

## 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:

To provide a duty-free lunch period for every teacher 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)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in Grades 3-5 will increase from 22% in SY2023-24 to 28.7% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-2025. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Chronic Absenteeism will decrease from 32.23% in 2023-24 to 26% in 2024-25. (A4.01)

The number of Out of School Suspensions will continue to decrease by 10% for the 2024-25 school year. (Aligns to A4.06 and CMS Guardrail 1)

Duty-free planning: 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. (Aligns to A2.04)

The Students With Disabilities subgroup performance grade will increase from an F to a D or higher in 2024-25. (Aligned to A4.01, D1.02, and CMS Goal 4)

The percent of Kindergarten through 2nd Grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 64% in SY2023-24 to 71% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in Grades 3-5 will increase from 44% in SY 2023-24 to 50% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Rama Road Elementary will retain 90% of its most effective teachers. (CMS Guardrail 4)



Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Principal Peterson has an intentional schedule for informal walk-throughs to be completed for every teacher by grade level administrators and academic facilitators weekly. ILT tracks walkthroughs and coaching feedback in a shared hub. Teachers completed the required NCEES evaluation instrument training in August 2025. Administrators support PLC collaborative planning &amp; data meetings. Teachers receive important information through weekly communication from Principal Peterson in a smore newsletter format as well as individual feedback from the walkthrough form and academic coaches via coaching sessions. Feedback is saved to an organizer and is reviewed at ILT meetings, identifying patterns in instruction and professional development needs. This instrument will also hold ILT accountable for weekly feedback to teachers about instruction and suggested improvements.</p> <p>This goal was met for the 2024-25 school year through the use of formal and informal walk-through tools. The leadership team met on average every other week to discuss patterns observed and to plan support where needed.</p> <p>Successes: We were able to hire an EC teacher from the Phillipines through the Exchange program. She has 22 years EC experience and arrival date is no later than october 3rd. The teacher that has been in the historical exchange of Media specialist for Reading teacher retired last year. We were able to hire a strong teacher came to from another CMS school. We also hired a PreK teachers, as well as an art teacher from the UNCC lab schol that closed.</p> <p>Challenges:</p> <p>Not being fully staffed for the entire year in the areas of EC Resource, EC Extensions and one ML teacher due to an extended medical leave.</p> <p>Opportunities to address these challenges in 2025 -26 include: 1) use of PowerBI to recruit and interview so the 2026-27 school year can begin fully staffed, and 2) the support of a second facilitator to provide coaching and feedback to support teacher retention.</p>	Limited Development 07/29/2024		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>When fully met, the percent of Kindergarten through 2nd Grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 64% in SY2024-25 to 71% in SY2025-26. (Aligns to CMS Goal 1)</p> <p>When fully met, The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in Grades 3-5 will increase from 27.8% in SY 2024-25 to 35% in SY2025-26. (Aligns to CMS Goal 2)</p> <p>When fully implemented, teachers will report receiving consistent weekly feedback from instructional leadership team members that promotes their individual growth teaching 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, teacher coaching feedback from MCL/Master Teacher, improved EOG proficiency outcomes in reading and math, topic assessments, MVPA benchmarks, iReady assessments, and EL reading program assessments.</p>			<b>Jaimie Peterson</b>	<b>06/10/2026</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	7/29/24	Refine the K-5 PLC planning model and meetings agendas to ensure equitable time is spent analyzing gaps in student math skills and developing daily, small group/skills lessons. (Guardrail 1)		Master Teachers	06/10/2026
	<i>Notes:</i>				
	7/29/24	Create and use a consistent feedback tool to share with teachers, providing differentiated support to develop strong teaching practices (RELAY - see notes) at least 2 times per month. (Guardrail 1, FAM-S 29)		Administrators & Master Teachers	06/11/2026

*Notes:*

internalization of lesson plans,  
sequence big ideas of content,  
write precise learning objectives based on data,  
plan basic structure of lessons,  
use exit tickets,  
identify moment of productive struggle,  
rehearse lessons,  
and build in time stamps across lessons supporting a brisk pace of instruction.

8/4/24 Create and monitor weekly a Beginning Teacher Coaching and Development plan that includes tiered support, actionable feedback, recognition and mentor development. (Guardrail 1 & 4)

Dean and Master Teachers

06/12/2026

*Notes:*

Link to Beginning Teacher Support Plan for Rama Road 2025-26:  
[https://drive.google.com/file/d/1RDEF\\_kjx4X95GEfjaeCCMpDR0i62dhzA/view?usp=sharing](https://drive.google.com/file/d/1RDEF_kjx4X95GEfjaeCCMpDR0i62dhzA/view?usp=sharing)

**Implementation:**

09/05/2025

**Evidence**

6/18/2025

**Experience**

6/18/2026

**Sustainability**

6/18/2025

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>When fully met, the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in Grades 3-5 will increase from 27.8% in SY 2024-25 to 35% in SY2025-26. (Aligns to CMS Goal 2) The Students With Disabilities subgroup performance grade will increase from an F to a D or higher in 2025-26. (Aligns to CMS Guardrail 1).</p> <p>Within the 2024-25 school year, our school identified the following resource inequity, lack of time with highly qualified teacher for rigorous instruction for ML and EC students, as a result, our school plans to mitigate this inequity by having two full time EC teachers and two full time ML teachers for the 2025-2026 SY. These are subgroups that have chronically underperformed and the EC subgroup currently has a letter grade of F on the state report card. (FAM-S 32)</p>	Limited Development 09/22/2025		
<b>How it will look when fully met:</b>			<p>When fully met, the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in Grades 3-5 will increase from 27.8% in SY 2024-25 to 35% in SY2025-26. (Aligns to CMS Goal 2) The Students With Disabilities subgroup performance grade will increase from an F to a D or higher in 2025-26. (Aligns to CMS Guardrail 1).</p> <p>Within the 2024-25 school year, our school identified the following resource inequity, lack of time with highly qualified teacher for rigorous instruction for ML and EC students, as a result, our school plans to mitigate this inequity by having two full time EC teachers and two full time ML teachers for the 2025-2026 SY. These are subgroups that have chronically underperformed and the EC subgroup currently has a letter grade of F on the state report card. (FAM-S 32)</p>		Mary Anne Smith	06/12/2026
<b>Actions</b>				<b>0 of 2 (0%)</b>		
9/22/25	Equitable service delivery models for all students (ML, EC, AIG/TD)				Mary Anne Smith	06/12/2026
<i>Notes:</i> Master Teachers and ML/EC/TD teachers collaborate on schedules and lesson plans to ensure that all students receive high quality instruction and appropriate support time to meet their needs.						
9/22/25	Establish an effective MTSS Leadership Team				Kim Truitt	06/12/2026

Notes: MTSS meets weekly to review data and determine next steps. The MTSS team collaborates with classroom teachers and support staff to make strategic decisions. The MTSS team meets weekly with pre-determined families to involve them in the MTSS process.

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Rama Road has an established and functioning MTSS leadership team that meets regularly twice a month to review student data in reading, math and social emotional outcomes. This team advises the criteria for determining student movement across tiers of support available through a robust support team within the school that includes: school administrators, academic facilitators, a specialized reading coach, school counselors, social workers, Communities in Schools Coordinator, and a school psychologist.

For the 2024-25 school year, the Rama Road team was successful in utilizing Mastery Connect and Branching Minds, and kept it at the center the weekly PLC data conversations. The master schedule was intentionally developed to include Skills/All Block, RISE intervention/enrichment, and ALP tutoring for every grade level five days per week. Monitored by administrators and facilitator for fidelity to the use of the time by teachers.

Counselors and reading specialists utilized Branching Minds weekly to update student interventions for Tier 2 and Tier 3 progress monitoring data. This information was critical and referenced when students were recommended for Exceptional Children's testing.

The MTSS Leadership Team used Branching Minds data as well as response log data to center discussions on students and the SEL supports they needed, The team used the data to create small groups for preventive care lessons by counselors as well as 1:1 counseling times.

**Successes:**

mClass composite score data demonstrated the following growth Grades K-3 in 2024:

Kindergarten 51.4% to 64.6% GLP

1st Grade 56.3% to 60% GLP

2nd Grade 47.7% to 65.6% GLP

3rd Grade 53% to 65.8% GLP

Challenges: lack of EL assessment data in alignment to grade level standards and EOG expected outcomes that often gave teachers a false sense of student success, continued deficits of students negatively impacted by pandemic instruction, and continued need to provide

Limited Development  
07/29/2024

onboarding, coaching and feedback to newer teachers as they continue to master best practices, a strong pace of solid phonics instruction, small group interventions and a balance of data collection and analysis using the Branching Minds platform.

Opportunities to address these challenges include: 1) continued investment in BMT/Dean to support behavior needs of students, 2) Internalizing data and the alignment to grade level standards as well as EOG expected outcomes using CMS's common assessment tool, MVPA, 3) continued emphasis on Science of Reading strategies supporting student reading phonics, fluency and comprehension during Skill/All Block, 4) coaching by MCL and Master Teacher

Priority Score: 3

Opportunity Score: 2

Index Score: 6

**How it will look when fully met:**

The percent of Kindergarten through 2nd Grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 64% in SY2024-25 to 71% in SY2025-26. (Aligns to CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in Grades 3-5 will increase from 27.8% in SY 2024-25 to 35% in SY2025-26. (Aligns to CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in Grades 3-5 will increase from 59.1% in SY 2024-25 to 70% in SY 2025-26. (Aligns to CMS Guardrail 1)

All teachers and support staff will be trained to utilize the standard treatment protocol, iReady, Navigator portal throughout tiers 2 and 3 of the MTSS Framework as well as continue using Branching Minds as the MTSS platform to monitor student academic and SEL support and intervention delivery, impacting students across Grades K-5. Next steps for teachers will be determined by the work done around these interventions (iReady/standard treatment protocol) and opportunities for enrichment which will be seen through Skills/All Block, RISE, and differentiated lesson planning.

Artifact supporting A4.01 - ATSI School Annual Resource Allocation Review Self-Assessment

<https://docs.google.com/document/d/1hqOLyY4OE00c33EJJH7Kmw-VhNspNISIB7fjEhmW3w/edit?usp=sharing>

Jaimie Peterson

06/12/2026

Actions		0 of 3 (0%)		
8/5/24	Student Problem Solving Teams (an MTSS team member, classroom teacher, parent) will be used when identifying student need between early tier 2 to late tier 2 supplemental supports using attendance, behavior, social emotional, and academic outcomes to analyze and hypothesize reasons students are not meeting expectations. (FAM-S 3) Student Problem Solving Teams will create specific instruction/intervention plans and implement these based on verified reasons why students are not meeting attendance, behavior, social-emotional, and academic expectations. (FAM-S 24)		MTSS Team Members, Teachers	06/12/2026
<i>Notes:</i>				
8/8/24	Teachers will utilize iReady as a high-quality intervention and enrichment tool to personalize student learning and monitor progress weekly throughout the school year with the goal of surpassing school improvement targets for reading and math. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)		K-5 Teachers, Master Teachers, Admin	06/12/2026
<i>Notes:</i> <a href="https://docs.google.com/document/d/1W7T8vMpFji5PUIh99ONQ48-SFsXRoG7F/edit?usp=sharing&amp;oid=113812306796237219343&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1W7T8vMpFji5PUIh99ONQ48-SFsXRoG7F/edit?usp=sharing&amp;oid=113812306796237219343&amp;rtpof=true&amp;sd=true</a>				
2/11/25	Teachers and master teachers will identify a math and a literacy after school group using MVPA outcome data from assessment #2 in addition to iReady midyear performance. This group of students will meet after school for two hours per week with a certified high impact teacher for tutoring for ten weeks. Up to 30 students in Grades 4 and 5 will benefit from this support. (Two tutor groups will be funded through district and Title I - Budgeted \$10,000).		Mary Anne Smith	06/12/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/18/2025		
<b>Evidence</b>	6/18/2025			
<b>Experience</b>	6/18/2025			
<b>Sustainability</b>	6/18/2025			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2024 - 2025 SY Data</p> <p>Grade 3 Reading: 50.0% GLP up from 42.0% GLP in 23-24. Grade 3 Math: 68.2% GLP up from 48.1% GLP in 23-24.</p> <p>Grade 4 Reading: 50.0% GLP up from 42.0% GLP in 23-24. Grade 4 Math: 51.3% GLP up from 40.6% GLP in 23-24.</p> <p>Grade 5 Reading: 50.7% GLP up from 33.8% GLP in 23-24. Grade 3 Math: 59.4% GLP up from 50.0% GLP in 23-24.</p> <p>While the school did not meet the threshold of 50% of African American and Hispanic students scoring 4 or 5 on the EOG, AIG efforts will continue serving students across Grades 2-5 on a daily basis. A full-time AIG teacher will continue to co-teach with classroom teachers in both reading and math, embedding professional development and opportunities for teachers to learn AIG strategies for critical thinking and student discourse along with seven EIT teachers across K-5 classrooms to positively impact student outcomes/GLP/CCR percentages for the 2025-26 school year.</p> <p>Successes: Implementation of 75-minute PLCs and 45-minute data days. Teachers internalize NC instructional standards, data from MVPAs, IREADY, &amp; DIBELS and collaborate on instructional curriculum plans to meet student needs. Student growth in grades 2-5 is strong, demonstrating solid vertical alignment for planning and implementation of standards based instruction. Differentiated small group instruction during Skills Block/All Block continues to drive growth in literacy skills.</p> <p>Challenges: multi-language learners continue to lag behind their peers in achieving first grade level proficiency, then college career readiness. Continued need for tighter alignment and consistency of ESL teacher support of these students is needed. Onboarding new staff of core and tiered interventions as well as student mental health needs were numerous this school year and caused a lack of consistency in a few classrooms at times due to teachers having to stop instruction to address these.</p> <p>Opportunities to address theses challenges in 2025 -26 include: 1) seven EITs throughout grades K-5, 2) the continued identification of AIG and catalyst students in second grade as YET university moves into its</p>	Limited Development 07/29/2024		

third year of full implementation, 3) coaching for all teachers provided by MCL and master teacher and 4) continued work with PLCs for self-management of the planning process in order to improve teacher internalization of lesson content through the development of exemplars by teachers for each content area.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

**How it will look when fully met:**

When fully met, the percent of Kindergarten through 2nd Grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 64% in SY2024-25 to 71% in SY2025-26. (Aligns to CMS Goal 1)

When fully met, The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in Grades 3-5 will increase from 27.8% in SY 2024-25 to 35% in SY2025-26. (Aligns to CMS Goal 2)

There will be a system of fluid and flexible small groups during Skills and All Block to address differentiated instruction that supports each learner's continuous growth on or above grade level trajectory. Through the use of a Talent Development teacher, students will move closer to the CMS 20% in Grades 1 and 2 and will be identified as AIG students and/or will participate in catalyst classes at their Grade level. This includes the addition of YET University curriculum at 1st Grade to nurture student vocabulary and critical thinking skills. GRS scores will be monitored closely for students leaving 1st Grade at the end of the year.

**Jaimie Peterson**

**06/12/2026**

**Actions**

**0 of 2 (0%)**

8/4/24

The identification and use of seven Expanded Impact Teachers (EIT2s) and one Multi Classroom Leader (MCL) will increase the effectiveness of data analysis and instructional impact in Grades K-5 as demonstrated on quarterly MVPA and DIBELS outcomes in reading, math and 5th Grade science. (Teacher Leader Pathway - 3 EIT2s funded through Title I Budgeted \$13,500).

Expanded Impact Teachers, Master Teachers

06/10/2026

*Notes:* The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in Grades 3-5 will increase from 27.8% in SY2024-25 to 35% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of Kindergarten through 2nd Grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 64% in SY2024-25 to 71% in SY2025-26. (Aligns to CMS Goal 1)

The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in Grades 3-5 will increase from 59.1% in SY 2024-24 to 65% in SY 2025-26 (Aligns to CMS Guardrail 1)

8/4/24 Teachers in PLCs will analyze and create standards-aligned exemplars in reading and math to guide rigorous instruction, identifying success criteria and creating a plan to support students with tasks. (RELAY strategies/FAM-S 29)

Anna Pickard, Kim Truitt, Admin

06/15/2026

*Notes:* Know/Show/Do Process  
ADD - DO; Student Exemplar  
And determining current state of student understanding - to adjust CORE delivery

**Implementation:**

06/18/2025

*Evidence*

6/18/2025

*Experience*

6/18/2025

*Sustainability*

6/18/2025

**Core Function:**

**Domain 4: Culture Shift**

**Effective Practice:**

**Practice 4A: Build a strong community intensely focused on student learning**

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 SPOT 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 2025-26 school year. RRES is allotted 2 Guidance Counselors full time and one part-time social worker. RRES has a Dean of Students and her main priority is behavior and discipline. 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 Junior/Senior BIGS from Country Day and Providence Day School with Littles at each grade level through 3rd grade who sign up with their parent or by teacher recommendation. Augustine Tutors currently serve the literacy and emotional needs of 50+ 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 4th year of implementation of the SPOT 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 2024-25 school year demonstrate a significant improvement in the number of students receiving OSS and ISS consequences.

Limited Development  
09/22/2025

<p><b>How it will look when fully met:</b></p>	<p>When fully met, the number of OSS incidents will not exceed 6 which is comparable to SY 2024-25. (Aligns to CMS Guardrail 2). The percent of Chronic Absenteeism will decrease from 31% in SY 2024-25 to 25% in SY 2025-26. (Aligns to CMS Guardrail 3) 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 SPOT 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 bi-weekly across grades K-5.</p> <p>Teacher SEL lesson plans supporting the use of SPOT 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>		<p>Kristin Seegars</p>	<p>06/12/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>9/22/25</p>	<p>Provide a duty-free lunch period for every teacher on a daily basis</p>		<p>Kristin Seegars</p>	<p>10/01/2025</p>
	<p><i>Notes:</i> Our Dean of Students created a lunchroom support schedule to ensure that all teachers have duty free lunch. (2025-2026 SY)</p>			
<p>9/22/25</p>	<p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p>		<p>Kristin Seegars</p>	<p>06/12/2026</p>
	<p><i>Notes:</i></p>			
<p>9/22/25</p>	<p>Implementation of SPOT as core SEL Curriculum and use of Restorative Practices</p>		<p>Kristin Seegars</p>	<p>06/12/2026</p>
	<p><i>Notes:</i> Classroom teachers will teach a daily SEL lesson using the SPOT curriculum. The SST will meet monthly with each team to support with SEL lessons. Our guidance counselors teach bi-weekly lessons to all students K-5 in our Mindfulness Lab. Quick Codes are used when calling the office to support behavior tracking. SST will meet monthly with each team to review behavior data and support MTSS conversations to support students. Dean and BMT work together to support the use of Restorative Practices by all staff members.</p>			

**Effective Practice:**

**Practice 4C: Engage students and families in pursuing education goals**

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>- Principal Newsletters to Families once per month.</li> <li>- Daily use of Parent Square by teachers and administration to communicate with Rama Road families.</li> <li>- Curriculum Night in English and Spanish for families.</li> <li>- Pastries with Peterson once per quarter w/a translator</li> <li>- Grade level newsletters from teachers once per month that include content area focus, standards to be taught and strategies for supporting students at home with reading and writing.</li> <li>- Progress report schedule - English and Spanish</li> <li>- Scheduling of a duty free week for staff to create time for Parent teacher conferences the last week in October.</li> <li>- November Art &amp; Writing Night - supported by community with dinner for families provided by community partners before classroom presentations begin.</li> <li>- January Science &amp; Math Night - supported by community with dinner for families before classroom presentations begin.</li> <li>- Parent surveys and placement input forms.</li> <li>- Active Facebook page.</li> <li>- Webmaster for school webpage responsible for migration to new website.</li> </ul> <p>Successes (2024-2025):</p> <p>Science &amp; Math Night - 325+ attendees</p>	Limited Development 07/29/2024		

Art & Writing Night - 300+ attendees

Facebook page - 975 Likes and over 1000 followers of daily announcements and recognitions

New Webpage insights include: Total visits of 7,853 - Total page views - 10,391 and Total targeted visits - 7,137

Newsletters from PLCs - 80 in English and Spanish created and shared with families in hard copy as well as on ParentSquare

98% of Rama Road families attended Parent Teacher Conferences

120 families attended during Open School Week to visit classrooms and observe instruction and their child as a learner. Families gave Rama Road a 4.96 out of 5.0 points for satisfaction of learning program observed and welcoming learning environment.

Challenges:

Teachers and staff continue to be challenged reaching families who don't update their contact information consistently in PowerSchool as well as Spanish speaking families. Rama Road continues to be challenged bringing in families from the immediate neighborhoods and reaching families of students with high percentages of chronic absenteeism (MCV).

Opportunities to address these challenges in 2025-26 include:  
 1) continued intentional planning for an orientation for Spanish speaking families in early September with an interpreter and administration, 2) quarterly communication to families in hard copy, 3) further extension of the school webpage capabilities to include archiving recorded parent sessions, 4) adding a TD page to the school webpage, and 5) adding an Open House for prospective families in October 2025.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

***How it will look when fully met:***

When this objective is fully met, 85% of parents will respond favorably to all methods of two-way communication from the school about student progress, trust in teaching staff, and engagement with the school community.

When the school is successful with this goal, stakeholders can expect to experience consistent use of best practices in communication:

- Welcoming families into the classroom and learning process early in the school year, by establishing positive relationships through strategies such as home visits, listening conferences, and positive calls home.
- Seeking expertise from the family on student strengths and areas for growth.
- Learning about students' home cultures and communities through events such as arts and culture nights, heritage showcases, and listening conferences with families.
- Regularly sharing student data in ways that are accessible for families; providing strategies for families to support students on specific learning goals.
- Assisting families' ability to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards.
- Using a range of methods, including email, phone calls, letters, open-office hours and formal meetings to maintain ongoing, positive, two-way communication with families; differentiating communication strategies to adapt to family needs and preferences.
- Collaborating with stakeholders within the school community and external community partners to ensure that communications are in families' home languages and are culturally appropriate.

Jaimie Peterson

06/12/2026

<b>Actions</b>		<b>0 of 1 (0%)</b>		
7/29/24	School-wide emphasis on consistent use of Parent Square to communicate with families. Principal Peterson will regularly post on Parent Square to keep all families informed and connected to our school. Classroom teachers have a goal of two monthly posts for families, with at least one post relating to relevant instructional strategies that families can engage with at home. Parent Square translates into a variety of languages that supports communication with all families.		Teachers, Master Teachers, Admin	06/15/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/18/2025		
<b>Evidence</b>	6/18/2025			
<b>Experience</b>	6/18/2025			
<b>Sustainability</b>	6/18/2025			