

## Comprehensive Progress Report

**Mission:**

Mission: Our mission is to provide an authentic Montessori education that nurtures the development of the total child (emotional, intellectual, physical, and social), cultivating independent thought and empathy for others while learning to think critically, work collaboratively, and live responsibly in a safe, academically excellent environment.

**Vision:**

Vision: Lincoln Heights Montessori School is a collaborative community of lifelong learners, committed to a Montessori education driven by peace and each child’s cosmic journey. Students, families, and guides will be respectful, independent, passionate, and mindful contributors prepared for an ever-changing world.

**Goals:**

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-6 will increase from 45.8 in SY 2024-25 to 57.8% in SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 86.8 % in SY2024-25 to 96.6% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The number of OSS/ISS incidents will decrease from 2% in SY2024-25 to 1% in SY 2025-2026 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 24% of licensed classroom teachers throughout the 2025-2026. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP) in the lower performing groups in grades 5TH and 6th reading on the 3-6 Reading EOG Assessment will increase from 81% TO 86% GLP GRADE 5 AND 71% TO 80% GLP GRADE 6 from SY2024-25 to end of SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of Chronic Absenteeism will decrease from 8 % in SY 2024-25 to 5 % or below in SY 2025-26 . (Aligns to CMS Guardrail 3, A1.07, and A4.06)



! = Past Due Objectives

KEY = Key Indicator

|                            |            |   |   |                              |                    |                    |
|----------------------------|------------|---|---|------------------------------|--------------------|--------------------|
| <b>Core Function:</b>      |            | <b>Domain 1: Turnaround Leadership</b>                |   |                              |                    |                    |
| <b>Effective Practice:</b> |            | <b>Practice 1B: Monitor short-and long-term goals</b> |   |                              |                    |                    |
|                            | <b>KEY</b> | <b>B3.03</b>  | <b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|                            |            |   |   |                              |                    |                    |

**Initial Assessment:**

B3.03 As of June 2024, the leadership team monitored an instructional plan to provide constructive feedback for teacher leaders consistently while opening a new Montessori program in a historic neighborhood with 65% new staff and 2 of 4 new members/new to the leadership team. The observation and feedback strategy was driven by professional research through ongoing leadership team CMS RELAY PD, Leverage Leadership 2.0, the CMS Student Services Department Resources (MTSS, Behavior Matrices, Attendance Plan), the Learning & Teaching Department Resources (OG, ICL reading, IL training), and the Magnet Office (ongoing Montessori Certification observation sessions). Both formal and informal observations were ongoing throughout the school year to support teacher leaders with continuous improvement of instruction for students with varied ability levels, backgrounds learning in a multigrade classroom. Beginning Teachers and Teachers new to Montessori received ongoing feedback through the Center for Guided Montessori Studies to support their journey to Montessori authenticity in the classroom.

As a result of the strategic, instructional plan, student achievement reflected an increase in reading proficiency and in college and career readiness for grades 3, 4,5,and 6, measured by the End of Grade test. Consider this our base line for Lincoln Heights Montessori, formerly known as Trillium Springs Montessori School. EOG 23-24 unofficial data is currently 74.4 GLP and 50 CCR. Reading composite reflects 70.8% (understanding that the student enrollment is lower than the previous year due to the relocation). In addition, student achievement reflected an increase in MVPA math proficiency in grade 5 with grades 4-6 projecting improved college and career readiness percentages in comparison to the 22-23 school year. MVPA science data reflected great mastery of the science standards with proficiency projecting 95% and college and career readiness at 85%. Our study of African American and Hispanic 3rd-grade students that all were receiving eight talent development extensions or MTSS interventions. 10 of 18 third graders projected CCR growth and 16 of 18 with 50% CCR which is 6.2 points away from our overall SIP goal. (EOG data pending)

Overall and to date, unofficial EOG 23-24 projected data is projecting an SPG of a B. We can contribute this success to observations and feedback, PLCs improved unpacking the KUD of what students needed to “know, understand, and do” while learning and implementing best practices from ongoing CMS & expert Positive Discipline training throughout the school year. Ongoing feedback was provided on rigor (DOK 3 and DOK 4) & differentiation in the multi-grade Montessori

Limited Development  
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classroom setting at a much higher rate than last year. Leadership PLCs increased observation and feedback time with a rehearsal of a strategy through RELAY Clinics combined with the Montessori training center observation and feedback for new Teachers in the Center for Guided Montessori Studies certification training.

Meeting the 56% GLP SIP goal section for Third Grade Black and Hispanic Students was met with challenges such as at risk student absences, gradual growth from decoding proficiency to comprehension reading development with third grade students in EC and MTSS, measured by DIBELS and MAZE, Grade 3 ELA narrowing literacy Covid learning gap for students whose interest levels for schooling vs technology have changed, low stamina at home and in school projects and the figuring out of the why behind six of our third grade students involved in intervention consistently all year but showing slow, gradual achievement.

Two additional challenges involved ongoing monitoring of deepening the content knowledge level of new teachers and finding ways to address the deficiency of prerequisite skills necessary for mastery of CCR level concepts at every grade level.

Planning ahead for opportunities, Teacher Leaders will continue Montessori Certification Training for 2 to 3 years until full, accurate completion. Teacher Leaders will implement the Montessori philosophy and lessons with fidelity in the classrooms with higher student success in our Magnet Program. Before and After school tutoring for third grade will be considered during the summer master scheduling work. Leadership in collaboration with lead teachers will create a master schedule that addresses the needs of students' via strategic small group instruction in Montessori-CCSS aligned teaching and learning. The master schedule work will provide instructional support and growth for students in the gateway grades K, 3rd and 5th, ML, TD, and EC.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

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|---|--|--------------------|--------------|------------|
| <b>How it will look when fully met:</b> | Full implementation of B3.03 will include a Leadership Team observation and feedback schedule with teachers receiving regular, timely, constructive feedback that helps both professional growth and students advance in their coursework in the Montessori classroom. The classroom walkthrough data will be collected and reviewed during leadership and teacher PLC meetings. The staff Insight survey, student surveys and monthly family survey data will be analyzed by the PLC's and Staff Committees for greater improvement. We will use these practices to achieve a goal of 80% GLP and 55% CCR on the end of grade assessments and also achieve 92.6% on K-3 DIBELS.   |                    | Wendy Harris | 06/30/2026 |
| <b>Actions</b>                          |  | <b>0 of 4 (0%)</b> |              |            |
| 7/30/24                                 | <p>The principal (Leadership Team) will monitor curriculum and classroom instruction regularly and provide timely, clear constructive feedback to teachers by creating an observation and feedback schedule, coaching and feedback process, and PD Plan to build capacity and increase the effectiveness of new Teachers and sharpen the content knowledge of Veteran Teachers.</p> <p>Observations will occur weekly for Tier I Teachers, Biweekly for Tier II and Monthly for Tier III Teachers.</p> <p>The Assistant Principal and Master Teachers will maintain a schedule that supports Teachers in the classroom with intentional coaching practices alongside the principal on our Leadership Team. The outcome will reflect growth by Beginning Year Teachers and higher achievement by grades 3 and 6th.</p> <p>(Aligns to All goals and FAM-S 3)</p> |                    | Wendy Harris | 01/07/2026 |
| <i>Notes:</i>                           |  |                    |              |            |
| 9/12/24                                 | The AP will track data of 4th & 5th grade students for an upward trend in reading and math GLP and CCR. (Goal 2)   |                    | Andrea Mills | 01/07/2026 |
| <i>Notes:</i>                           |  |                    |              |            |
| 9/12/24                                 | The LF's student data project will focus on tracking data of 2nd & 3rd grade students for an upward trend in reading and math GLP and CCR. (Goal 1 and 2)  |                    | Mary Douglas | 01/07/2026 |

*Notes:* The Master Literacy Teacher focused on tracking students in 2nd grade and 3rd grade. Second grade did not meet the 96% goal but majority of the 2nd grade cohort make gains per iReady and DIBELS. 3rd Grade exceeded academic expectations per grade and by cohort status.

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| 9/4/25 | NEW: The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of Montessori and CCSS curriculum alignment and implementation, SEL instruction, tiered interventions, and classroom management. Coaches will ensure the progress of teachers via weekly data meetings and coaching clinics. (Aligns to All goals and FAM-S 3) |  | Wendy Harris | 01/07/2026 |
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*Notes:*

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| <b>Implementation:</b> |   | 07/10/2025 |  |  |
| <b>Evidence</b>        | 7/10/2025 Observation and coaching with feedback and data meetings is consistent and is the lever that drives our growth.   |            |  |  |
| <b>Experience</b>      | 7/10/2025 The principal and leadership team created schedules throughout the school year to provide coaching and feedback for formal and informal observations. We monitored this lever and made gains with our students.   |            |  |  |
| <b>Sustainability</b>  | 7/10/2025 Continued work is needed with identified groups such as students in the the ML group, AA group (some identified students) and the 1-2 grade level student groups struggling in literacy. The 4th grade cohort made amazing gains. The 5th grade cohort made grade level gains but will need to meet cohort level gains per our new SY 25-26 plan. |            |  |  |

**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 |
|-----|-------|--|-----------------------|-------------|-------------|
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**Initial Assessment:**

As of June 2024, we have made significant progress towards meeting this goal. The standard treatment protocol has served as a baseline in defining academic and behavioral interventions for students in Tiers 2 & 3. The intervention report in Branching Minds shows between 70% - 100% of students receiving consistent, developmentally appropriate interventions for reading and math. As MTSS relates to our SIP with 3rd grade AA and Hispanic students meeting CCR goals on the Reading EOG, 50% of students are meeting that expectation as seen in MVPA data and Dibels.

Successes related to that indicator in meeting our goal is that WIN (What I Need) small group time has been effective in building teacher craft around small group instruction in addition to aligning computer-based interventions to student weaknesses in 3rd grade literacy. Changes in the master schedule and teacher allotment in semester two allotted more time for 3rd grade students to receive interventions in Orton-Gillingham (OG) in addition to instruction using i-Ready. The hiring of a part-time Middle School Facilitator allowed these students to receive additional literacy support during WIN five times a week. The diagnostic report from I-Ready shows 70% of students making progress at their grade and baseline placement level. Our SIP goal for 3rd grade literacy also provided time in PLC to have our literacy facilitator discuss OG and focus unpacking of CCSS with the EL Curriculum. Teachers participated in the modeling of effective literacy strategies and implemented i-Ready for 15 minutes a day to support reading needs.

As of June 2024 the challenges that we are facing in meeting our 23-24 SIP goal targets aligned to this indicator is in devoting adequate time for teachers to instruct 3rd grade students in a multi-grade classroom. Majority of interventions for these students are pull-out services which causes interruptions in students' concentration on grade level work and time to engage on rigorous tasks that strengthen student motivation and stamina on grade level tasks. Our 3rd grade students are also showing needs for math interventions although WIN time is focused on literacy support for Lower Elementary students. A challenge is seen in how teachers support students' needs in regards to balancing CMS Curriculum Expectations and Montessori Playbook/Albums.

Opportunities for improvement involves addressing differentiation through teacher professional development, parent education sessions for support at home and consistent use of rigorous small group lesson plans that address students' needs.

Limited Development  
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|   | Priority Score: 3   | Opportunity Score: 1 | Index Score: 3      |                     |                   |
|---|---|----------------------|---------------------|---------------------|-------------------|
| <b>How it will look when fully met:</b> | <p>Full implementation of A4.01 will include consistent processes and practices that identifies, targets, develop and maintain student academic and behavior support inside and outside core classrooms. The establishment of monthly child study meetings will foster professional conversations around the whole child highlighting interventions needed to support additional services beyond the core. The MTSS Leadership Team will use Branching Minds as a springboard for identifying tiers of needs while establishing and monitoring plans based on the standard treatment protocol. Facilitators will support teacher readiness around small group instruction and use weekly observation and walkthrough data to devise coaching points in 1:1 meetings. To strengthen the schoolwide MTSS process, quarterly communication will be held with families to communicate progress seen in intervention data. Case managers owning plans in Branching Minds will meet monthly with facilitators to triangulate data will using aggressive monitoring to advocate for student progress and changes with reading and math plans. Data from Branching Minds, universal teacher data tracking system, parent communication/teacher conference logs, and administrative calibration of teacher walkthrough data will be analyzed by the administrative team for greater improvement.</p> |                      |                     | <b>Mary Douglas</b> | <b>06/30/2026</b> |
| <b>Actions</b>                          |   |                      | <b>3 of 5 (60%)</b> |                     |                   |
| 9/10/24                                 | AIG and ML Teachers will create small group plans, track data and collaborate with the homeroom general education teacher for greater achievement in grades 2nd-5th (FAM-S-3)   |                      | Complete 06/30/2025 | Andrea Mills        | 12/01/2024        |
| <i>Notes:</i>                           |   |                      |                     |                     |                   |
| 8/5/24                                  | Utilize the standard treatment protocol to schedule small group intervention sessions with trained teachers based on students' specific areas of need during Supported Small Group time so as not to interrupt CORE instruction. (Guardrail 1)  |                      | Complete 06/30/2025 | Mary Douglas        | 01/07/2025        |
| <i>Notes:</i>                           |   |                      |                     |                     |                   |
| 8/5/24                                  | Monitor student progress using the Branching Minds platform to analyze the effectiveness of interventions such as Orton-Gillingham and i-Ready and make any necessary adjustments based on data throughout the school year. (Guardrail 1)   |                      | Complete 06/30/2025 | Andrea Mills        | 01/07/2025        |
| <i>Notes:</i>                           |   |                      |                     |                     |                   |

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| 9/4/25                 | NEW: The principal will allocate staffing to allot an interventionist position to provide K-6 math and reading interventions for students who are on Tier II, Tier III MTSS plans and identified targeted groups (K, 3, EC, ML), to support students not working at grade level (Goal 4).     |            | Dominique Roddey | 12/05/2025 |
| <i>Notes:</i>          |   |            |                  |            |
| 9/4/25                 | NEW A4.01 Action Step:<br>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.   |            | Leadership Team  | 12/05/2025 |
| <i>Notes:</i>          |   |            |                  |            |
| <b>Implementation:</b> |   | 07/10/2025 |                  |            |
| <b>Evidence</b>        | 7/10/2025 Review our school's navigator report, Branching Minds report and MTSS comprehensive report for evidences.   |            |                  |            |
| <b>Experience</b>      | 7/10/2025 The MTSS process for academics math and reading and behavior was fully implemented and proven to have worked with helping students show growth in SY 24-25.   |            |                  |            |
| <b>Sustainability</b>  | 7/10/2025<br>We will allot for an MTSS-Reading teacher to continue working with students struggling to reach grade level proficiency in reading and math. We will continue to identify the needs of students struggling with existing or new behavioral needs that stretch beyond the school. |            |                  |            |

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| <b>Core Function:</b> | <b>Domain 3: Instructional Transformation</b> |
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| <b>Effective Practice:</b> | <b>Practice 3B: Provide rigorous evidence-based instruction</b> |
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| KEY                        | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)  | Implementation Status             | Assigned To | Target Date |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> |       | As of May 2024, we have made some progress towards meeting this goal with our Black and Hispanic 3rd grade students. 16 of 18 third graders at LHM are Black and Hispanic with 50% CCR. We are striving for 56.2% CCR by EOY/June 2024. With 4 students identified SWD and 4 students receiving intensive interventions in reading, utilizing OG as an intervention and as part of the core foundational reading program has supported our Montessori instruction. AT MOY, 67% were on or above grade level in mClass DIBELS. Other factors have contributed to the success of 3rd-6th grade students, as weekly RELAY data meetings were added and teams utilized the time to review formal (MVPA) and | Limited Development<br>08/05/2024 |             |             |

informal exit tickets that were standard focused. Teams routinely identified standards that needed to be addressed and the students who needed enrichment or re-teaching. Small groups were consistently adjusted based on mastery. i-Ready reading was implemented in grades 3-6 in December and a part-time reading teacher was hired to support the i-Ready lessons.

Challenges included our school's move and relocation to a historic neighborhood and being aware that our rising 3rd grade students were entering with deficits in reading from Covid19 learning gaps. BOG data stated, 15/18 students did not meet 3rd grade reading proficiency. Core reading instruction and coaching needed to be a priority for our 3 lower elementary teachers. 16 B/H 3rd graders, the LE PLC adjusted their planning to include opportunities to demonstrate Montessori lessons along with unpacking 3rd grade standards. Review of MVPA data focused on analyzing data, but time constraints was a challenge and often instructional strategies did not get discussed. Observations and feedback on CORE instruction was done throughout the year by the leadership team but consistency of observations was another challenge.

As of May 2024 opportunities exist to address our CORE instructional practices at all levels. PLC's will use a variety of methods to measure mastery by creating and/or utilizing standards based assessments/CMS created assessments to develop pre- and post assessments aligned with Montessori Playbook. PLC's will evaluate student progress and growth as they strive to eliminate achievement gaps, specifically with Black and Hispanic students. Adding a Montessori coach to provide support for the additional new teachers we will be adding to grow the program. Development of systematic record keeping at all levels will support students as they move level to level, provide communication to interventionists and create vertical conversations between levels. Improving our data systems and improving instruction at all levels, PLC's will segregate data prior to meetings to ensure time is spent planning differentiated instruction, exchanging ideas and utilize RELAY resource KNOW/SHOW action items to identify misconceptions. Lastly, adding additional teachers and classrooms in 24-25, master schedule needs to include time for coaching.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

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| <p><b>How it will look when fully met:</b></p> | <p>Full implementation of A2.04 will include PLC and data meetings that routinely identify and address standards that need to be re-taught or enrichment based on data from student work samples aligned to CCSS. The addition of coaching time on the master schedule will allow for the administrative team to utilize leverage leadership to impact areas of lesson planning, observation/feedback and data driven instruction to grow the Montessori program in a renamed CMS magnet program. Use of teacher lesson plans, observation/walkthrough data and timely feedback will foster accountability and be reviewed during leadership and PLC meetings to grow and advance Montessori practices with teachers, families and students. We will use these practices to achieve a goal of 80% GLP and 55% CCR on the end of grade assessments and also achieve 92.6% on K-3 DIBELS.</p> |                           | <p><b>Andrea Mills</b></p> | <p><b>06/30/2026</b></p> |
| <p><b>Actions</b></p>                          |   | <p><b>0 of 4 (0%)</b></p> |                            |                          |
|  | <p>8/5/24 Teachers will utilize CMS Curriculums and the Montessori Playbook to unpack standards and align assessments to Montessori lessons. Facilitators will help teachers internalize instructional plans and provide coaching opportunities to strengthen core instruction in a multi-age classroom. PLC time will be structured to define the most critical learning standards for each grade level and use a backwards mapping approach to prioritize intended learning outcomes based on informal and formal data. (Aligns with Goal 1 and 2)</p>  |                           | <p>Mary Douglas</p>        | <p>01/07/2026</p>        |
| <p><i>Notes:</i></p>                           |   |                           |                            |                          |
|  | <p>8/5/24 Master schedule will allow time for targeted small group instruction to address the highest needs based on data triangulated from universal data tracking systems. PLCs will establish data meetings to use student work samples to evaluate student progress and growth as they strive to eliminate achievement gaps, specifically with black and Hispanic students. (Aligns with Goal 1 and 2)</p>  |                           | <p>Mary Douglas</p>        | <p>01/07/2026</p>        |
| <p><i>Notes:</i></p>                           |   |                           |                            |                          |

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| 9/10/24                | Montessori PLCs will use formal and informal data to inform instruction and determine student mastery of standards-based objectives in literacy and math.PLC's will analyze student work for improvements in DOK 3 and DOK 4 related to the teaching of standards. (FAM-S29)   |            | Mary Douglas | 01/07/2026 |
| <i>Notes:</i>          |  |            |              |            |
| 9/4/25                 | NEW : Instructional PLC teams will collaborate with the master teacher leaders, and the leadership team to analyze Montessori-NC CCSS alignment, data-driven instruction during data meetings after each benchmark window to provide differentiated instruction to meet the needs of all students. (Goal 1)  |            | Mary Douglas | 01/07/2026 |
| <i>Notes:</i>          |  |            |              |            |
| <b>Implementation:</b> |  | 07/10/2025 |              |            |
| <b>Evidence</b>        | 7/10/2025 Review the school data reports for growth. We are targeting the need of rigor and the need for improvements at the 1st, 2nd and 5th grade levels with the intention of meeting/exceeding grade level cohort proficiency scores.  |            |              |            |
| <b>Experience</b>      | 7/10/2025 The master schedule built with PLC meetings, weekly data meetings, and time for benchmark disaggregated alongside Montessori-CCSS alignment for differentiated instruction was consistent throughout the entire school year.   |            |              |            |
| <b>Sustainability</b>  | 7/10/2025 The following will continue: weekly data meetings, master schedule with small group instruction during the core and during pull out sessions for MTSS, the annual calendar for data disaggregated, PD planning for improvement in math reading science and behavior. All will continue with data share outs supporting our findings and studies. |            |              |            |

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| <b>Core Function:</b> | <b>Domain 4: Culture Shift</b> |
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| <b>Effective Practice:</b> | <b>Practice 4A: Build a strong community intensely focused on student learning</b> |
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| 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 |
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| <b>Initial Assessment:</b> | Staff at Lincoln Height Montessori School have demonstrated understanding and implementation of the Behavior Matrix and putting into practice the REACH form to track, and collect data on LHMS school wide behavior expectations. This method has also demonstrated the positive discipline and the whole child using Montessori norms. Staff | Limited Development<br>08/05/2024 |  |  |
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address school-wide behavior through morning meetings. Our data demonstrates that there is a decrease in behaviors through tracking the frequency of the REACH form. According to Branching Minds the Data shows that most incidents are under the category of disruptive behavior, the least is disorderly conduct and possession of a weapon. The data also showed the most frequent time of day behavior incidents take place is 12:00 pm and on Thursdays and Fridays. The demographic population and location with most incidents at our school is African American males in 3rd grade on the playground and the cafeteria. The number of incidents are four, 3rd graders, one in 4th grade, and two in 5th grade, seven in total MTSS behavior incidents.

Teachers use the Caring School Community Curriculum and Panorama playbook for Classroom meeting topics. Our P.E. Teacher and the School Counselor have collaborated in setting up a “Morning Bunch” for students that have had behavioral issues. Data has been collected to demonstrate the students success in the program and using movement and exercise to improve their focus, attention and behavior.

For Attendance at LHMS we review school data reports of previous years. Our First Goal: To implement a positive School Counseling Program, building culture and climate at Lincoln Heights Montessori School. Our Outcome Goal:

Guardrail 3.2: The percent of students reporting positive self management, specifically emotion regulation will increase from 53 % on the Fall 2021 Panorama Screener (in Grades 3-5) to 56% in SY 2022-23 and 60% in SY 2023-24. (Aligns to A4.06 and CMS Guardrail 3) Our Second Goal: Be a professional school advocate who provides support to maximize student potential and academic achievement. Our Outcome Goal: Guardrail for attendance:

By June 1, 2024 the schoolwide unexcused absence rate will be reduced by 10 percentage points from 628 in 2021-2022 to 565 in 2023-2024. At LHMS after two unexcused absences, parents are contacted via phone call, email, or letter home.

At Lincoln Heights Montessori students have shown successes through Core SEL instruction taught by the School Counselor, a Career Unit. They have learned about the Holland Codes and finding jobs that match their personalities and personal interests. LHMS have welcomed parent partnerships with PTA and parents to share their talents and careers with the students. Students have Montessori practical life experiences through gardening, recycling, stem activities, middle school visits and

orientation, and taking part in the Odyssey of the Mind program. Parent and Community partners are an integral part of LHMS. Every month there are activities for students and families to take part in. Sign ups and announcements and opportunities are listed on the weekly parent smore Newsletter. Students have demonstrated having opportunities for leadership that aligns with college and career readiness. Students are excited and flourish socially and emotionally with Montessori practical life experiences.

Lincoln Heights fosters and demonstrates successes in community engagement. LHMS fosters community engagement through partnerships with the local community Church, CMS approved list of mental health providers, L&B Counseling to help assist staff with Social Emotional Learning and positive feelings toward school. Social Emotional community partnership with Discovery Place coming into the school to perform plays to support students' social emotional needs. The School Counselor has implemented and taught at the Core level a Bully-Free Unit and School Citizenship CMS District lessons to support student emotions and teach them coping skills and self-management skills. Students had opportunities to express their thoughts and emotions through creating an anti-bullying poster and roleplaying anti-bullying scenarios.

The School Counselor has used MTSS to support Tier 1, 2, and 3 by using the Standard Treatment Protocol interventions. Students were taught Copying Cat in 1 to 1 counseling and small counseling group sessions. School Counselor uses daily check ins/outs with students to set goals and teach specific skills. School Counselor also uses Skills Skills Streaming to problem solving behavior, social emotional, and academic issues. School Counselor also uses Cognitive Behavior Therapy, Dialectical Behavior Therapy, and Solution Brief Therapy evidence based strategies with students.

The School Counselor teaches Core SEL Unit lessons based on data collected for Behavior, Attendance and Social Emotional results from Panorama Data, Navigator Data, and Powerschool Data. School Counselor attends SSPLC and District PLC monthly and weekly meetings and professional development training. School Counselor uses Progress Monitoring Charts in Branching Minds to track behavior, attendance and social emotional needs. Core SEL instruction using ASCA standards has had a direct impact on the schools academic, behavior, attendance, and social emotional student's needs.

Lincoln Heights successfully uses the attendance plan to help track the

number of students that need support and improve student achievement and success. We work together as a team to help reduce the number of chronically absent students. We use positive reinforcement and celebrate successes within the classroom. Students are taught Core School Counseling Unit lessons on why attendance matters to help students understand why it is important to attend school. Students that demonstrate chronic absenteeism are put on an attendance contract. Parents and students attend the meeting to go over school expectations, review the attendance policy, come up with interventions and rewards with the student. Both parents sign the document for accountability. Our Data Manager is successful in assisting families and staff with reporting and tracking attendance using Powerschool and Navigator. She stays up to date with CMS training on attendance policies and regulations. Reports the 3, 6 and 10 day attendance letters to families.

Through challenges, our school hopes to implement and monitor progress using the Morning Bunch program at the beginning of the school year so students can have the benefits for a longer period of time. As new staff come into the school they will be trained in positive discipline and the Montessori methodology. We will see a great increase in the number of students and staff following the CMS code of conduct, Montessori norms, and our LHMS school-wide expectations behavior matrices. Other challenges are presented when parents at our school have experienced having to work during the day and may not have a chance to participate in the career volunteer opportunities. Leadership opportunities can be given to more Upper Elementary students to increase the amount of service and career exploration. Some challenges we may face are that not all school families opted into the Panorama Survey and this will affect the School-wide data results. New teachers hired within the middle of the year, may be behind in training compared to the rest of the teachers. Lincoln Heights Montessori provides opportunities for staff with current up to date training to become more consistent with reporting and communicating to parents and implementing positive discipline strategies within the classroom. Also providing new hired teachers extra coaching, training, and observations to help them gain the insight to apply it to the Montessori program and their students. Staff can have time to do a data deep dive on Panorama data to see what areas to focus on to improve behavior and social emotional well being.

Challenges we may encounter are meeting all student's needs with Counseling schedule and special area classes. Need for additional SSPLC support team members (Social Worker and School based Mental Health

support and outside services offered to the school community).  
Additional 1.5 days/hours support services (Psychologist, Nurse).

There are opportunities at LHMS when staff continue to learn to implement the REACH form effectively to support a school-wide behavior program. Communication will be consistent with stakeholders to strengthen the school community partnerships. At Lincoln Heights Montessori, there are opportunities for students to participate in leadership opportunities to support and prepare them for their future careers. LHMS increases opportunities for parents to be an integral and active part of their child's education. Parents have given the school positive feedback and want to be an integral part of their child's Montessori school experience. We want to increase opportunities for pep rallies to support and celebrate positive learning within the Montessori program with community partnerships. Continue to provide opportunities for our Upper Elementary students to support, lead, and provide an example of a bully-free environment. We will be incorporating class or student of the month on the morning news program to foster school community engagement and student incentives to positively reinforce their good behavior choices and create a Bully Free School environment. And seek support for community partnerships for Bully prevention programs at the school.

At the Lincoln Heights Montessori, Positive Discipline is a School-wide program. Per the Staff Weekly Smore Newsletter updates, all Teachers and Assistants have participated in the early release Positive Discipline training with Ms. Yogi. has provided staff with Positive Discipline training online. Staff shared ideas from training and collaborated while guided by Ms. Yogi. Teaching staff use the Montessori methods, along with the Positive Discipline program to enhance student learning, behavior, and social emotional learning. Teachers have positively communicated with parents through newsletters, Parent Square, and parent-teacher conferences throughout the school year. Lincoln Heights Montessori has held numerous open classroom sessions throughout the school year so parents can see their child's progress within the Magnet program. Positive discipline strategies are shared with stakeholders to strengthen the positive learning community. Teachers also utilize school Support Services staff, and Administration communicating and conferencing one to one, coaching meetings, documenting and communicating using the REACH forms for discipline and MTSS interventions within the classroom.

Lincoln Heights Montessori provides opportunities to ensure all students' SEL needs are being met, resulting in an increase of students

accessing the CORE Montessori curriculum, CMS District Counseling Curriculum Lessons along with the teachers implementing the morning meeting, peace table for conflict resolution, and the Caring School curriculum. Based on Panorama data, emotion regulation has improved, please see Panorama data results for Lincoln Heights Montessori.

Students that are part of the Magnet Montessori program have opportunities to have less illness, small class sizes, one to one attention to personalized whole child learning and achievement. LHMS can utilize CMS district resources to support families that have needs and communicate to transportation to improve consistent attendance in school.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

**How it will look when fully met:**

Lincoln Heights successfully will use the attendance plan to help track the number of students that need support and improve student achievement and success. We will work together as a team to help reduce the number of chronically absent students. We will continue to use positive reinforcement and celebrate successes within the classroom. Students are taught Core School Counseling Unit lessons on why attendance matters to help students understand why it is important to attend school. Students that demonstrate chronic absenteeism will continue to be placed on an attendance contract. Parents and students will attend the meeting to go over school expectations, review the attendance policy, come up with interventions and tangible leader in me awards. Both parents will sign the document for accountability. Our Data Manager is successful in assisting families and staff with reporting and tracking attendance using Power School and Navigator. She stays up to date with CMS training on attendance policies and regulations. Reports of 3, 6 and 10 day attendance letters are always provided to families

**Andrea Mills**

**01/07/2026**

**Actions**

**0 of 4 (0%)**

8/5/24

All students and staff will become aware of, and put into practice the CMS code of conduct, Montessori Grace and Courtesy expectations, Positive Discipline practices and school-wide expectations behavior matrix and REACH plan (FAM-S 30)

Hannah Green /  
School Counselor

01/07/2026

Notes:

|                        |  |            |   |            |
|------------------------|--|------------|---|------------|
| 8/5/24                 | MTSS-B services will be provided at the Supplemental and Intensive levels to ensure students' SEL needs are being met in order to access the Montessori curriculum (FAM S-31)  |            | Hannah Green  | 01/07/2026 |
| <i>Notes:</i>          |  |            |   |            |
| 9/10/24                | Implement a three tiered attendance plan to reduce the number of chronically absent students by 50% from the 23-24 school year. (EVAAS, FAM-31, (Aligns to A1.07, A4.06 and CMS Guardrail 3))<br>SY 24-25 LHMS Attendance Plan :<br><a href="https://docs.google.com/document/d/1yPkm88KvkVV47vx9jdA-jwnZFGc1aDNJ1XgxmHucbw/edit?usp=drive_link">https://docs.google.com/document/d/1yPkm88KvkVV47vx9jdA-jwnZFGc1aDNJ1XgxmHucbw/edit?usp=drive_link</a>  |            | Hannah Green<br>School Counselor<br>and Tara Lucas/Data | 01/07/2026 |
| <i>Notes:</i>          |  |            |   |            |
| 9/4/25                 | The administrative team will create and facilitate a structured professional development plan for staff to execute SEL learning using SEL research-based resources to enhance the school culture. (Guardrail 1, and Guardrail 4) ( #2. )Teachers will implement daily Social Emotional Learning time using the Caring Schools Curriculum (K-5), Second Steps Curriculum (Pre-K), Positive Discipline and Montessori Grace and Courtesy curriculum (Morning Meetings, Conflict resolution reflections, Good Things, Signals (Time Out, Check, Calming rm, movement) as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 3, FAM-S 31) |            | Hannah Green  | 01/07/2026 |
| <i>Notes:</i>          |  |            |   |            |
| <b>Implementation:</b> |  | 07/10/2025 |   |            |
| <b>Evidence</b>        | 7/10/2025 The final data slide deck report, navigator growth report and documents on site are evidences of school improvement in this area.  |            |   |            |
| <b>Experience</b>      | 7/10/2025 We take pride in managing and operating a very successful implementation of the MTSS process and attendance plan. We met our student attendance goals and audit. We met our MTSS goals via school review.  |            |   |            |
| <b>Sustainability</b>  | 7/10/2025 We will maintain best practices regarding the MTSS, SEL, and Attendance Plan criteria in order to maintain exceeding growth and ensuring the students struggling improve in the core lessons and small group lessons.  |            |   |            |

|                            |  |
|----------------------------|--|
| <b>Core Function:</b>      | <b>Domain 4: Culture Shift</b>   |
| <b>Effective Practice:</b> | <b>Practice 4C: Engage students and families in pursuing education goals</b> |

|                                   | 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 |
|-----------------------------------|-----|-------|--|---|-------------|-------------|
| <p><i>Initial Assessment:</i></p> |     |       | <p>historic neighborhood (formerly known as Trillium Springs Montessori) and recognized the importance of regularly communicating with parents and guardians about curriculum expectations and how to support learning in the home. We collaborated with the PTA to establish school culture events, increase parent participation in school wide activities, and fundraising. When analyzing the Montessori trilogy triangle of “caring for the child, Guides’ support at home and school, and environment-home &amp; school”, PTA in collaboration address all 3 areas. PTA raised almost \$30K this school year to meet the PTA goals aligned with the above mentioned. Strategic work around these goals included PTA-funded support for students participating in the Odyssey of the Mind organization and World Finals, Bridging ceremonies, and several parent engagement events over the course of the year, etc. (ie. Montessori Open Classrooms, Beginners Day half day event, Hour of Code, Montessori Men lunch buddies, Friendship Dance, and more.) Contributions to this success included keeping parents abreast of academic development through parent-teacher conferences at BOY and MOY. IRP letters were sent home monthly to families through Thursday folders and consistent parent communication on student progress and ways the school supported deficiencies in literacy and math. IRP-MTSS Face-to-face conferences were mandated for behavior, academic and attendance plans. Weekly and daily communication was communicated with families via Parent Square, weekly Principal-PTA Sunday E-Bulletin newsletters, mass phone messages, text messages, emails, handouts, and classroom newsletters.</p> <p>Parent engagement reflected incredible support for our new Montessori program following the relocation. However, we were met with a few challenges to plan as our findings noticed that parent attendance was high for student performances and low for parent education classes. There is also a need to increase the number of volunteers for ongoing engagement activities to help avoid burnout for highly active parent leaders. Time constraints at home with working families using school suggested strategies at home posed a challenge with follow up reinforcement of skills. Though the Panorama Student survey data reflect students have good control of self regulation skills, some reflect needed support for feelings of positivity and 10% reflect needed support with social-emotional strategies to yield a higher level</p> | <p>Limited Development<br/>09/10/2024</p> |             |             |

of respect for others.

All in all, we've discovered the opportunity for collaboration with new PTA and SIT parent members to research creative ways to increase the engagement for Montessori activities such as Love and Logic Parent Education and Conscious Discipline Parenting. We are thrilled that our school is allotted a part-time Social Worker next school year to help with attendance and family needs outside of school. As we move into phase II, we'd like to build a stronger partnership with community partners such as the Lincoln Heights Neighborhood Association and Macedonia Baptist Church of Charlotte, among other partners to help increase funded parent engagement events that matter for young children.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

|  |  |                           |                     |                   |
|--|--|---------------------------|---------------------|-------------------|
| <p><b>How it will look when fully met:</b></p> | <p>Lincoln Heights Montessori will create an active and meaningful partnership with parent families and build an infrastructure to support the school’s goals for family and community engagement. Full implementation will reflect a continuation of the following of which we are well known for:</p> <ul style="list-style-type: none"> <li>• creating an environment where families feel valued and welcomed</li> <li>• engaging students and families that represent the diverse population of the school</li> <li>• engaging students and families in problem solving</li> <li>• providing intensive outreach to unresponsive families</li> <li>• increasing the skills of families to support student learning</li> <li>• increase positive self-perception of students' self-efficacy, self-management, and/or engagement to 68%</li> <li>• increase 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 to 56.2%</li> </ul> |                           | <p>Latoya Owens</p> | <p>06/30/2026</p> |
| <p><b>Actions</b></p>                          |  | <p><b>0 of 3 (0%)</b></p> |                     |                   |
| <p>9/10/24</p>                                 | <p>Collaborate with the PTA and School Improvement Team to establish school Montessori Aligned events, track increase in parent participation in school wide activities, and fundraisers. (FAM S - 3, Guardrail 3)</p>   |                           | <p>Wendy Harris</p> | <p>01/07/2026</p> |
| <p><i>Notes:</i></p>                           |  |                           |                     |                   |
| <p>9/10/24</p>                                 | <p>Provide 3 parent and community surveys to gauge the success of our Montessori school program offerings in a public school district and use the Essential Elements reflection rubric to gauge fidelity and authenticity in a public school district. FAM S - 3, Guardrail 3)</p>   |                           | <p>Wendy Harris</p> | <p>01/07/2026</p> |
| <p><i>Notes:</i></p>                           |  |                           |                     |                   |

|                        |  |            |              |            |
|------------------------|--|------------|--------------|------------|
| 9/4/25                 | NEW: The Parent-Teacher Association Team (parents, teachers, administrators) will create a family engagement calendar with strategic steps to build relationships while simultaneously supporting the school academic initiatives /goals at every event. The principal and Montessori teams will offer 2 events each (Fall and Spring) to engage parents in ways that directly relate to their children’s academic progress. (Goal 1, Guardrail 3) |            | Wendy Harris | 01/07/2026 |
| <i>Notes:</i>          |  |            |              |            |
| <b>Implementation:</b> |  | 07/10/2025 |              |            |
| <b>Evidence</b>        | 7/10/2025 Evidences of the Smore newsletter, Parent Square communication and are review of the PTA annual calendar can be found at the school.   |            |              |            |
| <b>Experience</b>      | 7/10/2025 The PTA and Principal created a full annual PTA calendar for family engagement with parent engagement sessions related to open classroom Montessori experiences, behavioral meetings around the Grace and Courtesy curriculum, and literacy nights related to growing a Montessori literacy child.   |            |              |            |
| <b>Sustainability</b>  | 7/10/2025 We will improve our practices more by adding more Montessori training for families through a PTA paid membership with the National Center for Montessori in the Public Sector. The training from this organization has already enhanced the PD plan for the school.  |            |              |            |