

Comprehensive Progress Report

Mission:

We embrace the Montessori philosophy to ensure that the whole child is prepared for our changing world at their highest level of learning.

Vision:

At Chantilly Montessori, our vision is to be a collaborative and supportive environment that realizes excellence and growth in student achievement by meeting the needs of the whole child. We nurture, model, and encourage peaceful relationships through respect, social awareness, and community building. Students and adults are committed to environmental stewardship, interdisciplinary integration, purposeful integration of technology into the Montessori classrooms and continued Montessori education for all.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 80% in SY2024-25 to 85% in SY2025-26. (Aligns to A2.04 and B3.03, CMS Guardrail 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-6 will increase from 58.5% in SY2024-25 to 60% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-6 will increase from 78% in SY 2024-25 to 81% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP) on 5th grade Science EOG assessments will increase from 75% in SY 2024-25 to 80% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The number of OSS/ISS incidents will remain at the 0% threshold for grades PK-2 from 2024-25 showing an overall decrease of referrals by 10% percent (from 80 to 72) in SY 2025-26 (Aligns to A1.07, A4.06, CMS Guardrail 2, FAM-S 30).

The proficiency gap among our diverse groups of students will decrease from by 5 percentage points in SY 2025-26 as measured by EOG overall school composite evident of a highly-supportive and quality learning environment (Aligns to A4.01, B3.03, D1.02, CMS Guardrail 1).

Implement a school-wide SEL initiative that fosters a sense of belonging, emotional regulation, and positive relationships with specific strategies for reducing high number of unexcused absences in grades 1-3 from 397 to 377 by the end of school year 2025-26. (Aligns to A1.07, A4.06, and Guardrail 3)

Retain 90% of effective teachers by implementing a comprehensive coaching plan that includes job-embedded professional development and maintaining a positive work environment. (Aligns to C3.04, CMS Guardrail 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
<i>Initial Assessment:</i>		<p>2024-2025 Narrative of Current Implementation</p> <p>Our school has implemented a comprehensive coaching plan which will provide teachers with weekly feedback around their instructional practices and planning. Coaches will support them with data analysis as well as small group planning. Administrators attend all PLC meetings to support and monitor effective planning sessions that align to the standards.</p> <p>Summer SIT August 2024</p> <p>Our 23-24 SIP goal that aligns to this indicator is:</p> <p>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 36.4% in SY2021-22 to 43.2% in SY2022-23 and 50% in SY2023-24.</p> <p>2023-24 EOG CCR data shows that our third grade Black and Hispanic students were at 50% GLP (3/6), 0% CCR (0/6).</p> <p>As of June 2024, successes include that we have partially met our goal of 50% of our third grade Black and Hispanic students scoring at the CCR level. While not yet meeting this goal, our DIBELS for EOY showed our Black and Hispanic students in K-3 were 74% GLP (At Benchmark) and 43% CCR (Above Benchmark) overall. This is an increase from the BOY CCR (Above Benchmark) which was at 32%, an increase of 11%. Based on recent MAP data for K-6, 37% of our Black and Hispanic students are scoring at the CCR level while 68% are scoring GLP. Our 2023-24 EOG Composite data also shows an increase in GLP for our Black students of 7% over the previous year. We believe this growth is due in large part to our strategic planning of small group support within PLCs as well as our tutoring programs.</p> <p>Our 23-24 EOG data composite shows our school at 73% GLP and 49% CCR. We saw an increase of our math composite this year going from 70.4% GLP to 72.8% GLP and from 45.6% CCR to 49.1% CCR. We also saw great gains in our 5th grade ELA (GLP increased by 4% and CCR increased by 15%) and 5th grade Math (GLP increased by 10% and CCR by 18%). Our 6th grade math CCR also increased by 13.5%.</p> <p>A challenge for us is the current cohort of students in third grade which</p>	Limited Development 07/30/2024		

have historically struggled, including the Black and Hispanic students.

An opportunity will be for us to continue focusing on this group and providing strategic support to help close the gap we are seeing as we head into next school year.

How it will look when fully met:

When fully implemented, we will have expanded the support/ coaching that staff receive by becoming a Teacher Leader Pathway school. With this new plan, teachers will be receiving coaching and support from someone that is familiar with their content and that will be focused on their PLC and its growth in a consistent manner. These new instructional leaders will have a proven success record in the level(s) being coached. The administrative team will meet with these leaders weekly to check in on their observations as well as coaching/ support plans. This will also help us to identify trends and offer PD aligned to the needs. School achievement will be impacted as follows:

When fully implemented, data will show that we have met their goals for the 25-26 school year as outlined below:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 80% in SY2024-25 to 85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-6 will increase from 58% in SY2024-25 to 60% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Sandra Noel

06/15/2026

Actions

1 of 2 (50%)

7/30/24 Principal will create and implement a comprehensive coaching plan using TLP positions/coaches to provide instructional support in classrooms to monitor and support instructional practices throughout the building to ensure consistency in instructional practices and delivery. (Goal 1, 2, Guardrail 4, FAM-S 29)

Complete 09/05/2025

Sandra Noel

09/01/2025

Notes: Build instructional coaches' capacity through specific Montessori Coaching PD & providing monthly feedback from administration around coaching practices in order to ensure quality instructional coaching for all staff.

8/7/25	Administrators and instructional coaches will conduct Montessori Classroom Walk Throughs (CWT) aligned to district expectations & provide consistent weekly feedback to staff to growth staff capacity and improve our instructional program. (Goal 1, 2, Guardrail 4, FAM-S 29)		Sandra Noel	06/12/2026
<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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Initial Assessment:

Our 23-24 SIP goal that aligns to this indicator is:

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 36.4% in SY2021-22 to 43.2% in SY2022-23 and 50% in SY2023-24.

2023-24 EOG CCR data shows that our third grade Black and Hispanic students were at 50% GLP (3/6), 0% CCR (0/6).

As of June 2024, successes include that we have partially met our goal of 50% of our third grade Black and Hispanic students scoring at the CCR level. While not yet meeting this goal, our DIBELS for EOY showed our Black and Hispanic students in K-3 were 74% GLP (At Benchmark) and 43% CCR (Above Benchmark) overall. This is an increase from the BOY CCR (Above Benchmark) which was at 32%, an increase of 11%. Based on recent MAP data for K-6, 37% of our Black and Hispanic students are scoring at the CCR level while 68% are scoring GLP. Our 2023-24 EOG Composite data also shows an increase in GLP for our Black students of 7% over the previous year. We believe this growth is due in large part to our strategic planning of small group support within PLCs as well as our tutoring programs.

Our 23-24 EOG data composite shows our school at 73% GLP and 49% CCR. We saw an increase of our math composite this year going from 70.4% GLP to 72.8% GLP and from 45.6% CCR to 49.1% CCR. We also saw great gains in our 5th grade ELA (GLP increased by 4% and CCR increased by 15%) and 5th grade Math (GLP increased by 10% and CCR by 18%). Our 6th grade math CCR also increased by 13.5%.

A challenge for us is the current cohort of students in third grade which have historically struggled, including the Black and Hispanic students.

An opportunity will be for us to continue focusing on this group and providing strategic support to help close the gap we are seeing as we head into next school year.

Limited Development
07/30/2024

How it will look when fully met:	Full implementation includes data will show that we have met their goals for the 25-26 school year with 85% of K-2 students scoring at or above benchmark on the EOY DIBELS assessment and the percentage of 3-6 students scoring at the CCR level on Reading EOGs will be 60%. When fully implemented, we will have a highly functioning MTSS Leadership Team who is meeting and reviewing data regularly (monthly) as well as PLC's that are having regular child studies to determine student needs and small group strategies. We will have 10% or less of students on an intervention plan (supplemental or intensive) due to needs being addressed at the core level.		Sandra Noel	06/15/2026
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Actions		1 of 3 (33%)		
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7/30/24	A dedicated MTSS facilitator/ academic interventionist and School Counselor for Behavior will provide supplemental and intensive interventions, facilitate monthly MTSS meetings with the MTSS Leadership Team for students who are on Supportive and Intensive MTSS to attain grade level and developmentally-appropriate proficiencies. (Goal 1, 2, FAM-S 3)	Complete 12/02/2024	Sandra Noel	06/12/2026
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<i>Notes:</i>				
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8/7/25	MTSS Leadership Team will provide the framework and help facilitate discussion and implementation of Core, Supplemental, and Intensive interventions for academics and behavior using culturally responsive teaching strategies, data-driven problem solving to support the Montessori Curriculum. (Goal 1, 2, and Guardrail 1, FAM-S 3)		Christie Hammond	06/12/2026
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<i>Notes:</i> Cadence of newsletter (2nd Friday of month) follows MTSS Leadership Team Meeting dates (2nd Tuesday of each month); school-wide newsletter will be sent following each leadership team meeting; child study will occur as a part of each grade span team's instructional planning (once per month)				
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9/2/25	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, FAM-S 3).		Tamara Page	06/12/2026
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<i>Notes:</i>				
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Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
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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
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2024-2025 Narrative of Current Implementation

Aligned with the Wise Ways Framework, our school has implemented our plan by conducting data aligned small group support for our current fourth graders around identified deficits in reading and math. These groups have been pulled consistently since BOY testing. PLCs have planned weekly to provide standards-based instruction, aligning Montessori lessons as well as district resources, during our Uninterrupted Work Cycle as well as small group lessons during Supported Work Cycle. Our instructional coaches have provided feedback consistently this year as well lead our PLC meetings and data dives.

Summer SIT August 2024

Our 23-24 SIP goal that aligns to this indicator is:

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 36.4% in SY2021-22 to 43.2% in SY2022-23 and 50% in SY2023-24.

2023-24 EOG CCR data shows that our third grade Black and Hispanic students were at 50% GLP (3/6), 0% CCR (0/6).

As of June 2024, we have partially met our goal of 50% of our third grade Black and Hispanic students scoring at the CCR level. While not yet meeting this goal, our successes include DIBELS for EOY showed our Black and Hispanic students in K-3 were 74% GLP (At Benchmark) and 43% CCR (Above Benchmark) overall. This is an increase from the BOY CCR (Above Benchmark) which was at 32%, an increase of 11%. Based on recent MAP data for K-6, 37% of our Black and Hispanic students are scoring at the CCR level while 68% are scoring GLP. Our 2023-24 EOG Composite data also shows an increase in GLP for our Black students of 7% over the previous year. We believe this growth is due in large part to our strategic planning of small group support within PLCs as well as our tutoring programs.

Our 23-24 EOG data composite shows our school at 73% GLP and 49% CCR. We saw an increase of our math composite this year going from 70.4% GLP to 72.8% GLP and from 45.6% CCR to 49.1% CCR. We also saw great gains in our 5th grade ELA (GLP increased by 4% and CCR

increased by 15%) and 5th grade Math (GLP increased by 10% and CCR by 18%). Our 6th grade math CCR also increased by 13.5%.

A challenge for us is the current cohort of students in third grade which have historically struggled, including the Black and Hispanic students.

An opportunity will be for us to continue focusing on this group and providing strategic support to help close the gap we are seeing as we head into next school year.

How it will look when fully met:

When fully implemented, data will show that we have met their goals for the 25-26 school year as outlined below:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 80% in SY2024-25 to 85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-6 will increase from 58% in SY2024-25 to 60% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Sandra Noel

06/15/2026

Actions

0 of 3 (0%)

8/5/24 Instructional coaches and teachers will analyze data and work together to plan small group instruction to target and address identified needs for K-6 grade in reading and math. (Goal 1, 2, Guardrail 1, FAM-S 29)

Instructional Coaches

06/12/2026

Notes:

8/7/25 Teachers will consistently use Transparent Classroom to plan, monitor, and record mastery of NC Standards as aligned in the Montessori Playbook in order to effectively monitor student progress towards mastery of the standards. (Goal 1, 2, Guardrail 1, FAM-S 29)

Sandra Noel

06/12/2026

Notes:

9/19/25 The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week. (Aligns to A2.04)

Sandra Noel

06/12/2026

Notes: Unpacking in PLC meetings; core action walk-thrus and calibration with administrative-curriculum support team; teachers have participated in data analysis for iREADY and MVPAs ensuring small group plans are in place after each administration; PA-D walk thru feedback has also been used to support PLCs and individual teachers

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:

2024-2025 Narrative of Current Implementation

Aligned with the Wise Ways Framework, our school has implemented our plan that included implementing SEL lessons through morning meetings in every class, our counselor and school psychologist conducted SEL small groups aligned to needs and data (including parent and teacher referrals), and working our attendance plan. We have seen an improvement in our chronic absences this year but will continue to work this plan going into the fall.

Summer SIT August 2024

Our SIP Goals that align to this indicator are:

The percent of students reporting a positive self-perception of their self-efficacy will increase from 61% on the Fall 2021 Panorama Screener (in Grades 3-

5/6-12) to 64% in SY2022-23 and 68% in SY2023-24.

and

Maintain a total number of Out-of-School Suspensions for Black students at 1 suspension or less in SY2022-2023 and SY2023-24.

As of June 2024, we have partially met our goal aligned to this indicator. Due to the passing of SB-49, we were not able to administer the panorama survey to the majority of our students and do not have current data for this goal.

As of June 2024, we have met the OSS disproportionality goal reducing our disproportionality rate from 18.6% last year to 0% this year.

Our chronic absenteeism is also down from last year going from 9.77% to 8.89% this year. 95% of our staff agree with the statement, "This school uses positive behavioral interventions and supports" on the Teacher Working Conditions Survey. 90% of our staff agree with the statement, "This school provides adequate services to help students with social, emotional, and mental health needs" on the Teacher Working Conditions Survey.

Successes include our new Pillars of Excellence for our students which helped us to establish common expectations for students. We also completed a Positive Discipline PD this year with staff which supported our students SEL development and helped teachers with tools to use in

Limited Development
07/30/2024

the classroom. Our school counselor and school psychologist also did a lot of small group support with students around their identified needs based on the Panorama survey data.

A challenge has been the behavior struggles we have had with our younger students (Pre-K and K) this year. We have had to get creative with trying to deal with these students who constantly have struggled and with having limited viable options for consequences for students this young.

An opportunity for us is to create some better options to address the behaviors of these younger students. We are revamping our behavior/discipline matrix to incorporate a Movement Lab which we believe will help us with students that are struggling with adjusting to a long work period by giving them movement breaks and helping to improve their focus.

How it will look when fully met:

By creating better options to address the behaviors of our students and being consistent with our Social Emotional Learning (SEL) support through morning meetings and the use of the Montessori Peace Education, we will see a decrease in the number of teacher referrals to our counselor for SEL support or related incidents (from 60% to 40%). We will also see a reduction in the number of PowerSchool behavior incidents (from 38 to 30). This will be accomplished by teachers being intentional about teaching expectations through our Pillars of Excellence and holding morning meetings each day with an SEL focus. Teachers will also be consistent with enforcing behavior expectations and following the school-wide behavior support plan.

Christie Hammond

06/15/2026

Actions

0 of 3 (0%)

9/19/25

The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1 (a). (Aligns to 4.06)

Sandra Noel

06/12/2026

Notes:

9/4/24	The school counselor and registrar/data manager will work together to follow up on any chronic absences or students with attendance issues. They will provide updates to administration on any chronically absent students or any concerning trends. They will follow our attendance plan. (Goal 1, 2) Attendance Plan: updated to document folder		Nicole Gilliam	06/15/2026
<i>Notes:</i> Attendance Plan (uploaded to document folder)				
8/21/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)		Christie Hammond	06/15/2026
<i>Notes:</i> Teachers will implement daily Social Emotional Learning through Morning Meetings using the Caring Schools Curriculum (K-5) and Montessori Peace Education, to address students' SEL needs and provide support for emotional regulation and self-perception as well as incorporating a variety of methods throughout the day (Positive Discipline, Peace Table, Sensory Garden Walks, etc.). Teachers will review our Chantilly Pillars of Excellence and Student Code of Conduct to set common expectations for students around behavior and academics throughout the day during the first two weeks of school and then review them again in January 2026.				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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
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<i>Initial Assessment:</i>	<p>2024-2025 Narrative of Current Implementation</p> <p>Aligned with the Wise Ways Framework, our school has implemented our plan which included increased communication around MTSS plans and progress, consistent parent communication from teachers and administration through Transparent Classroom, monthly Parent Education sessions, as well as contributing weekly to the PTO parent newsletter, The Montessori Messenger. We will continue with this plan moving into next year as we have gotten positive feedback overall around communication but there is a small percentage of staff that could communicate more frequently and have not been consistent. This will need to be more closely monitored.</p>	Limited Development 07/30/2024		
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Summer SIT August 2024

The following data points show the progress we have made for this indicator:

As of June 2024, we have met this goal. 100% of our teachers are using our Montessori platform, Transparent Classroom, to communicate with parents/ guardians daily around student progress based on our Transparent Classroom usage report. Parents receive updates weekly, if not daily, about student progress.

According to our Teacher Working Conditions Survey, 100% of our staff feel that the school encourages parent involvement and provides useful information to parents around student learning. 95% of staff feel that our parents/ guardians support teachers, contributing to their success with students.

Our success in this area is due in large part to our consistent communication with parents and our Parent Education Nights. We have had several Parent Education Nights which were well attended this year. For example, we recently had a Leap into Literacy Night in which we laid out and explained the Montessori language works for Primary students and shared ideas with parents on how to support students at home. We had about 70% of our Primary families in attendance.

We also helped parents connect to our School Improvement goals this year by addressing one standard at each SIT meeting and sharing how they can support the goal at home.

Parent and family volunteering is also part of our success in this area. The number of volunteers in our building this year was 151. This is especially great considering our student population is only 315. Parents are in our building daily volunteering to help in the media center, participating in Reading Buddies, gardening, cooking, etc.

A challenge for us in this area is getting our new families involved in their first year and helping them acclimate to the school community.

An opportunity for us this coming year will be to utilize a new program we've developed in conjunction with our PTO, "Butterfly Buddies". This new program links up new families to the school with existing families that have agreed to serve in this capacity. This will give new families a connection and help them feel welcomed. They will be able to go to this family to get answers to questions but also to get involved in school events.

How it will look when fully met:	When fully met, we will have at least 75% of our new families involved in volunteering in some capacity. We will have at least 90% of parents/guardians participating in classroom observations during the year. We will see at least 60% of parents/guardians attending our monthly Parent Education nights.		Sandra Noel	06/15/2026
Actions		1 of 3 (33%)		
8/5/24	The MTSS Facilitator will communicate regularly with parents around student progress for students receiving MTSS interventions and support. Parents will receive updates when plans are updated and/or changed as well as when student exit MTSS intervention support. (Aligns to FAM-S3)	Complete 11/13/2024	Sandra Noel	12/01/2024
<i>Notes:</i> 11/12/2024 MTSS Leadership Team met to review BOY iREADY data and formalize 1st round of intervention groups for academics and behavior; Natasha Woolcock has met with the team twice and conducted observations for core SEL and Behavior Support; MTSS PA-D support staff has attended at least one meeting and provides continuous support to our MTSS Facilitator on consultative basis.				
8/5/24	The principal and teachers will use Transparent Classroom for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal 1, Guardrail 3)		Coaching Team	06/15/2026
<i>Notes:</i>				
8/5/24	The Montessori Facilitator will hold quarterly Parent Education sessions to engage parents in the Montessori philosophy and curriculum in order to strengthen the school to home connection. (Guardrail 3)		Jamie Laymon	06/15/2026
<i>Notes:</i>				