

## Comprehensive Progress Report

**Mission:** At Erwin Montessori we provide a structured environment based on self-directed activities and hands-on learning that is tailored to meet each child's needs. We actively involve parents and the community as we nurture a desire for life-long learning.

**Vision:** Our vision is to promote independent learning through structured and self directed activities which develop productive citizens prepared for college and the world of work.

**Goals:**

School Composite Goal: By June 2026, Erwin Montessori will increase our overall School Composite score from 50.6to 53.6%. (Indicators A2.04 and A2.05)

Chronic Absences Goal: By June 2025, Erwin Montessori will reduce the number of chronic absences from 15.9 to 12.9% ( Indicator E1.06)

By the end of the 2025-2026 school year 100% of Erwin Montessori teachers and coteaches will have completed training/certification which coincide to their role. (Indicator C2.03)

By the end of the 25-26 school year Erwin Montessori will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers. (A4.14)

By May 2026, we will achieve a rating of "Operationalizing (2)" on FAM-S Item 3 by establishing a linked teaming structure. This will be measured by ensuring that all school teams (e.g., leadership, school improvement, grade-level) have defined roles, meeting agendas and minutes, a formal communication protocol, and overlapping membership. (B2.03 and B2.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level teams meet weekly during PLC to review curriculum and a master schedule has been created that ensures common planning time exists.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>		Teaming structures will be in place to ensure the essential elements of MTSS are implemented and to distribute the leadership among supplemental committees to leverage the expertise of staff in order to adopt targeted practices and strategies to improve the school and create meaningful opportunities that will improve student outcomes. Teams will be clearly defined and understood. Leadership, grade level teams, ILT/MTSS, TAG, MTAC Supplemental Teams and a Problem Solving team will meet consistently to review data in order to make instructional decisions. Teaming structures will be in place to ensure the essential elements of MTSS are implemented and to distribute the leadership among supplemental committees to leverage the expertise of staff in order to adopt targeted practices and strategies to improve the school and create meaningful opportunities that will improve student outcomes. Teams will be clearly defined and understood. Leadership, grade level teams, ILT/MTSS, TAG, MTAC Supplemental Teams and a Problem-Solving team will meet consistently to review data in order to make instructional decisions.		Malaina Seegars	06/17/2026
<b>Actions</b>			<b>0 of 7 (0%)</b>		
9/17/21	The Problem Solving Team will meet at least monthly to review student data and make decisions about individual students.			Charnita Cook	06/02/2026
<i>Notes:</i>					
9/6/22	Media Technology Advisory Committee will meet monthly.			Betsy Sumerford	06/07/2026
<i>Notes:</i>					
9/6/22	TAG meetings will be held monthly.			Monica Wright	06/09/2026
<i>Notes:</i>					
9/17/21	Data PLCs will take place once a month with school psychologist. Teachers will review interventions and progress monitoring.			Carlisha Smith	06/11/2026
<i>Notes:</i>					

10/15/24	To build teacher capacity, all classroom teachers will participate in quarterly professional development to effectively develop Montessori standard aligned units. They will also develop quarterly AG plans. Substitutes will be provided using the Title 1 funds.		Tiffany Hinson	06/17/2026	
<i>Notes:</i>					
9/25/25	The school will maintain a dedicated Attendance Team that meets bi-weekly to monitor student attendance data, identify at-risk students, and implement tiered interventions. The team's work will be embedded in the school's overall team structure to ensure clear duties, collaboration, and time for planning and follow-up.		Bridgette Vick	06/17/2026	
<i>Notes:</i>					
9/18/25	Adopt and implement consistent communication protocols (shared drives, agendas/minutes, email updates).		Malaina Seegars	11/30/2026	
<i>Notes:</i>					
	<b>B2.06</b>	<b>The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, all committees are in the early implementation stage of the new meeting structure. Each committee has been directed to meet on the third Tuesday of every month, which has created a shared time for collaborative work across the school. While this structure is in place, committees are still working to establish consistent systems and protocols that ensure their meetings are purposeful, documented, and aligned with the School Improvement Plan (SIP	Limited Development 09/21/2025		

<p><b>How it will look when fully met:</b></p>	<p>We will know this objective is fully implemented when:</p> <p>Leadership Distribution: Written leadership matrix clearly outlines administrative and instructional responsibilities by role.</p> <p>Protected Instructional Time: Principal and leadership team conduct a minimum of two instructional walkthroughs per week, with documented feedback to teachers.</p> <p>Committee Effectiveness: Grade-level and supplemental teams meet regularly with agendas, minutes, and evidence of impact on instruction/student supports.</p> <p>Stakeholder Feedback: Staff survey data reflects high confidence that leadership roles are clear and that instructional support is prioritized.</p> <p>Student Outcomes: Data shows improvement in both academic growth (e.g., benchmark assessments, reading/math proficiency) and student support measures (attendance, discipline, SEL indicators).</p>		<p>Malaina Seegars</p>	<p>06/17/2026</p>
<p><b>Actions</b></p>		<p><b>5 of 6 (83%)</b></p>		
	<p>9/21/25 Develop a Leadership Matrix</p> <p>Create and share a document that defines roles/responsibilities of the principal, assistant principals, instructional coaches, and teacher-leaders.</p> <p>Align responsibilities with NC Teacher/School Executive Standards and Montessori priorities.</p>	<p>Complete 11/01/2025</p>	<p>Malaina Seegars</p>	<p>11/01/2025</p>

<i>Notes:</i>				
9/21/25	Protected Instructional Time: Principal and CF will conduct a minimum of one instructional walkthroughs per week, with documented feedback to teachers.	Complete 11/30/2025	Malaina Seegars	11/30/2025
<i>Notes:</i>				
9/21/25	Implement Monitoring Systems  Use a shared digital tracker for walkthrough feedback, meeting notes, and action items.  Conduct quarterly leadership team self-assessments to adjust roles and responsibilities.	Complete 09/30/2025	Malaina Seegars	11/30/2025
<i>Notes:</i>				
9/21/25	Protected Instructional Time: Members leadership team conduct a minimum of two instructional walkthroughs per month, with documented feedback to teachers.	Complete 01/20/2026	Tiffany Hinson	01/30/2026
<i>Notes:</i>				
9/21/25	Stakeholder Feedback: Staff survey data reflects high confidence that leadership roles are clear and that instructional support is prioritized.		Monica Wright	04/30/2026
<i>Notes:</i> Moved date to get feedback from Teacher Working Conditions survey				
9/21/25	Strengthen Teaming Structures  Establish clear expectations for ILT, SIT, MTSS, grade-level teams, and supplemental committees.  Require agendas, minutes, and action steps from all teams to monitor impact.	Complete 01/20/2026	Malaina Seegars	11/30/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>			
<b>Effective Practice:</b>		<b>Practice 2B: Target professional learning opportunities</b>			
	<b>C2.03</b>	<b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

At present, all classroom lead teachers are required to complete Montessori training and certification as part of their professional role. This requirement ensures that each classroom has a certified Montessori educator guiding instruction. However, co-teachers and supplemental staff—who play critical roles in supporting instruction and maintaining Montessori environments—have not consistently received training or professional development in Montessori practices in recent years. This gap has created uneven knowledge and application of Montessori principles across classrooms and support settings.

In addition, while lead teachers are certified, they have not been consistently engaged in ongoing Montessori professional development. Without opportunities for refreshers, advanced study, or collaborative learning, many staff have not been able to deepen their practice or refine implementation strategies aligned to Montessori pedagogy.

As a result, classroom instruction and student experiences sometimes lack coherence across grade levels and roles. True Montessori implementation requires that all staff working directly with children—not just the lead teacher—share an understanding of Montessori philosophy, materials, and methods.

Limited Development  
09/21/2025

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

Full implementation will be evident when:

All staff roles are included in Montessori professional development: co-teachers, supplemental staff, and instructional assistants receive consistent training.

Ongoing professional development structures exist for lead teachers: beyond initial certification, they participate in refreshers, workshops, and practice-based learning.

Coherence of practice is observed across classrooms: walkthroughs and observations show that all adults in the environment contribute to maintaining authentic Montessori practices.

Professional learning is documented and monitored: the school tracks who has received Montessori training, when, and how learning is reinforced.

Ultimately, full implementation will ensure that every adult in the building is equipped to uphold Montessori pedagogy, creating consistency and fidelity in the student experience across classrooms and grade levels.

**Tiffany Hinson**

**06/17/2026**

<b>Actions</b>		<b>1 of 6 (17%)</b>		
9/21/25	<p>Develop a multi-year professional development plan that outlines training requirements for lead teachers, co-teachers, and supplemental staff.</p> <p>Align plan with certification requirements, ongoing refreshers, and SIP priorities.</p>	Complete 10/30/2025	Malaina Seegars	10/30/2025
<i>Notes:</i>				
9/21/25	<p>Expand Access to Training</p> <p>Partner with the Montessori training center (e.g., CMTE-NC, NCMPS or AMS) to design entry-level training sessions for co-teachers and supplemental staff.</p> <p>Provide opportunities for assistants to attend summer institutes, workshops, or online Montessori modules.</p>		Malaina Seegars	05/15/2026
<p><i>Notes:</i> Coaching sessions and pd will reoccur as determine by the scope of the sessions.</p> <p>*Update: Erwin has joined the National Center of Montessori in the public sector.</p> <p>approved in January, Provides:</p> <p>Co teachers, Specialist teachers can gain:</p> <p>Training online</p> <p>Professional development (PD)'s</p> <p>Access to Montessori materials and support the Montessori implication through out our program.</p>				
9/21/25	<p>Establish Ongoing PD for Lead Teachers</p> <p>Schedule quarterly Montessori refreshers (topics could include grace and courtesy, three-period lessons, observation techniques, record keeping).</p> <p>Provide advanced workshops focused on areas like cosmic education, peace curriculum, or interdisciplinary connections.</p>		Tiffany Hinson	06/17/2026
<i>Notes:</i>				

9/21/25	<p>Integrate Montessori into PLCs/ILT</p> <p>Dedicate part of PLC and ILT meetings to Montessori practice: lesson sharing, material demonstrations, or discussions on alignment with NC Standards.</p> <p>Assign teacher-leaders to model lessons and lead peer-learning activities.</p>		Tiffany Hinson	06/17/2026
<i>Notes:</i> PLC will occur weekly and peer sessions will happen at least 4 times a year				
9/21/25	<p>Document Participation &amp; Progress</p> <p>Maintain a PD log that includes training hours, certifications, and attendance at Montessori sessions.</p> <p>Use the log as part of PDP goals and staff evaluations to ensure accountability.</p>		Malaina Seegars	06/17/2026
<i>Notes:</i>				
9/21/25	<p>Evaluate Impact on Practice</p> <p>Conduct walkthroughs and classroom observations with Montessori-specific look-fors (prepared environment, freedom within limits, use of materials).</p> <p>Gather feedback from teachers, co-teachers, and families on observed improvements in instruction and student independence.</p>		Malaina Seegars	06/17/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>

	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>			Grade levels meet quarterly to work collaboratively to develop standards aligned units	Limited Development 09/14/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>			<p>At present, the school has been required to follow the district pacing guides to ensure coverage of all standards. While this ensures compliance, it has created tension with the Montessori philosophy, where lessons are sequenced according to student readiness, the three-period lesson, and the natural flow of the prepared environment. Strict adherence to district pacing may compromise the integrity of Montessori instruction, limiting teachers' ability to provide individualized, developmentally appropriate learning experiences.</p> <p>The current review and upcoming alignment work seek to resolve this tension by bridging district expectations with authentic Montessori practice. By developing Montessori–standards alignment documents and collaborating with the accountability department to create Montessori-specific benchmarks, the district and school are working toward a solution that ensures:</p> <p>Full standards coverage,</p> <p>Respect for Montessori pacing and lesson design, and</p> <p>Assessment tools that truly reflect the Montessori approach to mastery and progression.</p> <p>When this work is complete, the school will be positioned to meet accountability requirements without sacrificing the fidelity of Montessori implementation, ensuring students benefit from both authentic Montessori instruction and equitable academic outcomes.</p>		Tiffany Hinson	06/17/2026
<b>Actions</b>				<b>1 of 6 (17%)</b>		
		8/29/23	Grade level will meet quarterly in order to unpack and develop long range plans. Title one funds will be used to pay for subs.	Complete 06/06/2024	Malaina Seegars	06/09/2024

<i>Notes:</i>				
9/20/21	Administrative team will conduct walk throughs to ensure that lesson plans are implemented with fidelity.		Tiffany Hinson	06/17/2026
<i>Notes:</i>				
9/24/24	For the 2025–2026 school year, the school will follow the district directive to use district pacing guides to ensure full standards coverage while Montessori–standards alignment documents are being designed in collaboration with the district curriculum departments. To bridge this requirement with Montessori fidelity, teachers will meet quarterly to develop long-range Montessori lesson are inclusive of all standards for each grade level		Tiffany Hinson	06/17/2026
<i>Notes:</i>				
9/21/25	Collaborate on Montessori–Standards Alignment Documents  Partner with the district curriculum and accountability departments to co-develop alignment documents for each subject area that connect Montessori lessons, materials, and pacing to state standards.		Malaina Seegars	06/17/2026
<i>Notes:</i>				
9/21/25	Teachers will use a provided lesson plan template and post long range plans on the Erwin HUB page and designate someone form their team to download a copy and maintain a file.		Tiffany Hinson	06/17/2026
<i>Notes:</i> 2025-2026 school year we began the process of weekly planning. Lessons were previous completed individually however this year teacher will be completing weekly plans collaboratively.				
9/25/25	Grade level teams will design standard based Common Formative Assessments to ensure mastery of standards with the support of the district coaches when applicable.		Tiffany Hinson	06/17/2026
<i>Notes:</i>				
<b>Implementation:</b>		01/19/2021		
<b>Evidence</b>	1/19/2021 Upload unit plans			
<b>Experience</b>	1/19/2021 Teachers work together to create units of instruction. Teachers evaluated the current pacing and ensured standard alignment. Teachers also use assessment data to determine next steps.			
<b>Sustainability</b>	1/19/2021 Teachers will continue to create long range and unit plans to guide instruction.			

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Most teachers develop weekly lesson plans based on units of instruction.	Limited Development 09/30/2021		
<i>How it will look when fully met:</i>		Grade level will work collaboratively to develop weekly lesson plans that align Montessori lesson aims with NC State standards. Teachers will identify what lessons the teacher and co-teacher will be responsible for. Teacher will plan and communicate with co-teachers the plan for ALL students. Lesson plans should reflect the lesson presentation style and multiple types of follow-up in order for the students to meet the standards aligned to Montessori lesson.		Malaina Seegars	06/17/2026
<b>Actions</b>			<b>2 of 6 (33%)</b>		
9/26/25		Utilize Title I funds to hire a 0.5 Montessori Coteacher (teacher assistant)t to pair with a 0.5 general assistant, ensuring that each classroom is staffed with a Montessori co-teacher. This co-teacher model will support the consistent implementation of lesson plans and Montessori routines with fidelity, thereby strengthening instructional practices and improving student outcomes.	Complete 08/25/2025	Malaina Seegars	07/01/2025

*Notes:* While we are a public Montessori school that fully implements the Montessori curriculum and instructional model through multi-age classrooms, full funding to support a Montessori co-teacher in each classroom has not yet been allotted. Despite our advocacy efforts and the sharing of data and research to demonstrate the impact of this model, additional assistance has not been allotted as our program continues to grow and expand with more classrooms.

To cover the cost of a 0.5 Montessori Coteacher, over \$14,000 of Title I funds were allocated to this position. The leadership team engaged in extensive discussion before making this decision, as it was acknowledged that this allocation would significantly reduce the funds typically reserved for parent education, family resources, and materials for teachers and parents. However, the leadership team determined that this investment was essential for maintaining the fidelity of the Montessori program and supporting student success.

This decision was directly informed by student outcome data: third, fourth, and fifth grade , Benchmark, DIBLES, NWEA, and End-of-Grade (EOG) results showed a significant decline during the 2024–2025 school year in classrooms that did not have access to a full-time Montessori Coteacher . The absence of adequate instructional support compromised the Montessori model and was identified as a critical factor contributing to the drop in scores. Therefore, prioritizing funds for co-teaching support was seen as a necessary action to ensure program fidelity and improve student outcomes.

10/21/25 A2.05. All teachers creating lesson plans, long range planning needs to be done  
New LP format needs to be looked at for alignment with the long range planning

Complete 01/20/2026

Tiffany Hinson

01/20/2026

*Notes:*

9/24/24 Grade levels will meet weekly to collaboratively plan lessons based on long range plans (which are reviewed and developed quarterly). Weekly plans will be submitted weekly.

Tiffany Hinson

06/17/2026

*Notes:*

9/21/25 Teachers will use a provided lesson plan template and post plans on the Erwin HUB page and designate someone from their team to download a copy and maintain a file.

Tiffany Hinson

06/17/2026

*Notes:* 2025-2026 school year we began the process of weekly planning. Lessons were previously completed individually however this year teachers will be completing weekly plans collaboratively.

9/25/25 Teachers will review common formative assessment data on a regular cycle (bi-weekly or after each unit) to identify student strengths and gaps. Based on this analysis, teachers will adjust small group instruction, remediation, and enrichment to ensure all students receive targeted support and challenge.

Tiffany Hinson

06/17/2026

*Notes:*

9/25/25 Data will be reviewed to determine which students require interventions, daytime or after school tutoring. Title one funds will be used for after school tutoring.

Tiffany Hinson

06/17/2026

*Notes:* funding for a day time tutor is provided however title one funds will be used to fund afterschool tutoring.

**Core Function:**

**Domain 3: Instructional Transformation**

**Effective Practice:**

**Practice 3C: Remove barriers and provide opportunities**

	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As part of the district’s Guilford Guarantee initiative, the school has adopted a new goal to ensure all students receive meaningful supports and guidance in preparing for college and careers. Currently, at Erwin Montessori, students are primarily exposed to careers through field trips (e.g., visits to local businesses, museums, and community organizations) and career-themed read-alouds that introduce them to different professions.</p>	<p>No Development 09/21/2025</p>			

<p><b>How it will look when fully met:</b></p>	<p>The will school provides all students with supports and structured guidance to prepare them for college and career readiness beginning in the early grades and continuing through upper elementary. This includes intentional opportunities for career awareness, such as classroom lessons, guest speakers, and read-alouds that introduce students to a wide variety of professions. As students progress, they participate in career exploration through hands-on activities, interest surveys, and integration of career connections within core academic lessons.</p> <p>Additionally, students are exposed to college and career pathways through school visits, partnerships with local high schools, colleges, and community organizations. These experiences allow students to begin envisioning future possibilities, develop early goal-setting skills, and connect their current learning to long-term aspirations.</p> <p>The school’s approach ensures that Montessori principles of independence, curiosity, and purposeful work are connected to the broader goal of preparing students to be purposeful, peaceful, and prepared citizens who are college- and career-ready.</p>		<p>Cara Fox (elected 2025)</p>	<p>06/17/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>9/21/25</p>	<p>Hands-On Exploration Activities</p> <p>Organize a Career Day/ week where stations are set up for children to try simple tasks (e.g., measuring like an engineer, sorting mail like a postal worker, mixing colors like an artist).</p> <p>Incorporate STEM challenges, art projects, or role-play activities linked to professions (e.g., build a bridge as engineers, role-play as shopkeepers using Montessori math).</p> <p>Host a Montessori Career Lab Week where different classrooms focus on a career theme and students rotate through.</p>		<p>Charnita Cook</p>	<p>06/10/2026</p>
<p>Notes:</p>				

9/21/25	<p>3. Field Trips &amp; Community Connections</p> <p>Plan local field trips to fire stations, libraries, farms, and museums to see community roles in action.</p> <p>Partner with local colleges for “College Spirit Days” where older students or athletes visit and share their experiences.</p> <p>Create a virtual career exploration series with videos highlighting local professionals in kid-friendly ways.</p>		Charnita Cook	06/17/2026
<i>Notes:</i>				
9/21/25	<p>5. Family &amp; Community Engagement</p> <p>Invite parents/guardians to participate in “Family Career Share” breakfasts where they present their jobs in simple, engaging ways.</p> <p>Create a community partner rotation so students meet a wide range of professionals (artists, engineers, healthcare workers, small business owners).</p>		Charnita Cook	06/17/2026
<i>Notes:</i>				
9/21/25	<p>1. Career Awareness Through Stories &amp; Role Models</p> <p>Incorporate career-themed read-alouds that highlight diverse professions (scientists, artists, entrepreneurs, community helpers).</p> <p>Host “Career Guest of the Month” where a parent, staff member, or community volunteer shares about their job in a 15–20 minute child-friendly talk.</p> <p>Create a “When I Grow Up” wall where students draw or write about future careers.</p>		Charnita Cook	06/17/2026
<i>Notes:</i>				

<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
<i>Initial Assessment:</i>		We are planning various parent nights that incorporate Montessori in the Home. Parent/teacher conferences will be held during the months of October-December and student led conferences take place in March. These parent nights will be supported with Title One funds.		Limited Development 09/14/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>When fully implemented, the school will provide families with:</p> <p>Ongoing opportunities to participate in interactive workshops, classroom-based events, and curriculum-focused activities.</p> <p>Access to resources and tools that strengthen their ability to support student learning at home, including take-home materials, online supports, and guidance from teachers.</p> <p>Two-way communication channels that invite families to share feedback, collaborate with staff, and participate in decision-making around student learning and school initiatives.</p> <p>Celebrations of learning and growth that recognize student progress and highlight family contributions.</p> <p>This comprehensive approach will create a culture where families feel valued, informed, and empowered as active partners in their children’s education.</p>			Malaina Seegars	06/17/2026
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	9/17/21	The school will utilize various social media platforms to inform the public about the school. School wide events will be posted to Facebook and the school website. Photos and good news will be shared on Twitter and Instagram. Class and student specific pertinent information will be shared with parents via ClassDojo's class story. School story on class dojo will be reserved for admin posting of important reminders.			CATHY MARTIN	06/17/2026

*Notes:* Not a lot of engagements on social media platforms but information is posted for reference. We get the most traffic on class dojo. Average of about 200 clicks on website.

9/21/25	<p>Strengthen Family Workshops &amp; Events</p> <p>Expand Title I Nights into a series of family learning opportunities throughout the year.</p> <p>Provide hands-on strategies and activities for families to support academic and social-emotional growth at home.</p> <p>Title I funds will be used to support the planning and implementation of family engagement and parent education events. In order to reduce barriers that may prevent families from participating, funds will also be allocated for the purchase of food. Providing meals helps to minimize disruptions to evening home routines on school nights, making it more convenient for families to attend and fully engage in the opportunities which provide valuable education and resources to support their students' academic growth.</p>		TIFFANY TAYLOR	06/17/2026
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*Notes:*

9/21/25	<p>Provide Family Resources</p> <p>Develop and distribute take-home and digital resources aligned to school and classroom goals.</p> <p>Ensure resources are accessible, practical, and responsive to family needs.</p> <p>Title I funds will be used to purchase and distribute resources that equip families to support learning at home.</p>		Tiffany Taylor	06/17/2026
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*Notes:*

9/21/25	<p>Foster Continuous Communication</p> <p>Maintain clear, consistent updates to families about student progress and school initiatives.</p> <p>Provide structured opportunities for families to share input and collaborate with staff.</p>		Tiffany Hinson	06/17/2026
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*Notes:*

9/25/25	Erwin Montessori will host a new student orientation each summer for new students to become oriented to the Montessori environment and to educate families on Montessori practices and pedagogy. Title one funds will be used for expenses and teacher compensation.		Karen Wallace (elected 2025)	06/17/2026
<i>Notes:</i>				
<b>Implementation:</b>		09/21/2025		
<b>Evidence</b>	7/18/2022 Internet traffic (click) have been tracked as well as social media hits and likes. Title 1 meeting agendas and sign in sheets.			
<b>Experience</b>	7/18/2022 Our media specialist posted transcripts of connect ed messages on the website. Families were kept abreast on class dojo as well as social media platforms.			
<b>Sustainability</b>	7/18/2022 We will continue Title 1 Parent nights and reaching our school community through various avenues.			