

Comprehensive Progress Report

Mission:

We are a diverse team committed to equity and building an inclusive culture. We believe through a rigorous academics, personalized learning, and collaboration every student will continue their journey towards career and college readiness. We will cultivate perseverance, integrity, and dedication in all students.

Vision:

A Ridge Road Middle School student will be a confident, self-directed, well-rounded, responsible member of society, while becoming academically and socially prepared for high school and beyond.

Goals:

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions. Utilizing Capturing Kids Hearts and school-wide behavioral expectations the school will reduce chronic absenteeism by 30% from 4645 cumulative absences to 3716 cumulative absences (Aligns to A4.06 and CMS guardrail 3)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 15.2% in SY2024-25 to 25% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) for students with Disabilities on reading End of Grade assessments in grades 6-8 Reading will increase from 5.8% in SY2024-25 to 18% in SY2024-25. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them appropriate social/emotional lessons as well as providing students with access to age appropriate behavioral interventions will reduce OSS/ISS by 35% from 524 total to 341 total. (LP/CSI Schools CMS Guardrail 2)

The school will provide teacher incentives, rewards and recognition as way to support teacher retention and effective recruitment. The school will retain highly effective teachers (defined by an overall performance of accomplished or higher in over 50% of evaluation ratings) at a rate of 92% (CMS Guardrail 4)

The percentage of students scoring at the College and Career Ready level in Math I will increase from 18.4% in the 24-25 SY to 90% by the 25-26 SY. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of students scoring at Grade Level Proficiency on the Reading EOG will increase from 36.1% in the 24-25 SY to 45% in the 25-26 SY.

The percent of students scoring at Grade Level Proficiency on the Math EOG will increase from 34.2% in the 24-25 SY to 45% in the 25-26 SY.



! = 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>	<p>Our School Improvement Plan includes goals focused on improving instructional quality, increasing the percentage of students reaching College and Career Ready (CCR) levels in reading and math, and retaining highly effective teachers. These priorities align with B3.03, which emphasizes the principal’s role in maintaining a visible leadership presence, monitoring instruction, and providing timely and actionable feedback to improve teaching and learning.</p> <p>For the 2024–2025 school year, we partially met our goal aligned to this indicator.</p> <p>2024-2025 Preliminary EOY Data</p> <p>As of June 2025, preliminary EOG data for 8th grade math indicates an increase CCR from 1.5% to 3.4 CCR and an increase in GLP from 7.7% to 12.8%</p> <p>As of June 2025, preliminary EVAAS data is not available yet from the state. In the fall, when EVAAS data is released, we will look to examine individual teacher and student data in order to identify specific areas of successes and opportunities to improve on for next year.</p> <p>Successes for the 2025-2026 school year include progressing through the continuous improvement cycle to ensure that the leadership team and school were constantly assessing and reassessing the impact and effectiveness of our instructional plans. Other successes included walkthrough and coaching feedback to increase effectiveness of staff.</p> <p>Challenges that were faced during the 2024-25 school year include onboarding staff late. Overall staff capacity to provide high level and quality instruction due to the percentage of staff who are beginning teachers or not highly qualified.</p> <p>Opportunities to address these challenges for the 2025-26 school year include providing PD that is intentional by differentiating PD to fit the needs of each educator in the building. Additionally focusing on student need as well as staff need when PD is considered.</p>	Limited Development 08/07/2024		

How it will look when fully met:		Teachers will receive feedback in a timely manner to ensure they are making adjustments to instruction so that they are engaging students with on grade level and challenging work. Students will exceed growth and meet CCR goals.		Daniel Gray	06/11/2026
Actions			1 of 2 (50%)		
8/29/24	The leadership team will establish and maintain the practice of core action walks to ensure that high leverage ICE (instructional, curriculum and environment) practices are occurring in all grades/content areas. These walks will be conducted 2 times per month and tracked through the core walkthrough form. Fam-S 29 CMS Goal 2	Complete 10/31/2024	Daniel Gray	12/10/2025	
<i>Notes:</i>					
8/7/24	The leadership team will conduct weekly walkthroughs during instructional blocks to provide feedback, coaching and gain data about teacher practice in order to adjust instructional practice to maximize impact for students. CMS Goal 2-		Daniel Gray	03/31/2026	
<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:		Our School Improvement Plan includes a goal to increase the percentage of Students with Disabilities (SWD) scoring College and Career Ready (CCR) on the Grades 6–8 Reading EOG from 4.0% in 2023–2024 to 12.0% in 2024–2025. This goal aligns directly with indicator D1.02, which emphasizes aligning school-level resources (money, time, and personnel) to support instructional priorities and address identified inequities. For the 2024–2025 school year, we partially met our goal aligned to this indicator 2024-2025 Preliminary EOY Data As of June 2025, preliminary EOG data for 8th grade math indicates an increase CCR from 1.5% to 3.4 CCR and an increase in GLP from 7.7% to	Limited Development 09/18/2023		

12.8%

SWD performance showed CCR increased from 2.1% to 5.8%.

As of June 2025, preliminary EVAAS data is not available yet from the state. In the fall, when EVAAS data is released, we will look to examine individual teacher and student data in order to identify specific areas of successes and opportunities to improve on for next year.

Successes this school year included utilizing funding sources 1.5 teaching positions and 3 BMT positions. These positions were instrumental in reducing our suspensions, increasing student attendance and creating a safe school environment. Additionally, focusing on staff time through an intentional schedule that aligned to the SIP was supportive of aligned instruction and overall school culture shifts.

Challenges for the school year included ensuring that all budgetary resources were utilized. Many of the potential purchases or allocations were not approved or required so many steps that the opportunity had passed to utilize the resource in the movement.

Opportunities for the 2025-2026 school year will be to anticipate needed purchases as well as allocate resources in a timely manner. Additionally overcoming the reduction in human and monetary capital will be challenging so it will require detailed planning and revisiting monthly.

<p>How it will look when fully met:</p>	<p>This objective will be fully met by being 100% staffed with highly qualified teachers.</p> <p>We will continue to recruit highly effective teachers while also embedding effective retention strategies. Each school day, qualified candidates in PowerBI and within our hiring portal queue are contacted.</p> <p>To support all staff and to grow their skills and expertise, professional development sessions will be provided to all staff surrounding data, how to leverage data to meet student needs, and best practices for scaffolding. The basis of these professional development sessions will be tied to RELAY/NCILA professional development sessions.</p> <p>Retaining our highly qualified staff will continue to be a priority to ensure all students are receiving a sound education from highly qualified staff. We are providing leadership opportunities within ILT, PLCs, TLP, Department leadership, Committees leads, FAC, and the School Improvement Team.</p>		<p>Daniel Gray</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/30/25</p>	<p>Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)</p>		<p>Daniel Gray</p>	<p>12/19/2025</p>
<p><i>Notes:</i></p>				
<p>9/30/25</p>	<p>Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)</p>		<p>Dellicia Carthens</p>	<p>12/19/2025</p>
<p><i>Notes:</i></p>				
<p>6/24/25</p>	<p>“Completed ATSI School Annual Resource Allocation Self-Assessment”</p> <p>https://docs.google.com/document/d/1pAmMH2ALJIDV8xgzDkOkLeT9xKBzuQW7y3H1_y9Oj4M/edit?usp=sharing</p>		<p>Daniel Gray</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

2/6/25	Budget: \$80,135.29 additional teaching positions Used to purchase additional instructional positions to reduce the overall class sizes in order to provide students with a more enriching instructional experience.		Daniel Gray	06/13/2026
<i>Notes:</i>				
9/18/23	The school has identified that teachers are not trained in a way that is producing equitable results for all students. The principal will ensure that funding is provided to support training that will empower teachers to improve practice that will result in the percent of lower performing students to increase GLP in literacy. Additionally, specific training to professional development for all staff focusing on improving the outcomes of SWD for students with Disabilities on reading End of Grade assessments in grades 6-8 Reading will increase. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)		Daniel Gray	06/15/2026
<i>Notes:</i> As a result, our school plans to mitigate this inequity by executing small group professional development for general education and special education teachers to support building their capacity in providing intentional, data-driven instruction. (EVAAS, 8th grade math)				
T1 CNA: https://docs.google.com/document/d/1UPVtqZkPhdrGfwe12KgJRqupWdfIAQQ3dFQJUDwyi9I/edit				

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>		The SIP Goals that align to this indicator are: The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.5% in SY2022-23 to 16.4% in SY2023-24. We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2023-24.	Limited Development 08/07/2024		

2023-2024 Preliminary EOY Data

As of June 2024, preliminary EOG data for 8th grade math indicates an increase in CCR to 1.5% CCR and an increase in GLP to 6.3% in GLP

As of June 2024, preliminary EOC data indicates that Math 1 students increased CCR by 5.3% with a total of 46.6%. GLP 85.2% an increase of 3.9% from previous year.

As of June 2024, preliminary EVAAS data is not available yet from the state. In the fall, when EVAAS data is released, we will look to examine individual teacher and student data in order to identify specific areas of successes and opportunities to improve on for next year.

Successes for the 2023-24 school year include our MTSS leadership team implementing an intervention and enrichment block everyday for students who are below grade level, based on MAP, MVPA, and common assessments. Students received additional support in both ELA, math, and 8th grade science for forty minutes everyday. Students who were demonstrating mastery, were able to deepen their skills and knowledge through enrichment projects and activities. In addition, members of the instructional leadership team, including facilitators, pushed into classrooms as well as pulled small groups to support students who currently did not have a teacher of record for that particular class.

Additionally, all students had access to iXL for additional math and/or ELA practice based on data and teachers assigned iXL activities.. Grade level counselors and MTSS Facilitators utilized Educator's handbook, navigator portal, and Panorama data to develop, execute, and monitor progress of behavior plans for individual students.

Challenges for the 2023-24 school year include teachers taking ownership of the intervention process and progress monitoring during intervention time. Additionally, bi-weekly data decision meetings with cross curricular teams were not successfully implemented or done with fidelity across the school.

Opportunities to address these challenges for the 2024-25 school year include developing a plan for training staff on progress monitoring as well as utilizing the Branching Minds platform throughout the year to ensure correct usage for students that need plans, using FAM-S results from from this spring to drive the work and continue where we left off in 2023-24.

How it will look when fully met:	When met, MTSS will be the practice of instruction throughout the building with a strong Core practice with supplemental and intensive support occurring both within and outside of the core classes to enable students to bridge the current learning gaps they may be experiencing. MTSS strong core instruction will be observed delivered at grade level and standards aligned in all classes. Students receiving supplemental and intensive interventions will improve their performance by 65% from their baseline data. Total school GLP will increase from 35.8% to 50% and CCR will increase from 14.9% to 30%.		Daniel Gray	06/11/2026
Actions		0 of 5 (0%)		
6/24/25	<p>“Completed ATSI School Annual Resource Allocation Self-Assessment”</p> <p>https://docs.google.com/document/d/1pAmMH2ALJIDV8xgzDkOkLeT9xKBzuQW7y3H1_y9Oj4M/edit?usp=sharing</p>		Daniel Gray	06/10/2026
<i>Notes:</i>				
9/30/24	<p>BUDGET: \$60,135.29 (1 Teacher position)</p> <p>School will use Title I funds to \$80,135.29 of their Title I funds for 1 teacher positions in social studies to reduce class size, so teachers will be able to focus more time on small groups and link social studies to ELA as measured through their daily schedule.</p>		Daniel Gray	06/11/2026
<i>Notes:</i>				
8/7/24	<p>Grade level PLCs will review student data monthly to make adjustments to student plans and or interventions to meet each individual need. The data will be used to either adjust core practices or provide supplemental support for students who require it.</p> <p>FAM-S 3</p>		Kimberli Darling	06/11/2026
<i>Notes:</i>				

2/6/25	Budget: \$19,517.50 Saturday Tutoring We will utilize Title 1 funds to support student growth by targeting student in traditionally non-instructional times to provide instruction and opportunities.		Kimberli Darling	06/13/2026
<i>Notes:</i> FAM-S 3				
8/29/24	Within the 2025-26 school year, our CSI -LP school will implement the following evidenced-based intervention (Small group instruction, clearly defined learning goals) to increase overall student performance for students identified with disabilities. (Goals 2 & 3 & Guardrail 1)		Kimberli Darling	10/31/2026
<i>Notes:</i>				

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>		<p>Our School Improvement Plan includes goals to increase the percentage of students scoring College and Career Ready (CCR) in both ELA and Math and to exceed expected Educator Value Added Assessment System (EVAAS) growth across all tested areas. These goals align directly with C2.01, which emphasizes the use of both disaggregated student performance data and patterns of professional practice to guide instructional decisions and professional development planning.</p> <p>For the 2024–2025 school year, we partially met our goals aligned to this indicator.</p> <p>2024-2025 Preliminary EOY Data</p> <p>As of June 2025, preliminary EOG data for 8th grade math indicates an increase CCR from 1.5% to 3.4 CCR and an increase in GLP from 7.7% to 12.8%</p> <p>As of June 2025, preliminary EOG data for 6th grade math indicates an increase CCR from 16.7% to 24.8% CCR and an increase in GLP from 33.1% to 50/0%</p> <p>As of June 2025, preliminary EOG data for 8th grade ELA indicates an increase CCR from 11.5% to 18.2% CCR and an increase in GLP from 30.5% to 37.8%</p>	Limited Development 07/18/2024		

As of June 2025, preliminary EVAAS data is not available yet from the state. In the fall, when EVAAS data is released, we will look to examine individual teacher and student data in order to identify specific areas of successes and opportunities to improve on for next year.

Successes for the 2025-25 school year include facilitators leading conversations that focus on creating engaging lessons through small group instruction and data driven protocol in their planning agendas. Teachers collaborated using a backwards planning approach to identify students who need further intervention or enrichment. During this time, teachers implemented a modeling protocol to demonstrate strategies and aligned instruction practices.

Challenges that were faced during the 2023-24 school year include PLCs not being fully staffed from the beginning of the school year. Teachers were executing at different levels based on experience and content knowledge. Another challenge we faced was teachers did not always understand how to internalize lessons and be able to connect them with prior skills..

Opportunities to address these challenges for the 2025-26 school year include strategic planning by the admin team for teachers to attend weekly PLC meetings to plan, collaborate, and dive into this work based on walkthrough feedback and on internalization and aligned instructional practices. .

How it will look when fully met:

PLC meetings will focus around how to teach more than what to teach because teachers will have reviewed standards and developed lesson plans to meet student needs prior to PLCs. PLCs will review lesson plans but spend the majority of the time modeling best practice and discussing student data to differentiate lessons appropriately. When fully implemented walkthrough and observational data will indicate that standard alignment as well as pacing alignment in like classes occurs 95% or greater of the time. Student EVAAS growth will meet the exceeding level by increasing 2.0 points or higher.

Rachel Vaughn

06/11/2026

Actions

0 of 3 (0%)

8/7/24	In order to address the learning of students and provide equitable learning environments, PLC leads will facilitate and monitor PLC meetings by creating and adhering to specific agendas that align instruction to standards and pacing guides in 100% of all PLC meetings. FAM-S 29 Goal 2		Daniel Gray	10/31/2025
<i>Notes:</i> FAM-S 29 They will lead PLCs through modeling lessons and alignment to standards. The PLC leads will ensure that we focus on core academic practices to address the learning of all students spanning all grades and contents so that students are provided with an equitable learning environment.				
9/10/24	Through the use of focus and targeted PLC meetings including modeling, data review and interpretation, 85% of all teachers will grow by one level as measured on the NC teacher evaluation instrument under standard 4. (Goals 2 & 3)		Daniel Gray	05/28/2026
<i>Notes:</i>				
2/17/25	The school will utilize Title 1 funds to purchase supplies and materials to support students learning through buying necessary materials to increase student engagement and performance. PSS vendor \$1,249.35; Staples- \$688.06.		Daniel Gray	06/13/2026
<i>Notes:</i> Smart-Goal: Percent of students scoring CCR will increase from 15.4 from 23-24 to 25% in 24-25				

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:

The SIP Goals that align to this indicator are:

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 14.7% in SY2023-24 to 9.7% in SY2024-25

Based on changes in state policy we were not able to administer Panorama to the majority of our population and therefore could not reach our goal or execute actions to meet our goal.

Successes for the 2024-25 school year include teachers receiving Capturing Kids Heart professional learning throughout the school year. Specific feedback was provided by teacher coaches through instructional walkthroughs and observations. Teachers received emotional regulation, professional development and consultation provided by the student service team. Monthly grade level kid talk meetings as well as weekly MTSS behavior meetings were held by student service staff to manage caseload and plan intervention.

Challenges that were faced during the 2024-25 school year include delivering age appropriate SEL lessons consistency. The school lacked the capacity to implement core behavior practices and consistent incentives. This school year we had an increase in inexperienced staff with little to no classroom management experience.

Opportunities to address these challenges for the 2025-26 school year include adapting the CKH content so that it is culturally relevant to our students and they are interested in the lessons and topics. An accountability for staff to implement CKH instruction with fidelity. Implement a core behavior committee with grade level representatives that meet regularly to reflect on data and plan behavior reinforcement activities.

Limited Development
08/07/2024

How it will look when fully met:	Full implementation would be adapting the SEL content so that it is culturally relevant to our students and they are interested in the lessons and topics. An accountability for staff to implement SEL instruction with fidelity. Implement a core behavior committee with grade level representatives that meet regularly to reflect on data and plan behavior reinforcement activities.		Kimberli Darling	06/11/2026
Actions		0 of 4 (0%)		
8/29/24	In order to support students' social and emotional development staff will implement Core social-emotional practices throughout all curriculum with 100% fidelity and imbedded in daily practices as outlined in Capturing Kids Hearts. (Aligns to A4.06 and CMS Guardrail 3)		Kimberli Darling	10/31/2025
<i>Notes:</i> Teachers will utilize the principals of Capturing Kids Hearts to create classrooms that are safe, inviting and welcoming of all students. Teachers will monitor and respond the the SEL needs of each students and make referrals to higher tiers when needed. CKH will exist as the basis of our Core behavioral practices with data supporting gathered through incidents reported in educators handbook. The school behavior matrix will be represented in each class and exist within the practices of CKH. Students who need additional support will be identified and provided with individualized plans to meet their level of need. This will enable all staff to support students' SEL needs.				
9/30/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)		Dellicia Carthens	03/31/2026
<i>Notes:</i>				
8/29/24	In order to decrease chronic absenteeism, the support services team will monitor schoolwide attendance and identify students who require more intensive support. Students requiring support will be provided the appropriate interventions to decrease chronic absenteeism by 35%. (Aligns to A4.06 and CMS Guardrail 3)		Catherine Barrett	06/11/2026
<i>Notes:</i> https://docs.google.com/document/d/1GW3bgfRUqWh-BHAz2svwCaSAMsMqLhIN2YIYM6vGBkk/edit?usp=sharing RRMS Attendance Plan				

2/6/25

Budget:
\$107,377.55 BMT x 3 positions for each grade level

Action: Each grade level will have a BMT assigned to support with behavioral tracking, support and goals for students in tiers 2 and 3 as well as supporting core behavioral instruction and tracking. BMTs will assist teachers and administrators in ensuring students are following core school behavior measures and utilizing CKH.

Daniel Gray

06/13/2026

Notes: