

Comprehensive Progress Report

Mission:

Mission: Celebrating, challenging, and guiding learners on their paths to success and achievement.

Vision:

Vision: Through student-centered learning and data driven instruction, Montclair staff, students, families, and community stakeholders will collaborate to create a safe and welcoming environment where students are empowered to be self-directed risk takers in order to reach their high academic and social-emotional goals.

Goals:

To provide a daily, duty-free lunch period for every teacher. (B2.01)

Provide duty-free instruction planning time for every teacher under G.S 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06 KEY)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.1% in SY2021-22 to 29.1% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will 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)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 57% on the Fall 2021 Panorama Screener (in Grades 3-5) to 62.5% in SY2022-23 and 68% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 38.1% in SY2021-22 to 30.5% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



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>To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? In 2022-2023 we made significant progress toward the objective that Instructional Teams develop standards-aligned units of instruction for each subject and grade level. We were able to maximize planning time to ensure that our PLCs were extremely consistent throughout the year and each PLC had regular admin representation.</p> <p>What successes did you experience related to this indicator in meeting your goals this year? Teams successfully utilized their planning grids for pre-work and collaboration. We did a great job continuously referencing the standards and ensuring we were aligned.</p> <p>What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator? During the 22-23 school year, we found the challenge to be that some PLCs were more effective than others in terms of productivity and preparedness. This is a challenge that we need to address in the 23-24 school year.</p> <p>What opportunities exist to address these challenges in the 2023-2024 school year? This year, we look forward to strengthening our PLCs by incorporating our learning about different roles from the CMSLC. We are committed to ensuring our lessons are standards based and follow a gradual release format. Additionally, we have used Title I funds to purchase an expanded contract with CT3 to implement No Nonsense Nurturing school wide to support instructional best practices and culturally responsive teaching.</p>	Limited Development 09/13/2022		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Teachers and students will be able to clearly articulate learning targets.</p> <p>Teachers will implement EL literacy curriculum with appropriate levels of support/scaffolding where needed based on EC accommodations and LEP plans.</p> <p>Teachers will unpack data and use that data to plan for small group instruction and to monitor progress (baseline to current performance).</p> <p>Teachers will develop and implement math, science, and SS learning experiences that are aligned to state standards.</p> <p>All of these will be observed during ILT walk throughs.</p>			Courtney Derrick	06/15/2024
Actions			0 of 3 (0%)		
9/13/22	Administrator attends weekly PLC meetings for each grade and provides feedback to facilitator / team lead. (EVAAS)			Courtney Derrick	01/25/2024
<i>Notes:</i>		Courtney Derrick: grades 3, 4, 5, EC, Support Services Jennifer Moore: grades Prek, K, 1, 2, Specials Areas, Support Services			
		PLCs are attended weekly by admin and feedback is given to facilitators.			
9/9/23	Develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once every two weeks. (Aligns to 3rd grade ELA, EVAAS, and FAM-S 29)			Jordan Schriefer	02/28/2024
<i>Notes:</i>					
9/13/22	Establish a PLC protocol that involves equal contributions from team members. Teachers will be held accountable to their thoughts and solutions from a shared, collaborative agenda. The template requires teachers to unpack the given standard to ensure standard alignment and also asks them to think through exemplar responses and a gradual release format. (EVAAS, TITLE I Funding)			Jennifer Moore	06/10/2024

Notes: We have established PLC protocols but are still working on team members utilizing equitable contributions. This is an ongoing action item that is not yet complete.

Implementation:		06/23/2023		
Evidence	6/23/2023 All PLCs met regularly with established protocols as evidenced by planning documents and meeting logs.			
Experience	6/23/2023 All PLCs now have a well established PLC protocol.			
Sustainability	6/23/2023 We will continue to refine and adapt our processes as student and teachers needs change.			

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
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Initial Assessment:

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? In meeting the objective that Montclair implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers, Assistant Principal Moore trained staff on the process and held MTSS leadership meetings throughout the year. We implemented Tier 2 and 3 MTSS plan interventions that followed the Standard Treatment Protocol for all students in ELA and all students in the 5th percentile and lower in math. We did weekly progress monitoring on all students who scored in the 5th percentile or lower on their ELA benchmarks and adjusted after our BOY and MOY benchmarks were completed.

What successes did you experience related to this indicator in meeting your goals this year? Teachers successfully provided interventions and progress monitoring to students. Our facilitators supported teachers in this process. This led to exceeding growth on EVAAS schoolwide, and increasing our students in grades 3-5 that scored as CCR by 7.7% in 22-23 over 21-22.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator? Last year we found it challenging to implement the new platform, Branching Minds, during the first semester due to technical difficulties with the data being ingested into the platform. However, those challenges were ironed out by the second semester and we were able to fully use Branching Minds to implement the MTSS process. This year we are facing the challenge of fully supporting all teachers in MTSS implementation without a dedicated staff member to oversee the entire process.

What opportunities exist to address these challenges in the 2023-2024 school year? This year, we will be adding MTSS as a committee to ensure each grade level has representation and clear communication. We hired a .5 MTSS ELA interventionist to help facilitate the MTSS process in reading. We will continue to grow in this area by having more communication and checkpoints along the way and we hope to clear up misconceptions about what MTSS is and is not using our community and regularly meeting with teacher representatives.

Limited Development
09/13/2022

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Teacher will use the MTSS process to identify at-risk students for behavior/SEL as well as academics. Teachers/support staff will implement the Standard Treatment Protocol with fidelity leading to student growth in at least 80% of cases.			Jennifer Moore	06/15/2024
Actions			0 of 3 (0%)		
	9/9/23	Establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. This will occur as a schoolwide committee meeting once a month. (Aligns to EVAAS and FAM-S 3)		Jennifer Moore	02/28/2024
	<i>Notes:</i>				
	9/13/22	Implement a data analysis protocol of universal screener and classroom data to help drive core instructional plan and supplemental/intensive instruction to ensure differentiation for targeted subgroups and children. (EVAAS)		Jennifer Moore	06/10/2024
	<i>Notes:</i>				
	9/13/22	Implement Standard Treatment Protocol for all supplemental and intensive students. Train staff in STP and Branching Minds and set up groups according to data. (EVAAS)		Jennifer Moore	06/10/2024
	<i>Notes:</i>				
Implementation:			06/23/2023		
Evidence	6/23/2023	Teachers were trained on the MTSS process and were able to successfully add interventions for those students who needed them. Twelve students were referred from MTSS to be evaluated from EC and the data gained from the MTSS process was valuable in making those determinations.			
Experience	6/23/2023	Staff was trained in the use of Branching Minds and successfully implemented the STP this year.			

Sustainability		6/23/2023 We will continue to work on refining our procedures for training and implementation of MTSS. We will also continue to work on a thorough data analysis after each benchmark assessment.			
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:

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? During the 22-23 school year, we felt a huge shift in our positive culture particularly related to the objective that ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. This led to a significant decrease in the disproportionality of OSS for black students in all grades from 38.1% in 21-22 to 17% in 22-23 (Interim Guardrail 1.3).

What successes did you experience related to this indicator in meeting your goals this year? Principal Derrick modeled and taught our character traits each morning, and each month students attended a character celebration for the character trait of the month. Teachers held morning meetings daily and counselors pushed into these meetings as needed. We saw a decrease in chronic absenteeism from 42% to 33% due to counselor and social worker efforts, which included celebrations, incentives, and attendance conferences with families.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator? During the 22-23 school year we lost our Social Worker when she transitioned to a district position and losing that position presented challenges in continuing our efforts to incentivize attendance. This led to process and procedures that were not fully utilized and impacted our overall chronic absenteeism. The challenge for 23-24 will be to successfully onboard a new social worker and one new counselor to continue in this work.

What opportunities exist to address these challenges in the 2023-2024 school year? This year we will have work to do on attendance, and Principal Derrick will take more of a lead on this effort. Using some ideas from the CMSLC, she will ensure the social worker is proactively monitoring attendance daily and that families who are showing signs of chronic absenteeism are immediately contacted for a meeting. We will also make sure that all families continuously understand the importance of attendance, and we will utilize our school's tiered attendance plan.

Limited Development
09/13/2022

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	1. Teachers will implement class meetings daily. 2. Morning News anchored by Courtney Derrick will reinforce and celebrate character traits daily. 3. MTSS process will be followed with fidelity and data will be accurate in Branching Minds. 4. Social worker and counselors will develop a monthly incentive for perfect attendance.			Jennifer Moore	06/15/2024
Actions			0 of 3 (0%)		
9/13/22	Provide teacher PD, student assemblies, and explicit classroom instruction within the first two weeks of school to communicate consistent expectations around the school-wide behavior matrix. (Aligns to SEL, OSS, EVAAS, and FAM-S 30)			Jennifer Moore	11/25/2023
<i>Notes:</i>					
9/9/23	Execute a three tiered Attendance Plan to decrease our number of chronically absent students from 33% in 22-23 to 20% in 23-24. (Aligns to EVAAS,SEL, Title I funds) Montclair Attendance Plan LINK: https://docs.google.com/document/d/1h5KzTC_OMMSNfsJqeRuEFhI9bqN5I8DpbEHGvEpoW-A/edit?usp=sharing			Courtney Derrick	02/28/2024
<i>Notes:</i>					
9/13/22	School staff will use MTSS process (data analysis of the universal screener) to provide supplemental and intensive levels of support for students with social-emotional needs not addressed with daily core social-emotional curriculum. These include School-Based Mental Health, small groups with research-based interventions, and individual counseling sessions. Provide SEL planning time for PLCs quarterly so teams can review SEL data and develop lessons utilizing provisioned district curriculum and the Panorama Playbook. (Aligns to SEL, EVAAS, and FAM-S 31)			Jennifer Moore	06/10/2024
<i>Notes:</i>					

Implementation:		06/23/2023		
Evidence	6/23/2023 1. Teachers implemented class meetings daily. 2. Morning News anchored by the Principal reinforced and celebrated character traits daily. 3. MTSS process was followed with fidelity and data was accurate in Branching Minds. 4. Social worker and counselors developed regular incentives for attendance.			
Experience	6/23/2023 The objectives were clear and the team met regularly to discuss implementation and to ensure that the objectives were met.			
Sustainability	6/23/2023 Continue to meet as a team and work on the objectives, particularly attendance.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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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Initial Assessment:

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? For the 22-23 school year we were able to successfully complete all action steps to meeting the objective of the principal monitoring curriculum and classroom instruction regularly and providing timely, clear, constructive feedback to teachers.

What successes did you experience related to this indicator in meeting your goals this year? In the 22-23 school year, a clear protocol for coaching was developed and implemented. Professional Development for the staff and instructional coaches was used to increase the buy-in for the coaching model and the capacity of the Instructional Leadership Team to implement it. Data was collected and used to measure the effectiveness of the coaching protocol on engagement and instructional practices. The coaches meet weekly with Principal Derrick to review their coaching loads and to calendar walkthroughs to ensure that feedback continues to be timely.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator? When this coaching protocol was initially developed, Assistant Principal Moore was not trained in the same coaching protocol and participated in walkthroughs but was unable to relate the data she collected to the shared language of the coaches on a deeper level. This provides a challenge in ensuring that all members of the administration and ILT are able to use the same language when delivering feedback.

What opportunities exist to address these challenges in the 2023-2024 school year? For the 23-24 school year, Assistant Principal Moore will participate in leadership professional development using the CT3 framework to ensure that she has a deeper understanding of the shared coaching protocols and language. This will support the seamless coaching and feedback cycle of the full administration team and the instructional coaches. Additionally, the entire ILT will be attending RELAY training through CMS which will help to ensure alignment and strategic coaching feedback between all staff and ILT members.

Limited Development
09/13/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Principal and AP prep their weekly calendars to focus on instructional monitoring and feedback.</p> <p>An administrator will be present in every PLC collaborative planning meeting each week.</p> <p>Data based on ILT walk through discussed regularly at ILT meetings.</p>			Courtney Derrick	06/15/2024
Actions			0 of 2 (0%)		
	9/9/23	Develop a walkthrough calendar based on weekly check-ins to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to ALL goals and FAM-S 3)		Courtney Derrick	02/28/2024
	<i>Notes:</i>				
	9/13/22	Develop clear protocol for staff support and coaching. This will include weekly classroom observations - from admin and/or facilitator, coaching sessions as needed, and data review during PLCs. (EVAAS)		Courtney Derrick	06/10/2024
	<i>Notes:</i>				
Implementation:			06/23/2023		
Evidence	6/14/2023	A clear protocol for coaching was developed and implemented this year. Professional Development for the staff and instructional coaches was used to increase the buy in for the coaching model and the capacity of the Instructional Leadership Team to implement it. Data was collected and used to measure the effectiveness of the coaching protocol on engagement and instructional practices.			

Experience	<p>6/14/2023</p> <p>Administrative team is present in weekly grade level PLCs to collaborate with weekly lesson planning and curriculum discussions. They complete walkthroughs to provide staff feedback, observe school instructional trends, and maintain high visibility to the school community.</p> <p>ILT will also review walk through data to provided targeted coaching and more broad teacher development.</p> <p>We have used allotment school funds to purchase:</p> <ul style="list-style-type: none"> · Funds for Teacher Leader positions (Extended Impact Teacher 2 and Extended Impact Teacher 3) - allotment funds · Funding for subs for peer observations or coaching - general PD funds · Professional development around Science of Reading (Title I) · Expanded contract with CT3 to provide coaching for facilitators and leadership coaching for principal 			
Sustainability	<p>6/14/2023</p> <p>We will need to continue to roll out clear action steps to the staff with a protocol for coaching teachers in those steps. A plan will be developed to onboard new teachers.</p>			

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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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
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Initial Assessment:

To what extent did you meet each of your 2022-2023 SIP goal targets that aligned to this indicator? Our progress to meeting the objective that Montclair 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) was significant during the 22-23 school year. We were able to ensure that weekly messages on both Class Dojo and the ConnectEd phone system went out in both English and Spanish.

What successes did you experience related to this indicator in meeting your goals this year? Teachers and parents were able to use the translation feature on Class Dojo to facilitate regular two way communication. Classes were held for parents, specifically on the topic of internet safety and were held in both English and Spanish.

What challenges are you facing in meeting your 2023-2024 SIP goal targets aligned to this indicator? In 22-23 our parent education classes and events did not have the attendance rate that we would like to see. We had some parental involvement, but not at the level we need to successfully facilitate a home/school partnership.

What opportunities exist to address these challenges in the 2023-2024 school year? In the 23-24 school year we will be ensuring that we are regularly communicating with parents about the times and modes of communication that work for them to more successfully hold parent education classes. We will also implement interest surveys to ensure that the topics of these classes are needed for our school community. We have transitioned to ParentSquare for the 23-24 school year to streamline all communication into one platform that will translate for our parents and will continue to facilitate seamless communication between school and home.

Limited Development
09/13/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Parents will be more comfortable with the school setting- this will be demonstrated as they will reach out to the teacher and/or school with questions, concerns, and or needed suggestions. Student proficiency will increase.</p> <p>Parent information sessions specifically geared to helping with academics at home, how to understand data, and ways to build language and critical thinking skills are focused upon to build parent ability to support academic achievement.</p> <p>Parent survey indicates that 80% of parents feel welcome and supported by the school. Parent survey indicates that the school shares strategies on how to help their children at home.</p>			Jennifer Moore	06/15/2024
Actions			0 of 3 (0%)		
9/9/23	Create and execute a flow chart within our Montclair school specific MTSS Handbook for parent communication to increase family involvement in all tiered intervention plan meetings. (Aligns to EVAAS, OSS, and FAM-S 3)			Jennifer Moore	02/28/2024
<i>Notes:</i>					
9/13/22	Administration and Student Services Team will work with community partners that provide free afterschool enrichment, including transportation to and from the program. (EVAAS)			Jennifer Moore	06/10/2024
<i>Notes:</i>					
9/13/22	Weekly updates will go out to families on both ParentSquare and the Connect Ed phone service to keep families updated with school and community events. (EVAAS)			Jennifer Moore	06/10/2024
<i>Notes:</i> We are also working closely with our PTO to monitor communication and respond to needs as they arise.					
Implementation:			06/23/2023		

<p><i>Evidence</i></p>	<p>6/14/2023 Weekly messages on both Class Dojo and the ConnectEd phone system went out in both English and Spanish. Teachers and parents were able to use the translation feature on Class Dojo to facilitate regular communication. Classes were held for parents, specifically on the topic of internet safety and were held in both English and Spanish.</p>			
<p><i>Experience</i></p>	<p>6/14/2023 Our families were very responsive to the school and particularly to the parent and family advocate. Her role in implementing these needed objectives, was critical.</p>			
<p><i>Sustainability</i></p>	<p>6/14/2023 We will need to continue to work with our families to do needs assessments to determine how to best support our students and their families. We will be transitioning to Parent Square next year and will use it for two way communication that automatically translates for our families.</p>			