

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
				Limited Development		

According to EOG data, 20.9% of Black/Hispanic third graders are College and Career Ready. This is a deficit of 12.7%; therefore we did not meet the target for this indicator for the 2022-2023 school year.

Some of the success we experienced during the 2022-2023 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

Speed Planning during a PLC time to include EC, ML, and TD teachers in data discussions and strategies for

acceleration/remediation after middle of the year data review.

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.

Peer observations, above and below one's own grade level, to include Core Action look-fors.

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 2023-2024 targets would be:

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

For students who are not meeting grade level expectations and/or growth, time needed for interventions or extensions 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

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

Intentionally placing teacher assistants and support staff, based on their strengths, in grade levels during the MTSS block

Providing professional development and coaching/modeling on skills block/ALL block to ensure implementation with fidelity and

use of best practices to meet student needs  
More consistent review of ML data and instruction to better track growth and projected end-of-year assessment outcomes.  
Reviewing BOY and MOY data to include specific discussions around the progress of black and Hispanic students and what strategies could be implemented for the growth of these students.

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) c24Sel--a 4 r t5--n toh

9/9/22 Align instructional planning to Core Actions to increase rigor, engagement and standards alignment for all instructional blocks. (Aligns to ALL goals and FAM-S 29) Catherine Bish 06/07/2024

*Notes:*

9/9/22 PLCs will review data after each MAP/DIBELS and benchmark assessment window to determine next steps to address student needs ensuring a focus on the progress of our Black and Hispanic students. (Aligns to 3rd grade ELA and EVAAS) Catherine Bish 06/07/2024

*Notes:*

9/6/23 ML teacher will review data after each MAP/DIBELS assessment window with administration to determine next steps to address student needs ensuring a focus on our Hispanic students. (Aligns to 3rd grade ELA and EVAAS) Romana McEwan 06/07/2024

*Notes:*

9/6/23 Provide classroom teachers with training for ALL block/Skills block to help them better use data to plan instruction to support students' individualized needs as well as time in each planning rotation to plan tasks for ALL block/Skills block. (Aligns to 3rd grade ELA and EVAAS) Penni Beth Crisp 06/07/2024

*Notes:* \*8/22/23-Grades 3-5 teachers received three-hour training on ALL block from district support staff.  
\*8/23/23-Grades K-2 teachers received three-hour training on Skills block from district support staff.

Core Function: Dimension A - Instructional Excellence and Alignment

progress monitoring for students at the Tier II and Tier III levels.  
Speed Planning during a PLC time to include EC, ML, and TD teachers in data discussions and strategies for acceleration/remediation after middle of the year data review.  
Teacher assistants, including those that are trained in Orton-Gillingham, pushed into classrooms during MTSS time to support instruction.  
PLC planning blocks are scheduled and structured to review and use student data to drive instruction.  
Standards aligned curriculum provided by the district  
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.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

For students who are not meeting grade level expectations and/or growth, time needed for interventions or extensions 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  
Time for progress monitoring and entering the data into Branching Minds.

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

Review options for grades levels to use flexible grouping across the grade level to better serve all students and meet their individual needs  
Intentionally placing teacher assistants and support staff, based on their strengths, in grade levels during the MTSS block  
Increase frequency of data review for students not meeting grade level expectations beyond MAP BOY and MOY  
Flexibility in choice of resources to use to best meet the needs of students during the MTSS block of time.



12/1/23 Within the 2023-24 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.

Catherine Bish

06/07/2024

*Notes:*

9/9/22

referrals.

Code of Conduct assemblies to review expectations were held in September 2022 and January 2023.

Staff members completed a book study with discussion in team planning on strategies to be implemented in the classroom with students who had emotional/behavioral challenges. After the first planning session, team members implemented strategies and then came back together to reflect on successes and further challenges.

Attendance secretary consistently sent 3/6/10 day letters to families to address unexcused absences. Percentage of unexcused absences and chronically absent students did decrease with phone calls and contact from counselors.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

Some parents were reluctant to allow their children to have a mentor.

The number of staff members willing to be mentors which would allow more students to have a mentor.

School counselors consistently conducted lessons in Learning Lab does not allow for flexibility in student support and lessens time for individual and small group counseling.

Due to the timing of morning meetings, walkthroughs are not consistently conducted as issues arise during arrival that must be addressed (late buses, families with needs, student crises, etc.)

Classroom teachers would not request to use peer mediation to solve conflicts between students as they were unsure of possible impact.

Classroom teachers have become more reluctant to use the Caring Schools Curriculum after four years of implementation.

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

Provide more communication around the staff based mentor program to allow families time to ask questions and share any concerns.

Reach out to community partners to increase the number of mentors for students.

More frequent and consistent monitoring/walk through of morning meeting time by prioritizing LIFT team members each day for the task.



Staff review of Caring Schools Curriculum during beginning of the year staff meeting, January staff meeting, and April staff meeting.  
 Provide staff information around the peer mediation program so that they are aware of how to allow students the opportunity to use this program.  
 Increase communication from counselors regarding attendance concerns from the beginning of school and consistently to decrease the likelihood that absences do not increase rapidly without being addressed  
 Adapt group counseling lesson schedule to address need for more small group and individual counseling sessions

The percent of students reporting a positive self-perception of their self-efficacy will increase from 63% on the Fall 2022 Panorama Screener (in grades 3-5) to 78% in SY2023-24.

To assess the goal and determine growth toward this goal, we will use Panorama Screener data for our students in grades 3-5.

Out-of-School Suspension (OSS) disproportionality for Black students will not increase as we met the goal in SY2022-23 at 15.7% and the overall goal is 20.3% in SY2023-24.

To assess the goal and determine growth toward the goal, we will use suspension data and review calls to the office and incidents in PowerSchool.

Romana McEwan 06/10/2024

0 of 9 (0%)

9/9/22 Code of Conduct Assemblies conducted for each grade level at the start of the school year (by mid-September) and at midyear (by the end of January) (Aligns to SEL and OSS)

Penni Beth Crisp 02/01/2024

Notes: \*Code of Conduct Meetings were held by September 8, 2023

9/28/22 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 3rd grade ELA, SEL, and FAM-S 3)

*Notes:* Attendance plan will be shared on the school website by the end of September and note will be placed in the weekly Connect Ed, through email and a phone call. This information will be shared at Curriculum Night in 2023-24.

Google Link to Attendance Plan:

<https://docs.google.com/document/d/1UfMKCoq6CxcOtfRevQBb4>

*Notes:*

9/9/22 Continue to implement a peer mediation program to decrease the number of out of school suspensions. (Aligns to SEL, OSS, FAM-S 30 and 31)

Shannon Kromer

06/07/2024

*Notes:*

9/9/22 Supports in school, school counselors, school psychologist, support staff, classroom teachers, and LIFT team members as mentors, to address students with repeated behavior issues to lessen need for suspension (Aligns to OSS, SEL, FAM-S 30 and 31)

Romana McEwan

06/07/2024

*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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Current State from August/September 2023:

According to EOG data, 20.9% of Black/Hispanic third graders are College and Career Ready. This is a deficit of 12.7% therefore we did not meet the target for this indicator for the 2022-2023 school year.

Matthews ES exceeded growth based on EVAAS data (85.7) for the 22-23 school year.

Some of the successes that we experienced during the 2022-2023 school year include:

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

Speed Planning during a PLC time to include EC, ML, and TD teachers in data discussions and strategies for acceleration/remediation after middle of the year data review.

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.

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

Core Action Walk-Throughs were conducted by the administrative team with a debrief conversation at least twice monthly.

Peer observations were conducted in April and May. Classroom teachers observed one grade level above and below, with the exception of kindergarten (observed 1st and K) and fifth grade (observed 4th and K). Reflections on peer observations were shared in grade level planning with guiding questions by our literacy facilitator.

LIFT meetings were conducted at least biweekly, but often weekly. The team focused on data review, coaching needs, student needs, staff needs, and plans for the mentor program, book study, MTSS, Branching Minds, etc. based on the time of year.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

For students who are not meeting grade level expectations and/or growth, time needed for interventions or extensions after

No Development  
08/30/2022

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

Time for progress monitoring and entering the data into

Branching Minds.

Consistently conducting the Walkthroughs with fidelity to include literacy, including module, ALL/skills block, math, and SEL when also needing to attend to/address student crises, teacher needs, and family needs

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

Prioritize scheduling of walkthroughs to include literacy, math, and SEL. Include the student services team on SEL walkthroughs

9/9/22 Peer observations will be used so teachers can provide feedback and gain instructional strategies from peers. Teachers will observe same grade peers with the opportunity to visit other grade levels if requested. (Aligns to 3rd grade ELA and EVAAS)

Catherine Bish

02/01/2024

*Notes:*

9/12/23 Use strategies learned through RELAY training to observe and coach at least four teachers requiring mentor support throughout the school year (Aligns to ELA and EVAAS)

Penni Beth Crisp

02/01/2024

*Notes:*

9/9/22 Conduct walkthroughs and/or observations with focus on Core Actions,

EC PLC meets weekly to discuss student needs and makes adjustments as needed to schedules and/or IEPs.  
Speed Planning during PLC time with general education teachers included EC teachers in data discussions and strategies for acceleration/remediation after middle of the year data review.  
Our schedule ensures that SWD receive core instruction as their service time is during the MTSS block.  
SWD receive support during skills/ALL block in the general education classroom.  
EC Assistants push into general education classes or support EC teachers in the resource classroom for our students with the greatest needs.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

Ensure that general education teachers conduct progress monitoring with fidelity for SWD  
SWD are not able to get additional support during MTSS as this is their pull out time for resource instruction as they are not able to miss CORE instruction  
Implementation of skills block/ALL block with fidelity and using best practices to best meet student needs  
Consistently conducting the Walkthroughs with fidelity to include EC classrooms

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

Ensure accommodations are consistently given with fidelity throughout the school day and on assessments leading up to the EOG.  
Provide professional development to general education teachers on support of SWD throughout the day in the general education classroom.  
Data discussion of SWD during the EC PLC meeting after each assessment window  
Review IEP service times to determine changes that need to be made including less service time, more service time, more inclusion time, or more time in the general education classroom.  
Provide the opportunity for SWD to attend OTSS tutoring for additional support

Penni Beth Crisp

06/07/2024

The percent of SWD who are proficient on EOG assessments will increase from 13.8% in SY2022-23 to 31.9% in SY2023-24 based on our Long Term Goal from our READY report.

We will increase our SWD subgroup performance grade from a F to a D or higher in 2023-24. (Aligned to A4.01, D1.02, and CMS Goal 4)

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

Link to TSI Comprehensive Needs Assessment:

[https://docs.google.com/document/d/1INuLi-r-W\\_Lm15\\_VNI-HHraT7mR3Y3V7w6kmjoVgPsg/edit?usp=sharing](https://docs.google.com/document/d/1INuLi-r-W_Lm15_VNI-HHraT7mR3Y3V7w6kmjoVgPsg/edit?usp=sharing)

1 of 6 (17%)

12/1/23 Hire a certified EC teacher to fill our .5 position instead of trading in the position for a full-time EC assistant. Complete 10/17/2023 Penni Beth Crisp 11/01/2023

*Notes:* Position filled in October-M. Hilt started in the position on 10/16/23

12/1/23 EC teachers will provide professional development for our general education teachers on strategies to support EC students consistently throughout the content areas in the general education classroom. Catherine Bish 04/30/2024

*Notes:*

12/1/23 Ensure accommodations are consistently given with fidelity throughout the school day and on assessments leading up to the EOG Romana McEwan 05/31/2024

*Notes:*

12/1/23 Data discussion of SWD during the EC PLC meeting after each assessment window Catherine Bish 05/31/2024

*Notes:*

12/1/23 Review IEP service times to determine changes that need to be made including less service time, more service time, more inclusion time, or more time in the general education classroom.



12/1/23 Within the 2023-24 school year, our school identified the following resource inequity, EC team not fully staffed with certified teachers (.5 traded in for EC assistant) due to lack of applicants, as a result, our school plans to mitigate this inequity by hiring a certified .5 teacher in mid-October. Our school also identified lack of training on meeting the needs of EC students in the general education classroom as a resource inequity, as a result, our school plans to provide PD for our general education teachers on strategies to support EC students consistently throughout the content areas.

Penni Beth Crisp

06/07/2024

*Notes:*

Core Function:

Effective Practice:

meeting in the school calendar.

All emails and phone calls from administrators to parents were answered within 24 hours

Teacher consistently sent home weekly folders with classwork and any school announcements.

Attendance secretary consistently sent 3/6/10 day letters to families to address unexcused absences. Percentage of unexcused absences and chronically absent students did decrease with phone calls and contact from counselors.

Some of the challenges we are facing to meet our 2023-2024 targets would be:

Attendance at parent information sessions/workshops was light even when held virtually.

Book study is time-consuming for families and commitment to this task has been very hard to get from families.

Attendance at the second and third sessions of curriculum night was very light. Most families attended the first session, but attendance was not high for this event. Since COVID, families are accustomed to constant communication through email and virtually with teachers which decreases the need for the session. Communicating with families with different languages other than Spanish so that they are included and knowledgeable about all events.

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

Survey parents to determine the best times for meetings, as well as topics to be addressed, to increase attendance and engagement.

Work with PTO and SIT to adapt focus of curriculum night, if needed, to increase participation; decrease sessions from three to two.

Since two SIT members will rotate off, we can engage an incoming K parent or a parent new to the school to join the team.

ML teachers collaborate with classroom teachers and other staff to provide the translator hotline when needed to communicate



*Notes:*

9/9/22 Provide monthly updates/opportunities for collaboration regarding school leadership and parent/teacher partnership (Aligns with ALL goals and FAM-S 3)

Catherine Bish

06/07/2024

*Notes:*

9/9/22 Maintain daily methods of communication regarding class progress (agenda, behavior logs, reading logs, etc.) with primary communication tool being Parent Square (Aligns to ALL goals)

Romana McEwan

06/07/2024

*Notes:*

9/9/22 School counselors will coordinate parent information sessions focused on needs from Panorama data analysis. Families will be surveyed to determine best mode for sessions (virtual, in-person). (Aligns to SEL, OSS, EVAAS, and FAM-S 30 and 31)

Catherine Bish

06/07/2024

*Notes:*