

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.

WCPSS Mission Statement: Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Core Beliefs:

#1 Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

#2 Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

#3 Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.

#4 The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement, well-being, and student agency.

#5 The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.

#6 The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

#7 All students and staff deserve to work in optimal learning environments supported by sufficient resources, well-maintained facilities, and effective operational systems.

Vision:

The Neuse River Middle School will be a place where all Ravens experience a sense of belonging and community. Students will engage in relevant and rigorous instruction focused on student achievement through the on-going professional development of teachers, meaningful family engagement, and strong community partnerships. Students enter ready to learn and depart prepared to lead and serve their communities.

Goals:

By June 30, 2026 Neuse River Middle School will increase overall proficiency in all subject areas from 38.3% to 60% as measured by EOGs/EOCs, with a focus on increasing overall proficiency in the EL subgroup from 13.3% to 25%.

By June of 2026, Neuse River Middle School will establish a positive and inclusive school climate through the implementation of restorative practices and social-emotional learning (SEL) programs, to increase student engagement and reducing the number of students with 6 or more unexcused absences from 58% to 50% or less.

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:	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		
	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	<p>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.</p> <p>Leadership has a comprehensive district improvement team that meets regularly. Progress monitoring of schools is ongoing and differentiated school support is provided. The School Improvement Team meets at least once a month to discuss school improvement planning. A second meeting of the month is at the principal's discretion. Meeting minutes for all meetings are clear and allow the reader to fully understand the discussion around each meeting agenda item. Evidence of full implementation includes minutes uploaded or linked to the Manage Meetings section of NCStar.</p>		Objective Met 09/24/24	Jennifer Smith	06/30/2025
Actions					
	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	Bonnie Mwanda	06/04/2023
Notes:					
	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.	Complete 10/25/2023	Bonnie Mwanda	06/04/2023

Notes:					
Implementation:			09/24/2024		
Evidence	<p>9/24/2024</p> <p>The Area Senior Administrators Team meets weekly and has created an internal site to catalogue all resources and materials. Area Senior Administrators meet regularly with Area Superintendents to design and facilitate ongoing professional development for school leaders, assist with district committee responsibilities, and provide ongoing updates and feedback from work with schools. As needed, Area Senior Administrators collaborate with various Central Services departments such as Academics, Data, Research & Accountability, Title I, Executive Leadership Coaches, Intervention Services, Special Education, Student Support Services, and Office of Professional Learning</p>				
Experience	<p>9/24/2024</p> <p>Our district is divided into smaller regions supported by Area Superintendents and Senior Administrators for each region. The Senior Administrators collaborate with schools in the implementation of district initiatives aligned with Wake County Public School System (WCPSS) Board goals and strategic focus areas. The team serves as a liaison and support for schools in strategic work targeted to improve and raise student achievement while assisting with the development, implementation, and monitoring of School Improvement Plans (SIPs) and ongoing continuous improvement processes. Senior Administrators collaborate with other departments as needed to support specific needs of the school.</p>				
Sustainability	<p>9/24/2024</p> <p>Area Senior Administrators meet each week to align supports and pursue deep ownership and alignment with each other in the work of continuous improvement for the district, schools, as well as school leaders. Area Senior Administrators provide professional learning for school leaders, including principals and process managers, at least quarterly to ensure continual support and coaching to promote sustainability and effective implementation.</p>				
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		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		

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.		Marquavius Smith	06/30/2026
Actions		1 of 2 (50%)		
12/2/20	All teachers will be divided up into subcommittees focused on the 5 targeted indicators.	Complete 08/30/2020	Jessie Shore	06/30/2025
<i>Notes:</i>				
9/12/24	The instructional leadership team will meet weekly to to review implementation of effective practices.		Bonnie Mwanda	06/30/2026
<i>Notes:</i>				
Implementation:		06/12/2024		
Evidence	3/18/2024 - All list of subcommittee members is available.			
Experience	3/18/2024 - All teachers are assigned to a SIT subcommittees for the 23-24 school year.			
Sustainability	3/18/2024 - Teachers will select a committee in the fall of each year. Emphasis will be placed on members remaining consistent.			

	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 PLC's and Leadership team structures. The family-school connection and PLC practices need to be strengthened.		Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		Professional Learning Team (PLCs) will meet regularly based on an established schedule. The team will collaboratively plan instruction and assessments. Instruction 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. Training for PLC leaders on SI strategies and models to support our growing MLs database.			Griselda Jara	06/30/2025
Actions				0 of 3 (0%)		
	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.			Bridget Rogers	06/04/2025
<i>Notes:</i> Structure created and implemented.						
	12/2/20	PLTs will intentionally incorporate anchor standards and specific literacy strategies to increase literacy proficiency.			Britni Brefka	06/30/2025
<i>Notes:</i>						
	12/2/20	The literacy Coach will attend PLTs and support teachers with incorporating literacy in all subjects.			Britni Brefka	06/30/2025
<i>Notes:</i>						

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
	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>		<p>2024-2025: This year students will have 4 core classes for 60 minutes each. Our WIN time remains the first 30 minutes of the day Mondays, Tuesdays, Thursdays, and Fridays. During this time, students receive targeted instruction at present levels of performance based on the most recent data available.</p> <p>2023-2024: Currently, we have 80 minute class periods with a 30 minute (What I Need Time) held the first 30 minutes of the day four days per week. During this time, students complete iReady lessons to build skills necessary to be on grade level for Math and ELA. Core and Electives teachers and support staff provide targeted support as needed.</p>	Limited Development 08/21/2017		
<i>How it will look when fully met:</i>		<p>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.</p> <p>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.</p>		Neti Jenkins	06/30/2025
Actions			0 of 1 (0%)		
	4/17/24	Administrative team will create a framework for WIN time based on student need, teacher input and instructional data		Britni Brefka	06/30/2025
		<i>Notes:</i> WIN time occurred but not fully structured and monitored. Plans in place for 24-25.			

	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.		Bonnie Mwanda	06/30/2025
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.			Bonnie Mwanda	06/30/2025
<i>Notes:</i> Evals completed. Leveling training scheduled for July 24.						
	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.			Bonnie Mwanda	06/30/2025
<i>Notes:</i> Tool created. Will utilize WCPSS developed tool.						
	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.			Bonnie Mwanda	06/30/2025
<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

<p>Initial Assessment:</p>	<p>District: District Area Superintendents and District Leaders throughout the many different departments partner with schools to maintain distribution of districtwide resources along with evaluating current resources and needs. This partnership helps support, maintain and align the work to schools in order to maximize the overall instructional priorities and effective instruction needed to increase student achievement and growth. The district adopted a Strategic Plan in May 2023 that has priorities and aims directed toward equitable resource allocation. The WCPSS Board of Education also passed Policy 1150 in November 2022 in which the district commits to providing equitable resource distribution.</p> <p>School: The school leadership is assessing what needs exist in the school and what resources are necessary to increase student achievement and growth.</p>	<p>No Development 10/27/2023</p>		
<p>How it will look when fully met:</p>	<p>District: The district and schools differentiate resource allocation to provide PreK-12 students with equitable access to high-quality teachers and principals, and sufficient support services (Aim 14, Strategic Plan). Supports and systems are dynamic and tailor support to schools based on need. School and district leaders work in partnership to continuously analyze data and determine needs as they shift and change, keeping an equity lens, and investing in people and programs in order to increase positive student outcomes. Districts and schools will leverage the Equity Policy (1150) and Equity Framework when making decisions about distribution of resources.</p> <p>Academic Advancement Team (AAT: Academics, Student Support Services, and Special Education Services): Academic and Regional Support Teams are leveraged to maximize resource allocation based on area needs. These teams provide support to schools to achieve Strategic Plan Goals, minimize and eliminate silos across AAT departments, and deepen alignment with Area Superintendents.</p> <p>Human Resources: Schools work closely with the Human Resources Department to hire highly qualified candidates who have the credentials to teach within their given certifications.</p> <p>Data, Research, and Accountability: The Data, Research, and Accountability Department supports the District and schools with resources and data. Data is compiled for schools in a way that enables them to make sound instructional decisions when developing School</p>		<p>Jennifer Smith</p>	<p>06/30/2026</p>

Improvement Plans. Schools use data yearly to conduct Data Reviews for School Improvement.

Office of Equity Affairs: The Office of Equity Affairs works closely with schools to maintain direct alignment of the resources in order to make sure that all students are receiving a high quality education where the district Equity Policy and Framework drive the work.

Budget: The Budget Department supports schools by allocating staff. Budget Managers are provided with a School Allotment Manual that details how positions and months of employment can be converted to meet the needs of the school. The district provides tailored support in the form of additional budgetary and position allotments to meet school needs. School Describe how this will look in your school when fully met.

School: District resources are clearly tied to our areas of greatest need. Data shows a trend in the right direction based on the area of need. In the area of instructional greatness, the district continues to partner with Neuse River to provided targeted support for administration and classroom teachers. Leadership across departements convene a meeting with the principal twice a year to ensure all supports are aligned. In the area of student behavioral health, we see a decline in student referral and suspension data and our suspension data mirrors the demographics of our school. Suggested supports include behavioral walks led by Counseling and Student Services followed by intentional creation of a follow up plan based on observations. In the area of staff retention, the district provides support to ensure that Neuse River has a diverse staff of highly qualified teachers. Possible supports include providing ongoing professional learning opportunities for school leaders to develop and refine the skills necessary to create and sustain a workplace climate and culture that is collaborative, supportive, and culturally responsive for all teachers, but especially educators of color and establishing and sustaining affinity groups for staff in Title1/High needs schools for racially, ethnically, and linguistically diverse educators across our district as suggested in the Governor's DRIVE Task Force plan. The result will be an increase in staff retention.

10/27/23	Within the 2023-24 school year, our school identified the following resource inequity, district level support to meet the behavioral health needs of our students, as a result, our school plans to mitigate this inequity by working with Special Education and Student Services to complete behavior walks, identify areas of concern and create a plan to address identified concerns.	Complete 04/17/2024	Neti Jenkins	03/31/2024
<i>Notes:</i> Behavioral health team created and met monthly. Implemented CICO system. Participated in WCPSS summer retreat. Worked with Central Services staff as needed.				
10/27/23	Meet with leadership in Counseling and Student Services, Middle School Programs and Human Resources to share vision and create plan of action to align interventions and ensure full support from each department to meet identified needs.		Bonnie Mwanda	06/30/2025
<i>Notes:</i> Reviewed minutes monthly and provided feedback. SS will serve on the iLT for 24-25.				
10/27/23	District Action: Central Services departments will develop departmental management plans which include processes for identifying inequities and monitoring and evaluating equitable resource allocation.		Jennifer Smith	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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		
		Priority Score: 1	Opportunity Score: 1	Index Score: 1	
How it will look when fully met:		<p>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.</p> <p>NRMS will strategically market strengths and programs through the Teacher Working Conditions Survey results and the use of social media and school website.</p> <p>The Human Resources Department partners with district stakeholders to proactively attract, retain and inspire an engaged and high-performing workforce to promote student growth and success. The Human Resources Department is comprised of three teams: Employee Relations, Talent Acquisition and Talent Management. Employees can find many resources managed by these teams in the Employee Portal.</p>		Jennifer Smith	06/30/2026
Actions			1 of 3 (33%)		
	11/15/23	Restart Flexibility- Employment. The school will use restart flexibility to place teachers on an abbreviated plan if they had no developing marks or concerns in the previous school year.	Complete 06/30/2024	Bonnie Mwanda	06/30/2024
		<p><i>Notes:</i> Teachers with no issues on Abbreviated evaluation. Will determine what additional action steps need to be added to fully address this Indicator.</p> <p>This flexibility was used in the 2022-2023 school year. This flexibility was used in the 2023-2024 school year. This flexibility was not used in the 2024-2025 school year</p>			

9/17/24	Restart Flexibility- Employment: The school will use Restart Employment flexibility to hire alternatively licensed teachers to ensure the school is fully staffed each year		Marquavius Smith	06/30/2026
<i>Notes:</i> This flexibility was used in the 2022-2023 school year. This flexibility was used in the 2023-2024 school year. This flexibility was used in the 2024-2025 school year.				
9/17/24	The school organizes monthly staff wellness events for staff centered around the 8 dimensions of wellness.		Bonnie Mwanda	06/30/2026
<i>Notes:</i>				
Implementation:		06/23/2024		
Evidence	6/12/2024			
Experience	6/12/2024			
Sustainability	6/12/2024			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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>		<p>PLC'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.</p> <p>WCPSS provides multiple ways to view and reflect on aggregated data. (See uploaded evidence.)</p>	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		<p>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.</p> <p>The district maintains a data dashboard, accessible by employees in the district for comparing school level data across multiple years. Data provided includes summative student outcome data from state and national assessments, state and district perception data, and staff and student characteristic data to include attendance and retention. Student specific data is provided through platforms accessible only for school administrators. Simplified Data access to staff for intervention, adjustment and review.</p>		Jennifer Smith	06/30/2025
<i>Actions</i>			0 of 4 (0%)		
	12/2/20	The SIT will use EVAAS, EOC, EOG, iReady, STAR, 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.		Bonnie Mwanda	06/30/2025
<i>Notes:</i>					
	12/2/20	Grade level chairs will send CFA data to the School Improvement Team analyzed by subgroup.		Bridget Rogers	06/30/2025

Notes: 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.

Bonnie Mwanda

06/30/2025

Notes: We will use the protocol of analyzing data before the meeting so that everyone has seen it prior to the meeting.

12/2/20 Professional Development: The School Improvement Team will provide professional development and opportunities for staff to analyze student achievement data, walkthrough tools, and Equity & Family surveys results

Bonnie Mwanda

06/30/2025

Notes:

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>			<p>Neuse River Middle School's current implementation efforts regarding A 4.01 are as follows:</p> <ul style="list-style-type: none"> • WIN (What I Need) Time has been built into the master schedule • Monthly Face-time Meetings • Criteria has been established for when teachers are to refer to MTSS • Behavior Contracts are utilized 	<p>Limited Development 10/04/2016</p>		

<p>How it will look when fully met:</p>	<p>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. Teachers will focus on providing differentiated core instruction to meet the needs of 80% of the students. While in Tier I, 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 (15%), who are not responding to usual support, are referred to the MTSS team to determine if a Tier II plan is needed. The team meets and discusses these students and creates an intervention plan (academic or behavior). Teachers will be trained in how to provide in-class intervention and progress monitor Tier II plans based on a determined timeline. The MTSS team will then move students not responding to Tier II interventions to a Tier III plan/intervention.</p> <p>To ensure that A 4.01 is fully met, Neuse River Middle School will collect and review the following: Survey Data from Differentiated Professional Development (Student Engagement, Instructional Skills, Equity, Kid Talk & Kid talk Data Collection, ECATS-MTSS: Early Warning System data, Universal screening and progress monitoring fidelity reports, MTSS Feedback Survey Data</p>		<p>Brittany Powell</p>	<p>06/30/2025</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>6/29/22</p>	<p>Professional Development: Teachers will participate in Differentiated Professional Development sessions on Student Engagement, Instructional Skills, Equity, and Culturally Responsive Classroom management to ensure that all students receive high-quality core instruction.</p>		<p>Bonnie Mwanda</p>	<p>06/30/2025</p>
<p><i>Notes:</i> Professional Learning on Student Engagement held. The other topics are scheduled for 24-25. Will be more intentional about time to discuss, implement, reflect and revise cycle for teachers.</p>				
<p>12/2/20</p>	<p>The MTSS team will meet monthly to discuss referred students that need additional support and develop an individualized support plan.</p>		<p>Brittany Powell</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				

6/29/22	Teams will identify students that need additional support beyond Tier I (whole-class differentiated instruction). Teachers will ensure literacy, math, and behavior supplemental plans focusing on Tier II, small-group targeted instruction are created and aligned with core plans. Teachers will monitor student progress to see which students need Tier III support or can be exited from the MTSS process.		Brittany Powell	05/30/2026
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Notes:

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction				
	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>		NRMS current implementation actions: School-wide Behavior Expectations have been established, House System, Behavior and Discipline Matrix (Teacher Managed vs. Office Managed), Low-Level Referral has been created to encourage restorative processes in the classroom, and Quarterly discipline data is analyzed by admin and the High Expectations subcommittee.		Limited Development 08/21/2017		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Neuse River Middle School will foster a positive and inclusive school culture that implements common routines, structures, and procedures in order to build relationships between students and staff. All staff will utilize restorative processes with students so that students take more ownership of their behaviors and have the ability to self-correct before it reaches the point of becoming an office referral. Staff and students will be able to articulate expectations and demonstrate understanding in all environments across the school, transition smoothly, demonstrate respect, communicate effectively, and create a safe atmosphere. Staff will have the skills to respond to a variety of student behaviors using preventative classroom management strategies when disruptive behaviors arise. A culture of accountability will permeate and both teachers and students will hold high expectations for themselves and others.</p> <p>To determine that this objective has been fully met, NRMS leadership will look at the following to assess effectiveness and implementation: Social Contracts, Professional Development training teachers on Classroom Management, Classroom Management Plans for each teacher, Posted School-wide Behavior Expectations, Behavior and Discipline Protocol, Classroom Management Walkthrough Data according to the PBIS Tiered Fidelity Inventory, Discipline Data from ECATS, MTSS Data - Specifically Behavior Low-Level Referral Data, WCPSS Student and Teacher Survey items (ex. Panorama Survey, etc), and NC Teaching Working Conditions Survey re. Managing Student Conduct.</p>			Tiffany Chavis	06/30/2025
Actions			0 of 5 (0%)		
6/29/22	Admin will establish school-wide behavior expectations, routines, and procedures.			Tiffany Chavis	06/30/2025
	<i>Notes:</i> Revisited and revamped school wide expectations for the 24-25 school year.				
6/29/22	Admin and the High Expectations subcommittee will communicate and teach school-wide behavior expectations, routines, and procedures as outlined by S.O.A.R to staff and students.			Neti Jenkins	06/30/2025

	<i>Notes:</i> Held one high expectations event tied to student expectations. Due to the success of this event, the committee will hold monthly events tied to academics and behavior as well as 2 larger scale events in the 24-25 school year.			
6/29/22	All staff will communicate and enforce the school-wide behavior matrix with students.		Britni Brefka	06/30/2025
	<i>Notes:</i>			
6/29/22	All staff will utilize the House System to incentivize positive behavior from students.		Shekinah Hurst	06/30/2025
	<i>Notes:</i> House events were held, but not clearly tied to behavior. Events in the 24-25 year will be cleared tied to academic achievement and behavior.			
6/29/22	Admin will create and teach a restorative discipline process to the staff so that they are able to manage student behavior and provide consequences within the classroom.		Cheryl Green-Caldwell	06/30/2025
	<i>Notes:</i> This action step was requested by the SIT team.			
Implementation:		06/29/2022		
Evidence	10/25/2019			
Experience	10/25/2019			
Sustainability	10/25/2019			

	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:			Currently, Neuse River Middle School is implementing the following as it pertains to A 2.04: PLT Work with vertical alignment and data analysis, EL Education Curriculum (Grades 6-8), Direct and Skill-Based Instruction in ELA, Data Based Questioning (DBQ) Project in Social Studies, Ready Classroom Math, IXL, and Open-UP OUR (Math Resources), STAR for Reading Intervention, Weekly grade level planning sessions to unpack standards and design lesson plans, Literacy training (Sheltered Instruction, Active Frayers, and Annotation), and Sadlier Oxford/Wordly Wise Vocabulary Intensive in ELA.	Limited Development 10/04/2016		
How it will look when fully met:			<p>Teachers develop engaging and rigorous units of study aligned to the NC Standard Course of Study in each subject/grade level that include differentiated lessons and balanced assessments to eliminate achievement predictability by race. Teachers work together weekly in a Professional Learning Team to design assessments, analyze student data, and adjust instruction accordingly. Teachers then work together during a common planning time to create common units of instruction. Teachers are intentional to meet the varied needs of learners by adjusting pacing, differentiating learning opportunities, and providing interventions.</p> <p>To determine that A 2.04 has reached full implementation at NRMS, we will collect and examine the following: Classroom Walkthrough Data, Lesson Plan documents-Evidence of strategies being used : frayer models, visuals , etc., Common Assessments (MLs Assessment : Schoolwide rubric to assess and grade or ML students, Pre and Post Assessments, and Quarterly Benchmark Assessments (NC Check-Ins)), PLT Workbook Quarterly Submissions, PLT Artifacts, Professional Development : K. Alston's training for Math and ELA teachers, and Staff Surveys from Professional Developments.</p>		Griselda Jara	06/30/2026
Actions				1 of 6 (17%)		
	11/14/23	Restart Flexibility- Budget: Utilize restart budget flexibility to purchase iReady to provide instructional support to students who are performing below grade level.	Complete 05/31/2024	Jessie Shore	06/30/2024	
<p>Notes: This flexibility utilized in the 2022-2023 school year. This flexibility utilized in the 2023-2024 school year. This flexibility was not used in the 2024-2025 school year</p>						

6/29/22	The Admin Team will collect and analyze walkthrough data to identify strengths and areas of improvement in meeting students' individual needs including learning loss, differentiation, direct instruction, intervention, and behavioral health.		Bonnie Mwanda	06/30/2025
<i>Notes:</i> School participated in district supported walk throughs focused on academics and behavior. More in house walk throughs will take place in 24-25.				
10/24/23	Grade Level PLTs will analyze data and plan instruction for the standards-aligned units.		Bridget Rogers	06/30/2025
<i>Notes:</i> Core teachers participated in PLC planning days once during the school year. Core teachers paid to create standards aligned lessons during summer. This will allow for more instruction delivery focused discussions and data analysis during PLC time.				
6/29/22	Professional Development: Admin will provide professional development for strategies for working with ML students in the core classroom.		Britni Brefka	06/30/2026
<i>Notes:</i>				
6/29/22	Professional Development: Admin will provide Literacy Professional Development with support from the instructional coaches to implement a school-wide annotation and interactive vocabulary strategy.		Britni Brefka	06/30/2026
<i>Notes:</i>				
9/18/24	Restart Flexibility- Budget: Utilize restart budget flexibility to purchase iXL to provide instructional support to students who are performing below grade level.		Melissa Sanchez	06/30/2026
<i>Notes:</i> This flexibility was used in the 2024-2025 school year.				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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.		Bonnie Mwanda	05/31/2025
Actions			2 of 4 (50%)		
	12/2/20	NRMS will hold a “Raven Academy” for incoming 6th graders.	Complete 06/04/2023	Jessie Shore	06/04/2023
<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.	Complete 05/31/2024	Ruth Chapman	06/04/2024
<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.		Megan Corey	06/30/2025
<i>Notes:</i>				
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.		Michael Wray	06/30/2025
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		At this time, Neuse River Middle School is implementing the following regarding A. 4.06: The House System, Second Step Lessons, Behavior Support Team, and BIMAS Screening.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		<p>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. Teachers will have cultural awareness and be trauma-informed so that they are equipped to provide positive interactions with all students.</p> <p>Neuse River Middle School will have achieved full implementation of A 4.06 by collecting and examining the following: Second Step Lessons, Documentation of Student Behavior Plan, Refocus Room Data, Discipline Data - Frequent Fliers, SEL and Character Education Lesson Plans, Tiered Fidelity Inventory data, SSS Team Minutes, Equity/Cultural Awareness Professional Development, Teacher Surveys from Professional Development, WCPSS Student Survey Responses (relationships), and WCPSS Teacher Survey Responses (perceptions of student behavior).</p>		Ruth Chapman	06/30/2025
<i>Actions</i>			0 of 4 (0%)		
	6/29/22	Counselors and teachers will consistently implement the Second Step program every Monday where students will complete units on Mindsets, Bullying/Harassment, Emotions and Decisions, and Managing Social Conflicts.		Ruth Chapman	06/30/2025
<i>Notes:</i> Second Step lessons once monthly on Wednesdays.					

6/29/22	Professional Development: School counselors will provide Professional Development and bring in outside resources to educate staff on Social Emotional Learning strategies that can be used with students experiencing trauma and mental health issues.		Ruth Chapman	06/30/2025
<i>Notes:</i> Counselors and school psych held PL for grade levels during their grade level meetings.				
6/29/22	The SSS team communicates with teachers regarding specific students that have SEL needs as a preventative measure to enable teachers to better support identified students.		Ruth Chapman	06/30/2025
<i>Notes:</i> Counselors regularly communicated with teachers regarding students.				
6/29/22	Admin create and implement a Refocus plan for our current ISS/ALC structure that focuses on restorative practices and Social Emotional Learning.		Cheryl Green-Caldwell	06/30/2025
<i>Notes:</i> Restorative Practices implementation in 24-25 due to lack of time and staffing to implement in 23-24.				

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	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
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Initial Assessment:	<p>Neuse River Middle School is currently implementing the following as it pertains to E 1.06:</p> <ul style="list-style-type: none"> • Raven Academy and Open House Events at the Beginning of the Year • Weekly School Message from the Principal • Positive Postcards sent home quarterly • Title I Packets provided to families • Two family engagement events • ESL Night • Teachers make phone calls to parents with translation assistance as needed • Utilize Talking Points for teacher communication 	Limited Development 10/04/2016		
How it will look when fully met:	<p>We will know that Neuse River Middle School has reached full implementation of E 1.06 when all families are engaged in their student's academic progress. 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. We will gather input from families to inform how we engage families and to increase their participation.</p> <p>We will know that we have achieved full implementation of E 1.06 based on the collection and review of the following : Attendance Rosters and feedback from Curriculum Nights, Raven Academy and Open House Attendance Rosters, Data from Student-Led Conferences, Parent Surveys, Panorama Survey Results, and WCPSS Student Survey Responses (Family Support for Learning).</p>		Lisa Hall	06/30/2025
Actions		4 of 9 (44%)		
12/2/20	We will host "Raven Academy" to provide 6th grade students with an Introduction to Middle School.	Complete 07/31/2023	Britni Brefka	12/30/2022
Notes: Event hosted.				

6/29/22	NRMS will provide two Family Engagement events designed to reflect the cultures of our families and inform them regarding ways they can support and ensure their student's success.	Complete 05/31/2024	Racheal Froelich	06/30/2024
<i>Notes:</i> Events hosted.				
12/2/20	NRMS will provide ESL Night designed to explain ACCESS score reports and provide at-home support.	Complete 05/31/2024	Griselda Jara	06/30/2024
<i>Notes:</i>				
12/2/20	NRMS will host a Title I night in conjunction with a curriculum night where parents will receive packets that consist of information from the county, NRMS Parent Family Engagement Policy, and NRMS home-compact document,	Complete 05/31/2024	Racheal Froelich	06/30/2024
<i>Notes:</i> Event hosted.				
6/29/22	Teachers will establish regular and timely communication structures (phone calls, Talking Points, email) including communicating clear expectations for students regarding behavior and links for learning via teacher websites. Grade level counselors and translators will be utilized as needed		Bonnie Mwanda	06/30/2025
<i>Notes:</i> Parent communication occurred mainly through Talking Points. For 24-25 teachers are required to use more than one form of communication.				
6/29/22	The Family Engagement subcommittee will design and send a Parent Survey to identify parent preferences, areas of interest, and areas in which they need support.		Jennifer Finch	06/30/2025
<i>Notes:</i>				
6/29/22	All NRMS Parents will receive a weekly school newsletter with important information and family engagement opportunities.		Richard Jackson	06/30/2025
<i>Notes:</i> Principal's message sent weekly.				
12/2/20	NRMS staff will send out Positive Communication to families praising students for behavior, achievement, and/or growth. 4 positive communications per teacher will be sent out monthly.		Alyssa Argueta	06/30/2026
<i>Notes:</i> Postcards sent but data not tracked.				
6/29/22	Grade level teachers and admin will plan and host four family engagement events for NRMS families.		Lisa Hall	06/30/2026
<i>Notes:</i> Events hosted.				