Triangle Lake Montessori Elementary 9/25/2025

Comprehensive Progress Report

Mission: Peace. Learn. Lead. • PEACE - Respect, get along and work together. • LEARN - Absorb and apply knowledge to solve problems and make sound choices. • LEAD - Act to motivate self and inspire others to dream more, learn more, and do more.

Vision: All stakeholders, including staff, students, parents, and community members, will work together to provide a safe environment in which students will develop a true love of learning. Through our prepared Montessori environments, we will provide our students with challenging educational opportunities that enhance their unique talents and meet individuals' needs. Students will thrive in a peaceful learning environment that values diversity, fosters respect, and encourages independence.

Goals:

By June 2026, Triangle Lake Montessori will increase the school overall performance composite by 3% from 53.3% to 56.3% measured by third through fifth grade NC EOG test. (FAM-S Indicator 39)

By June 2026, 100% of students in grades K–5 will participate in at least three career exploration activities (e.g., guest speakers, field trips, career fairs, virtual tours, career surveys) during the school year.

100% of instructional staff will participate in at least two targeted professional development sessions and/or two individual or small-group coaching cycles focused on Montessori practices and MTSS practices (academic, behavior, attendance, and social-emotional supports). (FAM-S Indicator 4)



! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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:			Currently the principal, curriculum facilitator, and mentors are working to monitor classroom instruction and provide feedback to teachers. PLC Meetings occur weekly with a focus on unpacking standards and identifying instructional strategies to use in addition to the core curriculum. Teachers receive professional learning based on student outcomes and experience and skill.	Limited Development 08/09/2016		
How it will look when fully met:			When this objective is fully met all teachers will be regularly monitored and observed with immediate feedback to teachers from the administration or curriculum based team. This will result in improved instruction ensuring that High Quality Equitable Instruction is provided to all students. This will also be reflected in student outcome data and performance on common assessments, district, and state testing.		**Veronica Bryant**	**06/14/2026**
Actions				**0 of 13 (0%)**		
		6/14/20	Principal, Assistant Principal, curriculum facilitator, and mentors will conduct walk-through's, observations, conferences, and provide written/verbal feedback.		Veronica Bryant	01/30/2026
		Notes:				
		9/25/25	Title 1 funds will be used to purchase instructional materials and classroom supplies aligned with the curriculum to support student learning. Resources will include Montessori materials, manipulatives, and other education technology tools to enhance differentiated instruction and hands-on learning. The effectiveness of these materials will be measured through student performance on assessments, classroom engagement, and teacher feedback.		Ashley Harrell	06/12/2026
		Notes:				
		9/25/25	Teachers will participate in deliberate practice with the intentions of practicing the walkthrough look-fors and Montessori strategies. The deliberate practice will take place during PLCs with CF and administration.		Kadrien Wilson	06/12/2026
		Notes:				

9/25/25	Title 1 funds will be used to purchase two daytime tutors to support classroom teachers and improve student learning based on EOG projections, Interim data, and common assessment data will be used.		Kadrien Wilson	06/12/2026
Notes:				
9/25/25	Data Analysis protocol will be used to plan for small group intruction after Common Assessments and Interim Assessment data. Teachers will identify patterns of strengths based on standards, areas of growth based on standards, reflect on instructional strategies that were effective based onthe data and develop a re-teaching and enrichment action plan that includes grouping students in the areas of beginning, progressing, and proficient.		Kadrien Wilson	06/12/2026
Notes:				
9/25/25	The daily intervention block provides time for targeted small group instruction based on student data. During this time, specialist teachers will push into classrooms to collaborate with classroom teachers, offering additional support for small group instruction and ensuring that students receive personalized, data-driven interventions to meet their individual needs.		Kadrien Wilson	06/12/2026
Notes:				
9/25/25	Classroom teachers will hold Student Data Conferences with students following each district interim assessment. During these conferences, teachers will review individual student data and progress, helping students set goals and develop action steps for continued growth. Each teacher will receive a Triangle Lake Montessori Student Data and Goal Tracking Sheet to chart and monitor progress. Teachers are responsible for maintaining accurate records of each student’s data and goals. These tracking sheets will be used by students during student-led conferences to share their progress and achievements with their families.		Kadrien Wilson	06/12/2026
Notes:				
9/25/25	Purchase a Teacher Assistant position using Title 1 funds to provide small group reading interventions during the daily intervention block, support progress monitoring, and assist teachers with differentiated instruction.		Veronica Bryant	06/12/2026
Notes:				

9/25/25	Increase teacher capacity to deliver high-quality, differentiated instruction to improve student achievement in reading and math. Provide substitute coverage for teachers to attend school-based and district professional development sessions focused on MTSS, data-driven instruction, and Montessori practices.		Kadrien Wilson	06/12/2026
Notes:				
9/19/25	Weekly Administrative Instructional Leadership Team-analyzing walkthrough trends and assessment data		Shavonne Speight	06/24/2026
Notes:				
9/19/25	Bi-Weekly Common Assessments, Unit Assessments, PLC Data Meetings, and Collaboration with District Data Coach to analyze and develop strategic plans to guide instruction.		Kadrien Wilson	06/24/2026
Notes:				
9/25/25	We will use Title 1 funds provide an EEA to have select to participate summer PLC planning. PLC work will focus on reflecting on student data from 25-26 school year and designing targeted intervention plans, and aligning instructional practices for the next school year.		Kadrien Wilson	06/29/2026
Notes:				
9/19/25	Title 1 Funds used to purchase Happy Numbers to provide individualized instruction in math. Students will use Happy Numbers daily for at least 20 minutes.		Erica Dent	10/30/2026
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:	The current level of development in this indicator is Emerging/Developing based on 2025 FAM-S. The school has a clearly defined, tiered instructional system that is consistently implemented across all grade levels. Teachers and staff collaboratively use data to identify student needs and provide evidence-based instruction and interventions. Students move fluidly between tiers based on progress monitoring data, ensuring that support is responsive and targeted. In addition, to meet the needs of students across all tiers improvements can be made such as: improved student attendance, clear systems and processes for supporting students in throughout the Tiers in the areas of behavior, attendance, and SEL. Increased teacher accountability for tiered instruction and leadership in the classroom, utilizing support staff, continuous parent contact, increased collaboration with colleagues/parents/social worker/guidance counselor/ specialist/support staff, and increased peer support for teachers.	Limited Development 08/09/2016		

How it will look when fully met:	In order to meet and exceed growth in this objective teachers will use research-based practices, district maps, coaching from regional personnel, standard maps, unit plans, support staff (guidance counselor, social worker, school psychologist, etc.), and other auxiliary resources in order to provide quality instruction within the three tier instructional system. By 2026 students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-Emotional, Attendance, Math and Reading based on their level of need. Additionally, High-quality, evidence-based core curriculum (e.g., UFLI for literacy, Eureka Squared for math) is used in every classroom with fidelity. Instruction is aligned to the NC Standard Course of Study and includes Montessori works integrated as appropriate. Teachers use differentiation and formative assessments to meet the needs of diverse learners. 80% or more of students are successful with just Tier 1 instruction. Students who need additional support are identified using universal screeners and data team meetings. Targeted interventions are evidence-based, provided in small groups, and focused on specific skill gaps (e.g., phonics, number sense). Progress monitoring occurs bi-weekly, and adjustments are made based on data. Teachers collaborate with instructional coaches and specialists to plan supports. Students who need intensive intervention receive one-on-one or very small group instruction. Interventions are highly individualized and may include support from specialists such as EC teachers, reading interventionists, or counselors. Progress is monitored weekly with clear documentation of growth and next steps. Plans may involve family engagement to reinforce skills at home.		**Kadrien Wilson**	**06/11/2026**
Actions		**0 of 7 (0%)**		
9/19/25	Provide targeted professional development (PD) based on survey results, student data, and teacher needs including MTSS, classroom management, Montessori.		Kadrien Wilson	03/31/2026
Notes:				
10/24/16	A Daytime tutor will be hired to work two days a week in grades 2-5 on both Literacy and Math for interventions.		Shavonne Speight	05/29/2026
Notes:	The tutor will use mini assessments, common assessments, and create a tutoring log to determine growth among the students. This information will be presented to the Leadership team three times a year for effective monitoring.			

9/25/25	Title 1 funds will be used to purchase additional projectors to support instructional delivery in all classrooms. Projectors will be used to display multimedia lessons, digital resources, and student presentations to enhance engagement and support differentiated instruction.		Janita Jackson	06/12/2026
Notes:				
9/25/25	Title 1 funds will be used to cover substitute teacher pay, allowing teachers to participate in Instrutional Coaching PD sessions provided by CMTE during the school day without disrupting instructional services for students.		Kadrien Wilson	06/12/2026
Notes:				
3/14/23	Use common formative assessments (CFA) to assess standards. A1.05		Kadrien Wilson	06/22/2026
Notes:				
9/19/25	Regular data team meetings occur (at least monthly) to analyze screening data, benchmark assessments, and progress monitoring results.		Kadrien Wilson	06/22/2026
Notes:				
9/19/25	Collaboration with District Data Coach to analyze and develop strategic plans		Kadrien Wilson	06/22/2026
Notes:				

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
Initial Assessment:			School wide expectations for students and staff: D.O.V.E Demonstrate respect, Own Actions, Value Others, Engage Positively Classroom teachers ensure student expectations are visible to students. Classroom teacher develop a peace corner to assist students in handling conflict, Montessori Grace and Courtesy Lessons taught in the first two weeks of school.	Limited Development 08/14/2017		
How it will look when fully met:			All teachers consistently use proactive, positive classroom management strategies to create safe, structured, and engaging learning environments. Classroom rules and procedures are explicitly taught, modeled, practiced, and reinforced throughout the year. Students clearly understand expectations and are held accountable through positive reinforcement and restorative practices, resulting in a calm, orderly school environment where instructional time is maximized.		**Veronica Bryant**	**06/22/2026**
Actions				**0 of 5 (0%)**		
		9/19/25	Schoolwide rules and expectations are posted, taught, and used in every classroom (aligned with PBIS or Montessori principles).		Erica Dent	01/31/2026
		Notes:				
		9/19/25	Families are informed about classroom rules and involved in supporting consistent behavior expectations at home.		Erica Dent	01/31/2026
		Notes:				

9/19/25	Teachers collect and analyze behavior data to identify patterns and adjust strategies as needed. Students who need extra support receive targeted interventions (Tier 2 or Tier 3 in MTSS for behavior). Teachers collaborate with specialists, counselors, and administrators to develop behavior plans when necessary.		Erica Dent	05/31/2026
Notes:				
9/19/25	Teachers explicitly teach and model procedures at the start of the year and revisit them regularly (e.g., transitions, group work, lining up, restroom use).		Erica Dent	06/22/2026
Notes:				
9/19/25	All staff will use Class Dojo to recgonize positive behavior in their classes.		Morgan Louis	06/26/2026
Notes:				

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**
Initial Assessment:			The current level of development is limited. There are support services in place such as the Guidance Counselor, Social Worker, Communities in Schools, focus groups, Breakfast Buddies, Student Council, Peer Mediation, and the Safety Patrol program. However, the team understands that policy and budget changes need to occur to improve in this indicator. Some suggestions are: professional development on the topic of how to become more attentive to the students' emotional well being, how to assist students with emotional self-management, programs to assist parents with understanding and managing the emotional states of their children.	Limited Development 08/09/2016		
How it will look when fully met:			Professional Development opportunities will be provided/scheduled that focus on the students' emotional well being. In addition the Peace Curriculum will be utilized and the evidence will be available in the lesson plans provided by the teacher. Finally, the support services such as the Guidance Counselor, Social Worker, Youth Development Coordinator and Parent Liaison, focus groups, Breakfast Buddies, Student Council, Peer Mediation, and the Safety Patrol program will remain in use.		**Kadrien Wilson**	**06/15/2026**
Actions				**0 of 4 (0%)**		
		9/11/22	MTSS and IPS Meetings will occur monthly to review the multi-tiered systems of supports available at our school.		Kadrien Wilson	05/31/2026
		Notes:				
		9/19/25	Students receive weekly Guidance Lessons from the School Counselor as part of their specials rotation.		Veronica Bryant	06/10/2026
		Notes:				
		9/25/25	Title 1 funds will be used to provide students with field trip experiences focused on career exploration and social-emotional learning. These trips will include visits to local businesses, colleges, and community organizations to expose students to potential career pathways and reinforce SEL skills such as collaboration, communication, and self-management.		Asia Thompson	06/12/2026
		Notes:				
		9/19/25	Teachers implement a daily SEL Morning/Class meeting to build community help students understand how to manage emotions		Alyssa Martin	06/22/2026

Notes:						

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**
Initial Assessment:			The school regularly makes contact with parents and the community with ConnectED, the PTA newsletter, the school website, the media blog, ClassDojo, and Remind. During open house teachers collect contact information and determine the best way to reach parents. Using this information a monthly distribution list is created and specific faculty members will be included such as the Principal, Data Manager, Communities in Schools Coordinator, and the Curriculum Facilitator. The monthly newsletters is distributed electronically and/or paper copy. The team understands that more can be done by regulating how often newsletters are distributed (monthly, except for primary), that weekly contact is necessary, and what information is included such as: how parents can help with enrichment at home, what events are occurring in the classroom, homework and projects due. In addition, the specialists create a newsletter for distribution monthly.	Limited Development 08/09/2016		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	

How it will look when fully met:	**Clear Expectations for Families** Families understand the school's academic and behavior expectations through multiple communication methods (newsletters, conferences, ClassDojo/Remind, school website, etc.). Parents receive practical, specific strategies for supporting learning at home (e.g., reading together, math games, discussion prompts). **Regular, Consistent Communication** Communication happens frequently (weekly or biweekly) and proactively, not just when there is a problem. Information is translated and accessible to meet the language and literacy needs of all families. **Home-School Partnership in Learning** Teachers provide take-home resources or workshops to model how parents can reinforce skills at home. Families have a clear understanding of curriculum priorities and how their actions at home can help students succeed. **Two-Way Feedback** The school actively seeks input from families through surveys, parent-teacher conferences, and family engagement nights. Families feel valued and heard, and their feedback informs school decisions. **Evidence of Impact** Increase in parent participation rates in school events and workshops. Families report feeling confident and knowledgeable about how to support their child’s learning. Improvement in student performance correlates with increased family engagement.		**Ashley Harrell (2021)**	**06/11/2026**

Actions		**0 of 8 (0%)**		
9/25/25	Title 1 funds will be used to provide stipends to select staff member(s) who lead/host family workshops to educate them about the Montessori way at Triangle Lake and how they can support their students at home.		Kadrien Wilson	06/12/2026
Notes:				
10/13/23	Title 1 funds have been set aside to provide food and materials for parent engagement events during the 2025-2026 school year.		Kadrien Wilson	06/22/2026
Notes:				
9/19/25	Monthly Parent Cafes to offer facilitated discussions to assist in supporting families with their students success in school and increasing family understanding of Montessori at Triangle Lake.		Annette Evans	06/22/2026
Notes:				
10/10/16	PTA creates parent survey to determine parents wants/needs/concerns/issues.		Doris Bennett	06/24/2026
Notes:	After creating and distributing survey PTA will bring a concise list to Leadership team to address. This survey will have different questions and/or content during each creation and completion time.			
9/13/19	Principal sends out ConnectEd's, emails, and a weekly this and that newsletter to keep everyone informed of changes or events at the school. (B1.04)		Kadrien Wilson	06/24/2026
Notes:	Evidence can be found within the ConnectED messages and emails.			
9/13/19	The leadership team meetings are open to the public so that parents and staff can voice their opinions of the school's progress and suggestions for improvement. (B1.05; E2.01)		Ashley Harrell	06/24/2026
Notes:	As evidenced in the meeting minutes located in Indistar and on the school website.			
9/13/19	All teachers maintain an open line of communication with parents using a variety of tools about student behavior, school activities, student mastery of standards, and assignments that encourage parent-child interaction. (E1.01;E1.03; E1.04)		Veronica Bryant	06/24/2026
Notes:	Use of resources like Class Dojo,Newsletter, phone calls, emails, and other forms of communication should be documented by all teachers.			
9/13/19	Important documents related to the school (School-Parent Compact, Mission/Vision statements, visiting procedures, and more) are annually distributed and located on the schools website. (E1.07)		Janita Jackson	06/24/2026
Notes:	This task is evidenced by the school website and parent packets given during open house and first week of school.			

Implementation:		09/15/2025		
Evidence	9/15/2025 Parent Newsletters, School-Wide class dojo is active, Week connect Ed messages are sent to partents			
Experience	9/15/2025			
Sustainability	9/15/2025 Continued clear and intentional communication to parents.			