

Plano Independent School District

Mathews Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

At Mathews, We empower and support the whole child to think critically, creatively and collaboratively. As a community, we foster relationships in a safe and secure environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mathews Elementary is a richly diverse community that strives to serve the individual needs of each and every student. We serve 470 student in grades Kindergarten through Fifth grade.

In regards to ethnicity: 45% of our population identifies themselves as white, 34% as Asian, 9% as Hispanic, 7% as 2 or more, and 6% as African American.

22% of our students qualify and are served through our Gifted and Talented program. 13% of our students are Economically Disadvantaged. We serve 11% of our students with Special Education services and 2% supported through 504.

We have a highly qualified professional staff of educators that strive to meet the academic, intellectual and emotional needs of each student we serve.

Refer to addendum Mathews Demographic 'Snapshot' August 15, 2019.

Demographics Strengths

The diversity of our Mathews community enrich the development of all our students in nurturing an understanding, appreciation, and respect for our differences as well as a celebration of how we are each a valued member and part of our school community

Student Learning

Student Learning Summary

Mathews Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Learning Strengths

Mathews achieved 2 of 2 of the eligible indicators in the top quartile for ***Postsecondary Readiness***. Indicators resulted in 83% of students Meeting Grade Level or Above Grade Level in All Subjects and 80% of Grades 3-5 results at meet Grade Level or Above Grade Level in both Reading and Mathematics.

Grades 3, 4, and 5 were recognized for ***Distinction for Academic Achievement in Mathematics***. Grade 3 ***Masters*** Grade Level at 65%, Grade 4 ***Masters*** Grade Level at 66% and Grade 5 with an 84% of ***Masters*** Grade Level. ***Accelerated*** Student Progress in Math reflected 61% achievement over all.

Grade 5 Science earned ***Distinction for Academic Achievement in Science*** with 53% of students earning Masters Grade Level Performance.

Mathews earned ***Distinction for Academic Achievement in English Language Arts/Reading*** with Accelerated Student Progress Overall in ELA/Reading of 40%, Grade 3 Mastering Grade level in Reading at 63% and Grade 4 Mastering Grade Level in Reading at 55%.

Mathews earned a ***Distinction Designation in Comparative Academic Growth*** to Like Campuses across the state in the top quartile for Academic Growth with a Scaled Score of 92% (Range 90-94).

Mathews earned Distinction Designation in Comparative Closing the Gaps to Like Campuses across the state in the top quartile for Academic Growth with a Scaled Score of 100%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students meeting Grade Level Standard or Above in reading is 83%. Gaps exist between the performance of economically disadvantaged students (51%) and non-economically disadvantaged students (85%) **Root Cause:** We do not have the strategic processes and procedures in place to target specific intervention to promote maximum student growth.

Problem Statement 2: The percentage of grade 4 students meeting Masters Grade Level in Writing STAAR is 30%. **Root Cause:** We do not have the strategic processes and procedures in place to support across the grade level intervention and enrichment with fidelity to maximize student learning.

Problem Statement 3: The percentage of grade 5 students meeting Masters Grade Level in Reading STAAR is 62%. **Root Cause:** We do not have the strategic processes and

procedures in place to support across the grade level intervention and enrichment with fidelity to maximize student learning.

School Processes & Programs

School Processes & Programs Summary

At Mathews we are implementing structures and strategies with fidelity to maximize student learning with intentional collaborative planning in all grade levels utilizing best practices and resources to maximize student growth.

A Mathews Organizational Chart provides staff with clarity of available resources and support.

Our Master Schedule across the grade levels allows all students academic and intellectual needs to be met by additional support services; i.e. Special Education, Dyslexia, PACE, Tier 2 and 3 Intervention; as well as securing daily opportunity to address the social emotional well-being of each student in each classroom through SEL lessons.

Self-contained classrooms in Grades K-4 provide the best environment to nurture student academic and intellectual growth.

Collaborative Planning on Monday and Tuesdays by each grade level for unit planning with Instructional Differentiation on Thursdays increase quality and equity of instruction across the grade level.

Structured collaborative planning to support differentiation for student learning will help identify specific needs for growth for all students to maximize individual growth and progress.

Utilizing Guided Reading/Writing supports the quality and consistency of instruction not only within the grade level but across the grade levels as well.

School Processes & Programs Strengths

Classrooms are self-contained for Grades K-4.

Collaborative Planning is promoted, developed, and maximized with fidelity weekly. Monday, Tuesday, and Thursday in the designated Planning Room with the Principal, Instructional Specialist, and Assistant Principal.

Our Instructional Leadership team (Principal, Assistant Principal, Instructional Specialist, Grade Level Team Leaders, and Special Educational Team Leader attended the Collaborative Planning Professional Development as well as the Assessment Professional Development in July, 2019.

Utilizing district Academic Support for the Collaborative Planning initiative coupled with Data Analysis to maximize targeted intervention and enrichment will maximize professional development and understanding for our staff as well as enhance the quality of instruction and student learning in the classroom in each grade level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices) **Root Cause:** We will address the responsiveness to students, social, emotional, and physical needs by ensuring that there are structures and systems in place to promote student well being. We will address the need for effective data analysis by ensuring that there are adequate structures and systems in place for appropriate assessment analysis and instructional responses. We will address the need for effective planning by ensuring that there are adequate structures, systems, and resources in place to implement and enhance planning and instruction with fidelity across each grade level.

Problem Statement 2: We lack the structure and systems to promote a network of collaboration to strategically identify students individual needs to target specific intervention and enrichment for each student's individual growth. **Root Cause:** We have not established structures and systems of collaboration to promote differentiation and targeted intervention to meet the individual needs of our students with fidelity.

Perceptions

Perceptions Summary

At Mathews we embrace the diversity of our community. We have a community that promotes caring, kindness, and mutual respect. Our staff recognize that Maslow Deficiency Needs are a prerequisite (physiological, safety, belonging, esteem needs) in order to promote the Growth Needs as well as to successfully master the hierarchy of Bloom's Critical Thinking.

Perceptions Strengths

Our school culture is founded in the socio-emotional well-being of our students and our staff. We strive for students to develop a healthy self-concept as well as empathy, appreciation, and respect for one another as well as for our teachers and staff. Our daily morning circle times provides the springboard for building a supportive learning environment in our school.

Priority Problem Statements

Problem Statement 1: The percentage of students meeting Grade Level Standard or Above in reading is 83%. Gaps exist between the performance of economically disadvantaged students (51%) and non-economically disadvantaged students (85%)

Root Cause 1: We do not have the strategic processes and procedures in place to target specific intervention to promote maximum student growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices)

Root Cause 2: We will address the responsiveness to students, social, emotional, and physical needs by ensuring that there are structures and systems in place to promote student well being. We will address the need for effective data analysis by ensuring that there are adequate structures and systems in place for appropriate assessment analysis and instructional responses. We will address the need for effective planning by ensuring that there are adequate structures, systems, and resources in place to implement and enhance planning and instruction with fidelity across each grade level.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 30, 2020











Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Mathews 3rd grade students that score meets grade level or above on STAAR Reading will increase from 85% in 2019 to 87% by June 2021. The Special Education student group performance will increase from 60% in 2019 to 63% in 2021. The white student group performance will increase from 76% in 2019 to 77% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: We have established and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday. Strategy's Expected Result/Impact: Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Team Leaders TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Each Grade Level PLC through data analysis will create SMART Goals to target specific intervention and enrichment to promote student mastery and growth. Strategy's Expected Result/Impact: Grade Level SMART Goals will increase student intellectual and academic performance by targeting specific areas of instruction to maximize student growth. SMART goals will be based on prior year's data as well as ongoing informal and formal assessments. Grouping and instruction will be fluid based on students progress and ongoing needs. Staff Responsible for Monitoring: Instructional Specialist, Team Leader Grade Level PLC TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Performance Objective 2: The percent of Mathews students that score Meets grade level or above on STAAR Reading 3-5 will increase from 83% in 2019 to 85% by June 2021. The white student group performance will increase from 82% in 2019 to 83% in 2021. The Special Education student group performance will increase from 52% in 2019 to 55% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective











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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Mathews students that score Meets grade level or above on STAAR Writing 4 will increase from 67% in 2019 to 69% by June 2021. The Special Education student group performance will increase from 36% in 2019 to 38% in 2021. The white student group performance will increase from 62% in 2019 to 63% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We have established and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday. Strategy's Expected Result/Impact: Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Team Leaders TEA Priorities: Build a foundation of reading and math	Formative		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Mathews 3rd grade students that score meets grade level or above on STAAR Math will increase from 82% in 2019 to 83% by June 2021. The Special Education student group performance will increase from 50% in 2019 to 53% in 2021. The white student group performance will increase from 76% in 2019 to 77% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: We have established and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday. Strategy's Expected Result/Impact: Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Team Leaders TEA Priorities: Build a foundation of reading and math	Formative		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Mathews students that score Meets grade level or above on STAAR Math 3-5 will increase from 89% in 2019 to 90% by June 2021. The white student group performance will increase from 87% in 2019 to 88% in 2021. The Special Education student group performance will increase from 58% in 2019 to 61% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: We have established and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday. Strategy's Expected Result/Impact: Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Team Leaders TEA Priorities: Build a foundation of reading and math	Formative		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Mathews students that score Meets grade level or above on STAAR Science 5 will increase from 81% in 2019 to 83% by June 2021. The white student group performance will maintain at 81% in 2021. The Special Education student group performance will increase from 44% in 2019 to 46% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We have established and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday. Strategy's Expected Result/Impact: Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Team Leaders TEA Priorities: Build a foundation of reading and math	Formative		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2020-21 SBIC

Committee Role	Name	Position
Administrator	Ryan Steele	Principal
Administrator	Patricia Powell	Assistant Principal
Instructional Specialist	Deanna Lowenthal	Instructional Specialist
PACE Teacher	Ginny Selec	PACE teacher
Special Education Teacher	Courtney Hayden	Special Education TL
Classroom Teacher	Deborah Norkiewicz	Kindergarten TL
Classroom Teacher	Melanie Willett	Fifth Grade TL
Classroom Teacher	Kristin Woodard	Second Grade TL
Counselor	Lauren Toler	Counselor
District-level Professional	Mary Swinton	PISD Academic Coordinator
Community Representative	Emery Courtney	City of Plano Librarian
Community Representative	Helen Greer	Community Representative
Parent	Terri Childress	PTA President
Parent	Elisa Klein	Parent
Parent	Jean Evans	Parent
Parent	Ben Glispie	Parent
Parent	Brian Johnston	Parent
Business Representative	Andrea Klima	Owner: Bricks and Mini Figs
Business Representative	Turner Carrie	Marketing and Partnership Development

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	50	84	82		96		53	52	58	90	92	85	79	83
2020	52	86	82		96		54	53	60	91	94	85	80	84
2021	54	89	83		97		56	55	63	93	96	86	82	85
2022	57	92	84		98		57	57	67	95	98	87	84	87
2023	61	97	85		99		60	59	72	98	100	88	87	89
2024	66	100	86		100		63	62	78	100	100	89	91	91

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	50	95	87		98		87	58	58	100	94	90	85	89
2020	52	97	87		98		88	59	60	100	95	90	86	90
2021	54	99	88		99		89	61	62	100	96	91	87	90
2022	57	100	88		99		90	63	65	100	98	91	89	91
2023	61	100	89		100		91	65	69	100	100	92	91	93
2024	66	100	90		100		93	68	74	100	100	93	94	94

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Mathews

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students			29		30			10	5		14	52	16	68
2019			76		93			60	80		93	83	94	85
2020			76		93			61	82		95	83	95	86
2021			77		94			63	85		97	84	97	87
2022			78		95			65	89		99	85	99	89
2023			79		96			67	94		100	86	100	91
2024			80		97			70	100		100	87	100	93

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Mathews

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students			29		30			10	5		14	52	16	68
2019			76		97			50	60		93	83	81	82
2020			76		97			51	62		94	83	82	83
2021			77		98			53	64		95	84	83	83
2022			77		98			55	67		97	84	85	84
2023			78		99			57	71		99	85	87	86
2024			79		100			60	76		100	86	90	87

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Mathews - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 67% in 2019 to 69% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
68% 2019 Baseline: 67%	69%	71%	73%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	13	75	62	*	88	*	50	36	27	40	100	69	60	67
2020	14	77	62	*	88	*	51	37	29	41	101	69	61	68
2021	17	79	63	*	89	*	52	38	32	43	103	70	63	69
2022	20	83	63	*	89	*	54	40	36	45	106	70	65	71
2023	24	87	64	*	90	*	56	43	41	48	109	71	68	73
2024	29	93	66	*	92	*	59	46	47	51	114	73	71	75
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Mathews - STAAR Grade 5 Science														
The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 81% in 2019 to 83% by June 2021.														
Yearly Target Goals														
2020		2021			2022		2023			2024				
82% 2019 Baseline: 81%		83%			84%		85%			86%				
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	40	71	81	*	92	*	80	44	50	100	86	84	70	81
2020	41	72	81	*	92	*	80	45	51	101	87	84	71	82
2021	44	75	81	*	92	*	81	46	54	102	88	84	72	83
2022	47	77	82	*	93	*	82	48	57	104	89	85	74	84
2023	51	81	82	*	93	*	84	51	61	106	91	85	76	85
2024	56	86	83	*	94	*	86	54	66	109	94	86	79	86
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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