

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- Overall Composite: By the end of 2025-2026 school year, Montlieu Academy of Technology will increase the overall Proficiency (grades 3-5) from 49.2% to 52.2% (A2.04 and A4.01)

MTSS (FAM-S): By the end of the 2025-2026 school year, All teachers at Montlieu will demonstrate an understanding and effective implementation of the MTSS framework to ensure differentiated instruction and weekly analysis of student data during PLC's. (C2.01)

By the end of the 2025-2026 school year, Montlieu Academy of Technology will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers. (A2.19)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
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
<i>Initial Assessment:</i>		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	
<i>How it will look when fully met:</i>		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.		Oneeka Lockhart	06/10/2026
Actions			1 of 3 (33%)		
	10/23/25	Used Restart budget flexibility to purchase MCLs	Complete 06/10/2025	Oneeka Lockhart	06/10/2025
<i>Notes:</i>					
	9/17/25	Teachers will participate in weekly PLC's that will be facilitated by our Multi Classroom Leaders. MCLs are funded by our Title 1 and Restart Funds.		Laura Jones	06/10/2026
<i>Notes:</i>		One MCL 2 position and the differential for one MCL 1 and 1/2 of an MCL 2 will be used with Title 1 Funds. Restart funds will be used for the differential for one MCL 1 and .5 MCL 2 and one MCL 3. Montlieu will also purchase .25% of our Youth Development Coordinator, using Title 1 Funds.			
	9/17/25	Montlieu teachers will utilize established PLC agendas and Instructional & Data Protocol documents.		Tanisha Richards	06/10/2026

Notes:

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 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
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			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	06/05/2026
<i>Actions</i>				0 of 4 (0%)		
	10/18/24	Staff will participate in ongoing MTSS training and support in order to increase the consistent MTSS framework implementation. (FAM-S-Communication #19) The MTSS team will meet weekly to discuss Tier 2 and Tier 3 student progress and next steps.			Oneeka Lockhart	06/10/2026

<i>Notes:</i>				
9/17/25	Data- based problem solving of diverse groups (FAM-S #27- Problem Solving Process) Montlieu staff will provide differentiated instruction through Core small group instruction, W.I.N. time and Intervention time daily. Teachers will participate in weekly Data Protocol PLC's to analyze student data and plan for next step instruction.		Sheree Daniels	06/10/2026
<i>Notes:</i>				
9/17/25	Montlieu Academy of Technology will utilize our weekly Data PLC and Data Protocol document to analyze data from the following assessment sources: NWEA MAP DIBELS Interim Assessments CFAs		Kanika Alston	06/10/2026
<i>Notes:</i>				
9/25/25	Montlieu will hire an academic/behavioral consultant to assist with instructional and behavioral decisions throughout the school year.		Oneeka Lockhart	06/10/2026
<i>Notes:</i> Using Title 1 Funds, an academic/behavioral consultant will be purchased to assist Montlieu.				

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
<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.		Oneeka Lockhart	06/10/2026
Actions			0 of 3 (0%)		
	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.		Oneeka Lockhart	06/10/2026
<i>Notes:</i>					

9/17/25	Montlieu Academy of Technology will hold a lunch and learn opportunity for parents (one per semester)		Natalia Gibson	06/10/2026
<i>Notes:</i> Title 1 Funds will be utilized to enhance parent and family engagement and involvement.				
9/17/25	The Montlieu Academy of Technology IPS team will conduct meetings as needed and on an emergency basis. The SPS meetings will occur every six weeks and by grade level.		Joanna Bryant	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Montlieu Academy of Technology will implement the new GCS initiative: The Guilford Guarantee. Staff members received information regarding the initiative and a description of the initiative.	No Development 09/17/2025			
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<i>How it will look when fully met:</i>	During the school year, teachers will create career readiness boards in classrooms. Students will also attend at least one field trip during the school year that targets college and career readiness information. Montlieu will also host a career fair, inviting various guests to discuss the specific jobs requirements that align with the career choice.		Lora Terry	06/10/2026
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Actions		0 of 5 (0%)		
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9/17/25	Montlieu Teachers will be required to display career opportunity boards in classrooms.		Enitria Denny	06/10/2026
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9/17/25	During morning announcements, students will receive a weekly career spotlight that showcases various career/trades.		Brent Miller	06/10/2026
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9/17/25	Montlieu Academy of Technology will host a career fair that will spotlight a myriad of career/trade/technical job opportunities.		Brent Miller	06/10/2026
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9/17/25	Montlieu Academy of Technology's school counselor will incorporate career readiness lessons for students bi-weekly.		Tobin Keeth	06/10/2026
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9/30/25	Montlieu will utilize Title 1 and Restart funds to Instructional Supplies and Materials.		Oneeka Lockhart	06/10/2026
<i>Notes:</i>				
D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Montlieu Academy of Technology will participate in coaching cycles to continue building on the iPad support from the previous school year. Teachers will receive support and co-teaching opportunities through GCS's Blended Learning Department.	Limited Development 09/17/2025		
<i>How it will look when fully met:</i>	Montlieu's Kindergarten, First and Second grade teachers will participate in and receive iPad coaching from the Blended Learning Department. A schedule of planned coaching sessions will be provided for teachers. One on one and group feedback discussion sessions will take place throughout the school year.		Luisa Ortiz Almonacid	06/10/2026
Actions		0 of 1 (0%)		
9/25/25	Planned coaching sessions with a member of the GCS Blended Learning Team.		Karah Johnson	06/10/2026
<i>Notes:</i>				