

West Fannin Elementary
Blue Ridge, GA 30513

***School Improvement
Plan***

2017-2018



West Fannin Elementary School
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School Improvement Plan 2017-2018

(Updated 01-08-18)

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Title I Schoolwide Components

1. Comprehensive Needs Assessment

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 FastBridge, and the GA Milestones Assessment System data is frequently an agenda item for these meetings. At the beginning of each school year, our School Improvement Team and School Governance Team assist with developing our SMART Goals, Strategic Plan, and Prioritized Needs Assessment that appear within this 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 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.

2. Schoolwide Reform Strategies

- a. The school will be implementing schoolwide reform strategies to address school needs, including a description of how such strategies will:
 - 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 education. Students have the option of participating in one or more of the following clubs at WFES: Garden Club, Robotics Club, Running 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

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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. Please visit the **Action Plans and Teaching Strategies** and **Additional Requirements** sections of this School Improvement Plan. 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 resources 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, focus walks, 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, three paraprofessionals serve on the Intervention Team to deliver interventions to Tier I, II, III and IV students and track appropriate progress. The academic coach finds resources to use as interventions and differentiation strategies and serves on the Intervention Team.

- 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

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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 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, Reading Street, FastBridge, 1st in Math, USAtestprep, MobyMax, and 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, Mentoring Program, Character Education Program, and After School Tutoring.

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.

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 kindergarten students and parents each spring for a kindergarten tour. 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

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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.

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, 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.

3. Schoolwide Plan Development

- 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.
- 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

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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.

- 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.
- 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.

4. ESSA Requirements

- a. West Fannin Elementary School has currently purchased the following educational programs with Title I funds: FastBridge Learning (K-5), MobyMax (K-5), UsaTestPrep (3-5), Accelerated Reader (3-5), and 1st in Math (K-5). Out of these educational programs, we primarily use FastBridge Learning for educational interventions and progress monitoring for ELA and mathematics both inside and outside of our Multi-Tiered Systems of Support / Student Support Team (MTSS/SST).

According to the National Center on Intensive Intervention at American Institutes for Research, there is convincing evidence that FastBridge Learning is effective when it comes to many criteria. FAST CBM Reading for grades 1st – 5th shows convincing evidence in the following criteria: Reliability of Performance Level Score, Reliability of Slope, Validity of the Performance Level Score, Alternate Forms, Rates of Improvement Specified, End-of-Year Benchmarks, Sensitive to Student Improvement. FAST Early Math shows convincing evidence in the following criteria across most mathematics domains: Reliability of Performance Level Score, Validity of the Performance Level Score, Sensitive to Student Improvement and Reliability of Slope. Finally, FAST Early Reading shows convincing evidence in the following criteria across most reading domains: Reliability of Performance Level Score, Reliability of Slope, Validity of the Performance Level Score, Alternate Forms, End-of-Year Benchmarks, Sensitive to Student Improvement.

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In addition, 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). All educational programs (1st in Math, FastBridge, Accelerated Reader, MobyMax, and UsaTestPrep) that we have purchased with Title I funds at West Fannin Elementary incorporate all six of these educational practices into their pedagogies and curricula. We use these programs to assist in improving and accelerating student achievement.

- 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. Our current 17-18 School and Family Engagement Policy can be found in Appendix B of this School Improvement Plan.

Needs Assessment and Planning

I. Needs Assessment and Planning

Georgia School Standards:	Planning and Organization, Leadership
SACS Standards:	1-5
Title I Components:	1,2,4,8,9, and 10.

School Profile

West Fannin Elementary has a total enrollment of 487 students as of December 8th, 2017. As of December 8th, 2017, the following demographic percentages existed at West Fannin Elementary.

- 52% Male
- 48% Female
- 94% White/Caucasian
- 5% Hispanic
- Less Than 1% American Indian
- Less Than 1% Black
- 1% Multi-Racial
- 10% Special Education
- 56.25% Free Lunch
- 7.33% Reduced Lunch
- 63.58% Free & Reduced Lunch

Mission Statement

My mission at West Fannin is to be kind, to be responsible, to listen, and to learn to do my best.

Beliefs

The faculty and staff at West Fannin will:

- Value each child as an individual.
- Provide a safe and comfortable learning environment.
- Use differentiated instructional strategies to ensure that each child is successful.
- Motivate students to set and achieve personal goals.
- Actively engage students in the learning process with opportunities to develop logical thinking and decision-making skills.
- Encourage our students to be responsible for their own conduct and value the importance of getting an education.
- Encourage our students to develop positive relationships with other students.

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WFES Overarching Goals

- We will become STEM Certified by the GA DOE by the end of the 17-18 school year
- "90 by 19": We will have a CCRPI Score of 90 by 2019.
- We will compete for every child every day.

STEM Mission Statement

Our STEM Vision at West Fannin Elementary School is to provide students the opportunity for the exploration of new ideas while continuing student empowerment and independent problem-solving skills to maximize their individual potential.

School Improvement Team (SIT)

Lucas Roof	Principal (Chairman)
Alison Danner	Assistant Principal
Debbie Morgan	Academic Coach
Charlene Hubbard	Media Specialist
Shannon Cioffi	Parent Liaison
Valdora Dockery	Classroom Teacher
Stacy Herndon	Classroom Teacher
Erica Strobel	Classroom Teacher
Michele Grubb	Classroom Teacher (secretary)
Kayla Majors	Classroom Teacher
Amber Mitchell	Classroom Teacher
Kimberly Brannon	Special Education Teacher
Milly Rice	Instructional Technology Teacher

A chairperson and secretary are selected each school year. The chairperson, with input from the administration, sets an agenda for each meeting. Meetings are held monthly in the school data room. Agendas are followed and minutes are recorded and posted on Simbli/eBoard. The representatives from each area then discuss with their peers the agendas from each meeting during grade level meetings, faculty meetings and job embedded professional learning. All faculty members have access to SIT meeting minutes via e-mail. Stakeholders are provided opportunities for feedback between leadership and the SIT on a continuous basis. SIT members look at formative and summative assessment data to drive instruction, revise the school improvement plan, develop Short Term Action Plans (STAP) and develop yearly prioritized needs. Relevant information (data) is housed in the school's data room. Each grade level representative brings artifacts to support the appropriate STAP and evidence of student achievement to the monthly meetings and is shared with the team.

Action Plans and Teaching Strategies

II. Action Plans and Teaching Strategies

West Fannin Elementary School 17-18 Improvement Team SMART Goals and Action Plan

17-18 School Improvement Team SMART Goals

SMART Goal	Interventions/ Strategies	Stakeholders	Monitoring	Current Progress
85% of our students in grades 3-5 will score in the Developing Learner (Level 2) and above range on the Math GA Milestones Assessment in the spring of 2018, and 50% of these students will score in the Proficient Learner (Level 3) and above range on the Math GA Milestones Assessment in the spring of 2018	<p>NBI for remediation and enrichment</p> <p>Intervention Team utilization for remediation and enrichment</p> <p>Standards-Based Instr.</p> <p>Personalized Learning Experiences with USATestprep, MobyMax, & 1st in Math</p> <p>In house weekly professional learning in 3rd & 5th Grade math with Kim Patterson</p> <p>Weekly PLC collaboration with our STEM Lab teacher and Technology Teacher</p> <p>STEM PL through the STEM Forum in Athens, GA</p> <p>STEM and investigative research PL with Dr. Gilda Lyon</p> <p>Improve multi-step problem solving and computational skills</p>	<p>Students in grades 3-5</p> <p>All Staff</p> <p>Parents of 3-5 students</p>	<p>FastBridge for universal screening and progress monitoring in Math and ELA</p> <p>USATestprep for 3-5</p> <p>1st in Math for K-5</p>	

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<p>85% of our students in grades 3-5 will score in the Developing Learner (Level 2) and above range on the ELA GA Milestones Assessment in the spring of 2018, and 50% of these students will score in the Proficient Learner (Level 3) and above range on the ELA GA Milestones Assessment in the spring of 2018</p>	<p>NBI for remediation and enrichment</p> <p>Intervention Team utilization for remediation and enrichment</p> <p>Standards-Based Instruction</p> <p>Personalized Learning Experiences with USATestprep, MobyMax, & 1st in Math</p> <p>Monthly PLC collaboration with our Academic Coach</p> <p>PL in narrative writing, STEM journaling, and writing across the curriculum from Dr. Sally Creel</p> <p>Improve narrative writing ability</p>	<p>Students in grades 3-5</p> <p>All Staff</p> <p>Parents of 3-5 students</p>	<p>Reading Street Benchmarks</p> <p>FastBridge for universal screening and progress monitoring in Math and ELA</p> <p>Reading Inventory or MAP for universal screening and progress monitoring in ELA</p> <p>USATestprep for 3-5</p> <p>Accelerated Reader for 3-5</p>	
<p>80% of our students in grades K-2 will make a year's worth of growth on the grade equivalency (GE) scale on the FastBridge Math assessment by the end of the 17-18 school year.</p>	<p>NBI for remediation and enrichment</p> <p>Intervention Team utilization for remediation and enrichment</p> <p>Standards-Based Instruction</p> <p>Personalized Learning Experiences with MobyMax & 1st in Math</p> <p>In house weekly professional learning in 3rd & 5th Grade math with Kim Patterson</p>	<p>Students in grades K-2</p> <p>All Staff</p> <p>Parents of K-2 students</p>	<p>FastBridge for universal screening and progress monitoring in Math and ELA</p> <p>1st in Math for K-5</p>	

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	<p>Weekly PLC collaboration with our STEM Lab teacher and Technology Teacher</p> <p>STEM PL through the STEM Forum in Athens, GA</p> <p>STEM and investigative research PL with Dr. Gilda Lyon</p> <p>Improve multi-step problem solving and computational skills</p>			
<p>80% of our students in grades K-2 will make a year's worth of growth on the grade equivalency (GE) scale on the Reading Inventory, MAP, or FastBridge assessment by the end of the 17-18 school year.</p>	<p>NBI for remediation and enrichment</p> <p>Intervention Team utilization for remediation and enrichment</p> <p>Standards-Based Instruction</p> <p>Personalized Learning Experiences with, MobyMax, & 1st in Math</p> <p>Monthly PLC collaboration with our Academic Coach</p> <p>PL in narrative writing, STEM journaling, and writing across the curriculum from Dr. Sally Creel</p> <p>Improve narrative writing</p>	<p>Students in grades K-2</p> <p>All Staff</p> <p>Parents of K-2 students</p>	<p>Reading Street Benchmarks</p> <p>FastBridge for universal screening and progress monitoring in Math and ELA</p> <p>Reading Inventory or MAP for universal screening and progress monitoring in ELA</p>	

All West Fannin Elementary School Improvement Team meeting agenda and minutes can be found at <https://simbli.eboardsolutions.com/index.aspx?s=4066>.

Educator Quality

III. Educator Quality (Professional Learning, Leadership)

On-Going Professional Development:

Professional knowledge and experiences gained through the pursuit of becoming highly qualified has helped enrich instructional strategies and student achievement. Our teachers have accomplished this in different ways. Many have taken graduate courses and obtained advanced degrees. Others have pursued endorsements in reading, mathematics, ESOL, TSS (Teacher Support Specialist), and Gifted instruction. The majority of our teachers have also participated in professional development training which has enhanced the understanding of research-based instructional strategies.

West Fannin Elementary School has a process in place to develop the schools professional learning plan. We annually survey the faculty to identify the needs of our school to better align our instruction to more successfully implement the standards. The purpose of the surveys is to allow the faculty to identify and address the needs for improving student achievement through professional learning.

Professional learning has shifted from a system wide approach to an individual school approach that provides off-site and on-site opportunities. The on-site sessions allow lead teachers in our school to provide hands-on training and expertise to enhance the performance based teaching classroom.

On-going professional development is being conducted to help teachers incorporate performance based teaching and the Georgia Standards of Excellence into their teaching and classrooms. Through the professional development sessions, teachers are being taught and trained on creating a performance based classroom. Our professional learning is also integrating a more collaborative effort between special education and the regular education classroom by integrating response to intervention, technology, and differentiation to meet the needs of our students.

The SIT now has a role in budgeting money for professional learning needs. Based on this new role grade levels are provided with three data days to analyze our benchmarking assessment data to plan and design instruction to meet the needs of our students.

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Professional Learning Activities

Our teachers have participated or will participate in the following professional learning opportunities during the 2017-2018 school year.

- STEM Unit/Lesson Development with Dr. Gilda Lyon and Kim Patterson for no cost
- STEM Investigative Research Training with Dr. Gilda Lyon for no cost
- Technology Training with Brian Buffington with Pioneer RESA for no cost
- Adopt-a-Stream training and certification for no cost
- Project Wild training and certification for no cost
- Mathematics instruction training with Kim Patterson for no cost
- Science Georgia Standards of Excellence training through our QBE PL budget
- Social Studies Georgia Standards of Excellence training through our QBE PL budget
- Academic Coach training through Pioneer RESA for no cost
- Writing Across the Curriculum training through our QBE PL budget
- STEM Journaling training through our QBE PL budget
- Narrative Writing training through our QBE PL budget
- Georgia Educational Technology Conference through our QBE PL Budget
- 2017 STEM Forum in Athens, GA through our Title IIA budget
- 2018 STEM Conference in Peachtree City, GA through our Title IIA budget
- Summer Professional Learning Community experience and data dig through our Title IIA budget
- In-house professional learning from Debbie Morgan over the topics of phonemic awareness, decoding strategies, writing across the curriculum, and narrative writing
- In-house professional learning from Debbie Morgan titled “What Strong Core Math Instruction Looks Like” over the topics of Number Sense and Counting Skills (K-1), Strategic Number Counting Instruction (1-2), Acquisition and Fluency with Math Facts (3-5)
- In-house professional learning over the topics of curriculum maps, pacing guides, and minimum grade-level expectations

Family and Community Involvement

IV. Family and Community Involvement

Parental Involvement in School Leadership

Parents as well as other stakeholders at West Fannin Elementary School contribute to the development of the Title I School Improvement Plan by supplying input through our School Governance Team (SGT), Parent/Teacher Organization (PTO), and Parent Advisory Group (PAG). Additionally, they support the development of the Parent Involvement Plan, the School Improvement Plan, and have created the Parent Volunteer Network. A comprehensive Parent Involvement Plan is included in this section.

Community Involvement and Support

Students are offered a variety of means for learning from and within the community. These means include technology resources, STEM business partners, CHAMPS, mentoring program, local churches, guest speakers, community/business volunteers, designated field trips, PTO programs, after-school tutoring, and school clubs (Robotics Club, Running Club, Garden Club, and Math Scholars Club). Educators, teachers, and families receive support through Department of Family and Children Services (DFACS), Copper Basin Crisis Center, Fannin County Family Connections, North Georgia Crisis Network, and North Georgia RESA.

School Climate

School climate is monitored through surveys taken by school staff and parents. Data is collected from *Measure of School, Family and Community* and *School Perceptions*. West Fannin Elementary currently has a 5-Star Climate Rating as part of its 2017 CCRPI score. This is the highest rating possible.

Appendix A

Prioritized Needs 2017-2018

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:

Professional Learning

- ◇ Focus on building Professional Learning Communities for professional learning.
- ◇ Focus professional learning on enhancing mathematics instruction and improving student performance in mathematics 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 (Science, Technology, Engineering and Mathematics) STEM 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 journaling.
- ◇ Focus professional learning on Claim Evidence Reasoning (CER) for STEM education.
- ◇ Focus professional learning on Investigative Research for STEM education.
- ◇ Focus professional learning on updated science and social studies instruction based on the Georgia Standards of Excellence.
- ◇ Provide professional learning on the topic of Autism.
- ◇ 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.

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- ◇ Provide stipends for teachers to participate in summer Professional Learning Community (PLC) days and summer professional learning sessions related to identifiable needs.
- ◇ Provide funding for staff members to attend STEM conferences/forums and STEM Certification Team visits.
- ◇ 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.
- ◇ Support vertical and lateral planning across the Fannin County School System in each instructional area and/or grade level.
- ◇ Improve the quality of instruction through research based professional learning in the areas of differentiation, writing across the curriculum, STEM journaling, STEM 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, effectively using instructional technology, learning more about Dr. Norman Webb's DOK (Depth of Knowledge) levels and how to complete a Table of Specifications at each DOK level.

Personnel

- ◇ 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.
- ◇ Maintain an academic coach to work with faculty and staff to analyze student data, increase instructional effectiveness, develop MTSS/SST plans, and provide continuous professional learning in these areas.
- ◇ Supplement instruction through the use of paraprofessionals.
- ◇ 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).
- ◇ Provide a certified technology teacher to increase digital literacy and digital citizenship among students and staff at West Fannin Elementary.
- ◇ Provide a STEM Lab teacher to increase STEM education across WFES.

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- ◇ Provide school nurses to facilitate the medical needs of students during the instructional day.
- ◇ Provide attendance support personnel to increase student attendance.

Instruction

- ◇ Provide resources, human resources, and strategies to enhance mathematics instruction and improve student performance in mathematics across the campus.
- ◇ Provide resources and personnel to incorporate STEM into the current curriculum with all students.
- ◇ Provide resources and personnel to incorporate instructional technology into the current curriculum for all students.
- ◇ Provide resources to maintain a STEM lab with a certified teacher to instruct students and conduct professional learning with the faculty and staff.
- ◇ Provide instructional supplies for all students including paper, remediation/intervention materials.
- ◇ 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 technology, Google classroom, Google laptop lab, Chromebooks, etc. Also, provide technology repair funds.
- ◇ Provide resources to fund programs for universal screening, progress monitoring, benchmarking, and standards-based practice (i.e. FastBridge, USAtestprep, 1st in Math, Accelerated Reader, MobyMax).
- ◇ Provide funds for Reading Streets K-5 and alternate reading/literacy programs K-5 in order to increase reading ability /literacy throughout WFES.
- ◇ Provide funds for an instructionally sound mathematics program K-5 in order to increase mathematical ability throughout WFES.
- ◇ Provide funds for science supplies and science materials 3-5 to increase science and STEM instruction throughout WFES (i.e. STEMScopes).

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Parent Involvement

- ◇ Provide a check- in/check-out system for students and visitors to track parent involvement.
- ◇ 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.

Other

- ◇ Continue to offer free breakfast to all students.
- ◇ Continue to maintain a faculty and staff new induction and mentor program.
- ◇ Provide enough wireless capacity to run all of our wireless devices all over the campus.
- ◇ 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.

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.