

Comprehensive Progress Report

Mission:

The Discovery Program at the Springs proudly serves students with developmental disabilities, intellectual disabilities, autism or neurological disorders to promote education, independence, dignity and fulfillment.

Vision:

All Discovery Program at the Springs students will leave with the skills to live, work and play with dignity, choice and fulfillment.

Goals:

2023-24 Strategic Goal- After completion of prescribed training, Teachers and Direct Care Staff will use effective behavior management techniques based on ABA principles and methodology at a 90% level of fidelity and be proficient with 50% of the student body minimally.

2023-2024 Strategic Goal 70% of parents will participate in DPATS school events (parent teacher meetings, workshops, open house, celebrations), parent groups and/or Autism workshops.

2023-2024 Strategic Goal - 80% of students will participate in a minimum of 3 targeted life skills training per week to prepare for community visits.



! = 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>		In 2023 the teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them by organizing student information and data collection systems within clearly marked binders in the students classroom. Teachers personalize the academic and behavioral programs to fit the needs of the student and post visual schedules in each classroom.	Limited Development 09/11/2023		
<i>How it will look when fully met:</i>		100% of teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.		Crystal Douglas	05/24/2024
<i>Actions</i>			0 of 1 (0%)		
	9/11/23	Quarterly walk throughs will be completed in order to check for ease of access to the student information, classroom behavior systems, schedules, etc.		Crystal Douglas	05/24/2024
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This is a new initiative. Students currently work on Daily Living Skills, IEP goals and follow the Extended Content standards. This goal will integrate functional skills as they are aligned with the transitional assessment results.	No Development 09/20/2019		
<i>How it will look when fully met:</i>		<p>The objective will be met when - All students have an active FSAP informed by data gathered from the transitional assessment, parent survey and staff survey.</p> <p>The objective will reach full implementation when - staff are able to align/use the data from the transitional assessments, parent and staff surveys and the extended content standards to drive instruction.</p>		Rhonda McClenahan	05/28/2025
Actions			0 of 5 (0%)		
	10/3/19	DPATS leadership team will train teachers on completing the Transitional Assessment.		Janice Carrara	01/28/2025
<i>Notes:</i>					
	10/3/19	DPATS leadership team will train all staff on completing the Staff Survey and facilitating the Parent Survey.		Janice Carrara	02/28/2025
<i>Notes:</i>					
	10/4/19	Staff will complete the Transitional Assessment for all students.		Janice Carrara	04/28/2025
<i>Notes:</i>					
	9/29/20	An individual FSAP will be created for each student based on data from the Transitional Assessment, Parent Survey and Staff Survey and aligned with the extended content standards.		Crystal Douglas	05/28/2025
<i>Notes:</i>					
	10/3/19	Leadership team will develop the Transitional Assessment Tool, Parent Survey and Staff Survey. The Transitional Assessment will identify the specific functional skills each student needs to focus on for daily living skills.		Rhonda McClenahan	12/30/2025

Notes:

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>		In 2023 the school implemented a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers by offering lessons using the Unique Learning System.	Limited Development 09/11/2023		
<i>How it will look when fully met:</i>		100% of teachers will be fluent in implementing tiered instructional systems and regularly use them within the classroom.		Crystal Douglas	05/24/2024
<i>Actions</i>			0 of 2 (0%)		
	9/15/23	The school leadership team will meet to discuss options that will allow the teachers to provide a tiered instructional system using evidence based instruction. The team will put a plan into place in order to obtain the instructional systems and train the teachers to implement them with fidelity.		Crystal Douglas	05/24/2024
<i>Notes:</i>					
	9/15/23	After 100% of the teachers have been fully trained, fidelity checks will be done to assure the instruction is being delivered as prescribed and students are making gains.		Crystal Douglas	05/24/2024
<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>	In 2023 teachers collaborate with parents and guardians in order to problem solve a variety of ways students can learn to manage their emotions.	Limited Development 09/12/2023			<i>How it will look when fully met:</i>	100% of teachers will participate in professional development workshops to improve their knowledge of assisting students in managing their emotions and have documentation of student progress in this area.		Janice Carrara	05/24/2024
Actions				0 of 2 (0%)					
9/15/23	All teachers will attend a minimum of 2 professional development workshops that address teaching students how to manage and process emotions.		Janice Carrara	05/24/2024	<i>Notes:</i>				
9/15/23	Student behavior data will have a collective average decrease of 15% minimally.		Janice Carrara	05/24/2024	<i>Notes:</i>				

	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
Initial Assessment:			<p>Goal: 80% of students will participate in targeted life skills training to prepare for community visits.</p> <p>New task boxes have been made and some still need to be put together.</p> <p>We will be using the model that we used over the summer and add in center based activities that incorporate life skills.</p>	Limited Development 09/23/2022		
How it will look when fully met:			<p>Staff will be building more community based activities. (Eg. grocery store, library, pizza store, etc.)</p> <p>Faux training on this first.</p> <p>“Ride to a “fake” location first to teach appropriate behavior in the community.</p>		Janice Carrara	06/09/2025
Actions				0 of 2 (0%)		
	9/23/22	PF3 DPATS will provide four community education events to promote acceptance and understanding of students with Autism.			Janice Carrara	06/09/2025
<p><i>Notes:</i> Update PowerPoint for first responder training and schedule the training.</p> <p>Establish a partnership with a retired Police Man that has a child diagnosed with Autism to assist in translating the specific needs children and adults with autism may have when they are face to face with them in the field.</p>						

9/23/22	PF2 DPATS will identify and establish working relationships with community partners that facilitate community inclusion of DPATS students.		Janice Carrara	06/30/2025
<p><i>Notes:</i> We are going to establish partnerships so our students can participate in Special Olympics, EC Prom, and community service (Mill Creek Manor Assisted Living).</p> <p>We are going to meet with leaders of partnership groups to establish timelines of events that are a good fit for our students.</p> <p>We will then work with student to build needed skills in order to access success in these settings.</p> <p>The Autism Society continues to meet every month. Partnership with Mill Creek Manor for students to send letters to residents and staff to “adopt” residents during the holiday season.</p>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In 2023 the leadership team met with teachers on average 2 - 3 times a month to review implementation of effective practices.	Limited Development 09/14/2023		
How it will look when fully met:			The leadership team will meet with teachers a minimum of 4 times a month to review the implementation of effective practices.		Janice Carrara	05/24/2024
Actions				0 of 3 (0%)		
	9/15/23	The Leadership Team will meet twice a month to review implementation of effective practice of IEPs.			Janice Carrara	05/24/2024
<i>Notes:</i>						
	9/15/23	The Leadership Team will meet twice a month to review implementation of effective practice of Teaching Strategies.			Janice Carrara	05/24/2024
<i>Notes:</i>						

9/15/23	The Leadership Team will meet once a month to review implementation of effective practice of behavior interventions.		Janice Carrara	05/24/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
-----------------------	--	--	--	--

Effective Practice:	Distributed leadership and collaboration			
----------------------------	---	--	--	--

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
--	-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>			In 2023 the school was beginning to establish a team structure among teachers and began to outline the specific duties and responsibilities expected of them. There were inconsistent periods of time available for instructional planning.	Limited Development 09/14/2023		
----------------------------	--	--	---	-----------------------------------	--	--

<i>How it will look when fully met:</i>			A detailed written team structure will be available that outlines the specific duties and responsibilities expected of them. Regular periods of instructional planning will be built into the written structure.		Janice Carrara	05/24/2024
---	--	--	--	--	----------------	------------

Actions				0 of 3 (0%)		
----------------	--	--	--	--------------------	--	--

9/15/23			The leadership team will draft a team structure that outlines the specific duties and responsibilities expected of the teaching staff.		Janice Carrara	05/24/2024
---------	--	--	--	--	----------------	------------

<i>Notes:</i>						
---------------	--	--	--	--	--	--

9/15/23			The leadership team will meet with the teaching staff to review the team structure that outlines the specific duties and responsibilities expected of them and the coaching system that will be used to assist the teaching staff in meeting the expectations.		Janice Carrara	05/24/2024
---------	--	--	--	--	----------------	------------

<i>Notes:</i>						
---------------	--	--	--	--	--	--

9/15/23			The leadership team will develop a schedule for teachers to have protected planning time throughout the school day.		Janice Carrara	05/24/2024
---------	--	--	---	--	----------------	------------

<i>Notes:</i>						
---------------	--	--	--	--	--	--

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In 2023 the principal monitored curriculum and classroom instruction to provide constructive feedback to teachers on an inconsistent basis.	Limited Development 09/14/2023		
<i>How it will look when fully met:</i>		The principal will follow a rotating schedule to consistently monitor the curriculum and classroom instruction and provide detailed constructive feedback to teachers while keeping a coaching log to demonstrate their progress.		Rhonda McClenahan	05/24/2024
Actions			0 of 1 (0%)		
	9/15/23	The principal will observe each teacher in the classroom setting and provide feedback on the effectiveness of the lesson once a month.		Rhonda McClenahan	05/24/2024
<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>		<p>After completion of prescribed training, Teachers and Direct Care Staff will use effective behavior management techniques based on ABA principles and methodology at a 90% level of fidelity.</p> <p>As of the end of the 21-22 school year, we had 21 staff that had completed the 40 hour course, and 2 staff that had completed the comp check and were ready to take the exam.</p>	Limited Development 09/23/2022		
<i>How it will look when fully met:</i>		<p>PF1 All staff will complete a prescribed supplemental training program within 6 months of hire.</p> <p>Staff progress will be monitored and tracked via a spreadsheet. Staff will be contacted twice monthly to indicate the current progress and encourage them to continue to complete the process.</p>		Janice Carrara	06/09/2025
Actions			0 of 2 (0%)		
	9/23/22	PF2 All staff will complete RBT Training and achieve certification within 6 months of hire.		Janice Carrara	06/08/2025
		<p><i>Notes:</i> Staff will be notified monthly to identify their progress and encouraged to complete the process.</p> <p>A running list of staff that have completed the process will be on display in BCBA's office with a sign up sheet to schedule meeting to complete competency assessments.</p>			
	9/23/22	PF3 Fidelity checks will be performed regularly to ensure that all programs are being run as designed.		Janice Carrara	06/09/2025

Notes: BCBA will conduct weekly fidelity checks in order to provide immediate feedback and brainstorm with staff.
 BCBA will meet with teachers to go over results of the fidelity checks and create a plan to teach any skill deficits that have been identified.
 The CR Institute online platform will be used to assign mini courses to staff that will align with skill deficits.
 Staff will be provided additional training from the teachers and BCBA.

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
Initial Assessment:		In 2023 the school is using three different contract agencies and the in house application process to recruit staff. The school principal meets with staff to conduct evaluations. The leadership team collaborate and plan for staff appreciation efforts. The school regularly updates the employee handbook that outlines school protocols and procedures. The leadership team meet to discuss employee performance and collaborate for training efforts.	Limited Development 09/14/2023		
How it will look when fully met:		A more effective system will be in place to recruit more experienced in-house staff. The leadership team will continue to collaborate and plan for staff appreciation efforts. The school will continue to regularly update the employee handbook that outlines school protocols and procedures. The leadership team meet to discuss employee performance and collaborate for training efforts. The school will have a detailed process for staff accountability and replacing staff.		Janice Carrara	05/30/2025
Actions			0 of 2 (0%)		
	9/14/23	Collaborate with the district and draft a more effective recruiting effort that will result in an increased number of experienced applicants to apply for job openings.		Janice Carrara	05/24/2024
<i>Notes:</i>					
	9/19/23	The Leadership team will outline a systematic training and coaching model to ensure all staff have been trained on all students and continued coaching has been offered to improve staff fidelity.		Janice Carrara	05/24/2024
<i>Notes:</i> Training and coaching logs will be used as evidence for these programs.					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In 2023 the school principal allocates funds for classroom resources and materials on a needs basis.	Limited Development 09/14/2023		
<i>How it will look when fully met:</i>		The school will have a system in place to identify school needs and access them in a timely manner.		Rhonda McClenahan	05/30/2025
<i>Actions</i>			0 of 1 (0%)		
	9/14/23	A detailed inventory system will be created to keep track of consumable materials.		Janice Carrara	05/24/2024
<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>		<p>Goal: 80% of parents will participate in DPATS school events, parent groups and/or Autism workshops.</p> <p>PF!: District Autism Staff will host meetings of the Iredell County Chapter of the Autism Society once per month.</p> <p>The meetings provided ongoing resources to parents and families of students with Autism.</p> <p>They also provided a home-school connection and aid in educating the community about Autism.</p>	Limited Development 09/23/2022		
<i>How it will look when fully met:</i>		<p>Parent Attendance at these meetings provides staff with opportunity to speak directly with parents and establish/sustain relationships with families.</p> <p>Parent Attendance can also help us equip families/homes with tools to support their student's needs in the home setting.</p> <p>Attendance sheets can be signed/logged/collected.</p>		Janice Carrara	06/09/2025
<i>Actions</i>			0 of 1 (0%)		
	9/23/22	PF2 Parent training workshops will be offered four times throughout the school year. They will be provided either via zoom, in person, or both. We have already collaborated with the district social work team to partner in these efforts.		Janice Carrara	05/24/2024

Notes: Parents will be notified via email, ConnectEd, DPATS Facebook page and letters home.

Participation will be monitored through report within module platforms.

Modules will be provided in a "Live" format facilitated by district and DPATS staff so families can ask questions.

Have a parent day 1-2 times a year for a couple of hours.

Parents need to have more knowledge and training to help their children.

We can offer visuals and tips to help the experience with their kids.