

Comprehensive Progress Report

Mission: We believe all children can learn; therefore, our mission as educators at RRCS is to teach ALL students. We strive to provide rigorous academics, current technology, and the arts, while developing character, school pride, and civic responsibility from middle school through high school in a safe and structured environment.

Vision: Our vision at Reid Ross Classical School is to develop well-rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, engaging, safe, and supportive learning environment in which everyone is treated equally and achievements are celebrated.

- Goals:**
- Increase 6th - 8th grade ALL Math proficiency by 3%.
 - Increase ACT/ACT Workkeys proficiency by 3%.
 - Increase Biology proficiency by 3%.
 - Increase 6th - 8th grade ALL Reading proficiency by 2%.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The majority of teachers understand whole group instruction, however for some it takes too long to deliver instruction as pacing is off with county guidelines. Small group instruction and differentiated instruction is not consistently implemented in all core classrooms. Currently, an emphasis is placed on unpacking standards to ensure that they are taught in entirety and with fidelity. Some of the high yielding strategies are implemented consistently. In addition, a focus is placed on understanding student mastery of standards in order for teachers to determine what strategies should be put in place to meet students' needs.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>		All teachers will provide whole group and differentiated small group instruction on a daily basis. Teachers will unpack standards in entirety and develop whole group lesson plans using CCS Resources. Teachers will develop and implement rigorous small group lesson plans by analyzing and interpreting data to inform instruction. Formal feedback from the administrative team will be provided to ensure delivery of effective whole group and tailored small group instruction. To help ensure continuous student growth, both small group and whole group effective instructional strategies will be shared during weekly plc meetings and professional development opportunities. This focus on ELA, Math and Science whole group and small group instruction will contribute to our middle school performance grade increasing by 3% and our high school performance grade increasing by 3%. Title I Funding will be utilized for personnel, professional development, instructional supplies, student incentives, and remediation to accomplish this indicator.		Helenea Dawson	05/24/2024
Actions			0 of 6 (0%)		
	10/7/22	Support staff, instructional coaches and teachers will update MTSS Data Walls with progress monitoring common assessment data for all EOG courses (6th -8th Grade Reading, 6th -8th Grade Math and 8th Grade Science) and EOC courses (Biology, English II, Math I and Math III).		Kim Christian	05/15/2023

<i>Notes:</i>				
10/7/22	Utilizing the PLC template, administration, instructional coaches, support staff and teachers will analyze behavior (discipline/ attendance) and academic progress monitoring common assessment data for all EOG courses (6th -8th Grade Reading, 6th -8th Grade Math and 8th Grade Science) and EOC courses (Biology, English II, Math I and Math III).		Pamela Lewis	05/15/2023
<i>Notes:</i>				
9/21/22	Administrators and instructional coaches will look for evidence of learning activities personalized to student needs and high yield strategies in lesson plans and during whole group and small group instruction when conducting iRounds, observations and evaluations.		Christin Etchison	05/23/2024
<i>Notes:</i>				
9/21/22	Teachers will plan and implement before school, after school, and in school remediation to help students become proficient in 6th - 8th Grade Math, 6th -8th Grade Reading, 8th Grade Science, English II, Biology, Math I, Math III and on ACT/ACT WorkKeys.		Kim Christian	05/25/2024
<i>Notes:</i>				
9/21/22	Staff will be provided professional development opportunities including PDs on High Yield Strategies and culturally responsive teaching throughout the school year that enhances students' academic achievement with an emphasis on students who are economically disadvantaged, students with disabilities, math for 8th grade males, reading for 7th grade females, ACT, and reading and math for black students.		Terri Cooper	05/25/2024
<i>Notes:</i>				
9/20/22	Administration, instructional coaches and teachers will review academic progress monitoring common assessment data for all EOG courses (6th -8th Grade Reading, 6th -8th Grade Math and 8th Grade Science) and EOC courses (Biology, English II, Math I and Math III) assessment data from county provided resources (Mastery Connect, SMAs, Successmaker, Benchmark assessments and progress monitoring assessments) to determine individual student needs for differentiated small group instruction in order to increase students' reading skills, writing skills, and reading comprehension proficiency and to demonstrate understanding of math standards at weekly PLC meetings.		Carmen McFarlin	05/25/2024
<i>Notes:</i>				

	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 RRCS PBIS Program is progressing in an acceptable fashion. A chairperson for PBIS has been named and she has received training. Staff members who demonstrate exceptional hard and soft skills were recruited for membership to the PBIS Committee. A behavioral matrix has been created. This matrix can be used for all students in grades 6-12. At the present, we foresee a full roll out of PBIS in January, 2023. This date is established based on a timeline for training additional committee members, collaboration, surveying students, and garnering fiscal resources necessary to efficiently operate the PBIS Program.	No Development 09/20/2022		
How it will look when fully met:			School support personnel will create calm rooms where students will have the opportunity to practice mindfulness when they are feeling emotional distress. Teachers will be equipped with strategies for promoting and maintaining effective classroom management of student behavior. Discipline referrals would significantly decrease, and staff morale would increase. Teachers would consistently discuss expected behavioral outcomes, teach/model expected appropriate behaviors for students, and acknowledge appropriate behavior by providing positive reinforcement. Students will demonstrate an understanding of a behavioral objective by regularly following school/class rules. This will maintain a safe and orderly school environment. We should see a 5% decrease in disciplinary referrals. In the 2021/2022 school year, there were 25 students who received OSS in high school, and 30 students who received OSS in middle school. We want to reduce out of school suspensions by 5% in grades 6-12. Title I Funding will be utilized for personnel, professional development, instructional supplies, student incentives, and remediation to accomplish this indicator.		Carmen McFarlin	05/26/2023
Actions				0 of 8 (0%)		
	9/21/22	Utilizing ABE to assist in tracking behavioral trends on our campus, the Restorative Justice Coordinator, school counselors and social worker will provide interventions and additional support to students.			Pamela Lewis	10/10/2022
<i>Notes:</i>						
	9/21/22	Survey students to assess what they value and order rewards and incentives according to this data.			Jennifer Rankin-Brown	10/30/2022

<i>Notes:</i>			
9/21/22	PBIS Team will review expectations, rules, flow chart, discipline incidents (major and minor), consequences, rules, rewards, the PBIS Implementation Plan, and the PBIS team will conduct additional training sessions.	Carmen N. McFarlin	12/12/2022
<i>Notes:</i>			
9/20/22	Teachers will teach and refer students to the PBIS matrix as well as utilize the Behavior flow charts for Middle and High School to reinforce school rules.	Marie Lightfoot	01/01/2023
<i>Notes:</i>			
9/20/22	Training will be provided for the entire faculty and staff in addition to those persons trained for PBIS Team membership.	Tonya Royal	01/07/2023
<i>Notes:</i>			
9/21/22	The PBIS Committee will meet to evaluate PBIS activities, plan quarterly celebrations, obtain quarterly teacher feedback, disaggregate ABE data, plan celebrations, plan presentations for faculty and staff, establish points/incentives, awards, and Cougar Calm Room.	Tatum Weaver	01/07/2023
<i>Notes:</i>			
10/7/22	The PBIS Committee will meet to evaluate PBIS activities, quarterly celebrations, obtain quarterly teacher feedback, disaggregate ABE data, presentations for faculty and staff, points/incentives/ awards systems and Cougar Calm Room usage.	Dr. Geraldine Bradshaw	03/15/2023
<i>Notes:</i>			
10/7/22	The PBIS Committee will establish a PBIS points/incentives/awards systems to include quarterly celebrations.	Alexander Willette	03/15/2023
<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Reid Ross Classical Middle and High School, teachers are meeting weekly for their PLC's. During those meetings, the teachers are all required to bring evidence and data for review, and to strategize the best instructional strategies for each learner. Teachers also engage in professional dialogue, which constitutes a "think tank" that is dedicated and focused on moving students forward. Acceptable forms of data include, but are not limited to attendance, summative and formative assessments, IXL data, and Mastery Connect data. At the beginning of the year, professional development was facilitated to train teachers on how to properly carry out a PLC. In addition, an example was modeled for the staff. As a result of this PD, teachers now understand not only what is required for an effective PLC, but also how they must specifically contribute to the PLC.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>		When this is fully implemented, there will be a steady rise in student growth overall. Administration will attend PLC meetings to see them in action. Administration, teachers, and support staff will look at growth data, absences, discipline, EVAAS, MasteryConnect, Successmaker, SchoolNet, county benchmark assessments, and EOG/EOC scores for the year. The SPG for MS in 2022 is 64 and the SPG for HS in 2022 is 68. Reid Ross Classical School will have an increase in 3 percent for our SPG. Title I Funding will be utilized for instructional supplies, personnel, remediation, student incentives and professional development opportunities to achieve this indicator.		Christin Etchison	05/31/2024
Actions			0 of 6 (0%)		
	9/20/22	A data driven PLC template will be created by administration and shared with all teachers.		Tyson Johnson	10/10/2022
	<i>Notes:</i>				
	9/20/22	An MTSS data wall will be created and updated for middle and high school.		Kety Clark	10/10/2022
	<i>Notes:</i>				
	9/20/22	A PLC schedule will be developed and shared with teachers.		Stacia Arndt	10/10/2022

<i>Notes:</i>			
9/20/22	A PLC professional development will be conducted for staff on data focused PLCs.	Natasha Vaughn	10/10/2022
<i>Notes:</i>			
9/20/22	PLC participants (administration, teachers, instructional coaches and support staff) will analyze data sets and the PLC template to create intervention plans and make changes to instruction as necessary.	Elizabeth Smallwood	10/10/2022
<i>Notes:</i>			
9/20/22	PLC participants (Administration, Instructional Coaches, and Teachers) will analyze student mastery of standards as indicated by assessment data to determine whether PLC practices are effective.	Christin Etchison	05/31/2023
<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans	Limited Development 10/21/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal, and other identified team members will utilize the SIP to create SMART goals. The team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		LaShanda Carver-Moore	05/30/2023
Actions			0 of 3 (0%)		
10/21/22		A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Designated schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc., and provide feedback regarding areas of improvement and success		LaShanda Carver-Moore	05/30/2023
<i>Notes:</i>					
10/21/22		The Area Superintendent assigned to the school will work with the principal to ensure an understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP		LaShanda Carver-Moore	05/30/2023
<i>Notes:</i>					
10/21/22		Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals.		LaShanda Carver-Moore	05/30/2023

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