

Comprehensive Progress Report

Mission: Rama Road Elementary School provides all students with a challenging, comprehensive education, which promotes academic, cultural, physical, and social development, in a safe and supportive environment.

Vision: Rama Road Elementary is a safe, welcoming school where a diverse population will soar in the 21st century, with the support of faculty, family and community. Our students will be critical thinkers, effective decision makers, productive and responsible citizens today and always.

Goals:

Increase the GLP in reading following the 2020-21 pandemic remote learning year from 25.8% to 54% as evidenced on End of Grade assessments for students in Grades 3-5. (A2.01-A2.28)

Increase the GLP in math following the 2020-21 pandemic remote learning year from 24.2% to 54% as evidenced on End of Grade assessments for students in Grades 3-5. (A2.01-A2.28)

Increase the GLP in science following the 2020-21 pandemic remote learning year from 27.4% to 54% as evidenced on End of Grade assessments. (A2.01-A2.28)

100% of students at Rama Road will receive core and targeted SEL supports daily, increasing student reporting of favorable emotion regulation on Panorama surveys from 44% to 50%. (A4.01-A.4.22)

Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A2.01)

To provide a duty-free lunch period for every teach on a daily basis. (A4.06)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

The current implementation of reading instruction across grades K-5 indicates lagging scores with outcomes at 39% proficient based on EOG scores for 2018-19. Transitioning to a new EL curriculum across Grades K-3 and bringing into alignment units of study being used at Grades 4-5 with the new curriculum, we are challenged to ensure teacher focus on fidelity to the implementation expectations for the reading program as well as maintaining well-defined differentiation for small group reading instruction that has traditionally brought exceptional growth scores for our students, including EC, ESL and TD students across all subgroups. Due to the low performance of Students With Disabilities (SWD) as a subgroup at Rama Road, the school is one of 99 in CMS identified to have Targeted School Improvement Support. Staff will receive additional professional development on standards-aligned instruction; the creation of standards-aligned IEP goals; co-teaching and parallel teaching methods of delivering high levels of instruction to all of our students.

The current implementation of math instruction across grades K-5 indicates inconsistent improvement across 2018-19 EOG scores with outcomes currently at 52% proficient for Grades 3-5. However, 4th Grade did show marked improvement of 60.7% proficient, including Extensions students. Third Grade also had three strong teacher scores of 52%-65% demonstrating consistency in planning and alignment to standards. As a TSI school, Rama Road staff will work together with Extensions teachers and grade level teachers to ensure total alignment to standards based instruction across all fronts. A greater emphasis will be placed on the alignment to mathematical language, vocabulary in learning targets and student use of personal data trackers to monitor their own growth.

Limited Development
10/01/2017

<p>How it will look when fully met:</p>	<p>Increase the percentage of Grades 3-5 students performing at or above grade level in reading by 15 percentage points in comparison to the percentage of students performing on grade level for the 2018-19 school year for 54% proficient. Evidence of progress toward achieving this goal will be found in: Individual student EOG levels for reading in Grades 4-5, BOG benchmark levels for 3rd grade students, EL common assessment & benchmark assessment data, walk-through feedback, MAPs scores, NC Check-in data, unit common assessments and running records.</p> <p>Increase the percentage of Grades 3-5 students performing at or above grade level in math to 52%.</p> <p>Increase the percentage of Grades 3-5 students performing at or above grade level in math to 52%.</p> <p>Increase the percentage of Grade 5 students performing at or above grade level in science to 75%.</p>		<p>Patricia Denny</p>	<p>06/21/2024</p>
<p>Actions</p>		<p>0 of 7 (0%)</p>		
<p>9/10/19</p>	<p>K-5 teachers will consistently plan and implement each EL module in alignment to program outcomes and the NC Standards for ELA. This includes the use of microphases to support skill block in K-2 and ALL block in Grades 3-5. (CMS district goal 5 Academic Performance)</p>		<p>Kim Truitt</p>	<p>12/15/2021</p>
<p><i>Notes:</i> This will be monitored through weekly PLC notes, daily teacher lesson plans and assessment outcomes.</p>				
<p>9/11/19</p>	<p>Using assessment data, teachers will group students according to demonstrated need for reteaching and enrichment, supporting the MTSS process of interventions through small group instruction. (CMS district goal 5 Academic Performance)</p>		<p>Kim Truitt</p>	<p>12/15/2021</p>
<p><i>Notes:</i> Teachers will use assessment data to create small groups for more differentiated instruction based on students' demonstrated needs.</p> <p>This goal supports CMS district goal 5 Academic Performance.</p>				

9/11/19	Teachers will set specific goals with students that are regularly reviewed and used for teaching and learning. Students will utilize a data tracker to monitor their own progress. (CMS district goals: 1 Great Teaching, 2 Student Wellness and 5 Academic Performance)		Patricia Denny	12/15/2021
	<p><i>Notes:</i> These will be monitored weekly through teacher conference with individual students and conference notes.</p> <p>This action step supports CMS district goal 1 Great Teaching, 2 Student Wellness and 5 Academic Performance.</p>			
10/21/19	A duty free instructional planning time for teachers will be increased and provided daily, with a weekly average goal of 7 hours per teacher. (CMS district goal 1 Great Teaching, 3 Advanced Coursework and 5 Academic Performance)		Patricia Denny	12/15/2021
	<p><i>Notes:</i> This will be made possible through the addition of a sixth special area class (mindfulness lab w/certified teacher funded through Title I) and one full day planning each quarter for each teacher team.</p> <p>This action step supports CMS district goal 1 Great Teaching, 3 Advanced Coursework and 5 Academic Performance.</p>			
7/27/21	Accelerate student learning of grade level ELA standards with the implementation of a daily RISE time (Readers Inspire Success Everyday) in groups with teachers based on teacher instructional strengths. (CMS district goals: 1 Great Teaching, 3 Advanced Coursework and 5 Academic Performance)		Patricia Denny	12/15/2021
	<p><i>Notes:</i> Monitored through daily walk-throughs by grade level administrators and facilitators. Students will be progress monitored every two weeks through grade level reading assessments tools such as mClass, AIMSWEB. Student group assignment will flex based on their individual success.</p> <p>This action step supports CMS district goal 1 Great Teaching, 3 Advanced Coursework and 5 Academic Performance.</p>			
7/27/21	Teachers will communicate high expectations for all students through the development of daily learning intentions/success criteria to ensure clarity of learning for students. (CMS district goals: 1 Great Teaching, 3 Advanced Coursework and 5 Academic Performance)		Kim Truitt	12/15/2021

Notes: These will be monitored through weekly PLC conversations, monthly PD sessions where teachers analyze grade level standards in teams to identify key concepts (nouns) and skills (verbs) and sequence learning progressions using the NC Math & ELA clarification documents. Teachers will record success criteria statements on weekly lesson menus.

This action step supports CMS district goal 1 Great Teaching, 3 Advanced Coursework and 5 Academic Performance.

7/27/21 Title I Tutors (2) will support Dreambox interventions for students in Grades 1-3 with intensive math needs, progress monitoring and reporting progress on grade level math standards. (CMS district goal 5 Academic Performance)

Kim Truitt

12/15/2021

Notes: This goal supports CMS district goal 5 Academic Performance.

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
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Initial Assessment:

RRES has an MTSS support plan in place that is a blend of paper/pencil and digital documentation for students not yet proficient with core competencies at each grade level. The core instructional schedule was modified five years ago to support a two hour literacy block using researched based instructional techniques. Teachers used to monitor student progress with mClass and common assessments and this year will utilize assessments from the EL reading program adoption from the district. From this data, small leveled groups of students are formed to provide differentiated instruction according to microphases suggested in the reading program. Classes are inclusive to EC and ESL students and these support teachers are schedule to be in classrooms every day to provide an additional layer of differentiated instruction for every student in the class. PLCs meet once per week for 45 minutes to review student progress data and determine interventions needed. Facilitators assist teachers in maintaining student tiered paperwork and uploading this information to Ed Plan as the PLC determines is necessary. Teachers are responsible for delivering interventions every day and documenting student progress. Two instructional tutors are purchased with Title I funds to support math intervention instruction at 5th grade and Leveled Literacy Instruction at grades 2,3,4 and 5. Tutors work at RRES 25 hours per week. For behavior needs, universal screeners are delivered three times per year and completed for every child by classroom teachers. From this information, Tier 2 meetings are established where the parent is invited to attend and the child is added to the district platform for documentation purposes supporting classroom interventions for behavior needs. Two school counselors will monitor student progress with interventions and provide professional development for teachers related to interventions and documentation of progress. Counselors will also host Student Services Team meetings biweekly through December to establish a consistent routine for discussion of support services and student needs across the school.

Limited Development
10/01/2017

<p>How it will look when fully met:</p>	<p>When fully implemented, all teachers will be able to define the multi-tiered system of support at Rama Road. It will be comprised of three specific tiers: Tier 1 Core Instruction, Tier 2 Supplemental Intervention, Tier 3 Intensive Intervention. Teachers will work together in weekly conversations using student data to determine student success with core instruction and current interventions being provided, making decisions to change or adjust interventions to improve the opportunity for students to master the NC State Standards for instruction. This immediate response to student progress or lack thereof will improve the pace at which students are able to be successful at Rama Road. Accurate and timely documentation will be kept on each child at Tier 2 and 3. Parents and guardians will be included in communication about their child's progress early and often in the school year, including the opportunity to attend meetings with the teacher, academic facilitator and counselors in order to better understand the process of support their child is receiving.</p> <p>Evidence this goal is being achieved will be found in: weekly data meeting notes, individual student intervention plans, parent meeting notes and student outcome data.</p>		<p>Patricia Denny</p>	<p>06/21/2024</p>
<p>Actions</p>		<p>0 of 7 (0%)</p>		
<p>10/21/19</p>	<p>K-3 Teachers will implement a skills block using EL assessment data to group students according to microphases as outlined in the reading program. This will support differentiation of skill support based on student need. (CMS district goal 5: Academic Performance)</p>		<p>Patricia Denny</p>	<p>12/15/2021</p>
<p><i>Notes:</i></p>				
<p>9/20/20</p>	<p>An MTSS Leadership Team that includes academic facilitators, school counselors, the school psychologist and EC Resource teachers will meet once per month to discuss student progress with supports and interventions provided by teachers. Intervention and progress data will be reviewed to determine if students should continue moving into the EC referral process. (CMS district goal: 5 Academic Performance)</p>		<p>Patricia Denny</p>	<p>12/15/2021</p>

		<i>Notes:</i> This will be monitored through the monthly use of a referral tracker to record steps taken to ensure student needs are being met and the referral process is timely and efficient.			
	7/27/21	Teachers will meet once a week for 45 minutes to discuss reading, math and behavior outcomes based on assessment data and collaborate with the facilitator or counselor about progress their students are making using researched based interventions. (CMS district goals: 1 Great Teaching and 5 Academic Performance)		Kim Truitt	12/15/2021
		<i>Notes:</i> This will be monitored through PLC notes and individual student plan updates at MTSS leadership meetings monthly.			
	7/27/21	Classroom teachers will follow student intervention plans with fidelity, maintaining accurate documentation of student progress with reading, math and behavior interventions based on student need on a weekly and bi-weekly basis. (CMS district goal: 5 Academic Performance)		Patricia Denny	12/15/2021
		<i>Notes:</i>			
	7/27/21	Using assessment data, teachers will group students according to demonstrated need for reteaching and enrichment, supporting the MTSS process of interventions through small group instruction. (CMS district goal: 5 Academic Performance)		Kim Truitt	12/15/2021
		<i>Notes:</i>			
	7/27/21	The MTSS Leadership Team will develop a plan for monitoring intervention implementation in classrooms monthly to ensure accuracy & timeliness of interventions being provided. (CMS district goal: 5 Academic Performance)		Kristen Litchfield	12/15/2021
		<i>Notes:</i>			
	9/9/21	Orton Gillingham will be used across Grades K-5 during ELA skills & ALL block to support the most intensive need learners. (CMS district goal 5 Academic Performance)		Kim Truitt	12/15/2021
		<i>Notes:</i> This will be monitored through daily teacher notes and scheduled skill assessments as an MTSS intervention.			
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

Initial Assessment:

RRES is an NC PBIS MODEL School with a schoolwide behavior matrix in place to support expected positive behavior to support a strong learning environment for students. Morning meeting time is built into every classroom teacher's schedule and teachers use the Caring Communities Curriculum to facilitate conversations around character building with students. Title I funds have been utilized to secure a full time Behavior Modification Technician for the 2019-20 school year. RRES is allotted TWO Guidance Counselors full time and one full-time social worker. Currently, RRES has a mental health specialist on campus to work with students one day per week. This caseload is expected to increase based on new enrollments in the next 30 days. A faith-based partner funds a Communities in Schools coordinator to support a caseload of 70 students about attendance, school work and community resource support needed in order to be successful in school. Big Brothers Big Sisters matches 177 Junior/Senior BIGS from Country Day and Providence Day School with Littles at each grade level through 4th grade who sign up with their parent or by teacher recommendation. Augustine Tutors currently serve the literacy and emotional needs of 19+ students at Rama Road. With these supports in place, discipline referrals are continuing to decrease and the number of students who qualify for school based mental services is increasing.

Rama Road is in the second year of implementation of the Caring Communities curriculum w/Restorative Practices across grades K-5 integrated vertically in a House System run by teacher leaders.. This will be Rama Road's sixth year as a NC PBIS Model School. Results from the 2018-19 school year demonstrate a significant improvement in the number of students receiving OSS and ISS consequences - 13 OSS and 13 ISS. This is a decrease from 49 OSS and 23 ISS in 2018-19.

Due to COVID 19 in March 2020, students and staff moved to remote teaching and learning. This scenario continues at this time. Therefore, this goal will continue for the 2020-21 school year.

Limited Development
09/27/2017

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When fully met, this goal will appear as a 10% reduction in the overall number of referrals across grades K-5 from the 2018-19 school year. In addition the number of OSS will continue to be reduced by 2+. The Student Support Team will be on a consistent rotation of monthly meetings with documented outcomes for small group support for Tier 2 and Tier 3 students as determined by number/type of referrals as well as the results of universal screeners.</p> <p>100% of students at Rama Road will receive core and targeted SEL supports daily. This will include SEL Caring Communities curriculum delivered with fidelity every day; universal screening data used to 3X per year to establish and monitor student small groups for counseling at Tier 2 and 3; guidance lessons will occur weekly across grades K-5.</p> <p>Teacher SEL lesson plans supporting the use of Caring Communities curriculum, discipline referral data, universal screener data 3X across the year from every teacher in K-5, use of PBIS behavior matrix, walk-through data from teacher feedback forms, sign-in sheets from ongoing teacher training in the use of the curriculum, ISS/OSS data by subgroup, monthly Student Support Team meeting agendas and notes in Google.</p>			Mary Anne Smith	06/21/2024
Actions			2 of 8 (25%)		
9/14/21	<p>Two parent night sessions supporting the identification of symptoms of stress and anxiety in elementary age children. Parents will be offered strategies for immediate application and support of their children at home. Additionally, families will be directly connected with SEL resources at both the school and community level. (CMS district goal: 2 Student Wellness)</p>			Patricia Denny	11/30/2021
<p><i>Notes:</i> October 26th at 6:00 pm and November 16th at 6:00 pm virtual with digital invite sent to families.</p>					

9/11/19	Teachers across K-5 PLCs will conduct morning meetings Monday through Friday morning using the Caring Communities curriculum and Zones of Regulation. This time is built into the master schedule and cannot be interrupted. Teachers will utilize a reflection journal across all classes, supporting student writing and communication about new SEL skills and curriculum learned. (CMS district goals: 2 Student Wellness and 4 Time)		Patricia Denny	12/15/2021
<i>Notes:</i> Title I funds have been used for PD support to train counselors and the social worker in the delivery of Zones of Regulation strategies to support the social emotional development of students across Grades PreK-5.				
9/11/19	School Counselors will meet with the classes in one grade level per week to teach guidance lessons across a PLC. These lessons will support Caring Communities and Zones of Regulation. (CMS district goals: 2 Student Wellness and 4 Time)		Kristen Litchfield	12/15/2021
<i>Notes:</i> This action step will continue for the 2021-22 school year.				
9/11/19	School Counselors will complete three universal social emotional screeners using Panorama with grade level PLCs for students in K-5. The Student Services team will review the results and establish on-going small group support for students related to internalized and externalized behaviors for Tier 2 and 3 students based on this data. (CMS district goals: 2 Student Wellness and 4 Time)	Complete 06/09/2020	Kristen Davis	12/15/2021
<i>Notes:</i>				
9/11/19	The Rama Road Student Services Team will meet bi-weekly to discuss student progress with supplemental and intensive supports to ensure that progress is being made for all students across Grades K-5. (CMS district goals: 2 Student Wellness, 4 Time and 5 Academic Performance)	Complete 06/09/2020	Patricia Denny	12/15/2021
<i>Notes:</i> This team will continue to analyze the rubric provided by CMS to ensure every suggested step for review by this team is included in bi-weekly meeting agendas to develop a robust level of support for all students in Grades K-5.				
10/21/19	The school will provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (CMS district goal: 6 Health of District)		Mary Allen	12/15/2021
<i>Notes:</i>				

10/21/19	Teachers will be provided a duty-free 30 minute lunch period daily. (CMS district goal: 6 Health of District)		Patricia Denny	12/15/2021
<i>Notes:</i> Continued focus on making this action step a reality will roll to the 2021-22 school year.				
7/27/21	A Mindfulness Lab will be established as a 6th special area class. Every student across Grades K-5 will have the opportunity to attend this class for 45 minutes per week to develop self-regulation strategies supporting positive social emotional development. (CMS district goal: 2 Student Wellness and 4 Time)		Patricia Denny	12/15/2021
<i>Notes:</i> This class will be supported by a full time, certified teacher using Title I funding. The teacher will receive training through the Mindful Schools organization. Curriculum that will be utilized to support student social emotional instruction in this class includes Mindful Schools lessons and NC Health Standards for Grades K-5.				
Implementation:		07/27/2021		
Evidence	5/4/2021 Further evidence that this action step was met would be the agendas and notes from each meeting. There is now a solid system of meeting times and conversations across the Student Support Team about coordinating resources and supports for students at Rama Road.			
Experience	5/4/2021 School Counselors utilized Panorama data at Student Services Team meetings to analyze and create next steps to support the SEL needs of Rama Road students. One result of using this data was the determination that students needed instruction in growth mindset across all classes participating in the survey. Mindset Mondays was started through morning announcements as well as growth mindset instruction was provided during classroom guidance lessons.			
Sustainability	5/4/2021 Continue these meetings into the 2021-22 school year.			

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
<p><i>Initial Assessment:</i></p>			<p>Principal Denny has an intentional schedule for informal walk-throughs to be completed for every teacher by grade level administrators and academic facilitators weekly. A schedule for formal observations according to district scheduling guidelines will be completed and communicated in August 2021 to the leadership team at RRES. Teachers will complete the required NCEES evaluation instrument training in August 2021. Administrators are scheduled to support by grade level and expected to be in attendance at all grade level PLC collaborative planning & data meetings. Teachers receive feedback daily and through weekly communication from Principal Denny in a newsletter format as well as individual feedback from their grade level administrator and academic coaches via a feedback form for immediate feedback to the teacher. Feedback is saved to an organizer and is reviewed at administrative meetings, identifying patterns in instruction and professional development needs. This instrument will also hold every administrator accountable for daily feedback to teachers about instruction and suggested improvements.</p>	<p>Limited Development 10/01/2017</p>		

<p>How it will look when fully met:</p>	<p>When fully implemented, teachers will report receiving consistent weekly feedback from instructional leadership team members that promotes their individual growth using the new reading program as well as Envision math to implement rigorous instruction based on NC Standards. With Principal guidance and measured steps in professional development across the year, teacher leaders across the school will also grow in their capacity to support the members of their PLC in the use of data to monitor student progress in reading and math.</p> <p>Evidence that supports full implementation of this goal will include: data from instructional walk-throughs, formal and informal observations and the use of student data trackers by teachers as well as students, administrator notes from PLC meetings, individual coaching session notes, beginning teacher coaching feedback from UNCC instructional coach, improved EOG proficiency outcomes in reading and math, topic assessments, MAPs benchmarks and EL reading program assessments.</p>		<p>Patricia Denny</p>	<p>06/21/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/11/19</p>	<p>K-5 Teacher Leaders will analyze schoolwide data in math using grade level data trackers, specifically focusing on the progress being made by students in the EC and ESL subgroups as part of the TSI focus for the school. Results of this schoolwide data analysis will be shared by teacher leaders with vertical teams at the beginning of each month with next steps for immediate response and adjustment of instruction given. (CMS district goal: 1 Great Teaching and 5 Academic Performance)</p>		<p>Patricia Denny</p>	<p>12/15/2021</p>
<p><i>Notes:</i> On 4/26/21, members of the School Leadership Team conducted a TSI Reflection Tool. Notes from this session and the TSI document can be found in the Indistar file for 2020-21.</p>				
<p>9/12/19</p>	<p>Use of protocol in weekly data meetings to engage teachers in analysis and conversation about specific subgroup movement with a specific focus on SWD and ESL students. (CMS district goal: 1 Great Teaching and 5 Academic Performance)</p>		<p>Patricia Denny</p>	<p>12/15/2021</p>

Notes: Supporting the use of PLC protocols to discuss student progress, the MTSS Leadership Team has worked each month of the 2020-21 school year to discuss students (approximately 20) with intensive academic and SEL needs as identified by PLCs for potential referrals to the EC evaluation process. This team determined and recorded students who would move forward for initial referral meetings in the months of April and May 2021.

10/21/19 Teachers will receive feedback about instructional practices once weekly from the CMS Core Action walk-through instrument developed by the CMS Academics team. (CMS district goal: 1 Great Teaching and 5 Academic Performance)

Patricia Denny

12/15/2021

Notes: One of the most successful resources to support new teachers with consistent feedback about instructional practices has been a partnership with a UNC Charlotte New Teacher Support Coach funded through Title I. This has provided teachers with once a week classroom visits (remote and in-person), monthly support meeting times, 1:1 real time coaching when needed and access to state seminars for additional professional development. Midyear notes reflecting how this resource has been used at Rama Road can be found in the Indistar file.

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

RRES has been strategic in the engagement of families throughout the school year. Multiple forms of parent support and communication are in place to assist parents in knowing more about to support their child's achievement each day: - Open House & Ice Cream Social (August) - ice cream provided by Sardis Presbyterian Church partners - Curriculum Night + Title I Meeting (September) - dinner provided for staff and families by Christ Episcopal Church partner - Parent Teacher Conferences (October) - 2 Open School Weeks (November & March) - Art & Writing Night (March) - dinner for staff and families provided by Christ Episcopal Church partners - Science & Math Night (January) - dinner for staff and families provided by Sardis Presbyterian Church partners - Title I funded interpreter & translator full-time - Home School Connect Newsletter (Title I) in English and Spanish to go home monthly to families - Grade Level Newsletters to go home once per month from every PLC PreK-5 - Communities in Schools - Class Dojo used across K-5 PLC teachers - Connect Ed messages once per week to families - Updated School Webpage and Social media presence in RRES Facebook page - Beginners Night for rising Kindergarten students (April) - PTA meetings once per month - Wednesday folders for every student in grades K-5 - Donuts w/Denny - parent coffee offered once per quarter - Music Performances for every grade level (K/1, 2/3, 4/5) - Individual student agendas for every child in grades K-5 purchased using Title I funds Parents have many opportunities to hear from teachers and members of the school team about their child's progress.

Limited Development
09/27/2017

<p>How it will look when fully met:</p>	<p>When fully implemented, student-led conferences will expand the level of student ownership in the communication with families about how students are making progress toward learning targets and building the capacity and organization to communicate their progress. A student led conference is a meeting with a student and his or her family and teachers during which the student shares his or her portfolio of work and discusses progress with family members. The student facilitates the meeting from start to finish. Student-led conferences will take place across Grades K-5 one time at midyear. as part of Open School Week. Student preparation for a conference will create an authentic purpose for good organizational and communication skills. The structure will build Rama Road students' sense of responsibility and accountability for their own learning, and it will help build their understanding of what it means to meet learning targets.</p> <p>Evidence this action has been fully implemented as part of the communication plan with families will include: student portfolios with dated work samples, teacher anecdotal notes, portfolio rubrics, parent feedback forms following the students led conferences.</p>		<p>Patricia Denny</p>	<p>06/21/2024</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>9/11/19</p>	<p>The Principal will communicate through letters home to families, Curriculum Night information and the school webpage more about the purpose of student-led conferences and the vision for what this will look like at Rama Road. (CMS district goals: 1 Great Teaching, 2 Student Wellness, 5 Academic Performance)</p>		<p>Patricia Denny</p>	<p>12/15/2021</p>
<p><i>Notes:</i></p>				
<p>9/11/19</p>	<p>The Principal will work with teacher leaders on the Curriculum and Achievement Committee to design the roll-out and professional development necessary for teachers to implement student-led conferences successfully with all of their students.</p>		<p>Patricia Denny</p>	<p>12/15/2021</p>
<p><i>Notes:</i></p>				
<p>9/12/19</p>	<p>Continue current avenues of communication to families such as: monthly newsletters from PLCs and the Principal, weekly Connect 5 messages, student use of agendas to communicate between home and school. (CMS district goals: 1 Great Teaching, 2 Student Wellness, 5 Academic Performance)</p>	<p>Complete 12/01/2019</p>	<p>Patricia Denny</p>	<p>12/15/2021</p>

Notes: