



**Farmer Elementary School
School Improvement Plan
2019-2020**

Comprehensive Progress Report

Mission:

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

Vision:

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: • All students can learn • All students will be taught in a safe and nurturing learning environment • All students deserve a teacher who is qualified and well-prepared • All students deserve access to instructional resources managed in a fiscally-responsible manner and • All stakeholders share the responsibility and accountability for student learning.

Goals:

Students first in all we do.



! = 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 (except for fourth grade which has common planning time 4 out of 5 days each week). Grade level PLCs meet two days each week.	Limited Development 10/05/2018		
How it will look when fully met:		All grade levels will have common planning time.		Nathan Gray	06/12/2021

	Grade level PLCs will meet weekly to analyze data and plan instruction. All teachers will meet at least once per nine weeks for vertical planning.			
Actions		0 of 2 (0%)		
10/1/19	Teachers will meet as a grade level team a minimum of two days per week for data analysis and/or instructional planning.		Nathan Gray	06/12/2021
<i>Notes:</i>				
10/1/19	Teachers will meet as an instructional team a minimum of once per quarter for vertical planning.		Nathan Gray	06/12/2021
<i>Notes:</i>				
A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Currently teachers use various platforms to deliver literacy and mathematics instruction. All teachers utilize guided reading groups for literacy instruction. Workshop model for mathematics and literacy instruction has been introduced.	Limited Development 10/05/2018		
<i>How it will look when fully met:</i>	All teachers will implement the workshop model of instruction for mathematics and literacy instruction. Within the workshop model each teacher will conduct guided reading and guided math groups. Students will utilize devices within the workshop model the compliment the teacher instruction.		Nathan Gray	06/12/2020
Actions		0 of 3 (0%)		
10/1/19	Teachers will employ the Workshop model of instruction for Math and Reading lessons.		Nathan Gray	06/12/2020
<i>Notes:</i>				
10/1/19	Teachers will meet with guided reading and guided math groups daily within the workshop model.		Nathan Gray	06/12/2020
<i>Notes:</i>				

10/1/19	Students will utilize technology devices to compliment classroom instruction in reading and math groups.		Nathan Gray	06/12/2020	
<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 PBIS 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 system. Also, there will be consistency throughout the building in teaching and modeling expected behaviors.		Beth Davis	06/12/2021
Actions			1 of 4 (25%)		
10/15/19	Develop PBIS team.		Complete 10/15/2019	Beth Davis	10/30/2019
<i>Notes:</i>					
10/15/19	Team will update positive reinforcement system.			Beth Davis	06/12/2020
<i>Notes:</i>					
10/15/19	Team will develop plan for teaching and modeling behaviors to students.			Beth Davis	06/12/2021
<i>Notes:</i>					
10/15/19	Team will work to update behavior matrix.			Beth Davis	06/12/2021
<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.				

A1.08		ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers have been introduced to growth mindset through professional development. Teachers have employed various growth mindset strategies within their classrooms to varying degrees.	Limited Development 10/05/2018		
<i>How it will look when fully met:</i>		All teachers will implement strategies of growth mindset in their classrooms daily.		Brandi Edmundson	06/12/2020
Actions			0 of 2 (0%)		
10/15/19		Teachers will be provided with PD on growth mindset.		Brandi Edmundson	06/09/2020
	<i>Notes:</i>				
10/15/19		Teachers will share ideas in grade level planning and vertical planning for growth mindset.		Brandi Edmundson	06/09/2020
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
A2.01		Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level PLCs meet twice per week, one of these meetings is devoted to analyzing student data. The school improvement team meets twice per month.	Full Implementation 10/05/2018		
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. For full implementation, during PLC's the teachers, principal and lead teacher will work together using the Universal Backwards Design Process to develop standard aligned units of instruction.	Limited Development 05/03/2017		

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	For full implementation, during PLC's the teachers, principal and lead teacher will work together using the Universal Backwards Design Process to develop standard aligned units of instruction. PD, data, PLC notes and lesson plans for instructional units will provide evidence that this objective is fully met.			Brandi Edmundson	06/09/2021
Actions			7 of 9 (78%)		
10/3/17	Grade level teams will meet in PLCs		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 twice a week to analyze data, create CFAs, and plan instruction.		Brandi Edmundson	06/09/2020
<i>Notes:</i>				
10/15/19	Teachers will meet for vertical planning once each semester.		Brandi Edmundson	06/12/2021
<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			
A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers create weekly lesson plans and share/submit them to administration.	Limited Development 10/05/2018		
How it will look when fully met:	Teachers will utilize planbook.com to enter lesson plans throughout the school year. Teachers will work with grade level teams in PLCs to plan instruction.		Brandi Edmundson	06/09/2020
Actions		1 of 3 (33%)		
10/15/19	Administration will purchase electronic plan book system.	Complete 10/15/2019	Brandi Edmundson	10/30/2019
<i>Notes:</i>				
10/15/19	Staff will be trained on electronic plan book system and expectations.		Brandi Edmundson	11/30/2019
<i>Notes:</i>				
10/15/19	Staff will input plans into electronic plan book system on a weekly basis.		Brandi Edmundson	06/09/2020
<i>Notes:</i>				

		A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers work in grade level PLC to plan instruction and share materials each week.	Full Implementation 10/05/2018		

Core Function:	Dimension A - Instructional Excellence and Alignment					
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Effective Practice:	Data analysis and instructional planning					
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		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers meet weekly in PLC teams and discuss student progress. Teachers "nominate" students to the MTSS team for additional support.	Limited Development 10/05/2018		
<i>How it will look when fully met:</i>			Teachers will meet weekly to analyze student data, determine student groups, and plan differentiated instruction and interventions. Teachers will fill out a uniform document to bring students to the MTSS team with data about student's progress. MTSS team will work with teachers to provide further interventions for students.		Brandi Edmundson	06/12/2021
Actions				0 of 4 (0%)		
	10/15/19		MTSS problem solving team will meet weekly with teachers to provide support and interventions for students.		Brandi Edmundson	06/09/2020
<i>Notes:</i>						
	10/15/19		Teachers will meet weekly to evaluate and analyze student data.		Brandi Edmundson	06/12/2020
<i>Notes:</i>						
	10/15/19		Teachers will fill out uniform data tracking documents to bring to the MTSS problem solving team.		Brandi Edmundson	06/09/2021
<i>Notes:</i>						
	10/15/19		Teachers will nominate identified students to be discussed by MTSS problem solving team.		Brandi Edmundson	06/09/2021
<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
<i>Initial Assessment:</i>		Grade level teachers track individual student progress. EC teachers monitor and track students progress towards IEP goals.	Limited Development 10/05/2018		
<i>How it will look when fully met:</i>		Grade level teams will track student progress in weekly PLC meetings through the use of student data. EC teachers will track and monitor students progress toward IEP goals. EC teachers will work with grade level teachers to monitor students progress based on data and adjust goals as needed.		Nathan Gray	06/09/2021
Actions			0 of 2 (0%)		
10/15/19	Teachers will meet weekly and track student data in PLC meetings.			Nathan Gray	06/09/2020
<i>Notes:</i>					
10/15/19	EC teachers will track student data and adjust goals as needed.			Nathan Gray	06/09/2020
<i>Notes:</i>					
A3.05		The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students are assessed via mClass, benchmark tests, NC Check-Ins throughout the year. Students are assessed via grade level CFAs throughout the year. Third, fourth, and fifth grade students complete End of Grade tests at the end of the year.	Full Implementation 10/05/2018		
A3.08		Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use various free online resources to support curriculum and instruction.	No Development 10/05/2018		

How it will look when fully met:	<p>Licenses will be purchased for all students for a math and a literacy online program.</p> <p>Teachers will be trained in the use of the online program to support student progress.</p> <p>Students will utilize an online program on a daily basis to support instruction in the areas of mathematics and literacy.</p> <p>Teachers will utilize the data provided by the online program to support curriculum and instructional planning, as well as planning differentiated instruction for individual students.</p>		Nathan Gray	06/07/2019
Actions				
<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:	This system also establishes the general education classroom as a reference point for student performance. The first step to intervention is to identify students who need support and attempt to provide them within the general education setting, such as peer tutoring or small group instruction. For students who are identified as needing additional services, it is their responsiveness to the general education curriculum that is monitored and used as a determinant of tier placement. The second and third tiers of support must be viewed as supplemental to, not in lieu of, the instruction of the general education classroom. The AIG specialist will provide support, resources and work with students K-5th through nurturing math and nurturing reading.	Limited Development 05/03/2017			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	MTSS agendas, rosters, observations, data will be documented to provide evidence that this objective is fully met.	Objective Met 06/05/18	Kendra Martin	06/08/2018	
Actions					

10/3/17	MTSS professional development provided by Laurie Sypole to all staff.	Complete 10/10/2017	Nathan Gray	10/10/2017
	<i>Notes:</i> MTSS professional development was provided by Laurie Sypole to all staff.			
10/3/17	PBIS booster modules will be attended by the MTSS team.	Complete 06/05/2018	Kendra Martin	06/08/2018
	<i>Notes:</i> PBIS booster modules were attended by the MTSS team.			
10/3/17	MTSS coach will attend MTSS coach meetings	Complete 06/05/2018	Kendra Martin	06/08/2018
	<i>Notes:</i> The MTSS coach attended MTSS coach meetings.			
10/17/17	PBIS coach will attend PBIS coach meetings	Complete 06/05/2018	Kendra Martin	06/08/2018
	<i>Notes:</i> PBIS coach attended PBIS coach meetings			
10/3/17	An established MTSS team will meet as needed to discuss student progress and concerns and to provide support, such as evidence based interventions to teachers.	Complete 06/05/2018	Kendra Martin	06/08/2018
	<i>Notes:</i> An established MTSS team met as needed to discuss student progress and concerns and provided support, such as evidence based interventions to teachers.			
Implementation:		06/05/2018		
Evidence	6/5/2018 PBIS coach attended PBIS coach meetings			
Experience	6/5/2018			
Sustainability	6/5/2018			
	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
				Target Date
Initial Assessment:	Teachers determine whether their individual students require additional support, and then nominate students to the MTSS team.	Limited Development 10/05/2018		
How it will look when fully met:	Teachers will analyze student data in grade level PLCs. 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.		Kendra Martin	06/12/2021

Actions			0 of 4 (0%)		
10/15/19	Teachers will nominate students to the MTSS problem solving team that are not making progress.			Brandi Edmundson	06/09/2020
<i>Notes:</i>					
10/15/19	Teachers will track student data in weekly PLC meetings.			Brandi Edmundson	06/09/2021
<i>Notes:</i>					
10/15/19	The MTSS problem solving team will provide support and interventions to teachers for students not making progress.			Kendra Martin	06/09/2021
<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.			Kendra Martin	06/09/2021
<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
Initial Assessment:		Current procedures that are in place address the necessary interventions.	Limited Development 05/09/2017		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		Students will receive regularly scheduled guidance lessons and will successfully manage their emotions. When assistance is needed it will be provided through the guidance counselor.	Objective Met 09/24/19	Kendra Martin	06/07/2019
Actions					
8/24/18	Staff will receive training recognizing and reporting possible abuse.		Complete 02/12/2019	Kendra Martin	06/07/2019
<i>Notes:</i>					
8/24/18	All teachers will provide OLWEUS or Second-Step lessons at a minimum of twice per month.		Complete 06/04/2019	Kendra Martin	06/07/2019
<i>Notes:</i>					
8/24/18	Staff will receive Suicide Intervention training.		Complete 02/12/2019	Kendra Martin	06/07/2019
<i>Notes:</i>					
Implementation:			09/24/2019		
Evidence		9/24/2019 Our master schedule includes guidance lessons scheduled once every two weeks for all classes. Staff meeting agendas show presentations provided for staff.			

Experience		9/24/2019 All students receive guidance lessons once every two weeks. Early prevention and suicide prevention presentations are provided to staff on annual basis. Small groups are created and meet based on need throughout the school year.			
Sustainability		9/24/2019 While these measures allow us to meet the emotional needs for much of student population, there are students that need additional support. We will to try and provide as much support as we can to those students that need more, and to connect students and families with outside resources when we cannot provide the support they need.			
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		
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.		Nathan Gray	06/09/2020
Actions			4 of 6 (67%)		
	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.		Nathan Gray	06/09/2020
<i>Notes:</i>				
10/15/19	5th graders will visit their assigned middle school prior to the end of the school year.		Kendra Martin	06/09/2020
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Leadership team members bring items to the School Improvement Team from their grade level teams. Leadership team members report back to grade level teams after meetings.	Full Implementation 10/05/2018		
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
<i>Initial Assessment:</i>		Our Leadership Team does consist of the appropriate people but will need to meet twice a month.	Limited Development 05/09/2017		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		The SIT team is composed of representatives from each grade level and specialty team. The members will meet twice each month throughout the school year. The SIT team will address concerns and questions from the entire staff. Members will monitor the progress of the key indicators.	Objective Met 06/05/18	Nathan Gray	06/08/2018
Actions					
10/17/17	Complete SIT membership form		Complete 10/17/2017	Nathan Gray	10/20/2017
<i>Notes:</i> The SIT team has completed the SIT membership form.					
10/3/17	The SIT team will meet twice a month.		Complete 06/05/2018	Kristie Chipps	06/08/2018
<i>Notes:</i> The SIT team met twice a month throughout the school year.					

Implementation:			06/05/2018		
Evidence	6/5/2018	The SIT team met twice a month throughout the school year.			
Experience	6/5/2018				
Sustainability	6/5/2018				
B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)		Implementation Status	Assigned To	Target Date
Initial Assessment:	Leadership team members analyze school data each year to determine learning goals, set targets, and plan for the coming year(s).		Full Implementation 10/05/2018		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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:	Half day planning for grade levels every nine weeks, School Improvement Team,and email communication of what is being taught for speciality teachers		Limited Development 05/09/2017		
	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	School Improvement Team and email communication of what is being taught for speciality teachers will provide evidence that this objective is fully met.		Objective Met 04/10/18	Nathan Gray	06/08/2018
Actions					
10/3/17	A master schedule will be created that includes common planning time for teachers.		Complete 08/28/2017	Nathan Gray	08/28/2017
<i>Notes:</i>					
10/3/17	A duty schedule will be created to provide supervision during breakfast, gym, bus and car riders.		Complete 08/28/2017	Nathan Gray	08/28/2017
<i>Notes:</i>					
Implementation:			04/10/2018		
Evidence	4/10/2018				

<i>Experience</i>	4/10/2018			
<i>Sustainability</i>	4/10/2018			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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
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<i>Initial Assessment:</i>	Through informal and formal district required observations and data analysis, the administration provides timely, clear and constructive feedback to teachers.		Limited Development 05/10/2017		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
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<i>How it will look when fully met:</i>	Administration, through informal and formal district required observations and data analysis, will provide timely, clear and constructive feedback to teachers.		Objective Met 05/01/19	Nathan Gray	06/07/2019
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Actions					
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8/24/18	Teachers will receive orientation on the teacher evaluation system and a calendar of observation deadlines.	Complete 10/05/2018	Nathan Gray	10/15/2018
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<i>Notes:</i>					
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8/24/18	The district and school level administrators will perform an ELA focused and a Math focused curriculum walk through with feedback provided to teachers.	Complete 03/19/2019	Nathan Gray	03/01/2019
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<i>Notes:</i>					
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8/24/18	School level administrators will perform walk throughs and provide feedback to teachers.	Complete 05/01/2019	Nathan Gray	06/07/2019
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<i>Notes:</i>					
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8/24/18	Teachers will be observed a minimum of 2 times per year followed by a conference to discuss the observation within one week of the observation.	Complete 05/01/2019	Nathan Gray	06/07/2019
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<i>Notes:</i>					
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Implementation:			05/01/2019		
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<i>Evidence</i>	5/1/2019				
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<i>Experience</i>	5/1/2019			
<i>Sustainability</i>	5/1/2019			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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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
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<i>Initial Assessment:</i>	Our school looks at school performance data and aggregated classroom observation data quarterly to determine school improvement and professional development needs. Continuous School Improvement Essential Data Points include demographic, achievement, instructional, perception, and instructional rounds and walkthroughs data.	Limited Development 05/10/2017		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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<i>How it will look when fully met:</i>	<p>Documentation of assessment results, attendance rosters for professional development activities and collective student data will provide the evidence that this objective is fully met.</p> <p>Staff development is being provided on assessment and data during bi-weekly faculty/staff meetings. During weekly PLCs, classroom teachers are analyzing district, state and classroom data to make decisions for reteaching, enrichment and grouping. After quarterly benchmarks, classroom teachers fill out a data reflection sheet in order to make informed instructional decisions.</p>	Objective Met 06/05/18	Brandi Edmundson	06/08/2018
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Actions				
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10/3/17	Google spreadsheets for data tracking and analysis will be created. Existing documents will be updated from previous years to merge the spreadsheets.	Complete 06/05/2018	Brandi Edmundson	06/08/2018
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<i>Notes:</i>	Google spreadsheets for data tracking and analysis were created. Existing documents were updated from previous years to merge the spreadsheets.			
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1/30/18	Classroom teachers will complete a data reflection sheet to make informed instructional decisions following district and state benchmarks.	Complete 06/05/2018	Brandi Edmundson	06/08/2018	
<i>Notes:</i> Classroom teachers completed data reflection sheets to make informed instructional decisions following district and state benchmarks.					
Implementation:		06/05/2018			
Evidence	6/5/2018 Classroom teachers completed data reflection sheets to make informed instructional decisions following district and state benchmarks.				
Experience	6/5/2018				
Sustainability	6/5/2018				
	C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers complete annual self assessments, and develop individual professional growth plans. Each teacher revisits their plan mid year and again at the end of the year.	Full Implementation 10/05/2018		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
Initial Assessment:		When we focused on this objective we had one computer lab with 30 desktop computers, 30 chromebooks on a mobile cart, laptops and smartboards in various states of repair in each classroom.	Limited Development 10/05/2018		
How it will look when fully met:		We will have at least 6 mobile chromebook carts each with 30 student chromebooks (one per grade level). We will begin a cycle of replenishing teacher devices (1-8 per year dependent upon budget). Each teacher will have an assigned chromebook.		Nathan Gray	06/12/2021

	We will begin a cycle of repairing/replacing classroom smartboards (1-5 per year dependent upon budget).			
Actions		2 of 5 (40%)		
10/15/19	Provide each teacher with one chrome book.	Complete 10/15/2019	Nathan Gray	10/30/2019
	<i>Notes:</i>			
10/15/19	Obtain 5 full chrome book carts for the school.	Complete 10/15/2019	Nathan Gray	10/30/2019
	<i>Notes:</i>			
10/15/19	Add additional full chrome book cart to bring the school total to 6.		Nathan Gray	06/12/2021
	<i>Notes:</i>			
10/15/19	Repair and/or replace damaged or broken chrome books.		Nathan Gray	06/12/2021
	<i>Notes:</i>			
10/15/19	Add a seventh full chrome book cart designated for lab use and for testing.		Nathan Gray	06/12/2021
	<i>Notes:</i>			
	D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To
	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 iReady software to support individualized student instruction. Teachers will be trained on Reading Counts program. Teachers will receive training and feedback on implementing technology in the workshop model of instructional delivery.		Nathan Gray 06/12/2021
Actions		0 of 3 (0%)		
10/15/19	Teachers will be trained on the Reading counts program.		Brandi Edmundson	12/01/2019
	<i>Notes:</i>			
10/15/19	Teachers will will be provided with (and share) free instructional technology sites.		Nathan Gray	06/09/2021
	<i>Notes:</i>			

10/15/19	The school improvement team will evaluate instructional programs and make recommendations prior to and during the budgeting process.		Nathan Gray	06/09/2021
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum through a variety of mediums. Some of these include Book Fairs, Peachjar, Monthly Newsletters, Webpage, Curriculum Night/PTO Open House, Connect Ed, Daily communication folders, 3rd-5th grade planners, data notebooks, Award Assemblies, Parent Portal, Class Dojo, Emails, Calls, Texts, AIG Google homework folder, and school marquee.	Limited Development 05/10/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The school will regularly communicate with parents/guardians about its expectations of them and the importance of the curriculum through a variety of mediums will provide evidence that this objective is fully met.	Objective Met 09/18/18	Kristie Chipps	06/08/2018
Actions					
	10/3/17	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum through peachjar flyers.	Complete 06/05/2018	Kristie Chipps	06/08/2018
		<i>Notes:</i> The school regularly communicated with parents/guardians about its expectations of them and the importance of the curriculum through peachjar flyers.			
Implementation:			09/18/2018		
	Evidence	6/5/2018 Monthly newsletters were sent through peachjar to parents.			
	Experience	6/5/2018			
	Sustainability	6/5/2018			

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>		<p>The school sends out phone messages to the school community.</p> <p>The school utilizes the school sign to communicate upcoming events and dates.</p> <p>The school utilizes Peachjar to communicate with the school community.</p> <p>Teachers communicate via weekly and monthly newsletters.</p> <p>The school and teachers communicate via phone and via email.</p>	Full Implementation 10/05/2018		



NCStar/SIP Mandatory Components

School Name: Farmer Elementary School

School Year: 2019-2020

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.

At Farmer Elementary School we do not have the staff to provide a daily duty-free lunch period for teachers, as elementary aged students require close monitoring and assistance during lunch. Once a quarter with the help of our PTO we provide duty free lunch for our teachers.

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.

Within the master schedule each teacher has six hours and fifteen minutes of duty free instructional planning time each week. Teachers have fifteen minutes before school, fifteen minutes after school, and forty five minutes during the school day each day.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

All student IEP and 504 plans are distributed to each students' middle school (per the district). In addition student data sheets with intervention data will be shared with students' middle school(s).