)-

- 100% of teachers felt there was effective communication.
- 100% of teachers felt they were treated with respect by campus leadership.
- 94% of teachers felt they can be open and honest with campus leaders.
- 96% of teachers felt their classrooms were visited by campus administration adequately.
- 94% of teachers felt the campus was safe, clean and maintained.
- 100% of staff felt they were trusted to make decisions in their scope of work.

Students:

Attendance-

Year	Percentage
2015-2016	96.26
2016-2017	95.9
2017-2018	95.1
2018-2019	95.64
2019-2020	96.51

Positive Office Referrals- MIS celebrates students successes via positive office referrals. Teachers can complete referrals for responsibility, hard work, teamwork, positive attitude, and academic achievement. These are followed up by an administrative phone call home and praise of campus social media page.

Successful Extra Curricular groups- MIS students have competed successfully across the region and state. The UIL team has brought in two back to back district championships in 2018 and 2019. The Destination Imagination teams have consistently advanced to state competition. MIS students have

participated in the Coastal Bend Region Science Fair and Spelling Bee.

Perceptions Strengths

MIS staff and students feel safe and valued. There is opportunity for success and growth. The systems created are clear and followed.

Priority Problem Statements

Problem Statement 1: MIS students, grade 3-5, had an attendance rate of 96.5%, in the 2019-2020 school year.

Root Cause 1: Attendance committee was inconsistent in holding attendance meetings, creating and reviewing contracts, and implementing student incentives.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 65% of students, grades 3-5, were reading below grade level in the 2019-2020 school year.

Root Cause 2: New TEKS and curriculum implementation began the 2019-2020 school year. In addition, student expectation significantly increases from 2nd to 3rd grade, including comprehension skills, vocabulary knowledge and reading endurance.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

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

Support Systems and Other Data






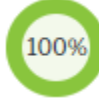
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data














Goals

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 1: Make Reading, Math, Science and Writing a priority by providing necessary supports that will enhance overall improvements in each core area with particular interest in increasing the number of students that "meet" and "master" STAAR tests.








Evaluation Data Sources: STAAR scores




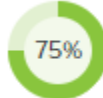




Strategy 1 Details	Reviews			
Strategy 1: Utilize resources that support and enhance our curriculum and the mastery of specific content areas. Math: Exact Path, Study Island, Think Central; Writing: Exact Path, Study Island, Motivation Writing; Science: Study Island, Stem-Scopes; Reading: Reading Plus, Exact Path, Study Island. Strategy's Expected Result/Impact: -Students will utilize resources before school, after school, and during class. -Increase in math and reading levels on NWEA MAPS assessments. -Decrease learning gaps in Tier II and Tier III students. -Integration of technology with instruction. Staff Responsible for Monitoring: -teachers -administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-PIC 21 State Gifted & Talented (G/T) - \$500, - 199-PIC 23 State Special Education (SpEd) - \$500, guided math - 199 General Fund - \$130	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use DMAC, LEAD4ward, MAPS and PEIMS resources to analyze data and build solutions in vertical and horizontal team meetings that will drive instruction and interventions. Strategy's Expected Result/Impact: -Measure student growth with consistency across campus demographics and special populations. Staff Responsible for Monitoring: -teachers -admin -curriculum directors Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: copy paper, technology - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$500	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize assessments to support the goal of overall increased achievement in all core subjects. Assessments: CBA, Unit (TRS/HMH), Benchmarks, TEA BOY assessments, NWEA MAPS and Reading Plus. Strategy's Expected Result/Impact: - Data from assessments will be used to identify learning gaps in students skills. - Identified assessments will align campus grade levels and departments. -Students will receive reteaching/enrichment on current content standards to ensure grade level mastery. -Benchmarks will provide data to ensure mastery of comprehensive grade level TEKS and to identify intervention needs. -Data will be used to create intervention groups. Staff Responsible for Monitoring: -teachers -administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: copy paper, DMAC scantrons - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$1,000	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Make time for teachers and staff to participate in meaningful planning time. Vertical teams, horizontal teams and grade level teams will be used to align the curriculum, analyze data, collaborate. Strategy's Expected Result/Impact: -Create a "team" atmosphere that promotes teacher collaboration and communication. -Ensure all TEKS are being addressed at mastery level. -Increase student engagement. Staff Responsible for Monitoring: -administration -teachers -curriculum directors Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 5 Details	Reviews			
Strategy 5: Various intervention opportunities will be provided to students based on their level of need. Tier II and III students will attend mandated after school tutorials and possibly intervention weeks. Strategy's Expected Result/Impact: -Increase opportunities for small group instruction. -Increase opportunities for prescriptive intervention based on individual student data. Staff Responsible for Monitoring: -administration -teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: supplies for interventions - 199-PIC 23 State Special Education (SpEd) - \$250, supplies for interventions - 199-PIC 25 State Bilingual/ESL - \$250	Formative			Summative
	Sept	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 2: Follow a vertically & horizontally aligned curriculum in all content areas.






Strategy 1 Details	Reviews			
Strategy 1: Our campus will continue TEKS resource system for math and science as a curriculum framework to ensure curriculum fidelity. This will include the Year at a Glance, Unit Maps, Instructional Focus Documents (IFD), and unit assessments. Reading Language Arts will use Houghton Mifflin Harcourt textbook for these curriculum components. Strategy's Expected Result/Impact: -Increase "master" and "meet" levels on the STAAR assessments. -Build learning across all grade levels. -Assist with pacing instruction and ensures all TEKS are being covered. Staff Responsible for Monitoring: -teachers -administration Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: copy paper, colored paper, highlighters - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$1,500	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Analyze existing assessments and revise for appropriate level of rigor and alignment to STAAR blueprint. Strategy's Expected Result/Impact: -CBA's will be aligned to TEKS, leading to an increase in student performance on STAAR. Staff Responsible for Monitoring: -teachers -curriculum directors Title I Schoolwide Elements: 2.5	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Analyze and modify vertical alignment of strategies within a content area and to scaffold student learning across grade levels. Strategy's Expected Result/Impact: -Decrease learning gaps in specific skills by teaching a common strategy. -Increase student skills and confidence. Staff Responsible for Monitoring: -teachers -administrators -curriculum directors Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Feb	June
				








Strategy 4 Details	Reviews			
Strategy 4: Examine and compare all instructional resources to the alignment of the TEKS via the use of Learning List.com, a subscription based independent TEKS review service. Strategy's Expected Result/Impact: -Ensure that 100% of TEKS are being taught, using district approved materials. Staff Responsible for Monitoring: -administration -curriculum directors Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 5 Details	Reviews			
Strategy 5: MIS will utilize district approved and aligned curriculum resources. These include textbooks, student workbooks, and supplemental instructional materials. This also includes technology resources such as Study Island, Reading Plus, Edmentum Exact Path, and Stem Scopes. Strategy's Expected Result/Impact: -Student data will be consistent across district campuses. -Teachers will be familiar with data reports and useage. -Students will have consistency in the programs they use each year. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math.

Performance Objective 3: MIS will target the individual needs of all students in special programs and populations using various strategies and programs in an effort to increase mastery on assessments.







Evaluation Data Sources: STAAR scores, TAPR report







Strategy 1 Details	Reviews			
Strategy 1: Use RtI model to intervene for all students who do not show adequate educational or behavioral progress. Strategy's Expected Result/Impact: -RtI committee will meet monthly to identify students, create and modify intervention plans including classroom and testing accommodations. - Through these meetings, teachers become aware of the student needs and plan for teacher implementation of appropriate learning or behavior strategies. Staff Responsible for Monitoring: -teachers -counselor -administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Inclusion support for special education students- Inclusion staff will meet the needs of our special education population, but will also be available to help any RtI student. Strategy's Expected Result/Impact: -Increase small group instruction. -Inclusion staff will create reteaching opportunities. -Inclusion staff will ensure that students' Individualized Education Plans are implemented. -Ensure that MIS is in compliance with IEP plans. Staff Responsible for Monitoring: -special education teacher -administration -general education teacher Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide daily pull out services for our Dyslexia population utilizing "Take Flight" by Scottish Rite. Strategy's Expected Result/Impact: -Dyslexia teacher provides individualized and specialized instruction. -Dyslexia students will show a decrease in learning gaps at the end of the program. -Provide learning and reading strategies for each student. -Students in the program will show increased reading skills. Staff Responsible for Monitoring: -dyslexia specialist -teacher -administration -counselor Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math.












Performance Objective 4: Recognizing the correlation between attendance, discipline and student achievement, MIS will encourage an increase in attendance and a decrease in discipline using various strategies.

Strategy 1 Details	Reviews			
Strategy 1: Attendance Committee will meet monthly to review attendance, identify students with low attendance and plan for incentives. Strategy's Expected Result/Impact: -Campus attendance will increase to 98%. -Increase campus attendance rate. -Identify students who are at risk of moving into the truancy process. -Attendance awareness across the campus and community. Staff Responsible for Monitoring: -administration -counselor -attendance clerk -Teachers Funding Sources: incentives such as trinkets, snacks, etc. - 199 General Fund - \$800	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Educate parents and students about the 90% law through Open House, Crew (grade level) meetings, marquee announcements, campus website, and social media outlets. Strategy's Expected Result/Impact: -Parents and student understand the consequences of not meeting 90% attendance law. Staff Responsible for Monitoring: -administration -teachers -counselor	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: MIS will continue a school-wide system of procedures and routines to encourage an orderly and safe school environment. Strategy's Expected Result/Impact: -Create a culture that encourages and fosters positive behavior. -Create consistency of expectations across the campus. Staff Responsible for Monitoring: -administration -teachers -staff -counselor	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 4 Details		Reviews			
Strategy 4: Utilize district discipline plan and a variety of student discipline techniques to meet the behavioral needs of students. Strategy's Expected Result/Impact: - Students follow code of conduct allowing for a conducive learning environment and increased student achievement.		Formative			Summative
		Sept	Dec	Feb	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					









Goal 2: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 1: Increase participation numbers in UIL and extra-curricular competitions and activities in order to grow critical thinkers.

Strategy 1 Details	Reviews			
Strategy 1: Offer various academic and nonacademic activities. Examples: UIL, Destinaltion Imagination, Spelling Bee, Future Problem Solvers of America Strategy's Expected Result/Impact: -Increase student participation in activities. -Increase overall student awareness of what activities are offered at our campus. Staff Responsible for Monitoring: -UIL Director -teachers -sponsors Title I Schoolwide Elements: 2.5 Funding Sources: meals, supplies, fees - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$1,800, fees, materials, supplies - 199 General Fund - \$4,000	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Build critical thinkers and skilled problem solvers. Strategy's Expected Result/Impact: -Increase engagement and development of student work. -Students will apply these skills in numerous competitive settings. Staff Responsible for Monitoring: -teachers/coaches -administration Title I Schoolwide Elements: 2.5 Funding Sources: registration fees, study materials - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Promote college awareness and knowledge through College Thursdays, campus bulletin boards, and teacher banners. Strategy's Expected Result/Impact: -Students will become familiar with colleges and universities through out the state of Texas. -Teachers and students will engage in conversations about colleges/universities, mascots, locations, and degree opportunities. Staff Responsible for Monitoring: -teachers -counselor -administration Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college Funding Sources: college banners - 199 General Fund - \$100	Formative			Summative
	Sept	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				











Goal 2: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 2: Promote student leadership opportunities on campus.

Strategy 1 Details	Reviews			
Strategy 1: Increase student participation in volunteer opportunities through student council, Destination Imagination, and service projects. Strategy's Expected Result/Impact: -Increase student skills in socialization, self-reliance, independence, sportsmanship and social awareness. Staff Responsible for Monitoring: -coaches -teachers -administration Title I Schoolwide Elements: 2.5	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for students to participate in various clubs such as art, running, cooking, and gardening. Strategy's Expected Result/Impact: -Provide a way in which students can express themselves artistically. -Build well rounded individuals. -Support students with various interest outside of academics. Staff Responsible for Monitoring: -coaches -teachers -administration Title I Schoolwide Elements: 2.5, 3.1	Formative			Summative
	Sept	Dec	Feb	June
				
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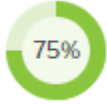






Goal 2: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.











Performance Objective 3: Create a digital learning environment through the use of technology for authentic learning.

Strategy 1 Details	Reviews			
Strategy 1: Utilize technology and teach skills needed for laptops, Chrome tablets, SMART Boards, interactive apps and programs. Strategy's Expected Result/Impact: -Students will gain technology skills. -Promote independent learning through a variety of devices. -Increase student engagement during instruction. Staff Responsible for Monitoring: -teacher -media specialist -technology dept. -administration Title I Schoolwide Elements: 2.5	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement and teach digital learning platforms such as Google Suite, online textbooks, and other educational programs. Strategy's Expected Result/Impact: -Students will be able to navigate their online learning. -In emergency situations, teachers can continue to teach students both synchronously and asynchronously. Staff Responsible for Monitoring: -teachers -technology department -media department Title I Schoolwide Elements: 2.5	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teach and promote digital citizenship and effective use of technology using commonsense.org. Strategy's Expected Result/Impact: -Exhibit responsible, safe and ethical digital etiquette. Staff Responsible for Monitoring: -teachers -media specialists -counselor Title I Schoolwide Elements: 2.5	Formative			Summative
	Sept	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Mathis ISD will continue to recruit, support, and retain high-quality teachers and administrators.










Performance Objective 1: MIS will offer professional development to support teacher growth and student learning.

Strategy 1 Details	Reviews			
Strategy 1: Provide inclusion training and support for general education, special education teachers and support staff throughout the school year. Strategy's Expected Result/Impact: -Teachers are fully trained to implement classroom accommodations. -Student academic achievement increases. Staff Responsible for Monitoring: -special education teachers -administration -general education teachers -special education director Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199-PIC 23 State Special Education (SpEd)	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide DMAC training on how to generate data, disaggregate data, and run reports on TEKS- based local assessments. Strategy's Expected Result/Impact: -Teachers will be able to meet all required assessment expectations. -Teachers will be able to utilize all components of DMAC. Staff Responsible for Monitoring: -teachers -administration -curriculum directors TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Paper, substitutes, highlighters, pens - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue providing professional development on the integration of technology into instruction. Strategy's Expected Result/Impact: -Staff is trained and can effectively manage classroom technology and online systems (ViewSonic boards, Google Classroom, online textbooks). Staff Responsible for Monitoring: -technology department -teachers -administration TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund - 500.00	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 4 Details	Reviews			
Strategy 4: Encourage teacher participation at PD sessions at ESC 2 and South Texas Curriculum Consortium as needed for areas in which they are struggling or need additional support. Provide in-house training with specialized staff from ESC 2 for planning and instructional support. Strategy's Expected Result/Impact: -Teachers will attend professional development for strategies, content , and data disaggregation that will drive effective classrooms. -These individualized sessions can support teacher growth on the TTESS evaluation and assist them in meeting their goals. Staff Responsible for Monitoring: -administration -teachers -curriculum department Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: transportation, fees, substitutes - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$2,000	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide training opportunities for the implementation and data analysis of instructional support programs: Reading Plus, MAPS, Exact Path and Study Island. Strategy's Expected Result/Impact: -Teachers can successfully monitor and support students. -Teachers can use student data to make instructional decisions. Staff Responsible for Monitoring: -administration -teachers -curriculum directors Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: paper, highlighters, substitutes, training fees - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$250	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: MIS will provide professional development on the Response to Intervention Process for academic and behavioral concerns. Strategy's Expected Result/Impact: -Teachers can provide early intervention in academic and behavior issues. Staff Responsible for Monitoring: -Special Education -administration -counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi	Formative			Summative
	Sept	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				










Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.









Performance Objective 1: Implement an anti-drug campaign.

Strategy 1 Details	Reviews			
Strategy 1: Schedule Red Ribbon Week activities to promote drug awareness. Strategy's Expected Result/Impact: -Students will have an increase in drug awareness. -Drug awareness will assist in decreased rate of student experimentation. Staff Responsible for Monitoring: -teachers -counselor -administration Title I Schoolwide Elements: 2.5 Funding Sources: student goodies, posters, bulletin paper - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus counselor will schedule lessons throughout the school year focusing on the effects of drug use. Strategy's Expected Result/Impact: -The counselor will educate on the impact and effects of drug use. -The lessons will work to facilitate an open line of communication. Staff Responsible for Monitoring: -counselor Title I Schoolwide Elements: 2.5 Funding Sources: lessons, student materials, bulletin paper, copy paper - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.












Performance Objective 2: Provide a learning environment that is equitable for all students, and student behavioral, character and social needs.










Strategy 1 Details	Reviews			
Strategy 1: Utilize district discipline plan to ensure equity for all students. Strategy's Expected Result/Impact: -Students will follow the code of conduct allowing for a conducive learning environment. Staff Responsible for Monitoring: -administration -teachers Title I Schoolwide Elements: 2.6	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide character building lessons through the counselor. Strategy's Expected Result/Impact: -Students will develop character and social skills. - Students will experience a decrease in negative behaviors. Staff Responsible for Monitoring: -counselor -administration Title I Schoolwide Elements: 2.5 Funding Sources: lessons, student resources and materials - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Encourage positive student behavior through Positive Office Referral recognition program. Strategy's Expected Result/Impact: -Students will be recognized for positive behavior, therefore increasing wanted behaviors. Staff Responsible for Monitoring: -administration -counselor Funding Sources: incentives and prizes - 199 General Fund - \$800	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Refer students and families to additional counseling services as needed including MISD mental health therapist, Site Based Health Center and MHMR. Strategy's Expected Result/Impact: -Provide students and families with mental health resources available in MISD and the community. Staff Responsible for Monitoring: -administration -counselor -mental health therapist	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide counselor pamphlets, topics in newsletters, and brochures for any health and human services available as well as informational texts. MIS will make these available in print, campus newsletter, and the campus website. Strategy's Expected Result/Impact: -These resources will increase school to home communication. -These resources will provide students and families with mental health resources. Staff Responsible for Monitoring: -administration -counselor Title I Schoolwide Elements: 2.5 Funding Sources: paper, graphic organizers - 199 General Fund	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide ongoing RTI process which includes school counselor and/or MISD mental health counselor to support students with behavioral, character, and social needs. Strategy's Expected Result/Impact: -Lessons will assist to increase appropriate classroom and social behaviors. -Increase positive behaviors in students with specific needs. Staff Responsible for Monitoring: -counselor -teachers -mental health therapist Title I Schoolwide Elements: 2.5	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

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

Strategy 1 Details	Reviews			
Strategy 1: Use of security cameras to actively monitor campus grounds, inside and out. Strategy's Expected Result/Impact: -Ensure active monitoring of campus grounds -increase safety of students and staff Staff Responsible for Monitoring: -Admin	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue the use of the Raptor System that screens campus visitors before entering the school. Strategy's Expected Result/Impact: -Identify and eliminate potential threats to campus safety -allow students and staff to identify cleared visitors in the building. Staff Responsible for Monitoring: -Admin -Technology -Office Staff Funding Sources: visitor badges (stickers), sign-in books - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$450	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Review, practice, and implement district and state safety procedures. Strategy's Expected Result/Impact: -Familiarize staff and students for effective implementation of EOP. Staff Responsible for Monitoring: -Admin -teachers	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: All staff will complete online safety training to stay informed of any new procedures. Strategy's Expected Result/Impact: -create a safe environment for staff and students and community -educate students on appropriate internet usage. Staff Responsible for Monitoring: -Admin -Counselor -Teachers	Formative			Summative
	Sept	Dec	Feb	June
				

Strategy 5 Details	Reviews			
Strategy 5: CPI Training Strategy's Expected Result/Impact: -Respond to physical situations using safe and appropriate techniques. Staff Responsible for Monitoring: -SPED -Admin -Campus Behavior Team	Formative			Summative
	Sept	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: Create and implement a Crisis Response Team. Strategy's Expected Result/Impact: -The team will identify and support students in mental health crisis. Staff Responsible for Monitoring: -administration -counselor -teachers -mental health therapist	Formative			Summative
	Sept	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	guided math		\$130.00
1	3	1			\$0.00
1	4	1	incentives such as trinkets, snacks, etc.		\$800.00
2	1	1	fees, materials, supplies		\$4,000.00
2	1	2	registration fees, study materials		\$0.00
2	1	3	college banners		\$100.00
3	1	2	Paper, substitutes, highlighters, pens		\$0.00
3	1	3		500.00	\$0.00
4	1	1	student goodies, posters, bulletin paper		\$0.00
4	1	2	lessons, student materials, bulletin paper, copy paper		\$0.00
4	2	2	lessons, student resources and materials		\$0.00
4	2	3	incentives and prizes		\$800.00
4	2	5	paper, graphic organizers		\$0.00
Sub-Total					\$5,830.00
Budgeted Fund Source Amount					\$15,400.00
+/- Difference					\$9,570.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$4,000.00
199-PIC 23 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	5	supplies for interventions		\$250.00

199-PIC 23 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$750.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$3,250.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	supplies for interventions		\$250.00
Sub-Total					\$250.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$2,250.00
199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	copy paper, technology		\$500.00
1	1	3	copy paper, DMAC scantrons		\$1,000.00
1	2	1	copy paper, colored paper, highlighters		\$1,500.00
2	1	1	meals, supplies, fees		\$1,800.00
3	1	4	transportation, fees, substitutes		\$2,000.00
3	1	5	paper, highlighters, substitutes, training fees		\$250.00
3	1	6			\$0.00
4	3	2	visitor badges (stickers), sign-in books		\$450.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,231.00
+/- Difference					\$1,231.00

224 IDEA B - Formula Special Ed (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$3,000.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,534.00
+/- Difference					\$4,534.00
265 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,068.00
+/- Difference					\$40,068.00
270 Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,912.00
+/- Difference					\$6,912.00
Grand Total					\$14,830.00

Addendums



Mathis Intermediate School

CORE VALUES

RESPECT

We all have great value and potential! This is how we will treat each other.

COLLABORATION

We are better together.

CONTINUOUS IMPROVEMENT

Our purpose is to grow each other and our students.
We will strive, daily, to be better!

JOY

Having fun matters to us and our students! Let's want to be here.

Winter 2020 MAPS- STAAR Projected Proficiency Math

Hispanic or Latino

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	101	20	19.8%	41	40.6%	26	25.7%	14	13.9%
4	95	23	24.2%	51	53.7%	17	17.9%	4	4.2%
5	95	9	9.5%	49	51.6%	29	30.5%	8	8.4%
Total	291	52	17.9%	141	48.5%	72	24.7%	26	8.9%

White

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	21	4	19.0%	8	38.1%	4	19.0%	5	23.8%
4	14	3	21.4%	6	42.9%	4	28.6%	1	7.1%
5	11	1	9.1%	6	54.5%	1	9.1%	3	27.3%
Total	46	8	17.4%	20	43.5%	9	19.6%	9	19.6%

**Winter 2020 MAPS- STAAR Projected Proficiency
Reading**

Hispanic or Latino

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	101	19	18.8%	40	39.6%	19	18.8%	23	22.8%
4	95	21	22.1%	44	46.3%	21	22.1%	9	9.5%
5	95	21	22.1%	31	32.6%	24	25.3%	19	20.0%
Total	291	61	21.0%	115	39.5%	64	22.0%	51	17.5%

White

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	21	3	14.3%	8	38.1%	7	33.3%	3	14.3%
4	14	1	7.1%	8	57.1%	2	14.3%	3	21.4%
5	11	1	9.1%	6	54.5%	1	9.1%	3	27.3%
Total	46	5	10.9%	22	47.8%	10	21.7%	9	19.6%

Winter 2020 MAPS- STAAR Projected Proficiency Math

English Language Learners

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	8	0	0.0%	5	62.5%	2	25.0%	1	12.5%
4	5	2	40.0%	3	60.0%	0	0.0%	0	0.0%
5	2	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Total	15	2	13.3%	9	60.0%	3	20.0%	1	6.7%

Section 504

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	7	0	0.0%	3	42.9%	2	28.6%	2	28.6%
4	12	4	33.3%	7	58.3%	1	8.3%	0	0.0%
5	8	1	12.5%	6	75.0%	1	12.5%	0	0.0%
Total	27	5	18.5%	16	59.3%	4	14.8%	2	7.4%

Special Education

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	15	7	46.7%	2	13.3%	4	26.7%	2	13.3%
4	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%
5	4	2	50.0%	1	25.0%	1	25.0%	0	0.0%
Total	23	12	52.2%	4	17.4%	5	21.7%	2	8.7%

Gifted and Talented

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	3	0	0.0%	0	0.0%	2	66.7%	1	33.3%
4	4	0	0.0%	0	0.0%	4	100.0%	0	0.0%
5	5	0	0.0%	1	20.0%	2	40.0%	2	40.0%
Total	12	0	0.0%	1	8.3%	8	66.7%	3	25.0%

Winter 2020 MAPS- STAAR Projected Proficiency Reading

English Language Learners

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	8	2	25.0%	3	37.5%	2	25.0%	1	12.5%
4	5	1	20.0%	2	40.0%	2	40.0%	0	0.0%
5	2	0	0.0%	1	50.0%	0	0.0%	1	50.0%
Total	15	3	20.0%	6	40.0%	4	26.7%	2	13.3%

Section 504

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	7	1	14.3%	1	14.3%	2	28.6%	3	42.9%
4	12	5	41.7%	4	33.3%	2	16.7%	1	8.3%
5	8	3	37.5%	5	62.5%	0	0.0%	0	0.0%
Total	27	9	33.3%	10	37.0%	4	14.8%	4	14.8%

Special Education

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	15	6	40.0%	4	26.7%	4	26.7%	1	6.7%
4	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%
5	4	3	75.0%	0	0.0%	0	0.0%	1	25.0%
Total	23	12	52.2%	5	21.7%	4	17.4%	2	8.7%

Gifted and Talented

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	8	2	25.0%	3	37.5%	2	25.0%	1	12.5%
4	5	1	20.0%	2	40.0%	2	40.0%	0	0.0%
5	2	0	0.0%	1	50.0%	0	0.0%	1	50.0%
Total	15	3	20.0%	6	40.0%	4	26.7%	2	13.3%

MOY InSight Assessment 2019			
	Above Grade Level	At Grade Level	Below Grade Level
3rd	6/123=4.9%	8/123=6.5%	109/123=88.6%
4th	23/112=20.5%	20/112=17.9%	69/112=61.6%
5th	38/101=37.6%	10/101=9.9%	53/101=52.5%
Total	67/336=19.9%	38/336=11.3%	231/336=68.8%

105 Students/31% are above or at grade level; 69% are below

	Under 1st	1st-2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
3rd	28/123=1.2%	59/123=47.96%	22/123=17.89%	8/123=6.5%	1/123=.8%	3/123=2.4%	2/123=1.6%				
4th	11/112=9.8%	36/112=32%	22/112=19.6%	20/112=17.9%	9/112=8%	10/112=8.9%	2/112=1.7%	2/112=1.7%			
5th	3/101=2.9%	18/101=17.8%	15/101=14.8%	17/101=16.8%	10/101=10%	8/101=8%	12/101=12%	10/101=10%	4/101=4%	2/101=2%	2/101=2%
Total	42/336=12.5%	113/336=33.6%	59/336=17.55%	45/336=13.39%	20/336=6%	21/336=6.25%	16/336=4.76%	12/336=3.57%	4/336=1.19%	2/336=.59%	2/336=.59%