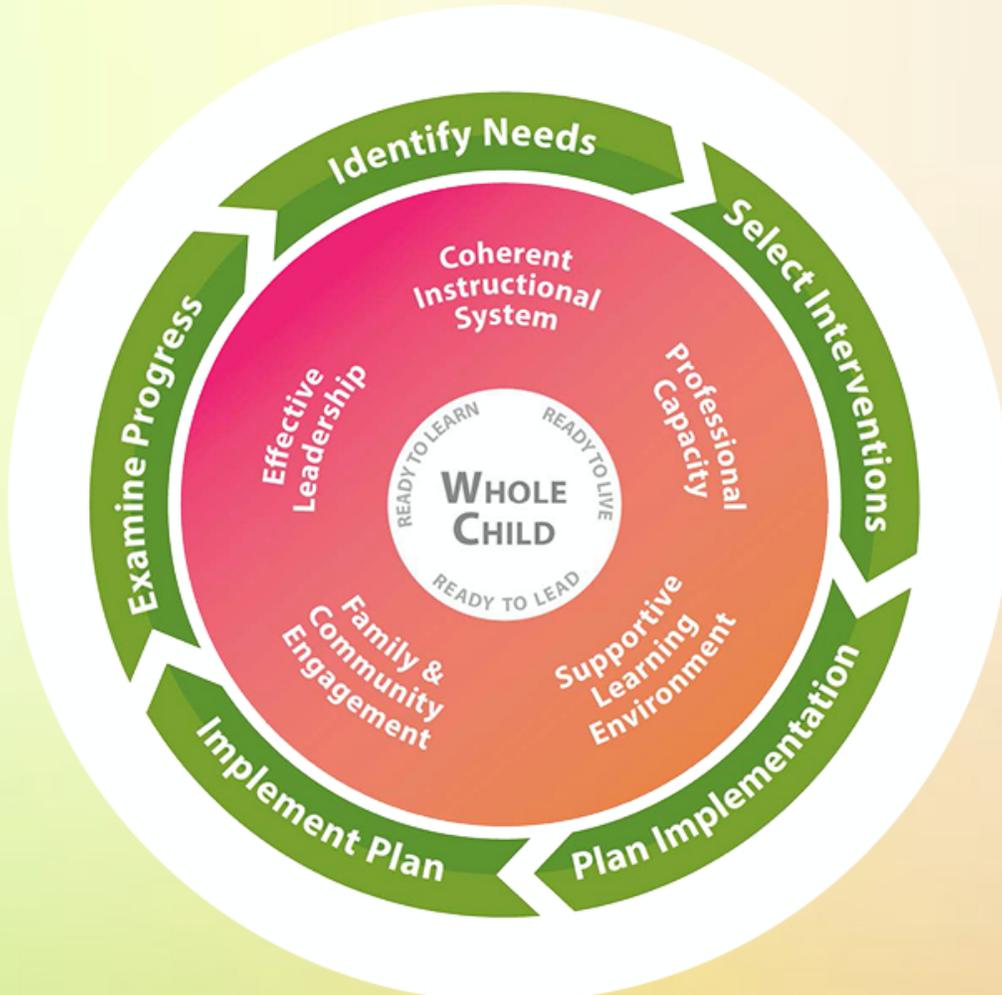# Comprehensive Needs Assessment
2018 - 2019 School Report

Fannin County
West Fannin Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Lucas Roof
Team Member # 2	Assistant Principal	Alison Danner
Team Member # 3	Academic Coach	Debbie Morgan
Team Member # 4	Parent Liaison	Shannon Cioffi
Team Member # 5		
Team Member # 6		
Team Member # 7		

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Classroom Teacher	Kimberly Brannon
Team Member # 2	Classroom Teacher	Valdora Dockery
Team Member # 3	Classroom Teacher	Michele Grubb
Team Member # 4	Classroom Teacher	Stacy Herndon
Team Member # 5	Media Center Specialist	Charlene Hubbard
Team Member # 6	Classroom Teacher	Erica Strobel
Team Member # 7	Classroom Teacher	Karen Goode
Team Member # 8	Classroom Teacher	Amber Mitchell
Team Member # 9	Classroom Teacher	Milly Rice
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent Representative	Brandi Collis
Stakeholder # 2	Parent Representative	Jocelyn Miller
Stakeholder # 3	Community Representative	Stacy Lewis
Stakeholder # 4	Community Representative	Gilda Lyon
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	We notify stakeholders of our School Improvement Team meetings on our West Fannin monthly calendars, through staff-wide emails, and on our electronic Outlook calendar. We notify stakeholders of our School Governance Team meetings on our West Fannin monthly calendars, on our electronic Outlook calendar, through Blackboard messages, through Facebook, and on our Upcoming Events notices that go home weekly. In addition, we post SGT meeting agendas on the door in our main foyer at least 3 school days in advance of a meeting. School Governance Team meetings are open to the public. Our School Improvement Team meets at least 7 times per school year on a monthly rotation. Our School Governance Team meets at least 8 times per school year on a monthly rotation. We will have a SY 18-19 Stakeholder Input Meeting where we invite members of our School Improvement Team, our School Governance Team, our Parent Advisory Group, and the public to give input about our Comprehensive Needs Assessment, the District Improvement Plan, our School Improvement Plan, the District Parent and Family Engagement Policy, our School Parent and Family Engagement Policy, and our School and Parent Compact. Because the Comprehensive Needs Assessment (CNA) and the School Improvement Plan (SIP) are both living, breathing documents, we will also make sure that viewing the Comprehensive Needs Assessment (CNA) and the School Improvement Plan (SIP) is an agenda item on every SGT and SIT agenda. We will also make sure that editing the CNA and SIP is an agenda item when SGT and SIT members see fit throughout the year.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 - Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Curriculum Standard 2 - Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Coherent Instruction Data

Instruction Standard 1 - Provides a supportive and well - /bmanaged environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 - Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 - Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 - Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 - Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 - Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
4. Not Evident	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 - Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 - Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 - Provides timely, systematic, data - /bdriven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 - Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 - Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 - Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 - Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 - Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 - Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 - Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 - Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 - Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 - Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	✓
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 - Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Effective Leadership Data

Leadership Standard 8 - Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 - Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 - Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	✓
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 - Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	✓
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 - Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 - Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 - Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 - Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 - Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 - Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 - Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 - Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 - Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 - Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 - Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 - Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

Family and Community Engagement Standard 5 - Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 - Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 - Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 - Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 8 - Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Supportive Learning Environment Data

School Culture Standard 1 - Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	
School Culture Standard 2 - Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	✓
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

Supportive Learning Environment Data

School Culture Standard 3 - Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	✓
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

School Culture Standard 4 - Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 - Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 - Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use?	We used the Georgia School Performance Standards Survey to collect our perception data from the certified staff at West Fannin Elementary.

What does the perception data tell you?	The overall results were extremely positive. In all areas, the majority of respondents ranked the standards as either operational or exemplary. Overall, Family and Community Connections had the highest ratings. The next highest ratings came from the School Culture category. The lowest ratings came from the Instruction category. However, the ratings within the Instruction category were still quite high and all either operational or exemplary.

What process data did you use?	We used the minutes from the following committees at West Fannin: School Improvement Team, School Governance Team, STEM Committee, PBIS Committee, Grade Level Meetings, and Professional Learning Communities (PLCs). We used the process that we followed to become GaDOE STEM Certified. We used our MTSS/SST process. We used the processes involved within the TLE Platform.

What does your process data tell you?	Our process data from our meeting minutes tells us that we have effectively built a culture at West Fannin that values and utilizes shared leadership. The strengths of our faculty and staff members are used to enhance instruction and improve student achievement. Our process data from our GaDOE STEM certification process reveals that STEM education is embedded within the fabric of all that we do at West Fannin. Our MTSS/SST data shows that students are moved through the tiers with reliability and validity. This is based on the comparative data between special education referrals and special education eligibilities. This data also reflects that students who move back to tier 1 from tier 2 are experiencing greater academic success due to MTSS/SST interventions. Our data from the TLE platform indicates that all of our certified staff members perform at the exemplary or proficient level in all TKES performance standards.

What achievement data did you use?	We used the following pieces of achievement data: the Georgia Milestones Assessment System and MAP.

What does your achievement data tell you?	Our achievement data from the 16-17 GA Milestones reveals that our major areas needing improvement are 3rd grade mathematics and 5th grade mathematics. Additionally, the subgroups of economically disadvantaged and students with disabilities are in need of improvement when it comes to student achievement. However, our students with disabilities made greater progress than similar students across the state. In addition, our students struggled within the domain of Narrative writing in 3rd, 4th, and 5th grade. Our 4th grade mathematics, 3rd grade ELA, 4th grade ELA, and 5th grade ELA achievement data on the GA Milestones was all above the state level and near the top of the Pioneer RESA. Our achievement data from our 17-18 winter MAP testing shows that our students performed above the district grade level mean RIT in reading in all grade levels except 4th grade. In addition, our students performed above the district grade level mean RIT in mathematics in all grade levels except 4th grade. Our achievement data from our 17-18 winter MAP testing shows that our students performed above the norm grade level mean RIT in reading in kindergarten, 3rd grade, and 5th grade. Additionally, our students performed above the norm grade level mean RIT in mathematics in kindergarten.

What demographic data did you use?	We used the student demographic data of West Fannin Elementary.

What does the demographic data tell you?	Our current overall student enrollment is 486. Our current demographic percentages are below. 52% Male 48% Female 94% White/Caucasian 5% Hispanic Less Than 1% American Indian Less Than 1% Black 1% Multi-Racial 10% Special Education 8% Gifted and Talented 56.25% Free Lunch 7.33% Reduced Lunch 63.58% Free and Reduced Lunch

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All 9 Instruction standards on the Georgia School Performance Standards Survey were rated as operational. However, the standard that revealed the greatest need was standard 8 "establishes a learning environment that empowers students to actively monitor their own progress". This appears to be a trend/pattern that shows a need.

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All Leadership standards on the Georgia School Performance Standards Survey were rated as either operational or exemplary. However, the standard that revealed the greatest need was standard 4 "uses processes to systematically analyze data to improve student achievement".

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All Professional Learning standards on the Georgia School Performance Standards Survey were rated as operational. However, the standard that revealed the greatest need was standard 6 "monitors and evaluates the impact of professional learning on staff practices and student learning".

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All Family and Community Engagement standards on the Georgia School Performance Standards Survey were rated as either operational or exemplary. However, the standard revealing the greatest need was standard 4 "communicates academic expectations and current student achievement status to families".

Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All School Culture standards of the Georgia School Performance Standards Survey were rated as either operational or exemplary. However, the standard revealing the greatest need was standard 3 "establishes a culture that supports the college and career readiness of students". This standard was still rated high but showed the greatest need when compared to the other standards.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	When analyzing the data from our GA Milestones Assessment System results over several years, it is apparent that economically disadvantaged students do not perform as well as similar students across the state.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	When analyzing the data from our GA Milestones Assessment System results over several years, it is apparent that the area needing the most improvement is Narrative Writing.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	Special Education: Our students with disabilities showed progress that is above the state average when compared to similar students on the 16-17 GA Milestones Assessment System. In addition, we have a special education department that is comprised of all highly qualified teachers. Economically Disadvantaged Children: Our economically disadvantaged students have the same access to our STEM instruction and the STEM initiative at West Fannin as all of our students. Our economically disadvantaged students benefit from the integrated, hands-on approach embedded within STEM education at West Fannin. These students were an integral part of our GaDOE STEM Certification process. In addition, our economically disadvantaged students receive Snack-in-a-Backpack and free breakfast.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

> **Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.**

Strengths	English Learners: Our ESOL department consists of highly qualified teachers that provide both student and parent support. In addition, we have 7 ESOL endorsed teachers serving students in the regular classrooms. We have at least one ESOL endorsed teacher in each grade level except for 5th grade. By next fall, we will have at least one in each grade level. Our Parent and Family Engagement for English Learners is excellent due to our ESOL department.

Challenges	Special Education: Due to the various demands of the students with a variety of disabilities learning together, one of the greatest challenges for our special education is receiving the pinpoint, differentiated instruction that they truly need to improve academically. Another challenge that we face when it comes to our special education students is parent and family engagement. Although many of these parents come to our events, we need them engaged in academic-based activities at school and home. Economically Disadvantaged Children: The greatest challenge when it comes to our economically disadvantaged students is raising their achievement levels so that their achievement is at or above the state level when compared to similar students and on par with our overall student body. Another challenge for these students is parent and family engagement. Although many of these parents come to our events, we need them engaged in academic-based activities at school and home. English Learners: Due to the language barrier, it is difficult to tell if a student is struggling because of a language issue or another barrier to learning. Due to the various demands of the students (K-5), it difficult to provide students with the differentiated instruction that they need to improve academically. Although many of these parents come to our events, we need them engaged in academic-based activities at school and home.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	To improve our overall achievement of our economically disadvantaged students on standardized assessments.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	To strengthen tier 1 instruction for all students
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	To improve narrative writing across all grade levels and all subjects
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - To improve our overall achievement of our economically disadvantaged students on standardized assessments.

Root Cause # 1

Root Causes to be Addressed	We will address the following: The cultural differences that exist within our economically disadvantaged students that cause these students to struggle academically.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	We will address the following: Empathy for our economically disadvantaged students sometimes results in lower achievement expectations for these students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 2

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	We will address the following: Our economically disadvantaged families are not as engaged with in-school and at-home academic activities that increase student achievement when compared to our families that are not economically disadvantaged.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Overarching Need - To strengthen tier 1 instruction for all students

Root Cause # 1

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Root Cause # 1

Additional Responses	

Overarching Need - To improve narrative writing across all grade levels and all subjects

Root Cause # 1

Root Causes to be Addressed	Our students are not reading enough narrative texts.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Our teachers lack sufficient training when it comes to teaching writing in a systematic and widespread fashion.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 2

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

School Improvement Plan
2018 - 2019

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	Lucas Roof

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that appy)	
✓	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 appy)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environement.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific   **Measurable**   **Attainable**   **Relevant**   **Time-Bound**

An example of a SMART goal is:
By the end of the school year 2017 - 2018, all teachers will heave training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplmental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional
CIS - 1 Planning for quality Instruction
CIS - 2 Delivering Quaility Instruction
CIS - 3 Monitoring student progress
CIS - 4 Refining the instructional system

Family and Community Engagement
FCE-1 Welcoming all families and the community
FCE-2 Communicating effectively with all families and the community
FCE-3 Supporting student access
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the community
FCE-6 Collaborating with the community

Effective Leadership
EL-1 Creating and maintaining a climate and culture conducive to learning
EL-2 Cultivating and distributing leadership
EL-3 Ensuring high quality instruction in all classroom
EL-4 Managing the School and its resources
EL-5 Driving improvement efforts

Supportive Learning Environment
SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community

Professional Capacity
PC-1 Attracting staff
PC-2 Developing staff
PC-3 Retaining staff
PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve our overall achievement of our economically disadvantaged students on standardized assessments.
Root Cause # 1	We will address the following: The cultural differences that exist within our economically disadvantaged students that cause these students to struggle academically.
Root Cause # 2	We will address the following: Empathy for our economically disadvantaged students sometimes results in lower achievement expectations for these students.
Root Cause # 3	We will address the following: Our economically disadvantaged families are not as engaged with in-school and at-home academic activities that increase student achievement when compared to our families that are not economically disadvantaged.
Goal	WFES will increase the percentage of economically disadvantaged students scoring at levels 3 and 4 in reading and math as measured by the Georgia Milestones Assessment System in the spring of 2019 by 3%.

Action Step # 1

Action Step	Targeted mathematics and reading/ELA interventions and instruction will be provided for each at-risk economically disadvantaged student.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	We will keep sign in sheets of who comes to these professional learning opportunities. We will monitor implementation of these strategies through TKES classroom observations and Focus Walks. We will measure effectiveness through MAP scores and GA Milestones scores of economically disadvantaged students. We will also monitor implementation and effectiveness with our progress monitoring tools (Reading Inventory and DIBELS Next). In addition, we will monitor effectiveness with USATestprep, First in Math, and MobyMax
Position/Role Responsible	Lucas Roof - Principal Alison Danner - Assistant Principal Debbie Morgan Academic Coach All WFES Teachers & Paraprofessionals
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA

Action Step # 1

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)?	Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

Action Step # 2

Action Step	Parents of at-risk (bottom 20% on the MAP assessment) economically disadvantaged students at West Fannin will receive a personal invitation to attend academic-based family engagement activities from our Parent Liaison.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Our Parent Liaison will keep a log of calls. Our Parent Liaison will keep a log of who comes to the events. We will calculate the percentage.
Position/Role Responsible	Principal-Lucas Roof Parent Liaison-Shannon Cioffi Assistant Principal-Alison Danner Academic Coach-Debbie Morgan
Timeline for Implementation	Others : Before each event

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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

Action Step # 3

Action Step	West Fannin teachers will receive professional learning on the topic of poverty that includes instructional strategies for how to best reach and teach economically disadvantaged students.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will keep sign in sheets of who comes to these professional learning opportunities. We will monitor implementation of these strategies through TKES classroom observations and Focus Walks. We will measure effectiveness through MAP scores and GA Milestones scores of economically disadvantaged students.
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan
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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior Grounds Maintenance, Fannin County High School, Fannin County Middle School, University of North Georgia, Fannin Regional Hospital, Feed Fannin, Geza Design, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin, other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, the Jubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GA Master Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse & Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, Save Georgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the US Forest Service, the Department of Natural Resources

Action Step # 4

Action Step	STEAM education will be utilized to increase engagement and motivation for economically disadvantaged students.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor implementation through STEAM PLC minutes and TKES classroom observations and Focus Walks. We will measure effectiveness through STEAM certification by 2020 and through MAP and GA Milestones scores.

Action Step # 4

Position/Role Responsible	Lucas Roof - Principal Alison Danner - Assistant Principal Debbie Morgan Academic Coach All WFES Teachers WFES Teachers and paraprofessionals
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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

Action Step # 5

Action Step	Our intervention team of paraprofessionals and all other paraprofessionals at West Fannin will be used in a fashion where they are strategically placed into classrooms at specific times of the day that will assist teachers in performing the needed instructional strategies for economically disadvantaged students.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	We will monitor implementation and effectiveness with MAP, the GA Milestones, Reading Inventory, DIBELS Next, USATestprep, MobyMax, and 1st in Math
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan
Timeline for Implementation	Others : Daily

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North

Action Step # 5

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)?	GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

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	55% of students in 1st grade through 5th grade will score at or above the 40th percentile on the math portion of the NWEA Measure of Academic Progress (MAP) assessment while 67% of students in 1st grade through 5th grade will score at or above the 40th percentile on the reading portion by the end of SY 2018-19.

Action Step # 1

Action Step	Teachers at West Fannin will receive professional learning over the topic of implementing the mathematics curriculum frameworks with fidelity, and teachers at West Fannin will take part in mathematics professional learning communities.
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 classroom TKES classroom observations and Focus Walks, MAP scores, and GA Milestones scores.
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan
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 | 3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North |

Action Step # 1

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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

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.
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 and Focus Walks, MAP scores, and GA Milestones scores.
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA

Action Step # 2

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)?	Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

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.
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 and Focus Walks, MAP scores, and GA Milestones scores.
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan
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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State

Action Step # 3

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)?	EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

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 and Focus Walks, MAP, GA Milestones, USATestprep, MobyMax, 1st in Math, Reading Inventory, and DIBELS Next.
Position/Role Responsible	Lucas Roof-Principal Alison Danner-Assistant Principal Debbie Morgan-Academic Coach
Timeline for Implementation	Others : Daily

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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural

Action Step # 4

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)?	Resources

Action Step # 5

Action Step	We will have a certified Technology Teacher, at least one Google Certified teacher in each grade level, 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, GA Milestones, and USATestprep.
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner
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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

2. SCHOOL IMPROVEMENT GOALS

2.4 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve narrative writing across all grade levels and all subjects
Root Cause # 1	Our teachers lack sufficient training when it comes to teaching writing in a systematic and widespread fashion.
Root Cause # 2	Our students are not reading enough narrative texts.
Goal	Each grade level in grades 3-5 will increase their percentage of students scoring 2 points or more in narrative writing by 6% or more when comparing the 2018 GA Milestones Assessment System and the 2019 GA Milestones Assessment System.

Action Step # 1

Action Step	Teachers at West Fannin will receive professional learning on beginning a school-wide writing initiative emphasizing the integration of writing across the curriculum and will be part of in-house professional learning communities involving this topic.
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 through professional learning forms and sign-in sheets. We will measure effectiveness through TKES classroom observations and Focus Walks, MAP scores, and GA Milestones scores. We will also measure effectiveness with Reading Inventory, DIBELS Next, and Newsela (5th Grade & possibly 4th Grade).
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan
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 | 3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North |

Action Step # 1

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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

Action Step # 2

Action Step	We will increase the reading of narrative texts and the amount of narrative writing across the campus from kindergarten to 5th grade.
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 PLC minutes and TKES classroom observations and Focus Walks. We will measure effectiveness with MAP scores and GA Milestones scores. We will use Reading Inventory and DIBELS Next to assist in monitoring implementation and effectiveness. We will also use Newsela in 5th Grade (& possibly 4th Grade) to assist in monitoring implementation and effectiveness.
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan All Teachers and Paraprofessionals WFES teachers
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA

Action Step # 2

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)?	Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

Action Step # 3

Action Step	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.
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 PLC minutes and sign-in sheets. We will measure effectiveness through our STEAM certification process between now and 2020, MAP scores, and GA Milestones scores.
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan
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)?	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural

Action Step # 3

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)?	Resources

Action Step # 4

Action Step	We will investigate ways to collaborate with new community partners and strengthen our current STEM partnerships to include STEAM and literacy development connections.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	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 2020, MAP scores, and GA Milestones scores.
Position/Role Responsible	Principal-Lucas Roof Assistant Principal-Alison Danner Academic Coach-Debbie Morgan WFES teachers All WFES stakeholders
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	3 Monkeys Antiques & Auction, Adopt-a-Stream, Exterior GroundsMaintenance, Fannin County High School, Fannin County Middle School,University of North Georgia, Fannin Regional Hospital, Feed Fannin, GezaDesign, Dr. Gilda Lyon, Mrs. Felicia Cullars, Mrs. Meghan McFerrin,other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, theJubilation Foundation, Cheap Joe's Art Stuff, Mercier Orchards, North

Action Step # 4

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)?	GAMaster Gardeners, Ocoee Animal Hospital, Quinn's Greenhouse &Nursery, Rivers Alive, Rollins Planetarium at Young Harris College, SaveGeorgia's Hemlocks, Tri-State EMC, TVA, the UGA Research Center, the USForest Service, the Department of Natural Resources

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.	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. 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. 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.

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.	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.

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).	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 employs a balanced approach to literacy and a math curriculum based on the Georgia Department of Education curricular frameworks providing differentiated instruction to meet the needs of all learners. 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 (45-60 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. STEM/STEAM nights along with curriculum nights 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.

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.	Not Applicable

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.	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 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.

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.	Not Applicable

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.	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

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.	discipline.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	Title I Schoolwide Component 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 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. 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 about how to improve

ADDITIONAL RESPONSES

| 8 Use the space below to provide additional narrative regarding the school's improvement plan | 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, two 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. |
| | 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 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, Bookworms, MAP, Reading Inventory, 1st in Math, USAtestprep, MobyMax, and DIBELS. Additionally, best practices are being addressed by implementing a |

ADDITIONAL RESPONSES

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

ADDITIONAL RESPONSES

| 8 Use the space below to provide additional narrative regarding the school's improvement plan | 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 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 hopes to purchase the following educational programs with Title I funds in 2018-2019: 1st in Math (K-5) and USATestprep (3-5). 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). All educational programs (1st in Math and USATestprep) that we hope to purchase with Title I funds at West Fannin |

ADDITIONAL RESPONSES

| 8 Use the space below to provide additional narrative regarding the school's improvement plan | Elementary in 2018-2019 incorporate all six of these educational practices into their pedagogies and curricula. We use these programs to assist in improving and accelerating student achievement.

In addition, the following evidence-based research exists.

USATestprep

The most effective study techniques across a range of learning conditions were practice testing and distributed practice, the researchers report in the following link.
https://www.ernweb.com/educational-research-articles/learning-techniques-effective-study/
USATestprep embraces and embodies practice testing and distributed practice.

In addition, using testing as a learning and teaching strategy is backed by evidence –based research. Using USATestprep throughout a school year gives students those benefits as stated in this link:
https://cft.vanderbilt.edu/guides-sub-pages/test-enhanced-learning-using-retrieval-practice-to-help-students-learn/

1st in Math

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 |

ADDITIONAL RESPONSES

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

1st in Math embraces and embodies these strategies and this research.

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.

Below is a prioritized needs list for 2018-2019 that will assist us in guiding how we utilize our funding in order to help us accomplish the goals within our School Improvement Plan.

Prioritized Needs
2018-2019

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 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 |

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	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.
	Focus professional learning on Investigative Research for STEM/STEAM education.
	Focus professional learning on updated science and social studies instruction based on the Georgia Standards of Excellence
	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.
	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/STEAM conferences/forums, visit STEAM certified schools, and take STEM/STEAM 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/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.
	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 Response to Intervention 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.

ADDITIONAL RESPONSES

| 8 Use the space below to provide additional narrative regarding the school's improvement plan | Provide a Music/Art/Drama teacher who will act as a STEAM Lab teacher as well.
Provide a school nurse 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/STEAM 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 resources to maintain a Music/Art/Drama teacher who also acts as a STEAM Lab teacher.
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/investigation technology, Google classroom, Google laptop labs, Chromebooks, virtual reality technology, 3D printing, and architectural/blueprint technology. Also, provide technology repair funds.
Provide funds for hand-held manipulatives.
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/or 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).
Provide funds for a social studies program (i.e. Gallopade).

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. |

ADDITIONAL RESPONSES

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