



Ramseur Elementary School
School Improvement Plan
2018-2019

Comprehensive Progress Report

Mission: The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

Vision: The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: All students can learn; All students will be taught in a safe and nurturing learning environment; All students deserve a teacher who is qualified and well-prepared; All students deserve access to instructional resources managed in a fiscally-responsible manner; and All stakeholders share the responsibility and accountability for student learning.

Goals: By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the Randolph County School System will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = 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>		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		
<i>How it will look when fully met:</i>		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.		Tammie Abernethy	12/16/2018
<i>Actions</i>			0 of 3 (0%)		
	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.		Tammie Abernethy	09/28/2018
<i>Notes:</i>					
	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.		Tammie Abernethy	09/28/2018
<i>Notes:</i>					
	8/22/18	All classrooms will generate "classroom norms" that will outline rules and procedures.		Tammie Abernethy	12/16/2018
<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>		Currently, our instructional teams participate in collaborative planning on a weekly basis, both during the school day and after school, for reading and math. Additionally, we use our district created pacing guides to map out and pace grade level specific standards.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		To fully implement this indicator, all teachers will develop weekly lesson plans based on aligned units of instruction.		Erica Castillo	04/24/2019
Actions			0 of 2 (0%)		
	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.		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.		Erica Castillo	04/24/2019
		<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>		We currently have 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		
<i>How it will look when fully met:</i>		In order to fully implement a tiered instructional system during the 2018-2019 school year, 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.		Martyn Rush	06/12/2020
Actions			2 of 3 (67%)		
	9/11/17	To generate a database of research-based interventions to recommend to the team when interventions are needed.		Martyn Rush	06/12/2020
		<i>Notes:</i> 11/15/17: We are creating our own book of interventions.			
	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> 11/15/17: PLC met at least once per month to discuss individual student needs and the MTSS process.			
	9/11/17	Targeted students will receive supplemental instruction as determined by the MTSS team.	Complete 06/11/2018	Martyn Rush	06/08/2018

Notes: 10/25/17 MTSS team held 6 meetings so far to discuss targeted students and their supplemental instruction. We currently have 11 upper tier 2 and tier 3 students receiving supplemental instruction, meaning at least twice a week in a one on one setting.
1/24/18 All targeted students are receiving interventions at this time.

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, we have a school-wide behavior matrix that was created by our School Improvement Team, which establishes and outlines positive behavior throughout the school setting. Our School Improvement Team plans positive behavior incentives quarterly that encourage students to make positive choices and model appropriate behavior. We have a school-wide positive behavior incentive, RAM Heads, that rewards an entire class or individual student for positive behavior. Teachers also identify one student each week for our "Student of the Week" behavior incentive. This incentive, recognized by our principal, honors students that are exhibiting exemplary behavior and citizenship. All classroom teachers implement the Second Step Program that focuses on how to make decisions constructively and ethically. This program also teaches students to calm themselves when angry, make friends, resolve conflicts respectfully, and make safe choices. Our school counselor is a critical component for success in this area. Our school counselor teaches every student twice per month. Lessons include how to manage their emotions and make good decisions. She also meets with individuals and small groups to target students with specific emotional needs. Our school social worker meets with families to provide them with resources that will help foster social and emotional competencies at home.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>			To reach full implementation, all teachers will teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.		Martyn Rush	05/22/2019
Actions				0 of 2 (0%)		
		9/11/17	Using the Second Step curriculum, all classroom teachers will teach lessons that reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.		Martyn Rush	05/22/2019
<i>Notes:</i>						

8/22/18 On a bimonthly basis, students will attend guidance with our counselor. Our counselor will instruct students on positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

Martyn Rush

05/22/2019

Notes:

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>Currently, we have several transition programs in place. To help with the transition from pre-kindergarten to kindergarten, our pre-kindergarten students attend guidance, computer, music, media, art, and PE 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 help with the transition from elementary to middle school, our fifth grade students visit our feeder middle school to tour and learn about the school. Additionally, students from the middle school visit our school to inform students of possible elective options that are available. During the summer of 2017, middle school administration and teaching staff promoted participation in their transitional STEM summer camp. Once a year during the spring, Ramseur Elementary hosts a transition parent night for all students and families pre-kindergarten through fifth grade. During this 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. At this time, middle school staff also attend to inform incoming sixth grade students of expectations. Teachers meet collaboratively to plan and have vertical discussions about student learning at a minimum of twice per month.</p>	Limited Development 09/06/2017			
<i>How it will look when fully met:</i>	<p>To reach full implementation, all Pre-K teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development.</p>		Wendy Forshee	05/22/2019	
Actions			0 of 1 (0%)		
	9/11/17 Using the Creative Curriculum and Foundations, all pre-K teachers will design lessons that stimulate social-emotional, physical, approaches to learning, language, and cognitive development.		Wendy Forshee	05/22/2019	
<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. This team is currently made up of the Assistant Superintendent for Curriculum and Instruction, Director of Middle Schools/AIG/Title II, Director of CTE and Innovative School Design, Director of Testing and Accountability/Powerschool, Director of Elementary Schools and Title I, Director of High Schools and ESL, Director of Exceptional Children, and Director of Media and Technology. Evidence of full implementation of this indicator is attached.	Full Implementation 06/07/2017		
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>		We currently have a leadership team structure in place that includes the Principal, Assistant Principal, and two lead teachers. The Leadership Team meets at a minimum of twice per month during the school year, sometimes more often as needs arise in the school. Each Leadership Team has an agenda and one member takes minutes. The team's priority is to think critically about ways to increase student achievement and engagement, as well as curriculum implementation. Additionally, our School Improvement Leadership Team meets twice a month to discuss school concerns and monitor data. It is necessary for the Leadership Team to actively spend time discussing and identifying ways to move our school forward.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		To reach full implementation, our Leadership Team will serve as a conduit of communication to the faculty and staff.		Emily Finley	12/19/2018
<i>Actions</i>			0 of 1 (0%)		
	9/11/17	After the Leadership Team meetings, representatives will meet with their respective teams concerning decisions or information.		Emily Finley	12/19/2018
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, 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 Leadership Team, Professional Learning Communities, and Title I team focus on instruction and instructional methods. Our Parent Engagement Committee focuses on family and community connections. These teams meet throughout the year and documentation is kept by agendas and minutes.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		To reach full implementation, our Instructional Teams meet regularly (e.g., twice a month or more than 45 minutes each meeting) to review implementation of effective practice and student progress.		Greta Traxler	12/19/2018
Actions			0 of 1 (0%)		
	9/11/17	A schedule will be developed so that all teachers meet regularly to analyze effective practice and student progress.		Greta Traxler	12/19/2018
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		To reach full implementation, the principal will plan opportunities for teachers to share curriculum knowledge and best practices with the staff in order to build teacher efficacy.		Tammie Abernethy	05/29/2020
Actions			0 of 1 (0%)		
	9/11/17	Throughout the year, teachers will facilitate professional development.		Tammie Abernethy	05/29/2020
<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>		Currently, our professional development is purposefully planned to target areas of grade level and individual teacher needs. Professional development opportunities are planned based on student aggregated data, teacher comments (documented on past PD surveys and end of year reflections), as well as observations made by the Leadership Team (Administration and Lead Teachers) and district representatives. This year, our School Improvement Team recommended that we explore professional development opportunities that would address student motivations, behavior, and leadership. The School Improvement Team decided to recommend to the school a book study on the book, "The Leader in Me," to address these needs.	Limited Development 05/03/2017		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		To reach full implementation in the 2018-2019 school year, we will develop a systematic approach to analyze student subgroup data in order to make recommendations for professional development. Teacher leaders will meet quarterly to review and analyze student subgroup data. Data collection in turn will be used to make recommendations to administration for professional development opportunities. The data and recommendations will be presented quarterly and documented during staff meetings. Our goal is to increase school-wide reading achievement so that all students will demonstrate one year's worth of growth and show an increase in overall reading proficiency as measured by Reading 3D (K-3) and the EOG (3-5) by June 2019. Our goal is to increase school-wide math proficiency as measured by math summative (K-2) and EOG (3-5) by June 2019. Our goal is to increase school-wide science proficiency as measured by the fifth grade Science EOG by June 2019.		Heather Still	04/24/2019
<i>Actions</i>			12 of 13 (92%)		
	9/11/17	In order to strengthen reading comprehension, using grade level ELA Common Core State Standards as a guide, we will integrate "The Top 12 Comprehension Strategies" from "The Next Step Forward in Guided Reading," during whole group instruction.	Complete 06/11/2018	Greta Traxler	06/08/2018

Notes: 10/25/17: In the first quarter, all grade levels integrated “The Top 12 Comprehension Strategies” from “The Next Step Forward in Guided Reading,” during whole group instruction. Kindergarten spent 3 weeks teaching from the modules. First grade spent 4 weeks teaching from the modules. Second grade spent 8 weeks teaching from the modules. Third grade spent 7 weeks teaching from the modules. Fourth grade spent 8 weeks teaching from the modules. Fifth grade spent 6 weeks teaching from the modules.

12/18/17 During the month of November/December, all grade levels integrated “The Top 12 Comprehension Strategies” from “The Next Step Forward in Guided Reading,” during whole group instruction. Kindergarten spent 4 weeks teaching from the modules. First grade spent 7 weeks teaching from the modules. Second grade spent 4 weeks teaching from the modules. Third grade spent 5 weeks teaching from the modules. Fourth grade spent 6 weeks teaching from the modules. Fifth grade spent 6 weeks teaching from the modules.

11/15/17 In the first quarter, all grade levels integrated “The Top 12 Comprehension Strategies” from “The Next Step Forward in Guided Reading,” during whole group instruction. Kindergarten spent 3 weeks teaching from the modules. First grade spent 4 weeks teaching from the modules. Second grade spent 8 weeks teaching from the modules. Third grade spent 7 weeks teaching from the modules. Fourth grade spent 8 weeks teaching from the modules. Fifth grade spent 6 weeks teaching from the modules.

1/24/18 In the second quarter, all grade levels integrated “The Top 12 Comprehension Strategies” from “The Next Step Forward in Guided Reading,” during whole group instruction. Kindergarten spent 9 weeks teaching from the modules. First grade spent 7 weeks teaching from the strategies. Second grade spent 4 weeks teaching from the modules. Third grade spent 6 weeks teaching from the modules. Fourth grade spent 7 weeks teaching from the modules. Fifth grade spent 8 weeks teaching from the modules. The modules consist of a research based strategies.

2/28/18 In the month of February, various components from “The Top 12 Comprehension Strategies” found in “The Next Step Forward in Guided Reading,” were integrated into whole group instruction. Kindergarten spent 5 weeks teaching from the modules. First grade spent 1 week teaching from the strategies. Second grade did not use instruction from the modules during this month due to standard alignment. Third grade spent 5 weeks teaching from the modules. Fourth grade spent 3 weeks teaching from the modules. Fifth grade spent 3 weeks teaching from the modules. The modules consist of a research based strategies.

3/29/18 In the third quarter, all grade levels integrated “The Top 12 Comprehension Strategies” from "The Next Step Forward in Guided Reading," during whole group instruction. Kindergarten spent 9 weeks teaching from the modules. First grade spent 4 weeks teaching from the strategies. Second grade spent 2 weeks teaching from the modules. Third grade spent 6 weeks teaching from the modules. Fourth grade spent 6 weeks teaching from the modules. Fifth grade spent 6 weeks teaching from the modules. The modules consist of a research based strategies.

4/25/18 In the month of April, three grade levels integrated “The Top 12 Comprehension Strategies” from "The Next Step Forward in Guided Reading," during whole group instruction. Kindergarten spent 3 weeks teaching from the modules. First grade spent 2 weeks teaching from the strategies. Second grade spent 2 weeks teaching from the modules. Third grade spent 0 weeks teaching from the modules. Fourth grade spent 0 weeks teaching from the modules. Fifth grade spent 0 weeks teaching from the modules. The modules consist of a research based strategies. Third through fifth grades have spent less time teaching from these modules at the end of the year due to focusing on the standards through passages.

9/11/17

All students will receive daily small group, differentiated guided reading instruction specific to their individual learning needs.

Complete 06/11/2018

Erica Castillo

06/08/2018

Notes: 10/25/17: In the month of September, 100% of our students received daily small group, differentiated guided reading instruction. This was accomplished either through EC small reading groups or guided reading groups.

12/18/17 During the month of December, 100% of our students received daily small group, differentiated guided reading instruction. This was accomplished either through EC small reading groups or guided reading groups.

12/18/17 Reading Progress Charts were not formally analyzed as a PLC, however, teachers have recorded student progress for December. One grade level decided to form new needs-based groups based on data from December Reading Progress Charts.

1/24/18 In the month of January, 99% of students received small group reading instruction. We have one student that enrolled on 1/11/18 that speaks only Spanish that has not started her one-on-one group. She has, however, been attending Letterland in Kindergarten.

1/24/18 Reading Progress Charts were not formally analyzed as a PLC.

2/28/18 In the month of February, 100% of students received small group reading instruction. Additionally, reading progress charts were analyzed to monitor student growth.

3/29/18 During the month of March, 100% of our students received daily small group, differentiated guided reading instruction. This was accomplished either through EC small reading groups or guided reading groups.

4/25/18 During the month of March, 100% of our students received daily small group, differentiated guided reading instruction. This was accomplished either through EC small reading groups or guided reading groups.

9/11/17	Continue to implement Letterland in Kindergarten and first grade to increase phonemic awareness/phonics skills.	Complete 06/11/2018	Alexandra Valentinas	06/08/2018
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Notes: 10/25/17 In the first quarter 100%, of Kindergarten and first grade teachers are implementing Letterland to increase phonemic awareness/phonic skills on a weekly basis. This has been accomplished through whole group instruction following the Letterland daily plans.
 11/15/17 During the 2nd quarter, 100% of Kindergarten and first grade teachers are implementing Letterland to increase phonemic awareness/phonic skills on a weekly basis. This has been accomplished through whole group instruction following the Letterland Daily plans.
 12/18/17 During the month of December, 100% of Kindergarten and first grade teachers are implementing Letterland to increase phonemic awareness/phonic skills on a weekly basis. This has been accomplished through whole group instruction following the Letterland Daily plans.
 1/24/18 During the month of January, 100% of Kindergarten and first grade teachers are implementing Letterland to increase phonemic awareness/phonic skills on a weekly basis. This has been accomplished through whole group instruction following the Letterland Daily plans.
 2/28/18 During the month of February, 100% of Kindergarten and first grade teachers are implementing Letterland to increase phonemic awareness/phonic skills on a weekly basis. This has been accomplished through whole group instruction following the Letterland Daily plans.
 3/29/18 During the month of March, 100% of Kindergarten and first grade teachers are implementing Letterland to increase phonemic awareness/phonic skills on a weekly basis. This has been accomplished through whole group instruction following the Letterland Daily plans.
 4/25/18 During the month of April, 100% of Kindergarten and first grade teachers are implementing Letterland to increase phonemic awareness/phonic skills on a weekly basis. This has been accomplished through whole group instruction following the Letterland Daily plans.

9/11/17

In order to monitor student progress toward student achievement, we will use data notebooks to set goals and track progress towards meeting those goals in Reading and Math.

Complete 06/11/2018

Alexandra Valentinas

06/08/2018

Notes: 10/25/17 In the first quarter, 100% of students were aware of their progress toward established goals. This was accomplished through data notebooks, which were updated on a regular basis.
 11/15/17: In the first quarter, 100% of students were aware of their progress toward established goals. This was accomplished through data notebooks, which were updated on a regular basis.
 12/18/17 During the month of December, all teachers have data notebooks for each student. Notebooks were up to date with data recorded for each student. Teachers in grades 1-5 have included CFA scores and benchmark.

9/11/17	In order to monitor student progress toward student achievement, we will analyze monthly Reading Progress Charts and Reading 3D. This data will be used to group students in reading groups according to their individual needs.	Complete 06/11/2018	Erica Castillo	06/08/2018
<i>Notes:</i>				
9/11/17	In order to monitor student progress toward student achievement, we will analyze Assessment Summary Charts in Guided Reading to aid in determining focus for lessons.	Complete 06/11/2018	Janice York	06/08/2018
<i>Notes:</i> 11/15/17 81% of teachers have completed assessment summary charts. 2/28/18 100% of teachers have completed assessment summary charts.				
9/11/17	In order to monitor student progress towards achievement, Benchmarks, NC Check-Ins, and Common Formative Assessments will be used to plan instruction for remediation or enrichment during “RAM Time” (Reading and Math Remediation, Science in 5th grade).	Complete 06/11/2018	Erica Castillo	06/08/2018
<i>Notes:</i> 10/25/17 At this point in the year no attempts have been made in this goal. 1/24/18 53% of teachers analyzed student assessments and created RAM time plans in quarter 1 to progress toward student achievement. So far in quarter 2, 38% of teacher have analyzed student assessments and created RAM time plans to progress toward student achievement. At this point in the school year, only 3-5 grade level teachers have participated in analyzing assessments to create RAM time plans. K-2 teachers will be participating in the near future. 3/29/18 Since last reported, 100% of classroom teachers have analyzed assessments and created RAM Time plans. K-2 teachers analyzed assessments for mid-year and 3-5 teachers analyzed assessments for quarter 1 and 2. Third, fourth, and fifth grade teachers will participate in analyzing assessments and creating RAM time plans for quarter 3 after spring break.				
9/11/17	Continue to implement Number Talks and Math Champions to strengthen student mathematical fluency and number sense.	Complete 06/11/2018	Erica Castillo	06/08/2018

Notes: 12/18/17 100% of classroom teachers have implemented Number Talks. 100% of classrooms have participated in math champions. So far this year, math champions have happened four times (10/3/17, 10/17/17, 11/28/17, 12/12/17).
 2/28/18 100% of classroom teachers have continued implementing Number Talks. 100% of classrooms have participated in math champions. Since last reported, math champions have taken place three additional times (1/16/18 ,2/14/18, 2/28/18).
 4/25/2018 100% of classroom teachers have continued implementing Number Talks. Since last reported, 89% of classroom teachers participated in math champions on 3/27/18 and 100% of teachers participated in math champions on 4/17/18.

9/11/17	District math lead teacher and principal will conduct walkthroughs with immediate feedback and grade-level specific professional development will be implemented.	Complete 06/11/2018	Tammie Abernethy	06/08/2018
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Notes: 10/25/17 In the first quarter, a math walkthrough took place with a district lead teacher on September 25. Grade levels received specific professional development during the first quarter.
 1/24/18 On November 29, the second quarter math walkthrough took place with our district lead math teacher. The teachers and grade levels observed throughout the day, received feedback on the day of the walkthrough. Professional development followed up during grade level PLCs.
 4/25/2018 On February 22, March 17, and April 19, our district lead math teacher and I completed math walkthroughs and gave feedback on the day of the walkthroughs. These walkthroughs gave guidance on professional development planned for this year and is being planned for the 2018-2019 school year.

9/11/17	Continue to implement inquiry-based, hands-on science instruction consistently among all grade levels.	Complete 06/11/2018	Amity Robinson	06/08/2018
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Notes: 11/15/17 100% of grade-level teachers implemented inquiry based, hands-on science instruction.
 3/29/18 100% of grade-level teachers implemented inquiry based, hands-on science instruction.

9/11/17	Provide exposure to digital and print-based science text and integrate science-based literature across content areas.	Complete 06/11/2018	Amity Robinson	06/08/2018
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Notes: 11/15/17 100% of grade-level teachers have implemented science-based literature across content areas.
 3/29/18 100% of grade-level teachers implemented inquiry-based, hands-on science instruction.

9/11/17	At least one field trip per grade level will align to North Carolina Essential Standards in Science.	Complete 06/11/2018	Lynn Moody	06/08/2018
<i>Notes:</i>				
9/20/18	We will assess each student at least three times a year to determine progress towards standards-based objectives.		Lauren Chaney	04/24/2019
<i>Notes:</i>				
Implementation:		09/20/2018		
Evidence	6/11/2018 As evidence we have uploaded examples of student data and lesson plans that exemplify intentional planning based on data.			
Experience	6/11/2018 The creation and monitoring of this objective has assisted our school in creating systematic approaches to analyzing student data. We have been able to target areas of needed professional development on an individual basis to assist teachers in analyzing their own student data and creating instructional plans to ensure student growth. This goal has led to ongoing discussions that focus on student achievement as well as growth.			
Sustainability	6/11/2018 In order to sustain our efforts and continue to meet this objective we will maintain our focus on analyzing student performance data. We have established systematic approaches at both the grade and school level to assess where individual students are performing and how to continue moving them forward. We will continue these efforts in weekly lesson planning, weekly PLCs, quarterly professional developments, and quarterly data team meetings.			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Evidence of full implementation of this indicator is attached.	Full Implementation 06/07/2017		

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
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Initial Assessment:	Currently, 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 formal district physical communication is sent home in English and Spanish.	Limited Development 05/03/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	In order to fully implement ongoing communication with parents to support their child's learning at home during the 2018-2019 school year, we will collect documentation of monthly newsletters and parent communication logs. One hundred percent of certified teachers will send home a newsletter at least once a month in both English and Spanish. These newsletters will engage parents in ways that directly relate to their child's academic progress, such as learning targets, helpful resources, upcoming events, homework, etc. Items included in newsletters will vary upon grade level and content area. Parent communication logs will be uniform across the school and will consistently document parent contact, such as conferences and phone calls. This goal will be monitored by the School Improvement Team members and measured by a checklist that verifies monthly newsletters and parent communication log sheets that are being implemented.		Erica Castillo	05/29/2020
Actions		2 of 3 (67%)		
9/11/17	Teachers will document parent contact through a school-wide parent communication log.	Complete 06/11/2018	Erica Castillo	06/08/2018

Notes: 10/25/17 100% of teachers have documented parent communication on their parent contact log.
 12/18/17 63% of teachers have documented parent communication on their parent contact log.
 1/24/18 69% of teachers have documented parent communication on their parent contact log.
 2/28/18 67% of teachers have documented parent communication on their parent contact log.
 3/29/18 72% of teachers have documented parent communication on their parent contact log.
 4/25/18 76% of teachers have documented parent communication on their parent contact log.

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

Erica Castillo

06/08/2018

Notes: 10/25/17 For the month of October, 100% of teachers sent home a newsletter in English. 92% of teachers sent home a newsletter in Spanish.
 11/15/17 67% of teachers turned in their newsletter in English and Spanish. Reasons that the newsletters were not sent were workload of translating, teachers forgetting to create and forgetting to submit. In order to increase efforts, we will create a folder in Google Drive where teachers will upload their newsletter. 31% of teachers documented parent contact logs.
 12/18/17 100% of teachers sent home a newsletter in English and Spanish.
 1/24/18 67% of teachers turned in their newsletters in English and Spanish. An additional 17% had their newsletter in English, but not Spanish.
 2/28/18 83% of teachers turned in their newsletters in English and Spanish.
 3/29/18 83% of teachers turned in their newsletters in English and Spanish.
 4/25/18 100% of teachers turned in their newsletters in English. 92% turned in their newsletter in Spanish.

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.

Martyn Rush

05/29/2020

Notes:

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 lead 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.			



NCStar/SIP Mandatory Components

School Name: Ramseur Elementary School

School Year: 2018-2019

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.

The Interventionist Team members supervise students during lunch once per week to provide duty-free lunch for teachers. 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 planning and Professional Learning Communities each week while students are attending BEP classes. We also have collaborative planning after dismissal once per week. The teachers receive four hours of planning each 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, computer, 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 and families pre-kindergarten through fifth grade. 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. At this time, middle school staff also attend to inform incoming sixth grade students of expectations.

Safe School Plan for

Ramseur Elementary School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal’s personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

Maintain the Sheriff's Department as a community partner as it continues to provide:

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

Maintain established protocol for communication and collaboration with community agencies that provide support to students.

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**