

## Comprehensive Progress Report

**Mission:**

Navigating together to achieve and succeed.

**Vision:**

Learn for life.

**Goals:**

Increase student achievement in English Language Arts on the End of Grade, Math End of Grade, Science End of Grade, Istation scores at or above grade level, and English Language Learners progress.

Increase parent and community involvement and participation within our school.

Maintain quality staff through continuous staff development and instructional support; maintain staff turn over rate less than the state.



Activity in the last 12 months

! = 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>		<p>Deep River Elementary uses various types of positive reinforcements to encourage good behavior choices. Some teachers use Class DoJo to give points to students for showing good behavior, being respectful and responsible. Some teachers use clip charts to allow students opportunities to earn moving their clip up for making good choices. We are also using some of the components from PBIS (Positive Behavior Support) to establish common expectations for areas around the school (hallways, bathroom, cafeteria, bus, assembly, classroom). We have also developed a program for at-risk students, pairing them with an adult on campus (Gator Buddies). We want to build relationships with students who may not have a supportive adult at home.</p>	Limited Development 10/23/2018		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>1) Create and implement the PBIS matrix for behaviors for common areas within the school. All staff and students will be trained on the behaviors and display these behaviors daily. All students at all grade levels will follow the established rules and procedures for each area within the school building. All staff will teach and hold all students accountable for these expectations to provide consistency across grade levels and throughout our total school environment.</p> <p>2) Gator Buddies program-at-risk students will be paired up with a staff member. Staff members will meet with their buddy daily to offer words of encouragement, praise, check in on their behavior/academic progress. Gator Buddies will be a successful program when every staff member has one or more Gator buddies that they meet with daily to check in with. The Gator Buddies will sign agendas, help with homework, discuss behavior and academic goals and help at-risk students be more successful in our total school environment.</p>	<b>Objective Met 11/20/20</b>	<b>Karyn Gaines</b>	<b>06/07/2019</b>
<b>Actions</b>					
	10/23/18	Create and implement the PBIS matrix that will be displayed in classrooms, hallways, bathrooms, and the cafeteria.	Complete 06/07/2019	Tonya Neal	12/12/2018
<i>Notes:</i>					

10/23/18	Gator Buddies program for 2018-2019	Complete 06/06/2019	Beth Vogt	06/07/2019
<i>Notes:</i>				
<b>Implementation:</b>		11/20/2020		
<b>Evidence</b>	9/11/2019 PBIS matrix Gator buddy staff/student assignment list			
<b>Experience</b>	9/11/2019 For the PBIS expectation, we created and implemented the matrix for common areas in the school. We have posted those expectations throughout the building and created videos of appropriate behaviors in these areas. For the Gator Buddies program, all staff is assigned an at-risk student to meet with daily, build relationships and set personal goals to be successful at school.			
<b>Sustainability</b>	9/11/2019 We will need to continue to teach the expected behaviors for all common areas throughout the school. We will need to give focused instruction to students who do not follow these procedures. We will continue to assign staff members to at-risk students and meet with them daily. We may also implement an accountability sheet for teachers to fill out to document how students are doing academically and socially/emotionally.			

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>		We are in our fourth year of MTSS. This is our third year of implementing the Core Plus time in our master schedule. We are also trying to be more intentional in how we monitor and support all students at all levels during core instructional time and during Core Plus time which is a time set aside for each grade level daily for EC/ELL/AIG/intervention/enrichment. For this school year, Deep River has been identified as a TSI (targeted support and improvement) school in the area of students with disabilities, which we are focused on exiting this label.	Limited Development 10/14/2019		
<i>How it will look when fully met:</i>		When we fully implement this indicator it will look like true differentiation within each classroom. Teachers' instruction will be scaffolded daily based on the identified needs of the students. We will also be discussing specific students and skillsets monthly during PLCs to identify areas of weakness and strength and create the next steps for their instruction. We will use weekly classroom assessments, iReady diagnostics, STAR testing, and other formative information to decide who is at risk. We will have specific strategies we use during Core Plus time to meet the needs of all types of learners at all levels. These strategies are research-based and determined by our district through the Guide to Tiered Instruction and Intervention document. We will have an established list of interventions to be used for specific deficits. All students will be receiving grade-level instruction on all standards, while also receiving enrichment and remediation as needed.		Elizabeth Price	06/04/2021
<i>Actions</i>			<b>1 of 4 (25%)</b>		
10/14/19	Staff will attend differentiation training through Working Wednesdays, presented by Debra Groce and Amy Lundy.		Complete 12/12/2019	Debra Groce	12/12/2019
<i>Notes:</i> We completed this training last school year. We will continue to revisit throughout this year.					
10/14/19	Staff will attend MTSS training provided by the district staff to inform of us ways to enhance our instruction.			Amy Lundy	05/28/2021
<i>Notes:</i>					

10/14/19	Staff will attend weekly PLC discussions on curriculum, data, and RtI to best meet the needs of our students.		Amy Lundy	05/28/2021	
<i>Notes:</i>					
11/20/20	Staff will use iReady and a tutor for our children with disabilities to offer research-based interventions and small group or one-on-one settings.		Elizabeth Price	05/28/2021	
<i>Notes:</i> We will use the iReady program to offer interventions and progress monitor our students with disabilities while monitoring through a small group or one-on-one support through the use of a tutor.					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, we have a pre-K transition visit yearly for our upcoming kindergarten students. We also have a middle school visit for our current 5th graders.	Limited Development 10/14/2019		
<i>How it will look when fully met:</i>		<p>We will be able to communicate with rising kindergarten students about the differences between pre-k and kindergarten expectations. Our initial visit from local pre-schools will be the beginning of the transition process. We will also have parent informational nights to inform parents of the expectations as their child enters kindergarten. For our current 5th grade students, we will continue to offer the middle school visit, while also talking with our students about the changes in expectations as middle schoolers. Added personal responsibilities like changing classes, being organized for switching classes multiple times a day and the added freedoms of middle school could be possible discussions.</p> <p>At the building level, we will conduct vertical observations from grade level to grade level to better prepare our students for the transition from one grade to the next. Vertical observations will be informal and occur quarterly. We will also have opportunities for vertical planning discussions throughout the year.</p>		Elizabeth Solorzano	06/04/2021
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/14/19	Vertical peer observations quarterly assigned by the principal. Teachers will observe each other and discuss plus/deltas.			Amy Lundy	05/28/2021
<i>Notes:</i>					

10/14/19	Vertical Planning opportunities for grade levels and various teams to meet and discuss standards and student achievement.		Erika McNickle	05/28/2021
<i>Notes:</i>				
10/14/19	School visits (preK visit K and 5th visit middle school). We will plan for visits from local child care centers and allow our 5th graders to visit the middle school they will attend the next year.		Erika McNickle	05/28/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
-----------------------	---

<b>Effective Practice:</b>	<b>Family Engagement</b>
----------------------------	--------------------------

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently use our phone messaging system, Blackboard, to communicate with parents. Our website also has information for parents. Some grade levels also do a monthly newsletter. Schoolwide we have decided to use ClassDojo to communicate with parents. This program allows you to send messages, videos and will translate for those families who cannot speak or read English.	Limited Development 10/14/2019		
<i>How it will look when fully met:</i>		When this indicator is fully implemented it will be a regular communication through various modes (internet, phone, text messages, newsletter). We will use these modes to communicate with parents on a weekly basis, encouraging them to create a home environment that makes school important, encourages attendance at school, use language at home that models academic vocabulary, strategies parents can use at home to encourage learning, resources to help parents help their child at home, open communication between parents and teachers often about the child's progress, strengths and areas of need.		Erika McNickle	06/04/2021
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/14/19		Monthly newsletters would be sent home to parent/guardians to keep them informed of what we are learning about and upcoming events.		Joni Harris	05/28/2021
<i>Notes:</i>					

10/14/19	Phone messages that include one helpful hint for parents for educational support (websites, technology tips, study habits, attendance, work completion).		Shanna Bailey	05/28/2021
<i>Notes:</i>				
10/14/19	Website (school and the individual teacher) including resources and helpful links for parents/guardians regarding academics, attendance, technology resources and other helpful websites.		Stephanie Reed	05/28/2021
<i>Notes:</i>				