

## Comprehensive Progress Report

**Mission:**

Our mission is to create a rigorous learning environment that promotes high expectations and meets the needs of our diverse learners, while preparing them to compete globally.

**Vision:**

River Gate will be a place where learning is fun and students are constantly engaged. Through our efforts, we will value our diversity and promote high standards for all learners. Collaborative efforts and continuous professional development will equip our staff to ensure that students get the best educational opportunities that will equip them for their future endeavors.

**Goals:**

Increase overall student proficiency from 55.7% to 60.7% and college career readiness from 41.8% to 46.8% in literacy, in grades 3-5, as measured by the North Carolina End-of-Grade English Language Arts assessment by June 2021. (A2.04, A4.01, B3.03, E1.06)

Increase overall student proficiency from 71.8% to 76.8% and college career readiness from 52% to 57% in math, by 5 percentage points in grades 3-5, as measured by the North Carolina End-of-Grade Math assessment by June 2021. (A2.04, A4.01, B3.03, E1.06)

Provide a duty-free lunch period for every teacher on a daily basis. (A4.06)

Provide a positive school climate, under CMS regulation, JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

By the end of the 2020-2021 school year, K-2 students will increase their Percent Met Projection in Math as determined by the district MAP assessment, by 5%, from 80.6% to 85.6%. (A2.04, A4.01, B3.03, E1.06)

By the end of the 2020-2021 school year, K-2 will increase their Percent Met Projection in Reading as determined by the district MAP assessment by 5% from 54.8% to 59.8%. (A2.04, A4.01, B3.03, E1.06)

Provide a duty-free instructional planning time for every teacher with the goal of providing an average of at least five hours of planning time per week. (A2.01)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

**September 2020:**

Throughout the 19-20 school year, our PLCs showed continuous improvement in regards to their efficiency, productivity, depth of curricular knowledge and analysis of data. Our decision to focus solely on the EL curriculum during K-2 team planning proved to be effective. Each individual's depth of knowledge and level of implementation grew tremendously from August to March.

At this point, regardless of virtual or in-person instruction, we are seeking to continue our growth pattern within the Skills and All blocks for K-3. There is a wide spectrum of true understanding of the Skills continuum and overall EL philosophy.

Our 4-5 ELA classrooms are beginning their first year of EL implementation. We are focusing on their depth of understanding and ability to synthesize the lessons via Canvas and within the curriculum as a whole.

We had significant teacher turnover since August of 2019, so a continued priority point is providing beginning or new-to-CMS teachers specific and frequent communication, observation, and feedback regarding all areas of the K-5 curriculum.

Over the summer of 2020, we used school funds to purchase Teach Like a Champion 2.0 in order to conduct a school-wide book study. Our goal is to increase our teachers' capacity in regards to engagement, creative management, and student independence. In September of 2020, we used school funds to purchase Mastery Connect. This purchase will continue our focus on data analysis. In the Spring of 2020, we utilized a position exchange of ADM to maintain our Dean of Students position.

**August 2019:**

At the end of the 2018-2019 school year, the majority of our grade level PLCs were implementing effective processes in regards to team/instructional planning. These processes included: utilizing district instructional guides and resources, identifying and unpacking standards, discussing best instructional practices and materials, examining assessments and aligning those student expectations to the daily learning, analyzing data and creating small groups.

With a large turnover in staff, including multiple first year teachers, and the addition of a new ELA curriculum, our current implementation

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	<p>efforts are much more aligned to the basics. This includes completing pre-reading of ELA instruction prior to PLC meeting, collaborating/discussing the components of the program (module, lab, skills, all block), reviewing protocols and program practices, developing a longer range view of the program's path.</p> <p>The problem of practice at this point, is two-fold: 1. Develop an understanding of the new ELA (K-3 in particular) curriculum in regards to its structure, design, implementation, alignment, assessment, etc. 2. Once a common/foundational understanding is developed; assure that our IPA processes are established and effective.</p>			
<p><b>How it will look when fully met:</b></p>	<p>When fully met, grade level PLCs:</p> <ul style="list-style-type: none"> <li>• Will be fluent in their discussion, collaboration, unpacking and implementation of instruction in all content areas.</li> <li>• Will follow our IPA processes to include: assessment creation/validation, identification and unpacking of standards, identifying and unpacking the KUD, utilizing assessment calendar, analyzing/collaborating on student assessment data, identifying specific learning activities to differentiate small group work.</li> <li>• Will collaborate with support staff in order to more intentionally support our students identified within our sub-groups.</li> </ul> <p>In turn, PLC assessment data, district assessment data, and state assessment data will show an increase in student proficiency and growth.</p>		<p><b>Jeremy Lundgren</b></p>	<p><b>11/01/2021</b></p>
<p><b>Actions</b></p>		<p><b>0 of 6 (0%)</b></p>		
<p>9/25/20</p>	<p>Teachers will come to weekly PLC meetings with pre-planning completed. Pre-planning will include reading EL manuals, digesting content, knowledge of focus standards, and understanding of specific learning targets. Members of the administrative team will attend team planning to monitor the level of preparedness of each staff member.</p>		<p>Jeremy Lundgren</p>	<p>12/04/2020</p>
<p><i>Notes:</i></p>				
<p>6/12/20</p>	<p>During PLC planning, K-3 teams will specifically review the Skills/All Block whole group lesson/learning targets. The PLCs will discuss the</p>		<p>Jeremy Lundgren</p>	<p>02/01/2021</p>

	relevance of the lesson along the learning continuum with guidance from the facilitator. Understanding of the lessons will be monitored via collaboration and individual walk throughs during the whole group lesson.			
<i>Notes:</i>				
9/17/20	Skills Block lessons in grades K-2 will be appropriately delivered to intentionally assigned small groups. PLCs will utilize the microphase assessment data to analyze student knowledge levels and develop small groups. During PLC planning, the literacy facilitator will collaborate with teams to ensure each teacher has the appropriately aligned microphase lesson to deliver each group. Monitoring will be done via PLC collaboration and walk throughs. Microphase assessment growth will measure student success.		Jeremy Lundgren	02/21/2021
<i>Notes:</i>				
9/17/20	Support the implementation of the EL Curriculum in grades 4-5 through real-time PD and coaching during PLC planning.		Dona Carey	02/21/2021
<i>Notes:</i>				
9/17/20	Provide continuous support, coaching, feedback, modeling to 1st year teachers and new-to-EL curriculum teachers. This will be done through PLC planning, walk-throughs/corresponding feedback, mentor-mentee collaboration and direct contacts with literacy faciitator. The success of the support will be measured by teacher evaluations and EOY data.		Dona Carey	05/31/2021
<i>Notes:</i> Support will be provided by Ms. Carey as well as the admin team.				
9/17/20	Mastery Connect will be utilized by grades 3-5 to aid in the disaggregation of math, literacy, and 5th grade science assessments. PLCs will analyze the given data and report out to their PLCs. The admin team will aid in the facilitation of the meetings (including protocal) and measure PLC success via walk throughs, lesson plans and EOY assessment results.		Jeremy Lundgren	05/31/2021
<i>Notes:</i> The entire admin team will be a part of the facilitation and monitoring of data analysis and subsequent monitoring of instruction.				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

August 2020:

Due to Covid-19, we will be delivering instruction both in-person and in the remote setting. We have developed a remote master schedule that allows for differentiated small group instruction for all students to meet their individual learning needs. In addition, our remote master schedule provides additional synchronous (beyond core) learning opportunities for TD, ESL and EC students. Grades K-4 also have an instructional assistant to provide support for any student (regardless of level) to access synchronous learning support with any content. This provides an additional adult support level for students who many not have support at home.

Our in-person master schedule provides an intervention block for students in grades 1st, 2nd, 3rd and 4th to receive both remediation and enrichment.

During the 2019-20 school year, our MTSS leadership team created systems, procedures and protocols to facilitate consistency and fidelity with the MTSS process. Our FAM-S showed that we are emerging in 12 indicators and operationalizing in 29 indicators. This is marked improvement from the previous year. Our two weakest domains are Data Evaluation and Communication & Collaboration.

To support our work towards this goal, we have exchanged a classroom teacher position for a math lead teacher role. This shift in our resources allows us to support core instruction in math, provide additional support with intervention groups, and facilitate PD on math interventions. In addition, we are sending teachers to PD on Orton Gillingham and Aimsweb. We are using our staffing resources to provide coverage for teachers so they are able to attend PD.

August 2019:

The FAM-S showed our percentage of implementation across the critical components range from 17% to 58%. This would indicate our limited development or implementation.

We recognized going into this school year that there were multiple issues in our MTSS implementation. The issues ranged from definitive meeting dates (for PLCs and leadership team), lack of staff members' knowledge of how to interpret student assessment data, lack of

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	<p>understanding of the baseline establishment/intervention implementation/process monitoring, lack of PD on all stages.</p> <p>Thus, the validity of our MTSS program and general support of identified students varied across the school.</p>			
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	
<p><b>How it will look when fully met:</b></p>	<p>August 2020:</p> <p>In addition to the descriptors from the 2019-20 school year: When fully developed, our staff members will be able to analyze data and make informed instructional decisions based on assessments, progress monitoring, attendance, and intervention fidelity.</p> <p>A school wide data tracking tool will be implemented to collect and analyze data on the following:</p> <ul style="list-style-type: none"> <li>-number of students with supplemental and intensive plans</li> <li>-number of students exiting</li> <li>-percent of students demonstrating proficiency on end of year assessments that received supplemental or intensive support</li> <li>-percent of students that met learning targets for each intervention</li> </ul> <p>In addition, we will have an Intensive Team that facilitates discussion and decision making around data on whether or not to refer a student to our Exceptional Children's Team.</p> <p>August 2019:</p> <p>When fully developed, our MTSS process will have: A set calendar of meeting dates as well as agendas, on-going PD for our PLC reps within the MTSS leadership team, collaborative leadership from the MTSS members to their PLC, on-going PD for all staff during their bi-weekly MTSS meetings with admin.</p> <p>In addition, staff will be able to articulate and share with colleagues the importance of core instruction as well as the differentiation in delivering that instruction.</p>		<p><b>Erica Ellis</b></p>	<p><b>06/05/2021</b></p>

Staff will be able to utilize multiple data points to identify potential MTSS candidates AND be able to inform the team of the Tier 1 modes of delivery that were attempted.

Staff will be able to articulate the steps and resources needed to implement a supplemental or intensive plan.

Staff will implement the plan with validity--displaying this through coordinated team and parent update meetings.

The number of EC referrals will decrease and the number of students going through MTSS and exiting due to success will increase.

Evidence of these will include: MTSS meetings calendar, agendas, observation of intervention(s) being implemented, consistency of data being entered in to the system.

<b>Actions</b>		<b>0 of 7 (0%)</b>		
9/10/20	Establish and follow a meeting agenda for all supplemental team meetings that includes: -a review of current cases (10 minutes) -new cases to be discussed (30 minutes) Train grade level representatives on how to lead/facilitate supplemental team meetings.		Erica Ellis	10/01/2020
<i>Notes:</i>				
9/15/20	Develop the intensive team to include: school psychologist, academic facilitator(s), contact administrator, parent, ESL teacher (if relevant), EC teacher (if needed)		Erica Ellis	10/01/2020
<i>Notes:</i>				
9/15/20	Establish protocols and procedures for the intensive team: how to refer to team, team meeting agendas, meeting dates, parent invite, interpreter, roles/responsibilities.		Erica Ellis	10/01/2020
<i>Notes:</i> Once the Intensive Team is established, we will work collaboratively to decide on the procedures, roles and responsibilities for each of the members.				
9/18/20	Create PD calendar/plan to include training on interventions & Aimsweb.		Erica Ellis	10/23/2020
<i>Notes:</i> I want to ensure we solidify a plan but after talking with Agatha we will have to wait for the district to finalize offerings for iReady, Do the Math, Dreambox, and Aimsweb. Do the Math and Dreambox will be on				

		Canvas but iReady and Aimsweb trainings will be offered through the vendors.			
	9/10/20	Ensure all staff members are trained on ECATS		Erica Ellis	12/04/2020
		<i>Notes:</i> Since we have a new platform, all staff members will need to attend training on how to use ECATS for the MTSS process. It will be a required training for all members of the MTSS leadership team. Each grade level representative will then train their teams on ECATS.			
	9/10/20	Collect and analyze data on the following: -number of students with supplemental and intensive plans -percent of students with supplemental plans that get referred to the intensive level -percent of students with intensive plans that are referred to EC -percent of students that received interventions and met end of year growth goals -percent of students meeting goals based on interventions provided		Erica Ellis	05/31/2021
		<i>Notes:</i> The tracking tool will need to be updated/viewed at each grade level MTSS meeting (occurring twice monthly).			
	10/11/19	Provide training, follow up observations and feedback on research based interventions and the implementation of them, to ensure all students are receiving the intervention with integrity.		Erica Ellis	06/10/2021
		<i>Notes:</i> This year our MTSS focus is more on systems and procedures and developing our core instruction. During the 2020-21 school year, we will begin focusing on our supplemental and intensive instruction--including more in depth PD on interventions outlined in the Standard Treatment Protocol.			
	<b>Implementation:</b>		09/25/2019		
	<b>Evidence</b>	9/25/2019 Calendar is uploaded within our River Gate Public folder in Drive.			
	<b>Experience</b>	9/25/2019 Discussion was held with MTSS Leadership team this morning. All agreed to meeting dates for committee and PLCs			
	<b>Sustainability</b>	9/25/2019 Diligence in sticking to calendar, establishment of norms, holding one another accountable, adjusting calendar as needed.			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



<p><b>Initial Assessment:</b></p>	<p>August 2020 -All students will receive social emotional learning through our school-wide implementation of Caring Schools. All staff will implement social emotional skills/strategies daily, utilizing the Caring Schools curriculum, during a 45 minute time embedded in the Master Schedule for K-5.</p> <p>Our K-2 and 3-5 school counselors are serving as facilitators of the Caring Schools curriculum by actively participating in grade level planning, modeling social emotional lessons, and serving as additional support for teachers, students, and families.</p> <p>In addition to each student receiving daily social emotional learning from their classroom teacher, our counselors will provide small group, individual, and classroom instruction to ensure students are gaining an understanding of how to use social emotional learning skills to improve their problem solving, self regulation, and internalizing skills.</p>	<p>Limited Development 09/23/2019</p>		
<p><b>How it will look when fully met:</b></p>	<p>Students will gain an understanding of how to use social emotional learning skills to improve their problem solving and self regulation.</p> <p>A common language will be utilized among all staff in reference to the needs, supports, interventions and next steps for our students with social/emotional needs. MTSS behavioral referrals will be made, intervened, monitored, reviewed and assessed.</p> <p>Connect student social emotional learning to academic work and establish positive learning habits.</p> <p><b><u>Evidence:</u></b></p> <p>Reduction in Incident Reporting</p> <p>Increased Student Attendance</p> <p>Increase in Compliment slips and student "shout outs"</p> <p>Student Award Recognition Celebrations- Increase in students being recognized for their achievements.</p> <p>Improvement of Panorama data</p>		<p><b>Shary Huntley</b></p>	<p><b>06/10/2021</b></p>

		Decrease in number of students being referred to MTSS for behavior			
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/26/19	2. Secure and implement Caring Schools, a core social emotional learning curriculum.			Shary Huntley	06/10/2021
<i>Notes:</i> Recurrence will be ONGOING...The goal will be to review progress and updates on a monthly basis. Find a core curriculum to engage students and staff. Embed the teaching into the daily schedule.					
9/11/20	3. Provide on-going, Caring Schools curriculum professional development to all classroom teachers during weekly PLC meetings.			Shary Huntley	06/10/2021
<i>Notes:</i> A professional development calendar for Caring Schools will be developed. PD will take place during whole group staff meetings, PLC meetings, and/or our mentor-mentee meetings. The resources arrived in September of 2020, thus the PD plan is currently being created.					
9/26/19	1. Establish and maintain a working partnership with Alexander Youth Network, our school-based mental health program. This involves identifying potential students in need, two-way communication with parents, scheduling with our partners and providing follow up to all involved. All of which, will be supported through our Student Services (SS) PLC.			Shary Huntley	06/10/2022
<i>Notes:</i> Utilize this outside resource by establishing a collaborative partnership. Continue to utilize the resource throughout the year and hopefully multiple years. Recurrence will vary, but must be continuous and intentional (in regards to identification, communication, and follow up)					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
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>		2020--We have a new principal, Ms. John, who joined the RGE staff on August 1, 2020. In addition to that change, the school year started in a virtual/remote setting. Regardless of those obstacles, however, Ms. John has made the instructional (and SEL) a clear focus for all staff. She has dedicated much of her time to meeting and collaborating with the admin team. In doing so, she has been able to glean background	Limited Development 09/26/2019		

	<p>knowledge within all areas including: financials, family backgrounds, curriculum and instruction, required testing, SEL, and staffing. She has set up a collaborative effort among admin in supporting families/students, PLCs, teaching and learning, and feedback. She and the admin team are in the process of creating year-long, differentiated PD for all staff as well as creating a monthly vertical team meeting plan. To financially support and increase the efficacy of this goal, we used a position exchange to include a Dean of Students who collaborates with all stakeholders.</p> <p>2019--Currently the principal maintains a high level of instructional focus as a leader. This is evident through collaborative PLC planning, PD plans, coaching and feedback, regularly scheduled walk-throughs.</p>			
<b>How it will look when fully met:</b>	<p>Instructional planning, modeling, coaching, peer observing, analyzing and reflecting will be seen on a daily basis. The processes will originate with the principal, but be lead by the teachers/staff.</p> <p>The principal will be visible across the school and fluid in her understanding of the instructional practices that make up the teaching of curricula. Thus, constant coaching and feedback will occur on a daily basis.</p>		<b>Nizy John</b>	<b>06/02/2021</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/18/20	Identify Instructional Leaders who are adept in leading their PLC's planning time and implementation of instruction--both virtually and in-person.		Nizy John	10/30/2020
	<i>Notes:</i> This is the first step of a peer/Instructional Leader coaching process			
9/30/19	Identify teachers requiring coaching plans and develop schedules to follow through with those plans.		Nizy John	11/06/2020
	<i>Notes:</i> This process will be ongoing based on teacher performance. The admin team will discuss, review, modify, set plans and collaborate regarding this plan and the teachers every Friday during the admin team meeting. The first target date corresponds with the first round observation deadline.			
9/18/20	Collaborate with identified Instructional Leaders (a current goal) among the staff in order to develop a process that would include: coaching peers through modeling, video review, observation/feedback, etc.		Nizy John	12/04/2020
	<i>Notes:</i> This is the second step in developing a peer/Instructional Leader coaching process.			

Recurrence will vary in set up of this goal, but once set, Instructional Leaders will meet with admin team at least monthly.

9/18/20 Create walk through forms throughout the year that include key factors the principal has identified as critical areas for assuring growth.

Nizy John

12/18/2020

*Notes:* This will be on-going as needs/priorities are identified--forms will change to indicate and focus on those priorities.

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>September 2020-- In our current virtual/remote learning setting, we have provided all students with needed devices. We have a process for providing and waitlisting families in need of hot spots. We had a number of dates set for parents to pick up instructional resources. We have made several home visits to ensure instructional technology needs are met and running appropriately.</p> <p>Currently, there are multiple forms of communication to our school families. This includes: ConnectEd weekly messages, PTA monthly calendar, school website, teacher websites, Dojo messaging, teacher/grade level weekly newsletters, Thursday folders.</p> <p>Our PTA is small, but has increased its size in regards to their Board members this year. They are a driven group and highly contribute to our school/community's success.</p> <p>We have monthly parent involvement activities, mainly organized by our PTA, but some are school lead.</p>	Limited Development 09/30/2019		
<b>How it will look when fully met:</b>		We will have 100% participation in our parent teacher conferences. All students will return a signed Thursday folder on a weekly basis. We will see a continual increase in PTA general membership as well as Board participation. We will see an increase in attendance to PTA/school events not scheduled during the regular school day. We will conduct		<b>Nizy John</b>	<b>06/05/2021</b>

home visits whenever an absenteeism issue arises. Staff, throughout the school (classroom teachers, ESL, TD, EC, Art, PE, etc.), will provide specific information to families in regards to current instruction, remediation opportunities, enrichment options, community involvement activities, etc. In addition, staff members will invite families to school for a parent PD/presentation focusing on their content area and/or specific skills/knowledge that will promote student growth.

<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/18/20	Track weekly contact with families to ensure each family receives one personal touch per week.		Nizy John	09/30/2020
<i>Notes:</i> Teachers are recording at least one personal contact with families per week. This contact could be a celebration, a reminder about missing assignments, an encouraging note, etc. This has been especially important for relationship building during virtual instruction at the start of the year. Teachers started documenting contacts during the first week of instruction.				
9/18/20	To facilitate consistent updating of our school website, add "Website Update" as a designated agenda item for our weekly Admin meetings.		Nizy John	10/30/2020
<i>Notes:</i> The update will be sent to our webmaster each week.				
9/18/20	Implement monthly Lunch and Learn sessions via zoom to provide an additional opportunity for two-way communication. Sessions should be planned for the year and communicated through social media, weekly teacher emails, blackboard connect messages and school website.		Erica Ellis	10/30/2020
<i>Notes:</i> Our first session will be September 29th via zoom. Based on attendance, we may have to switch the platform, however we want to ensure that two way communication is possible in the virtual platform selected.				