MAPS (Methodologies for Academic and Personal Success)
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Course Description: (Help students maximize personal achievement and relationship skills)
This course focuses on the skills and strategies necessary for students to make a successful transition into high school, an academic career and beyond.

Course Objectives:
- Students will be able to demonstrate positive organization, note taking and study skills.
- Students will explore opportunities to make the most of their high school experience.
- Students will learn characteristics of personal success such as goal setting, attitude, teamwork, communication and decision making.
- Students will work collaboratively, focusing on academic outcome based and social skill based objectives.
- Students will learn a significant amount about themselves; their values, learning styles, strengths, interests and potential long term goals.
- Students will learn how to use technology including smart phones in responsible and useful ways.
- Students' academic work in all classes will be supported through grade monitoring, conferencing, peer tutoring, and critical reading/writing skills.
- Classroom climate that is positive and supporting will be created, developed and maintained.

Evaluation:
- Participation
- Written work
- Planners/Binders
- Oral presentations
- Peer Edits
- Article Reviews
- Projects
- Quizzes/Exams

Class Outline:

Component One- Organization and Engagement:
Teach students binder organization, effective planner / agenda use, note taking, time management and other basic student success skills. Students will be introduced to the many clubs, sports and activities on campus to build student engagement in high school. There will be regular binder/planner checks with grades to encourage use and maintenance.

Component Two- Characteristics of Success / Social and Emotional Learning
Topics will include Vision, Goal Setting, Communication, Conflict Resolution and Motivation. We will use The 7 Habits of Highly Effective Teens and psychology of excellence materials. The 7 Habits of Highly Successful Teens include: Be proactive, Begin with the end in mind, Put first things first, Think win- win, Seek first to understand and then to be understood, Synergize, and Sharpen the saw. We will use this as our framework and build other materials into that frame. Psychology of Excellence materials come from college course materials on characteristics and strategies for personal success.

Additional SEL lessons are designed to further address the five SEL competencies (Social awareness, Self-Awareness, Self-Management, Relationship Skills and Responsible Decision Making). The main resource is School-Connect. There are 4 modules: Creating a Supportive Learning Community, Developing Self-Awareness and Self-Management, Building Academic Strengths and Purpose, and Resolving Conflicts and Making Decisions.
This component features many activities, a wide variety of materials and collaborative learning assignments.

Component Three- Structured academic support and management
Teacher will regularly conference with each student using grade speed, keeping students aware of freshman assignments, test and project due dates. Students will have structured grade recovery and peer tutorial time, monitored and facilitated by the teacher.

History:
This course was developed as a result of a three year project beginning in 2009 when Austin High School Staff noticed that over 50% of all failures and discipline referrals were from the freshman class. This launched a campus based task force that researched freshman supports. One of the primary recommendations was a freshman success skills course. This class was developed after researching a number of strong programs from across the country.

Support:
Dr. Lucio Calzada, Sandy Compian (Austin High School Principals) / Dr. Melvin Bedford, Connor Grady and Laurie Moses (Freshman Academy) / Austin High MAPS Teachers / AISD Department of Social and Emotional Learning Team.
# Early Data

**Freshman Class vs Previous Year**

- First Year 9% reduction in absences
- First year 28% reduction in tardies
- First year 28% reduction in referrals

<table>
<thead>
<tr>
<th>School Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011 (Pre)</td>
<td>2078 Class Failures</td>
<td>2144 Class Failures</td>
<td>4222 Class Failures</td>
</tr>
<tr>
<td>2011-2012 (Year 1)</td>
<td>1656 Class Failures</td>
<td>1689 Class Failures</td>
<td>3345 Class Failures</td>
</tr>
<tr>
<td><strong>Percentage Change</strong></td>
<td><strong>20.31%</strong></td>
<td><strong>21.22%</strong></td>
<td><strong>20.77%</strong></td>
</tr>
</tbody>
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This Year:
First six weeks 2012-2013 had 36% fewer failures than 2010-2011 Class