

Mathews Elementary School

Campus Improvement Plan

2020/2021



Grace Martino-Brewster
906 West Lynn St. Austin, TX 78703
(512) 414-4406
grace.martinobrewster@austinisd.org

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DMAC Solutions ®

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Campus Mission

The Mission of Mathews Elementary, in partnership with our students and families, is to teach a rigorous academic curriculum and a robust social emotional/character program. We believe all learning is strengthened when taught with a culturally relevant pedagogy, through the lens of design thinking, and authentic tasks. Students learn best when they know their own progress, receive feedback for improvement, and are given opportunities for both enrichment and intervention. Our students are prepared for success in school and life, as learners and positive members of our campus, local and global communities.

Campus Vision

Mathews is a joyful, inclusive, and innovative community committed to making the world a better place through education.

Campus Values

Mathews Elementary values:

- the whole child
- diversity and culturally relevant pedagogy
- social emotional learning
- authentic learning opportunities
- creativity and problem-solving
- learning in warm, nurturing and safe academic community

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Mathews Elementary has been proudly serving the students of Austin since 1916. With strong academic programming provided by a committed staff of educators, Mathews offers excellent educational opportunities for approximately 350 students. Our student body demographics are comprised of:

- 44 % White
- 38% Hispanic
- 7 % Black
- 6 % Asian
- 6 % Two or More Races

From PreK4 through sixth grade, Mathews offers multiple hands on programs that prepare students for middle school and beyond, including a philosophy of MakerEducation and project based learning. The school has an active PTA and many opportunities for parent involvement.

Demographics Weaknesses

Based on the 2019 Texas Education Agency School Rankings, Mathews Elementary earned an overall rating of B for "recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students." We earned the distinction designation for Post-Secondary Readiness but failed to earn the distinction designations for STAAR ELA/Reading, Mathematics, Science, Comparative Academic Growth, or Comparative Closing the Gaps. Specifically, we need to improve on academic progress from year to year and on closing the achievement gap for all student groups.

Demographics Needs

Each of our students needs a quality education with access to strong teachers and a comprehensive curriculum. We, as a campus staff, need to be aware of our various demographic groups, areas of academic strengths and areas of academic need for each child in order to provide targeted intervention and enrichment.

Demographics Summary

Mathews Elementary provides a quality education, earning an A for Student Achievement and a B for School Progress. We earned a C in Closing the Achievement Gaps which

Comprehensive Needs Assessment

Demographics Summary (Continued)

is a focus for us this year. Our diverse student population is a strength and an area we need to pay close attention to in order to provide equitable student outcomes for all.

Student Achievement

Student Achievement Strengths

Mathews earned an A rating from the Texas Education Association for student achievement in 2019. We saw gains in math and reading achievement in 3rd and 5th grades. We saw double digit gains in writing achievement for our Hispanic and Econ Dis student populations.

Student Achievement Weaknesses

Student achievement dropped in math and reading for our 4th and 6th grade students. The fourth grade students for whom this data was collected are currently sixth grade students.

Student Achievement Needs

Based on the 2019 Texas Education Agency's school rankings, Mathews did not earn distinction designations for ELA/Reading, Mathematics, Science, Comparative Academic Growth, or Comparative Closing the Achievement Gaps. We need to focus on providing a targeted instructional program to boost student academic achievement, based on current data. The hybrid model of schooling this year - both in person and remote - poses significant challenges as did the early shut down of schools last year.

Student Achievement Summary

During the 2020-2021 school year, all teachers will work closely with Mathews administrators to closely monitor student progress towards mastery of grade level content. Administration will create a watch list for our students based on the beginning of year assessments for reading and math. Teachers will utilize flexible small group instruction, both in person and virtual to provide targeted support based on student data.

MAP skills Reading Fluency test will be administered monthly to students who are not showing growth in Reading. Data from Imagine Learning, DreamBox, IReady, and IXL will be utilized to guide instruction. Teachers will track all students progress in their own digital data notebooks with specific grade level milestones, district benchmarks, and state required assessments (Circle PM, TX-KEA, MAP Growth for Reading & Math).

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Mathews has a strong and positive school culture, one that is focused on celebrating each and every person who walks through our doors. We strive to weave social emotional learning throughout the school day in each class. The Positivity Project, a character education program focused on other people matter, is utilized to help students build and keep positive relationships with peers and adults. We build school-wide activities to form connections across grade levels, including our school-wide read aloud, our House system, school-wide STEAM Day and multiple festivals. Mathews is a strong and caring community.

School Culture and Climate Weaknesses

While we strive to build a positive culture for our students, last year's TELL survey indicated a need for adults to treat each other with kindness and respect. This clearly indicates that we lacked a sufficient protocol for communication and ways to build connections and trust among the staff. The TELL survey also indicated that teachers didn't always feel student discipline was handled in a way that supported classroom instruction.

School Culture and Climate Needs

Mathews needs a consistent and useful protocol for communication for staff members that can be utilized at grade level teams, committees, and during school-wide meetings and events. In addition, we need to build in opportunities for staff to build connections and provide feedback socially and academically. Finally, we need a well articulated policy for student discipline, including a strong feedback loop, so teachers and administrators are working together to support students who have behavioral challenges.

School Culture and Climate Summary

Mathews has a strong school-wide student culture and all staff work diligently to create safe and welcoming spaces for all students. We respect diversity and celebrate every person for who they are. We have systems in place to foster positive student relationships across the grade levels and build school traditions to help all feel connected to the school.

While our students culture is strong, we have some work to do around the adult culture. We are building systems to foster connections between the staff and are looking at ways to better communicate with each other and support one another in our work. Having some staff who are in person and others who are working remotely poses a unique challenge as we strive to maintain shared experiences and purpose for all.

Mathews Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule monthly meetings with team leaders, support staff, department committees. (Target Group: All) (Strategic Priorities: 2)	Principal	ongoing		Criteria: Calendar, Agendas, Meeting Minutes
2. Ensure grade level teams meet weekly and academic teams meet monthly for 60 minutes. Teams will follow a planning process to ensure student progress and growth in reading and math. (Target Group: All) (Strategic Priorities: 2) (Target Group: All) (Strategic Priorities: 1,2)	Administrative Team, Department Chairs, Team Leaders	Quarterly		Criteria: Team and department meeting minutes along with the development and evidence of common instructional practices.
3. Implement a progress monitoring data system to track student growth in reading and math (9 weeks, 18 weeks, MoY). (Target Group: All) (Strategic Priorities: 2) (Target Group: All,H,AA) (Strategic Priorities: 2)	Administrative Team, Team Leaders	Quarterly		Criteria: Current and relevant progress monitoring data chart.

Mathews Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify student-centered data points to monitor for progress toward learning outcomes and work with teachers to create a system for documentation of skills that students are mastering or struggling with and the plan for enrichment and/or acceleration. (Target Group: All,H,AA,ESL,AtRisk) (Strategic Priorities: 1,2)	Principal, Teachers	December 1, 2020		Criteria: Data Points Identified and Monitored
2. Create dedicated time for intervention and enrichment in the schedule (Target Group: All)	Principal, Team Leaders	November 15, 2020		Criteria: Completed Master Schedule

Mathews Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify instructional strategies, classroom procedures, and routines to be introduced, modeled, and practiced with consistency and fidelity in all learning settings. (Target Group: All) (Strategic Priorities: 2)	Administrative Team, Department Chairs	December 1, 2020		
2. Conduct observations in each PreK-6th grade classroom at least once every two weeks to ensure implementation of instructional expectations and campus initiatives and provide each teacher with (written/electronic) feedback within 48 hours. Feedback includes actionable, bite-sized feedback with due date. Walkthrough completion checked weekly at leadership meetings. (Target Group: All) (Strategic Priorities: 1,2)	Administrative Team	Quarterly		

Mathews Elementary School

Goal 2. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use the Positivity Project to teach Other People Matter lessons to all students. Share at home lessons with the community through Family Connections. (Target Group: All)	SEL Committee, Teachers	Quarterly		Criteria: Walk-through evidence of lessons taught.

Mathews Elementary School

Goal 2. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Using the SEL Roadmap as a guide, the SEL team will develop a campus teacher hub (a central location) that will contain lessons that will promote emotionally brave and safe spaces and give students "the opportunity to learn about race and protest and to examine and discuss the influence of COVID-19 on themselves and on others, including the disparate impact of the disease" (SEL Critical Practice 3.4, SEL Road Map CASEL, 2020). This hub will contain links to direct lesson plans created by reputable organizations leading the cause for anti-racist education such as, CASEL, Teaching Tolerance, Anti-Defamation League, Facing History and Ourselves, and others. We will also create a space for anti-racist teacher created lessons. This hub we contain a space where teachers can give feedback on the lessons they tried in their classroom. The SEL team will promote the use of these lessons and collect teacher data on the use of the Hub. Our goal is for every classroom teacher to utilize the hub (Target Group: All)</p>	<p>Administrative Team, SEL Committee</p>	<p>January 2020</p>		<p>Criteria: Completion of hub, survey data on use and effectiveness.</p>
<p>2. Provide ongoing opportunities for staff to partner with each other and our community to design inclusive, anti-racist learning spaces and content where the voices of all of our students are welcomed and encouraged. (Target Group: All,H,AA) (Strategic Priorities: 1)</p>	<p>Cultural Committee, Principal, SEL Committee</p>	<p>Quarterly</p>		<p>Criteria: Agendas for staff meetings and professional development, teacher feedback</p>

SY 20-21 CIP Developers List

Name	Position
Martino-Brewster, Grace	Campus Administrator
Thomas, Jud	CAC Co-Chair, Teacher
Reyna, Stephanie	Counselor
Cannon, Deborah	CAC Member, Parent
Chacon-Posey, Adrienne	CAC Co-Chair, Parent
Cortez, Nicole	CAC Member, Teacher
Gutierrez, Alma	CAC Member - Teacher
Briceno, Sharon	CAC Member - Teacher
Langford, Lenzy	CAC Member - Teacher
Holland, Faye	CAC Member - Teacher
Neal, Claudia	CAC Member - Teacher
Shira, Joan	CAC Member - Teacher
Reynolds, Manue	CAC Member - Parent
Hicks, Gilbert	Associate Superintendent of Elementary Schools