

## Comprehensive Progress Report

Mission:

Vision:

Goals:



Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

|   |     |       |   |                                   |                    |                    |
|---|-----|-------|---|-----------------------------------|--------------------|--------------------|
| <b>Core Function:</b>                   |     |       | <b>Domain 1: Turnaround Leadership</b>  |                                   |                    |                    |
| <b>Effective Practice:</b>              |     |       | <b>Practice 1B: Monitor short-and long-term goals</b>   |                                   |                    |                    |
|   | KEY | B3.03 | <b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |     |       | Different grade levels are assigned different deans. Therefore, the time in which feedback is given fluctuates due to caseload. The SIT team discussed the possibility of creating check list where the principal can visually check at any time that observations and feedback are being completed in a timely manner. The SIT team also discussed using the same observation forms across grade levels to keep things consistent. | Limited Development<br>05/14/2025 |                    |                    |
| <i>How it will look when fully met:</i> |     |       | The SIT team also discussed using the same observation forms across grade levels to keep things consistent.   |                                   | Brittany Houston   | 12/01/2025         |
| <b>Actions</b>                          |     |       |   |                                   |                    |                    |
|   |     |       |   |                                   |                    |                    |
| <i>Notes:</i>                           |     |       |   |                                   |                    |                    |
|   | KEY | D1.02 | <b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |

|                            |  |                                   |  |  |
|----------------------------|--|-----------------------------------|--|--|
| <b>Initial Assessment:</b> | The school took feedback from all stakeholders when reviewing Title I and ESSER funds to use towards the schools instructional priorities. Most of the funds go towards paraprofessionals that support our intervention program and conducting small groups. It also goes towards the purchasing of digital platforms to improve ELA and Math instruction. | Full Implementation<br>10/24/2024 |  |  |
|----------------------------|--|-----------------------------------|--|--|

| Core Function:                   |     |       | Domain 2: Talent Development  |                                   |                  |             |
|----------------------------------|-----|-------|---|-----------------------------------|------------------|-------------|
| Effective Practice:              |     |       | Practice 2B: Target professional learning opportunities   |                                   |                  |             |
|                                  | KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)           | Implementation Status             | Assigned To      | Target Date |
| Initial Assessment:              |     |       | Leadership looks at Common Assessment data weekly to see how the scholars are progressing in core instruction. Data is then shared with teachers and a plan is created to reteach based on the core scores if needed. | Limited Development<br>10/24/2024 |                  |             |
| How it will look when fully met: |     |       | The SIT team discussed implementing review weeks, testing on Thursday's instead of Friday's and reviewing testing results Friday's.   |                                   | Brittany Houston | 12/01/2025  |
| Actions                          |     |       |   |                                   |                  |             |
|                                  |     |       |   |                                   |                  |             |
| Notes:                           |     |       |   |                                   |                  |             |

| Core Function:      |     |       | Domain 3: Instructional Transformation   |                                   |             |             |
|---------------------|-----|-------|--|-----------------------------------|-------------|-------------|
| Effective Practice: |     |       | Practice 3A: Diagnose and respond to student learning needs  |                                   |             |             |
|                     | 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 |
| Initial Assessment: |     |       | MTSS team pulls small groups from grades K-8 daily and progress monitors biweekly. Groups are fluid and changed at the benchmark period after data dives have been conducted with the Dean of Intervention, General Education Teachers, EL teachers, and the MTSS paras. | Full Implementation<br>10/24/2024 |             |             |

| Core Function:                   |     |       | Domain 3: Instructional Transformation   |                                   |                  |             |
|----------------------------------|-----|-------|--|-----------------------------------|------------------|-------------|
| Effective Practice:              |     |       | Practice 3B: Provide rigorous evidence-based instruction   |                                   |                  |             |
|                                  | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)   | Implementation Status             | Assigned To      | Target Date |
| Initial Assessment:              |     |       | Matthews Charter Academy implements capturing kids hearts, pride tickets, mentor/ mentee programs, buddy system, regular classroom expectation reviews, classroom observations, CHAMPS, student engagement, and parent satisfaction surveys. | Limited Development<br>05/14/2025 |                  |             |
| How it will look when fully met: |     |       | When objective is met, there will be fewer behavior problems, and teachers will be able to actually "teach" content.   |                                   | Brittany Houston | 12/01/2025  |
| Actions                          |     |       |  |                                   |                  |             |
|                                  |     |       |  |                                   |                  |             |
| Notes:                           |     |       |  |                                   |                  |             |

| Core Function:                   |     |       | Domain 3: Instructional Transformation  |                                   |                  |             |
|----------------------------------|-----|-------|---|-----------------------------------|------------------|-------------|
| Effective Practice:              |     |       | Practice 3C: Remove barriers and provide opportunities  |                                   |                  |             |
|                                  | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)  | Implementation Status             | Assigned To      | Target Date |
| Initial Assessment:              |     |       | The SIT team discussed the implementation of vertical planning with a focus on science as it is a subject that is only tested on the EOG's in certain grade levels. The team also discussed implementing small changes in their classes towards the end of the school year to prepare their students for changes in higher grades. An example of this might include, 3rd grade practicing switching classrooms as they prepare for 4th grade. | Limited Development<br>05/14/2025 |                  |             |
| How it will look when fully met: |     |       | This objective will be met when teachers are collaborating with one another to ensure that their students transitions to their next classroom is successful.  |                                   | Brittany Houston | 12/01/2025  |
| Actions                          |     |       |   |                                   |                  |             |
|                                  |     |       |   |                                   |                  |             |
| Notes:                           |     |       |   |                                   |                  |             |