

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:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 33.6% in SY2024-25 to 43.6% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Goal 2 The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 20.9% in SY2024-25 to 30% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), on Reading, Math, and Science on End of Grade assessments in grades 3-5 will increase from 40.7% in SY2024-25 to 45% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease from 11 in SY2024-25 to 8 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 15.5% in SY2024-25 to 13% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

Practice 1A: Prioritize improvement and communicate its urgency

!	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>Assessment of Current Implementation as of June 2025: In the 24-25 school year our ILT consisting of Principal Derrick, Assistant Principal Moore, and MCLs Ciepcielinski and Schriefer meet once a week. These meetings utilized an agenda which prioritized instructional practices and systems to maximize instructional impact on student achievement. We review walkthrough data from the week and use that data to determine priorities for the upcoming week as well as to prioritize coaching and feedback for teachers in a timely manner. We also use that walkthrough data to inform our professional development needs as an ongoing and flexible practice. This year we arranged the master schedule to ensure that the ILT is able to meet weekly together. The challenge we still face is balancing walkthroughs and coaching with the workload of MCLs who both had to teach in classrooms this year due to long term maternity leaves.</p> <p>Assessment of Current Implementation as of June 2024: In implementing the objective that 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, we planned for the ILT to meet weekly. Our ILT at Montclair consists of Principal Derrick, Assistant Principal Moore, and MCLs Ciepcielinski and Schriefer. These meetings utilized an agenda which prioritized instructional practices and systems to maximize instructional impact on student achievement. In order to better implement this objective, we are arranging the master schedule to ensure that the ILT is able to meet weekly. This added meeting time will be used to review data and instructional practices in order to prioritize coaching and feedback for teachers in a timely manner.</p>	Limited Development 09/13/2022		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	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.			Courtney Derrick	10/01/2025
Actions			2 of 3 (67%)		
9/13/22	Principal will implement a coaching plan for all ILT members (assistant principal and MCLs) 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, as well as walkthroughs to monitor new CT3 PD processes. (Goal 1-2, Guardrail 1)		Complete 06/09/2025	Courtney Derrick	06/09/2025
	<i>Notes:</i> Model coaching strategies for individual coaching as well as group/team coaching/support.				
9/13/22	Leadership meets at least bi-monthly 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. (Goal 1-2, Guardrail 1)		Complete 06/09/2025	Courtney Derrick	06/09/2025
	<i>Notes:</i>				
8/29/25	Leadership meets weekly to review data, discussing coaching and staffing needs, and review state of school and to determine joint walkthrough priorities. ILT will use this information to implement teacher coaching, professional development, and provide resources. (Goal 1-2, Guardrail 1)			Courtney Derrick	06/10/2026
	<i>Notes:</i>				
Implementation:			06/23/2023		
Evidence	6/23/2023 Leadership Team (ILT) met weekly. These meetings utilized an agenda which prioritized instructional practices and systems to maximize instructional impact on student achievement. Team meetings were scheduled so all members could attend and actively participate.				

Experience	6/23/2023 The ILT (Instructional Leadership Team) is designed to more closely monitor and support instruction. There is a K-1 facilitator, a 2nd -3rd grade facilitator, a 4th grade facilitator, and a 5th grade facilitator. This enables our leaders to delve more deeply into the curriculum and provides support and oversight for MTSS. This team typically meets weekly to implement and monitor instructional practices. Funds: PD funds from Title I.			
Sustainability	6/23/2023 We will continue to refine our process for meeting regularly as an ILT to ensure that all instruction and processes are equitably supported.			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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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
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Initial Assessment:	<p>Assessment of Current Implementation as of June 2025: For the 24-25 school year, the instructional leadership team continued to work on developing strong professional development using the CT3 framework to ensure that new to Montclair teachers have a deep understanding of the framework and that seasoned teachers are still supported in their implementation efforts. This framework also facilitated a seamless coaching and feedback cycle of the full administration team and the instructional coaches and ensure that there are clear expectations for all staff. Walkthrough data from the ILT and the school's CT3 coach, ensured that school-wide professional development was grounded in data and responded to changing needs throughout the year. Aligned with the Wise Ways framework, this cycle of coaching and feedback on instructional practices has resulted in improving student outcomes as evidenced by an increase in our schoolwide GLP proficiency by 5-6%, pending the release of 5th grade science EOG scores in the fall of 2025. One challenge we are seeing that we will need to address moving forward is how to ensure that every teacher in the building receives strong individualized coaching as we move further into the framework.</p> <p>Assessment of Current Implementation as of June 2024: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25. For the 23-24 school year we were able to successfully complete all action steps to meeting</p>	Limited Development 07/10/2024		
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the objective of the principal monitoring curriculum and classroom instruction regularly and providing timely, clear, constructive feedback to teachers.

In the last two years beginning in the 22-23 school year, a clear protocol for coaching was developed and implemented. Professional Development for the staff and instructional coaches (MCLs) was used to increase the buy-in for the coaching model and the capacity of the Instructional Leadership Team to implement it. Data was collected and used to measure the effectiveness of the coaching protocol on engagement and instructional practices. The coaches meet weekly with administration to review their coaching loads and to calendar walkthroughs to ensure that feedback continues to be timely. This timely feedback and intentional coaching has led to an overall increase in all grade level proficiency by 2.5% for GLP. Third grade ELA was a particular focus this year and increased 14.2 from a GLP of 11.7% in 22-23 to a GLP of 25.9% in 23-24. CCR in third grade ELA also increased by 3.3 from 22-23 to 23-24.

For the last two years the entire school has successfully participated in coaching and professional development in No Nonsense Nurturing by CT3 in order to increase capacity in SEL management as well as instructional strategies. The ILT and administration have worked to streamline feedback to support this initiative. Moving into the 24-25 school year, the challenge will be to successfully onboard new staff who have not participated in the full two year professional development cycle. We will also need to be strategic about how to differentiate professional development, coaching, and feedback to returning teachers.

For the 24-25 school year, the instructional leadership team will address this concern by developing professional development using the CT3 framework to ensure that new to Montclair teachers have a deep understanding of the framework. This will support the seamless coaching and feedback cycle of the full administration team and the instructional coaches and ensure that there are clear expectations for all staff. Principal Derrick will also ensure that school-wide professional development takes into account where returning teachers are in the strategies.

How it will look when fully met:	<p>When fully met, Montclair admin and MCLs will have a "relentless focus on instruction." This means:</p> <ul style="list-style-type: none"> • Our calendars reflect most of our time in classrooms observing and providing timely feedback • As an ILT, we meet weekly to ensure each member is up-to-date on each teacher's strengths and areas for growth • We strategically calendar the following week to be in the right rooms at the right time. • Feedback is aligned to our CT3 instructional strategies, and these strategies are a focus in PLCs • Admin splits PLCs weekly and actively participates 		Courtney Derrick	06/10/2026
Actions		4 of 6 (67%)		
7/30/24	<p>All classroom teachers will be given feedback weekly from admin or MCLs. Feedback will be captured in individual coaching trackers. Admin will meet with MCLs weekly to discuss feedback given (to both coach the MCLs and prioritize admin walk throughs). Feedback will be aligned to CT3 4-step model and instructional strategies, which all have "look for" indicators. (CMS Goal 1 and Goal 2; Guardrail 1 and 4, FAM-S 29)</p>	Complete 11/25/2024	Courtney Derrick	12/01/2024
<i>Notes:</i>				
7/18/24	<p>BUDGET: \$10,000 for CT3 Leadership & Real Time Teacher Coaching for MCLs</p> <p>ACTION: School will use Title I funds to continue the coaching work that has been started and resulted in Montclair exceeding growth for two consecutive years. Principal Derrick works with her CT3 coach to plan school wide professional development after conducting walk throughs.</p> <p>Our two MCLs work with CT3 throughout the year to coach teachers on the instructional strategies from the staff meetings. This alignment allows for consistency in focus and coaching.</p>	Complete 01/20/2025	Courtney Derrick	01/23/2025

Notes: Montclair 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) from 28.9% in June 2024 school year to 34% in June of 2025 and to 50% by June 2029 as measured by EOGs through the use of their Title I Funds

3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments from 12.6% in June 2024 school year to 15% in June of 2025 and to 25% by June 2029 as measured by EOGs through the use of their Title I Funds

8/15/24 All staff will receive professional development and real time coaching on the CT3 strategy of Do Now/Exit ticket. (Goal 1-2, Guardrail 1)

Complete 01/31/2025

Courtney Derrick

02/01/2025

Notes:

11/19/24 Q2: Admin will monitor resource selection and alignment to standards-aligned implementation of curricular resources through regular PLC attendance and classroom walkthroughs. (Goals 1-2, Guardrail 1)

Complete 06/09/2025

Courtney Derrick

06/10/2025

Notes:

8/13/25 BUDGET: \$6,000 for Loftus Educational Consulting for principal and MCL coaching.

ACTION: School will use Title I funds to continue the coaching work resulted in Montclair exceeding growth and no longer being low performing. Principal Derrick works with her coach to plan school wide professional development after conducting walk throughs. Our two MCLs work with Loftus throughout the year to coach teachers on the instructional strategies from the staff meetings. This alignment allows for consistency in focus and coaching.

Courtney Derrick

06/01/2026

Notes: Montclair 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) from 20.9% in June 2025 school year to 30% in June of 2026 and to 50% by June 2029 as measured by EOGs through the use of their Title I Funds

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 33.6% in SY2024-25 to 43.6% in SY2025-26 through the use of their Title 1 Funds.

8/29/25	All classroom teachers will be given feedback weekly from admin or MCLs. Feedback will be captured in individual coaching trackers. Admin will meet with MCLs weekly to discuss feedback given to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)		Courtney Derrick	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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	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
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<i>Initial Assessment:</i>	<p>Assessment of Current Implementation as of June 2025: During the 24-25 school year we addressed the challenge of teacher capacity by training our EITs and MCLs so that they could facilitate MTSS on their grade levels to build more teacher capacity for the MTSS process. We faced a challenge in having common planning times among the grade levels and were not able to meet with the EIT teachers as often as we needed to for a comprehensive and streamlined MTSS process. In order to be aligned with the Wise Ways framework, we need to ensure more communication and checkpoints along the way so that we can clear up misconceptions about the MTSS process. This can be accomplished by stronger communication processes and ensuring we have utilized the master schedule so that we are regularly meeting with teacher representatives and EIT MTSS facilitators.</p> <p>Assessment of Current Implementation as of June 2024: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. In SY2022-2023 we exceeded growth and in SY2023-2024 we met expected growth.</p> <p>Montclair implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers, Assistant Principal Moore trained staff on the process and held MTSS leadership meetings throughout the year. We implemented Tier 2 and 3 MTSS plan interventions that followed the Standard Treatment Protocol for all students in ELA and all students in the 5th percentile and lower in math. We did weekly progress monitoring on all students who scored in the 5th percentile or lower on their ELA benchmarks and adjusted after</p>	Limited Development 07/10/2024		
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our BOY and MOY benchmarks were completed.

Teachers successfully provided interventions and progress monitoring to students. Our facilitators supported teachers in this process. This year we also expanded our MTSS Leadership team to include members from every grade level and support area. This led to increased teacher buy-in and understanding of the MTSS process. This year we met growth on EVAAS schoolwide, and we increased our students in grades 3-5 that scored as GLP by 2.4% in 23-24 over 22-23.

In SY2022-2023 we found it challenging to implement the new platform, Branching Minds, during the first semester due to technical difficulties with the data being ingested into the platform. However, those challenges were ironed out by the second semester and we were able to fully use Branching Minds to implement the MTSS process. This year we faced the challenge of fully supporting all teachers in MTSS implementation without a dedicated staff member to oversee the entire process. We used teacher representation on the MTSS Leadership team to address this concern. This helped with MTSS implementation but we need more training for those staff members and will need to address that concern as we move forward into the 24-25 school year.

Next year we plan to address the challenge of teacher capacity by training our EITs and will use them to facilitate MTSS on their grade levels to build more teacher capacity for the MTSS process. We will continue to grow in this area by having more communication and checkpoints along the way and we hope to clear up misconceptions about what MTSS is and is not using our community and regularly meeting with teacher representatives and EIT MTSS facilitators.

<p>How it will look when fully met:</p>	<p>When fully met, Montclair will effectively identify and provide interventions for at-risk students:</p> <ul style="list-style-type: none"> • Teachers use the MTSS process, overseen by EIT staff, to identify at-risk students • Teachers utilize the Standard Treatment Protocol to administer interventions with fidelity <p>Module and math curricula is internalized weekly during PLCs to ensure core instruction is grade level and rigorous.</p> <p>Small group instruction is intentionally designed, differentiated, data-based, and occurs daily.</p>		<p>Jennifer Moore (elected 2025)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>4 of 9 (44%)</p>		
<p>8/15/24</p>	<p>Create a data protocol and provide staff with professional development on how to interpret diagnostic data and action plan for students based on iReady data. (Goal 1-2, Guardrail 1)</p>	<p>Complete 11/01/2024</p>	<p>Jennifer Moore</p>	<p>11/01/2024</p>
<p><i>Notes:</i></p>				
<p>8/12/24</p>	<p>MTSS (TLP staff) and ML staff will meet after initial benchmarks to use screener reports to closely examine tier 3 students and their next steps with interventions and the MTSS model. (Goal 1-2, Guardrail 1)</p>	<p>Complete 11/01/2024</p>	<p>Jennifer Moore</p>	<p>11/08/2024</p>
<p><i>Notes:</i></p>				
<p>8/5/24</p>	<p>Establish a clear, teaming structure, with assigned roles, responsibilities, cross team communication norms, and a consistent meeting schedule and agenda, to discuss school, grade-level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 1-2, Guardrail, FAM-S 3)</p>	<p>Complete 03/28/2025</p>	<p>Jennifer Moore</p>	<p>03/28/2025</p>
<p><i>Notes:</i></p>				
<p>10/29/24</p>	<p>BUDGET: \$292.69 for Orton Gillingham Red Word Books</p> <p>ACTION: School will use Title I funds to continue the our small group Orton Gillingham intervention across all grades. Students need these books to participate and engage in the curriculum.</p>	<p>Complete 06/09/2025</p>	<p>Courtney Derrick</p>	<p>06/10/2025</p>

Notes: Montclair 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) from 28.9% in June 2024 school year to 34% in June of 2025 and to 50% by June 2029 as measured by EOGs through the use of their Title I Funds

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 31.8% in SY2023-24 to 41.3% in SY2024-25 through the use of their Title I Funds.

8/13/25 BUDGET: \$976.06 for Orton Gillingham Red Word Books & Morphology + Daily Student Work Collection from IMSE Vendor

ACTION: School will use Title I funds to continue the our small group Orton Gillingham intervention in grades K-3. Students need these books to participate and engage in the curriculum.

Courtney Derrick

06/01/2026

Notes: Montclair 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) from 20.9% in June 2025 school year to 30% in June of 2026 and to 50% by June 2029 as measured by EOGs through the use of their Title I Funds

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 33.6% in SY2024-25 to 43.6% in SY2025-26 through the use of their Title I Funds.

8/29/25 Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. (Goal 1-2, Guardrail 1)

Courtney Derrick

06/01/2026

Notes:

9/16/25 BUDGET: \$2,500 for a series of 1/2 day plannings after DIBELS and MVPA assessments.

ACTION: School will use Title I funds to analyze and action plan around benchmark data. Teachers and facilitators will drill down to student misconceptions and plan/adjust their whole and small group instruction.

Courtney Derrick

06/01/2026

Notes: Montclair 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) from 28.9% in June 2024 school year to 34% in June of 2025 and to 50% by June 2029 as measured by EOGs through the use of their Title I Funds

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 37.1% in SY2024-25 to 45% in SY2025-26 though the use of their Title 1 Funds.

8/13/25 BUDGET: \$10,000 for HEART Math Tutoring

ACTION: School will use Title I funds to continue our partnership with HEART Math Tutoring. Principal Derrick works closely with the coordinator to handpick students for this intervention and then to analyze progress and review data.

Courtney Derrick

06/10/2026

Notes: Montclair 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) from 20.9% in June 2025 school year to 30% in June of 2026 and to 50% by June 2029 as measured by EOGs through the use of their Title I Funds

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 33.6% in SY2024-25 to 43.6% in SY2025-26 though the use of their Title 1 Funds.

8/29/25 The MTSS team liaisons will oversee all aspects of MTSS once a week, including but not limited to, ensuring that teachers are providing the interventions and necessary documentation for Tier 3 candidates to increase overall student progress. (Goal 4)

Jennifer Moore
(elected 2025)

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:

Assessment of Current Implementation as of June 2025: During the 24-25 school year, the incorporation of a new math curriculum and new science standards and curriculum has been a challenge. We are committed to continuing to ensure our lessons are standards based and follow a gradual release format, but we found the new math and science curriculums lack that sort of a format in many cases. To address these challenges we strategically used facilitator alignment and our EIT teachers to address the different needs of each team and each department within the teams. Aligned with the Wise Ways framework, this ensured that we had common planning templates and strong vertical and horizontal instructional planning. In 2023-2024 our GLP for ELA was 27.23% and our GLP for math was 43.98%. Adding in our ACCESS proficiency we had an overall school GLP of 38.10% Our unofficial results from 2024-2025 are currently showing our GLP for ELA to be 32.59% and our GLP for math to be 48.65%. Adding in our ACCESS proficiency we currently have an overall school GLP of 44.03%. These numbers are subject to change based on retests and the release of 5th grade science data. Overall we are on track to increase our schoolwide GLP proficiency by 5-6%.

Assessment of Current Implementation as of June 2024: The SIP goal that aligned to this indicator for the 23-24 school year was: 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 15.9% in SY2021-22 to 27.1% in SY2022-23 and 50% in SY2023-24.

In 2023-2024 we made significant progress toward meeting the objective that Instructional Teams develop standards-aligned units of instruction for each subject and grade level. We were able to maximize planning time to ensure that our PLCs were extremely consistent throughout the year and each PLC had regular admin representation.

Teams successfully utilized their planning grids for pre-work and collaboration. We did a great job continuously referencing the standards and ensuring we were aligned. Each team had a member who became an expert in a specific area for each unit ensuring that the standards, assessments, scaffolds, and curriculum were all aligned. We focused on specific areas of concern based on our 22-23 data and saw success in those areas. Third grade ELA increased 14.2 from a GLP of 11.7% in 22-23 to a GLP of 25.9% in 23-24. CCR in third grade ELA also increased by 3.3 from 22-23 to 23-24.

Limited Development
07/10/2024

During the 23-24 school year, we found the challenge to be that some PLCs were more effective than others in terms of productivity and preparedness. Additionally, the incorporation of a new math curriculum and new science standards is another challenge that we will need to address when planning for PLCs in the 24-25 school year.

To address these challenges we are looking at our facilitator alignment and our EIT teachers to address the different needs of each team and each department within the teams. The opportunity to strategically place our instructional and teacher leaders should strengthen our PLCs. We are committed to continuing to ensure our lessons are standards based and follow a gradual release format.

How it will look when fully met:

When this indicator is fully met it will look like:

- Full collaboration between classroom teachers, ML, and EC teachers to address the needs of all learners
- Units are standards-aligned, including their objectives and criteria for mastery
- New curriculum is unpacked with appropriate scaffolds and in a gradual release format
- Data is frequently collected and analyzed, including in-the-moment data and daily Exit Tickets to inform immediate feedback and small group instruction

Courtney Derrick

06/30/2026

Actions

6 of 8 (75%)

7/30/24 Develop and implement a planning protocol to support a gradual release model of the new math curriculum in weekly PLC. (Guardrail 1; FAM-S 29)

Complete 11/25/2024

Elizabeth Ciepielinski and Jordan Schriefer

12/01/2024

Notes:

7/30/24 Create time and structure for PLCs to analyze data and provide opportunities for students to practice specific skills aligned with DIBELS subtests. (Goal 1, Guardrail 1)

Complete 11/25/2024

Courtney Derrick

12/01/2024

Notes:

8/15/24 Create time and structure for PLCs to analyze the ACCESS subtests and plan for intentional integration of strategies and amplifications within core instruction. (Goal 1-2, Guardrail 1)

Complete 11/25/2024

Courtney Derrick

01/01/2025

Notes:

11/19/24	Q2: MCLS will use ESPAC and district resources to support teachers with planning for students to engage in repeated close reads of complex text throughout the week to build stamina, fluency, and comprehension. (Goal 2, Guardrail 1)	Complete 12/02/2024	Courtney Derrick	01/01/2025
<i>Notes:</i>				
11/19/24	Q3: MCLs will support the development and monitor alignment of rigor within independent practice during the math block (Guardrail 1)	Complete 03/28/2025	Courtney Derrick	03/28/2025
<i>Notes:</i>				
7/30/24	Provide teachers with full day planning after each MVPA benchmark assessment in order to analyze data and adjust small groups. (Goal 2 and Guardrail 1)	Complete 06/09/2025	Courtney Derrick	06/30/2025
<i>Notes:</i>				
8/29/25	Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students (Goal 1)		Jordan Schriefer (elected 2024)	04/02/2026
<i>Notes:</i>				
8/29/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Jennifer Moore (elected 2025)	06/10/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Assessment of Current Implementation as of June 2025: Aligned with the Wise Ways framework, we believe strongly that helping students manage their emotions is imperative in supporting students' academic success. In the 24-25 school year we began quarterly celebrations to invite families to come to school to celebrate students' achievements in both academics and in character education. Teachers continue to hold morning meetings daily and counselors pushed into these meetings as needed. Our SSPLC and dedicated family advocate and counselors, as	Limited Development 07/10/2024		

well as our school nurse, have helped to decrease barriers for families and increase overall attendance, meeting weekly to ensure that every student and every family is able to attend school regularly and has the necessary supports to help them. We are continuing to face challenges with attendance, specifically battling transportation changes and issues with our high MCV population, which accounts for 23% of our chronic absenteeism. In order to truly make bigger academic gains we must find ways to mitigate these challenges and to help our families get the support and resources they need in order to get their students to school on time every day.

Assessment Implementation as of June 2024: The SIP goal that aligns to this indicator is: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 31.4% in SY2021-22 to 27.2% in SY2022-23 and 23% in SY2023-24.

During the 23-24 school year, we continued our work in solidifying our positive culture particularly related to the objective that ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. This led to a significant decrease in the disproportionality of OSS for black students in all grades from 38.1% in 21-22 at the start of our two year plan to 12% in 23-24 (Interim Guardrail 1.3).

Principal Derrick modeled and taught our character traits each morning, and each month students attended a character celebration for the character trait of the month. Teachers held morning meetings daily and counselors pushed into these meetings as needed. We saw a decrease in chronic absenteeism from 42% at the start of our 2 year plan to 20.61% in 23-24 due to counselor and social worker efforts, which included celebrations, incentives, and attendance conferences with families. The addition of a bilingual social worker in the 23-24 school year has been successful in building more authentic relationships between the school and our families and has helped to increase our attendance rate. Additionally, our SSPLC and dedicated family advocate and counselors, as well as our school nurse, have helped to decrease barriers for families and increase overall attendance.

We are continuing to battle transportation changes and issues with our high MCV population, which accounts for 23% of our chronic absenteeism. The challenge for 24-25 will be to successfully continue to break down barriers and to help our families get the support and

resources they need in order to get their students to school on time every day.

In the 24-25 school year we will continue to use our SSPLC members to implement our attendance plan with fidelity and work with families to overcome the barriers that are keeping their students out of school.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

When this indicator is fully met, it will look like:

- Classroom teaches facilitate daily classroom meetings to build community and explicitly teach our character traits
- School-wide quarterly assemblies are held with students and their families to celebrate academic and social emotional achievements
- Our Hornet Store is in session monthly for students to redeem prizes for their Hornet Bucks
- Counselors develop school-wide attendance incentives
- Meeting our school goals to decrease behavior incidents and chronic absenteeism

Courtney Derrick

06/30/2026

Actions

3 of 5 (60%)

7/30/24 SS PLC will occur every Monday and include BMT, School Social Worker, Counselors, Bilingual Family Advocate, School Psychologist, School Nurse, Principal, and Assistant Principal. We will look at attendance data weekly to inform our actions for the week that are aligned to our attendance plan. (Guardrail 3)

Complete 11/25/2024

Courtney Derrick

12/01/2024

Attendance Plan:

https://docs.google.com/document/d/1g8y5bPHgal3fUYFagpSzgWpWzVE7g2fwFuSfBTfej9U/edit?usp=drive_link

Notes:

8/12/24	Teachers will learn the new Educator's Handbook platform to enter minor and major incidents. BMT, counselors, and social worker will create intervention groups based on the data collected from Educator's Handbook. Support Services Team will discuss individual students each Monday. (Guardrail 2, FAM-S 30)	Complete 11/25/2024	Craig Adams, Kerry Tousignant, Kelsey Bullock, and	12/01/2024
<i>Notes:</i>				
12/4/24	A linked teaming structure will be used by staff to implement the MTSS process. This will provide supplemental and intensive levels of support for students with SEL needs not addressed with daily core SEL curriculum. (Guardrail 2, FAMS-31)	Complete 06/09/2025	Jennifer Moore	06/10/2025
<i>Notes:</i>				
8/29/25	To provide a duty-free lunch period for every teacher on a daily basis.		Courtney Derrick	06/10/2026
<i>Notes:</i>				
8/29/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Jennifer Moore (elected 2025)	06/10/2026
<i>Notes:</i>				
Implementation:		06/09/2025		
Evidence	6/9/2025 Chronic absenteeism dropped from 20% in SY 23-24 to 15.5% in SY 24-25.			
Experience	6/9/2025 Aligned with the Wise Ways framework, we believe strongly that helping students manage their emotions is imperative in supporting students' academic success. In the 24-25 school year we began quarterly celebrations to invite families to come to school to celebrate students' achievements in both academics and in character education. Teachers continue to hold morning meetings daily and counselors pushed into these meetings as needed. Our SSPLC and dedicated family advocate and counselors, as well as our school nurse, have helped to decrease barriers for families and increase overall attendance, meeting weekly to ensure that every student and every family is able to attend school regularly and has the necessary supports to help them.			

Sustainability

6/9/2025

In order to sustain our efforts in meeting this objective, we will continue to decrease barriers for families and increase overall attendance, meeting weekly to ensure that every student and every family is able to attend school regularly and has the necessary supports to help them.

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