

**MATHEWS EL**  
**Campus Improvement Plan**  
**2021/2022**

*Cultivating Thinkers and Leaders*



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DMAC Solutions ®

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Date Approved:

12/8/2021

## **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.

# MATHEWS EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child Committee that meets monthly to monitor campus goals. (Target Group: All) (Target Group: All)	CATCH Team			Criteria: Criteria: Monthly meeting agendas and meeting minutes with list of attendees and clear next steps.  10/29/21 - Significant Progress
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, and websites. (Target Group: All) (Target Group: All)	CATCH Team			Criteria: Criteria: Newsletters, Meeting agendas, Website postings  10/29/21 - Some Progress
3. Begin each staff meeting with a mindful practice that models social emotional health practices for teachers so they can both benefit and apply the practices in their classrooms.	Administrators, Counselor	September - Ongoing		Criteria: Meeting agendas, application of practices during classroom visits.

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**Objective 2.** (Social and Emotional School Climate) During SY 21-22, the campus will achieve at least a 70% (Acceptable) rating in Social Emotional School Climate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teach the Positivity Project character education lessons and apply learning across all content areas and grade levels. (Target Group: All)	SEL Committee	September 2021 - May 2022		Criteria: Walk-through evidence of lessons taught
2. The administrative team and SEL team will continue to build upon the SEL teacher resource hub that was created for our campus SEED model application. This resource was a result of implementing lessons and activities in an effort to grow in our commitment to social emotional learning and cultural responsiveness and inclusiveness. Campus-wide, we will continue engaging in SEL practices based on CASEL's Framework for System SEL and AISD's Social Emotional Learning Competencies. (Target Group: All,H,AA)	SEL Committee			Criteria: Agendas for staff meetings and professional development, teacher feedback
3. We will train staff members in Dr. Bruce Perry's Neurosequential Model in Education (NME) focusing on the brain's sequence of engagement: regulate, relate, reason. This model will allow staff and students to better understand how their brain develops from the bottom up and how we can better understand when and how we are best able to learn. These practices, based in neuroscience, will empower staff and students to become better learners. NME is a trauma-informed, whole child approach. (Target Group: All)	Administrators, Committee, Counselor	October - Ongoing		Criteria: Meeting agendas, practices implemented in classroom settings, application of strategies by students evident in classroom visits.

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**Objective 3.** (Family Engagement) By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating in Family Engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Share family resources for the positivity project in each weekly family newsletter to connect social emotional learning at school and home. (Target Group: All)	Administrators	September 2021 - May 2022		Criteria: Evidence in weekly family newsletters. Discussion at PTA meetings.
2. Campus will hold at least 8 regular Campus Advisory Council meetings each year. Ensure parent representation on the CAC. (Strategic Priorities: 3) (Target Group: All)		Fourth Monday Each Month		Criteria: Meeting agendas and minutes from meetings held; membership list
3. Share No Place for Hate activities with families to connect the learning at school and at home. (Target Group: All)		Ongoing		Criteria: Family newsletters and agendas for PTA and other parent meetings.

# MATHEWS EL

**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) By the end of SY 21-22, the campus will have an established system for developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities to implement and monitor effective core instruction utilizing culturally proficient pedagogy, acceleration, and enrichment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create clear, written, and transparent roles and responsibilities for campus instructional leaders. Core leadership tasks are scheduled on weekly calendars (observations, debriefs, PLCs) (Target Group: All) (Strategic Priorities: 1,2)	Administrators	First Quarter, Ongoing		Criteria: Written roles and responsibilities, core leadership weekly calendars  10/29/21 - On Track
2. Campus instructional leaders meet weekly in order to: share progress from PLCs, identify trends from walkthroughs, analyze data from common assessments and benchmarks, and focus on student and teacher progress, focused on progress for each and every student. (Target Group: All) (Strategic Priorities: 1,2)	Administrators	First Quarter, Ongoing		Criteria: Weekly leadership meetings, PLC agendas and notes  10/29/21 - Significant Progress
3. Conduct weekly PLC meetings with grade level teams to disaggregate data from multiple sources and plan for culturally proficient and rigorous lessons to ensure high expectations for teaching and learning and growth for all student populations (Target Group: All,H,AA,ECD,SPED,504) (Strategic Priorities: 1)	Administrators	September 2021 - May 2022		Criteria: Notes from weekly PLC meetings, formative assessment data, short cycle assessment data, standardized testing data, student work samples  10/29/21 - On Track

# MATHEWS EL

**Goal 3.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) By the end of SY 21-22, the campus will have a compelling and aligned vision, mission, and values as evidenced by our collectively written preamble that is focused on a safe environment and high expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Begin the year with a focus on core values and the mission of our school. Collectively write our school preamble with a focus on high expectations for all students. (Target Group: All)	Administrators, Counselor, Teachers	First Quarter		Criteria: Comprehensive written preamble. Recitation of the preamble at the beginning of all staff meetings and CAC meetings.  10/29/21 - On Track
2. Instruction is student centered, utilizing the Cultivating Genius framework for deep learning, tying the TEKS to: identity, skills, intellect, criticality, and joy. (Target Group: All)	Administrators, Teachers	First quarter; on-going		Criteria: Teacher lesson plans, student work.  10/29/21 - Some Progress
3. Ensure SEL practices (welcoming circle, closing circle) and Positivity Project lessons are incorporated into daily classroom routines. Family connections will be shared weekly. (Target Group: All)	Administrators, SEL Committee, Teachers	September 2021 - June 202	(O)Other - \$1,500	Criteria: P2 Lessons Taught Walk-through data for opening and closing circle time Family feedback  10/29/21 - On Track

# MATHEWS EL

**Goal 4.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) By June 1, 2022 at least 75% of current students will be registered for SY 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All)	Administrators, Registrar	January - June 2022		Criteria: Percentage of current students registered for SY 22-23 10/29/21 - On Track
2. Work with SEL/CP & I Specialists and committee to ensure a joyful, safe and academically rigorous environment. (Target Group: All)	Administrators, Cultural Committee, SEL Committee, Teachers	September 2021 - May 2022		Criteria: Notes from committee meetings Results from student TELL survey 10/29/21 - On Track
3. Provide Monthly tours to bring in community and highlight successes and strengths and assist parents with questions about enrollment, transfer process, etc. (Target Group: All)	Administrators	December 2021 - May 2022		10/29/21 - On Track



# MATHEWS EL

**Goal 5.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Signage section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure the grounds, safety protocols, signage are consistently monitored and effectively maintained (Target Group: All)		September 2021 - June 2022		Criteria: Signage posted at the street level for parking and wheelchair access.  10/29/21 - On Track
2. Systematically provide clear and ongoing communication to staff, families, and community members. (Target Group: All)	Administrators, Counselor, Office Staff	August 2021 - June 2022		10/29/21 - On Track 10/29/21 - Pending
3. Ensure that phone/voice/email and website practices are systematically reviewed and actively maintained. (Target Group: All)	Administrators, Office Staff	August 2021 - Ongoing		10/29/21 - On Track

## 1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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### **4th 9 weeks report - due June 3**

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

**Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?**

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

# MATHEWS EL Site Base

<b>Name</b>	<b>Position</b>
Martino-Brewster, Grace	Campus Administrator
Mills, Damien	Assistant Principal
Hawkins, Andrea	Administrative Resident
Reyna, Stephanie	Counselor
Velazquez, Sandra	Librarian
Castillo, Miguel	Executive Director

## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

**Sept 13-24: (SEP) Recommended monitoring visit window**

**Sept 17: CIP/TIP final drafts due in BLEND**

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

**Oct 4-8: (OCT) Recommended monitoring visit window**

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

**Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND**

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

**Nov 8-12: (NOV) Recommended monitoring visit window**

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

**Dec 6-10: (DEC) Recommended monitoring visit window**

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

**Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND**

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

**Jan 24-28: (JAN) Recommended monitoring visit window**

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

**Feb 7-11: (FEB) Recommended monitoring visit window**

Feb 22: TIL Lesson Alignment and Formative Assessment

**Feb 28- March 4: (MAR) Recommended monitoring visit window**

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

**March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND**

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

**April 25-29: (APR) Recommended monitoring visit window**

May 31-June 3: MAP Growth data analysis and EOY reports

**June 3: EOY reports submitted to BLEND**

June 6-9: DCSI/EDs review of EOY submissions

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews

### Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

**Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.**

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	70%	36%	60%	93%	91%	67%	100%	79%	56%	13%	92%	88%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

\*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

**Coordinated School Health reflection question:** Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews**

**Longitudinal Discipline Data Report**

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	465	34					157					195					231				
2018-2019	446	40				1	141					190					207				
**2019-2020	448	36					150					195					210				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018		234					149					34									
2018-2019		239				1	153				1	58									
**2019-2020		238					139					59									

\*Remote instruction March 13-May 28, 2020, due to COVID 19

**Discipline Data Reflection Questions:** What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

- The only removal in the last three years has been an African American male student.

What are the top 3 reasons students get referrals?

- Assault or physical aggression

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews

### SY 20-21 MAP Growth BOY to EOY

		English								Spanish									
		BOY				EOY				Change	BOY				EOY				Change
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	
1	36	3	14	83	41	12	32	56	-27										
2	57	7	18	75	58	22	10	67	-8										
3	41	15	2	83	23	17	17	65	-8										
4	62	13	11	76															
5	48	13	13	75															
All																			

**MAP Growth Reflection Question:** What trends do you observe in mastery for your students across grade levels and languages?

Across the board, students performed more poorly on end of year exam than the beginning of the year exam.

### SY 20-21 TELPAS Progress

		Composite Progress for 2020 Cohort				Listening Progress	Speaking Progress	Reading Progress	Writing Progress
		2020		2021		2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	0								
1	2					*	*	*	
2	4					*	*	*	
3	2					*	*	*	
4	2					*	*	*	
5	0					*	*	*	
All									

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components?



**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews**

**SY 20-21 STAAR Results (Reading, Math, Writing, and Science).**

	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																										
Math	03																									
Math	04																									
Math	05																									
Math	06																									
Math	All																									
Reading	03			91	78	44			*	*	*			77	62	23			99	92	69			80	60	30
Reading	04			85	68	40			*	*	*			67	33	8			90	75	50			57	43	29
Reading	05			97	86	69			*	*	*			100	73	64			93	93	64			86	71	57
Reading	06			80	53	45			*	*	*			*	*	*			80	50	10			*	*	*
Reading	All			89	73	46			>99	78	44			80	54	27			91	79	51			74	52	33
Writing	04			71	48	12			*	*	*			50	14	<1			74	53	21			50	25	13
Science	05			83	57	26			*	*	*			75	58	8			85	46	23			63	25	<1

	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services									
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters					
2021 STAAR																										
Math	03																									
Math	04																									
Math	05																									
Math	All																									
Reading	03								*	*	*			*	*	*			*	*	*			*	*	*
Reading	04								*	*	*			80	40	20			60	20	0					
Reading	05								*	*	*			*	*	*			*	*	*			*	*	*
Reading	All								*	*	*			77	38	15			60	40	13					
Writing	04								*	*	*			67	17	<1			50	<1	<1					
Science	05								*	*	*			*	*	*			*	*	*			*	*	*

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)?

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews

### Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5	6.67	7.41	13.04
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	6.98	5.60	12.12

#### Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

This is a category on the form our teachers submit when building class lists.

How are you communicating with all families about GT and/or advanced learning opportunities?

Newsletters, parent information events

How do you support a culture that provides advanced learning opportunities to all students?

High expectations for all, WIN time built in for enrichment, project based learning

<sup>2</sup> Includes African American students who are within the "Two or more races" category.

### GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
<b>CAMPUS</b>	R	O	R		E	E	R		E	E	R		E	C	E		E	E	R	

**KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance**

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews

### Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
<b>Special Populations reflection:</b>				

### Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	47	2	15	22	0	3	0	5	10	4	5	<25	42	5			
Growth Score	70												73				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y												Y				
-----																	
Math #PM Tests	48	2	15	23	0	3	0	5	11	4	5	<25	42	5			
Growth Score	49												54				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N												N				
<b>Total</b>															<b>2</b>	<b>4</b>	<b>50</b>

\*EL Current and Former

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?

We made less progress in math than in reading last year and need to target instruction.

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	437	417	417	350
	Students in enrollment area	269	291	244	175
Transfers	Transfers to other AISD schools	52	44	47	50
TELL Survey	General School Climate	95	97	91	98
	Managing Student Conduct	92	96	86	99
	Principal Leadership	96	96	95	95

**Reflection Questions:** Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Our enrollment decreased in years when the district “froze” our school to transfers and we had a significant decrease when during the pandemic/concurrent teaching year in 2020-21. Families transfer out of Mathews for dual language opportunities, to schools near parent work, or to schools with a positive reputation in AISD.

**Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.**

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
<b>Campus Communication Goals &amp; Practices</b>				
<b>Campus Communication Strategies</b>			<b>3</b>	

**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews**

Campus Website			<b>3</b>	
Phone/Voicemail/Email Practices			<b>3</b>	
Language Line for Preferred Language		<b>2</b>		
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals				<b>4</b>
Customer service prioritization			<b>3</b>	
<b>Facility &amp; Operations</b>				
Grounds			<b>3</b>	
Safety Protocols			<b>3</b>	
Signage		<b>2</b>		
<b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?    				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

**REQUIRED Framework Components:**

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Mathews

### ADDITIONAL Framework Components:

#### Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

#### Positive School Culture

- Disproportionate Discipline Practices

#### Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

#### Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

#### PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

Austin ISD Data Tracker - SY 21-22

**INSTRUCTIONS:**

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

**2019 or 2021 Results (column F):**

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf117AIIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

**2022 Summative Goals (column R):**

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

**Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):**

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name: Mathews ES																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	90%	SCA 1	90%	79%	SCA 2			SCA 3			STAAR	90%
	All	All	Reading	Meets	69%	SCA 1	60%	58%	SCA 2			SCA 3			STAAR	75%
	All	All	Reading	Masters	44%	SCA 1	30%	41%	SCA 2			SCA 3			STAAR	50%
	All	All	Math	App.	88%	SCA 1	90%	83%	SCA 2			SCA 3			STAAR	90%
	All	All	Math	Meets	66%	SCA 1	60%	60%	SCA 2			SCA 3			STAAR	70%
	All	All	Math	Masters	41%	SCA 1	30%	47%	SCA 2			SCA 3			STAAR	45%
	All	All	Science	App.	77%	SCA 1	90%	75%	SCA 2			SCA 3			STAAR	85%
	All	All	Science	Meets	60%	SCA 1	60%	47%	SCA 2			SCA 3			STAAR	65%
	All	All	Science	Masters	34%	SCA 1	30%	25%	SCA 2			SCA 3			STAAR	35%
	All	Emer. Bilingual	Reading	Meets	57%	SCA 1	60%	33%	SCA 2			SCA 3			TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	57%	SCA 1	60%	51%	SCA 2			SCA 3			STAAR	36%
	All	Hispanic	All	Meets	50%	SCA 1	60%	46%	SCA 2			SCA 3			STAAR	41%
	All	Emer. Bilingual	All	Meets	66%	SCA 1	60%	32%	SCA 2			SCA 3			STAAR	37%
	All	Special Education	All	Meets	30%	SCA 1	60%	40%	SCA 2			SCA 3			STAAR	29%
	3rd	All	Reading	Meets	88%	SCA 1	60%	53%	SCA 2			SCA 3			STAAR	90%
	3rd	All	Math	Meets	84%	SCA 1	60%	60%	SCA 2			SCA 3			STAAR	90%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
69	92	A	