

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:

The percent of students that demonstrate grade level proficiency (GLP) and college and career readiness on the 5th Grade Science End of Grade Assessment will increase from 63.1% GLP and 35.2% CCR in 2024-25 to 75% GLP and 50% CCR in 2025-26. (Aligns to A2.04, B3.03 and CMS Guardrail 1).

The percent of Chronic Absenteeism will decrease from 19.60% in SY2024-25 to 10% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3).

We will increase our SWD subgroup's performance grade from a F to a D or higher in 2025-26.(Aligns to A4.01, D1.02 and CMS Guardrail 1)

Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 74.8% in June 2025 to 80% by June 2026 and 91% by June 2029. (Aligns to A2.04, A4.01, B3.03 and CMS Goal 1).

The percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-5 will increase from 33.3% in June 2025 to 40% by June 2026 and 50% by June 2029. (Aligns to A2.04, A4.01, B3.03 and CMS Goal 2).

We will retain 100% of our highly effective teachers for the 2025-26 school year. (Aligns to Guardrail 4, B3.03)

The number of OSS/ISS incidents will decrease from 34 in SY2024-25 to 20 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

We will increase 3rd-5th Math CCR from 48.4% in 2024-25 to 55% in 2025-26.



! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>		For the 25-26 school year, the principal met with all professional learning communities (PLC) to share the instructional expectations, PLC expectations, and data analysis protocols. A tiered coaching plan was established based on years of experience, EVAAS data, walkthrough data, and student achievement. Walkthroughs will be conducted weekly by the Instructional Leadership Team (ILT). The ILT will meet weekly to share teacher feedback and progress. All feedback will be entered into the tracker. Coaches will primarily use the Get Better Faster model for coaching.	Limited Development 07/10/2024		
<i>How it will look when fully met:</i>		All observations, coaching and walkthroughs will be conducted in a timely manner. Instructional feedback and coaching conversations will be on-going throughout the year. There will be an increase in student achievement for all students and subgroups. Alignment of instructional practices across the grade levels will provide consistency and equitable learning and teaching experiences (The River Gate Way). Student data (DIBELS, iReady, EOGs, etc.) will be the measurement tool for monitoring success.		Erica Ellis	06/30/2026
<i>Actions</i>			0 of 2 (0%)		
	8/19/25	Create and implement a tiered coaching plan based on years of experience, EVAAS data, student achievement and walkthrough data. (Goals 1-2, Guardrail 1 and 4)		Erica Ellis	06/10/2026
<i>Notes:</i>					
	8/19/25	ILT members will conduct weekly walkthroughs as well as tiered coaching and feedback will be recorded in the tracker to monitor consistency and growth. (Goals 1-2, Guardrails 2 and 4)		Kaitlyn Millar	06/12/2026
<i>Notes:</i>					

	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
Initial Assessment:			EC students are a primary focus for the 25-26 school year. EC schedules were made by the administrative team to ensure students' service time and goals are addressed within the Master Schedule framework. This will prioritize EC student exposure to core content and grade level standards while supporting their individualized goals in the pull out setting. The schedule provides opportunities for the EC teachers to attend grade level planning. This will allow them to have content knowledge for the grade level while also providing input and support for the EC students.	Limited Development 09/17/2023		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			EC students will have opportunity to engage in core content while also addressing gaps through their individualized education plans (IEPs). Students with disabilities (SWD) will exhibit growth as measured by EOGs and Dibels. We will increase the number of SWD participating in standards-based grade level content. Specialized instructional will effectively narrow the gap, allowing for students to increase their time spent in the general education setting, have access to the rigor of core instruction, show growth and potentially exit if data warrants it.		Erica Ellis	06/11/2026
Actions				0 of 2 (0%)		
	8/19/25	The administrative team will meet with the EC teachers throughout the year to ensure that IEP goals align with grade level standards. (Goals 1-2, Guardrail 1)			Sarah Hughes	06/10/2026
<i>Notes:</i>						
	8/19/25	EC teachers will collaborate with instructional leads and teachers to ensure appropriate on ramps in core content are included within the general education settings. (Goals 1-2, Guardrail 1)			Kaitlyn Millar	06/10/2026
<i>Notes:</i>						
Implementation:				06/25/2024		

<p>Evidence</p>	<p>6/25/2024 Small group instructional support Joined the TLP program Being intentional with the use of assistants & guest teachers (will no longer be used to cover classes) Espark learning was not purchased but replaced with IXL Ready Books OSTT Extended Day Reading Buddies New allocations</p>			
<p>Experience</p>	<p>6/25/2024 Our successes included the PTA purchased IXL for all grade levels by the PTA, NC Ready books for grades 3-5, and Science ABC books for all 5th graders in addition to all other resources requested to supplement instruction and prepare students for EOGs. Instructional assistants supported 2nd and 3rd grade classes, and a Guest Teacher supported 4th grade for focused and flexible small group support. 3rd, 4th, and 5th grade students were selected based on data to participate in OSTT and Extended Day. Also, weekly Reading Buddies, where upper grades visited lower grades classes in partnership with reading to each other and other literacy-related activities, is a school success. Connections were made with businesses in the community for coupons and rewards to give to students for achieving MAP growth, perfect attendance, completing reading logs and math challenges (including during the holidays). School-wide participation in One School One Book brought excitement and involved support staff members on the morning news and had siblings connect within their households over the book.</p>			
<p>Sustainability</p>	<p>6/25/2024 We must continue the work of students performing at or above grade level in all subjects but specifically literacy. PLCs, continuous monitoring through walkthroughs, data conversations, and student progress monitoring is essential.</p>			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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>		Instructional expectations were shared with PLCs in August to ensure alignment across grade levels and use of core curriculum as provided by the district. An allotment was used to create an additional instructional lead for literacy, allowing one staff member to engage fully with 3-5 literacy and another with K-2 literacy. MTSS leadership team meetings have been established and allows for full participation of grade level members, EC, school psychologist, counselors and leadership team members. Based on feedback, implementation of interventions and fidelity of progress monitoring is an area of need that will be addressed in the action items below. The school will focus efforts on aligning the MTSS process to ensure all students are provided with the necessary supports to increase their growth and achievement within the framework (core, intervention, referrals).	Limited Development 07/10/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Core instruction will be aligned to the rigor of the standard and vetted materials and resources will be the primary source of instruction. Small group instruction will be based on student data and will address learning deficits to reduce the number of students requiring intervention. The standard treatment protocol for supplemental and intensive interventions are followed with fidelity. Quality whole-group and small-group instruction, with consistent progress monitoring of student academic achievement, attendance, and behavior will be implemented. Students reaching goals and meeting growth expectations or their learning. Analyzing data regularly and using sources such as DIBELS, Mastery Connect, AimsWeb Plus, iReady, and Branching Minds. The MTSS Leadership team meetings will be attended monthly by all stakeholders as a way to monitor the effectiveness of core instruction, fidelity of interventions and progress monitoring.		Erica Ellis	06/10/2026
<i>Actions</i>			0 of 2 (0%)		
	8/19/25	The MTSS Leadership team will meet monthly to review student achievement data, fidelity of interventions, progress monitoring and referral data. (Guardrail 1)		Kaitlyn Millar	06/10/2026

<i>Notes:</i>				
9/10/25	Teachers will use data to inform small group instruction. This will be supported by the new data analysis protocol and plan during Data Planning meetings.		Erica Ellis	06/10/2026
<i>Notes:</i>				
Implementation:		06/05/2025		
Evidence	6/5/2025			
Experience	6/5/2025			
Sustainability	6/5/2025			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		The master schedule accommodates 90 minute planning for all grade level teams while allowing for EC teachers to attend a portion of that planning. EC, ML and AIG teachers will provide teaching strategies and resources to differentiate core content when needed. Teachers will complete unpacking before each unit/module to ensure a deep understanding of the standard. Teachers will use the core lesson discussed in planning to ensure alignment across the grade. Small group plans will be created in planning and then differentiated based upon student data. A data analysis protocol has been introduced to teachers and will be used for each formal assessment to ensure timely review of student achievement and growth.	Limited Development 07/10/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Teams will use standards-aligned curriculum to ensure the rigor of the standard is met. Professional Learning Communities (PLCs) will meet to identify the most critical learning standards for the grade level while unpacking the standards before and during weekly PLC meetings. All instructional materials will be vetted to ensure they meet the rigor of the standard and are aligned. Resources that are approved will be used in alignment across the grade levels. Instructional expectations will be clear and aligned vertically which will allow for best practices to span the grade level. Regular data analysis meetings will be held and student performance will be communicated in a timely manner to families to ensure clear communication.		Kaitlyn Millar	06/30/2026
<i>Actions</i>			0 of 3 (0%)		
	8/19/25	Provide a duty-free lunch period for every teacher on a daily basis, as safety and covid measures allow.		Erica Ellis	06/12/2026
		<i>Notes:</i>			
	8/22/24	Differentiated small group lesson plans will be submitted weekly by teachers and reviewed by ILT. Each team has a designated day for creating small group lesson plans. (Goal 1&2)		Erica Ellis	06/30/2026
		<i>Notes:</i>			

11/19/24	Shared data analysis protocol and action plan will be used following each grade level assessment and benchmark assessment. Teachers will review data with their coach and engage in grade level data analysis and planning. (Goal 1&2)		Erica Ellis	06/30/2026
<i>Notes:</i>				
Implementation:		05/05/2025		
Evidence	<p>5/5/2025 5th Grade Math PLC document - https://docs.google.com/document/d/1cMOOo8OoxQkFgDDzUA_MV5jfyniB3oC78v8fOR5n4Ns/view</p> <p>4th Grade Small Group Plans - https://drive.google.com/drive/folders/1Jen994vxZ04hvha8YQkqiGRIN9clRP_c?usp=drive_link</p> <p>Extended Planning Data Meetings - https://docs.google.com/document/d/1TqecL_Tsve0eLVSkEMseHsUqIlg2YrjpurDDHdS3az0w/edit?tab=t.0</p>			
Experience	5/5/2025 90-minute planning has taken place consistently from the change in the master schedule. Master Teachers facilitated weekly PLCs with content and support teachers.			
Sustainability	5/5/2025 It will be important to maintain the same schedule format and to monitor small group plans. Teacher discussions should be rich in using effective practices while modeling how to efficiently facilitate lessons.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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

Initial Assessment:

We continued to focus on intentional relationship building with students, embracing "teachable moments," purposeful whole group lessons by the counselors based on classroom incidences/referral trends, and small group SEL instruction by counselors. We used proactive interventions including visiting classrooms and giving specific support where needed. Students with extensive social-emotional needs were supported by The Alexander Youth Network (provided parent permission is granted). There has been regular communication with staff about upholding the expectations of the school-wide behavior matrix and behavior management plan. Behavior assemblies were held with all grade levels. Daily reminders were given to students on the morning news network, GNN. Parent Square reminders are sent to parents. Educator's Handbook was used to record incidents and provide supportive measures such as restorative practices. Students have been recognized for academic achievement, academic progress, character, and attendance through quarterly Award Ceremonies, Perfect Attendance Celebrations, and Grade-Level incentives and celebrations. We made sure our teachers were celebrated and felt appreciated through regular treats and gift-giving. Partnerships with community businesses continue for coupons, incentives, Spirit Nights, donations, and more. Taking attendance daily is a non-negotiable, and teachers were expected follow up with parents for any attendance concerns, in addition to the attendance secretary working with the counselors and principal to track chronic absenteeism. 3-6-10 day letters are sent. Nudge letters went home with every progress report and report card to address chronically absent students. The Student Services PLC met bi-monthly meetings. School counselors owned the facilitation of the Caring Schools curriculum and provided support to teachers. Handle with Care was also presented to staff supporting students and staff socially and emotionally. The school social worker held Attendance Review Conferences with families of students with chronic absences.

Limited Development
07/10/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Teachers will fully implement Capturing Kids Hearts (CKH) as a framework for classroom management and increase student self-management. Excellent behavior will be rewarded with Gator Tickets that students can save for rewards and events. Teachers will facilitate daily SEL land supplement with class meetings as needed at any point in the day. Teachers and counselors collaborating on providing supplemental and intensive attendance and behavior plans with progress monitoring. Navigator Portal will show a decrease in Chronic Absenteeism. Overall we will see a decrease in referral data.			Kaitlyn Millar	06/30/2026
Actions			0 of 4 (0%)		
8/22/24	Grade level assemblies will be held to review behavior expectations with all students and staff. Quarterly celebrations will also be held to reinforce positive behavior in alignment with the matrix. (Guardrail 2, 3, FAM-S 30)			Administrators	06/10/2026
<i>Notes:</i>					
8/5/24	Teachers will use the Educator's Handbook with fidelity as a recording and data source for student incidents, using it as a collaboration tool as well across teachers and in the MTSS process. (Guardrail 2)			Sarah Hughes	06/10/2026
<i>Notes:</i>					
8/19/25	Provide a positive school climate, under CMS regulation, JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Guardrails 2 and 3)			Erica Ellis	06/12/2026
<i>Notes:</i>					
8/22/24	In alignment with our Attendance Plan, teachers and social worker will reach out to families after 3 absences to try and decrease chronic absenteeism. (Guardrail 3) Attendance Plan: https://docs.google.com/document/d/1rFc2mbOIFr9gJZEwl9tlt4S5FpEyvnfkWtSHbl4N9OM/edit?usp=sharing			Huntley and Natoli	06/30/2026
<i>Notes:</i> The school social worker holds attendance review meetings with families of students with excessive unexcused absences. Knudge letters are sent home every four weeks with progress reports and report cards.					

Implementation:		06/12/2025		
Evidence	6/12/2025 Discipline records, MTSS Behavior Plans, and Attendance Review Conferences support the effective and full implementation of this objective. https://docs.google.com/presentation/d/15zkZWUpwQ1R9s7JJLeSEFHG-PtHtX5NNzzQ9EVJUV8o/edit?usp=sharing			
Experience	6/12/2025 - The social worker and counselors supported students with chronic absenteeism through parent conferences, nudge letters, and home visits. Teachers reported incidents using Educator's Handbook. Grade level assemblies were held as needed. The majority of teachers conducted morning meeting daily using the Caring Schools curriculum.			
Sustainability	6/12/2025 SEL walkthroughs and implementation of Capturing Kids Hearts will support sustaining efforts in meeting this objective.			

Core Function: Domain 4: Culture Shift

Effective Practice: Practice 4C: Engage students and families in pursuing education goals

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>Our school-wide goal of increasing family and parental engagement by regularly communicating with parents/guardians about our expectations of them and what can be done at home to support their children's learning is on-going. We sent weekly updates on ParentSquare, updated the school website, posted on Facebook, sent home Thursday folders, and held parent/teacher conferences. A Parent/Student Handbook was shared with each family. Parent visitors and volunteers were welcome during normal school hours. Food trucks came every Friday and on other days throughout the school year to keep morale high, bringing families out weekly and to events such as Curriculum Night and Scholastic Book Fair. Parent engagement and participation increased in SIT, PTA, and school events. The principal and treasurer attended monthly PTA board meetings. The PTA issued grants to teachers, held a Fall Fest, parent meet-up, school dance, movie nights, and established a fundraiser that mimics Boosterthon in order to bring in 100% profit. Community partnerships have been maintained with businesses such as Jackson Orthodontics, Leadership Martial Arts, Nothing but Noodles, Small Cakes, Arrowood Business Association, Chick-fil-A, Creekside Smiles, Publix, and more, bringing in funds and resources for school use to support student achievement.</p>	<p>Limited Development 07/10/2024</p>		
	<p>Priority Score: 2 Opportunity Score: 2</p>	<p>Index Score: 4</p>		
How it will look when fully met:	<p>Parent and community engagement will be consistent throughout the school year. The school will provide ample opportunities for families to meet their child's teacher at events such as Open House and parent/teacher conferences. Weekly communication will be provided through the use of Thursday folders and grade-level newsletters. Parent Square, email and social media will be regularly updated with information about the school and upcoming important dates/events. The Parent/Student handbook will be shared and referred to regularly with families. The PTA will host monthly meetings attended by the Principal. The PTA will be an active participant within the school by hosting or attending events and providing parents with volunteer opportunities.</p>		<p>Kaitlyn Millar</p>	<p>06/30/2026</p>
Actions		<p>0 of 2 (0%)</p>		
<p>9/5/25</p>	<p>Principal will host quarterly parent meeting to keep them informed of school events, instructional focuses and high-interest parent topics.</p>		<p>Erica Ellis</p>	<p>06/30/2025</p>

<i>Notes:</i>				
8/19/25	Teachers will send weekly newsletters in ParentSquare. (Goals 1-2)		Erica Ellis	05/30/2026
<i>Notes:</i>				
Implementation:		06/12/2025		
Evidence	6/12/2025 https://drive.google.com/file/d/1BjrLKS3CxSYVMe1qLOdZOInzPeOHa3cH/view?usp=drive_link Perfect attendance glow dance party and Perfect attendance bubble party was held. PTA hosted the Ninja Course, a school dance, and a movie night.			
Experience	6/12/2025 The social worker held Attendance Review Conferences for students with chronic absenteeism. Students were recognized for perfect attendance and got to participate in celebrations.			
Sustainability	6/12/2025 Communication with families, fun and engaging activities to inspire students to come to school, and acknowledgement and recognition of students to boost their confidence will sustain the schools efforts in meeting this objective.			