Montgomery Learning Academy 11/21/2025

Comprehensive Progress Report

Mission:

Montgomery Learning Academy will graduate College and Career Ready students by preparing them to succeed in a globally diverse society, providing rigorous educational experiences, and building positive relationships with all members of our community.

Vision: Montgomery Learning Academy will be a community of learners dedicated to student success; preparing them with the skills necessary to be productive citizens in a challenging society.

Goals:

Eliminate Opportunity Gaps

Improve Student Performance

Increase Educator Preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

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:	Montgomery Learning Academy has partially implemented C2.01 by using school performance and classroom observation data to guide decisions for school improvement and professional development. The school regularly reviews graduation rate trends, course completion data, and attendance patterns to identify areas of strength and concern. Aggregated classroom observation data is also used to recognize effective instructional practices and pinpoint areas where staff may need additional training or support. These data-driven practices have contributed to MLA's strong 93.93% cohort graduation rate, demonstrating that targeted instructional adjustments and interventions are having a positive impact. For example, data review has led to increased use of credit recovery, flexible scheduling, and personalized learning plans to keep students on track for graduation. However, the process is not yet fully embedded across all decision-making. Data analysis is sometimes limited to specific meetings or key staff members rather than being a continuous, schoolwide practice. To fully meet the goal, MLA will need to expand staff involvement in ongoing data review, ensure observation feedback is consistently linked to professional development planning, and deepen the use of multiple data sources to drive instructional improvement.	Limited Development 07/30/2025		
How it will look when fully met:	Montgomery Learning Academy makes the regular review and use of performance and observation data a seamless, schoolwide practice. All staff actively engage in ongoing data analysis—not just during scheduled meetings, but as part of their daily decision-making. Classroom observation feedback connects directly to targeted professional development, ensuring that instructional practices continually improve to meet the needs of all learners. Data is shared transparently among teachers, administrators, and support staff, creating a culture where every stakeholder understands student performance trends and works collaboratively to address challenges. Interventions are implemented quickly, monitored for effectiveness, and adjusted as needed to keep students on track for success.		**Alicia Legrande (elected 2025)**	**06/10/2028**
Actions		**0 of 2 (0%)**		
7/30/25	Meet monthly to review student progress and make quick decisions to help every student stay on track.		Alicia Legrande	06/10/2026

Notes:				
7/30/25	Use classroom observation results to plan teacher training that directly meets student needs.		Elizabeth Divine	06/10/2026
Notes:				

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
KEY **A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Montgomery Learning Academy is in the early stages of implementing a tiered instructional system to meet the individual needs of students. While some evidence-based strategies are used in classrooms, they are not yet consistently applied across all tiers of support. Teachers provide individualized help for students who are struggling, but a fully developed, schoolwide system for delivering and tracking tiered interventions has not yet been established. Continued work is needed to ensure that instruction is aligned to student needs at every level and that progress is monitored systematically.	Limited Development 07/30/2025		
How it will look when fully met:	Montgomery Learning Academy has a comprehensive tiered instructional system that consistently delivers evidence-based teaching tailored to each student's needs across all tiers. Teachers regularly use data to identify students who need different levels of support and provide targeted instruction—from high-quality core teaching to intensive interventions. Clear protocols guide the monitoring of student progress and adjustments to instruction based on ongoing data. Collaboration among teachers, intervention specialists, and support staff is seamless, ensuring every student receives timely and effective support. This system promotes academic growth for all students, reduces learning gaps, and helps every learner achieve success.		**Du Lo (elected 2024)**	**06/10/2026**
Actions		**0 of 2 (0%)**		
7/30/25	Train teachers to use data regularly to identify which students need extra support and decide the best teaching approach for each.		Amy Reynolds	06/10/2026
Notes:				

7/30/25	Create a clear process for checking student progress often and adjusting instruction to make sure every student improves.		Kirk Watts	06/10/2026
Notes:				

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			
KEY **A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	At Montgomery Learning Academy, instructional teams meet regularly to plan units together, using common planning time built into the schedule before and after school. A shared planning template is available to guide this work, but it is not used consistently across all teams. Most unit plans are aligned to state standards and include clear objectives and assessments. School leaders check for alignment through lesson plans, classroom observations, and student work displays such as PDSA boards. Pre- and post-assessments are used in most units to measure student progress. Teachers review these assessments to ensure they match the instructional goals. Our EC teacher plays an active role in planning and helps staff differentiate lessons to meet the needs of students with IEPs and other learning needs. Evidence of this support is seen in lesson plans and student work. Teams reflect on their instruction and student outcomes during PLC meetings. These discussions help identify what's working and where adjustments are needed. While there are solid structures in place, we recognize the need to more consistently use the planning template and ensure that all lessons are fully aligned and inclusive. Continued focus on collaboration and data use will help us improve learning for all students.	Limited Development 07/30/2025		

How it will look when fully met:	Instructional planning at Montgomery Learning Academy is consistent, collaborative, and student-centered. All instructional teams use a shared planning template to develop units that are fully aligned to state standards. Each unit includes clearly defined objectives, sequenced lessons, and assessments that accurately measure student learning. Teachers meet regularly in structured PLCs to analyze student data, reflect on instruction, and adjust plans to meet student needs. Pre- and post-assessments are embedded in every unit and are used to monitor growth, identify learning gaps, and guide instructional decisions. Special educators and support staff actively participate in the planning process, helping to ensure that all units are differentiated for students with IEPs and English language learners. Lesson plans and classroom instruction reflect inclusive practices, with multiple entry points and supports to help all students access and engage with the content. Student work, lesson plans, and classroom observations consistently show high levels of alignment, engagement, and rigor. Collaboration is embedded in the school culture, and teachers use student data to drive continuous improvement. As a result, every student receives instruction that is purposeful, responsive, and designed to support both academic and personal growth.		**Kirk Watts (elected 2024)**	**06/10/2028**
Actions		**0 of 2 (0%)**		
7/30/25	Provide training and ongoing support for all instructional staff on how to effectively use the school's shared unit planning template.		Du Lo	06/10/2026
Notes:				
7/30/25	Establish a routine within PLC meetings for teachers to review student pre- and post-assessment data, discuss instructional impact, and revise unit plans accordingly.		Kirk Watts	06/10/2026
Notes:				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
E1.03	**ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Montgomery Learning Academy currently has a limited implementation of systematic reporting, where teachers share some information with parents and guardians about student mastery of standards-based objectives. While progress is communicated, it is not yet consistent across all classrooms or uniformly aligned to every standard, leaving room for stronger school-wide implementation.	Limited Development 08/27/2025		
How it will look when fully met:	When this goal is fully met, all teachers at Montgomery Learning Academy will systematically and consistently report each student's mastery of specific standards-based objectives to parents and guardians. Reports will be aligned across all grade levels and subjects, using a common format and language so families clearly understand their child's progress. Parents will receive regular updates through report cards, progress reports, conferences, and digital platforms, and the information will reflect evidence directly tied to state standards.		**Hannah Reynolds (elected 2024)**	**06/10/2028**
Actions		**0 of 2 (0%)**		
8/27/25	Provide professional development and collaborative planning time for teachers to learn and practice using standards-based reporting tools, rubrics, and proficiency scales so reporting is consistent across all classrooms.		Kirk Watts	12/19/2025
Notes:				
8/27/25	Implement a school-wide system (digital platform and standardized report templates) for teachers to record and share student mastery data with parents/guardians on a regular schedule, and monitor usage through administrative reviews and parent feedback.		Amy Reynolds	06/10/2026
Notes:				