

## Comprehensive Progress Report

**Mission:**

To offer a challenging academic program and a school culture that values strong character, educational excellence, and accountability, and where each student is given the opportunity for success.

**Vision:**

Working in partnership with parents and the community, the school’s purpose is to challenge each child to achieve. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

**Goals:**

- During the first 20 days of school, MCA will reduce attrition from 19 scholars to 11 scholars. (A4.09)
- By September 2023, MCA will improve the overall content proficiency by 5 percentage points from 52.9% to 57.9%. Math increases from 49.6% to 55.6% Reading from 50.7% to 54.7% Science from 75.9% to 80.9%
- By September 2023, MCA will improve the overall proficiency of scholars in the Students with Disabilities subgroup by 4 percentage points from 19.8% to 23.8%.
- During the 2022-2023 school year, MCA will reduce chronic absenteeism from 26.2% to 18%. (A4.09)
- By October 27, 2023, Interactive Framework employees will have a minimum rating of Effective in the area of Building Positive Relationships with 95% accuracy. (A1.07)
- By October 27, 2023, Interactive Classroom Framework employees will have a minimum rating of Effective in the area of Routines and Procedures with 95% accuracy. (A1.07)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>High expectations for all staff and students</b>

	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
			<p>Matthews Charter Academy remains consistent with the implementation of rules and procedures. The school has implemented a special focus with a school wide incentive plan (ROAR). Deans have also become more present in monitoring students and staff which has overall improved student accountability.</p> <p>The Classroom Framework is reviewed with teachers at the beginning of the year with an initial focus on Classroom Culture. Rules and expectations are explicitly taught during the first two weeks of school and reviewed frequently throughout the year as needed.</p> <p>The Classroom Culture category in the Classroom Framework includes Building Positive Relationships, Physical Environment, Routines and Procedures, and Student Behavior and Moral Focus.</p> <p>Dean observations and feedback are focused on Classroom Culture during the first six weeks of the school year.</p> <p>Deans and teachers monitor and respond to behaviors to increase in successfully responding to unproductive behaviors.</p> <p>Chronic absenteeism is also a major focus during the first six weeks of school. ROAR recognition and reward systems have been implemented to improve this.</p>	Limited Development 10/13/2022		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p>	Index Score: 6		
			<p><b>How it will look when fully met:</b></p> <p>95% of teachers will have a minimum of an Effective rating in the areas of Building Positive Relationships and Routines and Procedures of the Classroom Framework.</p> <p>Building Positive Relationships:</p> <ul style="list-style-type: none"> <li>• Teacher develops and teaches expectations for respectful interactions among students.</li> <li>• Teacher demonstrates care and respect in interactions with all students.</li> <li>• Teacher and student interactions are intentionally planned and are focused on creating personal connections.</li> <li>• Students demonstrate care and respect for the teacher and one</li> </ul>	Objective Met 02/21/23	Lisa Mangum	06/07/2024

	<p>another.</p> <p>Routines and Procedures:</p> <ul style="list-style-type: none"> <li>Teacher has established basic classroom routines and procedures.</li> <li>Teacher maximizes instructional time by effectively upholding classroom routines and procedures.</li> </ul>			
<b>Actions</b>				
11/8/22	All Deans will create a short observation for culture by October 14 in the classroom framework.	Complete 10/14/2022	Christy Spurrier	10/14/2022
<i>Notes:</i>				
10/15/22	Teachers will implement with fidelity greeting scholars at the door of the classroom in the morning and at every class change to a new teacher.	Complete 01/02/2023	Deon Childs	01/02/2023
<i>Notes:</i>				
10/15/22	Teachers will implement with fidelity the Do it Again strategy to reinforce the teaching of classroom and common area routines and procedures.	Complete 01/02/2023	Lisa Mangum	01/02/2023
<i>Notes:</i>				
<b>Implementation:</b>		02/21/2023		
<b>Evidence</b>	2/21/2023			
<b>Experience</b>	2/21/2023			
<b>Sustainability</b>	2/21/2023			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		MCA utilizes NHA's curricular tools and structures in math and reading in grades K-8.This structure was created to streamline and pace curriculum that aligns to the state standards and assessments. A scope and sequence is provided state tested subjects and updated annually as	Limited Development 11/08/2022		

	necessary.  NC Check-ins and district common assessments (pre and post assessments) are utilized to gauge mastery of the power standards. Teachers track mastery through small group workshop or P.A.W. Time (intervention block) and formative assessments and make the necessary adjustments to pacing as needed. Matthews ensures that its staff is implementing these curricular tools and assessments with fidelity.			
<b>How it will look when fully met:</b>	Teachers and interventionists will utilize a standards-tracking-mastery template to track mastery of high power standards. This data will be reviewed during O3s, montly PLC meetings, and quarterly data dives. Then action steps and changes to gorups/pacing will occur.  Evidence: tracking template; assessment data; PLC/data minutes.  According to EOG data, our overall Reading proficiency and growth will increase. Evidence: Ready data.		<b>Brittany Derlath</b>	<b>06/14/2024</b>
<b>Actions</b>				
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Matthews has shown progress with differentiating instruction as well as working with other grade levels to ensure vertical alignment is being met. Matthews has included dibels in the intervention groups which has helped those needing extra reading services.  Over the past several years, tiered intervention has been a top priority. MTSS and its supports have intensified our efforts. The school is fortunate to have a Math Specialist, two intervention paraprofessionals, two Multilingual Learner teachers, and six Special	Limited Development 10/17/2022		

Education teachers.

Tier III scholars are typically referred to our MTSS process.

The master schedule provides an intervention block at each grade level that allows for streamlining of interventionists to serve our K-8 school and overall needs.

MCA works with a Curriculum & Instruction team whose monthly visits provide observations and supports for teachers, in addition to instructional coaching strategies for each Dean. Regional PD is offered multiple times a year for strong collaboration among schools. New staff attend various PD throughout the school year to increase their knowledge of the procedures and structures of core instruction.

Interventionists will monitor student data and respond if necessary to increase math and reading achievement in grades 3rd through 8th.

**How it will look when fully met:**

Lisa Mangum

06/07/2024

**Actions**

*Notes:*

	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
<b>Initial Assessment:</b>			<p>In alignment with NC compliance, MCA developed a Social Emotional Learning and School Mental Health plan for the 2021-22 school year and reviewed/revised the plan for the 2022-2023 school year.</p> <p>In the 2022-2023 school year, teachers in grades K-5 received training on Zones of Regulation and implementation is underway.</p> <p>Additionally, in 2022-2023 the school added a full time social worker.</p> <p>Dean's and teacher's continue to monitor and respond to increase in successfully responding to unproductive behaviors.</p>	Limited Development 10/17/2022		

<b>How it will look when fully met:</b>				
<b>Actions</b>				
<i>Notes:</i>				
<b>A4.09</b>	<b>The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	<p>Attrition:</p> <ul style="list-style-type: none"> <li>Exit surveys are offered to families of scholars who withdraw from our school. Exit survey completion is inconsistent.</li> <li>New parent events are scheduled in the fall: Donuts with the Deans and Coffee with Christy to give new parents an opportunity to meet with school leaders in an informal, small group environment.</li> <li>Kindergarten engagement activities occur after lottery each year. These include virtual meetings on getting your child ready for kindergarten, Popsicles on the Playground, kindergarten screening, Kindergarten Camp.</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>Automated attendance phone calls go out when scholars are absent.</li> <li>Attendance letters are sent home when scholars accrue multiple absences.</li> <li>The Office Administrator and Registrar team up to resolve missing or incorrect attendance each period and by the end of the day. They send reminders to teachers to complete their attendance. Deans are copied on these remind emails to assist in supporting teachers with taking attendance.</li> </ul>	Limited Development 08/03/2022		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>Based on end of year attrition data in SLE, attrition will continue to trend downward each year among all scholars as well as first year scholars.</p> <p>Based on end of year chronic absenteeism data in SLE. chronic</p>	<b>Objective Met 02/21/23</b>	<b>Brittany Houston</b>	<b>06/09/2023</b>

absenteeism will decrease.

**Actions**

10/15/22	Team 1 will track chronic absenteeism in weekly Team 1 meetings and work with social worker to contact parents, create A-CAP, or initiate truancy process.	Complete 10/28/2022	Team 1 & Lucille Lester	10/28/2022
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*Notes:*

10/15/22	Implement the Improved Withdrawal Process with fidelity.	Complete 10/31/2022	Christina Osborne	10/31/2022
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*Notes:*

10/15/22	Create reward/recognition system for excellent attendance utilizing ROAR Club bulletin board and slogan "Regular On time Attendance Rocks."	Complete 11/30/2022	Brittany Houston	11/30/2022
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*Notes:* Scholar engagement committee will develop this rewards/recognition program after watching the video of the breakout session from Leadership Summit.

10/15/22	Implement a minimum of two family engagement events during 2022-2023 school year.	Complete 12/10/2022	Christy Spurrier	06/09/2023
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*Notes:* Curriculum Nights with food trucks- September 15 & 22  
 Book Fair Family Night with food trucks - October 13  
 Trunk or Treat & Movie Night Community Event - October 28  
 Kindness Week & Family Scavenger Hunt - November 7-13  
 Winterfest & Holidays Around the World Cultural Fair - December 10

10/15/22	Implement monthly student attrition intervention communication.	Complete 10/31/2022	Brittany Houston	10/31/2023
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*Notes:* Deans will work with teachers to make contacts with scholars on the attrition intervention list each month. Teachers will report out the communication during O3s when Deans will enter the evidence of communication in SLE.

**Implementation:**

02/21/2023

**Evidence**

2/21/2023  
 Curriculum Nights with food trucks- September 15 & 22  
 Book Fair Family Night with food trucks - October 13  
 Trunk or Treat & Movie Night Community Event - October 28  
 Kindness Week & Family Scavenger Hunt - November 7-13  
 Winterfest - December 10

**Experience**

2/21/2023

Sustainability		2/21/2023 Events should be scheduled annually.			
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>Matthews intentionally sets aside times for scholars to transition to various grade bands. This is accomplished by holding orientations for each group. Kinder camp is offered to all rising kindergartners in August of each year. This provides scholars with an opportunity to meet new classmates, teachers, tour the building, and become comfortable with classroom routines and procedures. Parents of rising 3rd grade scholars are invited to a Welcome to 3rd Grade night in the spring of the year. Parents are presented with the increased expectations of 3rd grade as well as an overview of the NC Read to Achieve legislation requirements, including the various opportunities 3rd graders have to meet this requirement. Rising 6th grade scholars and their parents are invited to a Welcome to Middle School night in the spring of each year, hosted by the middle school dean, 6th grade teachers, and electives teachers, including the athletic director. Opportunities unique to middle school scholars are introduced to families during this event. 8th grade scholars are invited to several events hosted by Queen's Grant High School, the preferred high school option for our families. Families are offered a tour of the campus as well as a presentation about the school.</p> <p>Matthews has created and implemented a school wide behavior system that aligns with the moral focus virtues. Additionally, Matthews continues to include families in learning events throughout the school year. These events promote academic excellence and explain to families the "why" behind the curriculum.</p>	Limited Development 02/21/2023		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		Scholars will be better prepared socially, emotionally, and procedurally for their upcoming transition. A focus for each group will be on providing them the necessary skills to be successful (organization, social, emotional). attendance will be kept for each orientation and a survey provided upon completion.	<b>Objective Met 06/23/23</b>	<b>Lisa Mangum</b>	<b>09/29/2023</b>
<i>Actions</i>					
	6/23/23	Schedule and hold Kinder Camp and onboarding activities for the	Complete 06/09/2023	Brittany Houston	06/09/2023



	summer.			
<i>Notes:</i>				
6/23/23	Schedule and hold Welcome to 3rd Grade meeting for parents of rising 3rd graders.	Complete 06/09/2023	Lisa Mangum	06/09/2023
<i>Notes:</i>				
6/23/23	Schedule and hold Welcome to Middle School night for parents of rising middle school scholars as well as any new to Matthews families who will have scholars in middle school.	Complete 06/09/2023	Deon Childs	06/09/2023
<i>Notes:</i>				
<b>Implementation:</b>		06/23/2023		
<b>Evidence</b>	6/23/2023 Invitations to events, attendance/sign in sheets.			
<b>Experience</b>	6/23/2023 Kindergarten Screening is held in the spring of each year. Kinder Camp is held annually in early August prior to the first day of school. All rising kindergartners are invited to attend. Popsicles on the Playground is an annual event for rising kindergartners that is held in June.			
<b>Sustainability</b>	6/23/2023 Annual calendarizing of the events by the Dean of K-2 and Admissions Representative.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Matthews has a well-rounded School Improvement Team that meets monthly. The team is comprised of a variety of teaching experiences and background. Conversations are centered around scholar development and success and team members are quick to engage in the school improvement process. These monthly meetings are a way to hold each other accountable and ensure that all curricular tools are being implemented with fidelity. MCA staff focuses on ways in which they can increase academic achievement across all grade levels.	Limited Development 02/21/2023		
<b>How it will look when fully met:</b>		School improvement progress will be shared and monitored at each meeting to ensure that all action steps are completed prior to due		<b>Brittany Houston</b>	<b>06/28/2024</b>

dates.

**Actions**

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
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<i>Initial Assessment:</i>	<p>The leadership team (principal and three deans) collaborate to conduct two formal observations for each teacher and three formal observations for beginning teachers. Feedback is provided on instructional quality and areas for improvement and documented in the classroom framework.</p> <p>Informal observations are conducted regularly and feedback provided during one-on-one meetings.</p> <p>Additionally, teacher professional developments are held annually which gives teachers across our NHA community the opportunity to collaborate and discuss new ideas. This also serves as a reminder regarding how to implement curricular tools with fidelity.</p> <p>MCA has also created an additional learning opportunity for Deans that includes Dean coaching.</p>	Limited Development 02/21/2023		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
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<b>How it will look when fully met:</b>	Interactive Classroom Framework shows completion of ratings entered for each teacher.	<b>Objective Met 06/23/23</b>	<b>Brittany Houston</b>	<b>06/30/2023</b>
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<b>Actions</b>				
	6/23/23 Formal Lesson Observations (FLO) are scheduled twice annually. The leadership team divides the beginning teachers to ensure they all receive a third FLO by the end of the year.	Complete 06/09/2023	Deon Childs	06/09/2023

Notes:

<b>Implementation:</b>		06/23/2023		
<b>Evidence</b>	6/23/2023 All FLOs are housed in the Interactive Framework tool on myNHA.			
<b>Experience</b>	6/23/2023 Leadership team completed two FLOs on all non beginning teachers (BTs) and three FLOs on all BTs.			
<b>Sustainability</b>	6/23/2023 Hard scheduling FLOs annually.			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Quality of professional development</b>			
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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
<b>Initial Assessment:</b>		<p>Administrators meet weekly to review data and develop a strategic plan based on that data. Professional developments are then presented for teachers who need assistance with various teaching techniques to improve overall school performance.</p> <p>State assessment data is formed using subgroups. This data is reviewed for trends among disaggregated groups. Data from the 2021-2022 school year showed growth in most subgroups.</p> <p>Our principal and deans consistently monitor school performance and data in a variety of ways. MCA has recently hired within the last year a school social worker who works closely with administration to track weekly attendance. MCA has additionally implemented a school wide behavior system which allows staff to track behaviors both negative and positive more consistently. MCA also provides its staff with multiple learning opportunities through professional development and ensure teachers are using their curricular tools with fidelity. These opportunities have allowed teachers to be more familiar with the common assessments and their purpose as well as how to prepare their students for these assessments.</p>	Limited Development 10/15/2022		
<b>How it will look when fully met:</b>		2023-2024 EOG data will show an overall increase in growth and proficiency for all subgroups.	<b>Objective Met 02/22/24</b>	<b>Lisa Mangum</b>	<b>06/07/2024</b>

Actions				
10/15/22	Implement the Instructional Coaching Cycle & Key Levers with fidelity	Complete 06/09/2023	Team 1	06/09/2023
<p><i>Notes:</i> Lisa Mangum is responsible for monitoring K-2 Teachers and EC Teachers. Terence Jordan is responsible for monitoring 3-5 Teachers, EL Teachers, and Intervention Teachers. Deon Childs is responsible for monitoring 6-8 and Specials Teachers.</p>				
10/15/22	School leadership will participate in & utilize math competency PD throughout 2022-2023	Complete 06/09/2023	Lisa Mangum	06/09/2023
<i>Notes:</i>				
10/15/22	Ensure execution of Common Assessments and incorporate the 'Response to Data' days in curricular tool with fidelity.	Complete 10/27/2023	Team 1	10/27/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Matthews Charter Academy works in conjunction with our management company, National Heritage Academies, to recruit, hire, and retain teachers. This is done through frequent collaboration meetings to ensure recruitment efforts, in addition to ensuring candidates have successfully completed the hiring process. Working with our financial department also occurs to successfully retain teachers. Teachers are also invited to complete the GLINT and VOP surveys where they can provide feedback and share their thoughts on school policies and procedures.	Full Implementation 02/21/2023		

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>		Matthews Charter Academy has hired in the recent years a social	Limited Development 02/22/2024		

	<p>worker, and behaviorist who work closely with students who require their services in order to be successful in their academic settings. The school has also hired social emotional learning teachers that are able to assist those with SEL needs in a separate, more personal setting. The school additionally has PAW time instilled in all academic schedules. This is a time which allows teachers to pull small groups who need extra practice with their reading or math. During this time, the teacher is NOT teaching new instruction. This serves as a reteach session for learners who may have had difficulty understanding the content as it was being taught. PAW time has also allowed teachers a time to progress monitor and look at data to see what specific areas need to be retaught etc.</p> <p>Additionally, it is very evident that when a teacher needs a resource for their classroom (example adaptive scissors), they can contact admin or the front office where the item is usually approved and then ordered. This prevents the teacher from having to spend their own money on various school supplies.</p>			
<b>How it will look when fully met:</b>	2023-2024 Additional hires and resources will be provided for school.		Lisa Mangum	06/07/2024
<b>Actions</b>				
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		All parents have access to school connect, which houses various items such as academics, email addresses, account balances, attendance as well as field trip forms and information. In addition, weekly phone messages, emails, newsletters, and texts go out to remind parents of upcoming events. Teachers send weekly newsletters regarding upcoming lessons, units, and assessments, as well as other classroom activities through school connect. This makes it easy for parents and teachers to communicate which improves attrition. School connect also	Full Implementation 02/21/2023		

holds information regarding parent learning events, and is helpful in keeping parents engaged and notified about what is happening at Matthews. Matthews hosts events such as pastries with the principal, donuts with the deans, new family touch points, attendance slogan-ROAR, and attendance initiatives as way to engage families and increase attrition. Matthews also ensures that its families are familiar with the school wide behavior system and attendance policies. Attendance is tracked weekly and letters are sent home to those who violate the attendance policies. Students, parents, teachers, and admin are responsible for knowing the expectation when it comes to behavior and attendance. This information is easily accessible and can be found on school connect.