

## 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:**

Increase composite math achievement to 60% by June, 2026.

Increase overall Grade 8 proficiency on NC Science EOG to 80% by June 2025.

Administration establishes a weekly instructional and lesson plan review process to monitor and give feedback to teachers in a timely manner by June, 2024.

Increase composite reading achievement to 65% by June, 2026.



! = 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>		<p>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, common assessments, and i-Ready diagnostic tool to categorize our students into different tiers based on their needs. Teachers currently collaborate in weekly school-level PLCs(common planning) to ensure that instruction is aligned with the specific needs of each tier.</p> <p>We also seek to increase the amount of professional development available to all our teachers. This will help to ensure that they are aware of best teaching practices and how to implement, assess, and re-evaluate student needs.</p>	Limited Development 09/29/2023		
<i>How it will look when fully met:</i>		<p>Teachers' lesson plans reflect the instructional framework to provide Tier 1 instruction to all students. Teachers regularly participate in a variety of professional development to facilitate their understanding of data analysis, MTSS, and intervention strategies. Each grade level develops an intervention matrix used to identify students in need of support.</p> <p>Teachers participate in weekly PLC's working collaboratively to design appropriate interventions for students. Tier 2 and Tier 3 implementation plans are monitored with fidelity. Evidence of success includes differentiated lesson plans, student data regarding movement in and out of Tiers, and academic achievement.</p>		MeLissia Bond	06/03/2024
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	9/29/23	Develop an intervention matrix template that will be used across all grade levels.		Tajima Johnson-Lassiter	06/03/2024
<i>Notes:</i>					
	9/29/23	Create ongoing professional development for all teachers(EC and regular ed teachers) on the best practices of data analysis, MTSS, and intervention strategies.		Endi Simpson	06/03/2024
<i>Notes:</i>					

9/29/23	Administration will conduct walkthroughs that monitor instructional fidelity utilizing each intervention tier.		Yolanda Johnson	06/03/2024
	<i>Notes:</i>			
9/29/23	During weekly PLC's, the instructional coach will work with teachers to ensure appropriate interventions are implemented for each tier.		Sandra Lewis	06/04/2024
	<i>Notes:</i>			
9/29/23	Administration will check lesson plans for evidence of tiers 1-3 intervention strategies and provide feedback within a week of submission.		Dollie Simpson	06/04/2024
	<i>Notes:</i>			
9/29/23	Teachers develop differentiated lesson plans to support students in each tier.		Tajima Johnson-Lassiter	06/04/2024
	<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>		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		
<i>How it will look when fully met:</i>		<p>All teachers will have student data on all students.</p> <p>Students will be celebrated at PBIS events due to achieving their academic, SEL, and behavior goals.</p> <p>Teams will prove to be collaborative and supportive amongst themselves as well as their students.</p>		MeLissia Bond	06/02/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
10/5/23	<p>Every grade level will establish two teams that will consist of (ELA, math, science, social studies and exceptional children’s teacher)</p> <p>Teams will establish a team name, norms, and procedures/rules</p> <p>Teams will meet twice a week to discuss content being taught weekly and how to support each other</p> <p>Teams will meet twice a week to discuss individual student academics, behavior, and attendance</p> <p>Teams will meet twice a week and plan student achievement activities, PBIS events, and Outstanding Student Awards</p> <p>Teams will conference with students and parents of students who maintain a D or F in core classes</p>		MeLissia Bond	06/01/2024	

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
<i>Initial Assessment:</i>		<p>Teachers will turn in weekly lesson plans on the classroom management system by Friday of each week</p> <p>Administrators will provide feedback to teachers on how to improve the instruction</p> <p>Administrators will review lesson plans to ensure the lesson aligns with the appropriate standards</p> <p>Administrators will provide professional development for teachers who need support for developing lesson plans</p> <p>Administrators will develop a uniform lesson plan format for ALL teachers to use</p>	Limited Development 10/05/2023		
<i>How it will look when fully met:</i>		<p>Teachers will have quality lesson plans that are aligned with the standards as well as be delivering quality instruction.</p> <p>Teachers will have valid assessments to evaluate student learning</p> <p>Principal will have established a system of monitoring that will give all teachers the opportunity to receive timely, constructive feedback on a recurring basis throughout the year.</p>		MeLissia Bond	06/03/2024
<b>Actions</b>					

Notes:

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>			Limited Development 10/05/2023			
<p>Administrators will analyze 2023-2024 EOG data to develop class lists</p> <p>Teachers will use SchoolNet 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 formative assessments to drive instruction</p> <p>Administrators will complete 4 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>						
<i>How it will look when fully met:</i>				MeLissia Bond	06/03/2024	
<p>Teachers will utilize data to drive instruction on a frequent basis</p> <p>School will see an increase in Proficiency across content.</p> <p>River Road will receive a school performance grade of C.</p> <p>A school wide implemented system of analyzing observation,classroom, and testing data to make informed decisions about school improvement and curriculum.</p>						
<i>Actions</i>						

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