



School Improvement Plan 2020 - 2021



**Fannin County
West Fannin Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fannin County
School Name	West Fannin Elementary School
Team Lead	Alison Danner

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To strengthen tier 1 instruction for all students
Root Cause # 1	While aligned to the GA Standards of Excellence, tier 1 core instruction is lacking utilization of effective, research-based strategies to meet the needs of all learners.
Goal	School wide, the percentage of students scoring in the average or higher percentile bands on the math and reading portions of the MAP assessment will increase by 3% from the fall of 2020 to the winter of 2021.

Action Step # 1

Action Step	Teachers at West Fannin will continue to receive professional learning over the topic of implementing the mathematics curriculum frameworks with fidelity while focusing on common assessment development, and teachers at West Fannin will take part in mathematics professional learning communities led by our academic coach and teacher leaders.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
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	We will monitor implementation with professional learning forms for who attends this professional learning. We will also monitor implementation through PLC sign-in sheets. We will measure effectiveness through classroom TKES classroom observations, Dibels, RI, PALS, GKIDS, MAP scores, and GA Milestones scores.
Position/Role Responsible	Principal-Alison Danner Interim Assistant Principal-Milly Rice Academic Coach-Debbie Morgan

Action Step # 1

Timeline for Implementation	Yearly
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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)?	University of North Georgia, 4-H Extension Office, Alexa Robinson (Public Works/Watershed Protection Specialist), Dr. Lyon, Master Gardeners, Josayln Miller, Merciers, Fannin Regional Hospital, Blue Ridge Arts Association, Blue Ridge Community Theater
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Action Step # 2

Action Step	Teachers at West Fannin will receive ongoing professional learning that targets explicit, direct literacy instruction and interventions that engage and motivate all students, and teachers at West Fannin will take part in professional learning communities that focus on these topics led by our academic coach.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/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	We will monitor implementation with professional learning forms for who attends this professional learning. We will also monitor implementation through PLC sign-in sheets. We will measure effectiveness through TKES classroom observations, Acadience (Dibels), Reading Inventory, PALS, GKIDS, MAP scores, and GA Milestones scores.
Position/Role Responsible	Principal-Alison Danner Interim Assistant Principal-Milly Rice Academic Coach-Debbie Morgan

Action Step # 2

Timeline for Implementation	Yearly
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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)?	L4GA Literacy Grant; The University of Delaware and Wilson will deliver professional learning for reading and writing
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Action Step # 3

Action Step	Teachers at West Fannin will receive professional learning over the topic of improving STEAM instruction through attending STEM/STEAM conferences, visiting GaDOE Certified STEAM schools, and in-house professional learning communities led by our teacher leaders.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/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	We will monitor implementation with professional learning forms for who attends this professional learning. We will also monitor implementation through PLC sign-in sheets. We will measure effectiveness through TKES classroom observations, PALS, GKIDS, MAP scores, and GA Milestones scores.
Position/Role Responsible	Principal-Alison Danner Interim Assistant Principal-Milly Rice Academic Coach-Debbie Morgan

Action Step # 3

Timeline for Implementation	Yearly
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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)?	Adopt-a-Stream, Blue Ridge Mountains Arts Association, Dr. Gilda Lyon, Mrs. Meghan McFerrin, GaDOE, other STEM/STEAM certified schools in GA, North GA Master Gardeners, Alexa Robinson (Public Works/Watershed Protection Specialist), Josayln Miller, Fannin Regional Hospital, You Nailed It LLC.
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Action Step # 4

Action Step	Paraprofessionals at West Fannin will be strategically placed into classrooms at specific times to assist teachers in delivering targeted mathematics and literacy instruction based on students' strengths and weaknesses.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/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	We will monitor implementation and effectiveness through TKES classroom observations, RI, PALS, GKIDS, MAP, GA Milestones, USATestprep, Dreambox, Reading Inventory, and Acadience (Dibels).
Position/Role Responsible	Principal, Alison Danner Interim Assistant Principal, Milly Rice Debbie Morgan-Academic Coach

Action Step # 4

Timeline for Implementation	Others : Daily
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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)?	
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Action Step # 5

Action Step	We will have a certified Technology Teacher who teaches K-5 and plans with teachers on a regular basis, continue to support and encourage Google certification among our teachers, and enough Chromebooks or laptop devices at WFES to allow students (K-5) to access one when needed.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor implementation by keeping track of the number of teachers we have who are Google Certified in each grade level and by keeping track of our Chromebook and laptop devices. We will monitor effectiveness with MAP, RI, GA Milestones, Dreambox, and USATestprep.
Position/Role Responsible	Principal-Alison Danner Interim Assistant Principal- Milly Rice
Timeline for Implementation	Yearly

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)?	
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Action Step # 6

Action Step	All staff at WFES will have the opportunity to receive professional learning that will contribute to the enhancement and integration of technology in the classroom.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor with professional learning forms for who attends this professional learning. We will also monitor implementation through PLC sign-in sheets.
Position/Role Responsible	Alison Danner, Principal Milly Rice, Interim Assistant Principal Debbie Morgan, Academic Coach
Timeline for Implementation	Yearly

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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve literacy skills in all grade levels
Root Cause # 1	Inconsistent implementation of evidence-based literacy strategies
Goal	The number of students meeting/exceeding DIBELS benchmark targets (composite scores) in Grades K-2 will increase by at least 5% from Fall to Spring administrations. In grades 3-5, the number of students scoring Proficient or Advanced on Reading Inventory Lexile assessments will increase by at least 10% from Fall to Spring administrations.

Action Step # 1

Action Step	WFES will use the prescribed assessments to target literacy weaknesses and progress monitor student growth.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/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	We will monitor individual student progress on RI, MAP, and Acadience (Dibels). Student progress will also be discussed quarterly at MTSS checkpoints.
Position/Role Responsible	Principal-Alison Danner Interim Assistant Principal-Milly Rice Academic Coach-Debbie Morgan
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)?	L4GA Literacy Grant
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Action Step # 2

Action Step	Continuous professional learning opportunities in a variety of formats will be provided to support best practices of literacy instruction in all grade levels with an emphasis on writing instruction.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor implementation through professional learning documentation and TKES classroom observations. We will measure effectiveness with MAP scores and GA Milestones scores. We will use Reading Inventory and Acadience (Dibels) to assist in monitoring implementation and effectiveness. We will also use USA Test Prep to assist in monitoring implementation and effectiveness.
Position/Role Responsible	Principal-Alison Danner Interim Assistant Principal- Milly Rice Academic Coach-Debbie Morgan All Teachers and Paraprofessionals
Timeline for Implementation	Yearly

Action Step # 2

<p>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)?</p>	<p>L4GA Literacy Grant; The University of Delaware and Wilson are private entities that will provide professional learning for reading and writing.</p>
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Action Step # 3

<p>Action Step</p>	<p>Teachers at West Fannin will take part in STEM/STEAM professional learning communities that will focus on strengthening literacy connections to components of STEM/STEAM lessons and projects.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title II, Part A Title IV, Part A IDEA N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>We will monitor implementation with PLC minutes and sign-in sheets. We will measure effectiveness through our STEAM certification process between now and spring 2021, MAP scores, and GA Milestones scores.</p>
<p>Position/Role Responsible</p>	<p>Principal-Alison Danner Interim Assistant Principal-Milly Rice Academic Coach-Debbie Morgan</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

Action Step # 3

<p>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)?</p>	<p>Adopt-a-Stream, Blue Ridge Mountains Arts Association, Dr. Gilda Lyon, Mrs. Meghan McFerrin, GaDOE, other STEM/STEAM certified schools in GA</p>
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Action Step # 4

<p>Action Step</p>	<p>We will investigate ways to collaborate with new community partners and strengthen our current STEM partnerships to include STEAM and literacy development connections.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title II, Part A Title IV, Part A IDEA N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>We will monitor implementation by starting and updating a list of partnerships that help with STEAM and literacy development. We will measure effectiveness through our STEAM certification process between now and spring 2021, MAP scores, and GA Milestones scores.</p>
<p>Position/Role Responsible</p>	<p>Principal-Alison Danner Interim Assistant Principal-Milly Rice Academic Coach-Debbie Morgan WFES teachers All WFES stakeholders</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

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)?	Adopt-a-Stream, Blue Ridge Mountains Arts Association, Oyster Fine Bamboo Fly Rods, Anna Watkins Photography, Exterior Grounds Maintenance, Dr. Gilda Lyon, Mrs. Meghan McFerrin, other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, North GA Master Gardeners, Ocoee Animal Hospital, Rivers Alive, Rollins Planetarium at Young Harris College, the UGA Research Center, the US Forest Service, ETC, Tri-State EMC, Mercier Orchards, Bruce Goode, Fannin Regional Hospital, Fannin County Sheriff Department, Fannin County EMS, Kiwanis Club
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Action Step # 5

Action Step	We will purchase resources to support literacy integration and to equip classrooms with a variety of text types and genres.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor the effectiveness of the these resources through PALS, MAP, RI, and Acadience (Dibels).
Position/Role Responsible	Principal, Alison Danner Interim Assistant Principal, Milly Rice Academic Coach, Debbie Morgan
Timeline for Implementation	Yearly

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)?	
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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)?	
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Action Step # 6

Action Step	We will continue to involve students, families, and community partners in our literacy improvement efforts with the assistance of our parent liaison.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor this with sign-in sheets from literacy events including but not limited to lunch and learns, parent power in a half hour, literacy night, and STEM/STEAM nights. In addition, we will monitor views on YouTube trainings.
Position/Role Responsible	Principal, Alison Danner Interim Assistant Principal, Milly Rice Academic Coach, Debbie Morgan Parent Liaison, Shannon Cioffi
Timeline for Implementation	Quarterly

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)?	L4GA Grant; UNG, The Ridge Community Church, The Craddock Center
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Action Step # 7

Action Step	Instructional staff will deliver high quality, standards-based instruction with appropriate scaffolding and differentiation, including small-group, need-based instruction.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
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	We will monitor the effectiveness of the instruction through TKES classroom observations, walk-throughs and lesson plans.
Position/Role Responsible	Principal, Alison Danner Interim Assistant Principal, Milly Rice Academic Coach, Debbie Morgan
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)?	
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Action Step # 7

<p>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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To more effectively meet the needs of the whole child—including students’ physical, emotional, social, and educational needs.
Root Cause # 1	Living in poverty and dealing with the effects of the COVID-19 pandemic
Goal	WFES will continue to maintain or decrease the number of discipline referrals for the 2020-21 school year while continuing to maintain or improve our school perception data.

Action Step # 1

Action Step	We will utilize the PBIS framework including Tier II training to support, encourage, and reward positive behaviors.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor implementation by working with students on their goal-setting sheets. We will monitor effectiveness by analyzing our daily, weekly, monthly, and yearly behavior.
Position/Role Responsible	Principal - Alison Danner Interim Assistant Principal - Milly Rice Debbie Morgan - Academic Coach Shannon Cioffi - Parent Liaison All Teachers All Paraprofessionals
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)?	
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Action Step # 2

Action Step	We will utilize the MTSS/SST process to provide students with targeted research-based interventions to teach and encourage expected behaviors.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will continually monitor the MTSS/SST process of each of our students and SWIS data.
Position/Role Responsible	Principal - Alison Danner Interim Assistant Principal - Milly Rice Debbie Morgan - Academic Coach Shannon Cioffi - Parent Liaison Diana Odom - School Counselor
Timeline for Implementation	Weekly

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)?	
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Action Step # 3

Action Step	We will provide school counseling, mentoring services, and implement a social/emotional learning curriculum to enhance students’ and staff well-being.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor through documentation from the school counselor, the parent liaison, faculty meeting agenda, and PLC agendas and minutes.
Position/Role Responsible	Principal - Alison Danner Interim Assistant Principal - Milly Rice Debbie Morgan - Academic Coach Shannon Cioffi - Parent Liaison Diana Odom - School Counselor
Timeline for Implementation	Monthly

Action Step # 3

<p>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)?</p>	<p>Adopt-a-Stream, Blue Ridge Mountains Arts Association, Oyster FineBamboo Fly Rods, Anna Watkins Photography, Exterior Grounds Maintenance, Dr. Gilda Lyon, Mrs. Meghan McFerrin, other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, North GA Master Gardeners, Ocoee Animal Hospital, Rivers Alive, Rollins Planetarium at Young Harris College, Save Georgia's Hemlocks, the UGA Research Center, the US Forest Service, ETC, Tri-State EMC, Mercier Orchards, Snack in a Backpack, The Ridge Community Church, Kiwanis Club, The Girls and Boys Club, Fannin County Recreation Department</p>
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Action Step # 4

<p>Action Step</p>	<p>All staff will create a culturally responsive environment that provides a sense of safety and belonging that promotes the well-rounded child.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title II, Part A Title IV, Part A IDEA N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>We will monitor using the Georgia Student Health Survey results and the usage log of the sensory room.</p>
<p>Position/Role Responsible</p>	<p>Principal - Alison Danner Interim Assistant Principal - Milly Rice Debbie Morgan - Academic Coach Shannon Cioffi - Parent Liaison Diana Odom - School Counselor</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

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)?	Wendy's, Ingles, Home Depot, Sugar Mama's, North Georgia Sports Zone, Thomas Arp Countryside Insurance
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Action Step # 5

Action Step	Through the use of the STEM/STEAM initiative, students will be supported to grow through their individual strengths in order to develop a well-rounded child.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor through student involvement in our robotics, photography, mathematics, garden, and fitness club, Club TOME, and peaceful peers. We will also monitor our school perception data.
Position/Role Responsible	Principal - Alison Danner Interim Assistant Principal - Milly Rice Shannon Cioffi - Parent Liaison Debbie Morgan - Academic Coach Diana Odom - School Counselor
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)?	
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Action Step # 6

Action Step	All staff will engage in effective attendance messaging, with the assistance of our parent liaison, that teaches students and families why attendance is important to a child’s overall well-being and academic success.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will continually monitor daily attendance.
Position/Role Responsible	Principal - Alison Danner Interim Assistant Principal - Milly Rice Shannon Cioffi - Parent Liaison Debbie Morgan - Academic Coach Diana Odom - School Counselor
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)?	Parent/Teacher Organization, Morganton Grille
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Action Step # 6

<p>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)?</p>	<p>Parent/Teacher Organization, Morganton Grille</p>
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Action Step # 7

<p>Action Step</p>	<p>Action Step #7: All staff will receive professional learning opportunities that enhance their understanding of individual student differences.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A IDEA</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Professional Capacity Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>We will monitor using professional learning documentation including agendas and minutes.</p>
<p>Position/Role Responsible</p>	<p>Principal - Alison Danner Interim Assistant Principal - Milly Rice Shannon Cioffi - Parent Liaison Debbie Morgan - Academic Coach</p>
<p>Timeline for Implementation</p>	<p>Quarterly</p>

Action Step # 7

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)?	
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Action Step # 8

Action Step	We will provide opportunities for students to participate in various clubs that cater to their individual needs and interest such as, but not limited to the following: photography club, Girls That Code, Robotics Club, Math Scholars Club, Fitness Club, Garden Club while providing staff with stipends for their time.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor the number of students in each club and continue to monitor the school perception survey.
Position/Role Responsible	Principal - Alison Danner Interim Assistant Principal - Milly Rice Parent Liaison - Shannon Cioffi
Timeline for Implementation	Quarterly

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)?	Anna Watkins Photography, Master Gardeners, TN Valley Robotics
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Our School Improvement Plan at West Fannin Elementary School is developed throughout each school year. We view our School Improvement Plan as a "fluid, living, and breathing" document that can be altered at any time to reflect the current needs of our students. We revisit the plan throughout the school year at School Improvement Team meetings and School Governance Team meetings. Thus, our School Improvement Plan is always developed during a 1-year period.</p> <p>Reviewing and updating the School Improvement Plan is an item on most School Improvement Team and School Governance Team meeting agendas. Our School Improvement Team consists of certified and classified employees as well as members of the school administration. Our School Governance Team consists of school members, community members, and parents. In addition, all School Governance Team meetings are open to the public. Each year, members from the Fannin County School System central office and the general public attend our School Governance Team meetings. Furthermore, we always email a PDF of our updated School Improvement Plan to the entire WFES faculty/staff when updates are made. Also, we always place a PDF of the updated School Improvement Plan on our Teacher Drive for all WFES faculty/staff members to see. We encourage all faculty/staff to read this plan and provide feedback. Finally, we let all parents know through newsletters and blackboard messages that a current copy of our School Improvement Plan can be found on our school webpage and in the Parent Liaison Room at West Fannin Elementary at any time throughout the school day. All of this allows us to keep all stakeholders involved with the development and implementation of our School Improvement Plan.</p> <p>As stated above, our School Improvement Plan is readily available to all stakeholders in and surrounding West Fannin Elementary. Our plan is also translated into Spanish when needed by our local Spanish translator.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>At West Fannin Elementary, we provide opportunities for all children, including all subgroups, to meet the challenging state academic standards. All teachers at WFES are considered highly qualified by the Georgia Department of Education. The principal, assistant principal, academic coach, special education teachers, and school counselor are involved in the process of making class rosters each year. Therefore, we are certain that all students, including students from all subgroups, have an effective, in-field teacher that has the experience needed for student success.</p>

<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>West Fannin Elementary School, being a Georgia State Certified STEM school, offers all students multiple opportunities to build and strengthen their academic skills as they investigate and design ways to solve real world problems. Our school utilizes the Bookworms Literacy Program and the Georgia Department of Education math frameworks to provide differentiated instruction to meet the needs of all learners.</p> <p>West Fannin Elementary provides additional reading and math support for the most academically at-risk students. Both push-in and pull-out support is offered during Need-Based Instruction, a daily block of time (45-55 minutes) set aside for targeted ELA and Math instruction and interventions. Classroom teachers along with the MTSS/SST Team use universal screening and classroom data to determine which students are in need of additional support. Flexible groups for intervention are then formed and progress is regularly monitored under the supervision of the academic coach who also provides job-embedded professional learning for teachers. The coach meets with teachers in collaborative sessions (PLCs) to assist with planning instruction and best practices. Examining assessment data and student work are also a part of these sessions.</p> <p>Various academic-based curriculum nights where we focus on mathematics, literacy, and STEM/STEAM are offered where families can participate in hands-on learning activities together. A parent liaison assists in working with families to support students in all content areas, including Lunch and Learn sessions with parents to assist them with helping their children experience academic success. After School Tutoring is offered to at-risk students in grades 3-5 for both reading and math. In addition, WFES fosters an engaging learning environment through clubs, partnerships, and mentors.</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not Applicable</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>In order to support, coordinate, and integrate services with early childhood programs at the school level, the West Fannin Elementary principal and parent liaison go to the local Head Start program and the local pre-kindergarten program each spring where they provide a presentation to assist pre-school-aged children in the transition from early childhood education programs to local elementary school programs. In addition, we invite all upcoming kindergarten students and parents each spring for a kindergarten tour at WFES. We also hold our kindergarten registration each spring at WFES where we register students and allow students/parents to tour the campus. Students who are unable to attend registration can schedule an alternate time, or a WFES teacher will travel to Head Start or Pre-K to complete the process. We provide and coordinate support services to assist students and parents during the following transitions: from early childhood education programs to elementary school, from elementary school to middle school, and transferring into our school from another school at any point throughout the year. In addition, meetings are held in the spring for students with disabilities who have received services at four years of age or younger. In the fall, parents and students are contacted by both Pre -K and kindergarten teachers and encouraged to attend Open House during pre-planning. Early in the school year, a parent orientation meeting is held to share general information about curriculum, progress reports, testing requirements, attendance policies, special programs, and the school's expectations for student achievement.</p>
<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Not Applicable</p>

<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>West Fannin Elementary is a fully operational Positive Behavioral Interventions & Supports (PBIS) school. We use PBIS to support efforts to reduce the overuse of discipline practices that remove students from the classroom. In addition, as part of our Multi-Tiered Systems of Support / Student Support Team (MTSS/SST) process, we develop behavior intervention plans and provide specific behavior strategies to assist with improving behavior for certain students. Finally, our school counselor teaches classes for all of our students about social-emotional learning, how to get along with others, and the proper ways to deal with stress. These strategies allow us to be proactive instead of retroactive when it comes to student behavior and discipline.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>Title I Schoolwide Component</p> <ol style="list-style-type: none"> 1. Comprehensive Needs Assessment <p>At West Fannin Elementary School, we meet at least 8 times per year with our School Improvement Team and School Governance Team. Discussing and updating our School Improvement Plan based on current classroom formative assessment data, universal screening and progress monitoring data with MAP, and the GA Milestones Assessment System data is frequently an agenda item for these meetings. Our School Improvement Team and School Governance Team assist with developing and refining our School Improvement Plan. In addition, we email the entire School Improvement Plan to the WFES faculty/staff every time that it is updated and put the plan on our local teacher drive. We then invite all faculty/staff members to read the plan and provide feedback. Many faculty/staff members have provided necessary feedback due to this transparent process. We also notify parents that we keep an updated copy of our school improvement plan in our Parent Liaison Room and on our school website. By continuously going through this process of openly sharing data, analyzing data, and making data-based decisions, we comprehensively assess our needs.</p> 2. Schoolwide Reform Strategies <ol style="list-style-type: none"> a. The school will be implementing schoolwide reform strategies to address school needs, including a description of how such strategies will: <ol style="list-style-type: none"> i. Provide opportunities for all children to meet the challenging state academic standards. Please visit the Needs Assessment and Planning and Action Plans and Teaching Strategies sections of this School Improvement Plan. ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded
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ADDITIONAL RESPONSES

	<p>education. Students have the option of participating in one or more of the following clubs at WFES: Garden Club, Robotics Club, Running Club, Club Tome, Photography Club, and Mathematics Scholars Club. These clubs help contribute to a well-rounded education. In addition, students from West Fannin broadcast live weekly on WXFC-LP 92.7 FM Rebel Radio to share events that are going on at West Fannin. We also provide students with opportunities such as Student Council and Peaceful Peers that allow students to think critically about how to improve our school and our planet. In addition, we provide Needs-Based Instruction (NBI) opportunities for all students in order to meet specific student needs as well as after-school tutoring for students in grades 3-5 for no cost to the students/parents. Also, we focus on career readiness by requiring all 5th grade students to complete a career portfolio and by hosting a career day each year where we introduce students to a wide range of careers. In addition, West Fannin's administrators and School Improvement Team (SIT) meet together on a monthly basis and strategize ways to improve student achievement. The focus of professional learning and resource availability has shifted from a system-wide approach to a school-based approach. The individual schools have more input into the types of professional development that are relevant to staff and students' needs. West Fannin's leadership team gathers data from surveys, formative and summative assessments, teacher observations, and teacher suggestions to plan professional development activities. The team also devises and suggests ways to provide resources and planning time for teachers, a safe and conducive learning environment for students, and support for curriculum and instructional areas. Disaggregating data is a very important part of the process. The SIT is always looking for ways to help students who are at risk of not meeting the Georgia Standards of Excellence (GSE). The school sets aside time in the daily schedule (Needs-Based Instruction) to work specifically with students who have weaknesses in the specific areas of reading, language arts, and math. At the same time, students who are proficient at meeting the GSE are provided extension activities. We now have an academic coach on staff full-time, to support teachers. The coach serves on the Multi-Tiered Systems of Support / Student Support Team (MTSS/SST) and the leadership team. Additionally, five paraprofessionals serve on the Intervention Team to deliver interventions to Tier III and Tier IV students and track appropriate progress. The academic coach serves on this intervention team by finding resources to use as interventions and helping to develop differentiation strategies.</p> <p>iii. Address the needs of all children in the school. School improvement is a continuous process that requires teamwork. The administration and SIT work together on areas such as budgeting, scheduling, ways to improve student achievement, behavioral expectations and school climate. The administration and SIT collaborate to design appropriate policies and procedures. After receiving input from faculty and staff members and gathering data from surveys and questionnaires, the team makes final decisions. The results are used to improve the learning environment and student achievement. The Comprehensive Title I plan will be translated for those who do not speak English as their primary language. Our students' needs, especially the at-risk</p>
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ADDITIONAL RESPONSES

	<p>population, are addressed and accommodated through the use of a prioritized, instructionally aligned curriculum and the GSE. Opportunities are also provided for all children to meet or exceed these standards through the use of scientifically-based, researched methods which support and enhance our instructional practices and strategies. Examples of these are Needs-Based-Instruction (NBI) time, Bookworms, MAP, Reading Inventory, 1st in Math, Dreambox, USATestPrep, and Acadience (DIBELS). Additionally, best practices are being addressed by implementing a standards-based instructional model. The needs of at-risk students are also met through Special Education services, the Early Intervention Program, Response to Intervention strategies, an Intervention Team, a full-time Academic Coach, Speech Pathologist, School Psychologist, Occupational Therapist, Physical Therapist, Counselor, a full-time nurse, Character Education Program, and After School Tutoring.</p> <p>Furthermore, at West Fannin Elementary, we provide opportunities for all children including, all subgroups, to meet the challenging State academic standards. All teachers at WFES are considered highly qualified by the Georgia Department of Education. The principal, assistant principal, academic coach, special education teachers, and school counselor are involved in the process of making class rosters each year. Therefore, we are certain that all students, including students from all subgroups, have an effective, in-field teacher that has the experience needed for student success.</p> <p>In order to support, coordinate, and integrate services with early childhood programs at the school level, we go to the local Head Start program and the local pre-school programs each spring where we provide a presentation to assist pre-school children in the transition from early childhood education programs to local elementary school programs. In addition, we invite all upcoming Pre-K and kindergarten students and parents each spring for a school tour. We also hold our Pre-K and kindergarten registration each spring at WFES where we register students and allow students/parents to tour the campus. Students who are unable to attend registration can schedule an alternate time, or a WFES teacher will travel to Head Start or Pre-K to complete the process. We provide and coordinate support services to assist students and parents during transition from preschool, early childhood programs, elementary to middle school and those students transferring into our school throughout the year. In addition, meetings are held in the spring for special needs children who have been receiving services at four years of age. In the fall, parents and students are contacted by Kindergarten teachers and encouraged to attend Open House during pre-planning. Early in the school year a parent orientation meeting is held to share general information about curriculum, progress reports, testing requirements, attendance policies, special programs, and the school's expectations for student achievement.</p> <p>West Fannin Elementary is a fully operational Positive Behavioral Interventions & Supports (PBIS) school. We use PBIS to support efforts to reduce the overuse of discipline practices that remove students from the</p>
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ADDITIONAL RESPONSES

	<p>classroom. In addition, as part of our Multi-Tiered Systems of Support / Student Support Team (MTSS/SST) process, we develop behavior intervention plans and provide specific behavior strategies to assist with improving behavior for certain students. Finally, we have created a hybrid schedule at West Fannin that allows our school counselor to teach classes about social-emotional learning, how to get along with others, and the proper ways to deal with stress. These strategies allow us to be proactive instead of retroactive when it comes to student behavior and discipline.</p> <p>3. Schoolwide Plan Development</p> <p>a. Our School Improvement Plan is developed throughout each school year. We view our School Improvement Plan as a "fluid, living, and breathing" document that can be altered at any time to reflect the current needs of our students. We revisit the plan throughout the school year at School Improvement Team meetings and School Governance Team meetings. Thus, our School Improvement Plan is always developed during a 1-year period.</p> <p>b. Reviewing and updating the School Improvement Plan is an item on most School Improvement Team and School Governance Team meeting agendas. Our School Improvement Team consists of certified and classified employees as well as members of the school administration. Our School Governance Team consists of school members, community members, and parents. In addition, all School Governance Team meetings are open to the public. Each year, members from the Fannin County School System county office and the general public attend our School Governance Team meetings. Furthermore, we always email a PDF of our updated School Improvement Plan to the entire WFES faculty/staff when updates are made. Also, we always place a PDF of the updated School Improvement Plan on our Teacher Drive for all WFES faculty/staff members to see. We encourage all faculty/staff to read this plan and provide feedback. Finally, we let all parents know that a current copy of our School Improvement Plan can be found on our school webpage and in the Parent Liaison Room at West Fannin at any time throughout the school day. All of this allows us to keep all stakeholders involved with the development and implementation of our School Improvement Plan.</p> <p>c. Our School Improvement Plan remains in effect for the duration of West Fannin's participation as a Title I eligible school. It also remains in effect on a continual basis, and we regularly monitor and revise our plan when needed.</p> <p>d. As stated above, our School Improvement Plan is readily available to all members of the Fannin County School System county office, parents, the public, and all faculty/staff members. It is also written in a way that parents can understand. Our plan is also translated into Spanish when needed by our local Spanish translator.</p> <p>4. ESSA Requirements</p>
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ADDITIONAL RESPONSES

	<p>a. West Fannin Elementary School hopes to purchase the following educational programs with Title I funds in 2020-2021: Dreambox (K-5). According to the research done by Professor John Hattie, the following educational practices result in the following Hattie's Effect Size for Student Achievement. An effect size of over .40 means that learning typically accelerates beyond the growth that typically takes place during one school year for a student. Writing Programs (.44), Parental Involvement (.51), Direct Instruction (.59), Immediate Feedback (.73), Accelerated Curriculum (.88), and Formative Testing (.90). The Dreambox program that we hope to purchase with Title I funds at West Fannin Elementary in 2020 -2021 incorporates all six of these educational practices into their pedagogies and curricula. We use these programs to assist in improving and accelerating student achievement.</p> <p>In addition, the following evidence-based research exists.</p> <p>Dreambox</p> <p>Furthermore, math fact fluency refers to the ability to recall the basic facts in all four operations accurately, quickly and effortlessly. When students achieve automaticity with these facts, they have attained a level of mastery that enables them to retrieve them from long-term memory without conscious effort or attention. Brain imaging studies have revealed how the progression from effortful processes such as finger counting and explicit strategy use to automatized retrieval is associated with actual changes in the regions of the brain involved in mathematical computation (e.g., Rivera, Reiss, Eckert, & Menon, 2005). Through automaticity, students free up their working memory and can devote it to problem solving and learning new concepts and skills (Geary, 1994). Extensive research has demonstrated the critical role of fact fluency in elementary school level mathematics and beyond (e.g., Isaacs & Carroll, 1999; Kail & Hall, 1997; Miller & Heyward, 1992; Royer et al, 1999; Woodward, 2006; Zentall 1990). In this research, mental chronometry – the precise measurement of the speed with which a student can recall a given fact -- is the typical method used to evaluate fluency. The importance of retrieval speed as a measure of fluency is underscored by studies that show it is a significant predictor of performance on standardized tests, including tests such as the SAT where calculator usage is permitted (Royer et al., 1999). Furthermore, the significance of fact retrieval speed as a predictor of performance is not limited to test items that directly assess computation – it predicts performance on math concept problems, word problems, data interpretation problems, and mathematical reasoning items as well. Research over the past decade has also shown, however, that many children in the United States never achieve sufficient proficiency with math facts, and those who do typically achieve it later than their peers in nations with higher mathematics achievement (Gersten et al, 2009; National Mathematics Advisory Panel, 2008). To address this issue, recent national curriculum standards and guidelines have highlighted automaticity with math facts as a core objective of elementary mathematics education, including: · NCTM's Curriculum Focal Points (2006) · National Math Advisory Panel's Core Principles of Math Instruction (2008) · Common Core Standards for</p>
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ADDITIONAL RESPONSES

	<p>Mathematics (2010) It is important to bear in mind that these organizations are not advocating automaticity as a substitute or replacement for conceptual understanding in mathematics. Rather, conceptual understanding and fact fluency are mutually supportive, and should not be seen as competing for class time (National Mathematics Advisory Panel, 2008).</p> <p>Dreambox embraces and embodies these strategies and this research.</p> <p>b. At the beginning of each school year, West Fannin Elementary School provides all parents with a School and Family Engagement Policy. This policy describes how the school will implement effective parent and family engagement strategies.</p> <p>Below is a prioritized needs list for 2020-2021 that will assist us in guiding how we utilize our funding in order to help us accomplish the goals within our School Improvement Plan.</p> <p>Prioritized Needs 2020-2021</p> <p>After reviewing the results of the data collected by our School Improvement Team, our School Governance Team, our grade-level teams, our professional learning communities, our STEM team, the GA Milestones Assessments, the FCSS Professional Learning Surveys, etc., the following prioritized needs have been identified:</p> <p>Professional Learning</p> <p>Focus on building Professional Learning Communities for professional learning on the topics of STEM/STEAM, mathematics, literacy, tier 1 instruction tactics, narrative writing, and instructional technology. Focus professional learning on enhancing mathematics instruction and improving student performance in mathematics across the campus. Focus professional learning on improving literacy across the campus. Focus professional learning on students demonstrating creativity, imagination, communicating through writing, being responsible, learning from mistakes, and not giving up when challenged. Focus professional learning on teachers using more technology, implementing standards-based classrooms and practicing differentiation. Focus professional learning on the teachers using STEM/STEAM education to integrate and differentiate the applicable parts of the curriculum. Focus professional learning on the teachers using evidence-based writing strategies, narrative writing, writing across the curriculum, and STEM/STEAM journaling. Focus professional learning on Claim Evidence Reasoning (CER) for STEM/STEAM education.</p>
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ADDITIONAL RESPONSES

	<p>Focus professional learning on Investigative Research for STEM/STEAM education.</p> <p>Focus professional learning on updated science and social studies instruction based on the Georgia Standards of Excellence</p> <p>Provide funding for substitutes to allow teachers the opportunity to collaborate during Professional Learning Community (PLC) days reviewing test data to refine instruction and close the achievement gap for lower performing students.</p> <p>Provide stipends for teachers to participate in summer Professional Learning Community (PLC) days and summer professional learning sessions related to identifiable needs.</p> <p>Provide funding for staff members to attend STEM/STEAM conferences/forums, visit STEAM certified schools, and take STEM/STEAM Certification Team visits.</p> <p>Provide opportunities for academic teachers to add needed certifications/endorsements through Pioneer RESA in order to increase rigor in instruction and better serve all students.</p> <p>Support vertical and lateral planning across the Fannin County School System in each instructional area and/or grade level.</p> <p>Improve the quality of instruction through research based professional learning in the areas of differentiation, writing across the curriculum, STEM/STEAM journaling, STEM/STEAM education, standards-based instruction, content area training, co-teaching academy for selected general education and special education teachers, Lexile training, creating common assessments, blended learning, vertical alignment, TKES/LKES (Teacher/Leader Keys Effectiveness System), increasing understanding of student growth models and the CCRPI used to indicate school progress, and effectively using instructional technology.</p> <p>Personnel</p> <p>Retain the Parent Liaison to help foster the development of a community including the students and faculty of West Fannin, the parents of those students and all the surrounding stakeholders.</p> <p>Maintain an academic coach to work with faculty and staff to analyze student data, increase instructional effectiveness, develop MTSS/SST, and provide continuous professional learning in these areas.</p> <p>Supplement instruction through the use of paraprofessionals.</p> <p>Incorporate the MTSS/SST process to a greater degree in order to meet the needs of students through the Intervention Team (pull out and push in).</p> <p>Provide a certified technology teacher to increase digital literacy and digital citizenship among students and staff at West Fannin Elementary.</p> <p>Provide a STEM Lab teacher to increase STEM education across WFES.</p> <p>Provide a Music/Art/Drama teacher who will act as a STEAM Lab teacher as well.</p> <p>Provide a school nurse to facilitate the medical needs of students during the instructional day.</p> <p>Provide attendance support personnel to increase student attendance.</p>
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ADDITIONAL RESPONSES

	<p>Instruction</p> <p>Provide resources, human resources, and strategies to enhance mathematics instruction and improve student performance in mathematics across the campus.</p> <p>Provide resources and personnel to incorporate STEM/STEAM into the current curriculum with all students.</p> <p>Provide resources and personnel to incorporate instructional technology into the current curriculum for all students.</p> <p>Provide resources to maintain a STEM lab with a certified teacher to instruct students and conduct professional learning with the faculty and staff.</p> <p>Provide resources to maintain a Music/Art/Drama teacher who also acts as a STEAM Lab teacher.</p> <p>Provide instructional supplies for all students including paper, remediation/intervention materials.</p> <p>Provide supplemental technology for student instruction and to raise student achievement including computers, webcams, iPads (that interact with the Smart Boards), interactive whiteboards, scientific research/investigation technology, Google classroom, Google laptop labs, Chromebooks, virtual reality technology, 3D printing, and architectural/blueprint technology. Also, provide technology repair funds.</p> <p>Provide funds for hand-held manipulatives.</p> <p>Provide resources to fund programs for universal screening, progress monitoring, benchmarking, and standards-based practice (i.e. USAtestprep, 1st in Math, MobyMax).</p> <p>Provide funds for Bookworms and/or alternate reading/literacy programs Pre-K-5 in order to increase reading ability /literacy throughout WFES.</p> <p>Provide funds for an instructionally sound mathematics program PreK-5 in order to increase mathematical ability throughout WFES.</p> <p>Provide funds for science supplies and science materials 3-5 to increase science and STEM instruction throughout WFES (i.e. STEMScopes).</p> <p>Provide funds for a social studies program (i.e. Gallopade).</p> <p>Parent Involvement</p> <p>Provide a check- in/check-out system for students and visitors to track parent involvement.</p> <p>Provide workshops for parents to communicate school procedures such as testing, homework, etc., which includes ways they can become more involved with their child's education.</p> <p>Provide PTO/PAG meetings that are easy to attend for all parents and staff members.</p> <p>Other</p> <p>Continue to offer free breakfast to all students.</p> <p>Continue to maintain a faculty and staff new induction and mentor program.</p>
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ADDITIONAL RESPONSES

	<p>Provide enough wireless capacity to run all of our wireless devices all over the campus.</p> <p>Improve citizenship and student accountability through self-assessment and personal goal setting utilizing the research based Positive Behavior Intervention Support (PBIS) program, Second Step, and/or other programs.</p> <p>Provide a check- in/check-out system for students and visitors to track parent involvement.</p> <p>Provide workshops for parents to communicate school procedures such as testing, homework, etc., which includes ways they can become more involved with their child's education. Provide PTO/PAG meetings that are easy to attend for all parents and staff members.</p> <p>In order to accomplish these goals, teachers, the academic coach, peer coaches, professional learning consultants and administrators will work together to implement performance-based strategies to increase student achievement goals. Parents, volunteers and community members will continue to be an important asset for West Fannin Elementary School.</p>
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