

Comprehensive Progress Report

Mission: Montlieu Academy in conjunction with Guilford County Schools is SOARING to GREATNESS!

Vision: Montlieu Academy, in pursuit of educational excellence, will empower all scholars to become productive citizens, high academic achievers and lifelong learners. Our scholars will understand the need for a rigorous, equitable, and diversified education while also infusing emerging technology. They will be motivated and prepared to become college and career ready in a globally competitive society.

Goals:

ACADEMIC GOAL: By June 2020, Montlieu Academy of Technology will increase the school performance composite from 34.3% to a minimum of 46.4%.

DISCIPLINE GOAL: By June 2020, Montlieu will reduce the number of instructional days by 20%.

ACHIEVEMENT GAP GOAL: By June 2020, 20% of students with disabilities will demonstrate reading proficiency and math proficiency as measured by the NC End of Grade assessments.

CULTURE & CLIMATE GOAL: By June 2020, Montlieu Academy will achieve a better culture and climate by increasing its overall school environment score by a least 15%.



! = 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
Initial Assessment:		<ul style="list-style-type: none"> All classrooms have a clearly planned classroom management system. All classrooms will create and implement classroom standards of success. During the first two weeks of school and after winter/spring break, all teachers teach specific lessons that reinforce standards of success. These lessons are created by our school MTSS Behavior team. Social skills are also taught which aid in successfully being able to manage student behaviors. The MTSS Core team has developed and shared clear definitions of behaviors; updated minor and major office referral protocols, etc Teachers have also been trained on how to positively reinforce behavior. 	Limited Development 08/31/2017		
How it will look when fully met:		Each classroom will have a posted behavior management plan with stated standards of success. Students will be able to manage their emotions, be problem solvers, respect others, and communicate effectively.		Kim Scott	06/11/2021
Actions			11 of 14 (79%)		
	10/9/17	-In addition, social skills are taught which also aid in successfully being able to manage student behaviors during morning meetings and guidance classes.	Complete 06/12/2018	Kim Scott	06/08/2018
<i>Notes:</i>					
	9/11/18	During the first week of school and after winter/spring break, all teachers teach and then reinforce classroom and common area standards of success. These lessons are created by our school MTSS Behavior team.	Complete 05/03/2019	Chyna Shiver	05/03/2019
<i>Notes:</i>					
	9/11/18	All staff will effectively utilize Class Dojo as a means of managing student behavior, reinforcing 4:1, and communicating with parents.	Complete 04/01/2019	Alexa Baird	06/07/2019
<i>Notes:</i>					
	10/11/17	Teachers will participate in professional development on effectively deescalating student misbehavior, positive reinforcements, etc.	Complete 04/01/2019	Kim Scott	06/14/2019

	<i>Notes:</i> Title I funds will be utilized to fund Tricia Gladstone, Behavior Consultant.			
10/3/19	Montlieu teachers will be trained in the appropriate use of Educator's Handbook to document minor and major behaviors in an effort to provide timely data on consistent behaviors/areas of concerns.	Complete 08/23/2019	Kim Scott	08/23/2019
	<i>Notes:</i>			
10/9/17	-All classrooms have a clearly planned classroom management system with rewards & consequences posted.	Complete 02/19/2018	Jennifer Cooper	03/05/2020
	<i>Notes:</i>			
10/9/17	During the first two weeks of school and after winter/spring break, all teachers teach specific lessons that reinforce expectations. These lessons are created by our school PBIS team.	Complete 04/13/2018	Stacey Pate	04/13/2020
	<i>Notes:</i>			
10/4/19	All classrooms will continue to have a clearly planned classroom management system with rewards & consequences posted.		Jennifer Cooper	04/17/2020
	<i>Notes:</i>			
9/11/18	All classrooms have a clearly planned classroom management system with stated standards of success, clearly planned and shared procedures and effective utilization of Class Dojo.	Complete 06/07/2019	Jennifer Cooper	06/07/2020
	<i>Notes:</i>			
9/11/18	In addition, social skills are taught which also aid in successfully being able to manage student behaviors during morning meetings and guidance classes.	Complete 06/07/2019	Elizabeth Strable	06/07/2020
	<i>Notes:</i>			
10/4/19	Select scholars in need of targeted social emotional interventions will receive small group sessions utilizing the 'Why Try' curriculum with our guidance counselor.	Complete 02/28/2020	Elizabeth Strable	06/10/2020
	<i>Notes:</i>			
10/4/19	All staff will continue to effectively utilize Class Dojo as a means of managing student behavior, reinforcing 4:1, and communicating with parents.		Kim Scott	06/10/2020
	<i>Notes:</i>			
10/4/19	During the first week of school and after winter/spring break, Montlieu teachers will continue to teach and then reinforce classroom and common area standards of success. These lessons are created by our school MTSS Behavior team.		Shameka Byers	06/12/2020
	<i>Notes:</i>			

10/4/19	Montlieu staff will participate in professional development on creating a common language in regards to scholar's social emotional health. We will also receive coaching support to enhance classroom behavioral practices.	Complete 03/03/2020	Jennifer Cooper	06/12/2020
<i>Notes:</i> Title I funds will be used to fund Tricia Gladstone, our behavioral specialist.				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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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>		Each week all grade levels meet for PLCs (80-90 minutes). Additional time is also allocated for after school planning on our mandated meeting day. During PLCs and grade level planning sessions, teachers, academic coaches, and the administrative team work together to review student data, create/review assessments, unpack standards, and create standards based lessons. The GCS Curriculum Guide and district curriculums are referenced and used as a guide during this time.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		At full implementation, Montlieu staff will collaboratively plan and execute rigorous lessons that meet the needs of all learners as evidenced by student growth/proficiency.		Karah Johnson	06/12/2020

Actions	22 of 23 (96%)
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9/26/16	Literacy Goal team will create a Scope & Sequence for RL & RI standards in grades K-5 that includes instructional strategies used.	Complete 04/24/2017	Kim Scott	03/31/2017
<i>Notes:</i>				
9/26/16	Math Goal team will create a Scope & Sequence for OA, NBT, G, MD, & NF standards in grades K-5 that includes instructional strategies used.	Complete 05/22/2017	Kristen Pickett	03/31/2017
<i>Notes:</i>				
9/26/16	Science lead teachers in conjunction with Lindsey Green will create a Scope & Sequence for science standards in grades K-5 that includes instructional strategies used.	Complete 06/08/2017	Julie Hall	06/09/2017
<i>Notes:</i>				
9/26/16	Professional Development will be provided for each purchased material to insure that it is an effective tool and well-aligned to unit standards.	Complete 03/14/2017	Kristen Pickett	06/09/2017
<i>Notes:</i>				
10/11/17	Kindergarten and 1st grade teachers will implement the Core Knowledge Language Art program (CKLA) to strengthen core reading instruction.	Complete 10/31/2017	Karah Johnson	10/31/2017

<i>Notes:</i>				
9/14/17	The Instructional leadership team will provide professional development on increasing rigor within instruction.	Complete 12/06/2017	Karah Johnson	12/05/2017
<i>Notes:</i>				
9/26/16	At least one professional development regarding effective teaching strategies for ESL students from a district level ESL coach or school-based ESL teachers.	Complete 04/03/2018	Kim Scott	06/07/2018
<i>Notes:</i>				
9/26/16	ESL learning objectives, curriculum, and WIDA goals are taught to the regular education teachers in a professional development setting.	Complete 04/03/2018	Kim Scott	06/18/2018
<i>Notes:</i>				
9/25/17	Grade level teams will have the opportunity to collaboratively plan units of study. Teams will use assessment data to strategically plan for the enhancement of core instruction.	Complete 06/12/2018	Karah Johnson	06/18/2018
<i>Notes:</i> Substitutes will be provided via Title I funding				
9/25/17	ARC Coaching will be provided to strengthen core reading instruction in grades 3-5.	Complete 06/12/2018	Eden Banner	06/18/2018
<i>Notes:</i> Title I funding will be utilized to support this effort.				
12/5/18	The Instructional Leadership Team will work with teachers to customize lessons within our curriculum programs to best meet the needs of scholars within each classroom.	Complete 03/01/2019	Kanika Alston	02/28/2019
<i>Notes:</i>				
10/11/17	The instructional leadership team will work to review EOG goal summary data to determine key areas that require improvement in comparison to the implementation of ARC in the 3rd, 4th and 5th grades. Based upon areas of improvement, lessons from last year will be analyzed to determine how they can be enhanced to strengthen student understanding.	Complete 06/07/2019	Laura Jones	06/07/2019
<i>Notes:</i>				
9/11/18	Kindergarten, 1st and 2nd grade teachers will implement the Core Knowledge Language Art program (CKLA) to strengthen core reading instruction.	Complete 04/01/2019	Karah Johnson	06/07/2019
<i>Notes:</i>				
9/25/17	Montlieu teachers will provide meaningful learning experiences within the community to help students make connections to their learning. All field experiences will tie to core content, 21st century learning standards, and/or the vision of our school.	Complete 04/01/2019	Kim Scott	06/07/2019

	<i>Notes:</i> Title I funds will be used to support			
9/26/16	Increase the partnership with EC and Regular Education teachers in order to support one another in achieving IEP goals and objectives.	Complete 04/01/2019	Marquis Grant	06/07/2019
	<i>Notes:</i>			
9/26/16	EC staff will be afforded the opportunity to collaboratively plan with grade level teams in an effort to enhance instructional practices.	Complete 02/13/2018	Marquis Grant	06/07/2019
	<i>Notes:</i>			
10/4/19	5th grade teachers will participate in One Stop Word Shop science vocabulary training.	Complete 08/16/2019	Kim Scott	08/16/2019
	<i>Notes:</i>			
10/4/19	Montlieu teachers will participate in weekly academic PLCs focused on backwards planning and standards alignment.	Complete 10/24/2019	Laura Jones	10/30/2019
	<i>Notes:</i>			
10/4/19	Bi-weekly PLCs will be held for our Exceptional Children teachers in an effort to provide frequent opportunities to collaboratively plan for high quality instruction.	Complete 10/24/2019	Jennifer Cooper	10/31/2019
	<i>Notes:</i>			
10/4/19	American Reading Company Coaching will continue as a means of strengthening core instruction within 3rd-5th grade classes.	Complete 10/24/2019	Laura Jones	11/01/2019
	<i>Notes:</i> Title I funds will be utilized to purchase ARC coaching days.			
10/4/19	CKLA job embedded coaching will continue as a means of strengthening core instruction within Kindergarten-2nd grade classes.	Complete 10/24/2019	Karah Johnson	01/06/2020
	<i>Notes:</i>			
10/4/19	Eureka Math Coaching will continue as a means of strengthening core instruction within Kindergarten-5th grade classes.	Complete 10/24/2019	Kim Scott	01/06/2020
	<i>Notes:</i> Title I funds will be used to fund Eureka coaching for instructional staff.			
10/4/19	District curriculum coaches will support instructional staff in enhancing core instructional practices.		Kim Scott	06/12/2020
	<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>		Montlieu currently employs a multi-tiered instructional approach, which includes small group differentiated core instruction on a daily basis and WIN (What I Need) time (supplemental). In addition, processes are in place for teachers to receive support to meet the needs of students that are currently in need of interventions or are in need of acceleration. The MTSS problem solving model is utilized to determine if students are in need of remediation, intervention, maintenance, or extension.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		At full implementation, all teachers will collect and utilize formative data to design and deliver meaningful, targeted instruction. Through the use of small group instruction, teachers will intervene to provide foundational skills needed for overall success. Teachers will also be able to informally track progress of small group instruction and utilize this data to drive future decision making. Evidence: Small group plans, informal data collection tools, data based action plans		Kim Scott	06/14/2020
Actions			17 of 23 (74%)		
	9/25/17	Culturally relevant text will be added to our media center in an effort to increase student's desire to read. These books will also be utilized for core instruction text for teachers.	Complete 11/30/2017	Paula Ward	11/30/2017
	<i>Notes:</i> Title I funds will be used				
	9/14/17	Instructional leadership team members will push into classrooms to support student learning. We will collaborate with teachers and teach small group instruction to ensure that annual student goals are met.	Complete 06/12/2018	Karah Johnson	06/08/2018
	<i>Notes:</i>				
	9/25/17	Small group, after school enrichment will be provided via Montlieu teachers 2X/week during the spring semester. Title I money will be utilized to support this effort	Complete 04/18/2018	Eden Banner	06/18/2018
	<i>Notes:</i>				
	9/25/17	Teachers will employ student engagement strategies as a means of gaining full participation and helping scholars to make connections to core content. Select staff will attend the Get Your Teach On Conference to learn new strategies and will then be responsible for implementing and showcasing for other staff members.	Complete 01/31/2018	Kim Scott	12/21/2018
	<i>Notes:</i> ---Title I funding will support conference registration & hotel				

10/10/17	Teachers will plan for and execute highly engaging lessons in all content areas as a means of addressing the needs of all learners.		Kim Scott	06/07/2020
	<i>Notes:</i> -Select teachers will attend the "Get Your Teach On" Conference -Teacher Leaders to present engaging strategies and/or lesson openers to staff on October 29th			
10/10/17	Within PLCs, grade level teams will utilize the backwards planning model to design instruction. Teams will collaborate to create and/or review the rigor of common assessments in order to develop aligned instruction.	Complete 04/01/2019	Laura Jones	06/12/2020
	<i>Notes:</i> Grade level teams utilize an online calendar to complete long-range planning.			
10/10/17	Teachers will create opportunities for students to have choice in their demonstration of content mastery. Technology will be used to enhance student productivity.		Brent Miller	06/12/2020
	<i>Notes:</i> Title I funds will be utilized to purchase additional devices for scholars and staff.			
9/17/18	Daytime tutoring will be provided for targeted students as an additional opportunity for intervention.	Complete 06/14/2019	Karah Johnson	06/12/2020
	<i>Notes:</i> Title I funds will be used to support tutoring.			
9/17/18	Teachers will utilize various computer programs to meet the needs of the scholars in their class. Programs such as and Showbie (provide students the opportunity to turn in their technology enriched assignments and obtain timely feedback from their teachers) will be utilized to aid in meeting the various needs of our scholars.	Complete 06/14/2019	Brent Miller	06/12/2020
	<i>Notes:</i> Title I funds will be used to provide access to Learning A to Z and Showbie.			
10/4/19	Montlieu staff will participate in professional learning on Multi-Tiered Systems of Support to enhance core, supplemental, and intensive school wide structures.		Kim Scott	06/12/2020
	<i>Notes:</i>			
10/4/19	Montlieu will create and implement an attendance team that will meet bi-weekly to address chronic absenteeism and ensure that scholars are present to receive daily instruction and necessary supports.		Shameka Byers	06/12/2020
	<i>Notes:</i>			
9/26/16	Faculty will utilize literacy programs in order to collect student performance data and drive instructional practices in order to meet the individual needs of students.	Complete 06/12/2018	Kim Scott	06/12/2020

<i>Notes:</i>				
10/11/16	The instructional leadership team will provide professional development on formative assessment strategies that will aid teachers in building an understanding of student mastery of content.	Complete 06/07/2019	Laura Jones	06/12/2020
<i>Notes:</i>				
10/11/16	Faculty will collect student performance data from common assessments, benchmarks, pre/post assessment, and formative assessments that will be discussed during weekly PLCs and Data Meetings. This data will determine the instructional practices that are to be utilized to enhance student learning.	Complete 06/12/2018	Kim Scott	06/12/2020
<i>Notes:</i>				
9/14/17	The instructional leadership team will provide professional development on data driven instruction.	Complete 06/12/2018	Kim Scott	06/12/2020
<i>Notes:</i>				
9/14/17	WIN time will be created in order to provide teachers with flexibility for meeting the needs of the students they serve. Structures will be put in place to ensure that teachers are well planned and utilizing real time data to create group based upon student performance.	Complete 06/12/2018	Kim Scott	06/12/2020
<i>Notes:</i>				
9/14/17	Data meetings will focus on select students and their progress at various benchmarks throughout the year. Teachers will share their formal/informal data and the plan of action.	Complete 06/14/2019	Kim Scott	06/12/2020
<i>Notes:</i>				
9/25/17	Technology will be utilized to aid in personalizing student learning.	Complete 06/15/2018	Brent Miller	06/12/2020
<i>Notes:</i> --Title I funds will be used to repair technology resources, as needed and to provide literacy/math based tech resources for small group instruction				
9/14/17	EC teachers will collaborate weekly to discuss student progress, work to increase rigor of lessons, and strengthen instructional practices.	Complete 04/01/2019	Danielle Mehling	06/12/2020
<i>Notes:</i> Administration is meeting with the EC team monthly for a departmental meeting with the EC PA. In addition, EC teachers are attending grade level PLC meetings (as their caseload allows). This includes collaboration with our academic coaches. Second semester, EC Team meetings will be every other Friday.				
9/25/17	Teachers will continue to provide differentiated math instruction through guided math groups.		Kim Scott	06/12/2020
<i>Notes:</i>				

10/10/17	K-2 teachers will implement Core Knowledge Language Arts curriculum in an effort to accelerate student learning. Teachers will receive supplemental professional development on the implementation of this curriculum.	Complete 03/18/2019	Karah Johnson	06/12/2020
<i>Notes:</i> Our CKLA coach visits once monthly to conduct walkthroughs and provide immediate, specific feedback on the implementation of the program paired with best practices.				
10/10/17	During PLCs, teacher teams to work collaboratively to increase the quality of tasks assigned to scholars. During this time, we will also work to analyze performance tasks as a means of informing instructional decision making.	Complete 04/01/2019	Karah Johnson	06/12/2020
<i>Notes:</i>				
10/10/17	Explicit instruction in vocabulary will be executed daily in all content areas. 5th grade science teachers will implement the One Stop Word Shop vocabulary program.		Kim Scott	10/31/2020
<i>Notes:</i>				

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Montlieu currently teaches targeted lessons to help students learn how to positively interact with one another (social skills lessons). These lessons occur at critical times throughout the year (first 10 days of school, after winter break, and after spring break). We are implementing Second Step with PreK-5 which is a character building (SEL) program which allows students to focus daily on how they can become their best self. In addition, this year, we have implemented daily morning meetings in an effort to enhance a sense of community for all. Support and structures are also in place via our MTSS - Behavior program such as Check in/Check out system. Community mentors for struggling students are provided as well as gender specific after school mentoring programs for our 4th and 5th grade students. Students also receive bi-weekly guidance lessons on character development via our guidance counselor.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		At full implementation, all Montlieu staff will be trained in deescalating situations and ensuring that the social and emotional needs of each student are met. In addition, staff will become more knowledgeable of available wrap around services and resources in an effort to ensure that student needs are met while at school and home.	Add Actions	Karah Johnson	06/12/2020
Actions			9 of 10 (90%)		
	9/26/16	Faculty will participate in diversity training in order to assist teachers in being culturally responsive to students needs.	Complete 10/24/2016	Karah Johnson	10/24/2016
<i>Notes:</i> GCS Equity PD					
	9/26/16	As a school, we will focus upon building positive relationships with students. A representative for the African American Male goal team will share a culturally responsive strategy during each faculty meeting in an effort to improve practices and our ability to build meaningful relationship with our scholars and families.	Complete 06/09/2017	Karah Johnson	10/24/2016
<i>Notes:</i>					
	9/14/17	Our PBIS external coach (school psych) and behavior support coordinator will provide support as needed to ensure that the social ad emotional needs of students are being met. They will collaborate with teachers to provide resources and ideas for students with behavioral challenges.	Complete 06/15/2018	Kim Scott	06/15/2018
<i>Notes:</i>					

9/25/17	Class meetings will be built into our school wide master schedule. Project Wisdom, a character education program, will be utilized to help students understand their emotions, reflect upon the importance of making good choices, and to learn first hand how to get along with peers.	Complete 06/15/2018	Kim Scott	06/18/2018
<i>Notes:</i> Project Wisdom began on 9/11				
9/17/18	District Equity Team Representatives will have the opportunity to share with staff about equity, inclusion and inclusive practices.	Complete 01/23/2019	Karah Johnson	06/14/2019
<i>Notes:</i> The GCS Equity Team has completed 2 of 3 equity sessions to date.				
9/10/19	Second Step Curriculum will be implemented Pre-K through Fifth grade in morning meetings to support our school in creating a common vocabulary in regards to social emotional learning.	Complete 12/02/2019	Elizabeth Strable	01/31/2020
<i>Notes:</i> Title I funds will be used to purchase the 2nd Step SEL Curriculum.				
10/4/19	Identified Montlieu scholars will participate in social emotional small groups to help build an understanding of how to appropriately express themselves in the midst of conflict, etc.		Elizabeth Strable	06/07/2020
<i>Notes:</i>				
10/11/16	The MTSS behavior and leadership teams will receive timely access to discipline data as well as student progress data and summaries of classroom observations of selected teaching strategies.	Complete 06/15/2018	Jennifer Cooper	06/12/2020
<i>Notes:</i>				
10/11/16	Collaborative tools of dialogue will be implemented as evidence through leadership team and PLC agendas/minutes to further foster authentic learning conversations about implementing instructional systems in each classroom to meet student's emotional and cognitive needs.	Complete 06/14/2019	Karah Johnson	06/12/2020
<i>Notes:</i> Montlieu Teacher Leaders led a staff development session on student engagement and purposeful discourse. Additionally, staff member have read Teach Like a Champion and various sections are being reviewed during PLC meetings.				
9/17/18	Social emotional learning competencies will be introduced to staff. SEL openers and closing activities will be piloted with staff in an effort to expose them and encourage them to implement during morning meetings.	Complete 04/01/2019	Kim Scott	06/12/2020
<i>Notes:</i> Mrs. Scott has shared a SEL strategy (ex. Speak Life) at the beginning of the staff meetings. This is ongoing.				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			As students transition from grade to grade, our Instructional Leadership Team provides teachers with student profile sheets that indicates the most recent data sets from the previous year. In doing so, we are able to immediately begin to create plans of action to address lacking foundational skills and/or enhance student understanding. In addition, our PreK students are afforded with the opportunity to visit our Kindergarten classes to gain an understanding of what Kindergarten entails. Our 5th graders also have the opportunity to visit our local middle school where they speak with the administrative team, counselors, interact with student leaders, and take a tour of the school.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>			At full implementation, Kindergarten will implement a Kinder Camp in the summer to expose all incoming students to the day to day routines. In addition, teachers will administer initial assessments on students that will guide us in being able to jumpstart student learning.		Amy Ayres	06/11/2021
Actions				1 of 3 (33%)		
	10/4/19		5th grade scholars will visit Welborn Middle School to learn first hand about the middle school experience.	Complete 03/25/2020	Olivia Hinnant	03/31/2020
			<i>Notes:</i>			
	10/4/19		PreK will visit each kindergarten classes to prepare them prior to their transition to Kindergarten.		Stacey Pate	06/12/2020
			<i>Notes:</i>			
	9/14/17		Implementation of Kindergarten JumpStart Camp		Amy Ayres	06/12/2021
			<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>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each school improvement plan.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing PD to our school leaders and commits to making transformative work to increase student achievement in the district.		Kim Scott	06/11/2021
Actions			1 of 2 (50%)		
	9/21/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 06/14/2019	Kim Scott	06/14/2019
		<i>Notes:</i> K. Johnson, K. Alston and K. Scott went before the District to discuss Montlieu's school improvement plan. Feedback was given by the district. Goals were updated based on direction given by the district.			
	10/4/19	The District School Improvement team will continue to meet on a regular basis to help transform any and all underperforming schools in the district.		Kim Scott	06/12/2020
		<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
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Teacher Leaders were selected and have become a part of our Instructional Leadership team. The team convenes bi-weekly to discuss data, areas of growth, and next steps. The team consists of teacher leaders, our Curriculum Facilitator, Impact Teachers, and our Magnet Facilitator. Our School Improvement Team consists of teachers from each grade level and/or department. The team meets monthly to make decisions in the best interest of all stakeholders. <p>Montlieu Academy currently has a School Improvement Team that meets on a monthly basis. In addition, we currently have an Instructional Leadership team that is comprised of the school administration and our instructional coaches (reading coaches, math coach, and magnet facilitator) that meets on a weekly basis to ensure that all school goals are being met. Both teams are strategic in their efforts to plan initiatives to continue to move the school forward. The teams assign tasks to various faculty members to ensure that all tasks are completed with fidelity and to ensure the overall success of the team goals. Meeting minutes are kept which also help to ensure that future agendas/discussion items are aligned. We will continue to monitor the success of both teams as it relates to the improvement of student outcomes for our school.</p>	Limited Development 09/26/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			<p>At full implementation, the team will be more effective in leading change; thereby being able to positively enhance outcomes for students as well as the culture/climate of the school.</p> <p>See Dimension B attachment for more information</p>		Kim Scott	06/11/2021
Actions				11 of 12 (92%)		
	9/21/17		Regularly scheduled meetings will be established for all teams.	Complete 08/26/2019	Kim Scott	08/25/2017
<i>Notes:</i>						
	9/21/17		The team will effectively utilize its SIT plan to ensure that all the mission and vision of the school is being fulfilled.	Complete 06/15/2018	Kim Scott	06/15/2018

	<i>Notes:</i>			
9/21/17	The team will make adjustments to the School Improvement Plan based upon data and trends observed school wide.	Complete 06/15/2018	Kim Scott	06/15/2018
	<i>Notes:</i> Updated during each monthly School Improvement Team Meeting			
9/21/17	Team members will be empowered to lead change. All members will demonstrate collective efficacy and be able to empower their teams to meet the established goals.	Complete 06/15/2018	Kanika Alston	06/15/2018
	<i>Notes:</i> Title I funds will be used to provide stipends to teacher leaders who will meet monthly for professional development and strategic planning. Teachers are encouraged to present during staff meetings to show their understanding and leadership of new content to share with other staff.			
9/11/18	Teachers will have the opportunity to apply to become a Montlieu Teacher Leader.	Complete 08/01/2019	Kim Scott	08/01/2018
	<i>Notes:</i>			
9/11/18	The School Improvement Team will work to rebrand our vision and ensure it represents our collective efficacy.	Complete 08/13/2018	Kim Scott	08/13/2018
	<i>Notes:</i> School Vision and Mission was visited with staff, during opening of school meetings			
9/17/18	Montlieu Teacher Leaders will be selected to lead PLC work, data analysis and subsequent conversations. Teacher Leaders will also serve as model classrooms and mentors to staff in targeted areas in an effort to improve instruction school-wide.	Complete 07/31/2019	Kanika Alston	08/27/2018
	<i>Notes:</i> Title I funds will be utilized to fund our teacher leaders.			
9/11/18	Instructional Leadership Team will participate in professional development sessions hosted by New Leaders.	Complete 04/10/2019	Karah Johnson	06/10/2019
	<i>Notes:</i>			
9/17/18	The Instructional leadership team will meet bi-weekly after school and/or on the weekends to review student progress, trends, and create plans of actions to improve core instruction.	Complete 06/14/2019	Kim Scott	06/14/2019
	<i>Notes:</i> Title I funds will be used to fund our teacher leaders.			
10/4/19	The Instructional leadership team will continue to meet bi-weekly after school and/or on the weekends to review student progress, trends, and create plans of actions to improve core instruction.	Complete 10/24/2019	Kim Scott	01/31/2020
	<i>Notes:</i> Title I funds will be used to provide monthly stipends for teacher leaders.			

10/4/19	Instructional Leadership Team will participate in professional development sessions hosted by New Leaders.		Kim Scott	06/12/2020
<i>Notes:</i>				
10/4/19	The team will effectively utilize its SIT plan to ensure that all the mission and vision of the school is being fulfilled.	Complete 10/24/2019	Faatima Campbell	06/12/2020
<i>Notes:</i>				
Implementation:		05/21/2018		
Evidence	5/21/2018 See attachment for Dimension B			
Experience	5/21/2018 Team met monthly to review goals and made changes as needed.			
Sustainability	5/21/2018 Leadership will continue to meet on a regular basis, utilizing the school improvement plan. The team will make adjustments as needed. Montlieu continues to build collective efficacy to empower teams to meet goals.			

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>		Montlieu Academy has established goal teams in order to create and monitor school improvement goals. A representative from each grade level and/or department is assigned to each team (so that all perspectives are considered. The teams focus on academic areas and also on the overall culture/climate of the school. We currently have a goal team for each of the following areas: MTSS behavior, curriculum, parental engagement, SEL, technology. Each goal team meets monthly and has an pre-planned agendas that are shared out with its members. Thorough minutes are kept and shared with the school faculty after each meeting. School performance data is shared with all faculty through weekly PLCs, faculty meetings, and monthly data meetings. In an effort to ensure transparency of data, the school also posts benchmark data for families to view throughout the school building.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		At full implementation, all school staff will be aware of current academic progress of grade levels/students. Teams will frequently meet to discuss and strategize ways that we can more effectively impact student learning. Within our current goal team structure, teams will ensure that the goals established within our school improvement plan are met with fidelity. Teams will closely monitor progress and share ways that we can continue to grow and improve.	Add Actions	Kim Scott	06/11/2021
Actions			6 of 7 (86%)		
	9/21/17	Grade levels will have weekly opportunities to meet for PLCs.	Complete 06/15/2018	Kim Scott	06/15/2018
<i>Notes:</i>					
	9/21/17	Our after school meeting schedule will accommodate at least one additional after school planning session.	Complete 06/15/2018	Kim Scott	06/15/2018
<i>Notes:</i>					
	9/21/17	Teams will have strategic data days where we are able to disaggregate student data, create plans of action, and resources needed for implementation. (Ex: after BOY and MOY for K-2 teachers, after IA 1 and 2 for 3-5 teachers)---Title I funding used to support	Complete 06/15/2018	Kim Scott	06/15/2018
<i>Notes:</i>		Title 1 funds used to support			
	10/11/17	Montlieu will develop a Teacher Leader Academy focused on enhancing professional capacity so that we are able to better support all teachers as we work to improve student achievement.	Complete 08/31/2018	Kanika Alston	09/01/2018

	<i>Notes:</i> Title I funds will be used to provide stipends for Teacher Leaders (additional responsibilities)			
10/4/19	Teams will have strategic data days where we are able to disaggregate student data, create plans of action, and resources needed for implementation. (Ex: after BOY and MOY for K-2 teachers, after IA 1 and 2 for 3-5 teachers)		Kim Scott	05/29/2020
	<i>Notes:</i> Title I funding used to provide stipends for staff to attend Data Days on Saturdays.			
10/4/19	Montlieu will continue to implement its Teacher Leader Academy focused on enhancing professional capacity so that we are able to better support all teachers as we work to improve student achievement.	Complete 10/24/2019	Kanika Alston	06/12/2020
	<i>Notes:</i> Title I funds will be used to provide monthly stipends to our Teacher Leaders (additional responsibilities).			
10/4/19	Grade levels will have weekly opportunities to meet for PLCs.	Complete 10/24/2019	Laura Jones	10/31/2020
	<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
Initial Assessment:		<ul style="list-style-type: none"> Academic coaches and our administrative team visit classes daily providing feedback to teachers to help strengthen their craft. One way in which this occurs is through receiving weekly feedback from the principal, assistant principal, or academic coaches. Feedback is provided immediately after classroom walkthroughs and helps to recognize strong instructional practices and provide recommendations for improvement for areas that are lacking. Coaching discussions then occur in an effort to elaborate upon the areas of improvement and to create a plan that will help to improve teaching and learning. 	Limited Development 09/26/2016		
How it will look when fully met:		At full implementation, teachers will have the opportunity to receive daily support and feedback from the instructional leadership team. Teachers will have frequent opportunities to have collegial conversations about instruction and ways to enhance student outcomes. Teachers will have the opportunity to grow in an area of their choosing with support from their fellow colleagues.		Kim Scott	06/12/2021
Actions			6 of 9 (67%)		
	9/21/17	The ILT team will create a structure that will ensure differentiated support based on teacher need.	Complete 06/12/2018	Kim Scott	06/15/2018
<i>Notes:</i>					
	9/21/17	Immediate feedback will be shared after each classroom walkthrough.	Complete 06/15/2018	Kim Scott	06/15/2018
<i>Notes:</i>					
	9/11/18	Teacher Leaders will provide feedback to teachers as well as serve as model classrooms as a means of strengthening instructional practices.	Complete 06/07/2019	Kim Scott	06/07/2019
<i>Notes:</i>		Teacher leaders have been scheduled for predetermined dates for learning walk throughs as follows: Phase 1: Sept 19, 2019 Oct 4, 2019			
	9/11/18	The Instructional Leadership Team will monitor data, progress, and areas of improvement.	Complete 06/07/2019	Kim Scott	06/07/2019
<i>Notes:</i>		A new school-wide accessible tracking system has been developed to monitor all student data.			

10/10/17	Collaborative planning opportunities will be afforded between regular ed and EC staff to ensure that student goals are being met throughout the year.	Complete 06/12/2019	Deja Alston	06/18/2019
<i>Notes:</i> EC teachers will participate in general ed. PLC.				
9/21/17	The ILT team will create a consistent format for feedback from academic coaches and administration.	Complete 08/01/2019	Kim Scott	08/01/2019
<i>Notes:</i>				
10/4/19	The ILT Team will conduct daily classroom walkthroughs. Team members will provide immediate feedback after each classroom walkthrough.		Kim Scott	06/12/2020
<i>Notes:</i>				
10/4/19	The Instructional Leadership Team will monitor school wide data and support teachers in creating corrective action plans.		Laura Jones	06/12/2020
<i>Notes:</i>				
10/10/17	EC staff will create and submit lessons that are targeted to meet the goals of the IEP while also providing foundational skills so that students can work toward accessing the general curriculum.		Kim Scott	06/18/2020
<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>		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. Montlieu Academy regularly looks at school performance data as a means of improvement. During weekly PLCs, grade level planning sessions, goal team meetings, monthly data meetings, faculty meetings, and School Improvement Team meetings, we consistently view data in an effort to highlight our strengths and weaknesses in all areas. In turn, we work closely with teachers to address areas of concern and to ensure that they have the tools and knowledge base to address these areas within their classes. The Instructional Leadership team (administration and academic coaches) look at data and trends from observations weekly in order to create professional development that is meaningful and will aid in increasing student achievement.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		At full implementation, the ILT team will effectively monitor school data. K-2 will be specifically monitored by Karah Johnson and 3-5 will be monitored by Laura Jones. Transparency in data will become a part of the school culture where it will be made available to all stakeholders in an effort of holding one another accountable for success. Opportunities for data to be reviewed by teachers will be established as well as adequate time to plan next steps.		Laura Jones	06/07/2021
Actions			10 of 13 (77%)		
	9/21/17	Professional development on data driven instruction will be provided for instructional staff.	Complete 06/15/2018	Kim Scott	06/18/2018
<i>Notes:</i>					
	9/25/17	School wide data days will occur as a means of ensuring that instructional decision making is aligned to the current needs of students. MTSS problem solving team will look at school wide data to determine students that need supplemental and intensive support.	Complete 06/15/2018	Kim Scott	06/18/2018
<i>Notes:</i> Title I funds will be used to provide substitutes so that teachers can analyze their data and create instructional resources.					

10/24/19	GCS will review district wide data to determine professional development needs. All GCS staff will participate in ARC, Eureka, CKLA, and MTSS professional learning.	Complete 06/28/2019	Kim Scott	03/28/2019
<i>Notes:</i>				
9/21/17	Strategic small group instruction will be planned for and executed.	Complete 06/14/2019	Curriculum Facilitators	06/07/2019
<i>Notes:</i>				
10/9/17	Kindergarten, 1st and 2nd grade teachers will a participate in Core Knowledge Language Arts (CKLA) professional development. Additional training and job embedded coaching will occur the CKLA representative.	Complete 06/14/2019	Karah Johnson	06/07/2019
<i>Notes:</i>				
9/17/18	Eureka Math(K-5) and ARC (3-5) coaching sessions will be available to all instructional staff as a means of building instructional knowledge and capacity.	Complete 06/14/2019	Curriculum Facilitators	06/14/2019
<i>Notes:</i> Title I funds will be used for job embedded coaching for Eureka and ARC.				
9/17/18	Grade level teams will have the opportunity to review and analyze student data, create timely support plans, and alter instruction in response to student needs during our 1/2 day Data Days.	Complete 06/12/2019	Curriculum Facilitators	06/14/2019
<i>Notes:</i> Title I funds be utilized to secure subs for data days.				
10/9/17	African American Male (AAM) goal team will monitor progress of African American male students.	Complete 06/07/2019	Karah Johnson	06/19/2019
<i>Notes:</i>				
1/15/19	Teachers will participate in monthly data meetings to examine students progress	Complete 06/12/2019	Kim Scott	06/19/2019
<i>Notes:</i>				
9/21/17	A school wide procedure for small group instructional planning will be developed and implemented to ensure that students are truly receiving high quality instruction at all times.	Complete 01/06/2020	Kim Scott	01/31/2020
<i>Notes:</i>				
10/9/17	EC students will track their individual progress towards meeting their IEP goals.		Danielle Mehling	06/07/2021
<i>Notes:</i> Individual student notebooks will be used to track individual student data.				

9/25/17	Students will track their individual data as a means of gauging continued progress and goal setting. They will work with their teacher during class data days to discuss class progress and set goals; in turn, they will chart their individual progress and establish goals for continued success.		Kim Scott	06/10/2021
<i>Notes:</i> Title I funds will be utilized to purchase student data notebooks				
10/11/17	Montlieu will host a Teach Meet session aimed at providing professional development lead by Montlieu Teacher Leaders.		Kim Scott	06/15/2021
<i>Notes:</i> Title I funds will be used to pay for stipends for presenters and participants.				

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>	<p>It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. Montlieu Academy's Instructional Leadership Team has created an instructional walkthrough form that allow the team, when visiting classrooms, to immediately provide feedback to teachers while also allowing us to track the trends seen throughout the school. This feedback is utilized for coaching conversations and to plan professional development that will help to improve teaching and learning practices. The administrative staff also conducts evaluations via the NCEES System. They meet with all teachers within 10 days following their observation to provide specific feedback to improve their practice.</p>	Limited Development 09/26/2016		
		<i>How it will look when fully met:</i>	<p>At full implementation, Montlieu Academy will successfully recruit and retain teachers. Teachers will receive various incentives celebrating their successful improvement of student outcomes. In addition, teachers will be afforded with opportunities for professional growth, leadership, and collaboration.</p>		Kim Scott	06/12/2021
		<i>Actions</i>		8 of 9 (89%)		
	9/21/17		Teams inclusive of grade level/department representation will be utilized in hiring new staff members.	Complete 06/15/2018	Kim Scott	06/15/2018

<i>Notes:</i>				
10/9/17	Staff surveys will be provided three times throughout the year to gauge working conditions and satisfaction.	Complete 06/15/2018	Kim Scott	06/18/2018
<i>Notes:</i>				
10/9/17	School improvement team and culture team will analyze results of teacher surveys in an effort to improve the overall working conditions and experiences of new/returning teachers.	Complete 06/15/2018	Jennifer Cooper	06/18/2018
<i>Notes:</i>				
9/21/17	MTSS team will help monitor and implement student and staff culture. The team will meet monthly in order to analyze culture and adjust accordingly. As a result of the end of year survey a school culture plan has been created that highlights improvements of teacher morale.	Complete 06/07/2019	Jennifer Cooper	06/07/2019
<i>Notes:</i>				
9/21/17	Monthly appreciation days will be established as a means of showing gratitude for the hard work our teachers and staff do.	Complete 06/14/2019	Kim Scott	06/15/2019
<i>Notes:</i>				
10/9/17	Mentors will be established to support the ever changing needs of our beginning teachers. Mentors will meet weekly, monthly, or bi-weekly depending on BT requirements, with their assigned mentee.	Complete 09/06/2019	Karah Johnson	09/12/2019
<i>Notes:</i>				
10/4/19	Staff surveys will be provided three times throughout the year to gauge working conditions and satisfaction.		Kim Scott	03/31/2020
<i>Notes:</i>				
10/4/19	A school wide sunshine committee will be implemented to provide opportunities to strengthen our school community.	Complete 10/15/2019	Kim Scott	06/12/2020
<i>Notes:</i>				
10/4/19	Montlieu administration will implement a school wide culture improvement plan to aid in the improvement of staff morale and retention.	Complete 10/15/2019	Kim Scott	06/12/2020
<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>		Montlieu Academy frequently and consistently communicates with families about ways they can assist their child at home. The school hosts quarterly curriculum nights , mandatory parent-teacher conferences twice per year, and grade level sessions to empower parents on ways they can help their student. Montlieu also sends home weekly (grade level specific) and monthly (school wide) newsletters to inform families of what their child will be learning and strategies to best support them. Additional communication occurs to families each week to keep them aware of school happenings and expectations via a Sunday phone call home from the principal. In addition, a weekly email goes out to all families with a weekly calendar and friendly reminders of expectations.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		At full implementation, regular communication will occur and monthly opportunities for parents to learn ways to best help their child at home. Parent sessions will vary in time of day so that all families have an opportunity to participate.		Karah Johnson	06/12/2020
Actions			10 of 14 (71%)		
	9/21/17	Quarterly parent involvement activities will occur to help families learn how they can best support learning at home. (Parent Lunch and Learns, Curriculum Night, Breakfast Bonanza Sessions)---Title I funding will be used to support	Complete 06/09/2017	Kim Scott	06/12/2017

Notes: August- 2017 Open House and Annual Title I Meeting was held
 Sept 26, 2017- Back to School Bash (Curriculum Night)
 October 13, 2017-- Hispanic Heritage Night

August 2018 Open house and Annual Title 1 meeting was held
 September 11, 2018 Curriculum Night

August 21, 2019 Open House
 September 17, 2019 Curriculum Carnival night
 October 17, 2019 Breakfast bonanza
 November 19, 2019 "More you know more you glow" parent curriculum night
 January 16, 2020 Lunch and learn
 March 10, 2020 March Madness Parent night
 April 2020 Believe to Achieve night

9/25/17	Weekly newsletters will be sent via email to keep families aware of school happenings (via S'More)	Complete 06/08/2018	Kim Scott	06/12/2018
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9/25/17	Weekly Phone Messages will be sent home on Sunday evenings and throughout the week as a reminder of ways that parents can stay connected to school occurrences.	Complete 06/08/2018	Kim Scott	06/12/2018
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Notes:

9/11/18	Social media sites will be used as a means of communicating with families (Facebook, Twitter, Youtube, school website)	Complete 06/07/2019	Kim Scott	06/07/2019
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Notes:

9/11/18	During parent engagement sessions, meals/snacks will be provided	Complete 06/07/2019	Kim Scott	06/07/2019
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Notes: Title I funds will be used to provide meals/snacks for families during parent engagement sessions.

9/25/17	1st and 3rd quarter parent conferences will be strongly encouraged. Parents will also be alerted via email and phone when progress reports and report cards are sent home so that they are knowledgeable of when to expect to see their child's progress.	Complete 06/07/2019	Kim Scott	06/12/2019
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Notes:

10/4/19	Social media sites will continue to be used as a means of communicating with families (Facebook, Twitter, Youtube, school website)	Complete 10/15/2019	Kim Scott	10/31/2019
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Notes:

10/9/17	Teachers will communicate with families via Dojo, newsletters, face-to-face, and/ or phone calls.	Complete 10/31/2019	Alexa Baird	10/31/2019
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<i>Notes:</i>				
9/11/18	Weekly Phone Messages will be sent home on Sunday evenings and throughout the week as a reminder of ways that parents can stay connected to school occurrences.	Complete 10/15/2019	Kim Scott	10/31/2019
<i>Notes:</i>				
9/11/18	Parent involvement activities will occur to help families learn how they can best support learning at home. (Ex: Parent Lunch and Learns, Curriculum Nights, Breakfast Bonanza Sessions)	Complete 03/10/2020	Jennifer Cooper	01/31/2020
<i>Notes:</i> Title I funding will be used to purchase resources for families				
9/25/17	During parent engagement sessions, resources will be shared with families that they can utilize at home to support their child's learning. ---Title I funds will be used to support		Kim Scott	05/30/2020
<i>Notes:</i>				
9/25/17	During parent engagement sessions, meals/snacks will be provided--- Title I will support		Kim Scott	06/12/2020
<i>Notes:</i>				
9/11/18	1st and 3rd quarter parent conferences will be strongly encouraged. Parents will also be alerted via email and phone when progress reports and report cards are sent home so that they are knowledgeable of when to expect to see their child's progress.		Kim Scott	06/12/2020
<i>Notes:</i>				
9/11/18	Newsletters will be sent via email to keep families aware of school happenings (via S'More)		Kim Scott	06/12/2020
<i>Notes:</i>				