

Comprehensive Progress Report

Mission:

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

Vision:

All Discovery School 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 Increase their use of effective behavior management techniques based on ABA principles and methodology to a 90% level of fidelity and be proficient with 50% of the student body minimally.

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

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

2024-2026 Strategic Goal - Staff will increase their knowledge of students effective communication needs. Students will increase their functional understanding of AAC or low technology communication systems in order to improve their ability to communicate their individual needs and wants.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
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	
How it will look when fully met:		(B1.03) The leadership team meets regularly to review the implementation of effective practices. The leadership team assesses the current needs of the teachers and provides them with resources and training needed in order to achieve their classroom goals.		Rhonda McClenahan	05/23/2025	

Actions		1 of 5 (20%)		
9/15/23	The Leadership Team will meet twice a month to review implementation of effective practice of IEPs, teaching strategies and behavior interventions.	Complete 05/24/2024	Janice Carrara	05/24/2024
<i>Notes:</i>				
10/10/24	The Leadership Team will meet twice a month to review implementation of effective practice of IEPs, teaching strategies and behavior interventions, this will be reviewed quarterly.		Jeremy Quick	10/22/2024
<i>Notes:</i>				
5/30/24	The Leadership Team will meet twice a month to review implementation of effective practice of IEPs, teaching strategies and behavior interventions, this will be reviewed quarterly.		Jeremy Quick	12/20/2024
<i>Notes:</i>				
10/10/24	The Leadership Team will meet twice a month to review implementation of effective practice of IEPs, teaching strategies and behavior interventions, this will be reviewed quarterly.		Jeremy Quick	03/07/2025
<i>Notes:</i>				
10/10/24	The Leadership Team will meet twice a month to review implementation of effective practice of IEPs, teaching strategies and behavior interventions, this will be reviewed quarterly.		Jeremy Quick	05/23/2025
<i>Notes:</i>				

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	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
How it will look when fully met:			(B3.03) The principal will increase in person observations in order to provide constructive feedback to the teachers by following 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	05/24/2026
Actions		1 of 5 (20%)				

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.	Complete 05/24/2024	Rhonda McClenahan	05/24/2024
<i>Notes:</i>				
5/30/24	The principal will observe each teacher in the classroom setting and provide feedback on the effectiveness of the lesson once a month. Review of completion will be done quarterly		Rhonda McClenahan	10/22/2024
<i>Notes:</i>				
10/10/24	The principal will observe each teacher in the classroom setting and provide feedback on the effectiveness of the lesson once a month. Review quarterly for completion.		Rhonda McClenahan	12/20/2024
<i>Notes:</i>				
10/10/24	The principal will observe each teacher in the classroom setting and provide feedback on the effectiveness of the lesson once a month. Review quarterly for completion		Rhonda McClenahan	03/07/2025
<i>Notes:</i>				
10/10/24	The principal will observe each teacher in the classroom setting and provide feedback on the effectiveness of the lesson once a month. Review quarterly for completion.		Rhonda McClenahan	05/23/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction				
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	
How it will look when fully met:		(A1.07) Using a standard rubric template to ensure quality and uniformity across all classrooms, Teachers are employing effective classroom management and reinforcing the classroom rules and procedures by positively teaching them. Administration regularly performs walk-throughs and provide feedback. Planned lessons are stored in a shared google document that is accessible by all teachers and OSP. Evidence of full implementation includes records of the walk-through rubric, record of feedback provided as a result of the walk-throughs, increased academic achievement and decreased behavior incidents of maladaptive behaviors across all classrooms.		Crystal Douglas	05/23/2025	
Actions			5 of 9 (56%)			

4/11/24	Create a unified walk through rubric.	Complete 04/23/2024	Janice Carrara	04/30/2024
<i>Notes:</i>				
4/11/24	Create a feedback document for the walk-through system.	Complete 04/23/2024	Janice Carrara	04/30/2024
<i>Notes:</i>				
4/11/24	Create a drop box for lessons/activities, important information for each teacher to upload pertinent information.	Complete 04/23/2024	Janice Carrara	04/30/2024
<i>Notes:</i>				
4/11/24	Create a document to display IEP and behavior data for evidence.	Complete 04/23/2024	Janice Carrara	04/30/2024
<i>Notes:</i>				
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.	Complete 05/24/2024	Crystal Douglas	05/24/2024
<i>Notes:</i>				
5/30/24	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	10/22/2024
<i>Notes:</i>				
10/11/24	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	12/20/2024
<i>Notes:</i>				
10/11/24	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	03/07/2025
<i>Notes:</i>				
10/11/24	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	05/23/2025
<i>Notes:</i>				