

Comprehensive Progress Report

Mission:

MMCS is a vibrant learning community, where diverse students build strong academic foundations, executive function skills, and trust in their abilities, in preparation for lives of joy and purpose in the 21st century.

Vision:

The Montessori method educates the whole child through hands-on learning, collaborative work, and self-directed activity. Our 100% individualized curriculum supports the educational needs of each child and promotes critical thinking, executive function, and social-emotional skills students need to be successful in college and the ever-changing global economy.

Goals:

Percent of students passing Math EOG will increase from 40% to 60% (NC Star Key Indicators A2.04; A4.01; E1.06).

Percent of students passing Reading EOG will increase from 58% to 60% (NC Star Key Indicators A2.04; A4.01; E1.06).



! = 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

<p>Initial Assessment:</p>	<p>In August at the beginning of the school year, each lead teacher developed a Daily and Weekly Routines (DWR) document to clarify classroom management structures for adults and students, as well as substitutes and visiting adults. These DWR documents outline daily routines and expectations, as well as provide guidelines for students choosing work, procedures for entering and exiting the classroom, etc.</p> <p>Our school staff in trained to use the in-class Nautilus approach to behavior and classroom management, which is defined by proactive and responsive techniques to re-engage children quickly and effectively in meaningful work within their classroom community. It is a 7-phased approached that provides specific clear choice, direction, and responses. Referral paperwork is completed if children need to be removed from the classroom (upon phase 7, or exhibiting dangerous, demeaning or destructive behaviors). Specific actions are then taken to reconnect the child to the teacher, classroom, and meaningful work.</p>	<p>Full Implementation 10/11/2022</p>		
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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

Initial Assessment:

July 2022

Instructional teams worked together to follow the Montessori Curriculum Map, a three year pacing guide for lower elementary (grades 1-3) and upper elementary (grades 4-6), that ensure children get a variety of lessons in the rich and vast Montessori curriculum. The main objective of the map is to pace lessons over a three year cycle so students get a balanced exposure to the thousands of lessons in reading, word study, writing, mathematics, geometry, measurement and data, geography, history, biology, music and art in the curriculum.

One of the of particular challenges of this format in the public setting is that the math lessons do not always align with the pacing of specific NC standards. This was particularly evident during NC Math Check-Ins in school year 2021-22 when students were assessed on specific skills before receiving those lessons. While the NWEA MAP math tests (a nationally normed, adaptive test) conducted internally showed 60% of students were working at or above grade level, the NC EOG math tests results showed only 40% of students performing at grade level.

Limited Development
10/12/2022

<p>How it will look when fully met:</p>	<p>Instructional teams pace Montessori math lessons to align with NC Math Check-Ins throughout the school year. Children practice key skills, track progress, and take 'self-checks' to assess mastery of key skills. The self-checks align with the NC Math Check-Ins administered in the fall, winter, and spring. Instructional teams meet to review lessons, self-checks, and data from NC Math Check-Ins to better analyze and make adjustments to the ongoing praxis of instruction, student practice, and assessment. Students engage in the process by maintaining a set of "I Can..." statements in their work journals that identify the math skills they are responsible for mastering.</p> <p>Evidence of full implementation includes lesson plans that highlight key core skills, student maintained fall, winter and spring I can statement lists, and student completed math self-checks.</p>		<p>Katherine Rucker</p>	<p>06/19/2023</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>11/10/22</p>	<p>Instructional teams will review NC Check-In data to monitor student mastery of key math standards.</p>		<p>Melissa Sprouse</p>	<p>02/01/2023</p>
<p><i>Notes:</i></p>				
<p>11/10/22</p>	<p>Instructional teams will develop fall, winter and spring 'I can Statements' tied to NC Standards and NC Check-Ins.</p>		<p>Katherine Rucker</p>	<p>02/15/2023</p>
<p><i>Notes:</i></p>				
<p>11/10/22</p>	<p>Teachers will introduce and monitor student 'self-checks' tied to math standards during fall, winter and spring. The self checks are a 10 question quiz to monitor a child's mastery of specific math skills.</p>		<p>Katherine Rucker</p>	<p>02/15/2023</p>
<p><i>Notes:</i></p>				
<p>11/10/22</p>	<p>Lead teachers will review NC Check In results with students.</p>		<p>Melissa Sprouse</p>	<p>04/01/2023</p>
<p><i>Notes:</i></p>				

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>		MMCS uses Child Study to identify and provide targeted Tier 1 and Tier 2 interventions for children with academic, behavioral, social or emotional challenges in the classroom. The process includes a family meeting, home-family action plan, school based interventions and progress monitoring. If students do not respond to interventions or they are not sufficient to address specific concerns, the EC evaluation process is considered in coordination with the EC team.	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		MMCS provides tiered instruction through our Multi-Tiered System of Support (MTSS) & Child Study process to identify and intervene early with struggling students. Child Study Lead and Exceptional Child Coordinator train staff annually on the MTSS process, which includes new parental notification requirements. The process includes clear timelines and supporting documents that will enable teachers to move students more effectively through the MTSS process. MMCS provides small group Orton-Gillingham reading instruction as a Tier 2 evidence-based intervention. The school uses the NWEA Accelerator program the math intervention program for all students in 3rd-6th grade.	Add Actions	Markisha Young	06/01/2023
Actions			4 of 5 (80%)		
	11/10/22	Train teachers on new MTSS requirements.	Complete 08/17/2022	Markisha Young	08/20/2022
<i>Notes:</i>					
	11/10/22	The Child Study/MTSS process, including agenda and minutes for family meetings, family notification letter and in class observation tools are implemented with fidelity.	Complete 09/01/2022	Markisha Young	09/01/2022
<i>Notes:</i>					
	11/10/22	Evidence-based interventions are initiated for students in Tier 1.	Complete 11/01/2022	Markisha Young	12/01/2022

<i>Notes:</i>							
11/10/22		Child Study meetings take place after all prerequisite steps are completed.				Markisha Young	06/01/2023
<i>Notes:</i>							
11/10/22		Evidence-based interventions are initiated for Tier 2 students.			Complete 09/12/2022	Markisha Young	12/01/2023
<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>			Classroom teachers and the school counselor provide regular weekly opportunities for students to engage in proactive social emotional learning. Classrooms meet regularly for community meetings to problem solve, reflect, and build community. School-wide use of a shared conflict resolution process helps children build skills to solve conflict independently and peacefully. A school-wide “language of reverence” is used by adults when discussing children to model positive, kind, peaceful language around challenging behaviors, disappointments, and conflict.	Full Implementation 10/11/2022			
	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>			Children in elementary spend 3 years within the same classroom community (1st-3rd grade and 4th-6th grade). When children transition to the next level the teacher completes a 'transition skills checklist' that is given to the receiving teacher. Sample transition skill checklists for rising 1st and 4th grade students are attached.	Full Implementation 10/11/2022			

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 Leadership Team (Head of School, Assistant Head of School and Instructional Coach) and the Curriculum Chairs (Lead Teachers from Primary and Elementary) form the School Improvement Team. Leadership meets weekly and monthly with curriculum chairs.	Full Implementation 10/14/2022		

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>		The Leadership Team meets weekly to review the priorities of the School Improvement Plan and to structure content for Professional Learning Community (PLC) meetings. Teaching teams meet weekly in PLCs on Friday from 1:30pm to 3:30 pm. Curriculum chairs lead PLC meetings based on direction and coordination with Leadership Team.	Full Implementation 10/13/2022		

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>		<p>Classroom teachers get daily and weekly blocks of time to plan and meet with teaching teams. These times include:</p> <p>45-minute lunch/planning time daily</p> <p>90 minute planning block weekly</p> <p>2-hour Professional Learning Community (PLC) Time weekly. On Friday school releases at 1 pm to allow for weekly PLC meetings.</p> <p>Specific non-classroom duties for lead teachers is limited to afternoon dismissal.</p>	Full Implementation 10/11/2022		

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
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Initial Assessment:	The Head of School, Assistant Head of School and Instructional Coach observe in classrooms and provide feedback on a regular basis. A variety of tools are used to observe and provide feedback to classroom teachers. A priority for school year 22/23 is to build in additional time for appraisal-related observations and run appraisals for all lead teachers earlier in the school year. Professional Development plans are made based on in-class observations.	Full Implementation 10/14/2022		
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Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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	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
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Initial Assessment:			<p>The Leadership team reviews data from NWEA MAP testing in the fall, winter and spring. The team reviews the data to make decisions about school-wide supports needed to address gaps in learning, including curriculum and professional development. The data is also presented to the Board of Directors in a quarterly dashboard update.</p> <p>The data is then shared at team-level teacher meetings in the Fall and Winter to make decisions about in-class Tier 1 Interventions for students.</p>	Full Implementation 10/13/2022		
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Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Talent recruitment and retention			
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	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
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Initial Assessment:	Recruitment of specialized Montessori teachers requires a 6-18 month process as many of our lead teachers relocate to the area. Another successful pathway is to identify local teaching talent and send them to school-sponsored Montessori training. Each year teachers complete an evaluation process 1-2 times based on need, which includes a personal evaluation and an administrator evaluation. If teachers are not showing indication of willingness to improve and/or still need significant improvement, they are placed on an improvement plan. Improvement plans are monitored on a more frequent basis and require additional levels of document review (lesson plans, work samples, etc.).	Full Implementation 10/13/2022		
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Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>July 2022</p> <p>Family engagement events are communicated through email from the Head of School on a monthly basis. Events are held in-person or virtual depending on the on time of day and part in school year. RED (Read Every Day folders) are sent home weekly, follow-up emails are sent to those that return them on a weekly basis. Family conferences are held in November and March. Additional family meetings are held based on request/needs by family, teacher or administration.</p>	Limited Development 10/13/2022		

<p>How it will look when fully met:</p>	<p>At the start of the school year, families receive a colorful, easy to read 'Guide to Family Engagement' brochure to outline how families can learn, engage and support their students and be part of the school community. A page on the website includes important for current families including the family engagement calendar for the entire school year, math fact fluency touchstones, and the family handbook. Families are welcome to observe in their student's classroom during organized weekly family observations from November- January.</p> <p>RED folders are completed and returned weekly. Teachers and students use classroom phones to follow-up when folders are not returned the designated day of the week.</p> <p>An engaging monthly newsletter is emailed from Head of School which shares updates on school events, gratitudes and spotlights a key feature of the school.</p> <p>In-person family conferences are scheduled in November and March. Upper elementary students(4th, 5th and 6th grade) lead conferences in March. School administration work to scheduled family conferences with the goal of 100% participation. Family engagement activities vary in time of day and type of event. A majority of the family engagement events include children or school provided child care is available.</p> <p>Evidence of success includes are full calendar of family engagement events posted in August on school website, a 70% rate of weekly engagement in RED folders and 90% participation rate at family conferences.</p>		<p>Katherine Rucker</p>	<p>06/12/2023</p>
<p>Actions</p>		<p>3 of 6 (50%)</p>		
<p>10/25/22</p>	<p>Develop webpage for current families with handbook, who to ask document, math fluency touchstones, EC documents and family engagement calendar for school year.</p>	<p>Complete 08/19/2022</p>	<p>Katherine Rucker</p>	<p>08/19/2022</p>
<p><i>Notes:</i></p>				
<p>10/25/22</p>	<p>Develop a family engagement brochure to share with all new and returning families in August.</p>	<p>Complete 08/19/2022</p>	<p>Markisha Young</p>	<p>08/31/2022</p>
<p><i>Notes:</i></p>				
<p>10/25/22</p>	<p>Follow-up by phone with families that have not signed-up for conferences a week prior to their meeting.</p>	<p>Complete 10/28/2022</p>	<p>Katherine Rucker</p>	<p>10/28/2022</p>

Notes:

10/25/22 Using the monthly newsletter, share ways for families to participate in activities that align with the 'family engagement guide' and ideas to support key math and reading skills at home.

Katherine Rucker

06/01/2023

Notes:

10/25/22 Monitor impact of family engagement events by collecting attendance data.

Markisha Young

06/11/2023

Notes:

10/25/22 On a weekly basis call families that have low RED folder participation rates.

Markisha Young

06/12/2023

Notes: