

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 July 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 July 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 January 2, 2023, Interactive Framework employees will have a minimum rating of Effective in the area of Building Positive Relationships with 95% accuracy. (A1.07)

By January 2, 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

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

	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:			<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>	Limited Development 10/13/2022		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p>	Index Score: 6		
How it will look when fully met:			<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"> Teacher develops and teaches expectations for respectful interactions among students. Teacher demonstrates care and respect in interactions with all students. Teacher and student interactions are intentionally planned and are focused on creating personal connections. Students demonstrate care and respect for the teacher and one another. <p>Routines and Procedures:</p> <ul style="list-style-type: none"> Teacher has established basic classroom routines and procedures. Teacher maximizes instructional time by effectively upholding classroom routines and procedures. 	Objective Met 02/21/23	Lisa Mangum	06/09/2023
Actions						
	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>				
Implementation:		02/21/2023		
Evidence	2/21/2023			
Experience	2/21/2023			
Sustainability	2/21/2023			

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>			<p>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 necessary.</p> <p>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.</p>	Limited Development 11/08/2022		
<i>How it will look when fully met:</i>			<p>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.</p> <p>Evidence: tracking template; assessment data; PLC/data minutes.</p> <p>According to EOG data, our overall Readin gproficiency and growth will increase. Evidence: Ready data.</p>		Brittany Derlath	06/09/2023
<i>Actions</i>						
<i>Notes:</i>						

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>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 Education teachers.</p> <p>Tier III scholars are typically referred to our MTSS process.</p> <p>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.</p> <p>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.</p>	Limited Development 10/17/2022		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<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
Initial Assessment:			<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>	Limited Development 10/17/2022		
How it will look when fully met:						
Actions						
Notes:						

		A4.09	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Attrition:</p> <ul style="list-style-type: none">Exit surveys are offered to families of scholars who withdraw from our school. Exit survey completion is inconsistent.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.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. <p>Attendance:</p> <ul style="list-style-type: none">Automated attendance phone calls go out when scholars are absent.Attendance letters are sent home when scholars accrue multiple absences.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.	Limited Development 08/03/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			<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 absenteeism will decrease.</p>	Objective Met 02/21/23	Brittany Houston	06/09/2023
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
Notes:						

10/15/22	Implement the Improved Withdrawal Process with fidelity.	Complete 10/31/2022	Christina Osborne	10/31/2022
<i>Notes:</i>				
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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i> 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
Initial Assessment:			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. 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.	Limited Development 02/21/2023		
How it will look when fully met:			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.		Deon Childs	09/29/2023
Actions						
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.03	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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.	Limited Development 02/21/2023		
How it will look when fully met:			School improvement progress will be shared and monitored at each meeting to ensure that all action steps are completed prior to due dates.		Brittany Houston	06/30/2023
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
<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>	Limited Development 02/21/2023		
<i>How it will look when fully met:</i>			Interactive Classroom Framework shows completion of ratings entered for each teacher.		Brittany Houston	06/30/2023
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	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
<i>Initial Assessment:</i>			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.	Limited Development 10/15/2022		
<i>How it will look when fully met:</i>			2022-2023 EOG data will show an overall increase in growth and proficiency for all subgroups.		Anna-Marie Stines	06/30/2023
<i>Actions</i>				0 of 3 (0%)		
10/15/22			Implement the Instructional Coaching Cycle & Key Levers with fidelity		Team 1	06/09/2023
<i>Notes:</i>						

10/15/22	School leadership will participate in & utilize math competency PD throughout 2022-2023		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.		Team 1	06/09/2023
<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
Initial Assessment:			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.	Full Implementation 02/21/2023		

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:			All parents have access to a parent portal, which houses various items such as academics, email addresses, account balances, and attendance. 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.	Full Implementation 02/21/2023		