Matagorda Independent School District

MATAGORDA SCHOOL

Campus Improvement Plan

2022 -2025

Campus Improvement Plan is available online and at the campus office

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Barbara Marchbanks -Superintendent

Date Reviewed in collaboration with Effective School Framework committee 5/9/2022

Nondiscrimination Notice

Matagorda ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI o the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973; as amended.

Matagorda SCHOOL SITE BASE

Name	Position
Moria Gesford	Teacher
Belen Martinez	Teacher Aide & Grandparent
Evet Hernandez Portillo	Parent
Staci Kimitchek	School Nurse
Lisa Rawlings	Parent
Rachel Roehler	Teacher
Rhonda Thompson	SPED Teacher
Barbara Marchbanks	Superintendent/Principal

MATAGORDA ISD RESOURCES

Resource	Source
Esser III Grant	Federal
ESSA	Federal
Federal Accountability Data	Federal
IDEA Special Education	Federal
Title I	Federal
504 Data	Local
At-Risk Reports	Local
AYP Data	Local
Course / Class Grades	Local
District Discipline Referral Data	Local
District Retention Data	Local
Dropout and school leaver data – disaggregated	Local
Enrollment Reports / Graphs	Local
LPAC Documentation	Local
Master Schedule	Local
Observations in and out of classes	Local
Parent Involvement Sign-in Sheets	Local
Parent Surveys	Local
Referral Percentages for Special Education	Local
Staff Attendance Reports	Local
Student Attendance Reports	Local
Student Interviews / Surveys	Local
Teacher Interviews	Local
Teas Resource System TEKS Verification Document	Local
CLI Results	Local
Truancy Data	Local
Homeless Population Analysis	State
PBMAS Reports	State
PEIMS Reports	State

STAAR Data	State
Texas Academic Performance Report (TAPR)	State

MATAGORDA SCHOOL

Goal 1: Early childhood reading literacy plan to increase mastery by 2025.
Objective 1: K-2 will increase Early Reading Success Plan mastery from 45% to 70% by school year ending May 2025.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Reading specialist– to improve Continuity of Curriculum from Pre-K through 5th Grades. **Title I SW Elements**: 1.1, 2.2, 2.5, 2.6 **Target Group**: All, H, W, ECD, LEP, SPED, M, F, At-Risk, Dyslexia, Pre-K, K, 1st, 2nd **Strategic Priorities:** 1, 2 **CSFs**: 1, 2, 4	Administration, Teachers	07/2022–05/2025	**(Local)** 504 Data, At-Risk Reports, District Retention Data, Observations in and out of classes, Teacher Interviews, TPRI Results **(State)** PEIMS Reports, Texas Academic Performance Report (TAPR) **(Federal)** ESSER Funds, ESSA Funds	**Summative** – Classroom and teacher initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to the mastery level outlined in the Early Reading Success Plan.
2. Continued implementation of the Early Reading Success Plan – Beginning, Middle, and End-of-Year progress checks and monitoring. **Title I SW Elements**: 1.1, 2.2, 2.4, 2.5, 2.6, 3.1 **Target Group**: All, H, W, ECD, ESL, LEP, SPED, M, F, At-Risk, Dyslexia, Pre-K, K, 1st, 2nd, 504 **Strategic Priorities:** 1, 2 **CSFs**: 1,2,4	Administration, Teacher(s)	07/2022–05/2025	**(Local)** 504 Data, At-Risk Reports, District Retention Data, Master Schedule LPAC Documentation, Observations in and out of classes, Referral Percentages for Special Education, Teacher Interviews, TPRI Result **(State)** PEIMS Reports, Texas Academic Performance Report (TAPR) **(Federal)** IDEA Special Education, Title I, ESSER Funds, ESSA Funds	**Summative** – Classroom and teacher initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to the mastery level outlined in the Early Reading Success Plan.
3. Implement Reading Academy Practices **Title I SW Elements**: 1.1, 2.2, 2.5, 2.6 **Target Group**: All, H, W, ECD, ESL, LEP, SPED, M, F, At-Risk, Dyslexia, Pre-K, K, 1st, 2nd, 504 **Strategic Priorities:** 1, 2 **CSFs**: 1, 2, 4, 7	Administration, Teacher(s)	07/2022–05/2025	**(Federal)** IDEA Special Education, Title I, ESSER Funds, ESSA Funds **(Local)** 504 Data, Course / Class Grades, District Retention Data, LPAC Documentation, Master Schedule, Observations in and out of classes, Teacher Interviews, TPRI Results	**Summative** – Classroom and teacher initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to the mastery level outlined in the Early Reading Success Plan and follow Reading

			(State) Texas Academic Performance Report	Academy Best Practices.

MATAGORDA SCHOOL

Goal 1: Early childhood reading literacy plan to increase mastery by 2025.
Objective 1: K-2 will increase Early Reading Success Plan mastery from 45% to 70% by school year ending May 2025.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Guided Reading – Scaffold Small Group Instruction **Title I SW Elements**: 1.1, 2.2, 2.4,2.5, 2.6 **Target Group**: All, Pre-K, K, 1st, 2nd, 3rd, 4th, 5th **Strategic Priorities:** 1, 2 **CSFs**: 1, 2, 4, 7	Assistant Principal(s), Special Education Teachers, Special Education Director, Teacher(s)	07/2022–05/2025	**(Local)** At-Risk Reports, Course / Class Grades, Enrollment Reports / Graphs, Master Schedule, Student Interviews / Surveys **(Federal)** ESSER Funds, ESSA Funds	**Formative** – Classroom and teacher initiated assessments and progress measures.
5. Continue to refine and assess students using Unit Tests / Benchmark Assessments – Progressive Check of Skills Obtained. **Title I SW Elements**: 1.1, 2.2, 2.4, 2.5, 2.6 **Target Group**: All, H. W, ECD, ESL, LEP, SPED, M, F, At-Risk, Dyslexia, Pre-K, K, 1st, 2nd, 504 **Strategic Priorities:** 1,2 **CSFs**: 1, 2, 4, 7	Assistant Principal(s), Core Subject Teachers, Dyslexia Specialist, Principal, Reading Specialist, Special Education Teacher, Special Education Director, Teacher(s)	07/2022–05/2025	**(Federal)** Local Funds, Title I, ESSER Funds, ESSA Funds **(Local)** 504 Data, At-Risk Reports, Course / Class Grades, District Retention Data, LPAC Documentation, Master Schedule, Observations in and out of classes, Teacher interviews, CLI Results **(State)** Texas Academic Performance Report (TAPR),	**Summative** – Classroom and teacher initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to the mastery level outlined in the Early Reading Success Plan.

MATAGORDA SCHOOL

Goal 2: Enhancement of Math Fluency and Problem Solving Skills by 2025.
Objective 1: By 2025, mathematics will increase from 62% to 70% for meet expectations.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hire and fully utilize a Reading Intervention Teacher to work with students who are needing a significant intervention in order to meet the 2024 goal. (**Title I SW Elements**: 1.1, 2.6) (**Target Group**: All, Pre-K, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, HS) (**Strategic Priorities:** 1, 2) (**CSFs**: 1, 2, 3, 4, 5, 6, 7)	Assistant Principal(s), Superintendent	07/2022–05/2025	(L) Master Schedule, (S) STAAR Data, (F) ESSER Funds, (F) ESSA Funds	**Summative** – Teacher specialist initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to meet the 2025 goals.
2. 0ffer JumpStart (SUMMER SCHOOL), a locally developed program to bridge "Summer Slide", in August of each year. Local and state data will be used to determine eligibility and drive instruction. Focused Skill Days based on Unit / Benchmark / STAAR Assessments. For mathematics/reading, each day will be assigned a skill based on student need. (**Title I SW Elements**: 1.1, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504)) (**Strategic Priorities:** 1, 2) (**CSFs**: 1, 2, 3, 4, 5, 6)	Assistant Principal(s), Reading Specialist, Superintendent(s), Teacher(s)	07/2022–05/2025	(L) At-Risk Reports, (L) Course / Class Grades, (L) District Retention Data, (S) STAAR Data, (F) ESSER Funds, (F) ESSA Funds	**Summative** – Teacher / Reading specialist initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to meet the 2025 goals.
3. Continue implementation of Imagine Learning (Edgenuity) – TEKS based intervention/ enrichment within school day as well as at home. (**Title I SW Elements**: 1.1, 2.2, 2.5, 2.6) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504)) (**Strategic Priorities:** 2) (**CSFs**: 1, 2, 4, 5)	Assistant Principal(s), Core Subject Teachers, Reading Specialist, Special Education Director/ Teacher	07/2022–05/2025	(F) IDEA Special Education, (F) Title I, (L) 504 Data, (L) At-Risk Reports, (L) Course / Class Grades, (L) District Retention Data, (L) LPAC Documentation, (L) Observations in and out of classes, (L) Teacher Interviews, (S) STAAR Data, (S) Texas Academic Performance Report (TAPR), (F) ESSER Funds, (F) ESSA	**Summative** – Teacher / curriculum specialist initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to meet the 2025 goals.

			Funds, Local Funds	

MATAGORDA SCHOOL

Goal 2: Enhancement of Math Fluency and Problem Solving Skills by 2025.
Objective 1: By 2025, mathematics will increase from 62% to 70% for meet expectations.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Schedule a dedicated time for Professional Learning Communities for teachers specifically to increase 3rd grade through 12th grade continuity. (**Title I SW Elements**: 1.1, 2.2, 2.4, 2.5, 2.6) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504)) (**Strategic Priorities:** 2) (**CSFs**: 1, 2, 4, 6, 7)	Assistant Principal(s), Core Subject Teachers, Reading Specialist, Principal, Special Education Teachers, Teacher(s)	07/2022–05/2025	(L) 504 Data, (L) At-Risk Reports, (L) Course / Class Grades, (L) District Retention Data, (L) LPAC Documentation, (L) Master Schedule, (L) Observations in and out of classes, (L) Teacher interviews, (L) Texas Resource System TEKS Verification Document, (S) STAAR Data, (S) Texas Academic Performance Report (TAPR), (F) ESSER Funds, (F) ESSA Funds	**Summative** – Teacher / Reading specialist initiated assessments and progress measures. Unit tests will also be used as formative assessments. PLC sign-in sheets and minutes. The data yielded from these assessments will be used to drive instruction to meet the 2025 goals.
5. Purchase, train, and implement the Eureka – TEKS based 5E Model (**Title I SW Elements**: 1.1, 2.2, 2.5, 2.6) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, M, F, At-Risk, Dys, 3rd, 4th, 5th, 6th, 7th, 8th, HS 504) (**Strategic Priorities:** 1, 2) (**CSFs**: 1, 2, 4, 6, 7)	Assistant Principal(s), Core Subject Teachers, Reading Specialist, Principal, Special Education Teacher, Teacher(s)	07/2022–05/2025	(L) 504 Data, (L) At-Risk Reports, (L) Course / Class Grades, (L) District Retention Data, (L) LPAC Documentation, (L) Master Schedule, (L) Observations in and out of classes, (L) Teacher interviews, (L) Texas Resource System TEKS Verification Document, (S) STAAR Data, (S) Texas Academic Performance Report (TAPR), (F) ESSER Funds, (F) ESSA Funds	**Summative** – Teacher / reading specialist initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to meet the 2025 goals.

MATAGORDA SCHOOL

Goal 2: Enhancement of Math Fluency and Problem Solving Skills by 2025.
Objective 1: By 2025, mathematics will increase from 78% to 90% for meet expectations.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Plan and implement a Math Family Night – Parent and Community Involvement and Awareness. (**Title I SW Elements**: 1.1, 2.1, 2.3, 2.6, 3.1, 3.2) ((**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504)) (**Strategic Priorities:** 2) (**CSFs**: 1, 4, 5, 6)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Dyslexia Specialist, Parent Volunteers, Superintendent, Reading Specialist, Special Education Teacher/Director, Teacher(s)	07/2022–05/2025	(L) At—Risk Reports, (L) Enrollment Reports / Graphs, (L) Observations in and out of classes, (L) Parent Involvement sign-in sheets, (L) Parent Surveys, (L) Student Attendance Report, (L) Student Interviews / Surveys, (L) Teacher Interviews, (S) STAAR Data, (S) Texas Academic Performance Report (TAPR), (F) ESSER Funds, (F) ESSA Funds	**Summative** – Teacher / reading specialist initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive instruction to meet the 2025 goals. Sign-in sheets from event.
7. Grade Level Specific Reward Party (**Title I SW Elements**: 2.1, 2.2, 2.3, 2.5, 2.6, 3.1) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504) (**Strategic Priorities:** 2) **CSFs**: 4, 5, 6)	Parent Volunteers, Teacher(s)	07/2022–05/2025	(L) Course / Class Grades, (L) Enrollment Reports / Graphs, (F)/ (L) Local funding	Formative – Teacher / curriculum specialist initiated assessments and progress measures.
8. Provide consistent math training for teachers at various professional development opportunities. (**Title I SW Elements**: 1.1, 2.1, 2.5, 2.6, 3.2) ((**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504)) (**Strategic Priorities:** 1, 2) (**CSFs**: 1, 3, 6, 7)	Assistant Principal(s), Core Subject Teachers, Counselor(s) , Principal, Special Education Director, Superintendent(s)	07/2022–05/2025	(L) Enrollment Reports / Graphs, (L) Master Schedule, (L) Observations in and out of classes, (L) Staff Attendance Report, (L) Teacher Interviews, (L) Technology Plan, (S) STAAR Data, (S) Texas Academic Performance Report (TAPR), (F) ESSER Funds, (F) ESSA Funds/ ESC 3	**Summative** – Follow-up with staff after training to get briefing of learned strategies. Teachers who attend training will present to other teachers and paraprofessionals in order to expand the learning.
13. Utilize focused guided pull-out groups with supported staffing. (**Title I SW Elements**: 1.1, 2.2, 2.5, 2.6) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504) (**Strategic**	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Special Education Teachers, Special Education Director	07/2022–05/2025	(F) Title I, (L) 504 Data, (L) Course / Class Grades, (L) District Retention Data, (L) Dropout and school leaver data – disaggregated, (L) LPAC Documentation, (L) Master Schedule, (L) Observations in and out of	**Summative** – Teacher initiated assessments and progress measures. Unit tests will also be used as formative assessments. The data yielded from these assessments will be used to drive

Priorities: 2) (**CSFs**: 1, 2, 4, 7)			classes, (l) Teacher Interviews, (L) Texas Resource System TEKS Verification Document, (S) STAAR Data, (S) Texas Academic Performance Report (TAPR), (F) ESSER Funds, (F) ESSA Funds (L)Local Funds	instruction to meet the 2025 goals.

MATAGORDA SCHOOL

Goal 3: We will vigorously enforce policies and procedures which will increase attendance and promote a safe and healthy learning environment.

Objective 1: Attain a 97% attendance rate by 2024.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an incentive for students to strive for perfect attendance with field trips, free days, or parties. (**Title I SW Elements**: 1.1, 2.1, 2.2, 2.3, 2.6, 2.1) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504) (**Strategic Priorities:** 2, 4) (**CSFs**: 1, 4, 5, 6)	Assistant Principal(s), Counselor(s), Superintendent, PEIMS, Teacher(s)	07/2022–05/2025	(L) District Retention Data, (L) Enrollment Reports / Graphs, (L) Observations in and out of classes, (L) Parent Surveys, (L) Student Attendance Report, (L) Student Interviews / Surveys, (L) Teacher Interviews, (L) Truancy Data, (S) PEIMS Reports, (S) Texas Academic Performance Report (TAPR), (F) ESSER Funds, (F) ESSA Funds, (L) Local Funds	**Summative** – Evaluate attendance data to see current trends and effectiveness.
2. Conduct training with the purpose of disseminating information with regard to current rules and regulating including consequences for bullying, violence, harassment, truancy, and alcohol and drug use. (**Title I SW Elements**: 2.6, 3.1, 3.2) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504)) (**Strategic Priorities:** 1) **CSFs**: 5, 6, 7)	Assistant Principal(s), Superintendent(s)	07/2022–05/2025	(L) Observations in and out of classes, (L) Staff Attendance Report, (L) Student Interviews / Surveys, (L) Teacher Interviews	Formative – Survey teachers as to how training helped guide to current environment. Survey to see how policies are holding up against current student or staff trends.
3. Sponsor National Red Ribbon Week Activities. (**Title I SW Elements**: 2.1, 2.2, 2.6, 3.1, 3.2) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504) (**Strategic Priorities:** 4) (**CSFs**: 6)	Assistant Principal(s), Counselor(s), Parent Volunteers	07/2022–05/2025	(L) At-Risk Reports, (L) Enrollment Reports / Graphs, (L) Observations in and out of classes, (L) Parent Surveys, (L) Student Interviews / Surveys, (L) Teacher Interviews, (F) ESSER Funds, (F) ESSA Funds	Formative – Survey students, staff, and community on activities and effectiveness of activities.

4. Coordination with Student Health Advisory Committee activities on programming and educational avenues. (**Title I SW Elements**: 2.1, 2.2, 2.6, 3.1, 3.2) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504) (**Strategic Priorities:** 4) (**CSFs**: 6)	Assistant Principal(s), Counselor(s), Parent Volunteers, Superintendent	07/2022–05/2025	(L) At-Risk Reports, (L) Dropout and school leaver data – disaggregated, (F) ESSER Funds, (F) ESSA Funds	Formative – Survey students, staff, and community members on effectiveness of events and collaborative activities.
(5) Provide Bully, Harassment, and Truancy Prevention Training for all Staff Members. (**Title I SW Elements**: 2.2, 2.6, 3.2) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504) (**Strategic Priorities:** 1) (**CSFs**: 6, 7)	Assistant Principal(s), Superintendent(s)	07/2022–05/2025	(L) Student Interviews / Surveys, (L) Teacher Interviews, (F) ESSER Funds, (F) ESSA Funds, (L) Local Funds	Formative – Survey off effectiveness of training and ever changing landscape of student behavior and interaction

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide positive behavior strategies to reduce behavior incidents and encourage student success. (**Title I SW Elements**: 2.3, 3.1, 3.2) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504) (**Strategic Priorities:** 4) (**CSFs**: 5, 6)	Assistant Principal(s), Counselor(s), Principal, Registrar, Teacher(s)	07/2022–05/2025	(L) At-Risk Reports, (L) District Discipline Referral Data, (L) District Retention Data, (L) Dropout and school leaver data – disaggregated, (l) Parent Surveys, (L) Student Interviews / Surveys, (L) Local Funds	Formative – Watch discipline rates to see if interventions have succeeded.
7. Begin Weekend Backpack Program to Support Family Health / Safety for homeless and families in need of assistance. (**Title I SW Elements**: 2.1, 2.6, 3.1) (**Target Group**: All, H, W, ECD, ESL, LEP, SPED, GT, M, F, At-Risk, Dys, 504) (**Strategic Priorities:** 4) (**CSFs**: 5, 6)	Assistant Principal(s), Principal (s), Parent Volunteers	07/2022–05/2025	(F) Title I, (L) At-Risk Reports, (L) Parent Surveys, (L) Student Interviews, Surveys, (L) Teacher Interviews, (L) Local Funds	Formative – Survey served students and families. Survey teachers to see if program is effective.

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Demographics Strengths

What do enrollment numbers indicate?

. We are considered a rural district. Enrollment is down for 2021 from 2 years ago for grades PK-8. We started 2022 with 107 students and ended with 97 students. We are adding a high school for the fall of 2022 for grades 9-12 to assist in improving enrollment.

What is the breakdown by ethnicity, gender, or other category?

0.3% African American – 36.6% Hispanic – 61.7% White – 0% Asian/Pacific Islander – 1.4% Two or More – 50.42% Female – 49.57% Male

How has the enrollment changed over the past three years?

Funding has been capped due to recapture and the enrollment has declined. We will open a 9-12 grade campus in Fall 2022.

What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or under-represented in certain groups? Why?

Special Education –15
504 – 6 5.58%
RTI – 52 48.36%
Gifted / Talented – 0
ESL – 5 4.65%
ECD – 63 58.59%
Migrant - 0

Most students in these categories are White (non-Hispanic). Thus, Hispanics population is under-represented.

Demographics Weaknesses

What is the data for special programs over time?
Overall, all special programs have grown in the last three years. This is due to an overall decrease in enrollment and a renewed focus on instructing students so they can successfully perform at grade level.

What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?
SpEd – Students exited are traditionally speech only students. RTI – Traditionally only students who are in Tier 1 & 2. 504 – Students who have short term plans exit.

Who are our At-Risk students? What is their At-Risk category?
58.59% - Economically Disadvantaged, 41.41% Non-Economically Disadvantaged, 48.36% - At-Risk

Who are our Migrant students?
We currently have no Migrant students enrolled.

What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for migrant students?
The stability rate for the elementary school is 94.58%.

What area of the community do these students come from?
About half of our student come from in district. We have almost half transfer from neighboring districts.

What are the staff demographics?
0% - African American, 1.2% - Hispanic, 97.9% White, .9% - American Indian

Demographics Needs
We need to actively recruit faculty members that look like the demographic make-up of our students. We have a very young staff and need to make every effort to retain current staff.

Demographics Summary

Which CSF impacts / is impacted by the data or information in this section?

- Improve Academic Performance
- Improve School Climate

STUDENT ACHIEVEMENT

Student Achievement Strengths

How is student achievement data disaggregated?

Student data is disaggregated by masters, meets, approaches, and does not meet for all benchmark and unit tests. The main focus is attaining grade level mastery. The masters, meets, approaches, are not always based on STAAR standards. For STAAR tested grade levels / subject areas, we break down achievement data by all students, ethnicity, gender, socio-economic status, special programs, and repeated testers. We are looking for patterns and common groupings of state curriculum standards in order to effectively and efficiently accelerate student outcomes. For non-tested grade levels / subject areas, we use basically the same process, but rely more on unit assessments and teacher observations.

How does student achievement data compare from one data source to another?

When looking at benchmarks and unit tests the scores are similar. There is a remarkable consistency between unit test data and STAAR testing results. This proves that our locally developed unit assessments are at the depth of knowledge the state curriculum requires. In the primary grades, unit test scores are in balance with what report card grades demonstrate.

What does the data indicate when disaggregated by ethnicity, gender, socio-economic status, special program, or other category?

See ESF Report

In which areas are we showing growth? At what rate? Compared to which standard of achievement?

Overall we showed an 22% increase in reading on the 2022 STAAR test when compared to the 2020 results. We raised math scores 30% from the 2020 STAAR to the 2022.

Which students are making progress? Why?

All students made some progress. Whites and ECD progressed at a slower rate than other subgroups. There was some teacher turnover and a change in administrative philosophies leading to improvements. Teachers taught to the standards for the first time in years, and there was a laser focus on data and performing at grade level.

What does the data reflect within and among content areas?
The data showed a glaring need to improve math scores. While this could be considered a weakness, we choose to see it as a strength because we are taking preemptive steps to address it using the data to back up the decision.

Student Achievement Strengths (continued)

What does the data indicate when disaggregated at various levels of depth?
At-Risk and Hispanic perform about the same, while whites and economically disadvantaged students lag behind.

Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?
Overall, all students are making progress. Based on last year's STAAR results, most students made a year or more progress. This was the projected growth for the school.

Student Achievement Weaknesses

What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?
We are using the Effective Schools Framework to drive instruction. Students are making progress, but there could be more progress.

What does the longitudinal student achievement data indicate?
With inconsistent interventions and no set program before the 2021-2022 school year, the data shows that white and ECD students are making some progress, but more consistent progress needs to be made.

Student Achievement Needs
We need consistent RTI program and a consistent way to provide interventions. There needs to be a program that is easy to use and implement. Teachers would also benefit from training in the RTI framework.

Student Achievement Summary

Which CSF impacts / is impacted by the data or information in this section?

- Improve Academic Performance
- Increase the Use of Quality Data to Drive Instruction
- Continue the use of PLC for teacher training
- Increase Teacher Quality

SCHOOL CULTURE AND CLIMATE

School Culture and Climate Strengths

How do students describe the school climate? How does this compare to staff?
Both students and staff have great morale and enjoy the climate Matagorda has to offer. Employee surveys indicate they enjoy coming to work every day and would recommend working at Matagorda ISD to a friend. They feel it is a safe place to work and learn. Both teachers and students feel they are supported by administration.

What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
Staff encourages students to "Ride the wave to success" and start their paths to the future while they are on our campus for support.

How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?
We are a small, close-knit community. We foster an environment of mutual respect and belonging. All students enjoy the opportunity to belong and participate in groups and activities.

What does the data reflect regarding student behaviors, discipline, etc.?
We have very few discipline problems. Our greatest issues stem out of work ethic development and those students who have chronic missing or late assignments. When compared to other districts, our students exhibit above-average behavior.

To what degree do students and staff feel physically safe?
Both students and staff feel physically safe on the campus. Being tucked into a neighborhood, students recognize the campus as a home environment.

What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?
Teachers have a high regard for the more stringent academic expectations. Students willingly comply with campus behavior expectations. New students quickly assimilate to the expectations.

Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?
Our local students are most satisfied with the school's culture and climate. Students who enroll in Matagorda from other districts can find the climate somewhat of a fishbowl. There is no mechanism for "flying under the radar."

School Culture and Climate Strengths (continued)

What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?
Due tour low discipline referrals, students stay in class more, and thus, are more successful academically.

What does the data reflect regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these students? What services have these students received?
We are aware of students that are choosing to participate in unsafe lifestyle practices, however the practices do not permeate the school environment. The students that are participating in these activities often come from homes where these activities are acceptable. At this time, we are not providing any services since we do not have evidence of these practices on the school campus.

What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?
Our campus is small and our numbers allow everyone to participate in any activities that they enjoy. We offer a variety of extracurricular activities for all students. The students enjoy the variety of activities and we find that student achievement is higher during seasons when students are being held accountable.

School Culture and Climate Weaknesses

What are the students' and staff's perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?
Students and staff see a need for improvement, but understand the budget constraints. It does not negatively impact our climate and culture.

School Culture and Climate Summary

How is this CSF impacted by your findings?
In 2020-2021 the campus was embroiled in a culture of mistrust and hostility. There was turnover among teachers and administration. Morale was at an all-time low. New administration came on board, gave teachers a voice, built capacity in staff, guided (and continue to guide) them to best practice and teaching to the rigor of state student expectations.

STAFF QUALITY, RECRUITMENT, AND RETENTION

Staff Quality, Recruitment, and Retention Strengths

What are the teacher qualifications, certifications, etc.? Paraprofessionals?
All teachers are state certified or are acquiring certification through a Texas Education Agency approved Alternative Certification Plan.

What does the general data reflect regarding teacher quality on the campus?
Generally, the data demonstrates that the Matagorda School teachers are a group of high quality, dedicated professionals dedicated to the success of their students. This is demonstrated through the two evaluations per year done by the principal using the T-TESS observation system and further reflected by the low retention rates and the increase in student growth on STAAR.

How are follow-up data regarding teacher performance provided to teachers?
Each teacher received a multiple walk-throughs and conferences on expectations and growth with the superintendent/principal. We focus on what the teacher not only needs to refine, but reinforce what the teachers did well. We discuss growth over time, as well as any useful professional development opportunities the teacher might be interested in attending, to address the refinement piece of the instrument. We effectively use Professional Learning Communities to grow teachers and aides.

How are we recruiting highly qualified and effective staff?
We recruit highly qualified and effective staff by attending job fairs and building relationships with neighboring districts. We are fortunate to have a great number of universities near us, but we also use the internet and social media to our advantage.

How is new staff supported? What feedback do they provide?
The superintendent meets with first-year teachers once a week to address any questions or concerns they may have. Each teacher new

to the district is assigned a mentor who is experienced in our cultural mindset and climate. This ensures a consistency of program, even if staff may come and go. We also build capacity in our staff through giving them opportunities to lead staff development and serve on various committees.

What systems are in place to build capacity and support the notion of continuous improvement?
We hold weekly PLC meetings. During these meetings we participate in book studies centered around our focus for the year. We have data digs, and talk about the strengths and weaknesses in instruction. We work on instructional strategies and how best to address student outcome goals.

How are we using data to determine professional development for staff?
We use data from the T-TESS observations, teacher feedback, and student outcome data.

How are collective and individual decisions regarding professional development determined?
We use the data listed above to find commonalities or trends. We then search for development opportunities that match these findings. We listen to what teachers feel are their weak areas, and try to locate trainings that address those as well. As much as possible, we attempt to keep up with best practice and the changing requirements from the state level.

Staff Quality, Recruitment, and Retention Weaknesses

How is highly effective staff assigned to work with the highest need students?
Currently, staff is assigned by certification, not by their effectiveness.

What is the impact / effect of our teacher mentor program?
There is improvement on teacher performance.

What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?
At the beginning of the year we focus on one or two high needs during professional development. The administration and leadership team was able to monitor and hold staff accountable through PLC meetings.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Curriculum, Instruction, and Assessment Strengths

What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?
The locally developed unit tests and data digs. Low scoring student expectations are retested on the next unit test.

How is data used to inform curriculum, instruction, and assessment decisions?
Staff plans all of the small group instruction around the unit assessments. TEKS that are not mastered are retested on the next test or until they are considered mastered.

What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?
The resources we use are aligned to the TEKS. We use TEKS Resource System for our scope and sequence. All unit assessments are created by the created by teachers based on their aligned TEKS. This allows teachers to get a clear view of what the students know. The data shows us what TEKS are mastered.

Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?
The assessments are created through DMAC and all questions are aligned to TEKS. When they get the results, teachers are able to see where they need to reteach and what needs to be included in their small group lessons.

How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?
The teachers create the assessments. The students are not huge fans of all the testing, but they do like seeing the results.

How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?
We use the TEK Resource System for the scope and sequence. The DMAC system allows us to look at their results in a random sampling.

Curriculum, Instruction, and Assessment Weaknesses

How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?
We do not have a set curriculum resource for all subjects. Teachers use a lot of found resources and technology.

What evidence is there that there is a process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners?
There is not a set process to monitor and evaluate the curriculum. We do not have set curriculum resources for all subjects. Teachers use a lot of found resources.

How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district / school? What is the impact on specific student groups?
Teachers use their data to create the small groups in their classrooms. There are no specifics on how they can do this. It isn't consistent across the district since there are no set guidelines other than requiring it to be a part of the classroom.

What evidence supports the implementation of high impact / high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
When students need more intensive intervention, they are brought to the RTI Committee to create a plan. Each student is given a specific plan. Each student is given a specific plan and tracked by the classroom. There is not fidelity with tracking the teacher data collection.

How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?
Most teachers use technology in the rooms to keep student engagement. Positive learning climate is apparent throughout the school. The students across the school struggle with problem solving and critical thinking skills.

Curriculum, Instruction, and Assessment Needs

Set curriculum resources for core subjects, or more inclusive resources for teachers to pull from. We also need teacher training on how to teach problem solving and critical thinking skills.

Curriculum, Instruction, and Assessment Summary

How is this CSF impacted by your findings?
Training teachers will increase their abilities teach problem solving and critical thinking skills. This training will also help staff differentiate instruction.

FAMILY AND COMMUNITY INVOLVEMENT

Family and Community Involvement Strengths

What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
Paper evidence are the sign-in sheets at all family events put on by the school. Parents show up more to the events PTI and the booster clubs put on. Our active booster clubs and PTI are able to give back to the district in time and financial ways.

How are families and the community members involved in school decisions?
They are invited to the CIP and DIP planning committees. For most committees, we have community members and parents invited to attend. The school board meetings have representatives from parents and students.

If families speak languages other than English, what are these languages? How does the school communicate in those languages?
We have a small Spanish speaking community. The school communicates through translated phone calls and flyers. They also use our bilingual staff to communicate in all face-to-face meetings.

Family and Community Involvement Weaknesses

What types of services are available to support families, community members, and students to encourage healthy family relationships?

. The District works with MHOP and the Matagorda Health Department to provide immunizations and health support. We have acquired a nurse through ESC 3 nurse grant who provides additional support for students, staff, and the community.

Family and Community Involvement Weaknesses (continued)

What types of services are available to support students in special programs? What are the results?

Students in our ESL program and their families are encouraged to be involved in the school and we provide support through a Spanish Speaking Liaison. In special education, we currently provide VI, AI, SI, Homebound, OT, PT, Resource, Life Skills, Career Development, and transition services.

What types of community partnerships exist to support families and students?

We have partnerships with many of the local families and businesses. We currently partner with a few local businesses and churches. Post COVID we plan to increase our partnerships with local businesses and community.

Family and Community Involvement Needs

We need to support our ESL families more and possibly offer online classes. We need to do more community outreach. Create more community partnerships.

Family and Community Involvement Summary

How is this CSF impacted by your findings?

Addressing the needs of all of our families will increase academic performance in three subgroups: At-Risk, Economically Disadvantaged, and whites.

SCHOOL CONTEXT AND ORGANIZATION

School Context and Organization Strengths

How is adequate time devoted to subjects in which students perform poorly?
We have implemented after school tutorials and Jump Start (summer school). Teachers utilize this time as a tutorial /RTI time in order to address poor academic performance by students.

SCHOOL CONTEXT AND ORGANIZATION (continued)

How do teachers have a voice in decision making and school policies?
Teachers, aides, and staff are routinely surveyed through emails, surveys, and in person for input. No decisions are made without it running through the PLC time or staff survey for teacher and staff input.

Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?
Yes. We make every attempt to value off-duty time. Yet, as a small school, there are a myriad of opportunities for everyone to participate as much or as little as the individual desires.

What are the students', parents', and community members' perceptions of the school?
Parents and students appreciate the loving, caring staff of Matagorda ISD. They feel safe and welcomed on campus and are appreciative of the amount of communication coming from the campus.

What do school expectations reveal?
School expectations reveal that teachers and administration hold students to high academic level of performance. We also expect students to be good citizens and follow the behavior standards outlined at the campus level.

School Context and Organization Weaknesses

What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

Through PLC meetings teachers are working to gain strength in building assessments and determine effectiveness of programs. We are currently training them on best practices and how to teach to the depth of knowledge listed in the standards.

School Context and Organization Needs

More training opportunities on how read, understand, and follow the SEs. More training on how to build assessments that align to the rigor of the content TEKS.

School Context and Organization Summary

Which CSF impacts / is impacted by the data or information in this section?

- Increased Family and Community Engagement
- Improve School Climate

TECHNOLOGY

Technology Strengths

What technology do we have?

- Lady Bug Document Cameras
- Short Throw Projectors
- Teacher Laptops
- 1:1 Chromebooks for Grades 3-12
- Tablets for Pre-K through 2nd Grade
- Districtwide WiFi
- 100 mb external internet connection

- Fiber-connecting each building to main servers
- Workgroup printers / scanners
- Google Classroom

How is technology utilized to support curriculum, instruction, and assessment integration and implementation?
Technology is used in most lessons throughout the campus to support their instruction. Technology has reduced some of the paper usage at this campus.

Technology Weaknesses

What is the technology proficiency for staff and students?
Staff and students have not had adequate training on the technology we have. Students understand how to use it, but do not use it effectively to benefit their education at present.

How does staff feel about technology?
Most staff enjoy having the technology in their rooms. Some teachers prefer or need students to use paper for their TEKS. Overall, the staff would feel better about it if they had the appropriate training.

What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?
Some of the technology is old and needs to be updated, but funds prevent that from happening. Also, budget constraints prohibit us from keeping up with the forever-changing technology.

What types of technology professional development have we provided? What was the impact for staff and students?
We have provided online tech training for teachers.

In which content areas are we using technology and how? What is the effect?
All content areas have the ability to use technology.

Technology Needs
Adequate training for teachers and students. Improved technology infrastructure.

Technology Summary

Which CSF impacts / is impacted by the date or information in this section?

- Increased academic progress
- Increased learning time
- Increased teacher quality

COMPREHENSIVE NEEDS ASSESSMENT DATA SOURCES

Community Demographics

Community Input

Disaggregated STAAR Data

Discipline Referrals

District Policies

Federal Program Guidelines

Growth Projections

Highly Qualified Staff

Parental Involvement Policy

PEIMS Reports

Promotion / Retention Rates

Report Card Grades

Special Student Populations

Staff Development

Staff / Parents / Community / Business Members Involved with SBDM

Summary of student Progress (not taking STAAR)

Survey and Interviews of Students / Staff / Parents