



Ramseur Elementary School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission: The mission of Ramseur Elementary School is to foster learning within a nurturing environment, while engaging each student in preparing for a successful future.

Our purpose at Ramseur Elementary is to provide students with a place where they know that they are believed in by:

- Vision:**
- Putting students first by educating all students in a safe, positive, nurturing and caring environment.
 - Engaging students in learning experiences that encourage and expect success.
 - Teaching students to value their potential and help them develop a drive for success and a vision for their future as model citizens.

- Goals:**
- By the end of the 2023-2024 school year, Ramseur Elementary staff will learn and implement specific evidence-based strategies for better supporting the social emotional needs of our male students, resulting in a reduction of office discipline referrals (ODRs) for male students, by at least 15%. This will be measured through the number of ODRs for males across the school year. (A4.05, A4.01).
- By the end of the 2023-2024 school year, overall student proficiency will increase in reading by 5% for grades 3-5 based on the End-of-Grade assessment in reading and 15% in K-2 based on the DIBELS benchmark assessment, it will increase in math by 5% for grades 3-5 based on the End-of-Grade assessment in math and 25% in K-2 based on the HMH benchmark assessment, and it will increase in science by 10% for 5th grade based on the End-of-Grade assessment in science. (A2.07, A2.04, A2.19, A 2.23, B2.01, D2.01, A4.22).
- By the end of the 2024-2025 school year, the data evaluation section of the Facilitated Assessment of MTSS will increase by 20 percent, through the effective use of data to problem solve across all tiers and across all student groups (A4.01).



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			As of the 2023-2024 school year, Ramseur Elementary is a PBIS school. We implement a positive behavior support system and focus on only giving positive affirmations and rewards. Teachers do not take	Full Implementation 10/02/2023		

	<p>away points or use a color system for their classroom management systems. Ramseur provides professional development on positive behavior support and implements a school-wide reward system. Each classroom teacher submits a classroom management plan at the beginning of the year that indicates how they will be reinforcing classroom behaviors in the classroom. There is an SEL time build into the master schedule to give teachers the time to explicitly teach expected behaviors.</p>			
A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of January 2023, our school Panorama data from the end of the 2021-2022 school year, indicates that both our students and staff have a limited growth mindset. There is some evidence that our students set personal goals for achievement, behavior and personal growth. Our PBIS efforts and positive behavior management system helps us to ensure that students receive praise often throughout the instructional day. In addition, all classrooms created classroom contracts with students at the beginning of the 2022-2023 school year. There are calming corners evident in some classrooms to help students with self-regulation. Some classrooms have daily positive affirmations occurring that help promote a growth mindset. Some student-centered lessons occur in some classrooms and within some subjects. Finally, feedback occurs in some classrooms and in some subjects.</p> <p>As of September 2023, most classrooms feature a Calm Corner and professional development has been provided to staff on how to improve the growth mindset of our students.</p>	Limited Development 01/11/2023		
<i>How it will look when fully met:</i>	<p>Students exhibit a growth mindset by believing that their academic success can develop over time and that their abilities and skills are not fixed. Students at Ramseur recognize that in order to develop their abilities and make contributions they have to work hard and they value the effort it takes to achieve. They respond to obstacles by remaining involved, trying new strategies and using all the resources at their disposal. Staff at Ramseur provide an environment that promotes growth mindset through the use of praising learner effort, assisting</p>		April Agan	05/17/2024

	learners in utilizing effective self-regulation skills and by encouraging students to adopt a mastery-orientation toward goals. Evidence of full implementation include lesson plans, SEL data, and increased student achievement.			
Actions		4 of 6 (67%)		
1/18/23	Create professional development on growth mindset including behavior specific praise, self-regulation strategies and mastery-orientation.	Complete 03/08/2023	Brandy Martin	03/08/2023
<i>Notes:</i>				
1/18/23	Provide professional development to all staff that interacts with students on a daily basis on growth mindset, specifically behavior specific praise.	Complete 03/22/2023	Angela Harris	03/22/2023
<i>Notes:</i>				
1/18/23	Provide professional development to all staff that interacts with students on a daily basis on growth mindset, specifically self-regulation.	Complete 04/19/2023	April Agan	04/26/2023
<i>Notes:</i>				
1/18/23	Provide professional development to all staff that interacts with students on a daily basis on growth mindset, specifically mastery-orientation.	Complete 05/24/2023	April Agan	05/24/2023
<i>Notes:</i>				
9/24/23	Include a weekly growth mindset affirmation during announcements for teachers to refer to and for students to repeat in the classroom.		Elizabeth Bell	11/29/2023
<i>Notes:</i>				
9/24/23	Teach one growth mindset lesson each month in K-5 classrooms.		Elizabeth Bell	04/17/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, instructional teams, Kindergarten to 5th grade, have chosen essential standards in reading (ELA). Each team has created at least one unit plan in ELA that includes common formative assessments (formal and informal) and lessons that are aligned to the	Limited Development 10/02/2023		

	standard. Teams plan collaboratively on a weekly basis, both during the school day and after school.			
How it will look when fully met:	Teachers create units of study using backwards design that are aligned to the essential standards chosen for the different subject areas and each unit plan includes learning objectives and criteria for mastery. Common formative assessments, including pretests and posttests, determine student mastery and the data is used to plan lessons within the different units of study. Instructional teams meet weekly to plan lessons that are aligned to units of study in math, reading, writing and science. These lesson plans are shared through a common platform accessible to all applicable staff. Support staff meet with the different grade levels and inquire how they can support the content areas in their classroom and how they can support student achievement. Evidence of full implementation includes samples of weekly lesson plans that are aligned to various units of study in reading, writing, math and science, common formative assessments and essential standards identified for the different subject areas.		Elizabeth Bell	05/23/2025
Actions		0 of 6 (0%)		
10/2/23	Grade level teams (K-5th) will identify essential standards in math during collaborative team time.		Amy Leveille	12/14/2023
	<i>Notes:</i>			
10/2/23	Grade level teachers will collaborate on the creation of standards-aligned units for each quarter in ELA. They will unpack at least one essential standard, plan a common formative assessment based on the standard and then create lessons and activities to help students achieve mastery of that standard.		Jamie Horner	05/10/2024
	<i>Notes:</i> Title I funds will be used to provide substitutes for grade level teachers to participate in half-day planning sessions to plan units-aligned instruction in ELA for the second, third and fourth quarter of each school year. Use Title I funds to purchase Scholastic Storyworks magazine for 3rd, 4th and 5th grade students as text in unit plans.			
10/2/23	Grade level teachers will collaborate on the creation of standards-aligned units each quarter in math. They will unpack at least one essential standard, plan a common formative assessment based on the		Heather Disher	05/10/2024

	standard and then create lessons and activities to help students achieve mastery of that standard.				
	<i>Notes:</i> Title I funds will be used to provide substitutes for grade level teachers to participate in half-day planning sessions to plan units-aligned instruction in math for the second, third and fourth quarter of each school year.				
10/2/23	Fifth grade teachers will collaborate on the creation of standards-aligned units each quarter in science. They will unpack at least one essential standard, plan a common formative assessment based on the standard and then create lessons and activities to help students achieve mastery of that standard.		Angela Harris	05/10/2024	
	<i>Notes:</i> Title I funds will be used to provide substitutes for 5th grade teachers to participate in half-day planning sessions to plan units-aligned instruction in science for the second, third and fourth quarter of each school year.				
10/2/23	The school's lead teachers will facilitate the creation of standards-aligned units of study in reading, math and science with K-5 teachers during quarterly planning sessions for ELA, math and science. This will include the unpacking of essential standards, the creation of CFAs and the creation of lessons and activities that allow students to obtain mastery of the standard.		Sarah Kiser	05/10/2024	
	<i>Notes:</i> Two lead teachers will be hired using Title I funds to support classroom teachers in the creation of standards-aligned units of study in reading, math and science.				
10/2/23	Host a collaborative 3rd-5th grade fluent teacher discussion to strengthen and enhance fluent lesson units.		Amy Leveille	05/20/2024	
	<i>Notes:</i>				
	A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	As of the year 2019, educators at Ramseur are working towards incorporating more vocabulary into our daily lesson plans. We have begun to analyze the language standards in third through fifth grades and are actively developing ways to focus on those standards. We explicitly teach character trait words every week, that are different for each grade level. These words are displayed in the classroom and in the main hallway across from the office. Every few weeks, there is a review week, where students have the opportunity to practice all previously taught character trait words.	Limited Development 06/06/2019			

	As of the year 2023, educators at Ramseur are working towards incorporating more vocabulary into our daily lesson plans. We analyze the language standards and common formative assessments in third through fifth grades to strategically plan lessons that explicitly teach students the strategies for interpreting the meaning of words in phrases in literature and informational text (word parts, context clues etc...). We intentionally plan what vocabulary to highlight in our lessons and have Tier III content vocabulary posted in the classroom.			
How it will look when fully met:	Vocabulary instruction at Ramseur is direct and explicit and helps to close the achievement gap between students that are at-risk in reading and their typical same-age peers. Students are exposed to vocabulary across all content areas, including math, reading, science and social studies. We use a broad range of strategies and resources to instruct vocabulary in all grades, specifically supporting the language standards. We utilize effective vocabulary instruction for all students including: direct and explicit instruction that includes teacher modeling and numerous opportunities for students to practice with the words (more than one or two exposures to the word). Evidence of full implementation include sample lesson plans for vocabulary, pictures of vocabulary classroom walls, and student work samples.		Amy Leveille	05/17/2024
Actions		3 of 8 (38%)		
9/20/20	K-5 teachers will be provided with the book 101 Strategies to Make Academic Vocabulary Stick to use to help reinforce vocabulary instruction in the classroom.	Complete 02/24/2021	Angela Harris	02/10/2021
<i>Notes:</i>				
10/14/20	Provide professional development to certified staff on the book 101 Strategies to Make Academic Vocabulary Stick.	Complete 05/12/2021	Tiffany Hudson	05/12/2021
<i>Notes:</i>				
9/20/19	Small group instruction will include a vocabulary component to expose students to content vocabulary in order to help close the knowledge gap.	Complete 04/27/2022	Amy Bowser	03/30/2022
<i>Notes:</i>				
6/6/19	Pre-K to 5th grade will provide direct, explicit instruction with modeling using content vocabulary on a weekly basis.		Crystal Fulton	05/03/2024

<i>Notes:</i>					
9/20/20	K-5 teachers will incorporate vocabulary strategies/activities from the book 101 Strategies to Make Academic Vocabulary Stick into their lessons.		Crystal Fulton	05/03/2024	
<i>Notes:</i>					
3/9/22	Students in grades 3-5 will generate content specific, precise vocabulary depending on the topic to use within the fluent small group when speaking or writing about the topic.		Amy Leveille	05/03/2024	
<i>Notes:</i>					
8/10/21	Pre-K to 5th grade will display Tier 2 and 3 grade-level appropriate content vocabulary (math, science, social studies, ELA).		Mary Mason	05/18/2024	
<i>Notes:</i>					
10/12/22	K-5 students will use content area vocabulary when writing about a topic in math, science, social studies or reading.		Jamie Horner	05/24/2024	
<i>Notes:</i>					
	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, Ramseur Elementary is an AVID school primarily targeted for 4th and 5th grade students (AVID was first implemented during the 2022-2023 school year at Ramseur). Students in 4th and 5th grade are exposed to a variety of WICOR (Writing, Inquiry, Collaborative, Organization, Reading) strategies throughout the content areas, as teachers embed these strategies in lesson plans. Data is collected on the implementation of AVID across 4th and 5th grade. We are currently working towards implementing AVID strategies and college and career readiness with all students, Kindergarten through 5th grade.	Limited Development 09/13/2023		
<i>How it will look when fully met:</i>		We advocate and encourage a culture of achievement that includes setting high expectations for students to be college and/or career ready. All teachers incorporate relevant college information and career guidance into the classes they teach for every student. Teachers facilitate college and career talk with students and families, hold high and clear expectations for students, share information and resources and ensure that students are prepared for testing through a rigorous		Crystal Fulton	05/13/2026

	curriculum. Evidence of full implementation includes lesson plans, school walls and parent nights.				
Actions		0 of 5 (0%)			
9/24/23	Every classroom from PreK-5th will display "When I Grow Up, I Want to Be.." posters of students on the wall to encourage a college and career mindset in each student.		Angela Harris	10/11/2023	
<i>Notes:</i>					
9/24/23	The school improvement team will choose three AVID strategies to implement school wide across multiple subject areas.		Morgen Fry	10/25/2023	
<i>Notes:</i>					
9/24/23	The school improvement team will provide professional development on one AVID strategy to all school staff to assist with implementation efforts.		April Agan	11/29/2023	
<i>Notes:</i>					
9/24/23	The school improvement team will provide professional development on one AVID strategy to all school staff to assist with implementation efforts.		April Agan	02/12/2024	
<i>Notes:</i>					
9/24/23	The school improvement team will provide professional development on one AVID strategy to all school staff to assist with implementation efforts.		Crystal Fulton	03/27/2024	
<i>Notes:</i>					
	A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, teachers are including more frequent opportunities to encourage and increase the volume of independent reading in the classroom. Teachers are learning how to explicitly teach cognitive reading strategies that proficient readers use to comprehend text. Writing is integrated within the reading block at each grade level on the master schedule.	Limited Development 09/13/2023		
<i>How it will look when fully met:</i>		At Ramseur we integrate higher level reading and writing strategies across all content areas (science, social studies, math). Students spend time reading authentic text and apply what they have learned through writing and high-quality discussions. Students are motivated to reflect		Angela Harris	05/14/2026

	on the effectiveness of their reading and writing practices. Teachers at Ramseur choose engaging reading selections and prepare questions that stimulate high-level thinking and discussion. Evidence of full implementation includes lesson plans, observation documents and the master schedule.			
Actions		0 of 3 (0%)		
9/24/23	Create a reading lounge at Ramseur Elementary that is inviting to students and that promotes a culture of reading.		Angela Harris	10/25/2023
<i>Notes:</i>				
9/24/23	Create a system for teachers to utilize the reading lounge with their students to help build reading stamina and the enjoyment of reading.		Morgen Fry	01/17/2024
<i>Notes:</i>				
9/24/23	Provide professional development on high quality discussion techniques (beyond raising hands) for each grade level.		Sarah Kiser	02/28/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, Ramseur has three teams established for MTSS, an Academic Team, a Behavior Team and an Attendance Team. Each of the teams are made up of various stakeholders that represent a wide range of expertise within each area. The Academic Team and the Behavior Team meet monthly to problem solve students requiring supplemental and intensive instruction. The school has a Reading Specialist and an Interventionist to provide intensive instruction in reading and math. Students requiring intensive or supplemental instruction are chosen based on benchmark data and the groups are monitored for progress. Core plans are created in ELA by grade level teams to help address core instruction.	Limited Development 10/02/2023		
How it will look when fully met:		A multi-tiered system of support is in place at Ramseur that identifies students who need supports and attempts to provide them within the general education setting. The second and third tiers of support are		Sarah Kiser	05/18/2025

supplemental and not in lieu of, core instruction. The effectiveness of core instruction is a primary focus when implementing this tiered system. Strategies and curriculum used to in the supplemental tiers are rooted in research. Data is used to determine students in need of supplemental instruction and data is used to determine the effectiveness of the intervention(s) and student responsiveness to the intervention(s). Grade level teams identify students who need supports (based on data) and then incorporate interventions within the general education setting. Teams analyze benchmark data and create core plans based on that data. Responsiveness to instruction is measured through data and the Early Warning System. From here, students are supported through either supplemental or intensive interventions. These interventions are provided by school staff (interventionist, reading specialist, teacher assistant) and curriculum used is aligned to the standard treatment protocol for the district. These interventions are aligned to student need and are in place to help students achieve grade level proficiency. Student progress is monitored to determine the effectiveness of the intervention. The intervention is modified through intensity and/or frequency. This process will allow us to improve the success rates of struggling students and the accuracy of identifying students with disabilities. Evidence of full implementation includes lesson plans, MTSS agendas/meeting minutes, EWC/ECATS intervention groups and data.

Actions		0 of 6 (0%)		
10/2/23	Provide professional development on the MTSS Framework to school staff that have been hired since the 2021-2022 school year.		Sarah Kiser	11/29/2023
<i>Notes:</i>				
10/2/23	Utilize the standard treatment protocol provided by RCSS to accurately identify instructional strategies and resources that are best suited for individual/groups of students throughout the tiers of instruction.		Angela Harris	03/27/2024
<i>Notes:</i>				
10/2/23	Each grade level (K-5) will use reading benchmark data to create core plans in reading to improve core instructional practices.		Sarah Kiser	05/08/2024
<i>Notes:</i> Title I funds will be used to provide K-2 teachers with substitutes in order to participate in middle of the year data analysis sessions.				
Title I funds will be used to purchase small group reading materials for use during small group reading instruction K-5.				

10/2/23	Each grade level will monitor core plans and revise these plans as necessary based on progress monitoring data.		April Agan	05/08/2024	
<i>Notes:</i>					
10/2/23	The Academic MTSS Team will monitor data collected for the different intervention groups to determine the effectiveness of the intervention and then make appropriate adjustments (frequency, intensity, or change the intervention) to the intervention plan(s).		Jamie Horner	05/15/2024	
<i>Notes:</i>					
10/2/23	The Behavior MTSS Team will monitor data collected for the different intervention groups to determine the effectiveness of the intervention and then make appropriate adjustments (frequency, intensity, or change the intervention) to the intervention plan(s).		Jamie Horner	05/15/2024	
<i>Notes:</i>					
	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Ramseur Elementary school implements the Second Step and Olweus social-emotional learning curriculum to teach prosocial skills. These lessons are provided by the classroom teacher and occur during class meeting times. In addition, social-emotional learning topics are also covered in health and guidance lessons provided by the school's counselor and physical education teacher on a weekly basis. Finally, all staff participates in professional development annually on social-emotional learning (SEL) competencies provided by the district.	Limited Development 08/21/2021		
How it will look when fully met:		Ramseur Elementary school has established practices for promoting and teaching prosocial behaviors in each classroom (using materials and instruction that teach and reinforce prosocial behaviors). Teachers incorporate activities in the classroom that foster appropriate skills, provide necessary assistance, and develop a social network that supports children in their efforts. All students have the ability to navigate specific situations and select skills that are appropriate to these respective situations. Evidence of implementation include sample lesson plans.		Jamie Horner	05/18/2025
Actions			0 of 3 (0%)		
9/24/23	The school will purchase a CORE SEL curriculum to implement across Tier I.		Ben Saunders	11/29/2023	

Notes: Title I funds will be used to purchase Zones of Regulation SEL Curriculum for use in K-5 classrooms.

8/21/21 The school counselor will develop and maintain a document that lists resources and activities for teachers to use in the classroom that promote the teaching of prosocial behaviors.

Heather Disher

05/18/2024

Notes:

8/21/21 The school media coordinator will create a list of literature for use by classroom teachers, that promote empathy and caring in students.

Amity Robinson

05/18/2024

Notes:

	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>			As of September 2023, all teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions using lessons from Olweus, Second Step, SPOT social emotional learning resource, AVID, CASEL SEL lessons or Capturing Kids Hearts. These lessons occur during the built in SEL block in the master schedule. Each grade level has three built in 20 minute class periods devoted to SEL lessons. Students requiring supplemental or intensive interventions in this area are served during this time by a teacher assistant in small groups with targeted curriculum that matches the specific needs of the group. Progress is monitored monthly to determine if students require more frequent or intense intervention or a change in intervention.	Full Implementation 09/25/2022		
	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>			Ramseur Elementary has a comprehensive plan in place to support student transitions from grade-to-grade and level-to-level. This plan includes various transition activities for each grade level PreK to 5th grade. Every April or May, Ramseur Elementary offers a Transition Parent Night to parents that features information about ending one grade level and getting ready for the next grade level. PreK students participate in "specials" throughout the year to get used to transitioning to special classes (art, music, PE and guidance) and a	Full Implementation 09/24/2023		

	<p>sampling of the activities that take place in these rooms. In kindergarten, students are introduced to common formative assessments that will be implemented in each successive grade level. First grade to fourth grade students take part in various activities that prepare them for subsequent grade levels, including learning multiplication facts, working in small groups with the next grade level's teachers, exposure to the multiple choice testing format and they learn test taking strategies they can apply to the EOGs. Fifth grade students partake in visits to the middle school and to the high school. They departmentalize so students learn how to switch classrooms and work with different teachers. They also learn AVID strategies that will also be used in middle school and in high school.</p>			
<p>A4.22</p>	<p>All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p><i>Initial Assessment:</i></p>	<p>As of the 2021-2022 school year, certified staff at Ramseur Elementary have participated in culturally responsive teaching professional development provided by the district's ESL department in April of 2021. Staff learned about the differences between surface level culture and deep level culture. In addition, staff learned about the importance of incorporating instructional material in the classroom that is reflective of the diversity within our school.</p> <p>As of September 2023, Ramseur Elementary teachers are beginning to incorporate culturally responsive strategies into their ELA unit plans. Staff are utilizing the ELlevation platform to differentiate their lessons to be more inclusive of EL students.</p>	<p>Limited Development 09/02/2021</p>		
<p><i>How it will look when fully met:</i></p>	<p>Ramseur Elementary has conducted a thorough analysis of the school's curriculum, lesson plans, instructional materials, and learning experiences to verify that they are standards-based and have built-in supports to ensure access for students, regardless of cultural background. In addition, all certified staff has access to classroom instructional materials that include representations of diverse peoples and cultures and that include plenty of culturally relevant examples to enhance student learning. Evidence of full implementation include sample lesson plans that include culturally relevant material/instruction that is aligned to the standards.</p>		<p>Morgen Fry</p>	<p>05/17/2025</p>

Actions			2 of 3 (67%)	
9/2/21	Ramseur Elementary school will purchase culturally relevant instructional material that is representative of the diversity of our student population for use in the classroom, on an ongoing basis.	Complete 01/18/2023	Mayra Saavedra	12/19/2022
<i>Notes:</i>				
9/2/21	Provide additional professional development on culturally responsive teaching that will continue to build staff knowledge and skills for using culturally responsive material in the classroom.	Complete 09/26/2023	Crystal Fulton	10/18/2023
<i>Notes:</i>				
2/22/23	Collaborate with district personnel regarding professional development on culturally responsive teaching.		Ben Saunders	10/18/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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
<i>Initial Assessment:</i>		Ramseur Elementary has a leadership team which is the school improvement team. This team consists of a diverse group of educators from across the school setting, along with a parent representative. The team meets twice a month to review implementation of effective practices contained within the school improvement plan and make adjustments as necessary to the plan. The team follows the plan, do, check, act cycle to determine the effectiveness of the plan on student achievement.	Full Implementation 09/25/2022		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			

	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Overall, our school has a positive culture that is supportive of the staff's emotional and social needs. There is an atmosphere of respect that permeates within the school. Staff engages in uplifting games and activities to keep spirits high and regularly collaborate on instructional planning to help support each other with instructional duties. When focusing on the social well-being of our staff, our willingness to collaborate and support each other helps provide a positive environment. Ramseur does have a higher-than-average turnover rate, due to travel distance, wellbeing and family obligations.	Limited Development 08/21/2021			
How it will look when fully met:	Staff feels supported on all levels: physically, emotionally, socially and behaviorally. Staff is provided continuous support in the form of mindfulness activities and other school employee wellness programs that emphasize physical activity, stress management, and nutrition. All of which results in numerous benefits including: increased teacher morale, reduced absenteeism, and higher levels of general well-being and ability to handle job stress. Evidence of implementation include different activities/programs etc... that are implemented for staff.		Heather Disher	05/18/2024	
Actions			4 of 6 (67%)		
8/21/21	Create a staff survey that gauge's interest in various activities that promote physical activity, stress management, or nutrition.	Complete 01/26/2022	Angela Harris	02/23/2022	
<i>Notes:</i>					
9/10/22	Reduce class sizes in 4th and 5th grade (grade levels without a specific class size limit) to support teachers instructional efforts with students.	Complete 05/24/2023	Angela Harris	05/10/2023	
<i>Notes:</i> Title I funds will be used to hire two class size reduction teachers in 4th and 5th grade to eliminate classes that exceed 24 students. One class size reduction teacher will be hired to reduce class size in 4th and 5th grade.					
8/21/21	Implement activities that promote physical activity, stress management, or nutrition based on the staff survey during the school year.	Complete 05/24/2023	Jamie Horner	05/18/2023	
<i>Notes:</i>					
8/21/21	Provide staff with an uplifting activity or a mindfulness break to support their emotional needs, during PLCs, staff meeting, or other appropriate time.	Complete 05/24/2023	Jarrett Hulin	05/18/2023	

<i>Notes:</i>					
9/24/23	Provide one extra duty-free lunch to each grade level during the school year.			Ally Heppding	05/15/2024
<i>Notes:</i>					
9/24/23	Create a staff drawing where staff can win a prize every month. Every staff member name will go in once, but if you have had perfect attendance for a month, your name will go in 4 additional times.			Ally Heppding	05/15/2024
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		As of September 2023, Ramseur has distinct teaming structures in place, including, the Leadership Team (which functions as the school improvement team). This team is comprised of a wide range of stakeholders including the principal, the AP, Lead Teachers, representatives from every grade level and department, a classified rep. and a parent rep. This team meets twice/ month. There are also Grade Level Teams (Instructional Teams) that meet weekly for 80 minutes during Collaborative Team Time to discuss instructional strategies aligned to the standards and to monitor the progress of the students in the grade levels for which the team is responsible. There are various other teams including, the MTSS Behavior Team, MTSS Academic Team, Hospitality Team, Parent Engagement Team, PBIS Team, AU Team and Media/Technology Team that meet regularly to ensure that Ramseur Elementary collaborates and functions as a system.		Full Implementation 09/25/2023	

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)		Implementation Status	Assigned To
<i>Initial Assessment:</i>		As of September 2023, the principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. This is accomplished through formal and informal walkthroughs in classrooms that occur daily, the monitoring of lesson plans that are submitted weekly through a digital platform, and through principal involvement in professional development and		Full Implementation 10/02/2023	

collaborative team time. Feedback is given to teachers through various modes including notes, email and through the North Carolina Educator Effectiveness System (formal observation tool).

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>		As of September 2023, Ramseur Elementary regularly looks at school performance data throughout the school year during School Improvement Team meetings. Benchmark data and checkin data in reading and math is analyzed three times a year to determine effectiveness of the core and to make decisions about school improvement and professional development needs. Aggregated classroom observation data is used to make decisions about professional development needs and to inform weekly collaborative lesson planning.	Full Implementation 09/25/2022		

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>		As of September 2023, Ramseur Elementary has a process in place for recruiting, evaluating, rewarding, and replacing staff. Positions are advertised/posted on a variety of websites, including the RCSS website and Ramseur's Facebook page. The school offers a differentiated level of support to new staff to help entice teachers and other staff to come work at Ramseur. This includes utilizing Title I funds to provide all beginning teachers and teachers new to Ramseur with a day to “Go and See” other classrooms in the building (observe model teaching in the building). All beginning teachers and new employees are trained on the NC Teacher Evaluation Model, formal and informal walkthroughs occur daily by administration and district level walkthroughs occur throughout the school year. The school follows district and state	Full Implementation 09/25/2022		

guidelines/laws for evaluating teachers and support staff. Rewards are given to staff through the awarding of Pride Pins to various staff members throughout the year by the principal, the recognition of two staff members for the Star 3 Award, the nomination of a beginning teacher of the year, the nomination of a Teacher of the Year, the nomination of a Distinguished Educator and finally the nomination of an Outstanding Employee.

Core Function: Dimension D - Planning and Operational Effectiveness

Effective Practice: Resource Allocation

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
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		As of the 2023-2024 school year there is a plan in place to review and allocate funds, but there is not a consistent plan in place to review and allocate other resources and time to effectively meet students instructional and behavioral needs. The 5th grade team is departmentalized based on individual teacher strengths and passions. The school has allocated time to regularly analyze state assessment data, although the effectiveness of this time is inconclusive. Teacher Assistants have time built in to their schedule to strategically intervene with students of high academic and behavioral needs. The School Improvement team	No Development 09/13/2023		
----------------------------	--	---	------------------------------	--	--

<i>How it will look when fully met:</i>		The school reviews and allocates funds and resources based upon stakeholder input, resource allocation data, and the use or effectiveness of the resource. Teacher strengths are matched with improvement work based on teacher talent and skillsets to support school improvement. The School Improvement team aligns financial resources, time, targeted personnel and professional learning programs to address the school's most important improvement goals. Evidence of full implementation include the school improvement plan, allocation of funds and resources.		Ally Heppding	05/13/2026
---	--	---	--	---------------	------------

Actions 0 of 4 (0%)

9/24/23	Third grade teachers analyze benchmark data in reading and math to create flexible small groups based on data. Teachers are assigned to teach each group based on strengths and skillsets.		April Agan	05/05/2024
---------	--	--	------------	------------

	<i>Notes:</i> Use Title I funds to secure substitutes for 3rd grade teachers for data analysis sessions for quarter 1, 2 and 3 in reading and math (1/2 day total).			
9/24/23	Fourth grade teachers analyze benchmark data in reading and math to create flexible small groups based on data. Teachers are assigned to teach each group based on strengths and skillsets.		Amy Leveille	05/15/2024
	<i>Notes:</i> Use Title I funds to secure substitutes for 4th grade teachers for data analysis sessions for quarter 1, 2 and 3 in reading and math (1/2 day total).			
9/24/23	Fifth grade teachers analyze benchmark data in reading and math to create flexible small groups based on data. Teachers are assigned to teach each group based on strengths and skillsets.		Morgen Fry	05/15/2024
	<i>Notes:</i> Use Title I funds to secure substitutes for 5th grade teachers for data analysis sessions for quarter 1, 2 and 3 in reading and math (1/2 day total).			
9/24/23	The school improvement team will allocate specific funds from the Title I budget to increase student achievement in reading.		Angela Harris	05/15/2024
	<p><i>Notes:</i> Title I funds will be used to purchase two teacher subscriptions to Letterland for PreK.</p> <p>Title I funds will be used to purchase Letterland Student Portal access for students in 1st - 3rd grade.</p> <p>Title I funds will be used to purchase small group reading materials for use during small group reading (mirrors) in K-5 classrooms.</p> <p>Title I funds will be used to purchase Letterland Sound Wall cards for 1st and 2nd grade to support Letterland implementation.</p>			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of the 2021-2022 school year, all students at Ramseur Elementary have access to the technology required for participating in online, hybrid, or blended learning. Teachers use CANVAS as the Learning	Limited Development 09/02/2021		

	<p>Management System in all grade levels (K-5) with varying degrees of implementation.</p> <p>As of September 2023, Ramseur Elementary utilizes CANVAS in all grades 3 - 5 classrooms. Digital technology is interwoven within lesson plans to support a blended learning environment. The school has implemented a digital teaching and learning lab this school year as part of the specials rotation.</p>			
How it will look when fully met:	<p>Ramseur Elementary school classrooms use an online, blended or hybrid approach to teach students. Students complete activities, readings and assessments within the online environment, while face-to-face time is preserved for discussion and collaboration between teachers and students and between students and their peers. Students have ample opportunities to participate in socialization activities, that include opportunities to learn how to collaborate with others. Teachers have the necessary skill set to create a blended learning environment that is conducive to student learning, positive student outcomes and more flexibility with learning. Evidence of implementation include sample lesson plans showing integration of technology throughout the school day.</p>		Amity Robinson	05/17/2024
Actions		5 of 7 (71%)		
9/2/21	Create a professional development plan on the effective use of technology in the classroom for all teachers.	Complete 08/09/2022	Amity Robinson	09/17/2022
	<i>Notes:</i>			
9/2/21	The professional development plan on the effective use of technology in the classroom will be initiated in the 2022-2023 school year with teachers.	Complete 10/26/2022	Brooke Sanders	10/20/2022
	<i>Notes:</i>			
9/10/22	Use of chromebooks by students for instructional purposes within a blended learning environment in K-5 classrooms.	Complete 02/22/2023	Amity Robinson	02/22/2023
	<p><i>Notes:</i> Use Title I funds to purchase Microsoft office for certified staff to use in the creation of a hybrid/blended learning environment for their students.</p> <p>Use Title I funds to purchase chromebooks for student use in grades K-5.</p>			

9/10/22	Implement online activities and lessons using digital curriculum to support student learning in science.	Complete 04/19/2023	Amity Robinson	04/19/2023
<i>Notes:</i> Use Title I funds to purchase Mystery Science digital curriculum for K-5 teachers to support student learning in science.				
9/10/22	Implement for K-5 students online activities and lessons using digital curriculum to support student learning in reading and math.	Complete 05/24/2023	Amity Robinson	05/10/2023
<i>Notes:</i> Use Title I funds to purchase the IReady reading and math digital curriculum.				
9/24/23	K-5 students will participate in a weekly class on digital citizenship, including lessons on cyberbullying, online safety, and healthy screen time.		Amity Robinson	05/15/2024
<i>Notes:</i>				
9/24/23	1st to 5th grade students will create one digital product using their digital learning skills.		Amity Robinson	05/15/2024
<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
Initial Assessment:		As of September 2023, we have four parent nights (Math, Reading, STEAM, and Transition Night) that facilitate parent understanding of our standards, and demonstrate how to help continue learning at home. Additionally, we have one Annual Public Meeting that invites stakeholders to learn about our school and express their comments and concerns. Parent nights and the Annual Public Meeting is presented in English and Spanish. Grade levels send home a monthly newsletter to communicate what students are learning in the classroom. Amplify "Home Connect Letters" are sent home in English and Spanish after each benchmark in reading to inform parents of their students' progress and how to help practice reading skills at home. District benchmark scores and/or state NC Check-In results are sent home quarterly. School Messenger calls are made weekly in English and Spanish to inform families of upcoming activities at school. Additionally,	Limited Development 10/02/2023		

	teachers conference with and make phone calls to parents periodically throughout the year to discuss students' progress and areas of need.			
How it will look when fully met:	Ongoing communication with parents to support their child's learning at home occurs frequently. Monthly newsletters are sent home to parents from each grade level (or provided in a digital format). Parent communication logs are used to record parent contacts. One hundred percent of certified teachers send home a newsletter at least once a month in both English and Spanish. These newsletters engage parents in ways that directly relate to their child's academic progress, such as learning targets, helpful resources, upcoming events, homework, etc. Newsletters vary with each grade level and content area. Parent nights occur throughout the year. Evidence of full implementation include sample newsletters, parent night agendas, parent night attendance and parent surveys.		Ben Saunders	05/30/2024
Actions		0 of 2 (0%)		
10/2/23	Provide professional development to staff on how to enhance the school-home partnership.		Mary Mason	03/27/2024
<i>Notes:</i>				
10/2/23	Send home at least one positive piece of mail for each student in the classroom throughout the school year.		Sarah Kiser	05/30/2024
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: Ramseur Elementary

School Year: 2023-2024

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Due to student needs, teachers are required to be present during the lunch period. Resources are not available to supply duty-free lunch for teachers on a daily basis.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Resources are used to provide teachers with planning time during the instructional day. Master schedules have been developed with the priority of maximizing instructional time and providing collaborative planning time. The schedule includes time for collaborative team time each week while students are attending BEP classes. We also have collaborative team time after dismissal once per week. The teachers receive approximately 4.5 to 5 hours of instructional planning each week during the instructional day. Teachers have planning twice a week for one hour and 20 minutes on either Wednesday, Thursday or Friday. They also have a 30-minute block of time for planning on Monday or Tuesday (every week).

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

To transition from pre-kindergarten to kindergarten, our pre-kindergarten students attend guidance, computers, music, media, art and physical education classes during the last month of school. Additionally, these students visit kindergarten classrooms during literacy centers to help with transitioning to kindergarten. From second to third grade, teachers focus on fostering independence and responsibility in all areas of the classroom. Second grade students are held accountable for testing procedures and strategies that will be required in third grade. To transition from elementary to middle school, our fifth grade students visit our feeder middle school to tour

and learn about the elective options that are available. Once a year during the spring, Ramseur Elementary hosts a Transition Parent Night for all students including incoming kindergarten students. During the event, families learn how to end the year strong and make a smooth transition to the following grade. Students and parents meet with teachers from their current grade level as well as the upcoming grade level. Southeastern Randolph Middle School representatives also attend to inform incoming sixth grade students and parents of expectations and answer any questions.