SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fannin County
School Name	East Fannin Elementary School
Team Lead	Mathew Price

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase growth and achievement in reading and English Language Arts for all students.
Root Cause # 1	Implementation and consistent use of evidence-based literacy instruction in grades PK-5
Root Cause # 2	Many students from economically disadvantaged backgrounds have fewer opportunities to build oral language/vocabulary skills and background knowledge.
Goal	Grades K-2 will show a decrease of students scoring "intensive support" on DIBELS, and grades 3-5 will show a decrease of students scoring "below basic" on DIBELS DORF and Reading Inventory, by at least 10%, from fall to spring of the 2020-2021 school year.

Action Step # 1

Action Step	Instructional staff members at EFES will receive training to support the use of literacy in content area subjects (e.g. math, science, social studies) and to integrate STEAM concepts.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations Student Writing Samples Reading Inventory Assessment Scores Georgia Milestones ELA Scores
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Teachers and instructional support staff, in grades K-5, will achieve consistency and fidelity with Bookworms Reading and Writing as the core ELA curriculum through PL opportunities, team planning, observational feedback, and classroom support.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations Student Writing Samples DIBELS Next Reading Inventory Georgia Milestones ELA
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach
Timeline for Implementation	Yearly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Open Up Resources, University of Delaware

Action Step # 3

Action Step	Utilizing available assessments, data-based decision-making and MTSS supports will improve and become more targeted, to remediate literacy skills impacted by extended school closure and academic struggles. MTSS training will be provided to assist instructional staff members and to maximize these efforts.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations DIBELS Next Reading Inventory Georgia Milestones ELA MTSS Meeting Agendas/Sign-In MTSS Documentation
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach
Timeline for Implementation	Monthly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	With the help of our parent liaison, communication of and parent participation in school hosted family nights, grade level organized meetings, Literacy Night, Georgia Milestones parent meetings, parent-teacher conferences, open house, district organized events, etc, will continue to improve literacy efforts and awareness between school and home. To assist parents with reducing the impact of extended school closure, learning at home resources such as access to video links, books, and other literacy resources will be widely shared.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent Sign-in Sheets Announcements of School Events Social Media Outreach Teacher-Parent Contact (phone calls, email, etc.)
Position/Role Responsible	Teachers Administrators Academic Coach Parent Liaison Support Staff
Timeline for Implementation	Yearly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Fannin County Public Library, FERST Foundation, Rotary Club, Community Partners, Get Georgia Reading, First Book Marketplace

Action Step # 5

Action Step	Students will be provided with appropriate differentiated tasks based on specific needs. Teachers will be provided professional learning to support differentiation in their classroom.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES Observations
Position/Role Responsible	Teachers Administrators Academic Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase growth and achievement in math for all students.
Root Cause # 1	Implementation and consistent use of evidence-based math instruction in grades PK-5
Root Cause # 2	Parents often struggle to help students with math at home due to the use of problem solving strategies that they did not learn in school.
Goal	In grades 1-5, the number of students scoring in the average range or higher will increase by 10% from the Fall 2020 to the Spring 2021 MAP Growth Math administration. In Kindergarten, students will show an increase of 10% in students scoring demonstrated or above on GKIDS math elements.

Action Step # 1

Action Step	Teachers in grades K-5 will implement the GA Frameworks for mathematics and aligned teacher-developed assessments. Assessment data will be utilized to supplement Tier I and plan small group instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES Observations lesson plans Student Assessment Data Classroom Observation
Position/Role Responsible	Teachers, Academic Coach, Assistant Principal, Principal
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Learners Advantage, GaDOE

Action Step # 2

Action Step	Number Talks routines will be included in lessons 3-5 times per week. Number Talks training will be offered to teachers who have not participated in the past or as needed.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans Student assessment data TKES Classroom Observation
Position/Role Responsible	Teachers, Academic Coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	EFES will increase communication with parents and guardians about relevant standards-based content and strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent sign-in sheets Surveys Conference notes Parent liaison communication
Position/Role Responsible	Teachers, Parent Liaison, Principal, Academic Coach, Parents
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE Unit Letters

Action Step # 4

Action Step	Math and science teachers will participate in professional learning communities to incorporate STEAM concepts and analyze student data to identify and address common needs throughout grade levels.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP assessment data Unit assessment data Diagnostic assessment data PLC, grade level, and SIT sign-in sheets Classroom Observation
Position/Role Responsible	Teachers, Administrators, Paraprofessionals, Academic Coach
Timeline for Implementation	Monthly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Students will be provided with appropriate differentiated tasks based on specific needs. Teachers will be provided professional learning to support differentiation in their classroom. MTSS will be facilitated through training, common assessments, technology-based interventions, classroom teachers, paraprofessionals, and student support teams.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teacher observations data
Position/Role Responsible	Principal Assistant Principal Academic Coach Teachers
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 6

Action Step	Support STEAM initiatives through regular meetings of a school STEAM committee, co-teaching in the classroom with the STEAM teacher, determine needs and provide resources for the EFES STEAM classroom and individual grade levels (e.g. manipulatives, online subscriptions, learning from home resources, etc.)
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	STEAM Committee Meeting Minutes STEAM Training Attendance PLC Meeting Agendas Collaborative Planning with STEAM Teacher Lesson Plans STEM/STEAM Night
Position/Role Responsible	STEAM Committee STEAM Teacher Administration Teachers Community Partners Parent Liaision Instructional Support Staff
Timeline for Implementation	Monthly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve climate and culture for all EFES stakeholders.
Root Cause # 1	Support the whole child through the systems of continuous improvement
Root Cause # 2	Utilize S.T.E.A.M. initiatives to improve student engagement and achievement
Root Cause # 3	Number of students considered chronically absent/tardy
Goal	For the 2020-2021 school year, EFES will maintain a five star GaDOE Climate Rating through efforts to reduce chronic absenteeism, serving the whole child through the Systems of Continuous Improvement to include social emotional learning, MTSS, PBIS, providing teacher support for instructional initiatives, and engaging students with STEAM learning.

Action Step # 1

Action Step	EFES will identify students that were considered "chronically absent" (missed more than 10% of days enrolled), from the first semester of the 2019-2020 school year, and provide incentives for attendance. These incentives will be rewarded at the end of each full week students are present.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Infinite Campus attendance reports SLDS historical attendance data
Position/Role Responsible	Teacher, Assistant Principal, Principal, Parent Liaison
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local Business Donations

Action Step # 2

Action Step	Utilize GaDOE and RESA resources to update MTSS protocols and provide additional administrator, teacher, counselor, and support staff training. Additionally, the PBIS Team will participate in professional learning and continue to review SWISS data during monthly committee meetings for positive behavior and school climate supports.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign-in Sheets Student Data Classroom Observations MTSS Documentation
Position/Role Responsible	Administration Academic Coach Teachers Counselor Parent Liaison Paraprofessionals
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE, Pioneer RESA

Action Step # 3

Action Step	Provide teacher support through professional development, classroom materials, professional leave, substitute coverage, planning, observation and feedback, and/or PLCs.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Data Sign-in Sheets Lesson Plans Classroom Observations
Position/Role Responsible	Administration Teachers Academic Coach Instructional Support Staff
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Mathew Price *(signature)*
Team Member # 2	Assistant Principal	Andrea Crump *Andrea Crump*
Team Member # 3	Academic Coach	Renee Carder *Renee Carder*
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Representative	Jennifer Cochran *Jennifer C...*
Team Member # 2	First Grade Representative	~~Penny Daves~~ Dana Harper *(signature)*
Team Member # 3	Second Grade Representative	~~Brittany Mayfield~~ Teresa Martin *(signature)*
Team Member # 4	Third Grade Representative	~~Lora Robinson~~ Jill Lambert
Team Member # 5	Fourth Grade Representative	Siegrid Russell *Siegrid Russell*
Team Member # 6	Fifth Grade Representative	~~Christina Hood~~ Ashley Sparks (B)
Team Member # 7	Special Education Representative	Jenna Saxon
Team Member # 8	Parent Liaison	Sheena Rymer
Team Member # 9	Paraprofessional	~~Curt Weldy~~ Robin Stephens
Team Member # 10		*Robin Step...*