



**Farmer Elementary School
School Improvement Plan
2022-2023**

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>		Currently all grade levels have common planning time each day 5 days each week.	Limited Development 10/05/2018			

	Grade level Professional Learning Communities meet two days each week.					
How it will look when fully met:	<p>All grade levels will have common planning time four days a week.</p> <p>Grade level Collaborative Team Time will meet weekly to analyze data and plan instruction.</p> <p>All teachers will meet once per month for vertical and collaborative planning.</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
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:	When this objective is met we will have updated our matrix to include current and relevant rules and expectations. We will have updated our student pledge, and we will have updated our positive reinforcement			Judi Cagle	06/10/2023	

	system. Also, there will be consistency throughout the building in teaching and modeling expected behaviors.			
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	06/10/2023
	<i>Notes:</i>			
Implementation:		10/15/2019		
Evidence	10/15/2019 Team members have been established.			
Experience	10/15/2019 Team has been developed and will meet throughout the school year.			
Sustainability	10/15/2019 Team will need to meet throughout the year to plan. Also, a team will need to be created each year following.			

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 will collaboratively to create and plan standards aligned units of instruction. Grade level teams will work collaboratively to include formative and common formative assessments in planned instructional units. Where applicable grade level teams will utilize the Canvas Learning Management System. Grade level teams will submit instructional plans via planbook.com.		Kendra Jordan	06/10/2024
Actions		10 of 12 (83%)		
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.		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:		Data analysis and instructional planning		
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To
Initial Assessment:		Teachers meet weekly in PLC teams and discuss student progress.	Limited Development 10/05/2018	

	Teachers refer students to the Multi Tiered Systems of Support team for additional support.			
How it will look when fully met:	<p>Teachers will meet weekly to use both formal and informal observations of students learning to determine students' learning needs and design ways that these needs can be addressed through changes in their instructional practice. Teachers will analyze student data through mClass, HMH, Common Formative Assessments, and benchmark assessments to determine student groups, and plan differentiated instruction and interventions. Teachers will ask these clarifying questions when looking at data and planning instruction:</p> <ol style="list-style-type: none"> 1. What do we want students to learn? 2. How will we know if they have learned it? 3. What will we do if they have not learned it? 4. How will we provide extended learning opportunities for students who have mastered the content? <p>Teachers will fill out a uniform document to bring students to the MTSS team with data about student's progress.</p> <p>The MTSS team will work with teachers to provide further interventions for students as needed when brought to the team. Teachers will also update weekly progress with interventions and strategies and determine who is progressing at a good rate and who still needs further interventions.</p> <p>Staff members will receive training on new paperwork/policies within the MTSS team as needed.</p>		Jamie Staley	06/10/2024
Actions		3 of 7 (43%)		
10/15/19	MTSS problem solving team will meet weekly with teachers to provide support and interventions for students.	Complete 03/06/2020	Brandi Edmundson	06/09/2020
	<i>Notes:</i>			
10/15/19	Teachers will nominate identified students to be discussed by MTSS problem solving team.	Complete 03/06/2020	Brandi Edmundson	06/09/2021
	<i>Notes:</i>			

9/3/22	A class size reduction teacher will be used out of Title I expenditures to ensure that students are being taught in class sizes that ensure student success.	Complete 08/18/2022	Judi Cagle	09/29/2023
<i>Notes:</i>				
9/24/20	Working in Collaborative Team Time, teachers will develop strategies and interventions to meet the needs of students.		Jamie Staley	06/09/2024
<i>Notes:</i>				
9/14/21	Staff will receive professional development regarding the paperwork/policies associated with MTSS.		Casey Carter	06/09/2024
<i>Notes:</i>				
10/15/19	Teachers will meet weekly to evaluate and analyze student data.		Jamie Staley	06/09/2024
<i>Notes:</i>				
10/15/19	Teachers will fill out uniform data tracking documents to bring to the MTSS problem solving team.		Casey Carter	06/09/2024
<i>Notes:</i>				
	A3.02 Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Grade level teachers track individual student progress. EC teachers monitor and track student progress towards IEP goals. The data mapping tool will be utilized to document a student's progress and response to intervention.	Limited Development 10/05/2018		
How it will look when fully met:	Grade level teams will track student progress in weekly CTT meetings through the use of student data. EC teachers will track and monitor student progress toward IEP goals. EC teachers will work with grade level teachers to monitor student progress based on data and adjust goals as needed. Grade level teams will work in conjunction with the MTSS problem solving team to complete the data mapping tool.		Judi Cagle	06/10/2025
Actions		1 of 5 (20%)		
10/15/19	EC teachers will track student data and adjust goals as needed.	Complete 03/06/2020	Nathan Gray	06/09/2020

<i>Notes:</i>				
9/3/22	Heggerty Primary Extension Curriculum 2022 will be purchased with Title I Funds to address phonemic awareness concerns with older students to ensure that phonemic instruction can continue from Kindergarten all the way up to fifth grade to help close the gap of missing vowel and consonant sound confusion.		Jamie Staley	06/10/2023
<i>Notes:</i>				
10/15/19	Teachers will meet weekly and track student data in CTT meetings.		Jamie Staley	06/09/2025
<i>Notes:</i>				
9/24/20	MTSS team members will review with teachers in understanding the data mapping tool.		Casey Carter	06/09/2025
<i>Notes:</i>				
9/24/20	MTSS will work with teachers in completing the data mapping tool.		Casey Carter	06/09/2025
<i>Notes:</i>				

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:		All staff members have completed MTSS modules provided by DPI during the 2019-2020 school year. There is an established MTSS team. The MTSS team meets regularly to discuss student concerns.	Limited Development 10/26/2020		
How it will look when fully met:		Teachers and MTSS members will analyze data on a regular basis. Teacher's instructional decisions are based on student data. Interventions are provided based on student needs. Data is tracked and monitored for student progress. MTSS problem-solving team meets to analyze data and provides assistance to students and teachers.		Jamie Staley	06/10/2025

	Teachers utilize the data mapping tool with assistance from MTSS team members.			
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>				
	A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)	Implementation Status	Assigned To
Initial Assessment:		Limited Development 10/05/2018		
How it will look when fully met:			Judi Cagle	06/09/2026
Teachers will analyze student data in grade level CTT.				
Teacher teams will work to develop strategies to support student need based on data.				
Teachers will use a standard form to nominate students to the MTSS team and come to the team with data.				
MTSS/Teachers will utilize the data mapping tool to drive decisions.				
Actions		1 of 5 (20%)		
10/15/19	Teachers will nominate students to the MTSS problem solving team that are not making progress.	Complete 03/06/2020	Brandi Edmundson	06/09/2020
<i>Notes:</i>				
10/15/19	Teachers will track student data in weekly CTT meetings.		Jamie Staley	06/09/2026
<i>Notes:</i>				
10/15/19	The MTSS problem solving team will provide support and interventions to teachers for students not making progress.		Casey Carter	06/09/2026

<i>Notes:</i>					
10/15/19	The MTSS problem solving team will track student progress and determine next steps based on data provided by teachers.			Casey Carter	06/09/2026
<i>Notes:</i>					
9/24/20	Using the data mapping tool, MTSS/teachers will analyze the information to make decisions.			Brandi Edmundson	06/09/2026
<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
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:		All students will receive weekly scheduled guidance lessons which include strategies for managing their emotions. The guidance counselor will pull small groups and individual students to develop relationships and provide support for emotional well-being. All staff will complete annual social and emotional health professional development. Classroom teachers will provide OLWEUS or Second-Step lessons at a minimum twice per month.			Yuliya Skeen
					06/10/2026
Actions				0 of 2 (0%)	
10/25/21	Classroom teachers are provided staff development on OLWEUS lessons for students.			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	06/10/2023
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

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 will provide phone messages before major events at school to inform families of upcoming events and expectations.</p> <p>The principal will provide weekly newsletters to staff about concerns from the previous week and upcoming information for the following week.</p> <p>Students, staff, and community members will be aware of what is happening at Farmer Elementary School and how best to attend events and expectations from all.</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>		When fully implemented, ALL staff members will feel appreciated and validated in their day to day work. ALL staff members will feel supported in their day to day tasks. Students will feel the love and		Judi Cagle	06/10/2027

	support portrayed by staff. Community members will want to attend and be a part of our school community.			
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>				

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 will monitor teacher instructional plans weekly. The principal and/or assistant principal will conduct 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 will complete teacher observations and conferences by district set deadlines.		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
<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 will be determined through disaggregating data. Group and individual discussions will be 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 will disaggregate 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 will determine professional development concerns based on this information.</p>		Jamie Staley	06/10/2023
Actions			2 of 5 (40%)		
	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>				
	10/26/20	School-wide assessment data will be analyzed quarterly in SIT meetings.		Kendra Jordan	06/09/2023
	<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.		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.		Jamie Staley	06/10/2023
<i>Notes:</i>				

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers have been provided minimal training on (free) available programs to support curriculum and instruction.	Limited Development 10/05/2018		
How it will look when fully met:		Teachers will be trained on Reading Counts program. Teachers will complete training on Canvas platform. Teachers will receive training and feedback on implementing technology in the workshop model of instructional delivery.		Natalie Wilburn	06/10/2023
Actions			2 of 5 (40%)		
10/15/19		Teachers will be trained on the Reading counts program.	Complete 11/15/2019	Brandi Edmundson	12/01/2019
<i>Notes:</i>					
10/15/19		Teachers will be complete training modules on the use of the Canvas platform.	Complete 06/02/2021	Nathan Gray	06/15/2021
<i>Notes:</i>					
10/15/19		The school improvement team will evaluate instructional programs and make recommendations prior to and during the budgeting process.		Natalie Wilburn	06/09/2023
<i>Notes:</i>					
9/3/22		Chromebooks will be purchased with Title I Funds to create one to one technology for all Kindergarten through fifth grade classrooms.		Natalie Wilburn	06/10/2023
<i>Notes:</i>					

9/3/22	Headphones will be purchased with Title I Funds to help Kindergarten and First Grade students better block out distractions and focus on the lessons being addressed on their Chromebooks. Earbuds that they can purchase are not appropriate for their small ears and headphones are needed to ensure the best possible learning.		Natalie Wilburn	06/10/2023
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		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		
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<i>How it will look when fully met:</i>		When fully implemented, ALL parents will be connected to Class Dojo for communication with the principal, assistant principal, lead teacher, counselor, and their child's teacher. A Farmer Elementary School Instagram page will be created and it will be updated weekly with Facebook. The Farmer Elementary Webpage will be updated weekly with new and exciting pictures depicting our school community.		Natalie Wilburn	06/10/2027
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Actions			0 of 2 (0%)		
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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
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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
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Notes:

Core Function:	Dimension E - Families and Community			
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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 will provide monthly newsletters about community events and happenings. Teachers will send home weekly newsletters to communicate things learned for the week and upcoming events and standards being taught. Community events will be 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 will be offered to all students at the beginning of the year to discuss student concerns and trends. Parents will receive two-way communication with classroom teachers, specials teachers, the school counselor, and the principal through dojo messaging.		Natalie Wilburn	06/10/2027
Actions			0 of 4 (0%)		
	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.		Jamie Staley	06/10/2023
<i>Notes:</i>					
	10/26/22	Items will be created by teachers to accompany Title I Parent Engagement nights for games to play that match standards during the night. Teachers will also create games, activities, and instructions for families to take home.		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 Trogdon	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 Year: 2022-2023

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 4th 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. Our 5th grade students will go to the middle school in the spring to learn about the school, what to expect, and what classes they may have.