



Farmer Elementary School
School Improvement Plan
2023-2024

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 performing at or above grade level proficiency will increase from 61% to 80% 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 mClass assessments. (A 2.04, B 3.03, C 2.01)

By June 2024, students in grade 3-5 performing at or above grade level proficiency on the End of Grade Assessments will increase 56.3% to 63%. (A2.04, B3.03, C2.01)



! = 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
Initial Assessment:			Currently all grade levels have common planning time each day 4 days each week. Grade level Collaborative Team Time meets two days each week.	Limited Development 10/05/2018		

<p>How it will look when fully met:</p>	<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>		<p>Jamie Staley</p>	<p>06/10/2025</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/1/19</p>	<p>Teachers will meet as a grade level team a minimum of one day per week for data analysis and/or instructional planning.</p>		<p>Jamie Staley</p>	<p>06/10/2025</p>
<p>Notes:</p>				
<p>10/1/19</p>	<p>Teachers will meet as an instructional team once a month for vertical and collaborative planning.</p>		<p>Jamie Staley</p>	<p>06/10/2025</p>
<p>Notes:</p>				
<p>10/30/22</p>	<p>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.</p>		<p>Judi Cagle</p>	<p>06/10/2025</p>
<p>Notes:</p>				

	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
Initial Assessment:			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:			<p>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.</p> <p>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 daily; and carries rewards and consequences.</p> <p>Evidence of implementation includes PBIS matrix, student pledge, positive reinforcement system, lesson plans that include behavior expectations and teachings, and minimized office referrals.</p>		Judi Cagle	06/10/2024
Actions				3 of 5 (60%)		
	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>					

10/26/23	The School Improvement Team will look at office referrals over time to address increases or decreases to analyze how well the PBIS team is functioning.		Judi Cagle	06/10/2024
Notes:				
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
Initial Assessment:			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			
How it will look when fully met:			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		Jamie Staley	06/10/2024

	<p>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>			
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
Initial Assessment:			<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		
How it will look when fully met:			<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. Students are compared to their peers in relation to the Core of 80% of students working towards proficiency.</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 4 (25%)		
	10/26/20	Teachers will meet weekly to analyze data in CTTs.		Complete 06/02/2021	Brandi Edmundson	06/10/2021
Notes:						
	10/26/23	Monthly MTSS meetings will be held to go in depth into Tier 3 students to review data, adjust as needed, and address next steps.			Casey Carter	06/10/2024
Notes:						

10/26/20			Professional development will be provided to assist teachers and staff in understanding the data mapping tool.		Casey Carter	06/10/2025
Notes:						
10/26/20			PBIS team will redevelop the school's matrix and behavior intervention plan.		Casey Carter	06/10/2025
Notes:						
	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:			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		
How it will look when fully met:			<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 3 (33%)		
10/25/21			Classroom teachers are provided staff development on OLWEUS lessons for students.	Complete 06/09/2023	Casey Carter	06/09/2023
Notes:						
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
Notes:						
10/26/23			Classroom teachers are provided staff development on Second Step.		Casey Carter	06/10/2026
Notes:						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Staggered entrance into Kindergarten, Kindergarten parent orientation, Open House, Curriculum Nights, 5th grade visits to middle school, middle school guidance visit for 5th grade, student information sheets transferred to the next grade level, district AIG/EC transition meetings, RCSS AIG Google Docs, RCSS Parent Grade Level Guides, student data notebooks, vertical planning, transitional meetings for student placements, parent/teacher conferences, parent contact logs, MTSS process, supply lists posted on webpage.	Limited Development 09/19/2017		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Beginning with Kindergarten, student data will be collected each year and shared with the upcoming grade level teachers each year. Fifth grade students will be visited by middle school guidance counselors and will visit the middle school that they will attend in the upcoming year.	Objective Met 11/01/21	Judi Cagle	06/10/2021
Actions						
	8/24/18	Kindergarteners will have assigned staggered entry days and parents will attend an orientation with kindergarten staff on their assigned day.		Complete 08/31/2018	Patty Davis	08/31/2018
<i>Notes:</i>						
	8/24/18	Teachers will have access to a spreadsheet to view the previous school year's data for their students.		Complete 06/05/2019	Nathan Gray	06/07/2019
<i>Notes:</i>						
	8/24/18	5th graders will receive guidance lessons on middle school in preparation for their visit.		Complete 06/05/2019	Kendra Martin	06/07/2019
<i>Notes:</i>						
	8/24/18	5th graders will visit their assigned middle school prior to the end of the school year.		Complete 06/05/2019	Kendra Martin	06/17/2019
<i>Notes:</i>						
	9/24/19	We will hold a transition night for students and parents. This will include incoming kindergarten students, and include middle school staff for rising sixth grade students.		Complete 06/02/2021	Nathan Gray	06/10/2021
<i>Notes:</i>						
	10/15/19	5th graders will visit their assigned middle school prior to the end of the school year.		Complete 06/02/2021	Kendra Martin	06/10/2021

Notes:

Implementation:		11/01/2021		
Evidence	<p>11/1/2021</p> <p>Annually (March-August) - Open enrollment for rising kindergarteners</p> <p>Annually (April) - Kindergarten registration nights held</p> <p>August 2017 - Current - School Wide electronic spreadsheet built and updated quarterly</p> <p>Annual (August) - Kindergarten staggered entry aligned with district's expectations</p> <p>March (annually) - School counselor will provide information to 5th grade students regarding what to expect and enrolling in classes</p> <p>April 2019 - 5th Graders Visit the Uwharrie Middle</p> <p>April 1, 2021 - Parent Information Flyer for Transition Night Sent</p> <p>April 21, 2021 - Transition Night Phone Call Notification</p> <p>April 22, 2021 - Virtual Transition Night Held, Included Middle School information for rising 6th graders</p>			
Experience	<p>11/1/2021</p> <p>During the 2018-2019 school year, 5th graders took part in a visit to the middle school in preparation to transition to the middle school. This activity became a virtual even during the COVID-19 pandemic, in which the middle school provided guidance to rising 6th graders via the Canvas platform. In the spring before the visit to the middle school, the school counselor prepares 5th graders with what to expect and how to register for classes. To align with the district's expectations, staggered kindergarten entry takes place at the beginning of each school year. Teachers have access to a school-wide developed data spreadsheet to pull past and current student data. As part of our Title 1 plan, teachers developed a virtual Transition Night in which students and parents used the Canvas platform to learn about the next grade level. The school reached out to area pre-k programs to inform parents of important dates, such as enrollment, and provided school readiness information as well as materials to prepare rising kindergarteners.</p>			
Sustainability	<p>11/1/2021</p> <p>Each spring, the school counselor will continue to meet with the middle school counselors and administration to correlate 5th grade visitation or assist in the development of a virtual visit if in-person visitation cannot be conducted, in preparation for the upcoming school year.</p> <p>Each spring, the school counselor will continue to work with 5th graders in preparation to the middle school, either in-person or</p>			

	<p>virtually. Farmer Elementary will continue to provide staggered kindergarten entry. Using information collected from parents and staggered entry, parents will be notified of their student's assigned teacher for the academic year. The schoolwide data spreadsheet will be updated with quarterly and end-of-year assessment data for teachers and staff to use to make informed decisions as well as glean data from for reteaching, enrichment, and writing IEP goals. Farmer Elementary will build an in-person or virtual transition night each spring to inform parents of expectations for the upcoming grade level. The school will continue to work with community pre-k programs to provide information of dates and materials for rising kindergarten students.</p>			
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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
<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

Notes:

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal, lead teacher, media specialist, K/1, 2/3, 4/5 grade level representatives, specials/exceptional teachers representative, and classified representative meet weekly for Collaborative Team Time, monthly for School Improvement Team, Multi-tiered System of Instruction, and PBIS.	Full Implementation 06/13/2023		
		B1.04	The principal effectively and clearly communicates the message of change.(5138)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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		
How it will look when fully met:			<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 3 (0%)		
	10/20/23		Planning days will be purchased with Title I money to allow teachers time to collaboratively plan together and allow them time to organize and create common formative assessments.		Judi Cagle	06/23/2024
Notes:						

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 5 (0%)		
10/2/23	LETRS CTT coverage provided within the school day as requested by staff to help with so many afterschool meetings and trainings to build culture.				Judi Cagle	06/10/2024
<i>Notes:</i>						
10/26/23	Monthly staff celebrations will be planned to allow teachers time to fellowship and decompress.				Katie Hill	06/10/2025
<i>Notes:</i>						

10/26/23			Weekly drawings are used to allow a small incentive for staff to boost morale and encouragement of others.		Katie Hill	06/10/2026
Notes:						
9/3/22			The lead teacher will provide support with instructional resources, time, and planning support whenever needed.		Jamie Staley	06/10/2027
Notes:						
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
Notes:						
	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
Initial Assessment:			Teachers are given weekly planning times and LETRS module coverage to help with trainings.	Limited Development 06/13/2023		
How it will look when fully met:			<p>When fully met teachers will be active participants in school level teams including SIT, MTSS, and Grade Level Planning Teams. NORMS and Jobs will be assigned for all teams created. For example, grade level chair, technology/ document creator, field trip coordinator, subject specific planner, deadline monitor. Grade level teams will meet, discuss, and assign roles. Collaboration will occur across classrooms, grade levels, and other school teams to work towards one common goal/plan.</p> <p>Evidence of implementation include NORMS and Jobs listed weekly on agendas and minutes per team and teachers working from one grade level plan.</p>		Yuliya Skeen	06/10/2025
Actions				0 of 4 (0%)		
6/13/23			School Improvement Team created and members are given specific duties and jobs assigned.		Yuliya Skeen	06/10/2024
Notes:						
10/26/23			Agendas and minutes are created for School Improvement Team meetings, Collaborative Team Time, and MTSS teams.		Jamie Staley	06/10/2024
Notes:						

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>		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. Evidence of implementation include completed walkthrough forms, feedback comments, and observation and conference notes.		Judi Cagle	06/10/2024
Actions			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
Initial Assessment:			<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		
How it will look when fully met:			<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 8 (50%)		
	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>					
	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>					
	9/3/22	Magnetic Letter Trays & Magnetic Letters will be purchased with Title I Funds to provide small group instruction in phonemic awareness to		Complete 06/10/2023	Jamie Staley	06/10/2023

	address word making skills to close the gap in reading fluency and comprehension.			
<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>				
10/17/23	Based on mClass data growth from last year's MOY to EOY data, Kindergarten and first grade teachers saw the need for Letterland Online Phonics to be purchased to allow students practice on skills addressed during whole group. Letterland Online Phonics will be purchased with Title I money.		Natalie Wilburn	11/06/2023
<i>Notes:</i>				
10/20/23	Interactive read aloud books, lessons, and mini lessons will be purchased with Title I money for grades 2, 3, 4, 5 to address specific ELA instruction for whole group reading to support teachers with grade level content.		Natalie Wilburn	06/10/2024
<i>Notes:</i>				
10/20/23	Decodable texts will be purchased with Title I money to address LETRS training and the transition to small group reading. Flyleaf decodables will be purchased for grades 1 and 2. Heggerty decodables will be purchased for grades Kindergarten and first grade. Letterland decodables will be purchased for Kindergarten.		Natalie Wilburn	06/10/2024
<i>Notes:</i>				
10/26/20	School-wide assessment data will be analyzed quarterly in SIT meetings.		Kelsey King	06/09/2025
<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Positive social media presence Evaluations completed on time according to county due dates. Working on full staff for the upcoming school year.	Limited Development 06/13/2023		

	Incentives for staff provided.			
How it will look when fully met:	When fully implemented, Farmer Elementary School is fully staffed. Evaluations will be completed on time according to county due dates and county protocols for hiring are utilized. Incentives are provided to staff monthly to boost morale along with an activities committee is developed to help with the planning and carrying out morale boosting activities. Our social media presence on Facebook, Instagram, and on the website is 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.		Judi Cagle	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.		Katie Hill	06/10/2025
<i>Notes:</i>				
6/13/23	Increase Social Media presence to 2-3 times a week on Facebook and Instagram.		Natalie Wilburn	06/10/2025
<i>Notes:</i>				

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	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
Initial Assessment:			Some decodables have been purchased, 95% Core Phonics curriculum was purchased for grades fourth and fifth, Kindergarten through third grade have Letterland and Heggerty Curriculum.	Limited Development 10/26/2023		
How it will look when fully met:			When fully implemented, Kindergarten through fifth grade have all resources aligned with LETRS training. Decodables, Letterland, Heggerty, and 95% Core Phonics is used in day to day instruction. Interactive read aloud practices are implemented weekly within whole group instruction to integrate grade level		Jamie Staley	06/10/2025

	standards. Teacher Assistants are used in all grade levels, Kindergarten through fifth grade for core subject areas to support student instruction.			
Actions		0 of 2 (0%)		
10/26/23	Teacher assistant schedules will be created to allow all grade levels access to another person within the room daily to support student instruction.		Judi Cagle	06/10/2024
<i>Notes:</i>				
10/26/23	Curriculum will be purchased through the Title I Prioritized Plan to include materials that align to LETRS training.		Jamie Staley	06/10/2025
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>All teachers and support staff have access to Class Dojo. Parents are encouraged to sign up for an account.</p> <p>School website and Facebook account are updated monthly.</p>	Limited Development 09/03/2022		
<i>How it will look when fully met:</i>		<p>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.</p> <p>Evidence of implementation include class dojo posts and messages, Facebook and Instagram posts, and website screenshots.</p>		Natalie Wilburn	06/10/2027
Actions			0 of 5 (0%)		
10/26/23	Newsletters of classroom events and objectives sent home to keep parents aware of learning within the classroom.			Jamie Staley	06/10/2024
<i>Notes:</i>					

10/26/23			Parent conferences are held to keep parents up to date on their child's progress.		Julie Diehl	06/10/2025
Notes:						
10/26/23			Community events are held to allow parents to interact with teachers, ask questions, and learn new techniques to use at home.		Natalie Wilburn	06/10/2026
Notes:						
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 ensure that all parents are aware of how their children are performing. Title I nights are 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 know what their children are learning and how to support them as needed.		Stacey Bastin	06/09/2026
Actions				2 of 5 (40%)		
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
Notes:						
9/19/23			A professional storyteller will be purchased with Title I Parent Engagement funds to support an atmosphere of excitement pertaining	Complete 10/26/2023	Jamie Staley	10/26/2023

	to reading comprehension, fluency, and expression. Providing her support will allow parents an opportunity to see modeling of these skills to use with their children at home to cultivate a love of reading.			
<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.		Jamie Staley	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>			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. Evidence of implementation include PTO newsletters, teacher weekly newsletters, and dojo posts and messages.		Natalie Wilburn	06/10/2027
Actions				2 of 5 (40%)		

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>				
10/26/23	The Farmer Elementary School website will be updated weekly with events, announcements, and school happenings.		Natalie Wilburn	06/24/2024
<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
<i>Notes:</i>				
9/3/22	Teachers will send home newsletters updating families on standards addressed, standards mastered, and upcoming events.		Yuliya Skeen	06/10/2027
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: Farmer Elementary School

School Year: 2023-2024

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Due to the inability to adequately supervise students during lunch, we do not provide duty-free lunch for the teachers on a daily basis. Teacher Assistants are used for instructional purposes in the classroom. Duty free lunch and recess is provided one day a week in order for teachers to work on their LETRS weekly sessions.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Teachers have 45 minutes of duty-free instructional planning time each day. Teachers also do not have duties in the morning, and duty-free lunch and recess is provided one day a week in order for teachers to work on their LETRS weekly sessions. This is equal to more than five hours per week.

Transition Plan for At-Risk Students

- ☒ Elementary to Middle School
☐ Middle School to High School

Please describe transition plan below.

In Kindergarten through 5th grade we will have a transition parent night in the spring. During this night the students will spend time with the next grade level teachers learning about what to expect and what will be taught. Sixth grade teachers from Uwharrie Ridge 6-12 come to present to our 5th graders. Our 5th grade students will also go to the middle school in the spring to learn about the school, what to expect, and what classes they may have.