



# School Improvement Plan 2024 - 2025



Fannin County  
East Fannin Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fannin County
School Name	East Fannin Elementary School
Team Lead	Mathew Price
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase growth and achievement in reading and English Language Arts for all students.
Root Cause # 1	Implementation and consistent use of evidence-based instructional practices in teaching literacy to grades PK-5. Implementation of phonics instruction for grades K-2.
Root Cause # 2	Many students from economically disadvantaged backgrounds have fewer opportunities to build oral language, vocabulary skills, and background knowledge.
Goal	Grades K-2 will show an increase in students scoring "at or above benchmark" on the Acadience composite score by 10%, and grades 3-5 will increase achievement scores in Reading on the Georgia Milestones by 3%.

Action Step # 1

Action Step	Support literacy in content area instruction
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations Student Writing/SRSD Lesson Planning
Method for Monitoring Effectiveness	Student Writing Samples Science/SS Text Reading Literacy Data
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Improve foundations of reading by implementing UFLI in grades K-2
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations TKES Lesson Plans
Method for Monitoring Effectiveness	Literacy Data Flexible Group (Formative Data) Weekly Progress Monitoring Assessments
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach Interventionists
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continue Self-Regulated Strategy Development (SRSD) writing professional learning and implementation
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans SRSD PL
Method for Monitoring Effectiveness	Student Writing Samples PL Attendance Lesson Implementation Writing & Milestones Data
Position/Role Responsible	Teachers Paraprofessionals Administrators Academic Coach Interventionist
Timeline for Implementation	Monthly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	SRSD Online
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Action Step # 4

Action Step	Utilize assessment data to maximize MTSS support with interventionists and intervention teacher
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations Intervention Schedule MTSS Meeting Agendas/Sign-In MTSS Documentation
Method for Monitoring Effectiveness	Student Assessment Growth Progress Monitoring
Position/Role Responsible	Teachers Administrators Academic Coach Support Staff Interventionists
Timeline for Implementation	Monthly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Support parents by utilizing the parent liaison, providing resources to support learning at home, and hosting school literacy events
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Parent Sign-in Sheets Social Media Outreach Teacher-Parent Contact (phone calls, email, etc.)
Method for Monitoring Effectiveness	Student assessment growth Support and communication from school to home
Position/Role Responsible	Teachers Administrators Academic Coach Parent Liaison Parents/Guardians
Timeline for Implementation	Yearly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide teacher support and training for Tier I instruction and differentiation to support a variety of learners (e.g. SpEd, MTSS, gifted, ESOL)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observation PL Attendance Small Group Instruction
Method for Monitoring Effectiveness	Decreased MTSS referrals Formative Data from Flexible Groups
Position/Role Responsible	Teacher, Academic Coach, School Admin
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Implement best practices outlined in the Georgia Early Literacy Act by providing professional learning in the science of reading and utilizing high-quality instruction and materials
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom observation Lesson Planning PL Attendance LETRS Certification Georgia Learns Badges
Method for Monitoring Effectiveness	Student Performance Data Teacher PL Attendance and Implementation
Position/Role Responsible	Teacher, Academic Coach, School Administration
Timeline for Implementation	Weekly

Action Step # 7

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

## 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase growth and achievement in math for all students.
Root Cause # 1	Implementation and consistent use of evidence-based math instruction in grades PK-5
Root Cause # 2	Parents often struggle to help students with math at home due to the use of problem solving strategies that they did not learn in school.
Goal	In grades K-5, 80% of students will achieve end-of-year grade level expectations or increase by at least one stage on IKAN and GloSS assessments from Fall 2024 to Spring 2025. Students in grades 3-5 will increase achievement in math on the Georgia Milestones by 3%.

## Action Step # 1

Action Step	Continued Georgia Mathematics Standards, Number Talks, and Georgia Numeracy training and implementation
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Observations lesson plans Student Assessment Data Classroom Observation
Method for Monitoring Effectiveness	Student growth on Georgia Milestones EOG assessments, MAP, and GA Numeracy
Position/Role Responsible	Teachers, Academic Coach, Assistant Principal, Principal
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Learners Advantage, GaDOE
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Action Step # 2

Action Step	Utilize district created unit assessment data to monitor and improve core instruction and student performance
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Student assessment data TKES Classroom Observation
Method for Monitoring Effectiveness	Unit Assessment data, Numeracy Project data
Position/Role Responsible	Teachers, Academic Coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continue to engage parents in understanding grade level math standards and support the understanding of strategies learned in class (e.g. parent letters, Math Night, resources for learning at home)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent sign-in sheets Surveys Conference notes Parent liaison communication
Method for Monitoring Effectiveness	student assessment data, classroom grades
Position/Role Responsible	Teachers, Parent Liaison, Principal, Academic Coach, Parents
Timeline for Implementation	Quarterly

Action Step # 3

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>GaDOE Math Standards Letters</p>
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Action Step # 4

<p>Action Step</p>	<p>Support STEAM initiatives through integration in the math and science classroom by continuing professional learning and meetings with the STEM and creative arts teachers</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Agendas Classroom observations Lesson plans STEAM Committee meetings STEAM training</p>
<p>Method for Monitoring Effectiveness</p>	<p>Student participation, science and math assessments, Milestones data</p>
<p>Position/Role Responsible</p>	<p>Teachers, Administrators, Paraprofessionals, Academic Coach</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide teacher support and training for Tier I instruction and differentiation to support a variety of learners (e.g. SpEd, MTSS, gifted, ESOL)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher observations PLC meetings Gifted Contracts ESOL Support
Method for Monitoring Effectiveness	Student growth on assessments
Position/Role Responsible	Principal Assistant Principal Academic Coach Teachers
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Utilize an intervention teacher and interventionists to provide MTSS support using Georgia Numeracy and other formative assessment data and resources
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Intervention Schedule/Time Sheet Classroom/Group Observation MTSS Meetings
Method for Monitoring Effectiveness	Progress monitoring data Student growth on assessments
Position/Role Responsible	School Admin, Academic Coach, Teachers, Interventionist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve climate and culture for all EFES stakeholders.
Root Cause # 1	Number of students considered chronically absent/tardy
Root Cause # 2	Support the whole child through the systems of continuous improvement
Root Cause # 3	Utilize S.T.E.A.M. initiatives to improve student engagement and achievement
Goal	For the 2024-25 school year, EFES will increase opportunities to serve the whole child.

Action Step # 1

Action Step	Provide attendance incentives for all students and information for parents about building good attendance habits
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Infinite Campus attendance reports SLDS historical attendance data AST, IC reports
Method for Monitoring Effectiveness	Lower students who are identified as chronically absent (18 absences or 10%)
Position/Role Responsible	Teacher, Assistant Principal, Principal, Parent Liaison
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local Business Donations
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Action Step # 2

Action Step	Implement 2nd Step and evidence-based behavior interventions to support the needs of EFES students
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets Student Data Classroom Observations MTSS Documentation
Method for Monitoring Effectiveness	Classroom performance Discipline referrals
Position/Role Responsible	Administration Academic Coach Teachers Counselor Paraprofessionals
Timeline for Implementation	Monthly

Action Step # 2

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>GaDOE, Pioneer RESA</p>
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Action Step # 3

<p>Action Step</p>	<p>Utilize a certified intervention teacher and interventionists, the academic coach, school counselor, mentors, parent liaison, and other appropriate staff members to support and improve MTSS and a positive school climate</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Intervention Schedule MTSS meeting PALS Committee Meetings Mentor assignments Lesson Plans Classroom Observations</p>
<p>Method for Monitoring Effectiveness</p>	<p>Decrease discipline referrals and increase instructional time Progress monitoring data</p>
<p>Position/Role Responsible</p>	<p>Administration Teachers Academic Coach Instructional Support Staff</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Support STEM/STEAM initiatives through increased collaboration, technology integration, professional learning, STEAM resources, and ongoing committee meetings
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observation PL Attendance TKES Project-based learning
Method for Monitoring Effectiveness	Student engagement Math/Science Assessment data
Position/Role Responsible	Teachers Administrators Academic Coach CTAE/STEM Director
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Utilize attendance data to provide support/interventions for students considered at risk of chronic absenteeism
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Infinite Campus Attendance Reports
Method for Monitoring Effectiveness	Improved Attendance
Position/Role Responsible	SIS EFES Receptionist Administration Parent Liaison
Timeline for Implementation	Monthly

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

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>East Fannin Elementary has a School Improvement Team. Our SIT is made up of a teacher from each grade level (PK-5), a special education teacher, paraprofessional, academic coach, parent liaison, and principal. Our SIT meets once per month. Each teacher reports the minutes from the meeting back to their grade level team members and requests feedback. As a team, we compiled our Comprehensive Needs Assessment starting in January of 2023. We looked at multiple data sources including GA Milestones, Acadience, MAP, climate, discipline, and attendance data. Our faculty is updated throughout the process and sought input from during this process. Fannin County is a Charter school system. Our School Governance Team is a part of our planning process. The team consists of two faculty members, two community members, two parents, and the principal. We update and seek input from the team of our goals and progress during the CNA and SIP process. They also must approve our final School Improvement Plan. We seek input from parents through surveys. We also keep our parents informed throughout the school year during Open House, Title I, curriculum, and other school wide events.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All instructional staff members meet the Highly Qualified Teacher requirements set forth in section 1119 of the Every Student Succeeds Act of 2016 and hold appropriate certifications through the Georgia Professional Standards Commission (GaPSC). All instructional staff members are assigned to the area(s) in which they are highly qualified. Job openings are advertised in the local newspaper, TeachGeorgia website, Frontline, and throughout the school system. Candidates are only interviewed if they meet the requirements of being highly qualified and hold a clear-renewable teaching certificate in-field. Newly hired teachers must complete the Fannin County School System New Teacher Induction program. The program consists of having an assigned mentor and other qualifications. The program lasts one to three years.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local</p>	<p>East Fannin Elementary School contracted professional learning services to help teachers understand and utilize best practices in the Georgia Mathematics Frameworks Curriculum. In addition to this core curriculum, the academic coach, teachers, and paraprofessionals will support the teaching of these units through needs based instruction and supplemental resources. Supplemental resources will include manipulatives, computer based subscriptions, unit assessment development, etc. All K-4 reading teachers, media specialist, and specials teachers will be trained in the science of reading to better identify literacy needs,</p>

<p>institutions for neglected or delinquent children (if applicable).</p>	<p>support dyslexia laws, and provide students with targeted instruction towards the students' needs.                  East Fannin Elementary School will extend reading . Teachers in science and social sand writing across the curriculum. Social studies will support reading and writing standards. ELA teachers will implement the Bookworms Reading and Writing curriculum and Think SRSD strategies to strengthen literacy skills in grades K-5.                  STEAM and social emotional learning will be supported through training, books, and other supplies for teachers and students.                  Attendance will continue to be a focus to help motivate students to come to school on time, and be present for learning.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>The principal meets annually with the parents of students enrolled in the Pre-K/Head Start program to discuss the transition from preschool to the elementary school. During kindergarten registration, parents are provided with information about the school and the kindergarten educational program. Pre-K PALS data and retention/MTSS were used to determine an appropriate kindergarten classroom placement and identify students who may benefit from additional services (Early Intervention Program). The parents of students who have received special education services through Pre-K/Head Start are transitioned to the elementary school during the spring prior to their enrollment at East Fannin Elementary School. After enrollment, new kindergartners and their families are invited back to the campus in mid-May for a guided tour of the campus. This event is coordinated by our parent liaison. FCSS has also implemented a birth to 5 years old initiative to provide parents with resources such as books to better prepare their children when they enter school. With the addition of a Pre-K classroom at EFES, a greater number of students are expected to experience an easier transition from Pre-K to kindergarten.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>East Fannin Elementary has Tier I procedures in place for a Positive School Climate. We use a school wide program in which students earn rewards for positive behaviors. Teachers teach behaviors periodically. The SIT team reviews data monthly through PLC's and identifies solutions to behavior trends. Our school counselor also intervenes with students that require additional behavior support or interventions. The counselor also teaches guidance lessons monthly to all students. When behavior trends are identified with our students with disabilities, the IEP team sets behavior goals in their IEP.</p>
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ADDITIONAL RESPONSES

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

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