



Mathews Elementary

Mission Statement

Lead with Character
Learn with Confidence
Love with Courage

Vision Statement

At Mathews Elementary, each student is empowered to achieve academic, social, and emotional excellence in a safe, supportive environment. We partner with our families and community to create a culture where students discover their strengths and reach their maximum potential. We intentionally set high expectations for each student and celebrate the belief that all children can and will learn through meaningful, engaging learning experiences. In pursuit of this vision, we commit to inspire critical thinkers, productive citizens, and life-long learners.

Collective Commitments

The teachers and staff at Mathews Elementary are committed to fulfilling the building and district mission. In doing so:

- ❖ We will make all decisions with student learning as our focus
- ❖ Together we will embrace responsibility for all student learning and developing each student's full potential
- ❖ We will model everything we expect from our students including life-long learning, respect, and responsibility
- ❖ We will collaboratively monitor the achievement of our individual students by using the results of assessments to guide our processes of continuous improvement.
- ❖ We will embrace a solution-seeking mindset

Meeting Norms

- ❖ Attend meetings with an open mind to others' evidence-based ideas.
- ❖ Listen and respond until there is understanding and solutions are clear.
- ❖ Make decisions that positively benefit all teachers and students.
- ❖ Stay solution focused and purpose driven.

SMART Goals

2022-2023 Goals

Behavior: We will continue our focus on systematic supports and interventions for student behavioral needs. We will streamline our processes of addressing student behaviors by implementing a systematic process of intervention with 100% fidelity by the end of the 2022-2023 school year. We will continue to track data throughout the school year to monitor effectiveness and make necessary changes to process. *Over-arching idea:* To empower teachers to handle student behavior supports unless emergency or pre-designed plan.

Action Steps:

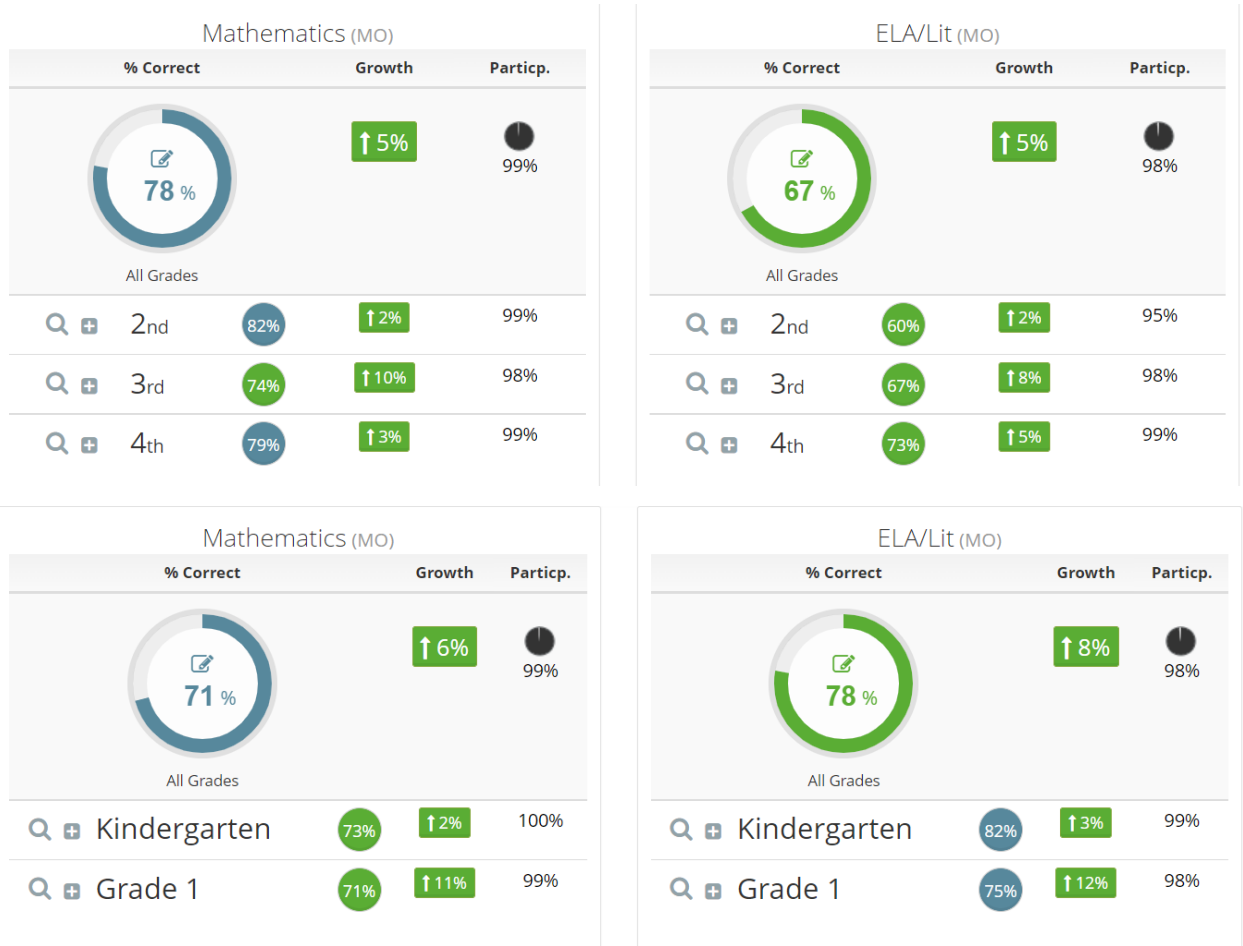
- Updated flow chart to differentiate between majors and minors
- Review and on-going instruction in supporting student social-emotional needs through a tiered system of intervention.
 - Science behind behaviors
 - majors/minors
 - Modules 1-7 in Restorative Practices Guidebook
- Book study (Restorative Practices) with SOAR Coalition to obtain greater clarification on restorative practices and how to effectively implement these practices in the classroom and building-wide.
- Monthly reflection with SOAR Coalition to evaluate data both quantitative and qualitative to determine effectiveness and make necessary adjustments.
- Systematic approach to developing behavior plans to support students at tiers 2 and 3

Instructional Math: By the end of the 2022-2023 school year, 80% of students will demonstrate proficiency in mathematics as demonstrated by the Evaluate assessment.

Instructional ELA: By the end of the 2022-2023 school year, 75% of students will demonstrate proficiency in ELA as demonstrated by the Evaluate assessment.

Over-arching idea: Increase student achievement by engaging in coaching cycles and individualized support focused on individual and team instructional needs.

Data used to establish proficiency levels:



PLC growth: By the end of the 2022-2023 school year, 100% of K-4 classrooms will implement RTI aligned to the needs of their students in both remediation and extension. Guiding Coalition will work collectively and collaboratively to develop our understanding of best practices in RTI.

2021-2022

~~**Literacy:** Eliminating specific goal this year due to other things in place. Teacher will still continue to place an emphasis on phonics and word work~~

~~**Action Steps:** NA~~

RTI: We will implement RTI in Kindergarten through 4th grade on Tuesday, Wednesday, and Thursday each week as outlined in the master schedule.

Action Steps:

1. Develop a master schedule that allows for co-teaching and push-in of additional support personnel (reading, sped, enrichment, etc.)
2. Implement with protected time and make adjustments to supports and/or schedule as necessary to allow necessary supports to be in place
3. Support provided by admin and IC as teachers begin to implement RTI. Review during weekly collaboration meeting and during Guiding Coalition meeting to make necessary changes to support
4. RTI alignment to Essential Standards
5. IC will provide intervention strategies to help support teachers during implementation
6. Admin will work to remove barriers to successful implementation
7. Ongoing discussion of intervention strategies and extension strategies to provide teachers with tools to encourage success.

Numeracy: By the end of 2021-2022 school year, 80% of the students of Mathews Elementary will demonstrate the dimensions of mathematical fluency (speed, accuracy, flexibility, efficiency) with 80% accuracy.

Action Steps:

- Daily fluency practice in classrooms
- Monthly review of fluency data to determine areas of strength and needs for improvement

Behavior: We will streamline our processes of addressing student behaviors by implementing a systematic process of intervention with 100% fidelity by the end of December 2021. We will continue to track data throughout the school year to monitor effectiveness.

Action Steps:

- Updated flow chart to differentiate between majors and minors
- Updated flow chart to indicate transition from Take 5 to R & R room to reintegration into the classroom

- Monthly reflection with SOAR Coalition to evaluate data both quantitative and qualitative to determine effectiveness and make necessary adjustments.
- On-going training for all staff to ensure implementation with fidelity
- Consultation with behavior intervention facilitator on systematic process