Mount Gilead Elementary 11/21/2025

Comprehensive Progress Report

Mission:

At Mount Gilead Elementary School our mission is to cultivate a learning community where every child is challenged, supported and inspired to succeed.

-Teachers and staff are dedicated to delivering rigorous standards-based instruction.

-Teachers and staff will empower students to thrive academically, socially, and emotionally.

-All students will be seen, valued, and heard.

Vision: Mount Gilead Elementary School will foster a culture where students are accountable for their learning, challenged to meet high standards, and supported to grow academically, socially, and emotionally.

Goals:

Improve Student Performance

Increase Educator Preparedness

Eliminate Opportunity Gaps



! = 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:	XThe Leadership Team at Mount Gilead Elementary is composed of administration, the instructional facilitator, and grade-level representatives. The team meets at the beginning, middle, and end of the school year to review schoolwide data and discuss instructional priorities. Student performance data is collected from CFAs, iReady, mClass, district benchmarks, and EOG assessments. Data is disaggregated by grade level and subgroup during PLCs and grade-level meetings to identify strengths and areas of concern. Classroom observation data has been reviewed at the beginning of the year to reflect on prior instructional strengths and needs; however, it has not yet been consistently used by the Leadership Team to make ongoing schoolwide decisions. Teachers reflect on student data within PLCs, and professional development opportunities are often selected by classroom teachers based on their perceived needs rather than aggregated school-level trends. Currently, the Leadership Team uses teacher input and data discussions to determine areas of focus, allocate support, and adjust resources. Progress is primarily monitored through annual EOG comparisons. Strengthening the regular use of aggregated observation data, aligning professional development directly to student performance trends, and establishing more frequent progress checks are key growth areas for sustainability.	Limited Development 07/30/2025		

How it will look when fully met:	The Leadership Team is composed of the principal, assistant principal, instructional facilitator, and grade-level representatives, and meets consistently during PLCs and monthly SIT meetings with clear agendas, documented minutes, and assigned action steps. The team regularly reviews disaggregated student performance data from benchmarks, district, and state assessments alongside aggregated classroom observation data from walkthroughs and instructional rounds. Together, these data sources are analyzed to identify trends, ensure equity, and establish schoolwide goals. Patterns in instructional practice are shared in PLCs to celebrate strengths and highlight areas for improvement. The Leadership Team uses this information to determine targeted professional development priorities, ensuring PD is aligned with identified needs and supported by evidence-based strategies rather than general initiatives. Resources are allocated to support these priorities, including coaching, modeling, and collaborative planning that build teacher capacity. Impact is monitored through follow-up data reviews, including student outcomes and classroom practices, to ensure improvements are taking hold. Effective practices are reinforced, embedded into school structures, and sustained across years, creating a culture of continuous improvement where instructional decisions are consistently guided by reliable data and aligned to student success.		**Daniel Jones (elected 2025)**	**06/10/2028**
Actions		**0 of 2 (0%)**		
9/25/25	Develop standardized walkthrough tool for aggregated observation data		Daniel Jones	12/01/2025
Notes:				
9/25/25	Implement monthly data-review protocol using student and observation data		Nicole Byrd	05/29/2026
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:	XOur school implements a tiered instructional system through the MTSS framework to address academic, behavioral, emotional, and attendance needs. Tier I instruction is delivered to all students with differentiation and embedded challenge strategies to support diverse learners. Tier II and Tier III interventions are provided in addition to core instruction, based on student performance data from universal screeners (mClass, i-Ready) and teacher input. The MTSS team collaborates with teachers during regular meetings to review data, determine tier placement, monitor progress, and adjust interventions using county-wide protocols. While Tier I instruction is designed to be inclusive and responsive, professional learning is needed to strengthen staff implementation of evidence-based practices and structured problem-solving. Interventions are selected and tracked collaboratively through PLCs and MTSS meetings, with ongoing adjustments based on student response. Equity and access remain areas for growth, as current supports are equally available but not yet differentiated based on student subgroup needs. Continued focus on professional development, culturally responsive instruction, and data-informed decision-making will strengthen our system's alignment with MTSS and federal requirements.	Limited Development 07/30/2025		

How it will look when fully met:	At Mount Gilead Elementary, a high-functioning, fully implemented tiered instructional system is embedded and sustained with fidelity. Tier I, II, and III instruction is clearly defined and fluid across academic, behavioral, emotional, and attendance domains. Core instruction is rigorous, differentiated, universally designed, and culturally responsive. Supplemental and intensive supports are delivered with fidelity during FLEX time, guided by approved interventions and structured progress monitoring. All staff—general education, EC, and support personnel—collaborate through weekly PLCs and monthly MTSS meetings, reviewing screening, diagnostic, and progress-monitoring data to adjust instruction and interventions. Professional learning builds MTSS and structured problem-solving capacity, emphasizing equity, bias reduction, and culturally responsive practices. Decisions about intervention entry, exit, and intensity are data-driven, ensuring equitable access to resources and services. Student performance and subgroup data are regularly analyzed to identify gaps, adjust supports, and align resources. Leadership and teachers monitor outcomes, refine core instruction, and celebrate effective practices to sustain continuous improvement.		**Kesha Collins (elected 2025)**	**06/10/2028**
Actions		**1 of 2 (50%)**		
9/25/25	Create MTSS calendar with weekly PLCs and monthly meetings	Complete 10/31/2025	Nicole Byrd	10/31/2025
Notes:	Included is a link to our school wide calendar that documents scheduled MTSS meetings, PLC's and monthly school wide team meetings. https://docs.google.com/presentation/d/1oqQ69WTtveyQY6iq-L-ie6pTyq8w5HIhFHu7J07N1Hg/edit?slide=id.p#slide=id.p			
9/25/25	Implement data-driven interventions adjustments during FLEX and support blocks		Daniel Jones	05/01/2026
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:			XInstructional teams at our school engage in weekly PLCs and grade-level planning to develop standards-aligned units of instruction. Shared templates and pacing guides, particularly in CKLA, support alignment of unit objectives, mastery criteria, and assessments to grade-level standards, though alignment in math and consistent use of pre- and post-assessments remains an area for growth. Horizontal and vertical alignment occurs in part through cross-grade and cross-subject communication, but this work is not yet systematic or documented. Planning for diverse learners currently relies heavily on one-on-one support from EC and ML specialists, with limited collaboration between specialists and general educators. Data from BOY, MOY, and EOY benchmarks are reviewed, but unit revisions based on results are not consistently implemented. Professional learning is provided during PLCs, and planning time is somewhat protected within the master schedule. However, structured opportunities for sustained reflection, cross-disciplinary collaboration, and ongoing unit refinement are limited. At present, there is no formal process to ensure sustainability and continuous improvement of standards-aligned unit planning. Establishing clear accountability, strengthening specialist collaboration, and using data more systematically to drive revisions are priority next steps.	Limited Development 07/30/2025		

How it will look when fully met:	At Mount Gilead Elementary, instructional teams consistently collaborate to develop and refine high-quality, standards-aligned units of instruction. Teams meet weekly during protected PLC time, using shared planning templates and protocols to unpack standards, define clear objectives, establish mastery criteria, and design aligned pre-, formative, and post-assessments. Units are vertically and horizontally aligned through collaborative review of pacing guides and curriculum maps, ensuring coherent skill progression across grades and integrated connections across subjects. Planning is inclusive, with EC, ML, and other specialists contributing to ensure accommodations, modifications, and scaffolds meet the needs of students with disabilities, English learners, and diverse learners, while extension opportunities challenge advanced learners. Teams analyze student data to monitor progress, make mid-unit adjustments, and refine instruction. Ongoing professional development and structured reflection time strengthen unit design and delivery, and planning time is protected and supported with resources to allow uninterrupted collaboration.		**Nicole Byrd (elected August 2025)**	**06/10/2028**
Actions		**1 of 3 (33%)**		
9/25/25	Develop and implement a schoolwide lesson plan template that includes standards, objectives, assessment strategies, differentiation, and data use.	Complete 10/30/2025	Nicole Byrd	10/30/2025
Notes:	Included is the link for the school wide lesson plan template. https://docs.google.com/document/d/1_vvYj9TNaO7iHiHTiEfuumHJSn1rVO1dweM0YbYfEUw/edit?tab=t.0			
9/25/25	Set clear expectations for weekly lesson plan submission and feedback cycles; communicate deadlines and purpose.		Nicole Byrd	12/31/2025
Notes:				
9/25/25	Use PLC meetings to review student data, identify trends, and plan targeted instruction and interventions based on pre/post-assessment results.		Nicole Byrd	05/01/2026
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:	Our current implementation for parent communication of mastery of standards include sending home report cards once a quarter, sending home interim reports as mid way check before reports card are sent home, parent/teacher conferences are held twice a year where teachers share mClass (ELA data) home connect letters and iReady (math data) with parents/guardians. Parent support/curr. nights are held twice a year for parents to gain infomation about standards and resources to support their students education.	Limited Development 09/29/2025		
How it will look when fully met:	Mount Gilead Elementary is committed to fostering strong home-school connections to support student success. Teachers will provide monthly updates to parents and guardians on their child's mastery of specific standards-based objectives by sharing progress monitoring data, along with pre- and post-test results for targeted standards. Interim reports and report cards will be distributed according to the schedule provided by Montgomery County Schools (MCS). To further strengthen family engagement, the school will host community support events that offer parents and guardians valuable resources and strategies to use at home with their student(s). In addition, teachers/staff will maintain consistent communication through ClassDojo/call-outs, providing weekly updates and addressing any relevant information to keep families informed and involved in their child's learning journey.		**Nicole Byrd (elected August 2025)**	**06/10/2028**
Actions		**0 of 2 (0%)**		
9/29/25	Host family support events to share data and resources with parents/guardians.		Tera Pollard	05/01/2026
Notes:				
9/29/25	Establish a Family Engagement Team to create events, collect infomation and monitor success using community feedback (parent, student and staff).		Hannah Gniadek	05/01/2026
Notes:				