

Comprehensive Progress Report

Mission: Montlieu Academy scholars, in conjunction with Guilford County Schools, will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.

Vision: An innovative community that creates a safe and positive learning environment with intentional integration of student choice while empowering students to unlock the potential within.

Goals:

Instructional Goal- Reading By the end of 2024-2025, Montlieu Academy of Technology will increase the 2023-2024 Reading Proficiency (grades 3-5) from 44.7% to 47.7% (A2.04 and A4.01)

MTSS (FAM-S): Staff is provided data on MTSS implementation and student outcomes at all tiers. (C2.01)

Chronic Absences By the end of 2024-2025, Montlieu Academy of Technology will decrease the 2023-2024 percentage of students who were chronically absent from 33.7% to 28.7%. (C2.01)

Instructional Goal- Math By the end of 2024-2025, Montlieu Academy of Technology will increase 2023-2024 Math Proficiency (grades 3-5) from 50.9% to 53.9% (A2.04 and A4.01)

Instructional Goal- Science By the end of 2024-2025, Montlieu Academy of Technology will increase 2023-2024 Science Proficiency (grade 5) from 60.8 % to 63.8% (A2.04 and A4.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each school improvement plan.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing PD to our school leaders and commits to making transformative work to increase student achievement in the district.		Oneeka Lockhart	06/14/2025
Actions			1 of 3 (33%)		
	9/21/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 06/14/2019	Kim Scott	06/14/2019
		<i>Notes:</i> K. Johnson, K. Alston and K. Scott went before the District to discuss Montlieu's school improvement plan. Feedback was given by the district. Goals were updated based on direction given by the district.			
	9/7/24	Our Assistant Principal will be the Manager to ensure that all documents are uploaded into Indistar.		Megan Putnam	06/14/2025
		<i>Notes:</i>			
	10/4/19	The District School Improvement team will continue to meet on a regular basis to help transform any and all underperforming schools in the district.		Oneeka Lockhart	06/12/2026
		<i>Notes:</i>			

	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:			Montlieu Academy currently has a School Improvement Team that meets on a monthly basis. Our School Improvement Team consists of teachers from each grade level and/or department and 2 parent representatives. The team meets monthly to make decisions in the best interest of all stakeholders. In addition, we currently have an Instructional Leadership team that is comprised of the school administration and our MCLs that meets on a weekly basis to ensure that all school goals are being met. Both teams are strategic in their efforts to plan initiatives to continue to move the school forward. The teams assign tasks to various faculty members to ensure that all tasks are completed with fidelity and to ensure the overall success of the team goals. Meeting minutes are kept which also help to ensure that future agendas/discussion items are aligned. We will continue to monitor the success of both teams as it relates to the improvement of student outcomes for our school.	Limited Development 09/26/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			At full implementation, the team will be more effective in leading change; thereby being able to positively enhance outcomes for students as well as the culture/climate of the school. See Dimension B attachment for more information		Oneeka Lockhart	06/06/2025
Actions				0 of 2 (0%)		
	9/17/18	Montlieu MCL's will be selected to lead PLC work, data analysis and subsequent conversations. Teacher Leaders will also serve as model classrooms and mentors to staff in targeted areas in an effort to improve instruction school-wide.			Oneeka Lockhart	06/10/2025
<i>Notes:</i>						
	10/8/20	Montlieu MCL's will continue to support grade levels and serve as a member of the ILT.----Title I funds will be utilized to fund these positions.			Oneeka Lockhart	06/10/2025
<i>Notes:</i> Title 1 funds are allocated to fund our MCL's.						

Implementation:			10/14/2021		
Evidence	5/21/2018 See attachment for Dimension B				
Experience	5/21/2018 Team met monthly to review goals and made changes as needed.				
Sustainability	5/21/2018 Leadership will continue to meet on a regular basis, utilizing the school improvement plan. The team will make adjustments as needed. Montlieu continues to build collective efficacy to empower teams to meet goals.				
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Montlieu Academy has established goal teams in order to create and monitor school improvement goals. A representative from each grade level and/or department is assigned to each team (so that all perspectives are considered. The teams focus on academic areas and also on the overall culture/climate of the school. We currently have a goal team for each of the following areas: MTSS behavior, curriculum, parental engagement, SEL, technology. Each goal team meets monthly and has an pre-planned agendas that are shared out with its members. Thorough minutes are kept and shared with the school faculty after each meeting. School performance data is shared with all faculty through weekly PLCs, faculty meetings, and monthly data meetings. In an effort to ensure transparency of data, the school also posts benchmark data for families to view throughout the school building.		Limited Development 09/26/2016		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	At full implementation, all school staff will be aware of current academic progress of grade levels/students. Teams will frequently meet to discuss and strategize ways that we can more effectively impact student learning. Within our current goal team structure, teams will ensure that the goals established within our school improvement plan are met with fidelity. Teams will closely monitor progress and share ways that we can continue to grow and improve.		Objective Met 10/14/21	Oneeka Lockhart	06/05/2026
Actions					
	9/21/17	Grade levels will have weekly opportunities to meet for PLCs.	Complete 06/15/2018	Kim Scott	06/15/2018
	<i>Notes:</i>				

9/21/17	Our after school meeting schedule will accommodate at least one additional after school planning session.	Complete 06/15/2018	Kim Scott	06/15/2018
<i>Notes:</i>				
9/21/17	Teams will have strategic data days where we are able to disaggregate student data, create plans of action, and resources needed for implementation. (Ex: after BOY and MOY for K-2 teachers, after IA 1 and 2 for 3-5 teachers)----Title I funding used to support	Complete 06/15/2018	Kim Scott	06/15/2018
<i>Notes:</i> Title 1 funds used to support				
10/11/17	Montlieu will develop a Teacher Leader Academy focused on enhancing professional capacity so that we are able to better support all teachers as we work to improve student achievement.	Complete 08/31/2018	Kanika Alston	09/01/2018
<i>Notes:</i> Title I funds will be used to provide stipends for Teacher Leaders (additional responsibilities)				
10/4/19	Grade levels will have weekly opportunities to meet for PLCs.	Complete 10/24/2019	Laura Jones	10/31/2020
<i>Notes:</i>				
10/4/19	Teams will have strategic data days where we are able to disaggregate student data, create plans of action, and resources needed for implementation. (Ex: after BOY and MOY for K-2 teachers, after IA 1 and 2 for 3-5 teachers)	Complete 03/12/2024	Kim Scott	02/26/2024
<i>Notes:</i> Title I funding used to provide stipends for staff to attend Data Days.				
10/8/20	Teachers will meet as a professional learning community weekly to conduct backwards planning, ensure clarity of standard, and review student work.	Complete 03/12/2024	Laura Jones	04/02/2024
<i>Notes:</i>				
4/22/21	Grade level team will effectively execute the MTSS problem solving process on a weekly basis to review student progress and determine next steps.	Complete 03/12/2024	Megan Putnam	06/04/2024
<i>Notes:</i>				
Implementation:		10/14/2021		
Evidence	10/14/2021 Each week Montlieu teachers have daily planning sessions where we collaborate to create lessons that rigorous, standards aligned, and customized to the needs of each class. In addition, all K-5 teachers have an 80 minute PLC weekly where they are supported by their Multi-Classroom Leader (MCL) and administrative team as we work to plan lessons and analyze data.			

Experience	10/14/2021 Montlieu's master schedule ensures that time is consistently allocated for instructional planning via weekly PLCs and vertical alignment meetings. In addition, our schedule includes weekly tie for MTSS Supplemental and Intensive Team meetings so that we can collectively problem solve to ensure the needs of all scholars are being met.			
Sustainability	10/14/2021 We will continue to ensure that structures remain in place to ensure that all teams have adequate time for instructional planning, deliberate practice amongst their grade level teams, learning walks to learn new or improve instructional practices, etc			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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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
Initial Assessment:		<ul style="list-style-type: none"> Multi-Classroom Leaders and our administrative team visit classes daily providing feedback to teachers to help strengthen their craft. One way in which this occurs is through receiving weekly feedback from the principal, assistant principal, or MCL's. Feedback is provided immediately after classroom walkthroughs and helps to recognize strong instructional practices and provide recommendations for improvement for areas that are lacking. Coaching discussions then occur in an effort to elaborate upon the areas of improvement and to create a plan that will help to improve teaching and learning. 	Limited Development 09/26/2016		
How it will look when fully met:		At full implementation, teachers will have the opportunity to receive support and feedback from the instructional leadership team. Teachers will have frequent opportunities to have collegial conversations about instruction and ways to enhance student outcomes. Teachers will have the opportunity to grow in an area of their choosing with support from their fellow colleagues.		Oneeka Lockhart	06/10/2025
Actions			2 of 4 (50%)		
	10/8/20	The ILT team will create a consistent 'look for' walkthrough document so that feedback is shared in the same manner from all members of ILT. Staff will be trained on key areas of this document and be provided a copy for their reference.	Complete 09/03/2021	Kim Scott	09/03/2021
	<i>Notes:</i>				
	10/8/20	The Instructional Leadership Team will monitor school wide data and support teachers in creating corrective action plans.	Complete 03/12/2024	Kim Scott	06/09/2024
	<i>Notes:</i>	This action is an effort to exit school out of TSI-TA designation.			

10/8/20	Instructional staff will receive feedback from the Instructional Leadership Team that has been formed this school year.		Oneeka Lockhart	06/06/2025	
<i>Notes:</i> Title 1 funds are being used to fund MCL's that are a part of the Instructional Leadership Team.					
9/7/24	EC staff will have monthly meetings with the administrative team. In the meetings, we will discuss caseloads, compliance and scheduling.		Oneeka Lockhart	06/06/2025	
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		Montlieu has systems in place to ensure the alignment of all resources purchased using local, state, and federal funds. The School Improvement Team utilizes our Comprehensive needs assessment and our school based data to determine the needs within our school community. Funds are then allocated to purchase materials and resources in alignment with these identified areas.	Limited Development 10/18/2023		
<i>How it will look when fully met:</i>		At full implementation, Montlieu will continuously monitor the effectiveness and usage of all purchased resources. In addition, we will ensure that survey data is collected from all teachers/staff as well as our scholars to ensure that the needs of all learners are being met via the determined resources.		Oneeka Lockhart	06/06/2026
<i>Actions</i>			0 of 2 (0%)		
9/30/24	The School Improvement Team will conduct multiple surveys throughout the year to assess the instructional needs of scholars.		Oneeka Lockhart	06/10/2026	
<i>Notes:</i>					
9/30/24	The School Improvement Team will review local, state and federal funds to support scholar needs throughout the school year.		Oneeka Lockhart	06/10/2026	
<i>Notes:</i>					
Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			

	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
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<p>Initial Assessment:</p>	<p>It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. Montlieu Academy's Instructional Leadership Team has created an instructional walkthrough form that allow the team, when visiting classrooms, to immediately provide feedback to teachers while also allowing us to track the trends seen throughout the school. This feedback is utilized for coaching conversations and to plan professional development that will help to improve teaching and learning practices. The administrative staff also conducts evaluations via the NCEES System. They meet with all teachers within 10 days following their observation to provide specific feedback to improve their practice.</p>	<p>Limited Development 09/26/2016</p>		
<p>How it will look when fully met:</p>	<p>At full implementation, Montlieu Academy will successfully recruit and retain teachers. Teachers will receive various incentives celebrating their successful improvement of student outcomes. In addition, teachers will be afforded with opportunities for professional growth, leadership, and collaboration.</p>		<p>Oneeka Lockhart</p>	<p>06/06/2025</p>
<p>Actions</p>		<p>6 of 7 (86%)</p>		
<p>10/9/17</p>	<p>Mentors will be established to support the ever changing needs of our beginning teachers. Mentors will meet weekly, monthly, or bi-weekly depending on BT requirements, with their assigned mentee.</p>	<p>Complete 08/31/2021</p>	<p>Shana Winstead</p>	<p>09/30/2022</p>
<p><i>Notes:</i></p>				

10/9/17	School improvement team and culture team will analyze results of teacher surveys in an effort to improve the overall working conditions and experiences of new/returning teachers.	Complete 11/08/2022	Megan Putnam	11/30/2022
<i>Notes:</i>				
9/21/17	Teams inclusive of grade level/department representation will be utilized in hiring new staff members.	Complete 03/12/2024	Kim Scott	06/09/2024
<i>Notes:</i>				
9/21/17	Monthly appreciation days will be established as a means of showing gratitude for the hard work our teachers and staff do.	Complete 03/12/2024	Kim Scott	06/09/2024
<i>Notes:</i>				
10/14/21	To increase our efforts of drop out prevention and motivate scholars to attend school on a regular basis, we will provide a stipend to support a staff member who will work to develop unique opportunities for our scholars (ex: before/after school clubs, field experiences, etc)	Complete 03/12/2024	Kim Scott	06/09/2024
<i>Notes:</i> Restart funds will be used to support our drop out prevention efforts.				
10/20/22	As teacher attendance is an important factor in being able to consistently provide high quality instruction, a staff incentive will be provided to encourage daily attendance.	Complete 03/12/2024	Kim Scott	06/15/2024
<i>Notes:</i> PRC 195 funds are being utilized to fund this staff incentive.				
10/9/17	Staff surveys will be provided two times throughout the year to gauge working conditions and satisfaction.		Oneeka Lockhart	06/06/2025
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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
Initial Assessment:		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. Montlieu Academy regularly looks at school performance data as a means of improvement. During weekly PLCs, grade level planning sessions, goal team meetings, monthly data meetings, faculty meetings, and School Improvement Team meetings, we consistently view data in an effort to highlight our strengths and weaknesses in all areas. In turn, we work closely with teachers to address areas of concern and to ensure that they have the tools and knowledge base to address these areas within their classes. The Instructional Leadership team (administration and academic coaches) look at data and trends from observations weekly in order to create professional development that is meaningful and will aid in increasing student achievement.	Limited Development 09/26/2016		
How it will look when fully met:		Montlieu Academy's leadership team utilizes data to drive instructional decision making. As such, formative and summative data is reviewed to determine the strengths and challenges amongst our scholars, grade levels, and instructional staff. Professional learning opportunities are determined based upon data and the support of our instructional staff. As Montlieu's leadership team and PLCs review data, they consistently review data that is disaggregated by the subgroups in which it serves, ethnicity/race, gender, EL status, etc to ensure that all learners continue to grow in all content areas. This data is reviewed frequently with all staff as a means of ensuring that everyone is able to do their part in supporting our scholars.		Laura Jones	06/05/2025
Actions			9 of 12 (75%)		
	10/14/21	Kindergarten, 1st, and 2nd grade teachers will participate in Core Knowledge language Art (CKLA) professional development.	Complete 05/27/2022	Karah Johnson	05/28/2022
<i>Notes:</i>					

10/14/21	Eureka Math professional learning will be available to all instructional staff as a means of building instructional knowledge and capacity.	Complete 06/01/2022	Paulette Fletcher	06/09/2022
<i>Notes:</i>				
10/14/21	American Reading Company will provide professional learning opportunities and job embedded coaching for all 3rd-5th grade teachers.	Complete 06/01/2022	Laura Jones	06/09/2022
<i>Notes:</i> Title I funds will be utilized to purchase additional coaching days.				
4/22/21	Staff will collect student performance data from common assessments, benchmarks, pre/post assessment, and formative assessments that will be discussed during weekly PLCs and Data Meetings. This data will guide instructional decision making and supports needed.	Complete 06/01/2022	Laura Jones	06/09/2022
<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.				
10/14/21	As an Opportunity Culture school, Montlieu Academy will hire additional staff to ensure that we are able to extend the reach of excellent teachers within our school community.	Complete 08/06/2021	Kim Scott	08/09/2023
<i>Notes:</i> Title I will be used to fund 2 Opportunity Culture differentials (MCLs). Restart funds will be used to fund 2 Opportunity Culture differentials (1 MCL and 1 EIT).				
10/18/23	Montlieu teachers will participate in professional learning opportunities aligned with enhancing student engagement.	Complete 08/25/2023	Kim Scott	08/28/2023
<i>Notes:</i> Restart funds will be used to fund contracted services and professional learning.				
10/14/21	Grade level teams will have the opportunity to review and analyze student data, create timely support plans, and alter instruction in response to student needs during our Data Days.	Complete 03/12/2024	Karah Johnson	06/09/2024
<i>Notes:</i>				
10/14/21	Daily data driven, uninterrupted school wide WIN (What I Need) time will be implemented to accelerate learning for all scholars. Support staff, specialists, etc will be utilized during this time to maximize the frequency in which students are seen and supported.	Complete 03/12/2024	Kim Scott	06/09/2024
<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.				
9/27/22	Montlieu's social worker will work alongside the MTSS Leadership team in order to track and monitor student attendance while also providing support to families to work through barriers.	Complete 06/07/2024	Danaja Hogan	09/12/2024
<i>Notes:</i> Title I funds will be utilized to fund this position.				

10/18/24	Staff is provided data on MTSS implementation and student outcomes at all tiers. (FAM-S- Communication #19) The MTSS team will meet bi-weekly to discuss Tier 2 and Tier 3 student progress and next steps.		Oneeka Lockhart	06/10/2025
<i>Notes:</i>				
10/18/24	Data- based problem solving of diverse groups (FAM-S #27- Problem Solving Process) Montlieu staff will provide differentiated instruction through small group instruction, W.I.N. time and Intervention time daily. Teachers will participate in weekly Data Protocol PLC's to analyze student data.		Oneeka Lockhart	06/10/2025
<i>Notes:</i>				
10/18/24	Instructional Leadership Team will meet to disaggregate data, look for trends, develop a plan for teachers to implement best teaching practices, using the instructional and data protocol each week.		Oneeka Lockhart	06/10/2025
<i>Notes:</i> Title 1 funds will be utilized for additional responsibilities, by creating EEA's for the Instructional Leadership Team.				

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

A3.01

Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:	2022-23: Montlieu Academy currently has processes in place to ensure consistency and fidelity in the use of student data. As scholars participate in formative assessments, PLCs collaborate to disaggregate data, determine trends across the grade level, and to identify strengths and opportunities for growth among our staff. PLCs then work to create plans of action for intervention and/or enrichment. In addition, the supplemental and intensive level problem solving teams meet regularly to determine scholars in need of intervention, determine the necessary intervention, monitor progress, and whether the intervention is aiding in closing deficit gaps for scholars. At the instructional leadership team level, as data is reviewed, necessary professional learning opportunities are determined to build teacher capacity as well as how we can best support teachers that may be struggling to grow their learners.	Limited Development 09/08/2022		
How it will look when fully met:	All Montlieu staff are well informed of the progress being made by scholars. As PLCs meet, they consistently review student work, daily classroom data, and formative assessment data to determine the individual strengths and opportunities of growth for all learners. As a team, we disaggregate data to show the outcomes of all subgroups and work collaboratively with support staff (EC, EL, and AG) to ensure that all student needs are being met. Flexible grouping occurs school wide as a means of ensuring that all scholars are growing academically. As an instructional team, we meet monthly to review student progress and determine appropriate next steps. In addition, as a PLC we monitor the progress of our Tier II and III scholars and determine if the pre-determined intervention, as outlined by the standard treatment protocol, is effective. In order to guide this work our MTSS leadership team meets weekly to review all components and to problem solve on the impacts of attendance, social emotional learning, and behavior on scholars' academic success. This team then shares out to our entire staff on a quarterly basis the progress that is being made so that everyone is aware of how they, in their respective roles, can continue to support and enhance student outcomes.		Oneeka Lockhart	06/13/2025
Actions		4 of 9 (44%)		
9/8/22	PLCs will meet weekly for instructional planning that focuses on 1) What do we want students to learn? 2) How will we know if they have learned it? 3) What will we do if they have not learned it? 4) How will we provide extended learning opportunities for students that have mastered the content?	Complete 12/02/2022	Kim Scott	12/14/2022

	<i>Notes:</i> Title I funding will be used to fund these positions as they help lead this work amongst PLCs			
9/8/22	Montlieu staff will create/provide pre, mid, and post assessments in all content areas in an effort to maximize instructional time and ensure that the needs of all scholars are being met.	Complete 01/17/2023	Paulette Fletcher	05/12/2023
	<i>Notes:</i>			
9/8/22	PLCs will consistently review student work and assessments to determine necessary instructional decisions.	Complete 01/17/2023	Laura Jones	05/19/2023
	<i>Notes:</i>			
9/8/22	Montlieu' s instructional leadership team will streamline our student data tracking process by creating a standardized format to guide teachers in being able to easily view student progress so that they are able to determine appropriate next steps.	Complete 01/17/2023	Megan Putnam	06/14/2024
	<i>Notes:</i> Restart funding flexibility was used during 2021-22 to provide stipends for professional learning focused around building teacher capacity in regards to analysis & usage of student data.			
9/8/22	Supplemental and intensive teams will meet bi-weekly to monitor student progress for Tier II and III learners and to ensure the fidelity of and effectiveness of the interventions being utilized.		Anna Cuddington	06/06/2025
	<i>Notes:</i>			
9/8/22	The MTSS leadership team will present data to staff in regards to all components of MTSS (attendance, SEL, academics, and behavior) on a quarterly basis.		Karah Johnson	06/06/2025
	<i>Notes:</i>			
8/31/23	MTSS Leadership will meet on a bi-weekly basis to review student progress in all areas (academics, attendance, SEL, behavior).		Megan Putnam	06/06/2025
	<i>Notes:</i>			
8/31/23	During School Improvement Team meetings, we will share out all academic, behavior, SEL, and attendance data for all tiers and subgroups.		Oneeka Lockhart	06/06/2026
	<i>Notes:</i>			
9/8/22	PLCs will meet weekly to review student data (inclusive of all subgroups) and to problem solve on best instructional practices to support academic deficits.		Megan Putnam	06/06/2026
	<i>Notes:</i>			

	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>			Montlieu currently employs a multi-tiered instructional approach, which includes small group differentiated core instruction on a daily basis and WIN (What I Need) time (supplemental). In addition, processes are in place for teachers to receive support to meet the needs of students that are currently in need of interventions or are in need of acceleration. The MTSS problem solving model is utilized to determine if students are in need of remediation, intervention, maintenance, or extension.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			School staff effectively utilize the structures of MTSS in order to ensure that the needs of all scholars are met. Teachers provide strong core instruction that meets the needs of at least 80% of our scholars and provide differentiated small groups to accelerate learning for all. MTSS problem solving teams meet weekly to review students data, identify scholars in need of supplemental or intensive support, and review progress monitoring that has been completed for those currently in Tier II and III. Classroom teachers meet with scholars consistently to provide interventions deemed necessary by the problem solving team and collect data that they share with the team to ensure that interventions are effective and additional support is not needed. Students are progressing and showing growth as a result of strong core and differentiated supports. Teachers collaborate with support providers for scholars receiving Tier III supports in an effort to collaborate and ensure that instruction at all levels is aligned to the specific needs of the scholar. Evidence of Success will include MTSS team meeting minutes, progress monitoring data, and overall student achievement data.		Megan Putnam	06/06/2025
Actions				20 of 21 (95%)		
	10/14/21		In an effort to maximize the impact on student learning, Montlieu will hire tutors to support students in need of additional accelerated learning opportunities.	Complete 06/01/2022	Kim Scott	12/18/2021
			<i>Notes:</i> Title I and Restart dollars will be use to fund tutors.			
	10/14/21		Individual MCL coaching sessions with administration will occur weekly to review best practices in reading and math, provide solutions and recommendations for next steps in instruction.	Complete 05/30/2022	Kim Scott	05/30/2022

<i>Notes:</i>				
10/14/21	K-5 teachers will explicitly model and provide GLEAM (grade level, engaging, affirming, and meaningful) core instruction with fidelity.	Complete 06/01/2022	Kim Scott	06/09/2022
<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.				
10/14/21	ILT team will meet weekly to review reading and math data and discuss observational trends to ensure we meet/exceed our goal of 40% proficiency and the remaining 60% will meet or exceed growth.	Complete 06/01/2022	Kim Scott	06/09/2022
<i>Notes:</i>				
10/28/21	Monitor impact being made based upon interventions being provided for scholars in Tier II and Tier III.	Complete 06/01/2022	Megan Putnam	06/09/2022
<i>Notes:</i>				
10/14/21	K-5 teachers participate in weekly MTSS meetings to review data, progress, and ensure that the determined interventions are meeting the needs of all scholars.	Complete 06/01/2022	Megan Putnam	06/09/2022
<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.				
10/14/21	K-1 and 3-5 teachers receive weekly MCL coaching to increase teacher capacity to support closing the achievement gap and enhance student outcomes.	Complete 06/01/2022	Paulette Fletcher	06/09/2022
<i>Notes:</i>				
10/14/21	K-5 teachers collaborate in weekly PLC meetings to analyze data, decompose standards, and create effective lessons (GLEAM) based on student academic needs to support closing the achievement gap and enhance the student performance composite.	Complete 06/01/2022	Paulette Fletcher	06/09/2022
<i>Notes:</i>				
10/14/21	K-5 teachers will plan and implement weekly WIN plans to meet the unique foundational needs of students.	Complete 06/01/2022	Megan Putnam	06/09/2022
<i>Notes:</i>				
10/14/21	K-5 teachers will plan and implement weekly small group plans to meet the grade level needs of students.	Complete 06/01/2022	Megan Putnam	06/09/2022
<i>Notes:</i>				
10/28/21	Sustain MTSS practices by providing school and district based MTSS training to all new staff within first 60 days of employment.	Complete 06/01/2022	Megan Putnam	06/10/2022
<i>Notes:</i>				
9/27/22	Montlieu Academy will transform our current cafeteria into an inviting multipurpose space that will be utilized as a co-teaching learning space.	Complete 08/15/2022	Kim Scott	08/15/2022

	<i>Notes:</i> Restart funds will be used to revitalize our current multipurpose room into a space that is inviting and welcoming for learners.			
10/20/22	Used Restart calendar flexibility in 22-23 to increase the number of student days in an effort to minimize learning loss, close opportunity gaps, and meet the individual student needs.	Complete 08/31/2022	Kim Scott	08/31/2022
	<i>Notes:</i>			
9/8/22	Montlieu staff will create and utilize MTSS flowcharts in alignment with district standard treatment protocols for deficits in any of the respective areas of MTSS.	Complete 08/05/2022	Kim Scott	08/31/2022
	<i>Notes:</i>			
10/14/21	Montlieu staff will collaborate to create a culture of engagement to motivate scholars to be at school, on time to reduce the loss of instruction and promote healthy attendance.	Complete 01/17/2023	Elizabeth Strable	01/23/2023
	<i>Notes:</i>			
9/27/22	Teacher leaders and MCLs will be utilized to support the work of MTSS outside of school hours.	Complete 06/06/2023	Kim Scott	06/09/2023
	<i>Notes:</i> Restart funds will be utilized to provide stipends to staff working after hours as we strengthen our MTSS programming and work to support our scholars.			
10/14/21	Montlieu will purchase computerized programs to support core instruction (Reflex & FRAX).	Complete 12/01/2023	Paulette Fletcher	12/20/2023
	<i>Notes:</i> Restart funds will be utilized to fund Reflex & FRAX			
10/14/21	Students will track their performance on assessments and have frequent opportunities to set personalized goals for themselves as a means of motivating them to continue to grow.	Complete 06/07/2024	Kim Scott	01/31/2024
	<i>Notes:</i> Title I funds will be used to print data notebooks for all K-5 scholars. This action is an effort to exit school out of TSI-TA designation.			
10/28/21	Montlieu staff will work the GCS Data team to develop a school wide data tracking system to easily monitor student progress across all tiers.	Complete 02/16/2024	Megan Putnam	02/15/2024
	<i>Notes:</i>			
8/31/23	Provide collaborative planning time to create intentional small groups lessons to address all learners inclusive of our Tier II and III scholars.	Complete 05/03/2024	Kim Scott	06/14/2024
	<i>Notes:</i> Title I funds will be used to provide substitutes for covering for teachers during this time.			
10/28/21	Create a culture of collaboration between regular education and exceptional children's teachers in an effort to support the instructional programming/services being received by scholars within Tier III.		Megan Putnam	06/14/2025

Notes: Title 1 funds will be used to create EEA's for EC staff members to work to create in house Professional Development for all staff.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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
<i>Initial Assessment:</i>		At Montlieu Academy all classrooms have a clearly planned management systems which outlines all procedures and expectations. Within the first week of school, teachers work with our scholars to create classroom standards and class pledges. During the first two weeks of school and after winter/spring break, all teachers teach specific lessons that reinforce our school wide standards of success. These lessons are created by our school MTSS Behavior team. In addition, the MTSS behavior team has developed and shared clear definitions of behaviors; updated systems for tracking and reporting minor and major office referral protocols, etc. Montlieu staff have also participated in professional learning in regards to positive reinforcement and understanding trauma. At Montlieu, classroom teachers implement Second Step social emotional learning curriculum during morning meetings to help scholars build an understanding of their feelings, various coping strategies, and how to solicit help when needed.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		All Montlieu Academy staff have and consistently utilize an effective classroom management system. Within each classroom, there are clear routines and procedures that allow for all learning environments to be conducive to the teaching and learning process. Montlieu staff consistently utilize positive reinforcement to acknowledge scholars that are making positive choices and to redirect those that may be in need of support. There is a clear plan of action for reteaching expected standards and ensuring that there a minimal disturbances to learning. Through the use of our social emotional learning practices, Montlieu students are able to consistently manage their emotions, be problem solvers, respect others, and communicate effectively.	Objective Met	Oneeka Lockhart	06/14/2024
Actions			24 of 24 (100%)		
	9/11/18	All classrooms have a clearly planned classroom management system with stated standards of success and clearly planned/shared procedures.	Complete 06/01/2022	Megan Putnam	10/29/2021

Notes:

10/3/19	Montlieu teachers will be trained in the appropriate use of Educator's Handbook to document minor and major behaviors in an effort to provide timely data on consistent behaviors/areas of concerns.	Complete 11/09/2021	Kim Scott	11/09/2021
<i>Notes:</i>				
9/29/20	Montlieu teachers will explicitly teach all Standards of Success (classroom, buses, bathrooms, playgrounds, technology). These expectations will be taught within the first 10 days of school and following Winter/Spring Break.	Complete 06/01/2022	Megan Putnam	06/09/2022
<i>Notes:</i>				
9/11/18	In addition, social skills are taught which also aid in successfully being able to manage student behaviors during morning meetings and guidance classes.	Complete 06/01/2022	Elizabeth Strable	06/09/2022
<i>Notes:</i>				
9/11/18	All staff will effectively utilize Class Dojo as a means of managing student behavior, reinforcing 4:1, and communicating with parents.	Complete 06/01/2022	Megan Putnam	06/09/2022
<i>Notes:</i>				
9/29/20	Daily 2nd Step SEL lessons and activities will be conducted that promote effective coping strategies as well as positive student behavior.	Complete 06/01/2022	Kanika Alston	06/09/2022
<i>Notes:</i>				
10/14/21	Scholars will participate in monthly MTSS S.O.S activities to reinforce classroom and school wide standards of success.	Complete 06/01/2022	Deanna Odom	06/09/2022
<i>Notes:</i>				
10/14/21	To reinforce the importance of good character throughout our school community, Montlieu Academy will host a monthly Character Breakfast for our 'character V.I.Ps' to recognize and promote vary character traits such as respect, responsibility etc throughout the school year.	Complete 04/08/2022	Elizabeth Strable	06/09/2022
<i>Notes:</i>				
9/8/22	Revise school wide procedures for minor behaviors to better support teachers and scholars.	Complete 08/05/2022	Megan Putnam	08/31/2022
<i>Notes:</i>				
9/8/22	Admin will use Classroom procedure checklist to monitor routines and procedures	Complete 09/16/2022	Megan Putnam	09/30/2022
<i>Notes:</i>				
9/8/22	All Montlieu staff have clear routines, procedures, and systems in place to ensure that all learning environments are conducive to teaching and learning.	Complete 09/09/2022	Megan Putnam	10/01/2022

	<i>Notes:</i>			
9/8/22	Create and implement a system for recognizing students in the 100% club and top 3 in Class Dojo	Complete 09/30/2022	Candy Bush	10/31/2022
	<i>Notes:</i>			
9/27/22	Montlieu Academy will create and operate a sensory room as a space to help scholars learn and utilize strategies for regulating their behaviors.	Complete 01/06/2023	Kim Scott	01/06/2023
	<i>Notes:</i> Title I funds are utilized to provide a Youth development Coordinator that will aid in leading our sensory room. Restart funds are being utilized to provide the necessary materials for our sensory room.			
9/29/20	Staff will participate in professional development and job embedded training on creating a trauma sensitive, student centered culture within our school community.	Complete 01/31/2023	Kim Scott	01/31/2023
	<i>Notes:</i> Title I and restart funds will be utilized to contract Tricia Gladstone, Behavior Consultant			
9/8/22	Montlieu staff will participate in professional learning for Second Step SEL curriculum.	Complete 08/12/2022	Kanika Alston	02/01/2023
	<i>Notes:</i>			
9/8/22	Montlieu scholars will participate in weekly SEL check-ins so that staff are able to adapt in our supports for each child.	Complete 01/17/2023	Elizabeth Strable	05/20/2023
	<i>Notes:</i>			
9/8/22	3rd-5th grade teachers will provide weekly check-in, based on the SEL lessons taught.	Complete 01/17/2023	Elizabeth Strable	06/09/2023
	<i>Notes:</i>			
10/4/19	Select scholars in need of targeted social emotional interventions will receive small group sessions utilizing the 'Why Try' curriculum with our guidance counselor.	Complete 01/17/2023	Elizabeth Strable	06/09/2023
	<i>Notes:</i>			
9/8/22	The SEL Team will review data from all SEL Survey results to make necessary adjustments to programming.	Complete 03/12/2024	Elizabeth Strable	06/14/2024
	<i>Notes:</i>			
9/8/22	Our SEL teacher leader will conduct fidelity walks to obtain data on the implementation and effectiveness of our SEL curriculum.	Complete 03/12/2024	Kanika Alston	06/14/2024
	<i>Notes:</i>			
9/8/22	Montlieu scholars will participate in SEL surveys to allow us to grasp the progress of their social emotional skills.	Complete 11/29/2023	Kanika Alston	06/14/2024

<i>Notes:</i>				
9/8/22	All Montlieu teachers will implement SEL lessons daily, with fidelity.	Complete 11/24/2023	Kanika Alston	06/14/2024
<i>Notes:</i>				
9/8/22	Montlieu's behavior problem solving team will convene monthly to review behavior data, trends, and individual scholars in need of support.	Complete 11/21/2023	Sheree Daniels	06/14/2024
<i>Notes:</i> Restart funds will be used in order to contract with Tricia Gladstone, behavior consultant.				
9/8/22	Each classroom will have 90% or higher participation rates in our monthly club days which is an incentive for positive behavior choices.	Complete 03/12/2024	Sheree Daniels	06/19/2024
<i>Notes:</i>				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Each week all grade levels meet for PLCs (80-90 minutes). Additional time is also allocated for after school planning on our mandated meeting day. During PLCs and grade level planning sessions, teachers, academic coaches, and the administrative team work together to review student data, create/review assessments, unpack standards, and create standards based lessons. The GCS Curriculum Guide and district curriculums are referenced and used as a guide during this time.</p> <p>2023-24 School Year: We continue to employ the above mentioned structures to provide teams with opportunities to collaboratively plan. We are also currently focused upon all staff having a clear understanding of how to effectively unpack and understand the grade level standards. In addition, we are focused on ensuring that we have clear and concise standards based learning targets for each lesson that is used throughout the lesson and measurable.</p>	Limited Development 09/26/2016		
How it will look when fully met:			<p>Montlieu Academy's PLCs regularly collaborate to solve challenges within the teaching and learning process, examine impact of curricula, and cooperatively plan and practice for the execution of lessons. Instructional teams work to build the curriculum from learning standards, curriculum guides, and a variety of resources and organize the curriculum into unit plans that guide instruction for all students and for each student. Based upon student data, Montlieu Academy's instructional teams provide support and/or enrichment opportunities to meet the needs of all learners. In doing so, flexible grouping amongst classes takes place in an effort for teachers to be able to meet scholars where they are and enhance their level of understanding. Montlieu Academy will exit TSI status.</p>		Karah Johnson	06/06/2025
Actions				15 of 16 (94%)		
	10/14/21	Montlieu teachers will participate in professional learning on creating strategic learning targets for all content areas that focus on the WHAT and HOW within each lesson.		Complete 10/25/2021	Kim Scott	10/29/2021
<i>Notes:</i>						
	10/20/22	Used Restart calendar flexibility in 21-22 to provide professional learning opportunities for teachers focused upon unpacking standards, creating streamlined learning targets, and deliberate practice of lesson execution.		Complete 06/09/2022	Laura Jones	06/09/2022

<i>Notes:</i>				
9/25/17	Teams will meet vertically to build teacher understanding of the requirements for the subsequent grade in an effort to bridge the gaps between grade levels.	Complete 06/01/2022	Kim Scott	06/09/2022
<i>Notes:</i>				
10/4/19	Montlieu teachers will participate in weekly academic PLCs focused on backwards planning and standards alignment.	Complete 06/01/2022	Paulette Fletcher	06/09/2022
<i>Notes:</i>				
10/4/19	District math coaches will support K-2 instructional staff in enhancing core instructional practices.	Complete 06/01/2022	Karah Johnson	06/09/2022
<i>Notes:</i>				
9/27/22	Montlieu will provide books representing the various cultures within our student population to add to our media collection and also to our scholar's at home libraries.	Complete 01/13/2023	Carol Louya	12/30/2022
<i>Notes:</i> Title I funds will be used in order to purchase books.				
11/30/23	Montlieu teachers will implement the use of a standards based PLC protocol to help ensure consistent high quality instruction for all.	Complete 11/22/2023	Kim Scott	11/30/2023
<i>Notes:</i>				
11/30/23	Montlieu teachers will participate in Instructional Planning Days in an effort to build teacher capacity and ensure quality small group instruction.	Complete 03/12/2024	Kim Scott	12/15/2023
<i>Notes:</i> Principal arranged for all grade levels to participate in on and off campus vertical alignment instructional planning days.				
9/26/16	Montlieu staff will participate in professional development regarding effective teaching strategies for ESL students from a district level ESL coach or school-based ESL teachers.	Complete 01/17/2023	Karah Johnson	12/16/2023
<i>Notes:</i>				
10/4/19	Weekly PLCs will be held for our Exceptional Children teachers in an effort to provide frequent opportunities to collaboratively plan for high quality instruction.	Complete 03/06/2024	Megan Putnam	02/24/2024
<i>Notes:</i> This action is an effort to exit school out of TSI designation.				
9/14/17	The Instructional leadership team will provide professional development on increasing student engagement and critical thinking within instruction.	Complete 03/12/2024	Karah Johnson	02/28/2024
<i>Notes:</i>				

11/30/23	Montlieu teachers will participate in professional learning based upon standards based instruction, question analysis, learning tasks, and academic monitoring.	Complete 03/12/2024	Kim Scott	02/28/2024
<i>Notes:</i>				
12/5/18	The Instructional Leadership Team will work with teachers to customize lessons within our curriculum programs to best meet the needs of scholars within each classroom.	Complete 06/01/2022	Laura Jones	06/09/2024
<i>Notes:</i> 2021-22 Restart budget flexibilities were used during 2021-22 to also purchase additional coaching days with CKLA. 2023-24: Title I funds will be used to create EEAs for MCLs and teacher leaders to prepare for the start of the school year and to create/facilitate professional development throughout the year. Restart budget flexibilities were used in order to provide MCL support to their team teachers.				
9/26/16	EC staff will be afforded the opportunity to collaboratively plan with grade level teams in an effort to enhance instructional practices.	Complete 06/07/2024	Laura Jones	06/09/2024
<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.				
10/14/21	In an effort to increase student engagement amongst all classrooms, Montlieu will ensure teachers have access to necessary materials and technological tools to engage scholars in daily learning (ex: hands on math materials, thematic items for literacy units, magazines and high interest text, science materials)	Complete 05/31/2024	Kim Scott	06/28/2024
<i>Notes:</i> Title I funds will be used to purchase student engagement materials.				
8/31/23	Teachers will have the opportunity to collaboratively plan scaffolds for students with exceptionalities.		Catie Hamrick	06/14/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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
<i>Initial Assessment:</i>		As students transition from grade to grade, our Instructional Leadership Team provides teachers with student profile sheets that indicates the most recent data sets from the previous year. In doing so, we are able to immediately begin to create plans of action to address lacking foundational skills and/or enhance student understanding. In addition, our PreK students are afforded with the opportunity to visit our Kindergarten classes to gain an understanding of what Kindergarten entails. Our 5th graders also have the opportunity to visit our local middle school where they speak with the administrative team, counselors, interact with student leaders, and take a tour of the school.	Limited Development 09/14/2017		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		At full implementation, Kindergarten will implement a Kinder Camp in the summer to expose all incoming students to the day to day routines. In addition, teachers will administer initial assessments on students that will guide us in being able to jumpstart student learning.		Kyleen Douglas	06/06/2025
<i>Actions</i>			1 of 3 (33%)		
	10/4/19	PreK will visit each kindergarten classes to prepare them prior to their transition to Kindergarten.	Complete 05/17/2024	Stacey Pate	06/07/2024
		<i>Notes:</i>			
	10/4/19	5th grade scholars will visit Welborn Middle School to learn first hand about the middle school experience.		Sheree Daniels	06/07/2025
		<i>Notes:</i>			
	11/3/21	Rising Kindergartners will participate in a Kinder camp in an effort to acclimate them to our school community, provide opportunities to obtain baseline assessments in an effort to strategically create classes and provide supports.		Stacey Pate	06/09/2025
		<i>Notes:</i>			
<i>Implementation:</i>			10/14/2021		

Evidence	10/14/2021 Each year, Montlieu preK scholars have frequent opportunities to visit with Kindergarten to ensure that they are accustomed to what Kindergarten will be like In addition, all rising Kindergarten schoalrs and families particiapte in orientation to help in their adjustment to Kindergarten. Finally, our 5th grade scholars have the opportunity to visit with our local middle schools where they learn about the day to day experience, the support team, administration, extra curricular activities, etc.			
Experience	10/14/2021 Montlieu Academy has built in systems that allow for seamless transitions each year between Prek and Kindergarten as well as 5th to 6th grade.			
Sustainability	10/14/2021 We will continue to have 2 week transition weeks for our PreK schoalrs at the end of the year so that they can visit Kindergarten and become accliamted to a day in the life of a Kindergartener. In addition, we will continue our partnerships with our local middle schools so that we can continue to allow our scholars to visit their campus' to get exposure as to what life in middle school will be like.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		Montlieu currently teaches targeted lessons to help students learn how to positively interact with one another (social skills lessons). These lessons occur at critical times throughout the year (first 10 days of school, after winter break, and after spring break). We are implementing Second Step with PreK-5 which is a character building (SEL) program which allows students to focus daily on how they can become their best self. In addition, this year, we have implemented daily morning meetings in an effort to enhance a sense of community for all. Support and structures are also in place via our MTSS - Behavior program such as Check in/Check out system. Community mentors for struggling students are provided as well as gender specific after school mentoring programs for our 4th and 5th grade students. Students also receive bi-weekly guidance lessons on character development via our guidance counselor.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		At full implementation, all Montlieu staff will be trained in deescalating situations and ensuring that the social and emotional needs of each student are met. In addition, staff will become more knowledgeable of available wrap around services and resources in an effort to ensure that student needs are met while at school and home.		Karah Johnson	06/06/2025
<i>Actions</i>			10 of 13 (77%)		
10/14/21	Montlieu staff will integrate SEL openers and closing activities during staff meetings and PLCs as a means of checking in on the well being of our teachers & staff.	Complete 06/01/2022	Paulette Fletcher	06/09/2022	
<i>Notes:</i>					
9/10/19	Second Step Curriculum will be implemented Pre-K through Fifth grade in morning meetings to support our school in creating a common vocabulary in regards to social emotional learning.	Complete 06/01/2022	Kanika Alston	06/09/2022	
<i>Notes:</i>					
10/14/21	Montlieu staff will participate in professional learning and job embedded coaching around the creation of a trauma sensitive school community.	Complete 06/01/2022	Kim Scott	06/09/2022	
<i>Notes:</i> Title I funds will be used to contract with Tricia Gladstone, Behavior Consultant					

10/14/21	Montlieu teachers will be knowledgeable of social emotional learning competencies. SEL openers and closing activities will be implemented throughout the day providing students with opportunity to discourse about their emotions and feelings.	Complete 06/01/2022	Kanika Alston	06/09/2022
<i>Notes:</i>				
10/4/19	Identified Montlieu scholars will participate in social emotional small groups to help build an understanding of how to appropriately express themselves in the midst of conflict, etc.	Complete 11/28/2022	Elizabeth Strable	12/17/2022
<i>Notes:</i>				
10/8/20	The MTSS behavior and leadership teams will receive timely access to discipline data as well as student progress data and summaries of classroom observations of selected teaching strategies.	Complete 10/31/2022	Megan Putnam	12/17/2022
<i>Notes:</i>				
10/14/21	Montlieu staff will participate in understanding the importance of social emotional learning for adults centered around the 5 pillars of CASTLE.	Complete 08/12/2022	Kanika Alston	01/23/2023
<i>Notes:</i>				
8/31/23	Second Step supplemental resources will be purchased and utilized by our school counselor during weekly class sessions as a means of providing additional SEL supports to our scholars.	Complete 11/28/2023	Elizabeth Strable	12/01/2023
<i>Notes:</i> SEL supplemental resources will be purchased via Title I funds.				
10/14/21	Montlieu teachers will implement 2nd Step SEL Curriculum to help scholars understand how to self regulate. (Tier I)	Complete 03/12/2024	Kanika Alston	12/17/2023
<i>Notes:</i>				
10/14/21	Montlieu staff will be trained in deescalating situations. Staff will become more knowledgeable of available wrap around services and resources in an effort to ensure that students needs are met while at school and home.	Complete 03/12/2024	Kim Scott	01/31/2024
<i>Notes:</i>				
10/8/20	Small group sessions will be conducted for scholars in need of behavioral supports. Second Step Online Platform will be utilized by our support staff (Tier II/Tier III)		Oneeka Lockhart	12/31/2024
<i>Notes:</i>				
10/14/21	Identified scholars will participate in social emotional small groups to help build an understanding of how to appropriately express themselves in the midst of conflict.		Alyese Washington	06/06/2025
<i>Notes:</i>				

8/31/23 Montlieu teachers will identify and utilize SEL practices for students in need that includes a calm down space, sensory items, etc.

Oneeka Lockhart

06/06/2025

Notes: Title 1 funds will be used to support our SEL practices for students, by purchasing the Second Step program for Montlieu.

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>			Montlieu Academy frequently and consistently communicates with families about ways they can assist their child at home. The school hosts quarterly curriculum nights , mandatory parent-teacher conferences twice per year, and grade level sessions to empower parents on ways they can help their student. Montlieu also sends home weekly (grade level specific) and monthly (school wide) newsletters to inform families of what their child will be learning and strategies to best support them. Additional communication occurs to families each week to keep them aware of school happenings and expectations via a Sunday phone call home from the principal. In addition, a weekly Dojo message and ConnectEd goes out to all families with a weekly calendar and friendly reminders of expectations.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			Regulars communication occurs via weekly phone messages, newsletters, and positing on our website and social media in an effort to keep families abreast of critical information. Families are highly engaged and are afforded monthly opportunities to participate in parent sessions and school events. Families are supportive of their child's learning and assist them at home to the best of their ability. Our staff provide engaging parent sessions to support our families in knowing appropriate strategies and resources to support learning while at home. Our families fully understand the power in their role as partners within our school community and gladly participate in all provided opportunities.		Bria Bonner	06/14/2024
Actions				11 of 12 (92%)		
	9/25/17	Weekly Phone Messages will be sent home on Sunday evenings and throughout the week as a reminder of ways that parents can stay connected to school occurrences.		Complete 06/01/2022	Kim Scott	06/09/2022
<i>Notes:</i>						

10/8/20	During parent engagement sessions, resources will be shared with families that they can utilize at home to support their child's learning. ---Title I funds will be used to support	Complete 06/01/2022	Laura Jones	06/09/2022
<i>Notes:</i>				
10/9/17	Teachers will communicate with families via Dojo, newsletters, face-to-face, and/ or phone calls.	Complete 06/01/2022	Megan Putnam	06/09/2022
<i>Notes:</i>				
9/11/18	Social media sites will be used as a means of communicating with families (Facebook, Twitter, Youtube, school website)	Complete 06/01/2022	Kim Scott	06/09/2022
<i>Notes:</i>				
10/8/20	In an effort to enhance parent engagement, our Communities in Schools liaison will engage families as we work to strengthen the home-school partnership.----Title I funds will be utilized to fund this position	Complete 08/16/2021	Kim Scott	12/20/2022
<i>Notes:</i>				
9/8/22	Class dojo will be utilized school wide as a means of communication with families.	Complete 06/06/2023	Candy Bush	06/19/2023
<i>Notes:</i>				
9/27/22	Montlieu's Youth Development Coordinator, will work to engage its families and build relationships that encourage active participation within our school community.	Complete 03/12/2024	Candy Bush	06/09/2024
<i>Notes:</i> Title I funds are utilized to fund this position.				
9/27/22	In an effort to enhance communications with families, important school news will be mailed home as well as shared digitally via Class Dojo and social media.	Complete 03/12/2024	Kim Scott	06/09/2024
<i>Notes:</i> Title I funds will be used to purchase postage.				
9/21/17	Quarterly parent involvement activities will occur to help families learn how they can best support learning at home. (Parent Lunch and Learns, Curriculum Night, Breakfast Bonanza Sessions)	Complete 03/12/2024	Nettisha Fyne	06/09/2024
<i>Notes:</i> Title I funding will be used to support and provide materials for families to use at home to support their child's learning				
9/25/17	1st and 3rd quarter parent conferences will be required. Parents will also be alerted via email and phone when progress reports and report cards are sent home so that they are knowledgeable of when to expect to see their child's progress.	Complete 03/12/2024	Kim Scott	06/09/2024
<i>Notes:</i>				
9/11/18	During parent engagement sessions, meals/snacks will be provided	Complete 03/12/2024	Kim Scott	06/09/2024

Notes: Title I funds will be used to provide meals/snacks for families during parent engagement sessions.

10/18/24 Montlieu will have three Parent Engagement events where families, staff and community members will be invited to partake in curriculum nights and a Multicultural Festival. Families will go home with take away materials.

Oneeka Lockhart

06/10/2025

Notes: Title 1 funds will be used for the purchase of the take away materials and food that will be provided at each event.