

Comprehensive Progress Report

Mission:

"Every Student Matters, Every Moment Counts"

Vision:

The mission of Farmer Elementary School, in partnership with parents and the community, is to provide a nurturing environment that will prepare and inspire students to be literate, responsible, and productive citizens who respect themselves and others, and who are college and career ready and able to adapt in a diverse global society.

Goals:

By June 2024 Farmer Elementary School will improve our Three-Tiered Instruction/Intervention understanding and implementation as evidenced by increasing our FAM-S score in this area from 48% to 56%. (A2.05, A4.01, A4.03)

By June 2024, students in grades K-2 at or above grade level will increase from 61% to 65% as measured by the EOY mClass assessment and students in grades 3-5 performing at or above grade level proficiency will increase from 65% to 69% as measured by the mClass assessment and EOG. (A 2.04, B 3.03, C 2.01)

By June 2024, students in grades 3-5 performing at or above grade level proficiency on the End-of-Grade Assessments will increase from 56.3% to 63.0%. (A 2.04, B 3.03, C 2.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently all grade levels have common planning time each day 5 days each week.</p> <p>Grade level Collaborative Team Time meets two days each week.</p>	Limited Development 10/05/2018		
<i>How it will look when fully met:</i>		<p>All grade levels have common planning time four days a week to work together to focus on student learning to shift from individual teacher responsibility to a a group effort for uniform policies to improve overall grade level core.</p> <p>Grade level CTTs meet weekly to analyze data and plan instruction accordingly after digging into common formative assessments, informal assessments, and antedocal notes. This is a time that all teachers share ideas, materials, and strategies to help improve individual student success.</p> <p>All teachers meet once per month for vertical and collaborative planning. All teachers meet to share ideas across grade levels, subject areas, and content areas to share and align together.</p> <p>Evidence of implementation includes CTT agendas and minutes, lesson plans, and shared drives for resources and strategies.</p>		Jamie Staley	06/10/2025
Actions			0 of 3 (0%)		
	10/1/19	Teachers will meet as a grade level team a minimum of one day per week for data analysis and/or instructional planning.		Jamie Staley	06/10/2025
<i>Notes:</i>					

10/1/19	Teachers will meet as an instructional team once a month for vertical and collaborative planning.		Jamie Staley	06/10/2025	
<i>Notes:</i>					
10/30/22	School norms will be set that decisions about student growth will be determined as a grade level and/or school when it comes to when to administer state assessments, CFAs, and purchasing materials needed for instruction based on data.		Judi Cagle	06/10/2025	
<i>Notes:</i>					
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are a Positive Behavioral Interventions and Supports school, and teachers effectively manage their classrooms. We feel that there is an opportunity to improve our PBIS program as some aspects of the system have fallen off over time.	Limited Development 10/15/2019		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		The updated PBIS matrix includes current and relevant rules and expectations. An updated student pledge and updated positive reinforcement system creates consistency throughout the building in teaching and modeling expected behaviors to students. Time spent instructing and reinforcing an understanding for following the rules and procedures through positive teaching instead of correcting students after the behavior has occurred. Behaviors are taught and not assumed that all students come to class with this skills already present. Each classroom has a stated and taught “rules of conduct” which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences. Evidence of implementation includes PBIS matrix, student pledge, positive reinforcement system, lesson plans that include behavior expectations and teachings, and minimized office referrals.		Judi Cagle	06/10/2024
Actions			3 of 4 (75%)		
10/15/19	Develop PBIS team.		Complete 10/15/2019	Beth Davis	10/30/2019
<i>Notes:</i>					
10/15/19	Team will work to update behavior matrix.		Complete 02/01/2022	Lori Johnson	03/29/2022

<i>Notes:</i>				
10/15/19	Team will update positive reinforcement system.	Complete 02/01/2022	Lori Johnson	03/29/2022
<i>Notes:</i>				
10/15/19	Team will develop plan for teaching and modeling behaviors to students.		Casey Carter	06/10/2024
<i>Notes:</i>				
Implementation:		06/13/2023		
Evidence	6/13/2023 A PBIS team was created and have met several times this year to create a usable matrix. Falcons were implemented for positive reinforcement. Teachers work on teaching students the expectations and review hallway expectations.			
Experience	6/13/2023 A PBIS team was created and have met several times this year to create a usable matrix. Falcons were implemented for positive reinforcement. New administration and collaboration with the team helped to make a smooth transition.			
Sustainability	6/13/2023 Year to year teaching for students of the hallway expectations, classroom expectations, and cafeteria expectations.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each grade level, as an instructional team, works together to develop materials, share ideas, and brainstorm solutions. Within this scope is the development of units of instruction. Teachers work together to align objectives with grade level standards, and develop strategies for access through multiple pathways (in person and remotely). Instructional teams evaluate student data as part of their PLC practice to guide instructional planning for student interventions and/or re-teaching when necessary.	Limited Development 05/03/2017		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		<p>Grade level teams work collaboratively to create and plan standards aligned units of instruction. Grade level teams work collaboratively to include formative and common formative assessments in planned instructional units. Where applicable grade level teams utilize the Canvas Learning Management System. Grade level teams submit instructional plans via planbook.com.</p> <p>These standards-aligned units of instruction include standards-based objectives and criteria for mastery, pre-post tests to assess student mastery, learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers.</p> <p>Teachers engage in prioritizing and identifying the most critical learning standards for the grade level from among the full set of relevant standards. Teachers unpack and identify the explicit and implicit domain skills for those learning standards at their grade level.</p> <p>Evidence of implementation includes lesson plans with standards and learning targets addressed, CTT agendas and minutes, shared drive of standards per grade level and subject including unpacking documents.</p>		Kendra Jordan	06/10/2024
Actions			11 of 12 (92%)		
	10/3/17	Grade level teams will meet in CTTs	Complete 06/05/2018	Nathan Gray	06/08/2018
		<i>Notes:</i> Teams met twice a week during common planning time.			

10/3/17	Teachers will work as a team to look into the curriculum and identify standards, objectives, essential questions, and key vocabulary.	Complete 06/05/2018	Brandi Edmundson	06/08/2018
	<i>Notes:</i> During weekly PLCs, teachers worked as a team to look into the curriculum and identify standards, objectives, essential questions, and key vocabulary.			
10/3/17	Based upon identified standards and objectives teachers will develop plans for both formative and summative assessments.	Complete 06/05/2018	Brandi Edmundson	06/08/2018
	<i>Notes:</i> Based upon identified standards and objectives teachers developed plans for both formative and summative assessments with support from the lead curriculum support instructor and principal.			
10/3/17	Teachers will use identified goals and objectives along with developed assessments to plan instructional lessons.	Complete 06/05/2018	Nathan Gray	06/08/2018
	<i>Notes:</i> Teachers used identified goals and objectives along with developed assessments to plan instructional lessons throughout the school year.			
10/3/17	Teachers will work with administration and the lead teacher to analyze data from assessments and determine next steps for students (reteaching, interventions, extensions).	Complete 06/05/2018	Brandi Edmundson	06/08/2018
	<i>Notes:</i> Teachers worked with administration and the lead teacher to analyze data from assessments and determine next steps for students (reteaching, interventions, extensions).			
8/24/18	Grade level teams will meet twice a week to analyze data and develop differentiated and standards based units.	Complete 06/05/2019	Brandi Edmundson	06/07/2019
	<i>Notes:</i>			
8/24/18	Teachers will participate in 3 professional development trainings directed to unpack the new state ELA and math standards.	Complete 06/05/2019	Brandi Edmundson	06/07/2019
	<i>Notes:</i>			
9/24/19	Grade level teams will continue to meet once a week to analyze data and plan instruction.	Complete 06/02/2021	Brandi Edmundson	06/10/2021
	<i>Notes:</i>			
9/24/20	Teachers will create and utilize modules within the Canvas Learning Management System to post assignments and activities for students.	Complete 06/02/2021	Nathan Gray	06/12/2021
	<i>Notes:</i>			
9/3/22	Letterland Grade 3 Kit will be purchased with Title I Funds to allow ALL third grade classrooms equal access to Letterland instructional materials to ensure that all students are taught phonemic skills and word connections.	Complete 06/10/2023	Jamie Staley	06/10/2023
	<i>Notes:</i>			

9/3/22	The lead teacher will be used to address instructional support and planning purposes. This position will be paid for with Title I funds and used to support teachers as needed.	Complete 08/18/2022	Judi Cagle	09/29/2023
<i>Notes:</i>				
10/15/19	Teachers will meet for long range planning once each semester.		Jamie Staley	06/10/2024
<i>Notes:</i>				
Implementation:		06/05/2018		
Evidence	6/5/2018 Teachers worked with administration and the lead teacher to analyze data from assessments and determine next steps for students (reteaching, interventions, extensions) throughout the school year.			
Experience	6/5/2018 Teachers worked with administration and the lead teacher to analyze data from assessments and determine next steps for students (reteaching, interventions, extensions).			
Sustainability	6/5/2018			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>All staff members have completed MTSS modules provided by DPI during the 2019-2020 school year.</p> <p>There is an established MTSS team.</p> <p>The MTSS team meets regularly to discuss student concerns.</p>	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>		<p>Teachers and MTSS members analyze data on a regular basis. Teacher's instructional decisions are based on student data and utilize the data mapping tool with assistance from MTSS team members. Interventions are provided based on student needs and data is tracked and monitored for student progress. MTSS problem-solving team meets to analyze data and provides assistance to students and teachers based off the data mapping tool and the ECATs system.</p> <p>Evidence of implementation includes MTSS agendas and minutes and the ECATs system for intervention logging and data points.</p>		Jamie Staley	06/10/2025
Actions			1 of 3 (33%)		
10/26/20	Teachers will meet weekly to analyze data in CTTs.	Complete 06/02/2021	Brandi Edmundson	06/10/2021	
<i>Notes:</i>					
10/26/20	Professional development will be provided to assist teachers and staff in understanding the data mapping tool.		Casey Carter	06/10/2025	
<i>Notes:</i>					
10/26/20	PBIS team will redevelop the school's matrix and behavior intervention plan.		Lauren Ross	06/10/2025	
<i>Notes:</i>					

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently all students receive weekly scheduled guidance lessons which include strategies for managing their emotions. The guidance counselor pulls small groups and individual students to develop relationships and provide support for emotional well-being. All staff completes annual social and emotional health professional development.	Limited Development 10/25/2021		
<i>How it will look when fully met:</i>			<p>All students receive weekly scheduled guidance lessons which include strategies for managing their emotions. The guidance counselor pulls small groups and individual students to develop relationships and provide support for emotional well-being. All staff complete annual social and emotional health professional development. Classroom teachers provide OLWEUS or Second-Step lessons at a minimum twice per month.</p> <p>Evidence of implementation includes guidance lessons, professional development sign in information, and individual classroom lessons plans for OLWEUS and Second Step.</p>		Yuliya Skeen	06/10/2026
Actions				1 of 2 (50%)		
	10/25/21		Classroom teachers are provided staff development on OLWEUS lessons for students.	Complete 06/09/2023	Casey Carter	06/09/2023
			<i>Notes:</i>			
	9/3/22		Staff will be provided with SEL support with lessons to provide with students to better understand their emotions and how to support them.		Casey Carter	06/10/2024
			<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a School Improvement Team established with limited visibility for staff members.	Limited Development 06/13/2023		
<i>How it will look when fully met:</i>		Monthly meetings will be scheduled for the entire year with specific agendas for what needs to be accomplished. Everyone from School Improvement Team members and all Farmer staff will be involved in the indicators being assessed, action steps to address, and participating in planning Title I events.		Kelsey King	06/10/2024
Actions			0 of 4 (0%)		
6/13/23		Post School Improvement Team dates for the entire school year.		Jamie Staley	11/05/2023
		<i>Notes:</i>			
6/13/23		Send out minutes for each School Improvement Team meeting afterward so everyone knows about what is going on.		Natalie Wilburn	06/10/2024
		<i>Notes:</i>			
6/13/23		Create a document that helps all staff see ways to accomplish each indicator our school is actively working towards.		Jamie Staley	06/10/2024
		<i>Notes:</i>			
6/13/23		The SIT Chair and the principal will collaborate before meetings		Judi Cagle	06/10/2024
		<i>Notes:</i>			

	B1.04	The principal effectively and clearly communicates the message of change.(5138)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Phones messages are starting to go out from Miss. Judi Cagle to parents to communicate needs and information toward the community.	Limited Development 09/03/2022		
<i>How it will look when fully met:</i>		<p>The principal provides phone messages before major events at school to inform families of upcoming events and expectations. The principal provides weekly newsletters to staff about concerns from the previous week and upcoming information for the following week. The vision of the school is communicated by the principal with specific steps staff members follow to achieve new goals in the interest of students.</p> <p>Students, staff, and community members are aware of what is happening at Farmer Elementary School and how best to attend events and expectations from all.</p> <p>Evidence of implementation includes phone call transcripts, weekly newsletters to staff, and faculty/staff meeting agendas and slides.</p>		Judi Cagle	06/10/2026
Actions			0 of 2 (0%)		
9/3/22		The principal will send out phone messages to all family and staff members before major school events.		Judi Cagle	06/10/2026
<i>Notes:</i>					
9/3/22		The principal will send out weekly memos with information about upcoming events and staff expectations.		Judi Cagle	06/10/2026
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		New Principal, Assistant Principal, Lead Teacher, and Media Specialist are working toward different approaches in procedures and expectations. Students will feel the love and support portrayed by staff and more community members will want to attend and be a part of our school community.	No Development 09/03/2022		
<i>How it will look when fully met:</i>		<p>When fully implemented ALL staff members feel appreciated and validated in their day to day work by genuinely listening to what each person has to say and taking other people's views into account. ALL staff members feel supported in their day to day tasks. Students feel the love and support portrayed by staff. Community members want to attend and be a part of our school community and contribute in ways to help our school succeed.</p> <p>Evidence of implementation include the teacher working survey, staff turnaround, and the level of support from PTO members and other community members.</p>		Judi Cagle	06/10/2027
Actions			0 of 2 (0%)		
	9/3/22	The lead teacher will provide support with instructional resources, time, and planning support whenever needed.		Jamie Staley	06/10/2027
<i>Notes:</i>					
	9/3/22	The principal will provide opportunities for teachers to communicate their needs for support within the school day regarding the schedule, day to day operations, and resources.		Judi Cagle	06/10/2027
<i>Notes:</i>					

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers are given weekly planning times and LETRS module coverage to help with trainings.	Limited Development 06/13/2023		
<i>How it will look when fully met:</i>			Teachers will be active participants in school level teams including SIT, MTSS, and Grade Level Planning Teams. SIT and MTSS teams currently have assigned roles. Grade level teams will meet, discuss, and assign roles. For example, grade level chair, technology/ document creator, field trip coordinator, subject specific planner, deadline monitor.		Yuliya Skeen	06/10/2025
Actions				0 of 3 (0%)		
	6/13/23		School Improvement Team created and members are given specific duties and jobs assigned.		Yuliya Skeen	06/10/2024
			<i>Notes:</i>			
	6/13/23		MTSS team members are given specific duties and jobs assigned to help with the full implementation of all areas of concern.		Jamie Staley	06/10/2025
			<i>Notes:</i>			
	6/13/23		Grade level teams created and members are given specific duties and jobs assigned to help run collaborative team time.		Julie Diehl	06/10/2025
			<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently the principal monitors teacher instructional plans weekly. The principal attempts to conduct walkthroughs of each classroom a minimum of once per week. The principal or assistant principal completes teacher observations and conferences by district set deadlines.	Limited Development 10/25/2021		
<i>How it will look when fully met:</i>		<p>The principal monitors teacher instructional plans weekly. The principal and/or assistant principal conducts walkthroughs of each classroom a minimum of once per week, providing each teacher with a feedback document after walkthroughs are completed. The principal or assistant principal completes teacher observations and conferences by district set deadlines.</p> <p>Evidence of implementation include completed walkthrough forms, feedback comments, and observation and conference notes.</p>		Judi Cagle	06/10/2024
<i>Actions</i>			1 of 2 (50%)		
	10/25/21	Create schedule of yearly staff observations.	Complete 09/01/2021	Nathan Gray	12/10/2021
	<i>Notes:</i>				
	10/25/21	A classroom walkthrough document will be created to provide teachers with immediate feedback.		Judi Cagle	06/09/2024
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Grade levels look at grade level data during CTTs.</p> <p>The School Improvement Team analyzes data once a year.</p> <p>Teachers fill out the Data Reflection sheet following NC Check-In testing.</p>	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>		<p>Grade levels continue to look at data on a weekly basis through mClass, HMH, NC Check Ins, Common Formative Assessments, and Heggerty. Core issues are determined through disaggregating data and included inside the ECATs system. Group and individual discussions are held with teachers to determine if they need professional development in a particular area whether that be between grade levels, through modeling or co-teaching with the lead teacher, district support, or outside professional support on a given topic.</p> <p>The School Improvement Team disaggregates data from benchmarks looking at individual domains along with MOY mClass assessments to discuss whole school, whole grade level, or specific classroom needs. The School Improvement Team determines professional development concerns based on this information.</p> <p>Evidence of implementation include CTT agendas and minutes, mClass data, HMH data, NC Check In data, SIT agendas and minutes, and Core Plans inside of ECATs.</p>		Jamie Staley	06/10/2025
Actions			4 of 5 (80%)		
	10/26/20	School-wide assessment data will be analyzed in PLCs quarterly.	Complete 06/02/2021	Brandi Edmundson	06/10/2021
	<i>Notes:</i>				
	10/26/20	Teachers will fill out the Data Analysis Reflection sheet following quarterly benchmark testing.	Complete 06/02/2021	Brandi Edmundson	06/10/2021
	<i>Notes:</i>				

9/3/22	Magnetic Letter Trays & Magnetic Letters will be purchased with Title I Funds to provide small group instruction in phonemic awareness to address word making skills to close the gap in reading fluency and comprehension.	Complete 06/10/2023	Jamie Staley	06/10/2023
<i>Notes:</i>				
9/3/22	Curriculum Associates NCRReady for Mathematics will be purchased with Title I Funds to address concerns with EOG math concerns.	Complete 06/10/2023	Jamie Staley	06/10/2023
<i>Notes:</i>				
10/26/20	School-wide assessment data will be analyzed quarterly in SIT meetings.		Kendra Jordan	06/09/2025
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Positive social media presence Evaluations completed on time according to county due dates. Working on full staff for the upcoming school year. Incentives for staff provided.	Limited Development 06/13/2023		
How it will look when fully met:		When fully implemented, Farmer will be fully staffed. Evaluations will be completed on time according to county due dates and county protocols for hiring are utilized. Incentives will be provided to staff monthly to boost morale along with an activities committee will be developed to help with the planning, an carrying out morale boosting activities. Our social media presence on Facebook, Instagram, and on the website will be a positive community presence.		Judi Cagle	06/10/2025
Actions			0 of 4 (0%)		
6/13/23	Develop an activities committee that meets on a regular basis.			Jamie Staley	06/10/2024
<i>Notes:</i>					
6/13/23	Observations, PDPs, Conferences, and Summatives will be completed by due dates.			Judi Cagle	06/10/2024
<i>Notes:</i>					
6/13/23	Plan incentives for staff each month.			Jamie Staley	06/10/2025

Notes:

6/13/23 Increase Social Media presence to 2-3 times a week on Facebook and Instagram.

Natalie Wilburn

06/10/2025

Notes:

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

All teachers and support staff have access to Class Dojo. Parents are encouraged to sign up for an account.

School website and Facebook account are updated monthly.

Limited Development
09/03/2022

How it will look when fully met:

ALL parents are connected to Class Dojo for communication with the principal, assistant principal, lead teacher, counselor, and their child's teacher. A Farmer Elementary School Instagram and Facebook page is created and updated weekly with special events, day to day happenings, and general information about our school and community. The Farmer Elementary Webpage is updated weekly with new and exciting pictures depicting our school community.

Evidence of implementation include class dojo posts and messages, Facebook and Instagram posts, and website screenshots.

Natalie Wilburn

06/10/2027

Actions 0 of 2 (0%)

9/3/22

ALL Parents will be connected to Class Dojo in order to communicate with staff at Farmer Elementary School

Casey Carter

06/10/2027

Notes:

9/3/22

Social Media accounts, Facebook and Instagram, for Farmer Elementary School will be updated with exciting events each week about how the school is performing and fun and exciting events happening to encourage community participation.

Natalie Wilburn

06/10/2027

Notes:

	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:			Four Title I nights are held each year each for reading, math, science, and a transitional night. A weekly message is sent through phone from Miss Cagle.	Limited Development 06/13/2023		
How it will look when fully met:			When fully implemented weekly communication through social media, phone calls, teacher messages, and newsletters will ensure that all parents are aware of how their children are performing. Title I nights will be held to teach parents with children about the standards they are learning and why they are important with easy to implement activities to work on these skills at home. Community members and all parents will know what their children are learning and how to support them as needed.		Stacey Bastin	06/09/2026
Actions				1 of 4 (25%)		
	6/13/23	Weekly phone messages will be made to parents about the week's agenda at Farmer.		Complete 06/10/2023	Judi Cagle	06/10/2023
<i>Notes:</i>						
	6/13/23	Monthly newsletters from all teachers will be sent home.			Jamie Staley	06/10/2025
<i>Notes:</i>						
	6/13/23	Title I nights will be planned with parents and children in mind to help them learn and grow at home through easy, fun activities.			Natalie Wilburn	06/10/2025
<i>Notes:</i>						
	6/13/23	Conferences for all students will be held within the first grading period.			Judi Cagle	06/10/2026
<i>Notes:</i>						

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Class Dojo is encouraged by all parents to communicate with family members. A school website, Facebook, and Instagram account are active.	Limited Development 09/03/2022		
<i>How it will look when fully met:</i>		<p>When fully implemented, PTO provides monthly newsletters about community events and happenings. Teachers send home weekly newsletters to communicate things learned for the week and upcoming events and standards being taught. Community events are held at Farmer Elementary School for not just student and family interaction but to build back an entire community centered around Farmer Elementary School. Parent conferences are offered to all students at the beginning of the year to discuss student concerns and trends. Parents receive two-way communication with classroom teachers, specials teachers, the school counselor, and the principal through dojo messaging.</p> <p>Evidence of implementation include PTO newsletters, teacher weekly newsletters, and dojo posts and messages.</p>		Natalie Wilburn	06/10/2027
<i>Actions</i>			2 of 4 (50%)		
10/26/22	Fliers for upcoming Title I Parent Engagement nights will be created and copied for all students to make them aware of times, activities, and incentives.	Complete 06/10/2023	Jamie Staley	06/10/2023	
<i>Notes:</i>					
10/26/22	Items will be created and/or purchased by teachers through Parent Engagement Funds to accompany Title I Parent Engagement nights for games to play that match standards during the night. Teachers will also create and/or purchase games, activities, and instructions for families to take home to continue to encourage learning while away from school.	Complete 06/10/2023	Jamie Staley	06/10/2023	
<i>Notes:</i>					
9/3/22	PTO will send home monthly newsletters describing ways they are active within our school and upcoming events to impact our students and staff.		Jordan Trogon	06/10/2027	

Notes:

9/3/22 Teachers will send home newsletters updating families on standards addressed, standards mastered, and upcoming events.

Yuliya Skeen

06/10/2027

Notes: