



Ramseur Elementary School
School Improvement Plan
2022-2023

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 2022-2023 school year, Ramseur Elementary students will continue to learn how to better regulate their social emotional needs, resulting in a reduction of office discipline referrals (ODRs) for the school, by at least 15%. This will be measured through the number of ODRs across this school year (A2.17, A4.05).

By the end of the 2022-2023 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 10% 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 20% 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, A1.02, A2.04, C1.01, B2.01, D2.01, A4.22).

By the end of the 2022-2023 school year, the building capacity/infrastructure section of the Facilitated Assessment of MTSS will increase by 20 percent, through coaching and professional development that is specific to individual roles and responsibilities within the MTSS process (A4.03).



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have multiple opportunities for teachers to be observed by the principal and peers. Teachers are observed by the principal, assistant principal and peers during formal observations, which	Limited Development 09/20/2019		

	includes pre-conferences and post-conferences, when applicable. During designated PLC meetings, teachers travel to other classrooms on “Go and See” informal observations to see other classrooms. During the “Go and See,” teachers, lead teachers, and principals offer feedback when focusing on targets of instruction (Ex. classroom environment, engagement, and discussion). During instructional walkthroughs, district curriculum leaders and principals offer feedback on designated lessons. Throughout the year, lead teachers observe teachers and offer feedback and coaching, when needed.			
How it will look when fully met:	Discussions during post-conferences for formal observations that encourage teacher reflection occur after each observation. PLC minutes indicate the focus and discussions among teachers when observing during “Go and Sees.” Lead teachers and the principal document when observing and coaching teachers in the classroom. Beginning teachers (BTs) complete written reflections and meet with the principal after completing “Go and Sees.” Evidence of full implementation include, Go and See reflection sheets and principal/lead teacher written documents of feedback.		Angela Harris	11/30/2022
Actions		3 of 6 (50%)		
4/14/21	All remote teachers will virtually 'Go and See' other remote teachers and share best practices with each other.	Complete 04/14/2021	Heather Disher	04/14/2021
	<i>Notes:</i>			
10/14/20	Administration will provide immediate feedback to teaching staff after focused walkthroughs with district personnel.	Complete 02/24/2021	Molly Montgomery	05/12/2021
	<i>Notes:</i>			
8/10/21	PLC groups will conduct "Go and Sees" to support collegial learning based on the school's SMART goals.	Complete 05/18/2022	Jamie Horner	05/18/2022
	<i>Notes:</i>			
9/10/22	Title I funds will be used to secure substitutes for new teachers and teachers new to Ramseur so they may participate in Go and See professional development. Go and See PD allows teachers to spend time in classrooms that model exemplary teaching.		Ben Saunders	11/30/2022
	<i>Notes:</i>			
9/20/19	Beginning teachers or teachers new to Ramseur participating in “Go and Sees”, will reflect on what they observed with administration, lead teachers and the classroom teacher (that they observed).		Sarah Kiser	11/30/2022

Notes:					
9/20/19	Beginning Teachers (BTs) or teachers new to Ramseur will complete written reflections after observing other classrooms during their "go and see" professional development.			Angela Harris	11/30/2022
Notes:					
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:		Currently, we have school-wide behavior expectations that are posted in prominent locations around the school. At the beginning of the year all teachers teach and model acceptable and unacceptable behavior in the cafeteria, classroom, hallway, bathroom, playground, and bus. We also employ positive behavior strategies that reward students on a weekly, monthly, and quarterly basis. These strategies currently include: grade level monthly incentives, school wide quarterly incentives, student of the month, student of the week, bus of the month, and individual classroom recognition. We focus on social and emotional skills by implementing the Second Step Program as well as focus on character education in the classroom and guidance. Our guidance counselor meets with targeted groups of students to address social and emotional needs.	Limited Development 09/06/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		To fully implement this indicator all teachers will teach and model behavior expectations on a continuous basis throughout the school year. Additionally, time will be allotted during PLCs to discuss and address individual behavior management concerns. All teachers will establish classroom norms for personal responsibility, cooperation, and concern for others.	Objective Met 11/03/21	Angela Harris	12/16/2018
Actions					
9/11/17	The School Improvement Team will revisit and revise our school-wide procedures and expectations. Then they will present these procedures and expectations at the beginning of the year staff meeting so that all staff have the same expectations and procedures.			Complete 02/01/2019	Molly Montgomery 09/28/2018
Notes:					
8/22/18	The master schedule will be created to include "Classroom Meetings" on a weekly basis so that classroom norms can be revisited as needed.			Complete 02/01/2019	Tammie Abernethy 09/28/2018
Notes:					

8/22/18	All classrooms will generate “classroom norms” that will outline rules and procedures.	Complete 02/01/2019	Tammie Abernethy	12/16/2018
<i>Notes:</i>				
Implementation:		11/03/2021		
Evidence	2/1/2019 -Teacher/Grade level Classroom Norms -Master Schedule			
Experience	2/1/2019 Teachers and students collaborated on creating classroom norms. The School Improvement Team revised school-wide expectations and presented these expectations to the staff at the beginning of the school year. The master schedule provides classroom meeting times that occur on a weekly basis.			
Sustainability	2/1/2019 This will be an ongoing procedure each year to maintain expectations and structure.			

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
Initial Assessment:	As of September 2022, our instructional teams participate in collaborative planning on a weekly basis, both during the school day and after school. Grade levels meet quarterly to plan and map out the pacing of lessons for each quarter in math, science, reading and writing. First to fifth grades utilize pre and posts assessments in math with students. Materials and resources needed for lessons are organized and shared within the grade level. Additionally, we use our district created pacing guides to map out and pace grade level specific standards.		Limited Development 05/03/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		Teachers create units of study using backwards design that are aligned to the standards and include learning objectives and criteria for mastery. 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		Tiffany Hudson	05/23/2025

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.

Actions		3 of 14 (21%)		
9/11/17	A schedule will be developed so that all teachers receive planning time during the school day as well as weekly collaborative planning.	Complete 04/24/2019	Erica Castillo	04/24/2019
<i>Notes:</i>				
8/22/18	All teachers will submit lesson plans on a weekly basis to our google drive "Lesson Plan" folder.	Complete 04/24/2019	Erica Castillo	04/24/2019
<i>Notes:</i>				
11/4/21	Use fluent lesson plan template to create reading units for our most fluent readers that will increase student content knowledge, vocabulary and overall reading comprehension. Grade 4 and 5 teachers.	Complete 05/18/2022	Angela Harris	05/18/2022
<i>Notes:</i>				
9/10/22	Grade level teachers will collaborate on the creation of standards-aligned units 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.		Amy Bowser	05/10/2023
<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.				
9/10/22	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 standard and then create lessons and activities to help students achieve mastery of that standard.		Heather Disher	05/10/2023
<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.				

9/10/22	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	05/10/2023
<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.				
9/10/22	Second grade and fifth grade teachers will include hands-on activities within their standards-aligned units of study in science to enhance student understanding of scientific concepts.		Mayra Saavedra	05/10/2023
<i>Notes:</i> Title I funds will be used to purchase biological science material to include in science lessons and activities in grades 2 and 5.				
9/10/22	Title I funds will be used to purchase Letterland curriculum resources for 3rd grade teachers to help reinforce lessons and improve student word skills during Letterland units of study.		Heather Disher	05/10/2023
<i>Notes:</i>				
9/10/22	Third grade teachers will implement a cursive handwriting unit with students to meet the state expectation of teaching cursive handwriting to 3rd grade students.		Heather Disher	05/10/2023
<i>Notes:</i> Title I funds will be used to purchase Handwriting without Tears cursive writing workbooks for 3rd grade students.				
9/10/22	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	05/10/2023
<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.				
9/25/22	Grade level teams (K-5th) will identify essential standards in reading during collaborative team time.		Ben Saunders	05/20/2023
<i>Notes:</i>				
9/25/22	Grade level teams (K-5th) will identify essential standards in math during collaborative team time.		Amy Leveille	05/20/2023
<i>Notes:</i>				

9/25/22	All certified staff will participate in collaborative team time weekly on Tuesdays. Support staff (reading specialists, EC teachers, AIG teacher, ESL teacher, interventionist, school counselor, special's teachers) will collaborate with grade levels to determine best ways to support students and overall student achievement.		Angela Harris	05/20/2023
<i>Notes:</i>				
5/18/22	Host a collaborative 3rd-5th grade fluent teacher discussion to strengthen and enhance fluent lesson units.		Amy Bowser	05/20/2023
<i>Notes:</i>				
Implementation:		11/04/2021		
Evidence	6/5/2019 "Lesson Plan Folder"			
Experience	6/5/2019 The creation and monitoring of this objective has guided instructional teams in developing standards-aligned lessons specific to their subject and/or grade level. Teachers begin planning units of instruction by first referring to state standards and designing lessons based on these standards. Lesson plans submitted by all instructional teams have standards listed that are specific to each lesson.			
Sustainability	6/5/2019 In order to sustain our efforts and to continue to meet this objective instructional teams will continue to plan lessons aligned to state standard and submit them on a weekly basis to our google drive "Lesson Plan" folder.			
A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:	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		
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		Amy Leveille	05/17/2023

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.

Actions		3 of 7 (43%)		
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>				
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.		Angela Harris	05/03/2023
<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.		Amy Bowser	05/03/2023
<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.		Amy Bowser	05/03/2023
<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).		Amy Bowser	05/18/2023

Notes:

	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>In 2019, the team discussed behavior expectations that should be consistent throughout the building. A behavior expectation matrix was completed with images that teachers individually taught to each of their classes. Posters were placed in the building with behavior expectations at designated areas. The school improvement team presented agreed-upon procedures and routines to the rest of the staff on the first workday of the year. On the first day of school all teachers reviewed their classroom norms and expectations. Throughout the year, teachers do Second Step lessons during class meetings, which promotes a positive classroom culture. Character Tea is an incentive program designed to reward students who demonstrate positive character traits that are assigned throughout the school year. Students also currently write their own mission statements regarding their behavior in their data notebooks, which is used for yearly student-led conferences.</p>	<p>Limited Development 09/20/2019</p>			
How it will look when fully met:	<p>Teachers review behavior expectations and refer to the matrix throughout the year to encourage expected behavior. Classroom meetings are held on a regular basis and serve as a time to review classroom norms and encourage a positive classroom climate. Evidence of full implementation include sample lesson plans that refer to the school's matrix, the school's matrix and the master schedule that reflects classroom time for meetings.</p>		<p>Anna Hudson</p>	<p>05/30/2023</p>	
Actions			<p>2 of 4 (50%)</p>		
3/9/22	<p>The School Improvement team will review and revise the school-wide matrix.</p>	<p>Complete 03/23/2022</p>	<p>Anna Howard</p>	<p>03/23/2022</p>	
<i>Notes:</i>					
3/9/22	<p>The PBIS team will present the revised school-wide matrix with staff.</p>	<p>Complete 03/23/2022</p>	<p>Greta Traxler</p>	<p>03/23/2022</p>	
<i>Notes:</i>					
9/20/19	<p>Each teacher will (with the help of students in the classroom) create classroom norms for personal responsibility, cooperation, and concern for others.</p>		<p>Brooke Sanders</p>	<p>10/12/2022</p>	
<i>Notes:</i>					

9/20/19	By the end of the first month of school, a classroom set of norms will be displayed in each classroom within the building.		Brooke Sanders	10/12/2022
Notes:				

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>		Starting in the year 2017, Ramseur has two MTSS teams (K-2 and 3-5) that meet a minimum of once a month. These teams consist of a representative from each area of our school, including grade level classroom teachers, a lead teacher, ESL, EC, Student Support Team, an administrator, the school psychologist and the school counselor. Time has been allotted during the school day to implement tier two strategies, as determined by the MTSS team. Targeted groups of students are receiving extra interventions provided by our Student Support Team, ESL Teachers, and classroom teachers. Students that are below grade level, according to Reading 3D, are also provided with additional small group and/or individualized instruction during our guided reading time.	Limited Development 05/03/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		In order to fully implement a tiered instructional system, we will establish guidelines to identify individual student needs in grade level PLCs to discuss what researched-based strategies will be implemented. Grade level PLCs are comprised of classroom teachers, lead teachers, and administrators. Following strategy discussions in PLCs, classroom teachers will implement 20 days of agreed-upon interventions selected from a bank of research-based strategies. After 20 days of implementation, the classroom teacher will present the data and evidence back to the grade level PLC. If the PLC determines the intervention strategies are ineffective, the student will be brought to one of our MTSS teams, either K-2 or 3-5. This process will allow us to improve the success rates of struggling students and the accuracy of identifying students with disabilities. The goal will be measured by monthly grade level documentation of discussions in PLCs.	Objective Met 11/03/21	Sarah Kiser	04/26/2021
Actions					

9/11/17	Allocate PLC time as needed to address individual student needs based on data and observations and determine interventions.	Complete 06/11/2018	Martyn Rush	06/08/2018
<i>Notes:</i>				
9/11/17	Targeted students will receive supplemental instruction as determined by the MTSS team.	Complete 06/11/2018	Martyn Rush	06/08/2018
<i>Notes:</i>				
9/20/19	Teachers will analyze data to determine appropriate ways to differentiate instruction within the classroom.	Complete 12/09/2020	Brooke Sanders	12/06/2020
<i>Notes:</i>				
9/20/19	Once a month, time will be available during PLCs for teachers to discuss academic and/or behavior needs of students to determine if upper tiered levels of instruction are necessary.	Complete 12/09/2020	Brooke Sanders	12/06/2020
<i>Notes:</i>				
9/11/17	Generate an intervention matrix for Ramseur to use during PLC meetings or MTSS meetings, to help with data-based problem solving.	Complete 02/24/2021	Brooke Sanders	02/20/2021
<i>Notes:</i>				
Implementation:		11/03/2021		
Evidence	4/14/2021 Evidence includes: Intervention Matrix MTSS PLC Discussion Spreadsheet MTSS Screening Results Tool (Spreadsheet) Tier II and Tier III paperwork			
Experience	4/14/2021 In pursuing this objective, we have worked to increase teacher capacity in terms of MTSS and the different Tiers of intervention. As a school, we have created an Intervention Matrix in CANVAS to house our Tier I, II and II interventions for reading, math, writing and behavior. We begin by discussing students at the PLC level and determine ways to differentiate the core for students. If the core interventions are determined to be ineffective, we move students to Tier II. This also involves bringing the student to the MTSS Problem Solving team. The team decides on a targeted and specific intervention for the student using the intervention matrix. The student is placed with an intervention group and receives research-based interventions for a period of time. Data is collected and the team continues to meet about			

	the student to see if the intervention is working, if the intervention needs to change or if the student requires more intensive interventions (Tier III).			
Sustainability	4/14/2021 To sustain this work, we will continue to have discussions about students during PLCs, we will continue to bring students to the MTSS Problem Solving Team and we will continue to build teacher capacity regarding the MTSS process and how to differentiate for students across all the tiers.			
A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Ramseur Elementary has an established MTSS team in place at the school. This team consists of various educators, including administration, school counselor, lead teacher, media specialist, classroom teachers and exception children teacher. The school-based psychologist is an additional resource that is utilized to help the team with data-based decision making. The team identifies areas of weakness based on data and provides interventions for teachers to use. The PLC level is utilized as Tier I brainstorming. Teachers are knowledgeable about how to make referrals to the MTSS team and on keeping data on student response to the interventions.	Limited Development 09/18/2020		
How it will look when fully met:	The decision to refer a student for special education is made by the MTSS team after high-quality interventions have been implemented and the interventions have been monitored for effectiveness. The MTSS team has a clear process in place to ensure that instruction and programs are matched to student needs, and are in tiers of instruction that differ in frequency and intensity. Frequent progress monitoring occurs to track student progress and to inform teachers' adjustments to instructional plans. If a student fails to make progress despite increasingly intensive and targeted tiers of intervention, a referral to determine eligibility for special education is made. Data gathered during diagnoses of student learning in these tiers of intervention provides essential information to guide the instructional team in the formal evaluation process. Evidence of full implementation include sample MTSS meeting minutes, MTSS intervention schedule,		Mayra Saavedra	05/31/2023

	the MTSS intervention matrix, data analysis session minutes/agendas, and remediation/enrichment lesson plans.			
Actions		5 of 13 (38%)		
9/20/20	Professional development will be created to inform teachers of the new process for referring students for special education services.	Complete 11/18/2020	Kelsey Masten	12/12/2020
	<i>Notes:</i>			
9/20/20	The MTSS team will create an intervention matrix for reading, math, writing and behavior that will have interventions listed across the three tiers.	Complete 02/24/2021	Kelsey Masten	02/20/2021
	<i>Notes:</i>			
9/20/20	Professional development will be delivered on MTSS and ChildFind.	Complete 02/16/2021	Brooke Sanders	03/16/2021
	<i>Notes:</i>			
8/10/21	The school will provide professional development and coaching to build staff capacity that is aligned to staff roles and responsibilities within the MTSS process.	Complete 01/26/2022	Sarah Kiser	01/18/2022
	<i>Notes:</i>			
10/27/21	The MTSS team will use diagnostic data to determine the area of need for students within Tier III of the MTSS process.	Complete 05/18/2022	Lane Sapp	05/11/2022
	<i>Notes:</i>			
9/10/22	K-2 teachers will participate in half-day data analysis sessions to analyze student learning in reading and math using data from benchmarks and CFAs at the beginning of the school year. They will use this data to plan specific and targeted lessons for students in reading and math for RAM (remediation/enrichment block) time .		Tiffany Hudson	11/30/2022
	<i>Notes:</i> Title I funds will be used to hire substitutes for K-2 teachers to participate in half-day data analysis sessions to analyze student learning data in reading and math at the beginning of the 2022-2023 school year.			
10/27/21	The MTSS team will create a document with a description of the curriculum/instruction to use to address an area of intervention in reading, math, writing and behavior for the supplemental and intensive tiers of instruction within the MTSS process. The directions for how to use the curriculum/instruction, progress monitoring frequency, the progress monitoring tool to use and the exit criteria will also be included in the document.		Brandy Martin	01/11/2023

Notes: Title I funds will be used to purchase the book 50 Nifty Activities for 5 Components for use with students requiring supplemental and intensive support in reading.

Title I funds will be used to purchase high interest decodable texts for students on grade level or for older students in need of intervention.

9/10/22 K-2 teachers will participate in half-day data analysis sessions to analyze student learning in reading and math using data from benchmarks and CFAs at the middle of the school year. They will use this data to plan specific and targeted lessons for students in reading and math for RAM (remediation/enrichment block) time .

Tiffany Hudson

02/22/2023

Notes: Title I funds will be used to hire substitutes for K-2 teachers to participate in half-day data analysis sessions to analyze student learning data in reading and math at the middle of the 2022-2023 school year.

9/10/22 The school improvement team will analyze student learning school-wide in reading, writing, math and science, along with behavior and attendance during the second and third quarter of the school year using data from benchmarks, Check-ins, CFAs, attendance reports and PBIS reports. This data will be used to assist the team in problem solving and decision making aligned with core instruction in order to impact student achievement.

Ben Saunders

04/19/2023

Notes: Title I funds will be used to provide substitutes for the school improvement team for half a day to analyze data during the 2022-2023 school year.

9/10/22 3-5 teachers will participate in half-day data analysis sessions to analyze student learning in reading using data from benchmarks, Check-ins and CFAs at three points during the school year (2nd, 3rd and 4th quarter). They will use this data to plan specific and targeted lessons for students in reading for RAM (remediation/enrichment block) time.

Anna Hudson

05/10/2023

Notes: Title I funds will be used to hire substitutes for 3-5 teachers to participate in half-day data analysis sessions to analyze student learning data in reading three times during the 2022-2023 school year.

9/10/22 3-5 teachers will participate in half-day data analysis sessions to analyze student learning in math using data from benchmarks, Check-ins and CFAs at three points during the school year (2nd, 3rd and 4th quarter). They will use this data to plan specific and targeted lessons for students in math for RAM (remediation/enrichment block) time.

Anna Hudson

05/10/2023

Notes: Title I funds will be used to hire substitutes for 3-5 teachers to participate in half-day data analysis sessions to analyze student learning data in reading three times during the 2022-2023 school year.

9/10/22	Fifth grade teachers will participate in half-day data analysis sessions to analyze student learning in science using Check-in data and classroom assessments twice during the school year. They will use this data to plan remediation and enrichment lessons that are specific and targeted for students in science.		Amy Bowser	05/10/2023	
<i>Notes:</i> Title I funds will be used to hire substitutes for 5th grade teachers to participate in half-day data analysis sessions to analyze student learning data in science twice during the 2022-2023 school year.					
9/10/22	Exceptional children's teachers will participate in a full-day data analysis session to analyze student learning in reading, math, writing and behavior. They will also receive professional development to learn best practices in each area (reading, math, writing and behavior).		Brandy Martin	05/10/2023	
<i>Notes:</i> Title I funds will be used to hire substitutes for EC teachers to participate in one full day data analysis and professional development session to analyze student learning during the 2022-2023 school year.					
	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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		Brooke Sanders	05/18/2025
Actions			0 of 2 (0%)		

	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.		Brooke Sanders	05/18/2023	
<i>Notes:</i>						
	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	05/18/2023	
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>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, AVID or Capturing Kids Hearts.</p> <p>We have two intervention programs (Teach Town and Everyday Speech) to provide interventions for students that require supplemental support, as part of the MTSS process.</p> <p>We have a class meeting time as a part of our Master Schedule for each grade level.</p>	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>			<p>Ramseur Elementary has established practices for intentional, consistent and on-going support for students as they transition from grade level to grade. An example of some of the practices are:</p> <ul style="list-style-type: none"> In Pre-Kindergarten: Each year, Transition Night is offered to parents of pre-kindergarten students that features information about ending pre-kindergarten and getting ready for kindergarten. Students in pre-kindergarten visit kindergarten classrooms in May to participate in a joint activity with other kindergarten students and the teacher. Pre-K students also join specials' classes (music, art, PE, media) to see what they are like. "Ready to Go" kits are sent home with students at the end of the school year. 1st - 5th grade: Each year, Transition Night is offered to parents that features information about ending the current grade level 	Full Implementation 08/03/2021		

		and getting ready for the next grade level. Fifth grade students also participate in various activities with the middle school to prepare for the transition to middle school.			
	A4.22	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 09/02/2021		
<i>How it will look when fully met:</i>		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.		Amy Bowser	05/17/2025
Actions			0 of 2 (0%)		
	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.		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.		Tiffany Hudson	03/22/2023
	<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 established.	Full Implementation 09/25/2022		
	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 consisting of a diverse group of educators across the school setting, along with a parent representative. The team meets twice a month to review implementation of effective practices.	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
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			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		Heather Disher	05/18/2024

		and ability to handle job stress. Evidence of implementation include different activities/programs etc... that are implemented for staff.			
Actions			1 of 4 (25%)		
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	Using Title I funds, two class size reduction teachers will be hired in 4th and 5th grade to eliminate classes that exceed 24 students.			Angela Harris	05/10/2023
<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.			Jarrett Hulin	05/18/2023
<i>Notes:</i>					
8/21/21	Implement activities that promote physical activity, stress management, or nutrition based on the staff survey during the school year.			Jamie Horner	05/18/2023
<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	Target Date
<i>Initial Assessment:</i>		Ramseur Elementary has various team structures in place that drive overall school improvement. These teams have duties, functions, and specific purposes. Our School Improvement Team focuses on overall school improvement and planning. Our Professional Learning Communities, focus on instruction and instructional methods. Our Parent Engagement Committee focuses on family and community connections. Our MTSS team, meets regularly to discuss student academic, behavior and attendance concerns. These teams meet throughout the year and documentation is kept by agendas and minutes.	Full Implementation 08/03/2021		

Core Function: **Dimension B - Leadership Capacity**

Effective Practice: **Monitoring instruction in school**

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Currently, the principal is visible throughout the school by monitoring work, meeting with teams and visiting classrooms regularly. The principal is involved with facilitating professional development in our school as well as monitoring assessments.	Limited Development 05/03/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	To reach full implementation the principal will be visible throughout the school. This will include formal and informal walkthroughs, attendance and participation during grade level PLCs, lesson plan monitoring, and providing feedback to teachers on instruction.	Objective Met 06/27/22	Angela Harris	05/18/2022
Actions				
9/18/20	Create informal classroom walkthrough observation tool (google form) that will be used by administrative team.	Complete 09/30/2020	Molly Montgomery	09/30/2020
	<i>Notes:</i>			
9/18/20	Share informal walkthrough tool with teachers before using.	Complete 10/09/2020	Angela Harris	10/14/2020
	<i>Notes:</i>			
9/18/20	The principal and assistant principal will monitor remote instruction by using a Remote Instruction Monitoring tool (google form).	Complete 05/12/2021	Molly Montgomery	05/12/2021
	<i>Notes:</i>			
9/18/20	Administrative team will use the informal walkthrough tool for classroom walkthroughs, which will also provide immediate feedback to the teacher.	Complete 05/12/2021	Brooke Sanders	05/19/2021
	<i>Notes:</i>			
9/18/20	Teachers will hand in guided reading lesson plans weekly and feedback will be provided on an as needed basis.	Complete 05/12/2021	Kelsey Masten	05/19/2021
	<i>Notes:</i>			
9/20/19	The principal will monitor instruction through submitted lesson plans and will provide feedback as necessary.	Complete 05/18/2022	Angela Harris	05/18/2022
	<i>Notes:</i>			
Implementation:		06/27/2022		
Evidence	5/18/2022 Walkthrough checklists, observation notebook, evaluation cycle			

Experience	5/18/2022 In pursuing this objective the administration team continued to make a conscious effort to be visible throughout the school, to monitor lessons and to participate in PLCs.			
Sustainability	5/18/2022 The administration team will need to continue their efforts to be visible in classrooms throughout the school day, monitor lesson plans and attend and participate in PLCs.			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Teacher quality and experience			
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	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		We provide multiple high quality professional development opportunities throughout the year for teachers. These topics for professional development include whole group reading, guided reading, math, classroom environment, and differentiation. Each year we offer guided reading and Number Talks professional development for all new teachers to Ramseur. We provide a day for new teachers to Ramseur to "go and see" other educators in the building. This day is planned and developed by the lead teacher at Ramseur and includes reflection time with administration. Individualized professional development is provided to teachers based on formal and informal walkthrough data collected by administration.	Limited Development 09/20/2019		
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How it will look when fully met:		Teachers at Ramseur continue to receive a broad range of high quality professional development throughout the year. Administration collects data from informal walkthroughs and formal evaluations and discusses the school's professional development needs (school, grade level, individual). These needs are communicated to the school's lead teachers and professional development is planned accordingly. Lead teachers continue to provide individualized professional development for grade levels or teachers based on the needs observed during formal and informal walkthroughs by administration. Teachers continue to be provided the opportunity to observe their peers during vertical walkthroughs or formally during the evaluation cycle. Feedback from these walkthroughs is used to drive professional development choices and topics at Ramseur. Professional development at Ramseur is		Brandy Martin	03/30/2023
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	specific and targeted in order to improve teacher instruction and ultimately student outcomes. Evidence of full implementation include Ramseur's professional development plan.			
Actions		9 of 12 (75%)		
10/24/20	Administration will provide professional development on the North Carolina Educator Effectiveness System to beginning teachers.	Complete 10/19/2020	Erica Castillo	12/09/2020
	<i>Notes:</i>			
2/24/21	Remote teachers will observe other remote teachers from various grade levels.	Complete 02/24/2021	Heather Disher	02/24/2021
	<i>Notes:</i>			
2/24/21	Provide professional development specific to the needs of remote teachers and focus on the two texts: The Distance Learning Playbook and Connecting Students Online.	Complete 02/24/2021	Heather Disher	02/24/2021
	<i>Notes:</i>			
2/24/21	Provide support from district lead teacher breaking down the clusters in 4th grade math curriculum.	Complete 02/24/2021	Lane Sapp	02/24/2021
	<i>Notes:</i>			
2/24/21	Teachers will observe teachers within and outside of the school to support the implementation of Letterland.	Complete 02/24/2021	Katy MacIvor	02/24/2021
	<i>Notes:</i>			
2/24/21	Conduct professional development focused around inclusion and strength based teaching, building on the Shelly Moore 'One Without the Other" text	Complete 04/21/2021	Angela Harris	04/21/2021
	<i>Notes:</i>			
9/6/21	Number talks professional development will be provided for any new staff at Ramseur at the beginning of each school year by the district math lead teacher.	Complete 10/27/2021	Mayra Saavedra	12/08/2021
	<i>Notes:</i>			
9/6/21	Student centered math professional development will be provided for teachers in Grade 1 and 2 by the district math lead teacher during grade level planning sessions.	Complete 04/27/2022	Anna Howard	04/27/2022
	<i>Notes:</i>			
9/20/19	Writing professional development will be offered during the 2021-2022 school year for K-5 teachers.	Complete 05/18/2022	Greta Traxler	05/11/2022
	<i>Notes:</i>			

9/20/19	Lead Teachers will provide support and professional development for teachers based on the grade level writing standards and incorporating the new Being A Writer kits.		Ben Saunders	03/28/2023
<i>Notes:</i>				
9/10/22	Third grade teachers will participate in Letterland professional development funded with Title I funds to help provide third grade teachers with the knowledge needed to implement Letterland with fidelity.		Jill Hodges	05/10/2023
<i>Notes:</i>				
9/10/22	Substitutes funded with Title I funds will be provided to third grade teachers so that they may participate in Letterland professional development.		Jill Hodges	05/10/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA regularly looks at essential data points and has four specific areas of curriculum and instruction focus: Core instruction Professional Learning Communities Multi-Tiered System of Supports Data Driven Decision Making	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

Initial Assessment:	The LEA has established a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff.	Full Implementation 09/25/2022		
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Core Function:	Dimension D - Planning and Operational Effectiveness			
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Effective Practice:	Facilities and technology			
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	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
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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 Management System in all grade levels (K-5) with varying degrees of implementation.	Limited Development 09/02/2021		
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How it will look when fully met:		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.		Amity Robinson	05/17/2024
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Actions			1 of 6 (17%)		
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	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
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<i>Notes:</i>					
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	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.		Brooke Sanders	10/20/2022
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<i>Notes:</i>					
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9/10/22	Title I funds will be used to purchase Microsoft office for certified staff for teachers to use in the creation of a hybrid/blended learning environment for their students.		Amity Robinson	02/22/2023
<i>Notes:</i>				
9/10/22	Title I funds will be used to purchase Mystery Science digital curriculum for K-5 teachers to support student learning in science.		Amity Robinson	04/19/2023
<i>Notes:</i>				
9/10/22	Title I funds will be used to purchase chromebooks for student use in grades K-5 to help teachers implement a blended learning model in the classroom.		Jamie Horner	05/10/2023
<i>Notes:</i>				
9/10/22	Title I funds will be used to purchase the IReady reading and math digital curriculum for K-5 students to support student learning in reading and math.		Amity Robinson	05/10/2023
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2017, we have four parent nights (Math, Reading, Science, and Transition) 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. Most grade levels send home a weekly or monthly newsletter to communicate what students are learning in the classroom. Reading 3D "Home Connect Letters" are sent home in English and Spanish after each benchmark to inform parents of their students' progress in reading 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 as needed to inform families of upcoming activities at school. Additionally, teachers conference with and make phone calls to parents periodically throughout the year to discuss students' progress and areas of need. All	Limited Development 05/03/2017		

	formal district physical communication is sent home in English and Spanish.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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.		Jill Hodges	05/30/2023
Actions		7 of 10 (70%)		
9/11/17	Teachers will document parent contact through a school-wide parent communication log.	Complete 06/11/2018	Tiffany Hudson	06/08/2018
	<i>Notes:</i>			
9/11/17	All teachers will generate and send home monthly newsletters in English and Spanish in order to engage parents in ways that directly relate to their child’s academic progress	Complete 06/11/2018	Tiffany Hudson	06/08/2018
	<i>Notes:</i>			
9/18/20	Create a school Facebook page to communicate with parents and the community general information, events and happenings at Ramseur.	Complete 09/11/2020	Molly Montgomery	09/30/2020
	<i>Notes:</i>			
9/18/20	Create a parent resource section on teacher's CANVAS courses to house newsletters and other important information for parents to easily access.	Complete 12/09/2020	Tiffany Hudson	11/12/2020
	<i>Notes:</i>			
9/18/20	Update Ramseur's Facebook page regularly to inform parents and the community about current events at the school.	Complete 04/28/2021	Amity Robinson	04/28/2021
	<i>Notes:</i>			
9/18/20	Principal will send home weekly phone calls (in English and Spanish) to parents/guardians about the next week's events at Ramseur and other important information.	Complete 05/12/2021	Katy MacIvor	05/12/2021
	<i>Notes:</i>			

8/28/18	We will expect students to participate in activities to develop skills outside of the classroom. Examples include, but are not limited to, Service Club, Character Tea, Zumba Club, Art Club and Young Mentors Club.	Complete 03/13/2020	Amy Bowser	05/29/2021
<i>Notes:</i>				
9/10/22	Title I funds will be used to purchase materials and supplies for Title I parent engagement events during the school year.		Angela Harris	05/10/2023
<i>Notes:</i>				
8/10/21	Teachers will send home at least one positive piece of mail (postcard) for each student in their classroom, throughout the school year.		Sarah Kiser	05/30/2023
<i>Notes:</i>				
8/10/21	Each grade level will include a section in their newsletter, titled "Tips from Teachers", which will feature an activity/resource for parents to use at home.		Sarah Kiser	05/30/2023
<i>Notes:</i>				
Implementation:		06/13/2018		
Evidence	6/11/2018 As evidence we have uploaded samples of monthly newsletters in English and Spanish as well as samples of our school-wide parent contact log.			
Experience	6/11/2018 The creation and monitoring of this objective has led to great discussion about the importance of communicating with all parents on a regular basis, in both English and Spanish.			
Sustainability	6/11/2018 In order to sustain our efforts and continue to meet this objective we will maintain our focus on regularly communicating with parents/guardians about what they can do at home to support their children's learning. We will continue to use a school-wide log where teachers will document all parent communication. We will also continue to generate and send home monthly newsletters in both English and Spanish so parents are informed of what their child is learning and receive contact information, should they have any questions. Our School Improvement Team has already determined Parent Night dates for the 2018-2019 school year so parents can continue to learn how to help their child at home.			

Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Ramseur Elementary currently has a school website and a social media account through Facebook. The school website and Facebook are updated regularly. The school's website is organized and relevant and contains pertinent information for parents, students and the community. Facebook is used often to share pictures, upcoming dates, and parent surveys.	Limited Development 08/21/2021		
How it will look when fully met:		Ramseur Elementary has a comprehensive school communication plan that describes intentional communication goals and strategies for disseminating information about a school program or initiative, building supportive and collaborative stakeholder relationships, and impacting stakeholder behaviors on behalf of the school. Ramseur uses broad array of communication processes and tools to ensure that the school community receives important information and has opportunity to provide feedback. These communication tools include, but are not limited to, social media (Facebook), the school website and a school newsletter. Evidence of full implementation include sample posts from Facebook/website, school communication plan and school newsletter sample.		Sarah Kiser	05/18/2023
Actions			2 of 3 (67%)		
	8/21/21	Add grade level newsletters to the school's website.	Complete 03/23/2022	Amity Robinson	04/09/2022
<i>Notes:</i>					
	8/21/21	Create a school communication plan that describes intentional communication goals and strategies for disseminating information about a school program or initiative, building supportive and collaborative stakeholder relationships, and impacting stakeholder behaviors on behalf of the school, using the following template: Mission, Research (survey), Audiences, Messages, Delivery Systems, Timeline and Responsibilities, Available Resources, and Evaluation.	Complete 08/09/2022	Brandy Martin	09/20/2022
<i>Notes:</i>					
	8/21/21	Promote school social media site and school website through newsletters and school sign.		Anna Howard	02/11/2023
<i>Notes:</i>					



NCStar/SIP Mandatory Components

School Name: Ramseur Elementary

School Year: 2022-2023

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 and Professional Learning Communities 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 other 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 the 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.