



**Farmer Elementary School  
School Improvement Plan  
2017-2018**

## 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.

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:**

By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = Past Due Actions      KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>				
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		School-wide PBIS implementation, PBIS matrix displayed throughout the school, provided and taught PBIS lessons to teachers to be used twice a year, school-wide student recognition and reward system, Second Step curriculum, Olweus resources/curriculum supplements, guidance lessons, documented behavior plans, PBIS information on our school webpage, data review by PBIS to determine areas of concern and develop strategies, RCSS STAR3 students, annual Safe School Survey (students, staff and parents), RCSS student handbook, behavior goals for student data notebooks, MTSS goals		Full Implementation 09/19/2017		

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each grade level, as an instructional team, works together to develop materials, share ideas, and brainstorm solutions. Within this scope is the development of units of instruction. 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		
<i>How it will look when fully met:</i>		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. PLC notes and lesson plans for instructional units will provide evidence that this objective is fully met.		<b>Nathan Gray</b>	<b>06/08/2018</b>
Action(s)	Created Date		0 of 5 (0%)		
1	10/3/17	Grade level teams will meet in PLCs <i>Notes:</i> Teams will meet twice a week during common planning time.		Nathan Gray	06/08/2018
2	10/3/17	Teachers will work as a team to look into the curriculum and identify standards, objectives, essential questions, and key vocabulary. <i>Notes:</i>		Brandi Edmundson	06/08/2018
3	10/3/17	Based upon identified standards and objectives teachers will develop plans for both formative and summative assessments. <i>Notes:</i>		Brandi Edmundson	06/08/2018
4	10/3/17	Teachers will use identified goals and objectives along with developed assessments to plan instructional lessons. <i>Notes:</i>		Nathan Gray	06/08/2018
5	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). <i>Notes:</i>		Brandi Edmundson	06/08/2018

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	Implementation Status	Assigned To	Target Date

			<b>individual needs of students across all tiers.(5117)</b>			
<b>Initial Assessment:</b>			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		
<b>How it will look when fully met:</b>			MTSS agendas, rosters, observations, data will be documented to provide evidence that this objective is fully met.		<b>Kendra Martin</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>1 of 5 (20%)</b>		
1	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.			Kendra Martin	06/08/2018
<i>Notes:</i> Will meet as needed, however, this will likely be weekly.						
2	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> May reoccur if needed						
3	10/3/17	PBIS booster modules will be attended by the MTSS team.			Stacy Holden	06/08/2018
<i>Notes:</i>						
4	10/3/17	MTSS coach will attend MTSS coach meetings			Kendra Martin	06/08/2018
<i>Notes:</i>						
5	10/17/17	PBIS coach will attend PBIS coach meetings			Kendra Martin	06/08/2018
<i>Notes:</i>						
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>		<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Current procedures that are in place address the necessary interventions.	Limited Development 05/09/2017		
<b>How it will look when fully met:</b>			Students will receive regularly scheduled guidance lessons and will successfully manage their emotions. When assistance is needed it will		<b>Kendra Martin</b>	<b>06/07/2019</b>

		be provided through the guidance counselor.			
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	10/3/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Nathan Gray	06/07/2019
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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		
<b>How it will look when fully met:</b>		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.		<b>Nathan Gray</b>	<b>06/21/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	10/3/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Nathan Gray	06/07/2019
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		B1.01 The LEA has an LEA Support and Improvement Team Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry	Full Implementation 05/10/2017		

		Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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		
<i>How it will look when fully met:</i>		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.		<b>Nathan Gray</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	10/3/17	The SIT team will meet twice a month.		Kristie Chipps	06/08/2018
		<i>Notes:</i>			
2	10/17/17	Complete SIT membership form		Nathan Gray	10/20/2017
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		Half day planning for grade levels every nine weeks, School Improvement Team and email communication of what is being taught for speciality teachers will provide evidence that this objective is fully met.		<b>Nathan Gray</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 3 (67%)</b>		

1	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>					
2	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>					
3	10/3/17	Half-day planning will be provided once a nine week period for teachers. Possible funding for these common planning sessions will be researched.		Nathan Gray	10/31/2017
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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		
<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.		<b>Nathan Gray</b>	<b>06/07/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	10/3/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Nathan Gray	06/07/2019
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>		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		
<b>How it will look when fully met:</b>		Documentation of assessment results, attendance rosters for professional development activities and collective student data will provide the evidence that this objective is fully met.		<b>Brandi Edmundson</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	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.		Brandi Edmundson	06/08/2018
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Recruiting - Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). - The LEA participated in a Virtual Job Fair to provide national exposure for applicants. - LEA administrators attend in-state and out-of-state job fairs. - The LEA collaborates with universities, etc. - The LEA recruits student teachers within RCSS. - The LEA provides possible offers of early contracts. - The new graduate list is shared with principals. - Principals make recommendations for employment Evaluating - All BT and new employees are trained on the NC Teacher Evaluation Model. - School and District level walkthroughs occur throughout the school year. - The LEA follows district and state guidelines/laws. - HR meets with principals to review staffing plans. Rewarding - Pride Pens - Star 3 Recognitions - BT of the Year - Teacher of the Year - Distinguished Educator - Outstanding Employee - Retirement Banquet - Bus Driver Award - Custodian Award - Recognition on Social Media Replacing - Recruitment plan - Value/utilize retirees - HR interviews/recommends guidelines	Full Implementation 05/10/2017		



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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		<b>Kristie Chipps</b>	<b>06/08/2018</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 4 (0%)</b>		
1	10/3/17	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum through peachjar flyers.		Kristie Chipps	06/08/2018
<i>Notes:</i>					
2	10/3/17	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum through monthly school newsletters.		Kristie Chipps	06/08/2018
<i>Notes:</i>					
3	10/3/17	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum through our webpage.		Kristie Chipps	06/08/2018
<i>Notes:</i>					
4	10/3/17	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum through Curriculum Nights.		Nathan Gray	06/08/2018
<i>Notes:</i>					





## NCStar/SIP Mandatory Components

School Name: Farmer Elementary School

School Year: 2017-2018

### 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 five hours and fifty minutes of duty-free instructional planning time each week. Teachers have fifteen minutes before school, fifteen minutes after school, and forty 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 students 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).

**Safe School Plan for**

**Farmer Elementary School**

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

**Statement of Responsibility for the School District Superintendent** – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

***If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.***

**Statement of Responsibility for the School Principal** – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

***If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal’s personnel file and disciplinary proceedings under General Statute 115C-325.***

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel** – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

**Assistant Principal(s):**

**Teachers:**

**All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.**

**Teacher Assistants:**

**Other School Staff:**

**Services for At-risk Students** – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

**The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).**

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

**The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.**

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

**Short-Term (less than 15 days):**

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

**Short-Term (minimum of 15 days):**

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

**Long-Term Suspended:**

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

**Maintain the Sheriff's Department as a community partner as it continues to provide:**

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

**Maintain established protocol for communication and collaboration with community agencies that provide support to students.**

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**