GaDOE
Georgia Department of Education

School Improvement Plan
2019 - 2020

Identify Needs
Select Interventions
Plan Implementation
Implement Plan
Examine Progress

Coherent Instruction
Effective Leadership
Professional Capacity
Family & Community Engagement
Supportive Learning Environment

READY TO LEARN
READY TO LIVE
WHOLE CHILD
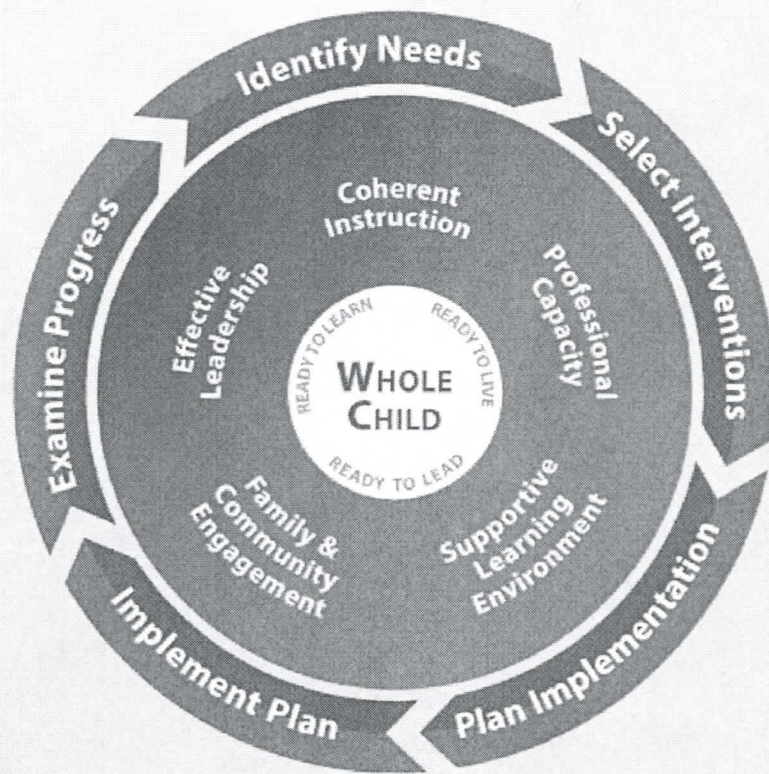READY TO LEAD

Fannin County
East Fannin Elementary School

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	Inconsistent use of ELA curriculum materials and instructional strategies creates gaps in student learning from grade level to grade level - teacher/leader retention and grade level movement; some grade levels use different ELA programs, which limits, vertical discussions, consistent use of terminology, scope and sequence from grade to grade, and standards aligned resources and practices; due to time constraints and/or instructional choices, some resources are not implemented with fidelity to fully determine the level of effectiveness the curriculum offers; opportunites for high quality teacher training in literacy instruction aligned to school/student needs
Root Cause # 2	Many struggling readers do not make the needed growth to achieve grade level expectations - Instructional time varies by grade; students lack perserverance and give up/request support at the first struggle; standards based tier 1 instruction is often modified/reduced for struggling readers/writers, which increases achievement gaps from one grade level to the next; as a response to weak foundational reading and writing skills, additional support is needed for students earlier in the lower grades
Root Cause # 3	High numbers of students are qualifying for special education services - MTSS protocols, candidate identification, and support implementation vary throughout the building; MTSS training for certified staff is needed; few training opportunities exist for instructional support staff who often deliver interventions; intervention doesn't target skill level deficits early enough for at-risk students to move back to tier 1; fidelity of intervention implementation needs to be monitored for effectiveness
Root Cause # 4	Students lack academic support at home - high percentage of students living in poverty; working families lack time to reinforce learning after school; many parents/guardians didn't finish school or feel that they do not have the skills necessary to help with schoolwork; sometimes academic achievement is not stressed as important from parents to their children; some parents lack trust due to their own experiences in school
Root Cause # 5	Students have weak vocabulary skills - many students from economically disadvantaged backgrounds hear fewer words and less vocabulary prior to entering kindergarten, and are more likely to have fewer experiences to build background knowledge; vocabulary weaknesses often persist throughout elementary school due to a heavy focus on foundataional reading skills until fluency is achieved
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 Reading Inventory, by at least 10%, from fall to spring of the 2019-2020 school year. Students in grades 3-5 will show an increase of at least 3%, scoring proficient or distinguished, on the Georgia Milestones ELA assessment during the 2019-2020 school year.

Action Step # 1

Action Step	To address vocabulary weaknesses and background knowledge deficits, 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 STEAM initatives.
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 Reading Inventory Assessment Scores Georgia Milestones ELA Scores
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach
Timeline for Implementation	Yearly

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

Action Step # 2

Action Step	Teachers in grades K-5 will implement Bookworms Reading and Writing as the core ELA curriculum.
Funding Sources	Title I, Part A Title II, Part A

Action Step # 2

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
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach
Timeline for Implementation	Yearly

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

Action Step # 3

Action Step	With the support of teacher-led PLCs, curriculum training, support staff training, and assessment uses, tier I instruction will continue to be a a main focus, to ensure all students are exposed to grade level standards and high expectations in heterogeneous classroom settings.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	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 PL Meeting Agendas/Sign-in Sheets Parent Meetings
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach Parent Liaison
Timeline for Implementation	Monthly

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

Action Step # 4

Action Step	MTSS supports will improve and become more targeted, by providing professional learning for instructional support staff, classroom teachers, special education teachers, and administrators. Through this effort, students will receive targeted MTSS supports once they are identified as at-risk/above benchmark using universal literacy screeners and/or diagnostic assessments.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	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 Intervention implementation Sheets
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach
Timeline for Implementation	Weekly

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

Action Step # 5

Action Step	Increase parent participation in school hosted family nights, grade level organized Lunch and Learn meetings, Literacy Night, Georgia Milestones parent meetings, parent-teacher conferences, open house, district organized events, and more. Increase access to video links, books, and other literacy resources to assist with grade level content understanding.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	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
	Increased Participation in School Events and Conferences
	Socia Media Outreach
Position/Role Responsible	Teachers
	Administrators
	Academic Coach
	Parent Liaison
	Support Staff
Timeline for Implementation	Yearly

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

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	Many students are not performing on grade level in mathematics - early stages of math frameworks implementation and inconsistent uses of instructional strategies creates gaps in student learning; a need to create unit/classroom assessment tools; teacher/support staff movement between grade levels; MTSS supports are often implemented after gaps have grown too large to reach grade level expectations; support staff/paraprofessional training is needed for quality support in classrooms; fidelity of standards-based instruction and observation/feedback on Frameworks lessons
Root Cause # 2	Students struggle to express themselves orally and in writing when explaining math concepts - some teachers have been reluctant to change from traditional instructional strategies to align with those based on grade level standards; resources and parent/teacher/instructional staff use of math vocabulary terms varies; increase opportunities for oral expression through daily Number Talks; training opportunities for support staff and continued focus on grade level standards for certified staff members to reinforce language, strategy, and content aligned focus
Root Cause # 3	Students lack confidence in their math abilities - parents often struggle to understand and help with math at home; students have fixed midset about growing and increasing overall math achievement; identification of needs and earlier start for intervention/remediation or enrichment; engagement in classrooms to make learning fun and attainable
Root Cause # 4	Students have weak number sense - many math curriculum resources do not address strategies, teach flexibility with numbers, and are not well aligned to grade level standards; tier 1 instruction doesn't provide enough opportunities for students to progress through concrete and representational stages to build understanding before moving to abstract concepts (e.g. moving to standard algorithm too early); need for follow-up on use of Number Talks in classrooms
Goal	In Math grades 1-5, the number of students scoring average or higher will increase by 10% from the Fall 2019 to the Spring 2020 MAP administration. In grades 3-5, the number of students scoring Proficient or Distinguished will increase by 3% from the 2019 GA Milestones administration to the 2020 GA Milestones administration.

Action Step # 1

Action Step # 1

Action Step	EFES is implementing the GA Frameworks mathematics curriculum for grades K-5. Teachers received hands-on professional learning for each unit, and will begin developing assessments that align to each unit. Using the GA Frameworks curriculum will ensure that students are exposed to standards based Tier I instruction. In order to develop number sense and a solid foundation in numeracy, students will experience concrete and representational progressions of new concepts before beginning abstract concepts. Strategies will include the use of manipulatives and Number Talks to increase student engagement and build understanding. EFES will monitor the fidelity and effectiveness of the frameworks implementation through the Teacher Keys Effectiveness System, classroom observations, and student achievement data.
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	School Focus Walk data TKES walk-through observations lesson plans Student Assessment Data
Position/Role Responsible	Teachers, Academic Coach, Assistant Principal, Principal
Timeline for Implementation	Yearly

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

Action Step # 2

Action Step	Many students at EFES struggle expressing themselves orally and in writing about math concepts. Teachers will participate in professional learning opportunities to enhance oral expression and build community in the math classrooms. Number Talks will become part of daily lessons in order for students to practice verbalizing problem solving strategies and oral expression skills. Teachers will also incorporate the Standards of Mathematical Practice in daily lessons and increase opportunities for students to express their learning in a variety of ways.
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	School focus walk data Lesson plans Student assessment data TKES
Position/Role Responsible	Teachers, Academic Coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step # 3

Action Step	Many students lack confidence in their math abilities. Through surveys we have discovered that parents struggle to help students, especially with problem solving strategies in mathematics. Through the EFES parent liaison and academic coach, we will increase communication with parents and guardians about relevant standards-based content and strategies. GA Frameworks Unit Letters for math will go home at the start of each unit. We will also schedule opportunities for parents to learn about the curriculum or express needs and concerns through Curriculum/Math Night, grade level parent engagement activities, and parent conferences. We will also communicate resources in student folders, on the EFES website, and Class Dojo.
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
Position/Role Responsible	Teacher, Parent Liaison, Principal, Academic Coach
Timeline for Implementation	Yearly

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

Action Step # 4

Action Step	Through the implementation of the GA Frameworks Math Curriculum K-5 and supplemental technology-based and other resources, teachers having a common curriculum throughout the school will help close gaps created by using different programs in the past. Math teachers will also participate in vertical professional learning communities to analyze student data and address common needs throughout grade levels. Intense MTSS interventions will be identified through common assessments. Supports for students needing interventions will be determined by diagnostic numeracy assessments in order to identify deficits in learning. These interventions will be supported by paraprofessionals in small group and individualized instruction. MAP benchmarks will be given two times per year. This data will be reviewed and used to make decisions during PLC's, grade level meetings, and by the School Improvement Team.
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 Diagnostic assessment data PLC, grade level, and SIT sign-in sheets
Position/Role Responsible	Teachers, Paraprofessionals, Academic Coach
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating 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	Approximately 15% of EFES students missed 10% of their enrollment in the 2018-2019 school year - parent notes count as excused absences, and without a limit to parent notes, many chronically absent students do not have enough "unexcused" absences to classify as truancy; if a student misses the bus, many parents do not have a way to get students to school, or they arrive tardy
Root Cause # 2	Implementing the systems of continuous improvement is a work in progress to support the whole child - identifying needs and developing plans of improvement (SIP, L4GA, etc.) are strengths at EFES, but plan implementation, examining progress, and making adjustments in response are an area of improvement for all stakeholders; understanding student data and changes to MTSS are a priority for the upcoming school year; ongoing data reviews, assessment development, and aligning student supports based on need are a focus for MTSS and PBIS to improve academics, behavior, and social-emotional needs for students
Root Cause # 3	The family-friendly atmosphere needs to focus on the transition to more academic partnerships with families and stakeholders - parents/stakeholders/staff members could better align to focus on the urgency for on-time development of grade level skills for students; school resources could better communicate and prepare families to support children at home; data-based decision making should support the development of instruction for all students with academic progress reported to families after each school-wide assessment (e.g. DIBELS, RI, MAP reports)
Root Cause # 4	S.T.E.A.M. initatives could be better utilized to engage a variety of learners - through planning and training, academic specials classes could be used to support math, literacy, and the arts outside of the general classroom experience; Club Days and other learning initatives can be utilized to encourage positive climate, attendance, and support a wider variety of student needs; EFES doesn't have a S.T.E.A.M. teacher or lab conducive for hands-on projects
Goal	For the 2019-2020 school year, EFES will maintain a five star GaDOE Climate Rating through efforts to reduce chronic absenteeism, serving the whole child through the GaDOE Systems of Continuous Improvement/MTSS/PBIS, and providing teacher support for instructional initiatives.

Action Step # 1

Action Step # 1

Action Step	EFES will identify students that were considered "chronically absent" (missed more than 10% of days enrolled), from the 2018-2019 school year, and provide incentives for attendance. These incentives will be rewarded weekly when students are present all week.
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

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

Action Step # 2

Action Step	Utilize GaDOE resources to update MTSS protocols and provide additional administrator, teacher, counselor, and support staff training. Additionally, the PBIS Team will continue to review SWISS data and hold monthly 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

Action Step # 2

Subgroups	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	Training Attendance Student Data Reviews Classroom Observations
Position/Role Responsible	Administration Academic Coach Teachers Counselor Parent Liaison Paraprofessionals
Timeline for Implementation	Monthly

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

Action Step # 3

Action Step	Provide teacher support through professional development, materials, professional leave, substitute coverage, planning, 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

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Training Attendance Sign-in Sheets Lesson Plans Classroom Observations
Position/Role Responsible	Administration Teachers Academic Coach Instructional Support Staff
Timeline for Implementation	Quarterly

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

Action Step # 4

Action Step	Support STEAM initatives through the development and regular meetings of a school STEAM committee, determine needs and provide resources for the EFES STEAM classroom, incorporate training and resources for arts, movement, and the STEAM teacher, use literacy materials to support STEAM in the classroom, seek professional learning opportunities for appropraite staff members to strengthen STEAM connections and student/family experiences.
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

Action Step # 4

Method for Monitoring Implementation and Effectiveness	PLC Meeting Agendas Collaborative Planning with STEAM Teacher Lesson Plans STEM/STEAM Night
Position/Role Responsible	STEAM Committee Administration Teachers Community Partners Parent Liaision Instructional Support Staff
Timeline for Implementation	Monthly

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

SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

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.	East Fannin Elementary has a School Improvement Team. Our SIT is made up of a teacher from each grade level (K-5), a special education teacher, academic coach, and principal. Our SIT meets once per month. Each teacher reports the minutes from the meeting back to their grade level team members and requests feedback. As a team, we compiled our Comprehensive Needs Assessment starting in February of 2019. We looked at multiple data sources including GA Milestones, DIBELS, RI, MAP, climate, and attendance data. Our faculty is updated throughout the process and sought input from during this process. Fannin County is a Charter school system. Our School Governance Team is a part of our planning process. The team consists of two faculty members, two community members, two parents, and the principal. We update and seek input from the team of our goals and progress during the CNA and SIP process. They also must approve our final School Improvement Plan. We seek input from parents through surveys. We also keep our parents informed throughout the school year during Open House, Title I Night, Curriculum Night, and other school wide events.
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.	All instructional staff members meet the Highly Qualified Teacher requirements set forth in section 1119 of the Every Student Succeeds Act of 2016 and hold appropriate certifications through the Georgia Professional Standards Commission (GaPSC). All instructional staff members are assigned to the area(s) in which they are highly qualified. Job openings are advertised in the local newspaper, TeachGeorgia website, and throughout the school system. Candidates are only interviewed if the meet the requirements of being highly qualified and hold a clear-renewable teaching certificate in-field. Newly hired teachers must complete the Fannin County School System New Teacher Induction program. The program consists of having an assigned mentor and other qualifications. The program lasts one to three years.
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).	East Fannin Elementary School contracted professional learning services to help teachers understand and utilize best practices in the Georgia Mathematics Frameworks Curriculum. In addition to this core curriculum, the academic coach, teachers, and paraprofessionals will support the teaching of these units through needs based instruction and supplemental resources. Supplemental resources will include manipulatives, computer based subscriptions, unit assessment development, etc. East Fannin Elementary School will extend reading and writing across the curriculum. Teachers in Science and Social Studies will support reading and writing standards. ELA teachers will implement the Bookworms Reading and Writing curriculum to strengthen Tier I/grade level reading and writing skills

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).	in grades K-5.

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.	N/A

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.	The principal meets annually with the parents of students enrolled in the Pre-K/Headstart program to discuss the transition from preschool to the elementary school. During kindergarten registration, parents are provided with information about the school and the kindergarten educational program. At registration, students are given a universal screener to determine an appropriate kindergarten classroom placement and identify students who may benefit from additional services (Early Intervention Program). The parents of students who have received special education services through Pre-K/Headstart are transitioned to the elementary school during the spring prior to their enrollment at East Fannin Elementary School. After enrollment, new kindergartners and their families are invited back to the campus in mid-May for a guided tour of the campus. This event is coordinated by our Parent Liaison. FCSS has also implemented a birth to 5 years old initiative to provide parents with resources such as books to better prepare their children when they enter school. With the addition of a PreK classroom at EFES a greater number of students are expected to experience an easier transition from PreK to kindergarten

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.	N/A

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.	East Fannin Elementary has an operational status with Positive Behavioral Interventions and Supports (PBIS). PBIS is a school wide program in which students earn rewards for positive behaviors. Teachers teach behaviors as part of our PBIS curriculum. The PBIS team reviews data monthly and identifies solutions to behavior trends. Our school counselor also intervenes with students on tier two and tier three levels. He also teaches guidance lessons monthly to all students. When behavior trends are identified with our students with disabilities, the IEP team sets behavior goals in their IEP.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	