

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

Vision:

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:			High expectations for all staff and students			
!	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
<i>Initial Assessment:</i>			The Guidance Counselor has addressed with every class the importance of not bullying. The morning huddle has addressed the importance of good behavior, and giving 110% every day. We currently have our PBIS in place for teacher and student acknowledgements for good behavior and outstanding performance in the classroom. Reduction in the number of discipline referrals in Educator's Handbook. Our attendance rate will increase to 98% by the end of the school year.	Limited Development 09/19/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			-PBIS will be fully functional with recognition of all students. -School clubs will result in student achievement in the classroom through positive motivation. -Information needed will be the total number of students who earned their club by the end of the school year. Reduction in the number of discipline referrals in Educator's Handbook. Our attendance rate will increase to 98% by the end of the school year.		Alicia Palmer	06/08/2018
<i>Actions</i>				1 of 2 (50%)		
	3/20/18	Students will attend clubs based off of their earning it through classroom performance.		Complete 06/01/2018	Alicia Palmer	05/31/2018
<i>Notes:</i> Students attended clubs every Wednesday weekly from September 2017-March 2018. We stopped in April so that students can attend Intervention twice a week from April-June 2018						
	7/12/18	Clubs will be modified. Clubs will occur once per month on the last Wednesday of each month. The Successful Student Celebration will be the last Friday of each month.			Endi Simpson	03/29/2019
<i>Notes:</i>						
<i>Implementation:</i>				07/12/2018		
<i>Evidence</i>		7/12/2018				
<i>Experience</i>		7/12/2018				
<i>Sustainability</i>		7/12/2018				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
!	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>			RRMS is continuing to work in school-level Professional Learning Communities/Teams to unpack standards and develop units of instruction using the Learning Focused Rigorous Lesson Plan format within the Learning Focused Framework. The administration team will assess lesson plans weekly focusing on rigor within the lesson. Pre/Post, and common assessments will be used to assess and monitor student achievement. The assessment data will be used to determine groups for differentiation. In PLC's, teachers are assisted in using the data to make adjustments to lesson. Teacher leaders will be used to model best practices in instruction.	Limited Development 09/24/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			Pacing Guides will be modified throughout the year and used as a tool for developing effective units of instruction. Teachers will engage in PLC's (established schedule) and utilize scheduled planning time to create engaging units that meet the needs of all students. Units will be assessed based on rigor and state standards. River Road Middle School will show expected growth for all students and increase proficiency in reading by at least 21 percentage points in the 2016-17 as measured by the 2016 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 2016-17 school year as measured by the 2016 NC End of Grade testing. Budget: State Allotment. Approximately \$500.00.		Eboni Stallings	06/09/2017
Actions				0 of 2 (0%)		
	10/31/17		Our Instructional Coach will meet with each subject PLC to ensure that they create common assessments that are aligned with the state standards being taught.		Eboni Stallings	05/31/2019
		<i>Notes:</i>	These meetings are held on a monthly basis. Mrs. Stallings met with Mrs. Christy Pauley, our District Secondary Instructional Coach, on November 28, 2018 to update our ELA Pacing guide to ensure that the ELA standards being taught were in alignment with the upcoming Benchmark in January 2018.			
	10/24/16		Exceptional and ELL Teachers will work with Core Teachers to differentiate instruction for diverse learners.		Eboni Stallings	06/03/2019

Notes: Mrs. Walton will be the contact person for resources in differentiating instruction for our Exceptional Population.

Implementation:		10/03/2017		
Evidence	6/16/2018 Units of instruction that were planned by teachers.			
Experience	6/16/2018 Weekly PLCs were facilitated by the Instructional Coach and supported teachers in developing units of instruction.			
Sustainability	6/16/2018 PLCs should meet weekly and more collaboration within department to plan lesson with more rigor.			

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 currently in the beginning stages of ensuring that all teachers are implementing effective instructional teaching practices within their classrooms. We are in the beginning stages of MTSS (Multi-Tiered System of Support) implementation. We will be conducting initial assessments for students identified as Tier 3 candidates for support. Teachers currently collaborate in monthly school-level PLCs to design instruction to meet the needs of all students. We seek to increase the amount of professional development available to our Exceptional Department as well as Regular Education teachers to ensure that they are aware of effective teaching practices and how to implement, assess, and re-evaluate student needs. Teachers currently participate in professional development that demonstrates how to implement the Learning Focused Framework and District-Level Professional Development through a cohort model. Our teachers also receive Micro PD support from the school Instructional Coach monthly in concert with the district monthly Micro 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 every Tuesday and Thursday. Teachers are better able to meet the needs of students. Teachers are inquiring more about differentiation of instruction for their students.</p>		Adrian Fonville	02/09/2018
Actions				0 of 3 (0%)		
		9/30/16	Establishment of a school level Multi-Tiered System of Support Team (MTSS).		Adrian Fonville	06/08/2018

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.

Adrian Fonville

06/08/2018

Notes:

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 2017-2018 school year.

Adrian Fonville

06/10/2018

Notes: MTSS/PBIS team will report out to SIT on a monthly basis.

!	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
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<p>Initial Assessment:</p>	<p>RRMS has a PBIS team and has recognition systems in place. The team meets regularly and is writing a school-wide intervention plan. Currently teachers are engaged in learning about how to meet the needs of students who are living in poverty. Teachers meet within their grade levels to identify student support and strategies. They also consult with the Exceptional Children's department, the guidance counselor, the nurse, and the Instructional Coach. Teachers are also learning about poverty and its role in the Learning Focused Framework. We are also conducting a book study, "Poor Students, Rich Teaching". The School Counselor has conducted bullying classes to all of our students.</p> <p>We will utilize the In-School Suspension Coordinator to assist students in refocusing on their academics, behavior, and emotions when they are removed from the regular educational setting for disciplinary reasons.</p>	<p>Limited Development 09/24/2016</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	
<p>How it will look when fully met:</p>	<p>Teachers, staff, and administration will recognize and meet the social/emotional needs of all students and be able to refer them to the appropriate personnel for additional support. Budget: State Allotment Funds. Approximately \$300.00 for PBIS incentives.</p> <p>Teachers are planning their intervention strategies to address the needs of all students. Interventions will take place on Tuesdays and Thursdays from 9:00 to 10:00. On Mondays, after-school tutoring will be available from 3:15-4:15 for students.</p> <p>It is recommended that teachers group their students either by low, medium, and high students, or by specific needs.</p> <p>**Students will successfully rejoin their classes and regain emotional and behavioral control upon completion of their time in the In-School-Suspension setting.</p>		<p>Adrian Fonville</p>	<p>06/10/2019</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>10/9/18</p>	<p>Data from the ISS Coordinator will be used to track the number of In School Suspensions assigned per month. The goal will be to reduce the number of ISS assignments per month.</p>		<p>Adrian Fonville</p>	<p>06/10/2019</p>

Notes: ISS Data will report out on a monthly basis at the monthly staff meeting.

9/27/16 Guidance Department presents information on Social/Emotional needs of Middle School Children monthly during our staff meetings.

Endi Simpson

06/08/2020

Notes: Guidance will provide teachers with information regarding what social/emotional needs they see in our students on a monthly basis.

Implementation:

Evidence

6/16/2017
PLC agendas provide evidences of meeting this objective.

Experience

6/16/2017
The guidance department conducted PLCs once a month to provide information and strategies to meet the social and emotional needs of students.

Sustainability

6/16/2017
Continue to meet with PLCs and collaborate with AIG facilitator and EC Chairperson to narrow the focus of meeting individual needs of students. More focus on black males need immediate attention and strategies on how to motivate this subgroup is needed as well.

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>During our monthly content PLC's, teachers from each grade level discuss/collaborate concerning instructional practices, and how to use student data to inform instruction. Eboni Stallings met with Christie Pauley on November 28 and December 4 to realign our pacing guide so that the right standards are being taught at the right time.</p> <p>We will continue to bridge our 8th graders to Northeastern High School, and the 5th graders to RRMS.</p>	Limited Development 10/24/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			<p>Upcoming 5th, 6th, 7th, 8th, and 9th graders will be fully indoctrinated of the expectations for the next higher grade level. The program will be labeled (Upward Bound).</p> <p>The agenda for this event will be the evidence that this objective was fully met.</p>	Objective Met 05/22/18	Dollie Simpson	01/23/2018
Actions						
	10/24/17	We will schedule the date for our 8th graders to visit the high school.		Complete 02/14/2018	Endi Simpson	01/29/2018
<i>Notes:</i>						
	5/22/18	The AVID team conducted AVID interviews with upcoming 6th grade students at each elementary feeder school on Tuesday, May 22.		Complete 05/22/2018	Dollie Simpson	05/22/2018
<i>Notes:</i> Action is complete.						
Implementation:				05/22/2018		
Evidence						
4/10/2018 4/10/2018- We will have the agenda and the sign-in sheets of parents that attended the "Upward Bound" event on April 26.						

Experience	4/10/2018 4/10/2018- The student visit to the high school went well. Students were very excited about transitioning to the high school.			
Sustainability	4/10/2018 4/10/2018- We are having a Title I Night titled "Upward Bound". Parents and students will come in on April 26 to meet with their teachers for the next grade level from 5:30-7:00.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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!	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA has established a support team comprised of the Assistant Superintendent, Chief Academic Officer, Federal Programs Director and District Instructional Coaches.	Limited Development 09/27/2016		
How it will look when fully met:			Develop school leaders who are committed to raising student achievement and impacting student learning.		Tracy Davenport	06/06/2017
Actions				0 of 3 (0%)		
	9/27/16		Provide leadership PLC for school level teams.		District Team Members	06/09/2017
			<i>Notes:</i>			
	9/27/16		Review school plans and provide coaching feedback.		District Team	06/09/2017
			<i>Notes:</i>			
	9/27/16		Meet with Low Performing School Improvement Teams and provide coaching feedback.		District Team	06/09/2017
			<i>Notes:</i>			

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>			The administrative team currently conducts formal and informal observations for all teachers. Time permitting, we would like to provide teachers with feedback in a more timely manner to ensure that they can use the data to improve instruction. The administrative team conducts unannounced walk-throughs as a means of determining the instructional delivery for each teacher. Lesson plans are reviewed and always available for the administrative team to provide feedback. An update on AVID students in each grade level will be provided to the principal on a monthly basis for academic progress and program effectiveness.	Limited Development 09/27/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			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 2016-17 as measured by the 2016 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 2016-17 school year as measured by the 2016 NC End of Grade testing. Budget: None required.		Adrian Fonville	06/01/2017
Actions				2 of 3 (67%)		
	9/27/16	District grade level PLC's.		Complete 10/12/2016	District Team	09/30/2016
<i>Notes:</i> Teachers participate in weekly district and school level PLCs.						
	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 10/31/2016	LeVar Mizelle	10/31/2016
<i>Notes:</i> Create a weekly walk-through schedule and use electronic walk-through for documentation.						
	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.			Eboni Stallings	12/12/2017

Notes: 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			
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>			The Instructional Team conducts walk-throughs using an electronic monitoring checklist to assess the use of best practices within the Learning Focused Framework. That data will be used by the School Improvement Team to determine differentiated professional development needs for all teachers. Student performance data is also reviewed to determine areas of need for professional development.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			<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>		Eboni Stallings	06/08/2019
Actions				0 of 2 (0%)		
	9/30/16		The LEA will provide grade/subject specific professional development based on need.		Eboni Stallings	06/06/2018
		<i>Notes:</i>	The district team provided weekly district PLCs to support instruction in the classroom.			
	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	06/08/2019
<i>Notes:</i>						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The district currently offers a \$1000 interest free loan to all new hires. The district also offered \$1000 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities. RRMS Administrative Team evaluates all staff using either NCEES or Tru North Logic. The information from both tools is used to create individualized Professional Development Plans. All staff received training on the tool and have met with an Administrator to determine their evaluation schedule. Feedback is provided and utilized to encourage the teachers' reflective practice. Teachers also receive informal feedback from unannounced walk-throughs. This information along with student performance is used to determine teacher effectiveness.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			To recruit and retain high quality staff for ECPPS.		Tracy Davenport	06/30/2017
<i>Actions</i>				2 of 3 (67%)		
	10/1/16		RRMS will establish a Rookie Rocket Program to support new employees.	Complete 11/14/2016	LeVar Mizelle	10/31/2016
<i>Notes:</i>						
	11/14/16		School level staff will be celebrated monthly through PBIS nominations. Principal Perfect Attendance certificates are to be distributed monthly. Other incentives will be given based on pre-established criteria for jobs well done.	Complete 06/09/2017	Sharon Meads	01/24/2017
<i>Notes:</i>						
	9/27/16		Move toward offering conditional contracts for hard to fill positions, such as, Math, EC, and Science		Steve Lassiter	06/30/2017
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
!	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
<i>Initial Assessment:</i>			RRMS currently utilizes several modes to communicate with parents to meet the needs of their student(s). Parents are able to receive weekly School Connect calls via phone. Teachers communicate student achievement via Interim Reports and Report Cards. All parents are encouraged to attend Open House, Parent Nights, and Content-Area Parent Nights as a means to learn about curriculum support that they can provide their student(s). Parents also have access to the Parent Portal that allows them to see current grades in real-time. Parents are also asked to complete Parent Surveys throughout the year to determine effectiveness. RRMS maintains a Parent Contact Log where teachers document all communication with parents regarding student needs.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			RRMS will maintain the current modes of communication as well as encourage more communication via RRMS Website. RRMS will create a school environment where parents feel welcomed and comfortable interacting with teachers, students and staff. Parents will be encouraged to partner with RRMS to meet the academic and emotional needs of students. Parents will also be encouraged to share their voice as an active participant of the decision-making community of our school by participating on the School Improvement Team, the Parent Counsel, and the PTO. Budget: Title 1 Funds. Approximately \$1,500.		Dollie Simpson	06/08/2018
<i>Actions</i>				0 of 1 (0%)		
	10/31/17		An AVID family workshop will be scheduled to inform parents of AVID student progress thus far.		Dollie Simpson	01/31/2018
<i>Notes:</i>						

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> • secure event space (Knobbs Creek Recreation Center) • secure community vendors • staff t-shirts • DJ • raffles • donated school supplies • student bookbags 	Limited Development 08/01/2018		
<i>How it will look when fully met:</i>		<p>Parents will get a sense of family from the River Road Staff. The community vendors will become partners with the school and commit to provide social and emotional services to the students of River Road Middle School throughout the school year.</p> <p>We have the flyer, the vendor sign in sheets, and the parent sign in sheets to show that this event took place and that it was a success!</p>		Tonya Johnson	07/27/2018
Actions					
Notes:					