

Plano Independent School District
Mathews Elementary
2022-2023



Board Approval Date: September 20, 2022

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 Pre-Kindergarten through Fifth grade.

In regards to ethnicity: 48% of our population identifies themselves as white, 32% as Asian, 7% as Hispanic, 6% as 2 or more, and 7% as African American.

20% of our students qualify and are served through our Gifted and Talented program. 24% of our students are Economically Disadvantaged. We serve 15% of our students with Special Education services and 4% 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.

Demographics Strengths

Diverse student body

Longevity of staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: It is important we know the learning needs, interventions and enrichments each student needs to maximize each student's individual growth. **Root Cause:** Our demographics are changing due to increase transfers and centralized programs provided at Mathews.

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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in all quintiles are not meeting growth expectations in math, as evidenced by MAP Projected Growth Reports. **Root Cause:** We will address the needs of teacher teams and collaborative groups to effectively plan for differentiation to meet student needs, and make informed decisions with data when planning

Problem Statement 2 (Prioritized): All students are not making expected progress in reading, as evidenced by reading records and MAP. **Root Cause:** We will address the needs of teacher teams and collaborative groups to effectively plan for differentiation to meet students needs, understand how to implement guided reading with fidelity, and make informed decisions with data when planning.

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 Pre-K-2 provide the best environment to nurture student academic and intellectual growth.

Collaborative Planning occurs twice a week, while Kid talk and Data Analysis occurs monthly.

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

Collaborative Planning

Vertical Teams

Monthly Data Analysis

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

Mathews staff focuses on building relationships and daily SEL for the development of the whole child.

Priority Problem Statements

Problem Statement 1: Students in all quintiles are not meeting growth expectations in math, as evidenced by MAP Projected Growth Reports.

Root Cause 1: We will address the needs of teacher teams and collaborative groups to effectively plan for differentiation to meet student needs, and make informed decisions with data when planning

Problem Statement 1 Areas: Student Learning

Problem Statement 2: All students are not making expected progress in reading, as evidenced by reading records and MAP.

Root Cause 2: We will address the needs of teacher teams and collaborative groups to effectively plan for differentiation to meet students needs, understand how to implement guided reading with fidelity, and make informed decisions with data when planning.

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 goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Running Records results

Goals



Revised/Approved: September 8, 2022


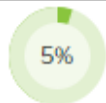




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Mathews 3rd grade students that score meets grade level or above on STAAR Reading will increase from 79% in 2022 to 80% by June 2023. The Special Education student group performance will increase from 57% in 2022 to 60% in 2023. The white student group performance will increase from 77% in 2022 to 78% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR




Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher teams will utilize the Collaborative Team Framework through PLC meetings and extended planning to review and interpret data, develop lessons, and determine interventions and extensions including differentiation for all students. Strategy's Expected Result/Impact: Across disciplines teachers will be able to maximize instructional opportunities with targeted objectives that will specifically meet the needs of students to maximize growth. As measured by district and state assessments. Staff Responsible for Monitoring: Campus Instructional Leaders, Team Leaders, and Grade Level PLCs. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in monthly data analysis conversations and use information gained in these data analysis conversations to enhance lesson plans. Strategy's Expected Result/Impact: Teacher understanding of student strengths and opportunities will grow, leading to adjustments in instruction based on student need, increase understanding of resources such as Edugence and Amplify. Staff Responsible for Monitoring: Campus Instructional Leaders	Formative		
	Nov	Feb	June
			






Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will participate in vertical team meetings to determine universal practices at Mathews. Strategy's Expected Result/Impact: The Mathews PLC will strengthen when universal practices are determined, resulting in continuity of instruction and a stronger understanding of vertical alignment. Staff Responsible for Monitoring: Campus Instructional Leaders.	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Reading teachers will participate in Literacy Footprints training to increase instructional competence and implement learning in guided reading. Strategy's Expected Result/Impact: Increase instructional competence, research based literacy learning on student instructional level. Staff Responsible for Monitoring: Campu Instructional Leaders, Grade Level PLCs.	Formative		
	Nov	Feb	June
			
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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 from 2022 to 2023.

Performance Objective 2: The percent of Mathews students that score Meets grade level or above on STAAR Reading 3-5 will increase from 87% in 2022 to 88% by June 2023. The white student group performance will increase from 85% in 2022 to 86% in 2023. The Special Education student group performance will increase from 61% in 2022 to 64% in 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher teams will utilize the Collaborative Team Framework through PLC meetings and extended planning to review and interpret data, develop lessons, and determine interventions and extensions including differentiation for all students. Strategy's Expected Result/Impact: Across disciplines teachers will be able to maximize instructional opportunities with targeted objectives that will specifically meet the needs of students to maximize growth. Staff Responsible for Monitoring: Campus Instructional Leaders, Team Leaders, and Grade Level PLCs. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in monthly data analysis conversations and use information in these data analysis conversations to enhance lesson plans for instruction including dedicated I/E time in each grade level. Strategy's Expected Result/Impact: Teacher understanding of student strengths and opportunities will grow, leading to adjustments in instruction based on student need , increase understanding of resources such as Edugence and Amplify. Staff Responsible for Monitoring: Campus instructional leaders.	Formative		
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	Nov	Feb	June
			

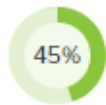
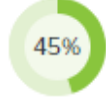
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	Nov	Feb	June
	 5%		
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Mathews 3rd grade students that score meets grade level or above on STAAR Math will increase from 61% in 2022 to 62% by June 2023. The Special Education student group performance will increase from 36% in 2022 to 39% in 2023. The white student group performance will increase from 57% in 2022 to 58% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR



Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher teams will utilize the Collaborative Team Framework through PLC meetings and extended planning to review and interpret data, develop lessons, and determine interventions and extensions including differentiation for all students. Strategy's Expected Result/Impact: Across disciplines teachers will be able to maximize instructional opportunities with targeted objectives that will specifically meet the needs of students to maximize growth as measured by state and district assessments. Staff Responsible for Monitoring: Campus instructional leaders, team leaders, Grade level PLCs. ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
			
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	Nov	Feb	June
			






Strategy 3 Details		Formative Reviews		
Strategy 3: Teachers will participate in vertical team meetings to determine universal practices at Mathews. Strategy's Expected Result/Impact: The Mathews PLC will strengthen when universal practices are determined, resulting in continuity of instruction and a stronger understanding of vertical alignment. Staff Responsible for Monitoring: Campus instructional leaders. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
				
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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 2022 to 2023.

Performance Objective 2: The percent of Mathews students that score Meets grade level or above on STAAR Math 3-5 will increase from 73% in 2022 to 74% by June 2023. The white student group performance will increase from 69% in 2022 to 70% in 2023. The Special Education student group performance will increase from 34% in 2022 to 37% in 2023.

Evaluation Data Sources: 2023 Math STAAR





Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher teams will utilize the Collaborative Team Framework through PLC meetings and extended planning to review and interpret data, develop lessons, and determine interventions and extensions including differentiation for all students. Strategy's Expected Result/Impact: Across disciplines teachers will be able to maximize instructional opportunities with targeted objectives that will specifically meet the needs of students to maximize growth as measured by state and district assessments. Staff Responsible for Monitoring: Campus instructional leaders, team leaders, Grade level PLCs. ESF Levers: Lever 3: Positive School Culture	Formative		
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	Nov	Feb	June
			
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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 2022 to 2023.

Performance Objective 1: The percent of Mathews students that score Meets grade level or above on STAAR Science 5 will increase from 78% in 2022 to 79% by June 2023. The white student group performance will increase from 74% in 2022 to 75% in 2023. The Special Education student group performance will increase from 27% in 2022 to 30% in 2023.

Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher teams will utilize the Collaborative Team Framework through PLC meetings and extended planning to review and interpret data, develop lessons, and determine interventions and extensions including differentiation for all students. Strategy's Expected Result/Impact: Across disciplines teachers will be able to maximize instructional opportunities with targeted objectives that will specifically meet the needs of students to maximize growth as measured by state and district assessments. Staff Responsible for Monitoring: Campus instructional leaders, team leaders, Grade level PLCs. ESF Levers: Lever 3: Positive School Culture	Formative		
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2022-2023 SBIC

Committee Role	Name	Position
Administrator	Gwendolin Miller	Principal
Administrator	Ashlie Dansbee	Assistant Principal
Instructional Specialist	Deanna Lowenthal	Instructional Specialist
Classroom Teacher	Katie Specht	Kindergarten Team Leader
Special Education Teacher	Olivia Adkins	Special Education Teacher
Classroom Teacher	Zachary Tracy	Third grade Teacher
Classroom Teacher	Sarah Villarreal	Second Grade Teacher
Counselor	Lauren Toler	Counselor
District-level Professional	Aimee Estep	PISD Academic Support
Community Representative	Emery Courtney	City of Plano Librarian
Community Representative	Jill Dlott	Community Representative
Parent	Jenny Quintana	Parent
Parent	Elisa Klein	Parent
Parent	Scarlette Cassedy	Parent
Parent	Sonia Sanchez	Parent
Parent	Julie Callahan	Parent
Business Representative	Spencer Moore	Owner: Handels Ice Cream
Business Representative	Samara Gutierrez	Marketing and Partnership Development
Parent	Jennifer Calder	Parent
Librarian	Stacey Noble	Librarian
Classroom Teacher	Paula Walls	Fourth Grade Teacher

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,330.00
+/- Difference					\$1,330.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$390.00
+/- Difference					\$390.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,925.00
+/- Difference					\$1,925.00
Grand Total Budgeted					\$3,645.00
Grand Total Spent					\$0.00
+/- Difference					\$3,645.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	1	35	0	20	0	14	10	1	7	51	11	62
2022	67	0	77		90		57	60	100	86	76	91	79
2023	69	2	78		91		60	62	100	88	77	92	80
2024	71	4	78		91		63	64	100	90	77	94	80
2025	73	6	79		92		67	66	100	93	78	96	81
2026	77	10	81		94		73	70	100	97	80	99	83
2027	81	14	82		95		80	74	100	100	81	100	84

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	6	37	0	23	0	16	10	0	8	53	20	73
2022	100	100	84		96		62	70		100	89	90	89
2023	100	100	85		97		65	72		100	90	91	90
2024	100	100	85		97		68	74		100	90	93	90
2025	100	100	86		98		72	76		100	91	95	91
2026	100	100	88		100		78	80		100	93	98	93
2027	100	100	89		100		85	84		100	94	100	94

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	10	34	0	22	0	11	20	2	12	65	11	76
2022	80	80	94		95		64	85	100	83	92	91	92
2023	82	82	95		96		67	87	100	85	93	92	93
2024	84	84	95		96		70	89	100	87	93	94	93
2025	86	86	96		97		74	91	100	90	94	96	94
2026	90	90	98		99		80	95	100	94	96	99	96
2027	94	94	99		100		87	99	100	99	97	100	97

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	13	17	106	0	65	0	41	40	3	27	169	42	211
2022	85	82	85		94		61	75	100	89	86	90	87
2023	87	84	86		95		64	77	100	91	87	91	88
2024	89	86	86		95		67	79	100	93	87	93	88
2025	91	88	87		96		71	81	100	96	88	95	89
2026	95	92	89		98		77	85	100	100	90	98	91
2027	99	96	90		99		84	89	100	100	91	100	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	1	35	0	20	0	14	10	1	7	51	11	62
2022	0	0	57		80		36	50	0	86	59	73	61
2023	3	2	58		81		39	52	1	88	60	75	62
2024	6	5	60		83		42	55	3	90	62	77	64
2025	9	9	62		85		46	59	5	93	64	80	66
2026	15	13	64		87		51	63	7	97	66	84	68
2027	21	19	67		90		58	69	10	100	69	89	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	6	37	0	23	0	16	10	0	8	53	20	73
2022	80	50	68		78		38	50		75	70	70	70
2023	83	52	69		79		41	52		77	71	72	71
2024	86	55	71		81		44	55		79	73	74	73
2025	89	59	73		83		48	59		82	75	77	75
2026	95	63	75		85		53	63		86	77	81	77
2027	100	69	78		88		60	69		91	80	86	80

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	10	34	0	22	0	11	20	2	12	65	11	76
2022	60	70	82		100		27	75	100	75	88	73	86
2023	63	72	83		100		30	77	100	77	89	75	87
2024	66	75	85		100		33	80	100	79	91	77	89
2025	69	79	87		100		37	84	100	82	93	80	91
2026	75	83	89		100		42	88	100	86	95	84	93
2027	81	89	92		100		49	94	100	91	98	89	96

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	13	17	106	0	65	0	41	40	3	27	169	42	211
2022	54	59	69		86		34	62	67	78	73	71	73
2023	57	61	70		87		37	64	68	80	74	73	74
2024	60	64	72		89		40	67	70	82	76	75	76
2025	63	68	74		91		44	71	72	85	78	78	78
2026	69	72	76		93		49	75	74	89	80	82	80
2027	75	78	79		96		56	81	77	94	83	87	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

Mathews

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	10	34	0	22	0	11	20	2	12	65	11	76
2022	80	50	74		91		27	70	100	75	77	82	78
2023	83	52	75		92		30	72	100	77	78	84	79
2024	86	55	77		94		33	75	100	79	80	86	81
2025	89	59	79		96		37	79	100	82	82	89	83
2026	95	64	81		98		42	84	100	86	84	93	85
2027	100	70	84		100		49	90	100	91	87	97	88

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
Principal, Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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, District Coordinator K-12 Health and Physical Education, District Health Services	<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. Campus Wellness Plan • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">• Utilize social media to keep parents and community informed. Funding source: State and Local• 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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