

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 duty-free lunch period for every teacher on a biweekly basis due to COVID restrictions. (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 a 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.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement 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.

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.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:			High expectations for all staff and students	Implementation Status	Assigned To	Target Date
!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)			
<i>Initial Assessment:</i>			<p>Fall 2021 update: Our school is in process of implementing the house system to continue to improve upon our current PBIS system. This builds positive school culture as well as has a strong emphasis on high student expectations by staff. This is in addition to teaching the SWARM behaviors and the Caring Schools Curriculum in daily class meetings. In addition, our Student Support Team (counselors, social worker, BMT) are attending restorative circles training this year to begin implementation.</p> <p>For 2020-2021 school year all teachers will implement the SWARM behavior matrix as well as the Caring Schools Curriculum (CSC). SWARM matrix behaviors as well as social-emotional learning and social skills will be taught in class meeting. Items to be taught include acting ethically, teaching students to communicate effectively with each other, problem solving strategies, how to manage their emotions, and ways to show responsibility. The CSC also provides ways for teachers and students to build successful relationships. Fall 2020 Update: We will implement Caring Schools Curriculum in Daily class meeting during Remote/Hybrid Learning. School Funds: Fund 2 funds used to purchase items to create a sensory room for hybrid/return to school.</p>	Limited Development 10/01/2018		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Students will be observed engaged, on-task, and using problem solving strategies with each other and staff.</p> <p>Data points to monitor</p> <p>1. number of OSS (6 total for 18-19) and ISS (12 total for 18-19)--aim for 5% reduction in each.</p> <p>2. percent of students who feel a sense of self-efficacy (46% on Spring 2020 Panorama Survey)</p>			Leora Itzhaki	06/08/2022
Actions			1 of 3 (33%)		
	10/1/18	Leadership team and Support Team (counselors, social worker, BMT) will conduct monthly walk-throughs to monitor implementation. They will use data analysis and problem solving protocols to review data and make decisions regarding future resource allocation, professional development, and teacher coaching.	Complete 02/01/2022	Leora Itzhaki	01/15/2022
		<i>Notes:</i> Next steps ILT will implement needed PD, resource, or coaching.			
	9/12/21	Implement quarterly house celebrations to reinforce positive expectations		Jordan Schriefer (elected 8/2019)	06/08/2022
		<i>Notes:</i> Implemented by Culture and Climate committee - reinforces character traits			
	2/10/22	Utilize MTSS and Support Team to provide differentiated behavioral supports, including counseling, social skills, and procedures for select students		Fallon Moretz (elected 3/23/21)	06/08/2022
		<i>Notes:</i>			
Implementation:			09/11/2019		
Evidence	6/11/2019				

Experience	6/11/2019 All teachers except 1 (maternity) took GLAD training, the updated version of SIOP.			
Sustainability	6/11/2019 Send any new teachers next year. Continue to discuss scaffolds in planning.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Currently, teams collaborate to create and implement standards-aligned curriculum for math, literacy small groups, social studies, and science. Weekly, with an ILT member and their grade level ESL teacher, each team (Professional Learning Community/PLC) meets to flesh out the units, discuss scaffolds for the many newcomer and novice ELLs, and look at data to develop small group skills instruction. All plans are available on the Google drive and shared with special area and EC teachers as well as teacher assistants so they can be partners in the instruction. Extended planning times are provided monthly to do a deeper dive into data and module instruction (ongoing learning targets) as well as pacing needs. Teachers unpack the standards and calibrate what mastery looks like during PLC time to ensure equitable instruction across grade levels. Teachers also use PLC time to review data to develop base lines, plan for instruction, and monitor progress. Administrators participate in weekly PLC meetings.

We are adding an additional focus on skills (reading foundation) instruction that is aligned to Science of Reading tenets. Ensuring all students grow in reading is a key school focus this year. We are ensuring that all reading teachers are OG trained and that all staff members are actively working on LETRS.

We have used Title 1 school funds to purchase supports for standards-aligned instruction:

- any additional platforms/digital tools purchased (Dyknow)
- PD or resources including positions related to instruction and curriculum implementation (Ron Clark)
- Extended Employment funds used for instruction or curriculum development (Heart Tutoring)
- Expanded contract with CT3 to implement No Nonsense Nurturing school wide to support instructional best practices and culturally responsive teaching.

Limited Development
10/01/2018

	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 1 (0%)		
	8/16/22	Administrator attends weekly PLC meetings for each grade and provides feedback to facilitator / team lead. (Aligns to CMS Goal 2).		Courtney Derrick	01/24/2023
	<i>Notes:</i> Courtney Derrick: grades 3, 4, 5, EC, Support Services Jennifer Moore: grades Prek, K, 1, 2, Specials Areas, Support Services				
Implementation:			06/11/2019		
Evidence	6/11/2019 agendas/minutes				
Experience	6/11/2019 Agendas and facilitator support was crucial to this step. LF developed updated planning template for small group instruction.				
Sustainability	6/11/2019 More targeted support to coach and ensure the plans are being executed with fidelity in class.				

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
		<p>Montclair has implemented the MTSS process to provide tiered support for students who struggle academically. This process includes a focused dive into core curriculum, supplemental support with teacher small groups and teacher assistant groups, as well as intensive support delivered by teachers. Short term goals are set and progress is</p>	Limited Development 10/01/2018		

monitored every 10 weeks per district protocol. Supports are provided in the general education classroom setting, including small group instruction, peer and volunteer tutoring, and small groups by teachers and teacher assistants. All interventions provided at all tiers are research-based, and are implemented with fidelity.

A similar system is established for students with social-emotional/behavioral needs. Counselors and experienced teachers support teachers when specific needs arise on a case by case basis. Next steps include executing this more systemically to provide more targeted support.

We will continue MAP as our universal MTSS screener. In addition, K-3 will implement DIBELS, a more diagnostic assessment to help drive phonics instruction.

ESL scaffolds are present during each lesson, provided both by the district and school staff. These will enable our many ELLs to access grade level content. Grade level ESL teachers attend weekly PLC planning to participate in and support this process.

We are utilizing the district's Standard Treatment Protocol when providing supplemental and intensive interventions.

In terms of our MTSS leadership team, Jennifer Moore will lead the process with our facilitators and grade level leads in monthly meetings.

We have used (general, PTA, T1, Restart, etc.) school funds to purchase supports for equitable tiered instruction:

- Additional resources or positions you have funded for MTSS (Title 1 funded 20 hour per week tutor to work with small intervention groups)
- Heart Math tutoring or other community partnerships (extended day funds)

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 2 (0%)		
8/16/22	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			Jennifer Moore	06/09/2023
<i>Notes:</i> Monthly MTSS leadership team meetings					
8/16/22	Implement Standard Treatment Protocol for all supplemental and intensive students -train staff in STP and Branching Minds -set up groups			Jennifer Moore	06/09/2023
<i>Notes:</i> Monitor progress monitoring data GLAD/SIOP training/refresher provided to all staff Repeat any actions as needed for new hires or support					
Implementation:			08/16/2022		
Evidence	6/11/2019				
Experience	6/11/2019 Teachers utilized templates for grade level/above grade level comprehension small group lessons, which were planned cooperatively with facilitators. Several walk throughs were completed by staff, administration, consultants, and district level staff. Extended planning time provided to build and refine this work.				
Sustainability	6/11/2019 With the implementation of the new ELA curriculum, maintain the focus on providing extended learning opportunities for all levels of learners via small group protocols created this year.				
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:

We will focus on supporting student efficacy, growth mindset, and social emotional learning this year through targeted lessons on our Montclair Character Traits. We continue to implement the Caring Schools Curriculum with daily class meetings and closing circles. Our BMT will pull small groups to build student leadership skills and counselors will pull individuals and small groups to do targeted social skills and emotional support groups. Montclair will continue to house School Based Mental Health services so students in need of more sustained counseling can receive those sessions on campus. Our 2 school counselors and social worker facilitate this process.

Our MTSS Leadership Team will use the STP and Branching Minds to ensure high needs students are given the interventions they need to be successful.

April Whitton (social worker) will continue to monitor attendance and provide incentives for low absences.

We will continue the use of our Hornet Buck and House Systems to celebrate students.

We have used general school funds, title 1 and allotments to purchase supports for supporting our students social and emotional states:

- Additional SEL resources-- BMT (allotment trades)
- Sensory labs; flexible seating or additional resources (Title 1)

Limited Development
10/01/2018

		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.			Jennifer Moore	06/15/2024
Actions				0 of 2 (0%)		
	8/16/22	Fully implement Caring Schools Program as core instruction for Social Emotional Learning (SEL) for all students. -class meeting time provided in master schedule -weekly focus in PLCs -collaboration with support team (counselors, BMT, social worker, psychologist)			Jennifer Moore	01/24/2023
<i>Notes:</i>						
	8/16/22	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.			Jennifer Moore	06/09/2023
<i>Notes:</i>						
Implementation:				06/11/2019		
	Evidence	6/11/2019				
	Experience	6/11/2019 Staff members conducted daily class meetings and used resources provided by our AP.				
	Sustainability	6/11/2019 6/11/2019--additional resources provided by our support staff; pilot new CMS curriculum				
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)		Implementation Status	Assigned To	Target Date

Initial Assessment:

Clear protocols have been established for students as they transition to Pre K, to kindergarten as well as from elementary to middle school. These include kindergarten day in the spring for incoming families, transition meetings and a school visit for rising middle school students, and home visits for incoming Pre K students.

There is clear alignment across the school regarding assessment practices, including the use of baseline and post assessments, EL assessments and MAP for math (grades 1-5).

English Second Language (ESL) and Exceptional Children (EC) staff collaborate in alignment with assigned grade levels to ensure smooth transitions for students. EC teachers develop year-long IEPs that specifically address any anticipated transitions.

For students who require supplemental or intensive support, the MTSS system has a clear process that we follow to ensure those students who need additional supports the next school year are documented and transitioned appropriately.

Funds: school funds and PTO to provide end of year celebration materials.

Limited Development
10/02/2018

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Clear transition plans are implemented for incoming Pre K, incoming kindergartners, and rising middle school students. Parent communication is essential to the success of these plans.</p> <p>ILT members clearly follow district MTSS end of year carry-over procedures with fidelity.</p> <p>Clear processes for grade to grade transition will be established by administration and SLT and implemented each year. This includes logistical process as well as processes that support students in being prepared for the next grade.</p>			Jordan Schriefer (elected 8/2019)	06/15/2024
Actions			0 of 2 (0%)		
	10/1/19	Develop/update end of year transition plans as well as incoming transition plans for all grades Pre K through 5th. Include SIT and parent input to develop and implement plans.		Courtney Derrick	06/09/2023
	<i>Notes:</i> Counselors will support transition plans. Implementation developed and monitored in ILT meetings.				
	9/30/21	Implement vertical conversations between grade levels to develop clear understanding of learning progress from grade to grade to ensure smoother transitions for students. Discuss classroom strategies that support transitions and "what they need to know coming into the next grade" to help set students up for success.		Jennifer Moore	06/09/2023
	<i>Notes:</i> ILT will provide guidance for these conversations.				
Implementation:			06/11/2019		
Evidence	6/11/2019				
Experience	6/11/2019 Temporary platform cumbersome to use. Our facilitators did a lot of that work to save teacehr time. Teachers regularly pulled small groups using data to move students.				
Sustainability	6/11/2019 Utilize the process for behavior/SEL needs, not just academics.				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
!	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
<i>Initial Assessment:</i>			<p>The ILT (Instructional Leadership Team) is designed to more closely monitor and support instruction. There is now a K-1 facilitator, a 2nd - 3rd grade facilitator, a 4th grade facilitator, and a 5th grade facilitator. This team typically meets weekly to implement and monitor instructional practices.</p> <p>Fall 2020 update: To better manage the new curriculum adoption in 4th and 5th, we have adjusted the ILT. We have a K-1 facilitator, 2-3 facilitator, a 4th facilitator, and a 5th facilitator. This better enables our leaders to delve more deeply into the curriculum and provides better support and oversight for MTSS. Funds: PD funds from Title 1.</p>	Limited Development 10/02/2018		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			Leadership Team (ILT) meets weekly. These meetings will utilize an agenda which prioritizes instructional practices and systems to maximize instructional impact on student achievement. Team meetings are scheduled so all members can attend and actively participate.		Leora Itzhaki	06/08/2022
Actions				0 of 2 (0%)		
	10/2/18	Principal will implement a coaching plan for all ILT members (assistant principal and facilitators) to build their capacity in teacher coaching, data analysis, and content knowledge. This will include collaborative Core Action walk throughs as a team and 1-1.			Leora Itzhaki	11/02/2022
			<i>Notes:</i> Biweekly for K-1 and 2-3 facilitators. Model coaching strategies for individual coaching as well as group/team coaching/support. AP coaching for new AP.			
	2/20/19	Leadership meets at least bimonthly to review data, discussing coaching and staffing needs, and review state of school. ILT will use this information to implement teacher coaching, professional development, and provide resources.			Leora Itzhaki	11/02/2022
			<i>Notes:</i> Team tries to meet at least weekly.			

Implementation:		06/11/2019		
Evidence	6/11/2019 Leadership team agendas/minutes			
Experience	6/11/2019 Leadership team typically met weekly.			
Sustainability	6/11/2019 Regular attendance by grade level chairs is a next step. Coverage and time away from students was a factor here.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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!	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
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Initial Assessment:

Our school has a clear plan of distributed leadership so all staff members own and are engaged in the work we do for students. We currently have:

1. Instructional Leadership Team (ILT) consisting of principal, AP, facilitators and teacher leaders. This group meets weekly around instructional practices.
2. Instructional Teams (also called PLCs) which are led by teachers and supported by facilitators. These teams meet weekly to dive into data, plan instruction, do the MTSS process for students who need additional support, and dig into curriculum and standards.
3. School Improvement Team (SIT), which consists of parents, teachers, administrators, and instructional leaders. This team meets monthly to review and discuss the school improvement process and how our school and students are progressing.

Staff also participate in committees that meet monthly which help us achieve our school improvement goals.

Clearly defined instructional planning times are established on our master schedule, which provide a weekly 90 minute collaborative PLC meeting for each Pre K-5 team (and special areas). Monthly extended planning (either 2 or 3 hours) are provided to give teams additional time to deeper dive into the new ELA curriculum, data, and other instructional needs. Teachers have an allotted daily planning time at least 4 days per week (outside of the fifth day PLC meeting). These times are common across the entire grade level to provide access to additional collaboration as needed by PLCs.

Limited Development
10/03/2018

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>This objective will be fully met when every teacher actively owns and participates in the school improvement process. The SLT should have equal numbers of staff and parents who represent our students' backgrounds and experiences.</p> <p>The structure of ILT, PLCs (Instructional Teams), and SLT will be fully implemented with productive weekly/monthly meetings. PLC meetings are always supported by an administrator and an ILT member.</p> <p>Daily individual planning (minimum 4x per week), weekly PLC and bimonthly extended planning are executed each week/day.</p>			Leora Itzhaki	06/08/2022
Actions			0 of 2 (0%)		
10/3/18	Conduct a mid-year review of instructional structure and adjust as necessary. Review should include effectiveness of ILT impact on student growth, support for teachers, and data.			Courtney Derrick	03/28/2022
<i>Notes:</i>					
2/21/20	Continue to build teacher leader capacity in planning with facilitators providing support to build the efficacy of instructional planning. This includes developing/updating the tools needed, including planning agendas and plan templates.			Leora Itzhaki	03/28/2022
<i>Notes:</i> Admin attends all planning sessions. Effectiveness of teacher leader training evaluated during ILT discussion.					
Implementation:			06/11/2019		
Evidence	6/11/2019 Schedules on the google drive				
Experience	6/11/2019 TAs required for coverage. Sometimes it got tricky, but it was worth it!				
Sustainability	6/11/2019 TA support/scheduling				

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	
<i>Initial Assessment:</i>		<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 1) Expanded contract with CT3 to provide coaching for facilitators and leadership coaching for principal 	Limited Development 10/03/2018			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<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	
<i>Actions</i>			0 of 1 (0%)			
	8/16/22	Develop clear protocol for staff support and coaching. This will include regular classroom observations, coaching sessions, and data review.		Courtney Derrick	06/09/2023	

Notes:

Implementation:		06/11/2019		
Evidence	6/11/2019 Walk through documents on the google drive.			
Experience	6/11/2019 Principal and leadership team collaboratively provided feedback via walk through form or through the NCEES process. More sustained coaching was provided as needed.			
Sustainability	6/11/2019 More targeted support will be provided by additional teacher leaders next year.			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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!	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:

ILT meets regularly to review school data and use that to make decisions on what professional development is needed. That data is also used to support the school improvement process. ILT looks for trends or patterns that may indicate a specific need to be addressed. This data sometimes indicates a teacher or family in need of support.

CSST (support team) meets monthly and reviews data, including attendance and discipline data. Attendance data is pulled a minimum of once per month so families in need of support or resources can be helped. Discipline data is also pulled monthly so needed next steps can be put in place.

Fall 2021: All data will be reviewed with staff (EOG, Panorama).

Funds:

- PD funds for ILT Science of Reading training (Title 1)
- PD funds for substitutes for engagement strategies training (Ron Clark) (Title 1)
- PD funds for books for Culturally Relevant Teaching and the Brain (Title 1)

Fall 2020 update: with hybrid/remote learning, CSST will provide extra focus time on attendance data. Also, because of virtual implementation of MAP (universal screener), teachers and ILT will triangulate data to improve validity of results. Funds: none at this time.

Limited Development
10/03/2018

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		<p>1. ESSA goals will be met in reading and math in all identified subgroups by June 2022.</p> <p>2. at least 80% of staff report on the Insight Survey that professional development is aligned to needs and productive.</p> <p>3. School attendance data will reduce the percentage of students who have 10 or more absences by at least 10% (from 8% of students in 2020 -2021).</p>			Leora Itzhaki	06/08/2022
Actions				0 of 1 (0%)		
	9/12/21	Implement data analysis protocols in ILT and in PLCs to review school, grade, teacher, and subgroup data of whole group and small group instruction to ensure differentiated instruction for all targeted subgroups and areas. Use this information to develop next action steps around professional development, coaching, and resources.			Leora Itzhaki	11/02/2022
<i>Notes:</i> Meet in ILT/admin meetings to review data.						
Implementation:				06/11/2019		
	Evidence	6/11/2019 Leadership agendas, coaching documents.				
	Experience	6/11/2019 Walk throughs and evaluation coaching were provided by admin, facilitators, and teacher leader. Leadership team discussed building and grade level trends at leadership team meetings.				
	Sustainability	6/11/2019 More sustained coaching is needed for certain teams.				
Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
!	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

Initial Assessment:

For the 2021-2022 year, all teachers will receive one super evaluation. Afterwards, teachers will be evaluated based on their licensure cycle. Beginning teachers (years 1-3) will receive a peer observation and a mentor as well. There is a clearly defined Beginning Teacher Support Program at Montclair, led by an ILT member and the Assistant Principal. This program provides sessions each month tailored to the needs of the BTs in that group, including observing master teachers, role playing parent conferences, and other topics generated by the BTs.

The assistant principal is coached biweekly and evaluated by the principal. She is also coached by the Learning Community Executive Director.

The principal is coached regularly by the Learning Community Superintendent.

School climate, which is essential for staff retention, is supported by a variety of people. Staff members are recognized publicly in the Buzz, the weekly staff newsletter. Staff functions happen at least monthly, and leadership and growth opportunities are provided because we value all staff.

Fall 2020 Update: the above process continues in remote/hybrid instruction. We are still awaiting word from the state regarding super evaluations for the 20-21 school year. Funds: PD for new teachers and coaching books.

Limited Development
10/03/2018

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>All staff will receive all required evaluations with specific feedback to grow their practice. At least 85% of staff will report on the Insight Survey that our school is a great place to work and learn. At least 85% of staff will report on the Insight Survey that professional development activities are productive and lead to positive student outcomes.</p> <p>We will retain 90% of effective staff.</p>			Leora Itzhaki	06/08/2022
Actions			1 of 3 (33%)		
10/1/19	Principal and AP will provide clear, actionable feedback on evaluations/observations, walk throughs, and other observations that positively impacts student performance.		Complete 02/01/2022	Leora Itzhaki	01/15/2022
	<p><i>Notes:</i> Next steps Monitor impact of feedback during Core Action walk throughs, classroom observation, and PLC time. Review monitoring data at admin/ILT meetings.</p>				
10/1/19	Updated: ILT provides walk through feedback that is regular and actionable to improve teacher's ability to positively impact student achievement. Implement a walk through and feedback calendar to be more systemic in providing feedback in a timely manner.			Leora Itzhaki	03/28/2022
	<p><i>Notes:</i> Next steps - focus on ESL, EC, Specials</p> <p>Monitor effectiveness of teacher implementation of coaching/actionable feedback during walk throughs, classroom observations, and PLC time. Discuss during ILT meetings.</p>				
2/10/22	Develop a system to showcase model teaching in classrooms regularly.			Courtney Derrick	06/08/2022
	<p><i>Notes:</i> Next step - build a culture where walk throughs include feedback by teachers for teachers</p>				
Implementation:			06/03/2019		
Evidence	6/3/2019 6/3/2019--All are complete in MyTalent.				
Experience	6/3/2019 All summative and summative conferences have been conducted.				

<i>Sustainability</i>	6/3/2019 Continued planning and scheduling.			
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Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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KEY	E1.06		Implementation Status	Assigned To	Target Date
		<p>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)</p>			
<i>Initial Assessment:</i>		<p>Current communication is clear and regular. Parents receive a weekly phone Connect Ed message around events. All teachers are required to send home regular communication from the ELA curriculum (minimum monthly) so parents know what themes and skills their students are studying. Daily agendas are used in grades 1-5 for communication as well as study habit support. Notices and work samples are sent home each week in a designated folder. All parents in grades 3-5 have access to student grades in the PowerSchool portal. Parents are highly motivated for their students to be successful. All communication is sent bilingually (English-Spanish). We utilize Class Dojo for our school-wide electronic parent communication method. This app automatically translates for our high Spanish-speaking population. We also employ a full time bilingual Family Advocate to interface with parents and help build relationships with stakeholders.</p> <p>We have used (general, PTA, T1, Restart, etc.) school funds to purchase supports for for parent engagement:</p> <ul style="list-style-type: none"> • PD related to family and community engagement (materials and snacks) - Title 1 • Use of allotment trade to maintain a full time Interpreter 	Limited Development 10/03/2018		

	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 as parents are more able to assist with the curriculum.</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>			Jordan Schriefer (elected 8/2019)	06/15/2024
Actions			0 of 2 (0%)		
10/1/19	Staff implement parent engagement and educational activities to build parent ability to support academic achievement at home.			Liz Ciepielinski (elected 8/2019)	06/09/2023
	<i>Notes:</i> Next steps Develop calendar of activities Monitor implementation at committee meetings				
10/1/19	Monthly updates are provided with clear curriculum supports (websites, explanations of upcoming units of study) utilizing the new Parent Google Site for simplified access to information.			Jordan Schriefer (elected 8/2019)	06/09/2023
	<i>Notes:</i> Immediate next step - integrate home curriculum next step into planning Other consistent methods of communication: Dojo app, Social Media (Facebook and Instagram), individual phone calls, and notes. These are all interactive communication methods. Frequency: Social Media - aim for biweekly, but often more frequent Dojo - weekly Calls - as needed				
Implementation:			06/11/2019		
Evidence	6/11/2019 Photo documentation on Instagram and FB; Title 1 drive (sign in sheets and agendas)				

<i>Experience</i>	6/11/2019 Multiple family events occurred throughout the year. The school utilized social media platforms for communication purposes.			
<i>Sustainability</i>	6/11/2019 Expand literacy night!			