

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>		<p>Current data from 2021-2022 states:</p> <ul style="list-style-type: none"> • 17.1% of Black and Hispanic third grade students combined scored at College and Career Ready (CCR) level 4 or 5 on the English Language Arts EOG. • 7.1% of Black third grade students projected to be CCR on the Winter administration of the Grade 3 ELA MAP assessment. • 8.0% of Hispanic third grade students projected to be CCR on the Winter administration of the Grade 3 ELA MAP assessment <p>Successes:</p> <ul style="list-style-type: none"> • PLC planning blocks are scheduled and structured to review and use student data to drive instruction. • Standards aligned curriculum <p>Needs:</p> <ul style="list-style-type: none"> • Skills Block and ALL Block need to be strengthened to support individual student needs. 	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					