

Comprehensive Progress Report

Mission:

Vision:

Goals:

 Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

| Core Function:                          |     |       | Domain 1: Turnaround Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                   |                  |             |
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| Effective Practice:                     |     |       | Practice 1B: Monitor short-and long-term goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                   |                  |             |
|                                         | 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 |
| <i>Initial Assessment:</i>              |     |       | <p>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/dean 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.</p> <p>Realtime feedback has been consistent in one wing band by the dean prior to weekly/biweekly O3s. The other grade bands are working on a process to provide quicker, in the moment feedback.</p> <p>4/22/26-The Principal and Deans take a shared responsibility of observing teachers and providing feedback. This is a continued ongoing progress and at times can be interrupted by the day to day life in a school, IEP meetings, parent meetings, admin meetings, etc. Therefore this will be a continued ongoing goal moving into next year.</p> | 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 | 06/05/2026  |
| <i>Actions</i>                          |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                   |                  |             |
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| <i>Notes:</i>                           |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                   |                  |             |
|                                         | 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 |

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| <b>Initial Assessment:</b> | <p>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.</p> <p>We use Reading Mastery in the lower grades for ELA, Bridges Intervention for Math, mClass for progress monitoring, and AIMSweb for progress monitoring.</p> | Full Implementation<br>10/24/2024 |  |  |
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| <b>Core Function:</b>      | <b>Domain 2: Talent Development</b>                            |
| <b>Effective Practice:</b> | <b>Practice 2B: Target professional learning opportunities</b> |

|                                         | 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 |
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| <i>Initial Assessment:</i>              |     |       | <p>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.</p> <p>12/1/25: 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. Leadership shares common assessment fidelity and percentile mastery with teachers. Deans discuss data trends in weekly O3s, create action plans based on the data and reteach during PAW time.</p> <p>4/22/26: 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. Leadership shares common assessment fidelity and percentile mastery with teachers. Deans discuss data trends in weekly O3s, create action plans based on the data and reteach during PAW time. We are continuing to work on shared ownership and accountability across the school regarding creating, implementing, and acting on data consistently to help move the needle.</p> | Limited Development<br>10/24/2024 |                  |             |
| <i>How it will look when fully met:</i> |     |       | <p>The SIT team discussed implementing review weeks, testing on Thursday's instead of Friday's and reviewing testing results Friday's.</p> <p>Reteach during PAW blocks based on data review of Common Assessments.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   | Brittany Houston | 12/01/2025  |
| <i>Actions</i>                          |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                   |                  |             |
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| Core Function:             |     |       | Domain 3: Instructional Transformation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                   |             |             |
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| Effective Practice:        |     |       | Practice 3A: Diagnose and respond to student learning needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                   |             |             |
|                            |     | A3.02 | Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)                                                                                                                                                                                                                                                                                                                                                                             | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i> |     |       | <p>EC teachers have a system for tracking scholar service time and data collection on progress towards meeting IEP goals. They will use this data to adjust goals and/or needs. Goalbook is used for goals and progress monitoring. This is overseen by the EC Dean.</p> <p>We use also Reading Mastery in the lower grades for ELA, Bridges Intervention for Math, mClass for progress monitoring, and AIMSweb for progress monitoring.</p>                                                                                         | Full Implementation<br>12/10/2025 |             |             |
|                            | 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>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.</p> <p>EC teachers pull SWD based on service times indicated in their IEPs and needs.</p> <p>We use Reading Mastery in the lower grades for ELA, Bridges Intervention for Math, mClass for progress monitoring, and AIMSweb for progress monitoring.</p> | Full Implementation<br>10/24/2024 |             |             |

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| <b>Core Function:</b>                   |            |              | <b>Domain 3: Instructional Transformation</b>                                                                                                                                                                                                                                                                                                                                                                                                          |                                   |                         |                    |
| <b>Effective Practice:</b>              |            |              | <b>Practice 3B: Provide rigorous evidence-based instruction</b>                                                                                                                                                                                                                                                                                                                                                                                        |                                   |                         |                    |
|                                         | <b>KEY</b> | <b>A1.07</b> | <b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>                                                                                                                                                                                                                                                                                                              | <b>Implementation Status</b>      | <b>Assigned To</b>      | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |            |              | <p>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.</p> <p>4/22/26: Currently not all teachers are implementing the positive practices we have discussed. Building relationships and engaging scholars seems to be the area that needs continued work.</p> | Limited Development<br>05/14/2025 |                         |                    |
| <i>How it will look when fully met:</i> |            |              | When objective is met, there will be fewer behavior problems, and teachers will be able to actually "teach" content.                                                                                                                                                                                                                                                                                                                                   |                                   | <b>Brittany Houston</b> | <b>12/01/2025</b>  |
| <b>Actions</b>                          |            |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                   |                         |                    |
| <i>Notes:</i>                           |            |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                   |                         |                    |

| Core Function:                          |     |       | Domain 3: Instructional Transformation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                   |                  |             |
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| 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 |
| <i>Initial Assessment:</i>              |     |       | <p>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.</p> <p>12/1/25: This process has begun with hard scheduled vertical planning times based on subjects. We have also held grade level move up nights in grades 2 and 3 to discuss with parents the changes that will take place as they enter a new grade.</p> <p>4/22/26: This process has improved and is ongoing. We have now added additional parent move up presentations to go over the changes from grade to grade. Vertical plan is still ongoing and we are working to bridge the games from grade level to grade level focusing on missing foundational pieces.</p> | Limited Development<br>05/14/2025 |                  |             |
| <i>How it will look when fully met:</i> |     |       | 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  |
| <i>Actions</i>                          |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   |                  |             |
| <i>Notes:</i>                           |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   |                  |             |