

Comprehensive Progress Report

Mission: Neuse River Middle School will intentionally design a learning environment that creates independent, collaborative, critical thinkers prepared to be productive citizens.

Vision: Neuse River Middle School creates meaningful relationships and prepares all students for success.

Goals:
 By June 2022, Neuse River Middle School will meet or exceed growth in all core subjects as measured by EVAAS, increase overall proficiency by 10% as measured by EOG data, and make progress toward subgroups' long term goals.



! = 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	

Initial Assessment:

The new discipline process has been updated and made accessible to all staff. Staff has been made aware of discipline procedures that are established for the school year. Currently operating on Plan B portions of the discipline matrix are not being utilized such as bouncing students. We are unable to identify where we stand as a staff with discipline as the students have been virtually learning and are just returning to us on a Plan B schedule. Prior years there has been some discipline discrepancies school wide, however there are also several teachers who are no longer with us, therefore that data may not be the most accurate to examine. A school-wide Discipline Process was created and reviewed by the High Expectations Committee. The improvements in the documents focus on a restorative discipline, clarification around Teacher Managed vs. Office Managed behaviors process. This document will guide teachers in providing a more equitable approach to student discipline. We have school wide behavior expectations posted throughout the school and in every classroom. Teachers are using routines to teach classroom and school wide expectations. The High Expectations Committee will analyze, and present quarterly discipline data based on the frequency of referrals, recurring student behaviors, and disproportionalities regarding race and gender. This data will also be recorded and displayed in our School Data Room and utilized in Facetime Friday meetings and School-wide

Limited Development
08/21/2017

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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When this objective is fully met, all staff members will foster an inclusive school culture that implements common routines, structures, and procedures in order to build relationships between students and staff, increase instructional time on task for all students, and decrease the number of suspensions, as measured by ECATS data, student grades, walkthrough data, Panorama and TWC data. Raven rebounds, and other behavioral consequences/punishments. The entire school will operate on a more Restorative Plan/process with students taking more ownership of their behaviors and self-correcting before it reaches the point of using the discipline matrix. Staff and students will be able to articulate expectations in all environments across the school, demonstrate respect, and communicate effectively. Staff will have the skills to respond to a variety of student behaviors using preventative classroom management strategies and de-escalation techniques when disruptive behaviors arise. Students will transition quickly and smoothly, creating a safe atmosphere. A culture of accountability will permeate and both teachers and students will hold high expectations for themselves and others.</p>			Monica Noa	06/04/2022
Actions			3 of 11 (27%)		
12/2/20	Admin will provide a minimum of four Heartwork professional development sessions will be provided to teachers and staff. Evidence of Completion: Heartwork Agendas and Teacher Reflection		Complete 08/19/2020	Monica Noa	06/04/2021
	<i>Notes:</i> Heartwork sessions will cover topics of equity such as: implicit bias, adverse childhood experiences, race, racism and stereotypes, discipline disproportionality and cultural proficiency				
12/2/20	Administration creates houses - house names, house crests, and house colors. Each house will have culturally responsive names (Kai, Fuerza, Curaj) that represent the makeup of our student population and the house will embody character traits. Evidence of Completion: House Crests, Meanings and Character Traits			Monica Noa	06/04/2021
	<i>Notes:</i>				

12/2/20	Administration and House leaders will make a plan for assigning students to houses. How will students get their house? How will we document who is in what house? How will we determine house leaders? Evidence of Completion: House Leaders Roster and House Student Roster		Monica Noa	06/04/2021
<i>Notes:</i> House Leaders were determined at the beginning of the school year. They were nominated and selected by their peers. Students will be by grade level.				
12/2/20	Neuse River MS will implement the House System to incorporate Positive Behavior and Intervention Support through a token economy within our school. There will be three houses through which we will build leadership skills, a sense of community and pride within our school, and intrinsic motivation within our students through perseverance. Evidence of Completion: House Guide, House Roster, House Branding	Complete 08/30/2020	Monica Noa	06/04/2022
<i>Notes:</i> Attendance, academic performance and behavior expectations are the pillars of the point system and house competitions will be held each quarter.				
12/2/20	House leaders and administration will create a plan for weekly/monthly house meetings and develop a process to measure its effectiveness in promoting a feeling of belonging amongst students and staff. Evidence of Completion: House Huddles Agenda and Student Survey	Complete 08/30/2020	Monica Noa	06/04/2022
<i>Notes:</i> House Huddles must happen at least twice a month.				
12/2/20	House leaders will Plan and implement quarterly house competitions and celebrations, both academic and athletic. Evidence of Completion: House Competition Calendar and Winner Breakdown		House Leaders and Administration	06/04/2022
<i>Notes:</i>				

12/2/20	House leaders, subcommittees, and administration, in conjunction with our House System, will create and implement a school-wide discipline matrix will be used to address minor discipline infractions in the classroom for students who are struggling with behavioral expectations. Evidence of Completion: Discipline matrix and Raven Rebound Log		Administration	06/04/2022
<i>Notes:</i> All teachers will be trained to use the discipline matrix and Raven Rebound log.				
12/2/20	School-wide expectations taught at the beginning of the school year by administration, counselors, teachers and will be revisited throughout the year. Evidence of Completion: Student Orientation (Phase-In), School-wide expectation posters, lesson plans/activities to teach behaviors.		Administration	06/04/2022
<i>Notes:</i>				
12/2/20	The High Expectations Committee will analyze, and present quarterly discipline data based on the frequency of referrals, recurring student behaviors, and disproportionalities regarding race and gender. Evidence of Completion: Staff Professional Development Agendas, Data Analysis Charts, Teacher Reflections		Monica Noa	06/04/2022
<i>Notes:</i>				
12/2/20	The High Expectations committee will analyze the restorative process to be added and implemented within the Discipline matrix prior to student suspension for Level I offenses. Evidence of Completion: Student Outcome Log/Record of Restorative Process Implemented		High Expectations Committee and Administration	06/04/2022
<i>Notes:</i>				

12/2/20	Administration will give an Equity Audit to be given to staff upon students returning to the building following COVID-19 to establish baseline data in the following areas: School Climate and Environment, School Behavior, and Instruction. Evidence of Completion: Data Analysis of Equity Audit results Mid-Year and End of Year Data. Beginning of year data was omitted due to COVID-19.		Monica Noa	06/04/2022
<i>Notes:</i>				
Implementation:		10/25/2019		
Evidence	10/25/2019			
Experience	10/25/2019			
Sustainability	10/25/2019			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		PLT's are unpacking standards, creating evidences, using rubrics, and entering the data in Mastery Connect. We continue to need additional support for some grade levels and departments due to new teachers.	Limited Development 10/04/2016		
How it will look when fully met:		Teachers and staff will develop standards aligned units of instruction in each subject/grade level that include differentiated lessons and formative assessments to eliminate achievement predictability by race. Teachers work together weekly in a Professional Learning Team to analyze student data and adjust instruction accordingly. Teachers then work together during a common planning time to create common units of instruction.		Jessica Gribbon	06/04/2022
Actions			1 of 13 (8%)		
12/2/20		The Curriculum Team will provide Literacy Professional Development for all staff members with support from the instructional coaches to implement a school wide annotation and interactive vocabulary strategy.	Complete 08/25/2020	Jessica Gribbon	06/04/2021

<i>Notes:</i>				
12/2/20	Teachers will submit weekly lesson plans that include the Understanding by Design concepts, literacy strategies, Weekly Lesson Plans standard being addressed, and reflect redirection based on assessment data.		Jessica Gribbon	06/04/2021
<i>Notes:</i>				
12/2/20	PLTs will meet weekly to plan and create common units of instruction.		Jessica Gribbon	06/04/2021
<i>Notes:</i>				
12/2/20	PLTs will meet weekly to discuss student data and analyze student progress.		Jessica Gribbon	06/04/2021
<i>Notes:</i>				
12/2/20	Administrators and Coaches will conduct walkthroughs periodically throughout virtual and face-to-face classrooms utilizing the digital walkthrough tool.		Coaches and Administration	06/04/2021
<i>Notes:</i>				
12/2/20	Teachers will attend Professional Development sessions throughout the year focused on Understanding by Design and Backwards Design.		Jessica Gribbon	06/03/2022
<i>Notes:</i>				
12/2/20	The Curriculum Team will analyze walkthrough data quarterly and provide feedback to teachers regarding this information.		Jessica Gribbon	06/04/2022
<i>Notes:</i>				
12/2/20	All teachers will identify the standard aligned with each assessment and/or question.		Jessica Gribbon	06/04/2022
<i>Notes:</i>				
12/2/20	Curriculum team will focus on Professional Development using Schoolnet (Johnson)		Alec Johnson	06/04/2022
<i>Notes:</i>				
12/2/20	The Curriculum Team will create a professional development session specifically focused on differentiated/individualized instruction for all teachers.		Jessica Gribbon	06/04/2022
<i>Notes:</i>				
12/2/20	The Curriculum Team will work with MTAC to continue to develop a technology support website with tutorial videos for teachers, students and parents to support all stakeholders during virtual instruction.		Jessica Gribbon	06/04/2022
<i>Notes:</i>				

12/2/20	The Curriculum Team will provide guidance in developing and analyzing PLT data through a quarterly PLT Workbook. The PLT Workbook will include pre-assessment, formative assessment, summative assessment and subgroup analysis data. The PLT Workbook will look at assessment question levels to ensure they align with the standard being assessed.		Jessica Gribbon	06/04/2022
<i>Notes:</i>				
12/2/20	The Curriculum Team will work with teachers on unpacking standards and creating standards aligned instruction and assessments throughout the year.		Jessica Gribbon	06/04/2022
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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>		Currently, we are in year three of implementation of MTSS. We have created a new master schedule to allow for an all-block 4x a week to address student needs. We have data thresholds that determine placement on the tiers of instruction and behavior. We have weekly meetings to analyze data, discuss student progress.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		With a focus on Tier one regarding core instruction in the regular classroom, all students receive effective, differentiated instruction provided by a classroom teacher using evidence-based core curriculum and positive behavioral management strategies. Student performance will be framed in terms of classroom practices, as opposed to student ability. During Tier 1 instruction the teacher identifies students who may need additional support, using key indicators (poor grades, absenteeism, signs of abuse/neglect, behavioral problems, and other signs of disengagement). Students with these at-risk factors who are not responding to usual supports are referred to the MTSS team. The team meets and discusses the students who need additional support and lays out a plan for the students. Tier 1 is expected to bring approximately 80% of students to acceptable levels of proficiency.		Deborah Nunamaker	06/04/2022
Actions			1 of 6 (17%)		
12/2/20	Teachers will be trained in the PLC+ framework and Admin will model the PLC process in each Quarter. (Steps 1 - 8).			Deborah Nunamaker	06/04/2021

<i>Notes:</i>				
12/2/20	The MTSS team will meet monthly to discuss referred students that need additional support and develop an individualized support plan.		Deborah Nunamaker	06/03/2022
<i>Notes:</i>				
12/2/20	Teachers will be trained on Understanding by Design (UBD) Framework which focuses on the practice of looking at learning outcomes, design curriculum units, student assessments and classroom instruction.		Deborah Nunamaker	06/04/2022
<i>Notes:</i>				
12/2/20	All teachers will be trained on differentiation instructional strategies: Tiered Assignments, Flexible Grouping, Leveled Texts, Academic Language and Word Study, Stations, Sentence Starters, Paragraph Frames, Graphic Organizers and Visual Aids		Deborah Nunamaker	06/04/2022
<i>Notes:</i>				
12/2/20	The MTSS team will create a referral process for teachers to determine eligibility for support plan development.	Complete 10/01/2020	Deborah Nunamaker	06/04/2022
<i>Notes:</i> Neuse River Middle School Intervention Matrix				
12/2/20	Teachers will engage in bi-weekly Facetime Friday sessions with their houses. In these sessions, they will conduct an Absences, Behavior and Course Performance (ABCs) assessment which will be provided to the MTSS Team.		Deborah Nunamaker	06/04/2022
<i>Notes:</i>				

	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
<i>Initial Assessment:</i>			Currently, we are at a state of awareness and are working to add to teachers' skill sets on how to address social-emotional needs. This work requires a change of mindset, school, policy, and additional professional development.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>			When fully met, ALL teachers and staff are attentive and responsive to the emotional states of our students based on their unique needs. Teachers will be trained using the Second Step Curriculum to diagnose and refer students that need additional support. Students will be equipped with the tools and resources to help them manage their emotions, handle conflict, set goals, and overcome obstacles. COVID-19 Impact: Due to the COVID-19 pandemic, the implementation of our School Improvement Plan will be impacted as we move through the phased-in process for students returning to school.		Ruth Chapman	06/04/2022
Actions				1 of 4 (25%)		
		12/2/20	Counselors will use emotional check-in, completed by teachers on Mondays and Thursdays, to assess the SEL needs of students.		Ruth Chapman	06/04/2021
<i>Notes:</i>						
		12/2/20	Teachers will use Second Step Crisis-management lessons to gauge and respond to students' emotional states based on the COVID-19/remote learning transition. The First Five COVID-19 lessons were provided by the counselors: First 5 Second Step Lessons	Complete 10/10/2020	Ruth Chapman	06/04/2021
<i>Notes:</i>						
		12/2/20	Teachers will use the Second Step program in Morning Meeting every Monday to go through Unit 1: Mindsets and Goals. Teachers will help facilitate lessons where students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. These 7 lessons will address academic success, belonging, growth mindset, planning ahead, and resilience.		Ruth Chapman	06/04/2021
<i>Notes:</i> Evidence - Total number of students needing significant support services.						

12/2/20	Teachers will use the Second Step program in Morning Meeting every Monday to go through Unit 3: Thoughts, Emotions, & Decisions. Teachers will help facilitate lessons where students learn how to recognize strong emotions and unhelpful thoughts and apply strategies to manage their emotions and reduce stress. These lessons will address resilience, staying calm, and managing thoughts and emotions.		Ruth Chapman	06/04/2022	
<i>Notes:</i> Evidence - Total number of students needing significant support services.					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	To transition students from grade to grade, we examine student growth and other relevant data. As teams, there are retention meetings where teachers discuss what the student needs in order to be successful on the next grade level. Within middle school, there have been grading conversations between teachers about the relationship between grading and learning. Elementary students coming into NRMS go through Raven Academy which explains 6th grade procedures, expectations, responsibilities, and processes as well as engages parents. Special Education teachers participate in transition meetings at elementary to middle and middle to high. Elementary school students and parents are invited to Open House to get an understanding of middle school culture after counselors have visited the elementary school to learn more about them. Counselors meet with rising high school students, advise students about credits, 8th grade teachers make course recommendations after conversations with the student. Students visit high school Open Houses, and NRMS publicizes various high school events.	Limited Development 08/21/2017			
<i>How it will look when fully met:</i>	Departments have met and discussed the evolution of standards throughout middle school in the current climate. These discussions led to a plan that describes a well-prepared student and each person's role in that preparation. A cohort of teachers represent NRMS in transition meetings with elementary and high school schools. NRMS students are prepared and successful in transitioning from grade to grade and level to level.		Rebecca Beaulieu	06/04/2022	
Actions			0 of 4 (0%)		
12/2/20	The 6th grade counselor will visit feeder schools to discuss the offerings and "Raven Academy" for prospective Neuse River Middle School students.		Ruth Chapman	06/04/2021	

<i>Notes:</i>				
12/2/20	Each counselor will visit grade-level classes to review the class processes and courses for the next school year as evidenced by the school schedule and informational documents.		All Counselors	06/04/2021
<i>Notes:</i>				
12/2/20	The 8th Grade counselor will work with neighboring high schools and organize visits or information sessions as evidenced by the school schedule and informational documents.		Melanie Lawson	06/04/2022
<i>Notes:</i>				
12/2/20	NRMS will hold a "Raven Academy" for incoming 6th graders.		Joshua Furtell	06/04/2022
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			Senior Administrators to Area Superintendents hold regional meetings for Process Managers and provide differentiated support and coaching to School Improvement Team process managers. Principals and school stakeholders can utilize additional guidance and support from district departments, such as Academics or Title I.	Limited Development 10/14/2016		
<i>How it will look when fully met:</i>			When fully met, leadership will have a comprehensive district improvement team that will meet regularly. Progress monitoring of schools will be ongoing and differentiated school support will be provided.		Diane Garland	06/04/2022
Actions				1 of 3 (33%)		
12/2/20			The principal will meet with the Eastern Area Special Assistant early each school year to approve our SIP evidenced by our SIP plan being approved by WCPSS Central Office staff.	Complete 12/02/2020	Rebecca Beaulieu	06/04/2022
<i>Notes:</i>						
12/2/20			The principal will meet with the Eastern Area Special Assistant throughout the school year to monitor our SIP progress as evidenced by our Leadership Team quarterly meeting agendas and minutes.		Rebecca Beaulieu	06/04/2022
<i>Notes:</i>						
12/2/20			The principal will meet with the Eastern Area Special Assistant at the end of the school year to review our SIP progress as evidenced by our SIP progress for the 2020-21 school year.		Rebecca Beaulieu	06/04/2022

Notes:

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have a team that meets regularly but need to work on reviewing implementation of effective practices.	Limited Development 10/04/2016		
How it will look when fully met:		The School Improvement Team will be elected and representative of the school and community. Throughout the year we will spend time planning, implementing, monitoring, and evaluating outcomes. The SIT will meet at least once per month for at least one hour. Each Subcommittee will also meet at least once per month for at least one hour. The team will utilize planned agendas and record minutes. They will establish a process for informing the rest of the staff of the progress being made and of any mid-course corrections that might be necessary.		Graham Brown	06/04/2022
Actions			1 of 2 (50%)		
	12/2/20	Each subcommittee will develop a plan of action with check-in reports expected at each Quarterly review.		Graham Brown	06/04/2021
Notes:					
	12/2/20	All teachers will be divided up into subcommittees focused on the 5 targeted indicators.	Complete 08/30/2020	Graham Brown	06/04/2022
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
<i>Initial Assessment:</i>		The school has solid PLT's and Leadership team structures. The family-school connection and PLT practices need to be strengthened.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		Professional Learning Team (PLTs) will meet regularly based on an established schedule. The team will collaboratively plan instruction and assessments. Instructions will be aligned with standards and designed to meet the needs of students. Instruction will include research and evidence-based strategies. The team will continually assess and monitor the progress of students, ensuring that students receive interventions when needed.interventions when needed.		Rebecca Beaulieu	06/04/2022
Actions			2 of 5 (40%)		
12/2/20		All teachers will meet as a grade level weekly to discuss student achievement and progress as evidenced by the school calendar.	Complete 08/30/2020	Rebecca Beaulieu	06/04/2021
<i>Notes:</i>					
12/2/20		PLTs will intentionally incorporate anchor standards and specific literacy strategies to increase literacy proficiency.		Deborah Nunamaker	06/04/2021
<i>Notes:</i>					
12/2/20		PLTs will use a structured process to capture the full planning process including unpacking standards, alignment to standards, scaffolding instruction, remediation/enrichment, common assessments, and performance tasks.		Rebecca Beaulieu	06/04/2022
<i>Notes:</i>					
12/2/20		The literacy Coach will attend PLTs and support teachers with incorporating literacy in all subjects.		Deborah Nunamaker	06/04/2022
<i>Notes:</i>					
12/2/20		The administrative team will create a master schedule that provides teachers with duty free lunch and a common planning time with PLTs.	Complete 08/30/2020	Rebecca Beaulieu	06/04/2022
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we have extended learning time programs and data is used to inform modifications. Classes are 60 minutes with a 40 minute targeted school-wide remediation, enrichment, and intervention block for all students called SOAR time. EOG scores, iReady, report card data, and teacher evidence spreadsheet (classroom data) will be used to determine who needs intervention and what intervention he/she will receive.	Limited Development 08/21/2017		
<i>How it will look when fully met:</i>		Administrators will implement NCEES with fidelity and consistency focusing on standards and supporting quality classroom instruction. The administrative team will monitor curriculum and classroom instruction regularly and provide timely, clear, and constructive feedback to teachers. The team will conduct walkthroughs and provide data to teams and PLTs and facilitate Instructional Rounds, which will be conducted and led by teachers. PLTs will meet twice each week. Each meeting will be supported by an administrator or instructional coach. PLTs will review feedback and work collectively to address feedback and refine instructional practices.		Rebecca Beaulieu	06/04/2022
Actions			1 of 2 (50%)		
	12/2/20	Administration will extend classes to 60 minutes in order to dedicate 40 minutes to targeted remediation, enrichment, and intervention, in Math and Language Arts called W.I.N. and Z.A.P (What I Need and Zeros and Prohibited)	Complete 08/30/2020	Rebecca Beaulieu	06/04/2021
	<i>Notes:</i>				
	12/2/20	Administration and the School Improvement team will monitor progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications		Rebecca Beaulieu	06/04/2022
	<i>Notes:</i>				

	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>			We are currently working towards implementation a structured walkthrough process. We are currently conducting all teacher observations with fidelity and consistency with the focus on improving teacher practice and student experience. We are developing instructional coaching processes and procedures to support the development of high quality Tier I instruction.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>			Administrators will implement NCEES with fidelity and consistency focusing on standards and supporting quality classroom instruction. The administrative team will monitor curriculum and classroom instruction regularly and provide timely, clear, and constructive feedback to teachers. The team will conduct walkthroughs and provide data to teams and PLTs and facilitate Instructional Rounds, which will be conducted and led by teachers. PLTs will meet twice each week. Each meeting will be supported by an administrator or instructional coach. PLTs will review feedback and work collectively to address feedback and refine instructional practices. Evidence of completion includes observations, rubrics, walkthrough data, teacher feedback, and PLT meeting minutes.		Rebecca Beaulieu	06/04/2022
Actions				0 of 3 (0%)		
	12/2/20		Administrators will implement NCEES with fidelity and consistency focusing on standards and supporting quality classroom instruction while providing feedback for improving instruction.		Rebecca Beaulieu	06/04/2021
<i>Notes:</i>						
	12/2/20		The School Improvement Team will develop and implement classroom walkthrough and feedback tools that will be used by administrators, teachers, and instructional coaches as evidenced by meeting minutes, scheduled instructional rounds, and data collected from the use of the tool.		Rebecca Beaulieu	06/04/2021
<i>Notes:</i>						
	12/2/20		The School Improvement Team will develop and implement protocol to review data collected from instructional rounds and facilitate goal setting as evidenced by documentation in the school handbook and meeting minutes.		Rebecca Beaulieu	06/04/2021
<i>Notes:</i>						

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>		PLT's and Leadership Teams are looking at formative and summative data, observation walkthrough tool data, and survey results to make decisions about school improvement and professional development needs.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		The School Improvement Team will collect, review data, and implement best practices into instruction to improve the student learning experience. Data will be collected at the beginning, middle, and end of the year and be reviewed by the SIT, grade-levels, teams, and PLTs. The SIT will review and discuss school performance and aggregated classroom observation data, reflect on current practices, and develop action steps to improve outcomes. The team will use data to plan and provide professional learning for all staff members. Teachers will receive feedback and data collected from instructional rounds and walkthrough tools, which will establish a cycle of continuous improvement.		Graham Brown	06/04/2022
Actions			0 of 4 (0%)		
	12/2/20	The SIT will use EVAAS, EOC, EOG, iReady, Dreambox, survey data and walkthrough data to determine professional development needs for all staff as evidenced by agenda's, materials, and feedback from professional development sessions.		Rebecca Beaulieu	06/04/2022
<i>Notes:</i>					
	12/2/20	Grade level chairs will send CFA data to the School Improvement Team analyzed by subgroup.		Grade Level Chairs	06/04/2022
<i>Notes:</i>		CFA data will be recorded in the data monitoring spreadsheet in the Google Drive. Take care to break it down by ethnicity, SPED, and ELL.			
	12/2/20	The School Improvement Team will analyze student data to determine strengths, challenges, and next steps of the School Improvement Plan.		Graham Brown	06/04/2022
<i>Notes:</i>		We will use the protocol of analyzing data before the meeting so that everyone has seen it prior to the meeting.			
	12/2/20	The School Improvement Team will design Professional Development based on student achievement data, walkthrough tools, and Equity & Family surveys results		Rebecca Beaulieu	06/04/2022

Notes:

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 working to document a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		NRMS will have highly defined systems and processes that will allow the staff to learn, evaluate, and problem-solve within the school. When staff are empowered to be leaders and have avenues for input, they become more invested in the school community. The school will have developed leadership communication processes and procedures that will empower teachers to become invested in their school development and improvement. The administration team will provide clear, timely, constructive, and fair feedback, which will also be aligned to school and district initiatives. Teachers will utilize feedback when setting short-term and long-term goals. NRMS will strategically market strengths and programs through the Teacher Working Conditions Survey results and the use of social media and school website.		Rebecca Beaulieu	06/04/2022
Actions			0 of 1 (0%)		
	10/25/16	The principal will utilize flexibility of restart licensure requirements to recruit, maintain, and increase diversity of the staff as evidenced by the school budget and finance records and staff perception surveys.		Rebecca Beaulieu	06/04/2022
<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>		Neuse River Middle School will successfully apply resources from the Title 1 department to positively increase family engagement and overall student achievement. NRMS will utilize events, positive postcards, partnerships with feeder elementary and high schools, follow parent contact steps, and provide families with Title 1 packets which consist of the family engagement policy and home-compact document.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		There will be a communication plan in place where teachers provide parents with information that will assist them with supporting their child. Parents will be involved in school events through innovative methods that help remove barriers such as work schedules, transportation, and finances. We will host events that provide information not only to our English-speaking families, but intentionally create experiences for our Spanish-speaking families. Our goal is to increase parent participation, improve parent perception and communication by 50% as measured over the course of the year.		Joshua Futrell	06/04/2022
Actions			1 of 10 (10%)		
	12/2/20	NRMS staff will send out Positive Postcards to families praising students for behavior, achievement, and/or growth. 4 postcards per teacher will be sent out monthly.		Lisa Hall	06/04/2021
<i>Notes:</i>					
	12/2/20	NRMS will collaborate and partner with local elementary feeder schools to promote enrollment and achievement.		Natalie Chubbs	06/04/2021
<i>Notes:</i>					
	12/2/20	NRMS will deliver Title I packets that consist of information from the county, NRMS Parent Family Engagement Policy, and NRMS home-compact document will be created and sent home to parents and families as well as be posted on our school website.		Joshua Furtell	05/04/2022
<i>Notes:</i>					
	12/2/20	NRMS will develop a Parent Leadership Academy in conjunction with Parent U nights where families will have the opportunity to gain resources and teachers can showcase students work.		Joshua Furtell	06/04/2022
<i>Notes:</i>					

12/2/20	All teachers will use the following parent contact steps: 1. Send Talking Points message (2 attempts on 2 separate days) 2. Use Google Voice to call parents (3 calls on 3 separate days) 3. Email grade level counselor.		Rebecca Beaulieu	06/04/2022
<i>Notes:</i>				
12/2/20	NRMS will partner with local high schools to host an 8th grade night where students and families are prepared for transitioning to high school.		Joshua Furtell	06/04/2022
<i>Notes:</i>				
12/2/20	"Raven Academy" will provide 6th grade Introduction to Middle School		Joshua Furtell	06/04/2022
<i>Notes:</i>				
12/2/20	NRMS will provide ESL Night designed to explain ACCESS score reports and provide at home support.		Henrietta Vazquez	06/04/2022
<i>Notes:</i>				
12/2/20	The Parent engagement committee will analyze parental feedback from the Panorama survey. Then, it will create actions steps to improve areas of need.		Joshua Furtell	06/04/2022
<i>Notes:</i>				
12/2/20	All NRMS Parents will receive a weekly school newsletter with important information and family engagement opportunities.	Complete 08/30/2020	Rebecca Beaulieu	06/04/2022
<i>Notes:</i>				