

Comprehensive Progress Report

Mission: MUSTANG MISSION: We empower individuals to become caring, competent, responsible global citizens who value education as a lifelong process.

Vision: Every student will have equitable access to engaging learning that prepares them to be collaborative, competitive, and successful in our global world. At Montclair Elementary School, we will provide a nurturing environment committed to achieving excellence. Through education, students will gain the skills, strategies, and desire necessary to continue learning. They will develop a strong sense of responsibility for themselves, their peers, their community, and all others they encounter on this journey. We aspire to create a diverse learning environment, design a strong integrated curriculum, encourage children to become self-directed learners, and promote enthusiasm for learning in an atmosphere of equity and mutual respect.

Goals:

Increase school composite to 85% by May 2025.

All students will demonstrate behaviors that positively impact social and emotional development, academic learning, and physical and mental wellbeing.

Targeted subgroup proficiency will increase by 20% each calendar year through 2025.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, classroom rules and procedures are posted on the PBIS SchoolWide Matrix. The matrix is in every classroom. Rules and procedures are taught and reinforced with our PBIS system and ClassDojo. Maslow before Bloom has been explicitly taught to the staff and reinforced through PLCs, SIT meetings, Grade Level and Vertical PLCs.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		All teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. Behaviors such as responsibility, problem solving, managing emotions, respecting others, communicating effectively, and building positive relationships must be taught and not assumed that students come to class with these skills already present. Our SEL block will be taught by our school counselor and our social worker. ABE lessons and Second Step lessons will be utilized to support the SEL lessons. When fully implemented all students will demonstrate behaviors that positively impact social and emotional development, academic learning and physical and mental wellbeing. PowerSchool data will reflect a decrease in OSS days, Actions/Incidents, and number of students committing infractions of the Code of Conduct by 20%.		Darius Gillespie	06/01/2023
Actions			0 of 4 (0%)		
	10/14/22	SEL lessons taught explicitly by Counselor and Social Worker.		Melody Fulmore	10/31/2022
	<i>Notes:</i>	*October-evidenced on the Master Schedule			
	10/14/22	ABE and PowerSchool Data Review		Darius Gillespie	12/01/2022
	<i>Notes:</i>				
	10/14/22	PBIS routines, procedures, and expectations will be demonstrated by all students and staff daily.		All students and staff	12/01/2022
	<i>Notes:</i>				
	10/24/22	PBIS System of rewards are based on Class Dojo points. Students will earn incentives based on the number of points they earn. Students will also be recognized for Mustang of the Quarter for each classroom.		Darius Gillespie	06/01/2023
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		Currently PLCs meet weekly to review standards, analyze data, and plan instruction with Instructional Coach, Acceleration Coach, and Admin.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Instructional Teams will develop standards-aligned units of instruction for subjects and grade levels. These standards-aligned units will include standards-based objectives and criteria for mastery, pre-post tests to assess student mastery, learning activities aligned to objectives and corresponding materials that are well-organized and easily accessible by teachers. These units will follow the districts pacing guides.		Jennifer Phillips	06/03/2024
Actions			0 of 1 (0%)		
	10/14/22	PLC Agenda item will include review of Pacing Guides, Cluster Guides, Unit Plans, and assessments.		Jennifer Phillips	06/03/2024
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		Currently teachers deliver whole-group instruction aligned to grade level standards and small group instruction aligned to student need.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. Tiered interventions will intensify and tailor instruction to support students with specific needs based on data and as a result, targeted subgroup proficiency scores will increase by 20%.		Stephanie Powell	06/01/2023
Actions			0 of 3 (0%)		
	10/14/22	Analysis of subgroup data		Instructional Leadership	10/31/2022

Notes: *10/17/22-3rd, 4th, 5th Grade Teachers and Instructional Leadership analyzed subgroup data through the lens of Subgroup Success Guiding Questions document.
 *10/10/22-School Improvement Work session focused on review of subgroup data by the whole staff.

10/14/22	Lessons will be developed based on specific data (mClass, MasteryConnect, SuccessMaker, K-2 Math Assessments) to target intensifying support to subgroups of students.		Jennifer Phillips	12/31/2022
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10/24/22	Students in our targeted subgroups (Black, SWD) will receive targeted intervention during small group instruction, Acceleration groups, and NCED tutoring. These interventions will address gaps in learning that are preventing students from achieving proficiency on grade level standards.		Instructional Leadership Team	06/01/2023
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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
Initial Assessment:		Currently, we utilize PBIS school wide. This initiative is supported through CCS. At Montclair we use PBIS Class Dojo Points, and reinforce our PBIS PRIDE statement daily during the announcements, modeling, and clear expectations.	Limited Development 10/12/2022		
How it will look when fully met:		All teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions. Behaviors such as responsibility, problem solving, managing emotions, respecting others, communicating effectively, and building positive relationships must be taught and not assumed that students come to class with these skills already present. Our SEL block will be taught by our school counselor and our social worker. ABE lessons and Second Step lessons will be utilized to support the SEL lessons. When fully implemented all students will demonstrate behaviors that positively impact social and emotional development, academic learning and physical and mental wellbeing. PowerSchool data will reflect a decrease in OSS days, Actions/Incidents, and number of students committing infractions of the Code of Conduct by 20%.		Darius Gillespie	06/01/2023
Actions			0 of 3 (0%)		
10/24/22	SEL lessons taught weekly by counselor and social worker.			Melody Fulmore	10/31/2022

<i>Notes:</i>						
10/24/22	PowerSchool Data Review and Analysis			Darius Gillespie	12/31/2022	
<i>Notes:</i>						
10/12/22	Across all tiers, specific instructional/intervention plans are developed and implemented based on varied reasons why students are not meeting attendance, behavior, social-emotional, and academic expectations.			Darius Gillespie	06/01/2023	
<i>Notes:</i>						
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)		Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently the district has the Kindergarten Showcase, which allows for families to experience time on the school campus to register and get information. During Kindergarten staggered entry, specific transition activities are provided to Kindergarten students and families in a smaller group setting. Rising middle school students experience an orientation scheduled at the the receiving middle school for the purpose of registering and touring the campus.		Limited Development 10/14/2022		
How it will look when fully met:		The school will develop and implement consistent, intentional, and ongoing plans to support student transitions for grade-to- grade and level-to-level. Data will be used to evaluate transisions from grade-to-grade within Montclair Elementary School, specifically from K-2 to 3-5.			Alison Marrs	06/03/2024
Actions				0 of 1 (0%)		
10/24/22	Emphasis will be placed on transition from 2nd to 3rd grade. Vertical PLCs will include: data analysis, assessment appearance, and grade level expectations.				Alison Marrs	06/01/2024
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/23/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Jackie White	06/01/2023
Actions			0 of 6 (0%)		
10/23/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.			Curriculum Specialists, Area Superintendent	06/01/2023
<i>Notes:</i>					
10/23/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.			Jackie White	06/01/2023
<i>Notes:</i>					

10/23/22	In accordance with State Board Education Policies, the principal will complete an additional formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. (Super Observation) The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section.		HR, Stephanie Wall-Powell	06/01/2023
<i>Notes:</i>				
10/23/22	The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Jackie White	06/01/2023
<i>Notes:</i>				
10/23/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals		Jackie White	06/01/2023
<i>Notes:</i>				
10/23/22	Area Superintendents of low performing schools will visit assigned schools no less than twice a month. During each coaching visit the Area Superintendent and the principal will discuss appropriate data (MClass, Mastery Connect, Benchmark results, EVAAS, Subgroup, discipline, attendance, etc.), and track and support progress towards SIP goals.		Jackie White	06/01/2023
<i>Notes:</i>				

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, Collaborative Planning PLCs take place weekly across grade levels. Classroom teachers, instructional coaches and administrators meet to discuss standards, assessments, instructional ideas/lessons, and student needs.	Limited Development 10/12/2022		
How it will look when fully met:			When PLCs are at peak performance, evidence will be demonstrated through increased attendance data (student/staff), increased student achievement data, and increased collaboration across grade levels. Our school composite will increase to 55% by May 2023. Our SWD, Black, and Hispanic Subgroup data will increase by 20% in May 2023.		Stephanie Powell	11/07/2022
Actions				0 of 2 (0%)		
	10/12/22	PLCs meet weekly for instructional analysis, assessment data talks, and student acceleration support.			Stephanie Powell	11/07/2022
<i>Notes:</i>						
	10/24/22	Data Analysis of targeted subgroup data: Black, SWD, Hispanic in areas of attendance, mClass Progress Monitoring, mClass (BOY, MOY, and EOY), MasteryConnect Benchmarks, SuccessMaker and ABE.			Instructional Leadership/PLCs	12/31/2022
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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>		Currently the school incorporates team structures for instructional planning across grade levels and content areas.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		The school will establish a team structure among teachers with specific duties and time for instructional planning. Team structures will be incorporated into the school improvement plan. Written statements of purpose will be developed for each team's operation. Teams will have work plans for the year and specific work products to produce. Teams will receive timely access to information, including student progress data and summaries of classroom observations and information.		Stephanie Powell	06/03/2024
Actions			0 of 1 (0%)		
10/24/22		Written statements of purpose will be developed for each SIT Committee (Premier Professionals, Successful Students, Exceptional Environment, and Committed Community). SIT Committees will have work plans for the year and specific work products to produce. Teams will receive timely access to information, including student progress data and summaries of classroom observations and information.		SIT Members	06/01/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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>		Principal monitors curriculum and classroom instruction regularly.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Teachers are driven by having information about lesson delivery. In order to increase student achievement and move the school's overall composite score to 55%, teachers need supportive and specific feedback that helps them see where current performance falls short and what/how to improve . Classroom walkthrough data and student outcome data will be used to evaluate effectiveness.		Stephanie Powell	06/01/2023
Actions			0 of 3 (0%)		
10/14/22	iRound Schedule			Jennifer Phillips	10/31/2022
	<i>Notes:</i> Schedule will be created with a focus on HYIS-Higher Order Questioning (Quadrant 4 Teaching and Learning)				
10/14/22	Evaluation of student outcome data			Instructional Leadership Team	11/30/2022
	<i>Notes:</i>				
10/24/22	Specific and prescriptive feedback used to support instruction.			Instructional Leadership	12/31/2022
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Instructional Leadership Team looks at school performance data and uses that data to make decisions about school improvement. Analysis of the data is surface level and must go deeper to support increased student achievement.	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		The Instructional Leadership Team will regularly look at student performance data disaggregated by subgroups to make decisions about school improvement and professional development needs. PLCs will regularly look at student performance data disaggregated by subgroups to make decisions about school improvement. Professional development must be directly tied to classroom observations and analysis of student learning data. Through the efforts of this work targeted subgroup proficiency will increase by 20% at the end of the year and our school composite will increase to 55% at the end of 2023.		Stephanie Powell	05/31/2023
Actions			0 of 4 (0%)		
10/14/22	iRound Walkthrough Data Analysis			Instructional Leadership Team	11/30/2022
<i>Notes:</i>					
10/14/22	Coaching Cycles will be conducted by the Instructional Coach based on professional development needs and feedback from iRound/Observation Data.			Jennifer Phillips	11/30/2022
<i>Notes:</i>					
10/14/22	Data Cycle Meetings-Targeted subgroup (Black, SWD) will be analyzed to support Acceleration efforts and small group instruction.			Jennifer Phillips	01/31/2023
<i>Notes:</i>					
10/14/22	LETRS Professional Development			Jennifer Phillips	05/31/2023
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on the TWC survey results we have a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff that is effective with 91.67% of all staff stating "overall, my school is a good place to work and learn."	Limited Development 10/14/2022		
<i>How it will look when fully met:</i>		Based on the TWC survey results we have a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff that is effective with 91.67% increasing to 95% of all staff stating "overall, my school is a good place to work and learn."		Stephanie Powell	06/03/2024
Actions			0 of 2 (0%)		
	10/24/22	Create survey for staff to complete at MOY and EOY (TWC survey style questions)		Stephanie Powell	12/31/2022
<i>Notes:</i>					
	10/24/22	Complete survey at MOY and EOY		All Staff	06/01/2023
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		Parents have a low level of knowledge of curriculum and rarely visit the school.	Limited Development 10/12/2022		
<i>How it will look when fully met:</i>		Parent Facilitator will work closely with parents, teachers, and administrators to bridge the gap between home and school.		Timberly Everette	06/01/2023
Actions			0 of 3 (0%)		
	10/24/22	Survey sent to parents to gather information on needed Parent Workshops.		Timberly Everette	12/01/2022

Notes:

10/24/22	Monthly Family Engagement Activities will be provided by the school.		Timberly Everette	12/31/2022
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Notes:

10/12/22	Parent Facilitator, along with the Committed Community SIT Committee will develop Family Engagement activities for the 22-23 SY, and assess the effectiveness of those actions.		Timberly Everette	06/01/2023
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