

Comprehensive Progress Report

Mission:

WILL-Work interdependently to live learning.

Vision:

Matthews Elementary is focused on learning that is rigorous, relevant, collaborative, differentiated, positive and promotes character in order to prepare our students for the 21st century.

Goals:

Duty Free Lunch: The NC SBE’s statutory provision 115C -105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C- 301.1(a). (A4.06)

Duty-Free Instructional Planning Time for Teachers : The NC SBE’s statutory provision 115C -105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C -301.1, with the goal of providing an average of at least five hours of planning time per week. (A2.04)

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK- R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 68% on the Fall 2021 Panorama Screener in grades 3-5 to 73% in SY2022-23 and 78% in SY2023-24. (A4.06 CMS Guardrail 3)

The percent of Black and Hispanic third-grade students combined who score at the College and Career Ready (CCR) level 4 or 5 in English Language Arts (ELA) will increase from 17.3% in SY2021-2022 to 33.6% in SY2022-2023 and 50% in SY2023-24. (A2.04 and B3.03 CMS Goal 1)

Out-of-School Suspension (OSS) disproportionality for Black students will decrease from 30.3% in SY2021-22 to 25.3% in SY2022-23 and 20.3% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>				Limited Development		

According to EOG data, 20.9% of Black/Hispanic third graders are College and Career Ready. This is a deficit of 12.7%; therefore we did not meet the target for this indicator for the 2022-2023 school year.

Some of the success we experienced during the 2022-2023 school year include:

- PLC planning blocks are scheduled and structured to review and use student data to drive instruction.
- Standards aligned curriculum provided by the district
- Speed Planning during a PLC time to include EC, ML, and TD teachers in data discussions and strategies for acceleration/remediation after middle of the year data review.
- Middle of the year data review with a focus on students that had yet to meet expectations, students that were borderline, and students that were high achieving yet lacked growth.
- Peer observations, above and below one's own grade level, to include Core Action look-fors.
- Teacher assistants, including those that are trained in Orton-Gillingham, pushed into classrooms during MTSS time to support instruction.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

- ML Hispanic students need consistent exposure to the English language if newer to the country or the language
- For students who are not meeting grade level expectations and/or growth, time needed for interventions or extensions after focus on core instruction
- Implementation of skills block/ALL block with fidelity and using best practices to best meet student needs
- Classroom assistants are often pulled to cover classes due to teacher absences when substitutes are not available

Some of the opportunities that exist that could address these challenges would be:

- Intentionally placing teacher assistants and support staff, based on their strengths, in grade levels during the MTSS block
- Providing professional development and coaching/modeling on skills block/ALL block to ensure implementation with fidelity and

	<p>use of best practices to meet student needs</p> <ul style="list-style-type: none"> • More consistent review of ML data and instruction to better track growth and projected end-of-year assessment outcomes. • Reviewing BOY and MOY data to include specific discussions around the progress of black and Hispanic students and what strategies could be implemented for the growth of these students. 			
How it will look when fully met:	<p>The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level--a 4 or 5--on the English Language Arts (ELA) EOG will increase from 20.9% in SY2022-23 to 50.0% in SY2023-24.</p> <p>Data from EOG assessments, as well as data from MAP, will be used to monitor growth toward this goal and determine if we have reached full implementation.</p>		Catherine Bish	06/07/2024
Actions		0 of 6 (0%)		
9/9/22	Provide schedule and structure for EC, TD, and ESL teacher(s) to come to team planning once a quarter to provide support to teachers through one-on-one speed planning focused on individual students (Aligns to 3rd grade ELA and EVAAS)		Penni Beth Crisp	02/01/2024
<i>Notes:</i>				
9/9/22	Develop and regularly evaluate master schedule to ensure one hour is provided for Skills and All Blocks and no overlap occurs across grade levels, ensuring instructional assistants are available to support differentiation during these times using their skill sets to properly place and support students (i.e., trained assistants assigned to grade levels for Orton-Gillingham support). (Aligns to 3rd grade ELA and EVAAS)		Romana McEwan	02/01/2024
<i>Notes:</i>				

9/9/22	Align instructional planning to Core Actions to increase rigor, engagement and standards alignment for all instructional blocks. (Aligns to ALL goals and FAM-S 29)		Catherine Bish	06/07/2024
<i>Notes:</i>				
9/9/22	PLCs will review data after each MAP/DIBELS and benchmark assessment window to determine next steps to address student needs ensuring a focus on the progress of our Black and Hispanic students. (Aligns to 3rd grade ELA and EVAAS)		Catherine Bish	06/07/2024
<i>Notes:</i>				
9/6/23	ML teacher will review data after each MAP/DIBELS assessment window with administration to determine next steps to address student needs ensuring a focus on our Hispanic students. (Aligns to 3rd grade ELA and EVAAS)		Romana McEwan	06/07/2024
<i>Notes:</i>				
9/6/23	Provide classroom teachers with training for ALL block/Skills block to help them better use data to plan instruction to support students' individualized needs as well as time in each planning rotation to plan tasks for ALL block/Skills block. (Aligns to 3rd grade ELA and EVAAS)		Penni Beth Crisp	06/07/2024
<i>Notes:</i> *8/22/23-Grades 3-5 teachers received three-hour training on ALL block from district support staff. *8/23/23-Grades K-2 teachers received three-hour training on Skills block from district support staff.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Current State from August/September 2023:</p> <p>Matthews ES met exceeded EVAAS growth (85.7) for the 2022-23 school year.</p> <p>Some of the successes that we experienced during the 2022-2023 school year include:</p> <ul style="list-style-type: none"> Kid Talk sessions allowed our teams to identify students that changed tiers throughout the year and adequate instruction was provided. Branching Minds was utilized to provide plans and to document 	Limited Development 08/30/2022		

progress monitoring for students at the Tier II and Tier III levels.

- Speed Planning during a PLC time to include EC, ML, and TD teachers in data discussions and strategies for acceleration/remediation after middle of the year data review.
- Teacher assistants, including those that are trained in Orton-Gillingham, pushed into classrooms during MTSS time to support instruction.
- PLC planning blocks are scheduled and structured to review and use student data to drive instruction.
- Standards aligned curriculum provided by the district
- Middle of the year data review with a focus on students that had yet to meet expectations, students that were borderline, and students that were high achieving yet lacked growth.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

- For students who are not meeting grade level expectations and/or growth, time needed for interventions or extensions after focus on core instruction
- Implementation of skills block/ALL block with fidelity and using best practices to best meet student needs
- Classroom assistants are often pulled to cover classes due to teacher absences when substitutes are not available
- Time for progress monitoring and entering the data into Branching Minds.

Some of the opportunities that exist that could address these challenges would be:

- Review options for grades levels to use flexible grouping across the grade level to better serve all students and meet their individual needs
- Intentionally placing teacher assistants and support staff, based on their strengths, in grade levels during the MTSS block
- Increase frequency of data review for students not meeting grade level expectations beyond MAP BOY and MOY
- Flexibility in choice of resources to use to best meet the needs of students during the MTSS block of time.

<p>How it will look when fully met:</p>	<p>We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2023-24.</p> <p>We will increase our SWD subgroup performance grade from a F to a D or higher in 2023-24. (Aligned to A4.01, D1.02, and CMS Goal 4)</p> <p>Data from EOG assessments, as well as data from MAP, DIBELS, and benchmarks, will be used to monitor growth toward this goal and determine if we have reached full implementation.</p>		<p>Penni Beth Crisp</p>	<p>06/07/2024</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>9/9/22</p>	<p>Develop and regularly evaluate master schedule to ensure one hour is provided for Skills and All Blocks and no overlap occurs across grade levels, ensuring instructional assistants are available to support differentiation during these times based on strengths (Aligns to 3rd grade ELA and EVAAS, FAM-S 29)</p>		<p>Romana McEwan</p>	<p>02/01/2024</p>
<p><i>Notes:</i></p>				
<p>9/9/22</p>	<p>Implement an assistant schedule to support classroom teachers during ELA MTSS each day, using strengths of assistants to best meet student/staff needs; extra support provided to 2nd and 3rd grade teachers during EL Skills and ALL Block (Aligns with 3rd grade ELA and EVAAS)</p>		<p>Romana McEwan</p>	<p>02/01/2024</p>
<p><i>Notes:</i></p>				
<p>9/9/22</p>	<p>PLCs will review data after each MAP/DIBELS and benchmark assessment windows, as well as quarterly review of student work, to determine next steps to address student needs through flexible grouping in ELA MTSS blocks (Aligns to 3rd grade ELA, EVAAS, and FAM-S 3 and 29)</p>		<p>Catherine Bish</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>9/12/23</p>	<p>Within the 2023-24 school year, Matthews ES will implement the following evidenced-based interventions, EL Skills Block Supplemental Instruction (Tier 2), Orton-Gillingham (Tier 3), and Check In Check Out (Tier 2 behavioral support) to increase overall performance of our Black and Hispanic subgroups.</p>		<p>Catherine Bish</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				

12/1/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s): SPIRE for decoding, Neuhaus Metacognitive Strategies, Pirate Math, and Number Worlds, to increase overall performance of SWD.		Catherine Bish	06/07/2024	
<i>Notes:</i>					
9/9/22	Kid Talk sessions will be held with grade levels to create and/or adapt intervention plans and adjust MTSS groups based on assessment data review after DIBELS, MAP, and benchmark windows close (Aligns to 3rd grade ELA, EVAAS, and FAM-S 3)		Romana McEwan	06/07/2024	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Current State from August/September 2023:</p> <p>The percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener was 63%. This does not meet the target for September 2024. We need to be at 74% for the 23-24 school year.</p> <p>The percent of students reporting a positive self-perception of their self-management on the Fall Panorama Screener was 77%. This meets the target for September 2024, which is 75%.</p> <p>Out of school suspension disproportionately for black students in all grades decreased from 31.4 percentage points in June 2019 to 15.7 percentage points. This target was met as the goal is 23 percentage points in June 2024.</p> <p>Some of the successes that we experienced during the 2022-2023school year include:</p> <ul style="list-style-type: none"> • School counselors consistently went into the learning lab to present lessons for assigned grade levels to address self-management and self-efficacy goals. • “Peace Makers” (fourth and fifth grade students) were trained to mediate for small rule infractions when requested by teachers. • Mentoring Program was established in February. Twenty staff members were assigned to twenty students who had no other support to make at least one contact each week. Students were chosen based on Panorama data, attendance data, and office 	Limited Development 08/30/2022		

referrals.

- Code of Conduct assemblies to review expectations were held in September 2022 and January 2023.
- Staff members completed a book study with discussion in team planning on strategies to be implemented in the classroom with students who had emotional/behavioral challenges. After the first planning session, team members implemented strategies and then came back together to reflect on successes and further challenges.
- Attendance secretary consistently sent 3/6/10 day letters to families to address unexcused absences. Percentage of unexcused absences and chronically absent students did decrease with phone calls and contact from counselors.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

- Some parents were reluctant to allow their children to have a mentor.
- The number of staff members willing to be mentors which would allow more students to have a mentor.
- School counselors consistently conducted lessons in Learning Lab does not allow for flexibility in student support and lessens time for individual and small group counseling.
- Due to the timing of morning meetings, walkthroughs are not consistently conducted as issues arise during arrival that must be addressed (late buses, families with needs, student crises, etc.)
- Classroom teachers would not request to use peer mediation to solve conflicts between students as they were unsure of possible impact.
- Classroom teachers have become more reluctant to use the Caring Schools Curriculum after four years of implementation.

Some of the opportunities that exist that could address these challenges would be:

- Provide more communication around the staff based mentor program to allow families time to ask questions and share any concerns.
- Reach out to community partners to increase the number of mentors for students.
- More frequent and consistent monitoring/walk through of morning meeting time by prioritizing LIFT team members each day for the task.

	<ul style="list-style-type: none"> • Staff review of Caring Schools Curriculum during beginning of the year staff meeting, January staff meeting, and April staff meeting. • Provide staff information around the peer mediation program so that they are aware of how to allow students the opportunity to use this program. • Increase communication from counselors regarding attendance concerns from the beginning of school and consistently to decrease the likelihood that absences do not increase rapidly without being addressed • Adapt group counseling lesson schedule to address need for more small group and individual counseling sessions 			
<p>How it will look when fully met:</p>	<p>The percent of students reporting a positive self-perception of their self-efficacy will increase from 63% on the Fall 2022 Panorama Screener (in grades 3-5) to 78% in SY2023-24.</p> <p>To assess the goal and determine growth toward this goal, we will use Panorama Screener data for our students in grades 3-5.</p> <p>Out-of-School Suspension (OSS) disproportionality for Black students will not increase as we met the goal in SY2022-23 at 15.7% and the overall goal is 20.3% in SY2023-24.</p> <p>To assess the goal and determine growth toward the goal, we will use suspension data and review calls to the office and incidents in PowerSchool.</p>		<p>Romana McEwan</p>	<p>06/10/2024</p>
<p>Actions</p>		<p>0 of 9 (0%)</p>		
<p>9/9/22</p>	<p>Code of Conduct Assemblies conducted for each grade level at the start of the school year (by mid-September) and at midyear (by the end of January) (Aligns to SEL and OSS)</p>		<p>Penni Beth Crisp</p>	<p>02/01/2024</p>
<p>Notes: *Code of Conduct Meetings were held by September 8, 2023</p>				

9/28/22	Attendance plan will be created to address Tier 1, 2, and 3 attendance. Steps in plan will be followed by staff with clear communication between counselors and teachers regarding attendance concerns. Letters for 3/6/10 unexcused absences will be sent monthly with 6/10 day letters hand-delivered by counselors. (Aligns to 3rd grade ELA, SEL, and FAM-S 3)		Penni Beth Crisp	02/01/2024
	<p><i>Notes:</i> Attendance plan will be shared on the school website by the end of September and note will be placed in the weekly Connect Ed, through email and a phone call. This information will be shared at Curriculum Night in 2023-24.</p> <p>Google Link to Attendance Plan: https://docs.google.com/document/d/1UfMKCoq6CxcOtfRevQBb4QVRhT3uJP4i7IVN2jVfSlc/edit?usp=sharing</p>			
9/19/23	All staff members will be trained in Restorative Practices and Restorative Circles to better help staff process with students who have behavioral challenges and better address student needs as well as address their own needs. (Aligns to SEL, OSS, and FAM-S 30)		Penni Beth Crisp	03/13/2024
	<p><i>Notes:</i> *Restorative Practices Training-10/18, 12:30-3:30 PM *Restorative Circles Training-3/13, 12:30-3:30 PM</p>			
9/7/23	Time will be dedicated during each planning rotation (20 minutes) to address morning meeting time and the use of the Caring Schools Curriculum with fidelity. (Aligns to SEL and FAM-S 3, 30, and 31)		Penni Beth Crisp	06/07/2024
	<i>Notes:</i>			
9/7/23	SS PLC will meet weekly to discuss student needs in relation to social-emotional learning, attendance, and behavior (Aligns to SEL, OSS, and FAM-S 3, 30, and 31)		Romana McEwan	06/07/2024
	<i>Notes:</i>			
9/9/22	Guidance lessons conducted by our school counselors with each classroom that address self-management and self-efficacy through the Learning Lab special on rotation (Aligns to SEL, OSS, and FAM-S 30 and 31)		Romana McEwan	06/07/2024
	<i>Notes:</i>			
9/9/22	Walkthroughs during morning meetings to provide feedback on implementation of the Caring Schools curriculum by Student Services team; feedback provided through email or written notes to provide positive feedback and areas for growth (Aligns to SEL and FAM-S 30 and 31)		Penni Beth Crisp	06/07/2024

Notes:

9/9/22 Continue to implement a peer mediation program to decrease the number of out of school suspensions. (Aligns to SEL, OSS, FAM-S 30 and 31)

Shannon Kromer

06/07/2024

Notes:

9/9/22 Supports in school, school counselors, school psychologist, support staff, classroom teachers, and LIFT team members as mentors, to address students with repeated behavior issues to lessen need for suspension (Aligns to OSS, SEL, FAM-S 30 and 31)

Romana McEwan

06/07/2024

Notes:

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Monitoring instruction in school

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

Current State from August/September 2023:

According to EOG data, 20.9% of Black/Hispanic third graders are College and Career Ready. This is a deficit of 12.7% therefore we did not meet the target for this indicator for the 2022-2023 school year.

Matthews ES exceeded growth based on EVAAS data (85.7) for the 22-23 school year.

Some of the successes that we experienced during the 2022-2023 school year include:

- PLC planning blocks are scheduled and structured to review and use student data to drive instruction.
- Speed Planning during a PLC time to include EC, ML, and TD teachers in data discussions and strategies for acceleration/remediation after middle of the year data review.
- Middle of the year data review with a focus on students that had yet to meet expectations, students that were borderline, and students that were high achieving yet lacked growth.
- Teacher assistants, including those that are trained in Orton-Gillingham, are pushed into classrooms during MTSS time to support instruction.
- Core Action Walk-Throughs were conducted by the administrative team with a debrief conversation at least twice monthly.
- Peer observations were conducted in April and May. Classroom teachers observed one grade level above and below, with the exception of kindergarten (observed 1st and K) and fifth grade (observed 4th and K). Reflections on peer observations were shared in grade level planning with guiding questions by our literacy facilitator.
- LIFT meetings were conducted at least biweekly, but often weekly. The team focused on data review, coaching needs, student needs, staff needs, and plans for the mentor program, book study, MTSS, Branching Minds, etc. based on the time of year.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

- For students who are not meeting grade level expectations and/or growth, time needed for interventions or extensions after

No Development
08/30/2022

focus on core instruction

- Implementation of skills block/ALL block with fidelity and using best practices to best meet student needs
- Classroom assistants are often pulled to cover classes due to teacher absences when substitutes are not available
- Time for progress monitoring and entering the data into Branching Minds.
- Consistently conducting the Walkthroughs with fidelity to include literacy, including module, ALL/skills block, math, and SEL when also needing to attend to/address student crises, teacher needs, and family needs

Some of the opportunities that exist that could address these challenges would be:

- Prioritize scheduling of walkthroughs to include literacy, math, and SEL. Include the student services team on SEL walkthroughs to ensure the fidelity of those walks.
- Increase opportunities for peer observations for staff earlier in the year as well as have them conduct these observations more often. With increased frequency, we can allow flexibility in who the staff members may visit as well as content areas based on staff needs.
- Intentionally placing teacher assistants and support staff, based on their strengths, in grade levels during the MTSS block and increase monitoring of student growth to ensure needs are being met with a teacher assistant

How it will look when fully met:

*The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level--a 4 or 5--on the English Language Arts (ELA) EOG will increase from 20.9% in SY2022-23 and 50.0% in SY2023-24.

Data from EOG assessments, as well as data from MAP, DIBELS, and benchmarks, will be used to monitor growth toward this goal and determine if we have reached full implementation.

*We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2023-24.

Penni Beth Crisp

06/07/2024

Actions		0 of 5 (0%)		
9/9/22	Peer observations will be used so teachers can provide feedback and gain instructional strategies from peers. Teachers will observe same grade peers with the opportunity to visit other grade levels if requested. (Aligns to 3rd grade ELA and EVAAS)		Catherine Bish	02/01/2024
<i>Notes:</i>				
9/12/23	Use strategies learned through RELAY training to observe and coach at least four teachers requiring mentor support throughout the school year (Aligns to ELA and EVAAS)		Penni Beth Crisp	02/01/2024
<i>Notes:</i>				
9/9/22	Conduct walkthroughs and/or observations with focus on Core Actions, with a focus on Skills Block, ALL Block, and MTSS, to provide weekly constructive feedback on implementation of best practices in ELA; principal, assistant principal, and dean of students will conduct walkthroughs and observations (Aligns to 3rd grade ELA, EVAAS, and FAM-S 29)		Penni Beth Crisp	06/07/2024
<i>Notes:</i>				
9/9/22	Implement LIFT Meetings bi-weekly to coordinate and discuss observations, strengths, and needs for classrooms and students (Aligns to 3rd grade ELA, EVAAS, and FAM-S 3)		Penni Beth Crisp	06/07/2024
<i>Notes:</i>				
9/9/22	Prioritize ALL Block and Skills Block for walkthroughs to provide feedback and support in implementing these aspects of the curriculum. (Aligns to 3rd grade ELA, EVAAS, and FAM-S 29)		Penni Beth Crisp	06/07/2024
<i>Notes:</i>				

Core Function:		Dimension D - Planning and Operational Effectiveness				
Effective Practice:		Resource Allocation				
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>Current State from August/September 2023:</p> <ul style="list-style-type: none"> According to 22-23 EOG data, 13.8% of SWD are proficient on EOG assessments. SWD at Matthews ES met growth based on EVAAS data with a growth index of -1.17 for the 22-23 school year. <p>Some of the successes that we experienced during the 2022-2023 school year include:</p>	Limited Development 12/01/2023			

- EC PLC meets weekly to discuss student needs and makes adjustments as needed to schedules and/or IEPs.
- Speed Planning during PLC time with general education teachers included EC teachers in data discussions and strategies for acceleration/remediation after middle of the year data review.
- Our schedule ensures that SWD receive core instruction as their service time is during the MTSS block.
- SWD receive support during skills/ALL block in the general education classroom.
- EC Assistants push into general education classes or support EC teachers in the resource classroom for our students with the greatest needs.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

- Ensure that general education teachers conduct progress monitoring with fidelity for SWD
- SWD are not able to get additional support during MTSS as this is their pull out time for resource instruction as they are not able to miss CORE instruction
- Implementation of skills block/ALL block with fidelity and using best practices to best meet student needs
- Consistently conducting the Walkthroughs with fidelity to include EC classrooms

Some of the opportunities that exist that could address these challenges would be:

- Ensure accommodations are consistently given with fidelity throughout the school day and on assessments leading up to the EOG.
- Provide professional development to general education teachers on support of SWD throughout the day in the general education classroom.
- Data discussion of SWD during the EC PLC meeting after each assessment window
- Review IEP service times to determine changes that need to be made including less service time, more service time, more inclusion time, or more time in the general education classroom.
- Provide the opportunity for SWD to attend OTSS tutoring for additional support

How it will look when fully met:	<p>The percent of SWD who are proficient on EOG assessments will increase from 13.8% in SY2022-23 to 31.9% in SY2023-24 based on our Long Term Goal from our READY report.</p> <p>We will increase our SWD subgroup performance grade from a F to a D or higher in 2023-24. (Aligned to A4.01, D1.02, and CMS Goal 4)</p> <p>Data from EOG assessments, as well as data from MAP, DIBELS, and MVPA benchmark assessments will be used to monitor growth toward this goal and determine if we have reached full implementation.</p> <p>Link to TSI Comprehensive Needs Assessment: https://docs.google.com/document/d/1INuLi-r-W_Lm15_VNI-HHraT7mR3Y3V7w6kmjoVgPsg/edit?usp=sharing</p>		Penni Beth Crisp	06/07/2024
Actions		1 of 6 (17%)		
12/1/23	Hire a certified EC teacher to fill our .5 position instead of trading in the position for a full-time EC assistant.	Complete 10/17/2023	Penni Beth Crisp	11/01/2023
	<i>Notes:</i> Position filled in October-M. Hilt started in the position on 10/16/23			
12/1/23	EC teachers will provide professional development for our general education teachers on strategies to support EC students consistently throughout the content areas in the general education classroom.		Catherine Bish	04/30/2024
	<i>Notes:</i>			
12/1/23	Ensure accommodations are consistently given with fidelity throughout the school day and on assessments leading up to the EOG		Romana McEwan	05/31/2024
	<i>Notes:</i>			
12/1/23	Data discussion of SWD during the EC PLC meeting after each assessment window		Catherine Bish	05/31/2024
	<i>Notes:</i>			
12/1/23	Review IEP service times to determine changes that need to be made including less service time, more service time, more inclusion time, or more time in the general education classroom.		Romana McEwan	06/07/2024
	<i>Notes:</i>			

12/1/23	Within the 2023-24 school year, our school identified the following resource inequity, EC team not fully staffed with certified teachers (.5 traded in for EC assistant) due to lack of applicants, as a result, our school plans to mitigate this inequity by hiring a certified .5 teacher in mid-October. Our school also identified lack of training on meeting the needs of EC students in the general education classroom as a resource inequity, as a result, our school plans to provide PD for our general education teachers on strategies to support EC students consistently throughout the content areas.		Penni Beth Crisp	06/07/2024
---------	--	--	------------------	------------

Notes:

Core Function:	Dimension E - Families and Community
-----------------------	---

Effective Practice:	Family Engagement
----------------------------	--------------------------

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
--	-----	-------	---	------------------------------	--------------------	--------------------

Initial Assessment:			<p>Current State from August/September 2023:</p> <p>According to EOG data, 20.9% of Black/Hispanic third graders are College and Career Ready. This is a deficit of 12.7% therefore we did not meet the target for this indicator for the 2022-2023 school year.</p> <p>Matthews ES exceeded growth for EVAAS (85.7) for the 2022-23 school year.</p> <p>Some of the successes that we experienced during the 2022-2023 school year include:</p> <ul style="list-style-type: none"> Weekly Connect Ed/Facebook message to families regarding upcoming events; messages sent each Sunday night--messages written in English and Spanish to better meet the needs of our community, shared on school and PTO Facebook pages Curriculum Night was held late September with three sessions offered. Curriculum and expectations for the year were shared with families. Read to Achieve information was shared with third grade families-session was well-attended. Matthews PTO and staff collaborated to provide family nights such as BINGO night, Book Fair afternoons, Stingerfest, Boosterthon, Multi-Cultural Fair etc. to provide engaging activities throughout the year. SIT and PTO were held monthly, with two sessions being held virtually due to the timing of the 	Limited Development 08/30/2022		
----------------------------	--	--	--	-----------------------------------	--	--

meeting in the school calendar.

- All emails and phone calls from administrators to parents were answered within 24 hours
- Teacher consistently sent home weekly folders with classwork and any school announcements.
- Attendance secretary consistently sent 3/6/10 day letters to families to address unexcused absences. Percentage of unexcused absences and chronically absent students did decrease with phone calls and contact from counselors.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

- Attendance at parent information sessions/workshops was light even when held virtually.
- Book study is time-consuming for families and commitment to this task has been very hard to get from families.
- Attendance at the second and third sessions of curriculum night was very light. Most families attended the first session, but attendance was not high for this event. Since COVID, families are accustomed to constant communication through email and virtually with teachers which decreases the need for the session.
- Communicating with families with different languages other than Spanish so that they are included and knowledgeable about all events.

Some of the opportunities that exist that could address these challenges would be:

- Survey parents to determine the best times for meetings, as well as topics to be addressed, to increase attendance and engagement.
- Work with PTO and SIT to adapt focus of curriculum night, if needed, to increase participation; decrease sessions from three to two.
- Since two SIT members will rotate off, we can engage an incoming K parent or a parent new to the school to join the team.
- ML teachers collaborate with classroom teachers and other staff to provide the translator hotline when needed to communicate with families.
- Parent Square may provide additional opportunities for translation when fully utilized.

<p>How it will look when fully met:</p>	<p>*The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level--a 4 or 5--on the English Language Arts (ELA) EOG will increase from 20.9% in SY2022-23 to 50.0% in SY2023-24.</p> <p>Data from EOG assessments, as well as data from MAP, will be used to monitor growth toward this goal and determine if we have reached full implementation.</p> <p>*We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2023-24.</p>		<p>Romana McEwan</p>	<p>06/07/2024</p>
<p>Actions</p>		<p>1 of 8 (12%)</p>		
<p>9/9/22</p>	<p>Provide yearly review of curriculum for families through Curriculum Night with two sessions in each classroom (Aligns to EVAAS, SEL, OSS, and FAM-S 3, 30, and 31)</p>	<p>Complete 09/21/2023</p>	<p>Penni Beth Crisp</p>	<p>09/22/2023</p>
<p><i>Notes:</i></p>				
<p>9/9/22</p>	<p>Attendance plan will be created to address all levels of needs regarding attendance. Letters for 3/6/10 unexcused absences will be sent monthly with 6/10 day letters hand-delivered by counselors. (Aligns to EVAAS and FAM-S 3)</p>		<p>Penni Beth Crisp</p>	<p>02/01/2024</p>
<p><i>Notes:</i> *9/7/23: Final attendance plan submitted to district.</p> <p>Google link to plan: https://docs.google.com/document/d/1UfMKCoq6CxcOtfRevQBb4QVRhT3uJP4i7lVN2jVfSlc/edit?usp=sharing</p>				
<p>9/6/23</p>	<p>Parent Square will be used to communicate updates throughout the week as well as the weekly PTO newsletter to families. Teachers will use Parent Square as their primary mode of communication with families. (Aligns to SEL, OSS, and EVAAS)</p>		<p>Penni Beth Crisp</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>9/9/22</p>	<p>Distribute weekly school-wide email and phone message with information and upcoming events through Connect Ed (Aligns to OSS, SEL, and EVAAS)</p>		<p>Penni Beth Crisp</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>9/9/22</p>	<p>Distribute weekly communication folder between families and school/teacher (Aligns to 3rd grade ELA, EVAAS, and SEL)</p>		<p>Romana McEwan</p>	<p>06/07/2024</p>

Notes:

9/9/22 Provide monthly updates/opportunities for collaboration regarding school leadership and parent/teacher partnership (Aligns with ALL goals and FAM-S 3)

Catherine Bish

06/07/2024

Notes:

9/9/22 Maintain daily methods of communication regarding class progress (agenda, behavior logs, reading logs, etc.) with primary communication tool being Parent Square (Aligns to ALL goals)

Romana McEwan

06/07/2024

Notes:

9/9/22 School counselors will coordinate parent information sessions focused on needs from Panorama data analysis. Families will be surveyed to determine best mode for sessions (virtual, in-person). (Aligns to SEL, OSS, EVAAS, and FAM-S 30 and 31)

Catherine Bish

06/07/2024

Notes: