

Comprehensive Progress Report

Mission: River Road Middle School will partner with parents and the community to provide our students with a rigorous and challenging education that is based on data-driven decision making in preparation for graduation from high school. We believe that every child can learn when they are provided a support system that is prepared to meet their social, educational, and emotional needs

River Road Middle School will instill in all students the core values of Honor, Courage, and Commitment. These core values are necessary for academic and professional success in the 21st Century.

Vision:

RRMS will challenge all students to perform to their maximum academic potential with ongoing support from teachers, support staff, and school administrators. Students will learn and demonstrate what it means to maintain social, academic, and emotional discipline in preparation for success in life, and for the workforce in the 21st century.

Goals:

Every student in ECPPS will graduate from high school prepared for work, further education, and citizenship.

Every student in ECPPS will have a personalized education.

In ECPPS, every student, every day will have excellent educators.

ECPPS will have up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Every student in ECPPS will be healthy, safe, and responsible.



! = Past Due Objectives

KEY = Key Indicator

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>		RRMS is monitoring and ensuring that all teachers are implementing effective instructional teaching practices within their classrooms. We use the MTSS (Multi-Tiered System of Support) model and i-Ready diagnostic tool to identify Tier 1-3 candidates. Teachers currently collaborate in weekly school-level PLCs to design instruction to meet the academic needs of all students. We also seek to increase the amount of professional development available to our Exceptional Children's Department as well as Regular Education teachers. This will help to ensure that they are aware of effective teaching practices and how to implement, assess, and re-evaluate student needs. Our teachers also receive PD support weekly in concert with the district monthly PD.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>		<p>Teachers will use data to individualize instruction to meet the needs of all students. Teachers will collaborate with ALL subgroups and MTSS/PBIS teams to provide students with the best education supports possible. Student behaviors will improve as student engagement increases . Budget: State Allotment. Approximately \$1,000.00.</p> <p>Teachers have been using pre and post tests to identify student weaknesses and areas that require remediation.</p> <p>The school has started the school-wide intervention. Teachers are better able to meet the needs of students. Teachers are inquiring more about differentiation of instruction for their students.</p>		Dollie Simpson	06/01/2023
Actions			0 of 3 (0%)		
	9/30/16	Restructuring of the previous Student Assistance Team (SAT) to the current MTSS/PBIS team is the goal for this year. New MTSS and PBIS coordinators have been assigned for the 2022-2023 school year.		Dollie Simpson	06/02/2023
	<i>Notes:</i> MTSS/PBIS team will report out to SIT on a monthly basis.				
	9/30/16	Establishment of a school level Multi-Tiered System of Support Team (MTSS).		Bond	06/02/2023

Notes: Contact current PBIS Team members and staff to determine who would like to serve on the new MTSS team.

2/13/18 The school will start school-wide intervention that will be held every Tuesday and Thursday.

Dollie Simpson

06/02/2023

Notes:

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
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Initial Assessment:

The school established a team structure among teachers in planning for the year this summer. The master schedule was revised to allow for team and PLC common planning across disciplines and grade levels. PLC PD was provided to outline the specific roles and responsibilities of all team members during collaborative instructional time.

Limited Development
09/13/2022

How it will look when fully met:

- Every grade level will establish two teams that will consist of (ELA, math, science, social studies and exceptional children’s teacher)
- Teams will establish a team name, norms, and procedures/rules
- Teams will meet twice a week to discuss content being taught weekly and how to support each other
- Teams will meet twice a week to discuss individual student academics, behavior, and attendance
- Teams will meet twice a week and plan student achievement activities, PBIS events, and Outstanding Student Awards
- Teams will conference with students and parents of students who maintain a D or F in core classes

MeLissia Bond

06/02/2023

Actions

Notes:

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
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Initial Assessment:	<p>The administrative team currently conducts formal and informal observations for all teachers. We provide immediate feedback to ensure that they can use that data to improve instruction. The administrative team conducts unannounced walk-throughs as a means of determining the instructional delivery for each teacher.</p> <p>Teachers turn in weekly lesson plans on the classroom management system by Friday of each week. The administrative team provides feedback on these lesson plans.</p> <p>Administrators provide feedback to teachers on how to improve instruction.</p> <p>Administrators review lesson plans to ensure the lesson aligns with the appropriate standards and pacing.</p> <p>Administrators provide professional development for teachers who need support for developing lesson plans.</p> <p>Administrators developed a uniform lesson plan format for ALL teachers to use.</p>	Limited Development 09/27/2016		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The principal will regularly visit classrooms and provide constructive feedback. Principal will also meet with PLCs to provide content-level feedback. Evidence will be provided to teachers in a timely manner. River Road Middle School will show expected growth for all students and increase proficiency in reading by at least 21 percentage points in the 2022-23 as measured by the 2023 NC End of Grade testing. River Road Middle School will show expected growth for all students and increase proficiency in mathematics by at least 15 percentage points in the 2022-23 school year as measured by the 2023 NC End of Grade testing. Budget: None required.</p>		Dollie Simpson	06/02/2023
Actions		1 of 3 (33%)		
9/27/16	Principal will conduct walk-throughs on a minimum of 33% of the staff weekly as documented by classroom walk-throughs and formal observations.	Complete 10/28/2022	Melissia Bond	10/28/2022

<i>Notes:</i> Create a weekly walk-through schedule and use electronic walk-through for documentation.				
9/27/16	District grade level PLC's.		District Team	06/02/2023
<i>Notes:</i> Teachers participate in weekly district and school level PLCs.				
10/31/17	Administration will monitor classroom instruction on a daily basis. Administration, along with the Instructional Coach, will provide feedback to the teachers on a daily basis utilizing the Learning Focused rubric and the Cognito walk-through form.		Bond	12/16/2023
<i>Notes:</i> Weekly walk-throughs will be conducted by the Principal, Assistant Principal, and the Instructional Coach.				
Implementation:				
Evidence				
	6/12/2017 Examples of walkthroughs are provided as evidence.			
Experience				
	6/12/2017 Mr. Mizelle used the Learning Focused walkthrough form to conduct walkthroughs. Classroom visits were scheduled on his calendar and were adhered. Feedback was provided to teachers of the visit within 1 day. Teachers were expected to respond to the Ask Abouts questions within 24 hours.			
Sustainability				
	6/12/2017 Consistency is still needed with a classroom visit monitoring system. Time must be dedicated to classroom visits.			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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
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<i>Initial Assessment:</i>	The Instructional Team conducts walk-throughs using an electronic monitoring checklist to assess the use of best practices within our framework. That data is used by the School Improvement Team to determine differentiated professional development needs for all teachers. Student performance data is reviewed to determine areas of need for professional development.	Limited Development 09/27/2016		
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<p>How it will look when fully met:</p>	<p>RRMS will provide teachers and staff with differentiated professional development that will support their growth as professionals. Teachers will be able to analyze their own data and determine what their students needs are.</p> <p>There will be a steady growth of student achievement and proficiency throughout the year after benchmarks as well as teacher formative assessments. Teachers will be using student data to drive instruction on a consistent basis.</p> <p>Learning from professional development will be implemented in the classroom.</p> <p>Administrators will analyze 2022-2023 EOG data to develop class lists</p> <p>Teachers will use School Net assessments to track student proficiency</p> <p>Teachers will administer pre-assessments for each new standard taught using Depth of Knowledge levels 2 and 3</p> <p>Teachers will administer post-assessments for each standard using Depth of Knowledge levels 2 and 3</p> <p>Teachers will analyze results of formative assessments to drive instruction</p> <p>Administrators will complete 3-5 classroom walkthroughs each day to collect data on instructional practices</p> <p>Administrators will use classroom walkthrough data to determine monthly professional development for teachers</p>		<p>Dollie Simpson</p>	<p>06/02/2023</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/30/16</p>	<p>The LEA will provide grade/subject specific professional development based on need.</p>		<p>Eboni Stallings</p>	<p>06/02/2023</p>
<p><i>Notes:</i> The district team provided weekly district PLCs to support instruction in the classroom.</p>				

10/1/16 The school will provide professional development on the specific needs of the staff as we look at various data sources. Data sources will include benchmark data, teacher walkthrough data, teacher survey data, and trends in lesson plan issues.

Eboni Stallings

06/02/2023

Notes: