

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:

Goal 1 The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.3% in SY2024-25 to 96.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Goal 2 The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 51.7% in SY2024-25 to 58% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Goal 3 The percent of students scoring College and Career Ready (CCR) on science End of Grade assessments in grade 5 will increase from 51.9% in SY2024-25 to 65 % in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Guardrail 1)

Guardrail 1 The percent of EC students scoring Grade Level Proficient (GLP), on the school composite for End of Grade assessments in grades 3-5 will increase from 25.6% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2 The percent of OSS/ISS incidents will decrease from 2.4 % in SY 2024-25 to 1% in SY 2025-26. (Aligns to A1.06, A4.06 and CMS Guardrail 2)

Guardrail 3: The percent of Chronic Absenteeism will decrease from 12.6% in SY2024-25 to 10% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4 The school will retain 100% of licensed classroom teachers throughout the 2025-26, (not considering retiring staff or staff moving out of area). (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
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>		Our school is committed to improving student outcomes across early literacy, reading, science, and EC performance by aligning instructional practices with data-driven supports and targeted interventions.		Limited Development 08/01/2024		

For Goal 1, strengthening foundational literacy in grades K–2 remains a top priority. Teachers implement the district’s standards-aligned curriculum with fidelity, supported by skills block and ALL block structures, while progress monitoring through DIBELS ensures students’ growth is tracked consistently. Teacher assistants trained in Orton-Gillingham provide small-group support during literacy instruction, and grade-level PLCs review data regularly to close gaps and accelerate progress toward increasing K–2 students at or above benchmark in DIBELS from 81.3% to 96.3% for the 2025-2026 year.

Aligned to Goal 2, our focus in grades 3–5 is on raising reading achievement. Teachers leverage Kid Talk sessions, Branching Minds documentation, and targeted MTSS interventions to meet student needs, while PLCs use data reviews—including I-Ready, MVPA, and EOG projections—to guide instruction. These strategies aim to increase the percent of students scoring College and Career Ready (CCR) in reading from 51.7% to 58% for the 2025-2026 year.

For Goal 3, improving science performance in grade 5, teachers are embedding hands-on, inquiry-based lessons that build deeper understanding of science concepts while incorporating literacy strategies to support comprehension. Regular formative assessments and benchmark reviews inform instruction and ensure students are prepared for EOG expectations, with the goal of raising science CCR from 51.9% to 65% for the 2025-2026 year..

Aligned with Guardrail 1, we are also focused on improving outcomes for exceptional children (EC). Through structured data reviews, targeted Tier II and Tier III interventions, and consistent support from fully staffed EC teachers, our school is building on demonstrated gains in proficiency and growth. Teacher assistants, including those with Orton-Gillingham training, provide small-group instruction during MTSS, and PLCs prioritize using student data to drive planning. These combined efforts aim to increase the percent of EC students scoring Grade Level Proficient (GLP) in grades 3–5 from 25.6% to 35% for the 2025-2026 year.

During the 2024–2025 school year, the principal and LIFT team at Matthews Elementary consistently monitored curriculum and instruction through scheduled walkthroughs and informal classroom visits, in alignment with B3.03. Timely, clear, and constructive feedback

was provided to teachers during individual meetings and collaborative planning sessions, ensuring that instructional practices were continuously refined based on student data and observation. This regular monitoring created a culture of support and accountability, empowering teachers to enhance instruction and increase student engagement. These efforts supported the school's academic goals, including raising K–2 DIBELS benchmark performance from Fall 2024-2025 59.5% to Spring 81.3% and improving grades 3–5 reading CCR scores from 47.9% to 51.7% (unofficial).

How it will look when fully met:

Full implementation of this goal involves consistently observing curriculum and classroom instruction through scheduled walkthroughs and informal visits. The LIFT team will provide clear, and constructive feedback to teachers, focusing on instructional practices and student outcomes. This feedback is communicated through individual meetings, and collaborative discussions during planning, ensuring teachers have actionable insights for improvement. Regular monitoring and feedback is established, fostering a supportive environment where teachers feel guided and empowered to enhance their instructional strategies and student engagement.

With full implementation the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.3% in SY2024-25 to 96.3 % in SY2025-26. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 51.7 % in SY2024-25 to 58% in SY2024-25.

Penni Beth Crisp

06/30/2026

Actions

0 of 3 (0%)

8/1/24 Conduct walkthroughs and/or observations with focus on Core Actions and Rigor, with a focus on Skills Block, ALL Block, and MTSS, to provide constructive feedback on implementation of best practices in ELA; principal, assistant principal, and master teachers will conduct walkthroughs and observations (Aligns to Goal 1 and Goal 2, FAM-S 29)

Penni Beth Crisp

06/30/2026

Notes:

8/8/24 Implement LIFT Meetings bi-weekly to coordinate and discuss observations, strengths, and needs for classrooms and students (Aligns to Goal 1, Goal 2, Goal 3, Guardrails 1-2, and FAM-S 3)

Penni Beth Crisp

06/30/2026

Notes:

12/3/24 A tiered coaching plan will be in place for all staff members (weekly, biweekly, or monthly). Master teachers, assistant principal, and principal will serve as coaches to support teachers in growth and improved student learning.

Penni Beth Crisp

06/30/2026

Notes:

	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
Initial Assessment:			<p>Current State 25-26:</p> <p>Our school is committed to increasing the percent of EC students scoring Grade Level Proficient (GLP) in grades 3–5 from 25.6% in SY 2024–25 to 35% in SY 2025–26 by strengthening instructional supports, monitoring progress consistently, and aligning resources to student needs. Through Kid Talk sessions and the use of Branching Minds, we track student movement between tiers, ensure fidelity to Tier II and Tier III interventions, and document progress monitoring for both academics and behavior. Teacher assistants, including those trained in Orton-Gillingham, provide targeted small-group instruction during MTSS to reinforce learning.</p> <p>Collaboration is central to this work, with structured PLC planning blocks focused on analyzing data to drive instruction. Teachers also use district-provided, standards-aligned curriculum to ensure rigor and consistency across classrooms. Data reviews at the beginning, middle, and end of the year—along with I-Ready, MAP, and DIBELS comparisons to EOG projections—allow teams to make informed instructional adjustments and set clear next steps for each quarter. Teacher capacity is strengthened through peer observations, giving staff the opportunity to share best practices and refine MTSS implementation.</p> <p>These strategies have already produced measurable gains, including increases in both GLP and CCR across tested subjects for students with disabilities. Building on this momentum, we are addressing challenges such as limited intervention time, inconsistent student attendance, and the need for fidelity in implementing ALL block, skills block, and MTSS structures. Opportunities for growth include expanding flexible grouping across grade levels, strategically assigning teacher assistants and support staff, and maintaining weekly data reviews in PLCs to focus on progress and gaps.</p>	Limited Development 12/01/2023		

During the 2024–2025 school year, Matthews Elementary strategically aligned its resources—time, staffing, and funding—to support instructional priorities for students with disabilities (SWD), in alignment with D1.02. Through intentional scheduling, SWD received services during the MTSS block to ensure access to core instruction, while also receiving support during skills and ALL blocks within general education settings. Collaboration between EC and general education teachers was strengthened through regular PLCs, weekly meetings with EC support staff, and ongoing professional development focused on inclusive practices and progress monitoring. IEP service times were reviewed and adjusted based on individual needs, and opportunities for additional support and behavior plans, were provided. Continued efforts are needed to improve the SWD subgroup performance grade from an F to a D or higher.

How it will look when fully met:

The percent of SWD who are proficient on EOG assessments will increase from 25.6% in SY2024-25 to 35% in SY2024-25.

We will increase our SWD subgroup performance grade from a F to a D or higher in 2025-26. (Aligned to A4.01, D1.02, and CMS Goal 4) Data from EOG assessments, as well as data from i-Ready, DIBELS, and MVPA benchmark assessments will be used to monitor growth toward this goal and determine if we have reached full implementation.

Full implementation will look like consistent collaboration between EC staff and general education teachers sharing instructional strategies to meet individual needs of students. Process of ongoing performance analysis and professional development will be provided to strategically address student needs.

Link to TSI Comprehensive Needs Assessment:

Penni Beth Crisp

06/30/2026

Actions

0 of 2 (0%)

8/8/24

EC teachers will continue to provide professional development for our general education teachers on strategies to support EC students consistently throughout the content areas in the general education classroom. (Aligns to Goal 1 and Goal 2, Guardrail 1)

Penni Beth Crisp

05/01/2026

Notes:

8/27/25	The EC team will meet weekly with school administration to collaboratively review student progress, discuss instructional and behavioral supports, and align strategies to ensure consistent implementation of services. Data discussion of SWD during the EC PLC meeting after each assessment window.		Penni Beth Crisp	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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:

Current State 25-26:

To support Guardrail 1—improving the percent of EC students scoring Grade Level Proficient (GLP) on the EOG composite from 25.6% in 2024–25 to 35% in 2025–26—our school implements intentional practices to strengthen core instruction, provide targeted interventions, and closely monitor student progress. Our school implemented multiple strategies to strengthen instruction and support student growth, including Kid Talk sessions, Branching Minds for individualized plans and progress monitoring, teacher assistant push-ins during MTSS, structured PLC planning, and frequent data reviews using DIBELS, MVPA, I-Ready and EOG projections. Peer observations further built teacher capacity, contributing to measurable student gains. We are addressing them by expanding flexible grouping, strategically placing support staff, conducting weekly data reviews, and maintaining flexibility in MTSS resources to better meet student needs.

During the 2024–2025 school year, Matthews Elementary continued to strengthen its tiered instructional system, aligning with A4.01 to ensure that all students received evidence-based instruction tailored to their individual needs. Tier 1 instruction remained rooted in high-quality, differentiated teaching for all students, while Tier 2 and Tier 3 interventions provided increasing levels of targeted and intensive support based on ongoing assessment data. Educators worked collaboratively with support staff and families to monitor student progress and adjust instruction accordingly, creating a responsive, student-centered approach. As a result of these efforts, the school aimed to increase K–2 DIBELS benchmark scores Fall 2024-2025 59.5% to Spring 81.3%, CCR scores in grades 3–5 reading from 47.9% to 50.8%, fifth-grade science CCR scores from 67.9% to __%, and math GLP scores for EC students from 24.5% to 26.8 (unofficial)%. These improvements are also aligned with our goal to raise the EC subgroup performance grade from an F to a D or higher.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<p>Full implementation of this goal will maintain a tiered instructional system integrated into Matthews daily instruction. Teachers will deliver targeted-based instruction tailored to meet the diverse needs of students at varying levels of proficiency. Tier 1 will encompass high-quality, differentiated classroom instruction for all students. In Tier 2, targeted interventions will address the needs of students who require additional support beyond the core curriculum. Tier 3 will provide intensive, individualized instruction for students with significant learning gaps or challenges. Continuous data monitoring and assessment will guide instructional decisions, ensuring each student's progress is tracked and interventions are adjusted accordingly. Collaboration among educators, support staff, and families will be pivotal, creating a cohesive framework that fosters academic growth and success for every student.</p> <p>Resulting from full implementation the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.3% in SY2024-25 to 96.3 % in SY2025-26. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 51.7 % in SY2024-25 to 58% in SY2025-26. The percent of EC students scoring Grade Level Proficient (GLP), on composite End of Grade assessments in grades 3-5 will increase from 25.6% in SY 2023-24 to 35% in SY 2024-25. The percent of students scoring College and Career Ready (CCR) on science End of Grade assessments in grade 5 will increase from 51.9% in SY2023-24 to 65% in SY2024-25.</p> <p>We will increase our EC subgroup performance grade from a F to a D or higher in 2023-24. (Aligned to A4.01, D1.02, and CMS Goal 4)</p>		<p>Douglas Franzone</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
	<p>8/2/24 Within the 2025-26 school year, our ATSI school will implement the following evidenced-based intervention(s): SPIRE for decoding, Neuhaus Metacognitive Strategies, Pirate Math, and Number Worlds, to increase overall performance of SWD (Aligns to Goal 1 and Goal 2, Guardrail 1)</p>		<p>Romana McEwan</p>	<p>06/09/2026</p>

<i>Notes:</i>			
8/8/24	Within the 2025-2026 school year, Matthews ES will implement the following evidenced-based interventions, EL Skills Block Supplemental Instruction (Tier 2), Orton-Gillingham (Tier 3), and Check In Check Out (Tier 2 behavioral support) to increase overall performance of all student groups with a focus on ML and EC students. (Aligns to Goals 1 and Goal 2, Guardrail 1)		Penni Beth Crisp 06/09/2026
<i>Notes:</i>			
12/3/24	The ML schedule will be revised to ensure all students receive maximum amount of ML time possible including EC students. When possible, students will receive services five times a week focused on ALFA.		Romana McEwan 06/10/2026
<i>Notes:</i>			
8/2/24	PLCs will review data after each MVPA/DIBELS and benchmark assessment windows, as well as quarterly review of student work, and a weekly focus on data to determine next steps to address student needs through flexible grouping in ELA and Math MTSS blocks (Aligns to Goal 1, Goal 2, and Goal 3, Guardrail 1, and FAMS 3 and 29)		Penni Beth Crisp 06/30/2026
<i>Notes:</i>			

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Current State from June 2025

During the 2024–2025 school year, instructional teams collaborated to develop and implement standards-aligned units of instruction grounded in student data. Weekly PLCs focused on analyzing DIBELS, i-Ready, and EOG data to guide planning, address learning gaps, and adjust instruction. Key successes included structured data reviews, use of district-provided curriculum, implementation of the ALL block, and targeted support from trained teacher assistants during MTSS. These efforts contributed to progress toward school goals. Challenges that impacted our ability to fully meet A2.04 included limited ML staffing, inconsistent intervention time due to coverage needs, and student absenteeism. Despite this, opportunities remain to strengthen instruction through intentional support staff placement, ongoing professional development, and more consistent data monitoring focused on subgroup performance. Continued commitment to standards-aligned planning and data-driven instruction will support increased consistency, rigor, and growth across all grade levels.

Current State from June 2025:

According to EOG data, the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS was 84.3%. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 was 47.9 %. The percent of students scoring College and Career Ready (CCR) on science End of Grade assessments in grade 5 was 67.9%. The percent of EC students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-5 was 24.5%

Some of the success we experienced during the 2024-2025 school year include:

-PLC planning blocks are scheduled and structured to review and use student data to drive instruction.

-Standards aligned curriculum provided by the district

-Beginning of the year and middle of the year data review with a focus on students that had yet to meet expectations, students that were borderline, and students that were high achieving yet lacked growth.

Review of MVPA data three times a year with comparison to MAP and DIBELS data as well as reviewing projects for EOG to make a clear plan

Limited Development
07/25/2024

for the next quarter of instruction

District personnel presented strategies to increase success for ML students in a staff meeting

Peer observations on grade level during MTSS and in another block of teacher's choice

Classroom and support staff received ALL block training at start of school year

Teacher assistants, including those that are trained in Orton-Gillingham, pushed into classrooms during MTSS time to support instruction.

Some of the challenges we are facing to meet our 2025-2026 targets would be:

ML Hispanic students need consistent exposure to the English language if newer to the country or the language

Over 100 ML students only served by one ML teacher

For students who are not meeting grade level expectations and/or growth, time needed for interventions after focus on core instruction

Implementation of skills block/ALL block with fidelity and using best practices to best meet student needs

Classroom assistants are often pulled to cover classes due to teacher absences when substitutes are not available

Students in these subgroups often are absent which impedes their progress due to not receiving consistent interventions and instruction

Some of the opportunities that exist that could address these challenges would be:

Continue to intentionally place teacher assistants and support staff, based on their strengths, in grade levels during the MTSS block

Continue to provide professional development and coaching/modeling on skills block, ALL block, and MTSS block to ensure implementation with fidelity and use of best practices to meet student needs

Increased/more consistent review of ML data and instruction to better track growth and projected end-of-year assessment outcomes

Reviewing BOY and MOY data as well as MVPA data in comparison to DIBELS and MAP to include specific discussions around the progress of Black and Hispanic students and what strategies could be implemented for the growth of these students

Weekly review of student work and data in planning to focus more consistently on student progress including needs and gaps in learning

How it will look when fully met:

According to EOG data, percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.3% in SY2024-25 to 96.3 % in SY2025-26. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 51.7 % in SY2024-25 to 58% in SY2025-26. The percent of EC students scoring Grade Level Proficient (GLP), on composite End of Grade assessments in grades 3-5 will increase from 25.6% in SY 2024-25 to 35% in SY 2025-26. The percent of students scoring College and Career Ready (CCR) on science End of Grade assessments in grade 5 will increase from 51.9% in SY2024-25 to 65% in SY2025-26.

Data from EOG assessments, as well as data from DIBELS, will be used to monitor growth toward this goal and determine if we have reached full implementation.

When fully met, this standard will see Instructional Teams collaboratively developing comprehensive, standards-aligned units of instruction for each subject and grade level. These units will be thoughtfully structured, incorporating clear learning objectives that align with state standards and district expectations. The lessons will be aligned to district expectations while differentiating activities that meet diverse student needs. Progress monitoring student performance will inform instruction by including weekly data conversations and analysis of student work. The result will be a cohesive curriculum that ensures consistency and rigor across all classrooms.

Penni Beth Crisp

06/30/2026

Actions

0 of 4 (0%)

9/2/25	Professional Development: Certified staff will participate in professional development focused on extending knowledge of the use of the PACE framework and knowledge of ALFA to help support ML students and continue to help our ML students work toward EL progress while providing strategies that support all students. Certified staff will participate in professional development on rigor during small group instruction focused on math and literacy to accelerate our growth in these content areas. Professional development will be provided by curriculum specialists from the ESPA-A.		Penni Beth Crisp	06/10/2026
<i>Notes:</i> PD scheduled for 12/3				
9/15/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Penni Beth Crisp	06/10/2026
<i>Notes:</i>				
7/25/24	PLCs will review data after each I-Ready/DIBELS/ and MVPA assessment window to determine next steps to address student needs. Also to include ML teacher will review data after each I-Ready/DIBELS assessment window with administration to determine next steps to address student needs ensuring a focus on our ML Learners. (Aligns to Goal 1, Goal 2 and Goal 3)		Penni Beth Crisp	06/30/2026
<i>Notes:</i> *First quarter half-day planning days: 11/13-14 (3rd-5th grade) *Second quarter half-day planning days: 2/3-4 (3rd-5th grade)				
7/25/24	Align instructional planning to Core Actions to increase rigor, engagement and standards alignment for all instructional blocks. (Aligns to Goal 1, Goal 2, and Goal 3, Guardrail 1 and FAM-S 29)		LIFT Team	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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
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Initial Assessment:	<p>Current State:</p> <p>To support Guardrail 2, our school is focused on reducing OSS/ISS incidents by strengthening proactive behavior supports and ensuring consistency in expectations across all classrooms. Structures such as</p>	Limited Development 07/25/2024		
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clear schoolwide behavior expectations, the use of Educators Handbook for documentation, and targeted MTSS interventions for behavior are helping us address concerns before they escalate to removals. Teacher assistants and support staff are being strategically deployed during critical times of day to provide additional supervision and intervention. Continued emphasis on positive relationships, restorative practices, and reteaching expectations supports our goal of decreasing OSS/ISS incidents from 2.4% to 1% by SY 2025–26.

In alignment with Guardrail 3, our school is also prioritizing improved attendance. Chronic absenteeism impacts both academic achievement and social-emotional development, so we are using a multi-tiered approach to identify and support students at risk. Attendance data is monitored regularly, with early interventions provided for students showing patterns of absences. Communication with families, attendance contracts, and connections to community resources help address barriers to consistent attendance. Classroom incentives and schoolwide recognition are used to encourage strong attendance habits. These combined strategies aim to reduce chronic absenteeism from 12.6% to 10% by SY 2025–26, ensuring students are present and engaged in daily learning.

During the 2024–2025 school year, Matthews Elementary prioritized students' emotional well-being by deepening the implementation of social-emotional learning practices aligned with A4.06. Teachers regularly engaged in emotional check-ins, morning circles, and the use of restorative practices to help students manage their emotions and build self-awareness. The schoolwide integration of the Caring School Community SEL curriculum supported a consistent, proactive approach to student mental health. Staff collaborated closely with counselors and families to provide personalized support and clear referral systems for students in distress. Progress was measured through maintaining a low suspension rate of <2%. Suspension data, office referrals, and PowerSchool incidents were monitored to ensure student behavior and emotional support systems remained effective and responsive.

<p>How it will look when fully met:</p>	<p>Full implementation will be measured by maintaining suspensions suspension rate of 1.5% or less in SY2025-26. To assess the goal and determine growth toward the goal, we will use suspension data and review calls to the office and incidents in Educator's Handbook.</p> <p>Full implementation of the goal involves continued support for teachers with implementation of Caring School Community, regular emotional check-ins with students, and the use of tools like morning circle and restorative practices. It includes personalized plans and clear referral systems for students in distress, collaboration among teachers, counselors, and parents, and the integration of Caring School Community SEL curriculum school wide. Continuous monitoring and data-driven adjustments ensure that all students' emotional well-being is prioritized and effectively managed.</p> <p>2025-26 Matthews ES Attendance Plan</p>		<p>Douglas Franzone</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/15/25</p>	<p>Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.</p>		<p>Penni Beth Crisp</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>9/15/25</p>	<p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p>		<p>LIFT Team</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>8/1/24</p>	<p>Attendance plan will be created to address Tier 1, 2, and 3 attendance. Steps in plan will be followed by staff with clear communication between counselors and teachers regarding attendance concerns. Letters for 3/6/10 unexcused absences will be sent monthly with 6/10 day letters hand-delivered by counselors. (Aligns to Goal 1, Goal 2, Goal 3, Guardrail 1, Guardrail 2, Guardrail 3 and FAM-S 3)</p>		<p>Penni Beth Crisp</p>	<p>06/30/2026</p>
<p><i>Notes:</i> Link to Attendance Plan: https://docs.google.com/document/d/1g0mDIIm8WMzJSXmDG5wHM-1NFDkhVaibbk-W_mXJJdU/edit?usp=sharing</p>				

8/8/24 SS PLC will meet weekly to discuss student needs in relation to social/emotional learning, attendance, and behavior (Aligns to Guardrail 2 and Guardrail 3, and FAM-S 3, 30, and 31)

Penni Beth Crisp

06/30/2026

Notes:

Core Function: Domain 4: Culture Shift

Effective Practice: Practice 4C: Engage students and families in pursuing education goals

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
<i>Initial Assessment:</i>		<p>During the 2024–2025 school year, Matthews Elementary strengthened its partnership with families by regularly communicating expectations and sharing ways parents can support learning at home, aligning with E1.06. Through events like Curriculum Night, families received clear information about academic goals and practical strategies to reinforce learning beyond the classroom. Ongoing communication through Parent Square ensured families remained informed and engaged, fostering two-way dialogue and collaboration. These efforts supported student growth and contributed to targeted outcomes, of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.3% in SY2024-25 to 96.3 % in SY2025-26. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 51.7 % in SY2024-25 to 58% in SY2025-26.The percent of EC students scoring Grade Level Proficient (GLP), on composite End of Grade assessments in grades 3-5 will increase from 25.6% in SY 2024-25 to 35% in SY 2025-26.The percent of students scoring College and Career Ready (CCR) on science End of Grade assessments in grade 5 will increase from 51.9% in SY2024-25 to 65% in SY2025-26.</p>	Limited Development 08/01/2024		

<p>How it will look when fully met:</p>	<p>Full implementation of this goal involves regular, clear communication between Matthews and parents/guardians about school expectations and the significance of curriculum through Curriculum Night. This includes providing parents with specific strategies and resources to support their children's learning at home, hosting school events, and maintaining consistent, two-way communication channels using Parent Square. Matthews ensures parents understand how they can support classroom learning, creating a strong partnership between home and school to enhance student success. With full implementation EOG data will show, the percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will be 92.3%. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will be 54.6%. The percent of students scoring College and Career Ready (CCR) on science End of Grade assessments in grade 5 will be 75%. The percent of EC students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will be 35%</p> <p>2024-2025 Attendance Plan</p>		<p>Penni Beth Crisp</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/1/24</p>	<p>Provide monthly updates/opportunities for collaboration regarding school leadership and parent/teacher partnership-SIT and PTO (Aligns with Goal 1, Goal 2, and Goal 3, Guardrail 1 and FAM-S 3)</p>		<p>Penni Beth Crisp</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>8/8/24</p>	<p>Parent Square will be used to communicate updates weekly as well as the weekly PTO newsletter to families. Teachers will use Parent Square as their primary mode of communication with families. (Aligns to Goal 1, 2, and 3, Guardrail 1, Guardrail 2, Guardrail 3)</p>		<p>Penni Beth Crisp</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				