




**Superintendent's Office**  
*Dr. Stephen Gainey, Superintendent*

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MEMORANDUM

TO: Dr. Rebecca B. Garland, Deputy State Superintendent  
North Carolina Department of Public Instruction

Dr. Nancy N. Barbour, Director  
District and School Transformation

FROM: Stephen Gainey 

DATE: February 15, 2016

RE: Final Plan for Improvement for Ramseur Elementary School

Final documents reflect recommended changes and are being submitted for Ramseur Elementary School in accordance with the guidelines established for North Carolina low-performing schools based on G.S. 115C-105.37 (a):

- Final Plan for Improvement
- School Improvement Plan
- School Professional Development Plan
- Parent letter in English and Spanish

Please contact Catherine Berry, Assistant Superintendent for Curriculum and Instruction, at [cberry@randolph.k12.nc.us](mailto:cberry@randolph.k12.nc.us) or 336-318-6030 if further information is needed to satisfy the required action steps.

**Ramseur Elementary School**

**Final Plan for Improvement for Low-Performing Schools**

<p><b>Path to Pride Strategic Goals</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional program that supports academic growth</li> <li><input checked="" type="checkbox"/> Fiscal responsibility</li> <li><input checked="" type="checkbox"/> Recruit and retain highly qualified staff</li> <li><input checked="" type="checkbox"/> Maintain efficient operations</li> <li><input checked="" type="checkbox"/> Effective public relations</li> </ul>	<p><b>Strategic Focus:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All students can learn</li> <li><input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment</li> <li><input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</li> <li><input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</li> <li><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</li> </ul>
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**Current Level of Performance (Data Summary):** Ramseur Elementary School currently has a School Performance Letter Grade of D with Student EVAAS Growth Met. See attached School Improvement Plan for data summary.

**Annual Goal:** To support Ramseur Elementary School so that student achievement performance and student achievement growth will increase for all students as measured by End-of-Grade tests in grades 3-5.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Instructional rounds by district staff at all levels	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Schedule, written feedback from Principal, and observation tool to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation

Quarterly review of data, school improvement plan, and professional development	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors, Ramseur Elementary School Improvement Team	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors, Ramseur Elementary School Improvement Team	Quarterly review calendar and checklist to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Disadvantaged Student Supplemental Fund (DSSF) support and resources are allocated based on a three year data trend including percentage of economically disadvantaged students and performance level 1 and 2	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	DSSF budget to be monitored by Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
Intervention/Remediation allotment is based on a three year data trend and performance level 1 and 2	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Intervention Remediation Budget to be monitored by Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
Implementation of Multi-Tiered System of Support (MTSS) to focus on core curriculum	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum	Professional development calendar, agenda, and sign-in sheet to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

	<b>Directors</b>		<b>Directors</b>				
<b>District monthly discipline data review</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>All resources currently in place</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>Monthly discipline report and PowerSchool reports to be monitored by Principal</b>	<b>Quarterly</b>	<b>June 30, 2016</b>	<b>Progress monitor and program evaluation</b>
<b>Reflective school self-assessment completed using two different comprehensive needs assessments</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>All resources currently in place</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>NCDPI school improvement self-assessment, and AdvancED self-assessment to be monitored by curriculum director and Assistant Superintendent for Curriculum</b>	<b>Quarterly</b>	<b>June 30, 2016</b>	<b>Progress monitor and program evaluation</b>
<b>Dr. Jan Richardson professional development in reading</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>All resources currently in place</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>Agendas, sign-in sheets, and PLC minutes, walkthrough data to be monitored by Principal</b>	<b>Quarterly</b>	<b>June 30, 2016</b>	<b>Progress monitor and program evaluation</b>

<b>Part-time instructional coaching for beginning teachers</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>All resources currently in place</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>Activity log of instructional teacher coach, personnel report to be monitored by Principal</b>	<b>Quarterly</b>	<b>June 30, 2016</b>	<b>Progress monitor and program evaluation</b>
<b>One additional instructional lead teacher</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>All resources currently in place</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>Activity log of instructional lead teacher, personnel report to be monitored by Principal and Curriculum Director</b>	<b>Quarterly</b>	<b>June 30, 2016</b>	<b>Progress monitor and program evaluation</b>
<b>Half time Assistant Principal position expanded to full time</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>All resources currently in place</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>Personnel report to be monitored by Principal</b>	<b>Quarterly</b>	<b>June 30, 2016</b>	<b>Progress monitor and program evaluation</b>
<b>District instructional lead teachers provide model lessons, lesson planning support and instructional rounds</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>All resources currently in place</b>	<b>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</b>	<b>Activity log of district lead teachers to be monitored by Curriculum Director</b>	<b>Quarterly</b>	<b>June 30, 2016</b>	<b>Progress monitor and program evaluation</b>

Two interventionists have been hired to work with academic needs of at-risk students	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Personnel report to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
One additional interventionist position has been allocated to the school to serve at-risk students in grades 3-5.	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum and Curriculum Directors	Personnel report to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
One additional Exceptional Children's resource teacher position	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Personnel report to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Achieve 3000 (supplemental digital literacy resource with lexiled non-fiction texts)	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Usage reports to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

mClass Reading 3D has been purchased to assess all 4 <sup>th</sup> and 5 <sup>th</sup> grade students	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Reading 3D reports to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Additional 50% Social Worker	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Personnel report to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Part-time support with teacher evaluation process	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Personnel report to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation



**Ramseur Elementary School**  
**School Improvement Plan**  
**2015-2016**



LEA or Charter Name/Number: Randolph County School System

School Name/Number: Ramseur Elementary School 340

School Address: 6755 Jordan Road, Ramseur, NC 27316

Plan Year(s): 2014-2016

Date Prepared: August 21, 2015

Revised according to suggestions for DPI: January 20, 2016

Principal Signature: \_\_\_\_\_

Local Board Approval Signature: \_\_\_\_\_

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Signature
Principal	Tammie Abernethy		
Assistant Principal Representative	Melanie Richey		
Instructional Support Representative	Erica Castillo	SIT Chair	
Instructional Support Representative	Greta Traxler		
Parent Representative	Jason Bowser		
Kindergarten Representative	Janice York		
First Grade Representative	Tiffany Williams		
Second Grade Representative	Rachel Lavey		
Third Grade Representative	Caroline Lacy		
Fourth Grade Representative	Paige Motley	Secretary	
Fifth Grade Representative	Leslie Rackley		
BEP Representative	Tracy Chesnutt		
Student Support Team Rep.	Maggie Dupree		
Classified Representative	Lynn Moody		
EC Representative	Pam Rudd		
School Counselor	Martyn Rush		

\* Add to list as needed. Each group may have more than one representative.

# Ramseur Elementary School

## School Improvement Plan

### **Community, Staff and Student Demographics:**

Ramseur is a community with a population of approximately 1,700, located in the southeastern quadrant of Randolph County, North Carolina. According to 2013 data, the racial demographic of Ramseur's population is as follows: 64% Caucasian, 15% Hispanic, 18% African American, 2% Asian, and 0.3% Multiracial. The estimated median household income is \$29,500 and the median home value is \$99,000.

The closing of large manufacturing plants as well as several other businesses has caused a decline in employment in the area. While this reduction has not led to a significant decrease in the town's population, it has caused the student population at Ramseur to become more transient. During the 2014-2015 school year, there were 70 withdrawals and 88 enrollments. As of the end of this October, the 2015-2016 school year has already seen 27 withdrawals and 32 enrollments.

For the most part, the families represented at Ramseur Elementary reside in rental properties with approximately 45% of the students living in mobile home communities. Currently, the total enrollment for Ramseur Elementary is 465 students. The student population is represented as follows: 42% Caucasian, 36% Hispanic, 16% African American, and 6% Multiracial. Presently, 87.15% of students qualify for free or reduced lunch. In addition, all students, regardless of socioeconomic status, receive free breakfast through the Universal Breakfast Program.

For the 2015-2016 school year, the staff at Ramseur Elementary School consists of 53 certified staff members, five of whom have master's degrees. When evaluating teacher turnover data over a four year period from 2012-2015, turnover has slightly increased from 15.79% in 2012, to 22.86% in 2013, to 22.22% in 2014 and 26.47% in 2015. There are 22 teachers in their first, second or third year who are thus considered beginning teachers (BTs). A part time instructional coach provides support for the beginning teachers and those new to Ramseur. Two full time lead teachers serve the staff in curriculum and pedagogy. There are nine teacher assistants, including two special education and two pre-kindergarten assistants. There is a full time assistant principal and the current principal has served the school for eight years.

### **Student Behavior, Attendance and Retention Data:**

When evaluating student discipline data over a three year period from 2012-2015, short term suspension rates have slightly increased. Data indicates the number of short-term out-of-school suspensions per 100 students. Rates have increased from 10.48 in the 2012-2013 school year, to 11.9 in the 2013-2014 school year, and 16.4 in the 2014-2015 school year. Students involved in short term suspensions have continuously come from a variety of subgroups.

When evaluating student attendance data over a three year period from 2012-2015, student attendance has remained at approximately 95%. Attendance rates have slightly increased from 94.55 in the 2012-2013 school year, to 95.10 in the 2013-2014 school year, and 94.55 in the 2014-2015 school year. The school social worker, who is at Ramseur two days per week, monitors student attendance and follows up with families as needed. This practice has helped prevent absences from becoming a habitual problem in some cases. While the school is meeting expected level of performance regarding student attendance, our goal is to exceed expectations and increase this rate. An addition of 2.5 days to the social worker's schedule should aide in increasing attendance rates.

When evaluating retention data over a three year period from 2013-2015, retentions have slightly increased, however the overall retention rate is very low. In the 2012-2013 school year 0.2% of students were retained, 0.0% in 2013-2014, and 0.9% in 2014-2015. When evaluating retention data based on mandates through the North Carolina Read to Achieve Law, we have seen an increase of the percentage of students retained. In the 2013-2014 school year 2.8% and in 2014-2015 school year 4.8% of students were retained.

# Ramseur Elementary School

## School Improvement Plan

<b>Path to Pride Strategic Goals</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Instructional program that supports academic growth</li><li><input type="checkbox"/> Fiscal responsibility</li><li><input type="checkbox"/> Recruit and retain highly qualified staff</li><li><input type="checkbox"/> Maintain efficient operations</li><li><input type="checkbox"/> Effective public relations</li></ul>	<b>Strategic Focus:</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> All students can learn</li><li><input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment</li><li><input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</li><li><input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</li><li><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</li></ul>
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**Current Level of Performance (Data Summary):** For the last three years, reading EOG proficiency scores have steadily increased from 20.10% in 2012-2013, to 31.20% in 2013-2014, and 36.70% in 2014-2015. In kindergarten through second grade, reading proficiency based on Reading 3D data has remained constant at 55% proficient in 2013-2014 and 54% in 2014-2015.

Overall reading EOG data for a three year period from 2012-2015, demonstrate students in the following subgroups showed consistent increases in reading achievement: females, economically disadvantaged (EDS), Hispanic, limited English proficiency (LEP), male, multiracial and white. The Students With Disabilities (SWD) subgroup data show a trend toward decreasing performance.

When evaluating reading EOG data by grade level, the following subgroups demonstrated increased proficiency over the same three year period::

- third grade: black, EDS, female, male and white subgroups
- fourth grade: EDS, female, Hispanic
- fifth grade: EDS, Hispanic, and white

Additionally, the white/Hispanic achievement gap has closed significantly over the past three years. In 2013, the difference was 15.23 percentage points, but that number had reduced to 7.53 percentage points by 2015.

With 87.15% of the student population classified as economically disadvantaged, this represents the largest subgroup at Ramseur. Data show this group as increasing in reading proficiency over the past three school years. Based on this information, increasing reading proficiency school-wide will be the focus for the 2015-2016 school year.

**Annual Goal:** Based on three years of subgroup data, our goal is to increase school-wide reading achievement so that all students will demonstrate a year's worth of growth and every subgroup will show an increase of five percentage points in proficiency by June 2016 as measured by Reading 3D(K-5) and EOG reading data (3-5).

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p><b>We will continue to implement the Common Core State Standards in English Language Arts (K-5) using the connected literacy model.</b></p> <ul style="list-style-type: none"> <li>• Reading 3D assessment data will be used to group students for leveled reading groups.</li> <li>• Monthly reading progress charts will be used to determine guided reading focuses for individual student instruction, student growth and to adjust flexible guided reading groups.</li> <li>• Progress monitoring data charts will be used to guide daily and weekly instruction.</li> <li>• Reading benchmarks and common formative assessments will be used to remediate or enrich students during RAM Reading and Math) remediation time.</li> </ul>	<p>Staff, Feedback Team (RCSS reading lead teacher and principal)</p>	<ul style="list-style-type: none"> <li>• <u>The Next Step in Guided Reading</u></li> <li>• Jan Richardson professional development</li> <li>• <u>Words Their Way</u></li> <li>• LetterLand Phonics Program</li> <li>• <u>The Common Core Lesson Book K-5</u> (reading)</li> <li>• <u>Daily 5</u> professional development</li> <li>• Literature Circles</li> <li>• <u>Test Talk</u></li> <li>• <u>Building Academic Vocabulary</u> (Marzano)</li> <li>• Jan Richardson's weekly character trait list by grade level (K-5)</li> <li>• <u>Comprehension Toolkit</u></li> <li>• <u>Explorations in Non-Fiction Writing</u></li> <li>• RCSS ELA Framework</li> <li>• Literacy Parent Night- teachers modeling ELA components for parents</li> <li>• take home books</li> <li>• professional development on writing at staff meetings with RCSS reading lead teacher</li> </ul>	<p>Classroom teachers, data team, Student Support Team, administrators, lead teachers, ESL teachers</p>	<p>Reading 3D assessment data will be monitored by classroom teachers, lead teachers, administration, monthly reading progress charts will be monitored by classroom teachers, Student Support Team, lead teachers, administration, reading EOG scores will be monitored by classroom teachers, lead teachers, administration, progress monitoring data will be monitored by classroom teachers, Student Support Team, lead teachers, administration, reading benchmarks will</p>	<p>Weekly, Monthly and Quarterly</p>	<p>June 2016</p>	

		<ul style="list-style-type: none"> <li>• walkthroughs with RCSS reading lead teacher</li> <li>• beginning teachers are provided release time to observe colleagues in ELA</li> <li>• NCDPI and RCSS wikis</li> <li>• Lucy Calkins units</li> <li>• <u>Writing Pathways</u></li> </ul>		<p>be monitored by classroom teachers, lead teachers, administration, reading CFAs will be monitored by classroom teachers, lead teachers, administration, Data Team will analyze data points and report to the staff the progress being made on the school improvement goals and recommend next steps in the improvement process.</p>			
<p><b>We will continue to use assessment data to inform literacy instruction.</b></p> <ul style="list-style-type: none"> <li>• <b>Reading 3D assessment data will be used to group students for leveled reading groups.</b></li> <li>• <b>Monthly reading progress charts will be used to determine guided reading focuses for individual student instruction, student growth and to adjust flexible guided reading groups.</b></li> <li>• <b>Progress monitoring</b></li> </ul>	<p>Classroom teachers, Student Support Team, ESL teachers, EC teachers, AIG teacher, lead teachers, Dr. Richardson, administrators</p>	<ul style="list-style-type: none"> <li>• Reading 3D assessment data</li> <li>• data notebooks</li> <li>• data walls</li> <li>• reading progress charts</li> <li>• progress monitoring data</li> <li>• reading EOG scores</li> <li>• reading benchmarks</li> <li>• reading CFAs</li> <li>• flexible reading groups</li> <li>• data discussion in weekly PLCs</li> <li>• KEA data (kindergarten only)</li> <li>• Achieve 3000 data</li> <li>• dedicated remediation</li> </ul>	<p>Classroom teachers, data team, Student Support Team, administrators, lead teachers, EC teachers, ESL teachers</p>	<p>Reading 3D assessment data will be monitored by classroom teachers, lead teachers, administration,, monthly reading progress charts will be monitored by classroom teachers, lead teachers, administration, reading EOG scores will be monitored by</p>	<p>Daily, Weekly, Monthly and Quarterly</p>	<p>June 2016</p>	

<p><b>data charts will be used to guide daily. and weekly instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Reading benchmarks and common formative assessments will be used to remediate or enrich students during RAM Reading and Math) remediation time.</b></li> <li>• <b>ACHIEVE 3000 data will be used to monitor lexile scores.</b></li> </ul>		<p>and enrichment (RAM) time</p>		<p>classroom teachers, lead teachers, administration, progress monitoring will be monitored by classroom teachers, lead teachers, administration, reading benchmark data will be monitored by classroom teachers, lead teachers, administration, reading CFAs will be monitored by classroom teachers, lead teachers, administration, ACHIEVE 3000 data will be monitored by classroom teachers, lead teachers, administration, Grade level PLC minutes</p>			
<p><b>Classroom teachers and school lead teachers will collaborate during duty-free common grade level planning in order to align ELA lessons with CCSS and ensure students are receiving instruction using best teaching practices.</b></p>	<p>Certified staff, administrators, lead teachers, ESL teachers, EC teachers, AIG teacher</p>	<ul style="list-style-type: none"> <li>• lesson plans shared via Google Drive</li> <li>• <u>The Next Step in Guided Reading</u></li> <li>• Jan Richardson professional development</li> <li>• <u>Words Their Way</u></li> <li>• <u>The Common Core Lesson Book K-5 (reading)</u></li> </ul>	<p>Classroom teachers, Student Support Team, administrators, lead teachers, EC teachers, ESL teachers, AIG teacher, media specialist</p>	<p>Reading 3D assessment data will be monitored by classroom teachers, lead teachers, administration,, reading progress charts updated</p>	<p>Weekly</p>	<p>June 2016</p>	

		<ul style="list-style-type: none"> <li>● <u>Daily 5</u> professional development</li> <li>● Literature Circles</li> <li>● <u>Test Talk</u></li> <li>● <u>Building Academic Vocabulary</u> (Marzano),</li> <li>● <u>Comprehension Toolkit</u></li> <li>● <u>Explorations in Non-Fiction Writing</u></li> <li>● RCSS ELA Framework</li> <li>● EC teachers</li> <li>● ESL teachers</li> <li>● walkthroughs with RCSS reading lead teacher</li> </ul>		<p>monthly will be monitored by classroom teachers, lead teachers, administration, , reading EOG scores will be monitored by classroom teachers, lead teachers, administration, , progress monitoring, reading benchmarks will be monitored by classroom teachers, lead teachers, administration,, reading CFAs</p>			
<p><b>In order to increase effectiveness and rigor, teachers will integrate technology into literacy instruction.</b></p>	<p>classroom teachers, reading technology interventionist, lead teachers, administrators</p>	<ul style="list-style-type: none"> <li>● Discovery education</li> <li>● laptop carts</li> <li>● computer lab</li> <li>● Achieve3000 (3-5)</li> <li>● Reading Eggs (K-2)</li> <li>● AEGOM</li> <li>● SMARTboard lessons</li> <li>● Reading 3D</li> <li>● document cameras</li> <li>● SMARTboards</li> <li>● Letterland (K-1)</li> </ul>	<p>Classroom teachers, data team, administrators, lead teachers, media specialist</p>	<p>Lesson plans will be monitored by administration, Reading 3D data will be monitored by classroom teachers, lead teachers, administration, , Achieve3000 data (3-5) will be monitored by classroom teachers, lead teachers, administration,, progress monitoring data will be monitored by classroom</p>	<p>Weekly, Monthly and Quarterly</p>	<p>June 2016</p>	

				teachers, lead teachers, administration,			
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# Ramseur Elementary School

## School Improvement Plan

<b>Path to Pride Strategic Goals</b>  <input checked="" type="checkbox"/> Instructional program that supports academic growth <input type="checkbox"/> Fiscal responsibility <input type="checkbox"/> Recruit and retain highly qualified staff <input type="checkbox"/> Maintain efficient operations <input type="checkbox"/> Effective public relations	<b>Strategic Focus:</b>  <input checked="" type="checkbox"/> All students can learn <input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment <input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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**Current Level of Performance (Data Summary):** For the last three years, math EOG proficiency scores have steadily increased from 34.10% in 2012-2013, to 46.5% in 2013-2014, and 49.9% in 2014-2015. In kindergarten through second grade, math proficiency based on K-2 math summative data has been inconsistent with 54% proficient in the 2012-2013 school year, 40% in the 2013-2014 school year and 60.3% in 2014-2015.

Overall math EOG data for a three year period from 2012-2015, demonstrate students in the following subgroups showed consistent increases in achievement: female, economically disadvantaged (EDS), Hispanic, male, and white. The Students With Disabilities (SWD) and multiracial subgroups are the only groups with consistent decreases in performance in math.

When evaluating math EOG data by grade level, the following subgroups demonstrated increased proficiency over the same three year period::

- third grade: black, EDS, female, male and white subgroups
- fourth grade: EDS, female, Hispanic, and white
- fifth grade: None of the subgroups have consistently shown growth over the past three years. However, students in the EDS, Hispanic, and white groups demonstrated increased proficiency from 2013-2014 to 2014-2015.

Additionally, in math, there is a reverse achievement gap between the white and Hispanic subgroups. Hispanic students are outperforming white students at an increasing rate. In 2013, Hispanic students performed 2.7 percentage points higher and by 2015 the gap had increased to 6.13 percentage points.

With 87.15% of the student population classified as economically disadvantaged, this represents the largest subgroup at Ramseur. Data show this group as increasing in math proficiency over the past three school years. Based on this information, increasing math proficiency school-wide will be the focus for the 2015-2016 school year.

**Annual Goal:** Based on three years of subgroup data, our goal is to increase school-wide math achievement so that all students will demonstrate a year's worth of growth and every subgroup will show an increase of three percentage points in proficiency by June 2016 as measured by K-2 Summative Assessment data and EOG math data (3-5).

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<b>District math lead teacher will perform walkthroughs with immediate feedback, provide grade level specific professional development and model exemplary lessons to strengthen best practices in math instruction.</b>	Math Feedback Team (district math lead teacher and principal), classroom teachers	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• quarterly professional development with district math lead teacher</li> <li>• NCDPI and RCSS wiki</li> <li>• Common Core State Standards for Math (K-5)</li> <li>• Investigations math curriculum</li> <li>• grade level and vertical collaborative planning with lead teachers</li> <li>• lead teachers modeling exemplary lessons</li> </ul>	administrators, district lead teacher, school lead teachers, classroom teachers	Lesson plans will be monitored by administrator, walkthrough feedback data will be given by principal and district lead teacher, math CFA data will be monitored by classroom teachers, lead teachers, administration ,, math benchmark data will be monitored by classroom teachers, lead teachers, administration ,, K-2 summative assessment data will be monitored by classroom teachers, lead teachers, administration	Twice per quarter	June 2016	

<p><b>Classroom teachers, school lead teachers, and administrators will collaborate during vertical common planning in order to align math lessons with CCSS and ensure students are receiving instruction using best teaching practices.</b></p>	<p>Classroom teachers, lead teachers, EC teachers, AIG teacher, media specialists, Student Support Team, administrators</p>	<ul style="list-style-type: none"> <li>● Unpacking documents</li> <li>● DPI Assessments</li> <li>● Investigations</li> <li>● NCDPI and RCSS wiki</li> <li>● Lesson plans shared via Google Drive</li> <li>● math parent night</li> <li>● beginning teachers are provided released time to observe colleagues</li> </ul>	<p>Classroom teachers, lead teachers, AIG teacher, EC teachers, media specialist, administrators</p>	<p>Lesson plans will be monitored by administration , math CFA and benchmark data will be monitored by classroom teachers, lead teachers, administration ,, Proof of Concept interims (5th grade)will be monitored by 5th grade classroom teachers, lead teachers, administration , , K-2 summative assessment data will be monitored by classroom teachers, lead teachers, administration ,</p>	<p>Weekly</p>	<p>June 2016</p>	
<p><b>Teachers will utilize district created planning guides to align math instruction in grades K-4.</b></p> <p><b>During the 2015-2016 school year, 5th grade teachers will collaborate with the district lead teacher to create pacing guides that will correlate to NC Proof of Concepts</b></p>	<p>Classroom teachers, lead teachers, math district lead teacher, administrators</p>	<ul style="list-style-type: none"> <li>● Planning guides</li> <li>● CCSS for math K-5</li> <li>● K-5 mathematical framework</li> <li>● NCDPI and RCSS wikis</li> <li>● teachers are provided released time for professional development</li> </ul>	<p>Classroom teachers, lead teachers, administrators, K-5 district lead math teacher</p>	<p>Lesson plans will be monitored by administration , math common formative assessments and quarterly benchmark data will be monitored by</p>	<p>Weekly</p>	<p>June 2016</p>	

assessments.				classroom teachers, lead teachers, administration , Proof of Concepts interim data will be monitored by classroom teachers, lead teachers, administration ,			
<b>We will continue to use common formative assessment (CFA) data to guide math instruction.</b>	Classroom teachers, lead teachers, administrators	<ul style="list-style-type: none"> <li>● data notebooks</li> <li>● Math EOG scores</li> <li>● data discussion in weekly PLCs</li> <li>● CFAs</li> <li>● benchmarks</li> <li>● universal screenings</li> <li>● dedicated remediation and enrichment (RAM) time</li> </ul>	Classroom teachers, data team, administrators, lead teachers	Math EOG scores, math benchmarks, math CFAs, universal screening, CFA spreadsheets, K-2 summative assessment data will be monitored by classroom teachers, lead teachers, administration ,	Monthly	June 2016	

Ramseur Elementary School

**School Improvement Plan**

<p><b>Path to Pride Strategic Goals</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional program that supports academic growth</li> <li><input type="checkbox"/> Fiscal responsibility</li> <li><input type="checkbox"/> Recruit and retain highly qualified staff</li> <li><input type="checkbox"/> Maintain efficient operations</li> <li><input type="checkbox"/> Effective public relations</li> </ul>	<p><b>Strategic Focus:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All students can learn</li> <li><input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment</li> <li><input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</li> <li><input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</li> <li><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</li> </ul>
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**Current Level of Performance (Data Summary):** For the last three years, science EOG proficiency scores have been inconsistent. Proficiency percentages are as follows: 37.5% in 2012-2013, 59.1% in 2013-2014, and 55% in 2014-2015.

Overall science EOG data for a three year period from 2012-2015, demonstrate students in the following subgroups showed consistent increases in achievement: Hispanic, LEP, and multiracial. The Students With Disabilities (SWD) subgroup data show a trend toward decreasing performance.

**Annual Goal:** Based on three years of subgroup data, our goal is to increase 5th grade science achievement so that every subgroup will show an increase of three percentage points in proficiency by June 2016 as measured by EOG science data.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p><b>Use science notebooks and/or word walls to enhance understanding of vocabulary.</b></p>	<p>K-5 teachers, ESL teachers</p>	<ul style="list-style-type: none"> <li>● Science notebooks</li> <li>● vocabulary lists</li> <li>● word walls</li> <li>● NC essential standards</li> </ul>	<p>Classroom teachers, ESL teachers</p>	<p>Science notebooks and word walls, fifth grade Science EOG data</p>	<p>Daily</p>	<p>June 2016</p>	
<p><b>Teachers will integrate science within reading and writing using resources provided by RCSS and NCDPI.</b></p>	<p>K-5 teachers, lead teachers, ESL teachers, and administrators</p>	<ul style="list-style-type: none"> <li>● RCSS and NCDPI wiki materials</li> <li>● Discovery Education (and Discovery Techbook)</li> </ul>	<p>Classroom teachers and lead teachers</p>	<p>Lesson plans (K-5) will be monitored by administration, fifth grade</p>	<p>Weekly</p>	<p>June 2016</p>	

		<ul style="list-style-type: none"> <li>• AEGOM SMARTboard lessons</li> <li>• <u>Explorations in Nonfiction Writing</u></li> </ul>		<p>quarterly benchmarks and EOG data will be monitored by classroom teachers, lead teachers, administration,</p>			
<p><b>Teachers will implement hands-on instruction, utilizing the school's science lab when needed.</b></p>	K-5 teachers	<ul style="list-style-type: none"> <li>• Science lab</li> <li>• TASC kit materials</li> <li>• Science Parent Night</li> </ul>	Classroom teachers	<p>Lesson plans (K-5) will be monitored by administration, fifth grade quarterly benchmarks and EOG data will be monitored by classroom teachers, lead teachers, administration,</p>	Weekly	June 2016	

Ramseur Elementary School

**School Improvement Plan**

<p><b>Path to Pride Strategic Goals</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional program that supports academic growth</li> <li><input type="checkbox"/> Fiscal responsibility</li> <li><input type="checkbox"/> Recruit and retain highly qualified staff</li> <li><input type="checkbox"/> Maintain efficient operations</li> <li><input type="checkbox"/> Effective public relations</li> </ul>	<p><b>Strategic Focus:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All students can learn</li> <li><input type="checkbox"/> All students will be taught in a safe and nurturing environment</li> <li><input type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</li> <li><input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</li> <li><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</li> </ul>
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**Current Level of Performance (Data Summary):** Based on the 2014-2015 fourth grade Reading EOG data, 66.7% of current fifth grade students are identified as at-risk.

**Annual Goal:** By June 2016, all schools in RCSS will complete exploration, consensus, and readiness assessments with their staffs in order to determine their school's needs for the implementation of MTSS. All schools will be able to identify the ways in which they meet the unique and diverse learning needs of all students in their schools within the MTSS framework.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Time frame	Target Date	Next Steps
<p><b>Complete the readiness assessment for MTSS that will be provided to schools by the District MTSS Team</b></p>	<p>School-based MTSS Team</p>	<p>Readiness assessment provided by District MTSS Team</p>	<p>School based MTSS Team</p>	<p>Completion of readiness assessment according to district timeline</p>	<p>2015-16 school year</p>	<p>June 2016</p>	<p>Use information from the readiness assessment for MTSS team discussions</p>

<b>Explore the MTSS framework throughout the 2015-16 school year</b>	School-based MTSS Team	Monthly information provided in RCSS curriculum newsletter	Principal and school-based MTSS Team	Minutes from MTSS meetings	2015-16 school year	June 2016	Identify times in the school master schedule that can be used for interventions
<b>Elementary school counselor will pull at-risk fifth grade students to discuss in depth the transition to middle school</b>	School Counselor, Fifth Grade Teachers	Create an at-risk document to identify at-risk 5 <sup>th</sup> graders. Data sources needed to create the at-risk document include: academic, behavioral, discipline, and social/emotional data	School Counselor, School Administrators, fifth grade teachers	School counselor's schedule, information from data sources	Third Quarter-	June 2016	Identify at-risk fourth graders
<b>Generate a list of at-risk fifth grade students to be shared with the middle school counselor</b>	School Counselor, Fifth Grade Teachers	Create an at-risk document to identify at-risk 5 <sup>th</sup> graders. Data sources needed to create the at-risk document include: academic, behavioral, discipline, and social/emotional data	School Counselor, School Administrators, fifth grade teachers	Complete list of at-risk fifth graders	Third Quarter	June 2016	Identify at-risk fourth graders



**Checklist of State-required On-going Operational Activities**

**All Schools**

**Does this school:**

- Implement strategies for improving performance of all students?**
- Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?**
- Plan use of staff development funds?**
- Plan for use of assessments to monitor student progress?**
- Provide daily duty-free lunch to teachers?**
- Provide at least five hours of planning time for teachers each week?**
- Implement strategies for involving parents and the community in the educational program?**
- Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?**

**K – 8 Schools Only**

**Does this school:**

- Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?**

**Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.**

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years 2014 – 2016**

**School Name: Ramseur Elementary School**

**School  
Number: 340**

**Request for Waiver**

**1. Please describe the waiver you are requesting.**

Ramseur Elementary School is requesting a waiver for the State-requiring on-going operational activity of providing daily duty-free lunch for teachers.

**2. Identify the law, regulation, or policy from which exemption is required.**

G.S. 115C - 301.1

**3. State how the waiver will be used.**

Resources will be used to provide teachers with planning during the instructional day. These resources include collaborative grade level planning during the instructional day and scheduled after school vertical planning. Professional learning communities meet weekly during the instructional day to provide grade levels time to analyze student data and strengthen instruction.

**4. State how this waiver helps achieve the specific performance goals.**

Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.

*(please duplicate this sheet as needed for additional waivers)*

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years 2014 – 2016**

**School Name: Ramseur Elementary School**

**School  
Number: 340**

**Request for Waiver**

**1. Please describe the waiver you are requesting.**

**Ramseur Elementary School is requesting a waiver from the State-required on-going operational activity of providing at least five (5) hours of planning time for teachers each week.**

**2. Identify the law, regulation, or policy from which exemption is required.**

**G.S. 115C-301.1**

**3. State how the waiver will be used.**

**Resources will be used to provide teachers with planning time during the instructional day.**

**4. State how this waiver helps achieve the specific performance goals.**

**Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.**

	<i>(please duplicate this sheet as needed for additional waivers)</i>

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years 2014 – 2016**

**School Name: Ramseur Elementary School**

**Request Number: 340**

**Request for Waiver**

**1. Please describe the waiver you are requesting.**

Ramseur Elementary School is requesting a waiver for teacher assistants “primarily assigned” to K-3 classrooms to be used to provide other services to support the whole school. The definition of “primary assignment” will be a minimum of 51% of the school day.

**2. Identify the law, regulation, or policy from which exemption is required.**

**G.S. 115C-301(g)**

**3. State how the waiver will be used.**

**Teacher assistants will be assigned to upper grade classrooms to provide instructional assistance.**

**4. State how this waiver helps achieve the specific performance goals.**

	<p><b>assistants moving to upper grades during the instructional day will provide assistance with activities such as small group instruction and guided reading.</b></p>
	<p><i>(please duplicate this sheet as needed for additional waivers)</i></p>

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years 2014 – 2016**

**School Name: Ramseur Elementary School**

<b>School Number: 340</b>	<b>Request for Waiver</b>
	<b>1. Please describe the waiver you are requesting.</b>
	Ramseur Elementary School is requesting a waiver for the State-requiring on-going operational activity of providing daily duty-free lunch for teachers.
	<b>2. Identify the law, regulation, or policy from which exemption is required.</b>
	<b>G.S. 115C-301.1</b>
	<b>3. State how the waiver will be used.</b>
	Resources will be used to provide teachers with planning during the instructional day. These resources include collaborative grade level planning during the instructional day and scheduled after school vertical planning. Professional learning communities meet weekly during the instructional day to provide grade levels time to analyze student data and strengthen instruction.
	<b>4. State how this wavier helps achieve the specific performance goals.</b>
	Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.
	<i>(please duplicate this sheet as needed for additional waivers)</i>

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**Signature of Superintendent/Designee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**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: Tammie Abernethy, Principal, Melanie Richey, Assistant Principal

**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:

It is the responsibility of the Superintendent to:

- Coordinate the adoption and implementation of the local plan for maintaining safe and orderly schools
- Create a system to evaluate principals' performance regarding school safety
- Create a system to monitor and evaluate the implementation of safety plans at each school in the system
- Coordinate with local law enforcement and court officials, the appropriate aspects of the implementation of the plan.

If the Superintendent fails to carry out the before mentioned responsibilities, he may be subject to disciplinary action including 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.

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

- The Responsibility of the Principals. The principal of each school is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment.

The principal shall:

- Exhibit appropriate leadership for school personnel and students
- Provide for alternative placements to students who are seriously disruptive
- Report all criminal acts under General Statute 115C-288



- Provide appropriate disciplinary consequences for disruptive students.  
If the Principal fails to carry out the before 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): Melanie Richey

Teachers: All certified staff

Teacher Assistants: All teachers assistants

Other School Staff: Custodians, Office Staff, Cafeteria Staff and Bus Drivers

**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:

- Weekly conversations in PLCs about at risk students
- Formal and informal assessments used to identify students at risk of academic failure
- RAM Time and differentiated lesson plans address the learning needs of at risk students
- MTSS team meets to discuss strategies for students with persistent academic or behavior issues.

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:

- Redirect and Refocus (R&R) is used schoolwide to address disruptive students in the classroom.
- Behavior contracts are implemented as needed for individual students.
- Guidance counselor offers small group sessions and one on one sessions as needed.
- Guidance counselor provides bi-monthly lessons for all students.
- School social worker is used as an intervention as necessary.
- School social worker provides support for families of 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:

- Middle School students are provided an educational alternative from 8:00 a.m. - 3:05 p.m.
- High School students are provided an educational alternative setting from 8:00 a.m. - 3:05 p.m.
- During this alternative setting, students are provided assistance with their class work, and a character education program. Before any student can be placed back into the regular education setting; they must complete all class work and the character education program. Also, students assigned to the Juvenile Day Treatment Program, are transported from the schools to the center on a daily basis by the JDRC.

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 1:** To continue implementation of weekly character education lessons so that all students will participate in positive character development by June 2016 as measured by Second Step log

**Target:** To develop positive character traits in all students

**Indicator:** Second Step Kits and Second Step Log

**Milestone Date:** June 2016

<b>Goal 2:</b> To continue classroom meetings so that teachers and students will discuss procedures and expectations on a consistent basis.
<b>Target:</b> To increase sense of belonging for all students
<b>Indicator:</b> Results from 2015 Olweus Bullying Questionnaire, 2014-2015 discipline data
<b>Milestone Date:</b> June 2016
<b>Goal 3:</b> To continue to implement school wide procedures and expectations created by the School Improvement Team so that all staff and students will be able to work and learn in a safe and orderly environment.
<b>Target:</b> To provide a safe and orderly school environment
<b>Indicator:</b> Results from 2015 Olweus Bullying Questionnaire, procedures practice schedule
<b>Milestone Date:</b> June 2016

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:
Target:
Indicator:
Milestone Date:
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			
Resources used to increase staff knowledge of what to do in an emergency include: Active Shooter video, Food Allergies and Anaphylaxis in Schools video, Diabetes Presentation, Blood Bourne Pathogen video, and Asthma video.	Active Shooter video completed on August 20, 2015. All others planned to be completed by October 1, 2015.			
Fire drills	Monthly			
Lock down, tornado, and evacuation drills will be practiced with all staff and students.	June 2016			

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 six SRO's (School Resource Officers) at each of the six traditional high schools
- Continue to contract one SRO (School Resource Officer) for each of the six middle schools

- Continue to contract 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
- Protocol is set up with juvenile court counselors for information sharing when juveniles are arrested
- Collaborative planning and support from area Mental Health Agencies - Collaborative with county agencies to provide day sentencing and day treatment services
- Maintain the Sheriff's Department as a community partner as it continues to provide one full time and one part-time DARE Officer to work with our seventeen elementary schools, two full-time CARE Officers, and four trained Gang Resistance Education and Training (GREAT) to work with our six middle schools.

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 RCSS Website will be widely used to communicate - Individual schools and departmental websites will also provide safety updates and vital information - District Safety Meetings will be held quarterly to give updates training and other information
- Each school will set up their own safety meetings.

## Ramseur Elementary ELA Professional Development Plan – 2015-2016

**Presenter: Angela Harris**

August 19 8:00 – 11:00	PD on Daily 5 for 1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers
Staff Meeting August 25 @ 3:10	PD on scoring writing mClass (watch video/sign sheet)
August 31 8:00 – 11:00	1 <sup>st</sup> and 2 <sup>nd</sup> grade half day PD on Daily 5 book (paid substitutes from Title I)
September 29 (until 2:00)	1 <sup>st</sup> semester Walkthrough with feedback (Focus: Daily 5 and engagement)
November 10	Walkthrough – Daily 5 with 1 <sup>st</sup> and 2 <sup>nd</sup> grade
January 20 8:30 whole group Mini sessions to be determined Mandatory Workday at Ramseur Elementary School	Writing PD – Writing and reading strategies (Similar to strategies that were presented with Rebecca Belcastro) (Begin with whole group then break up for mini sessions with K-1, 2-3 and 4-5)
February 1	2 <sup>nd</sup> semester walkthroughs with feedback (Pertaining to writing and reading strategies and Daily 5 from PD)
Staff Meeting April 5 @ 3:10	PD on text sets (Planning for a standard with a variety of texts on the same topic)

Finalized June 15, 2015

Progress Toward Meeting Professional Development Goals:

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

Assessment/Evaluation of Effectiveness of Professional Development  
(based on data):

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

## Ramseur Elementary Math Professional Development Plan– 2015-2016

**Presenter: Ana Floyd**

September 15	1 <sup>st</sup> quarter Walkthrough with feedback (Engagement & Rigor)
Staff Meeting October 6	Launch PD on Classroom Discussion book (2 books per grade level)
October 13	1 <sup>st</sup> quarter Walkthrough with feedback (Engagement & Rigor)
October 19 (AM) November 9 November 16 (AM) November 30	Grade level specific half-day PD Model lessons/Content Number Talk PD (2 books per grade level)
December 7	2 <sup>nd</sup> quarter Walkthrough with feedback (Number Talks/Classroom Discussions)
Staff Meeting January 5	Continue PD on Classroom Discussions book (2 books per grade level)
January 5 February 1 February 23	Grade level specific half-day PD Model lessons/Content Number Talk PD (2 books per grade level)
February 19	2 <sup>nd</sup> quarter Walkthrough with feedback (Number Talks/Classroom Discussions)
March 1	3 <sup>rd</sup> quarter Walkthrough with feedback (Number Talks/Classroom Discussions)
March 1	Continue PD on Classroom Discussions book (2 books per grade level)
April 5	4 <sup>th</sup> quarter Walkthrough with feedback (Number Talks/Classroom Discussions)
April 11 April 18 (AM) April 19 (AM) April 25	Grade level specific half-day PD Model lessons/Content Number Talk PD (2 books per grade level)

Finalized June 15, 2015

October 19	AM 2 <sup>nd</sup> grade
November 9	AM 3 <sup>rd</sup> grade PM 1 <sup>st</sup> grade
November 16	AM Kindergarten
November 30	AM 4 <sup>th</sup> grade PM 5 <sup>th</sup> grade
January 5	AM 2 <sup>nd</sup> grade PM 5 <sup>th</sup> grade
February 1	AM 3 <sup>rd</sup> grade PM 4 <sup>th</sup> grade
February 23	AM 1 <sup>st</sup> grade PM Kindergarten
April 11	AM 2 <sup>nd</sup> grade PM 5 <sup>th</sup> grade
April 18	AM Kindergarten
April 19	AM 1 <sup>st</sup> grade
April 25	AM 3 <sup>rd</sup> grade PM 4 <sup>th</sup> grade

AM – 8:00 – 11:00 (Start the day in the classrooms at 7:30 and be in the Learning Lab at 7:55.)

PM – 11:30 – 2:30 (Return to the classrooms to dismiss students)

Progress Toward Meeting Professional Development Goals:

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

Assessment/Evaluation of Effectiveness of Professional Development  
(based on data):

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:



## 2015-2016 Professional Development Book Study

### Engaging Students with Poverty in Mind

By Eric Jensen

- September Staff Meeting  
Introduction - Administration
- October Staff Meeting  
Chapter 1 – The Seven Engagement Factors - Lead Teachers  
  
Chapter 2 – The Rules for Engagement - 5<sup>th</sup> grade Team
- November Staff Meeting  
Chapter 3 – Engage for Positive Climate - Pre-K Team  
  
Chapter 4 – Engage to Build Cognitive Capacity -Kindergarten Team
- December Staff Meeting  
Chapter 5 – Engage for Motivation - 4<sup>th</sup> grade Team  
  
Chapter 6 – Engage for Deep Understanding - 2<sup>nd</sup> grade Team
- January Staff Meeting  
Chapter 7 – Engage for Energy and Focus - EC Team  
  
Chapter 8 – How to Automate Engagement -1<sup>st</sup> grade
- February Staff Meeting  
Chapter 9 – “Now What?” Meeting the Challenge of Implementation – 3rd grade team

Book study questions are a resource.

## New Teacher Professional Development Plan

### ELA

1. Guided Reading
  - a. Reading Coach will meet with new teachers once a month to do side-by-side teaching and debriefing of guided reading lesson.
  - b. Lead Teachers will coach and support new teachers monthly in guided reading. This will include side-by-side lesson planning, model lessons, co-teaching, and debriefing. Greta will support 3rd-5th grade teachers and Erica will support 1st-3rd grade teachers.
2. Daily 5
  - a. Lead teachers will follow up with first and second grade teachers during the first quarter regarding "Daily 5" literacy stations.
3. mClass/Amplify
  - a. Lead teachers will follow up with all teachers during the mClass window regarding scoring student writing prompts.
4. Whole Group Reading/Writing
  - a. Lead teachers will collaboratively plan with grade levels then model whole group reading or writing for new teachers as needed.

### Math

1. Word Problem
  - a. Erica will model understanding and reasoning process of decomposing a word problem and evaluating answer choices.
2. Co-Teaching Model
  - a. Greta will plan and co-teach student centered lessons with classroom teachers and EC/ESL support.
3. Classroom Discussions
  - a. Lead teachers will follow up weekly with all teachers regarding mathematical classroom discussions and number talks.

## Progress Toward Meeting Professional Development Goals:

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

Assessment/Evaluation of Effectiveness of Professional Development  
(based on data):

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:



2222-C South Fayetteville Street  
Asheboro, NC 27205  
Phone 336.318.6100  
Fax 336.318.6166  
randolph.k12.nc.us

Date: October 16, 2015

Dear Parent/Guardian:

The Randolph County School System (RCSS) has had a successful start to the 2015-2016 school year in large part due to your parental support. We are providing this letter to you about the latest General Assembly action on the 2015-2016 budget, as it applies to our schools performance grades. As a part of the budget bill, the General Assembly has made some changes to the definition of a "Low Performing School", added a new definition and criteria for the "Low Performing District" and has given some specific guidance and direction to these schools and districts. As a parent/guardian of a student attending Ramseur Elementary School, I am writing this letter to let you know that your child(s) school, has been designated as a low performing school by the North Carolina State Board of Education. As defined in G.S. 115C-105.37: "The State Board of Education shall design and implement a procedure to identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for elementary school achievement include:

1. Annual EOG mathematics and reading assessments in grades 3–5 (achievement level 3 and above).
2. Annual end-of-grade science test in grade 5 (achievement level 3 and above).

Ramseur Elementary School received a D school performance grade and met growth status, and as a low performing school, is required to develop an improvement plan that specifically addresses how the school will improve both the school performance grade and school growth score. The plan will also include how the superintendent and other central office administrators in the district will work with us and monitor the progress of our school. We are already engaged in the work of refining our plan and will present the plan for approval at our school board meeting on October 19. After the initial approval by our board of education, we will submit the plan to the State Board of Education for review. The State Board's designee, staff members of NCDPI's District and School Transformation division, will read each plan and provide feedback to the school. After considering the feedback from the state, our local board of education will give final approval to the plan so that the final plan for improvement can be posted on our local district website <http://randolphcountyschoolsnc.schoolinsites.com/> as well as the NCDPI's website ([www.ncpublicschools.org](http://www.ncpublicschools.org)).

Our school is focused on continuous improvement and I look forward to working with each of you as we continue to focus on providing the best education for our children. Please don't hesitate to contact me with any specific questions as we move through this process.

Sincerely,

Tammie Abernethy

Principal, Ramseur Elementary School



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16 octubre, 2015

Estimado Padre/tutor:

El Sistema Escolar del Condado de Randolph (RCSS) ha tenido un buen comienzo de año escolar 2015-2016, en gran parte debido a su apoyo como padres. Estamos proporcionando esta carta a usted acerca de la última acción de la Asamblea General sobre el presupuesto 2015-2016, que se aplica a las calificaciones de rendimiento de las escuelas. Como parte del proyecto de presupuesto, la Asamblea General ha hecho algunos cambios en la definición de una "Escuela de Bajo Rendimiento", y añadió una nueva definición y criterios para el "Distrito Bajo Rendimiento" y ha dado alguna orientación específica y la dirección de estas escuelas y los distritos. Como padre/tutor de un estudiante que asiste a la escuela primaria Ramseur, estoy escribiendo esta carta para hacerle saber que la escuela de su hijo(a), ha sido designada como una escuela de bajo rendimiento por la junta educacional estatal de Carolina del Norte. Según se define en el estatuto general de G.S.115C-105.37: "La junta educacional estatal deberá elaborar y poner en práctica un procedimiento para identificar a las escuelas de bajo rendimiento sobre una base anual. Las escuelas de bajo rendimiento son los que reciben una calificación de rendimiento escolar de D o F y una puntuación de crecimiento escolar de "crecimiento esperado cumplido" o "crecimiento esperado que no se cumple", como se define en GS 115C-83.15".

Las calificaciones de rendimiento escolar se basan en el rendimiento estudiantil (80%) y el crecimiento (20%). Los indicadores y las normas de competencia o de referencia utilizados para el logro de la escuela primaria incluyen:

1. La prueba anual en matemáticas/EOG y evaluaciones de lectura de los grados 3-5 (nivel de logro 3 y superior).
2. La prueba anual de fin de grado de ciencias naturales en el grado 5 (nivel de logro 3 y superior).

La escuela primaria Ramseur recibió una calificación de rendimiento escolar de D y alcanzó el estado de crecimiento, y como escuela de bajo rendimiento, se requiere el desarrollo de un plan de mejora que se refiere específicamente, cómo la escuela va a mejorar tanto la calificación de rendimiento escolar y el aumento de puntajes escolares. El plan también incluirá cómo el superintendente y otros administradores de la oficina central en el distrito trabajarán con nosotros y monitorear el progreso de nuestra escuela. Ya estamos comprometidos en el trabajo de clarificar nuestro plan y vamos a presentar el plan para su aprobación en la reunión de la junta escolar el 19 de octubre. Después de la aprobación inicial por nuestra junta escolar, vamos a presentar el plan a la junta educacional estatal para su revisión. El designado de la junta estatal, los miembros del personal del NCDPI y la división de Transformación Escolar y de distrito, leerá cada plan y proporcionar información a la escuela. Después de considerar la reacción del estado, nuestra junta local educacional dará la aprobación final al plan para que el plan final para la mejora puede ser publicada en nuestro sitio web local de <http://randolphcountyschoolsnc.schoolinsites.com/> y el sitio web del distrito, así como el sitio web de NCDPI ([www.ncpublicschools.org](http://www.ncpublicschools.org)).

Nuestra escuela se centra en la mejora continua y espero con interés trabajar con cada uno de ustedes a medida que continuamos concentrándonos en proporcionar la mejor educación para nuestros niños. Por favor, no dude en ponerse en contacto conmigo con cualquier pregunta específica a medida que avanzamos a través de este proceso.

Atentamente,

Tammy Abernathy  
 Directora, Escuela Primaria Ramseur