



Comprehensive Needs Assessment 2021 - 2022 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 | Alison Danner |
| Team Member # 2 | Assistant Principal | Debby Decubellis |
| 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 | Serena Watkins |
| Team Member # 3 | Classroom Teacher | Cindy Hicks |
| Team Member # 4 | Classroom Teacher | Erica Strobel |
| Team Member # 5 | Media Center Specialist | Callison Payne |
| Team Member # 6 | Classroom Teacher | Michele Grubb |
| Team Member # 7 | Classroom Teacher | Karen Goode |
| Team Member # 8 | Classroom Teacher | Charlene Hubbard |
| Team Member # 9 | Classroom Teacher | Milly Rice |
| Team Member # 10 | Parapro | Sandi Graham |

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 | Misty Kincaid |
| Stakeholder # 2 | Parent Representative | Becky Huffman |
| Stakeholder # 3 | Community Representative | Deborah Satterfield |
| Stakeholder # 4 | Community Representative | Vicki Dillard |
| Stakeholder # 5 | School Representative | Tori Arp |
| Stakeholder # 6 | School Representative | Shannon Cioffi |
| Stakeholder # 7 | | |
| Stakeholder # 8 | | |

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| <p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p> | <p>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.</p> <p>We notify stakeholders of our School Governance Team meetings on our West Fannin monthly calendars, on our electronic Outlook calendar, through ShoutPoint messages, Class Dojo, Facebook, and on our Upcoming Events notices that go home bi-weekly. In addition, we post SGT meeting agendas on the bulletin board outside our main entrance and on Simbli at least 2 school days in advance of a meeting. School Governance Team meetings are open to the public.</p> <p>Our School Improvement Team meets at least 7 times per school year on a monthly rotation. Our School Governance Team meets at least 6 times per school year on a monthly rotation.</p> <p>We will have a SY 21-22 Stakeholder Input Meeting(s) where we invite members of our School Improvement Team, our School Governance Team, our PTO/Parent Advisory Group, and the public to give input about our Comprehensive Needs Assessment, the School Improvement Plan, and the School Parent and Family Engagement Policy. In addition, we will provide a spring feedback stakeholder flyer giving the opportunity for feedback on the plans listed above as well as the District Parent and Family Engagement Policy and the School - Parent Compact. Input for our School-Parent Compact and the 1% parent involvement set aside will be completed in August of 2021.</p> <p>Because the Comprehensive Needs Assessment (CNA) and the School Improvement Plan (SIP) are both living, breathing documents, we will also make sure that viewing and editing the Comprehensive Needs Assessment (CNA) and the School Improvement Plan (SIP) is an agenda item on every</p> |
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| | |
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| | SGT and SIT agenda. |
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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. | |

Coherent Instruction Data

| 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. | |

| 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. | |

Coherent Instruction Data

| 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. | |

| 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. | |

Coherent Instruction Data

| 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. | |

| 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). | |
| 3. Emerging | 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. | |

Coherent Instruction Data

| 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. | |

| Instruction Standard 9 -Provides timely, systematic, data -driven 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. | |

Coherent Instruction Data

| 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. | |

| 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. | |

Coherent Instruction Data

| 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 | <p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p> | ✓ |
| 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 | <p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p> | ✓ |
| 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 | <p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>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.</p> | ✓ |
| 2. Operational | <p>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.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p> | |
| 3. Emerging | <p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p> | |
| 4. Not Evident | <p>A school leadership team does not exist or does not have adequate stakeholder representation.</p> | |

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

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 | <p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p> | ✓ |
| 2. Operational | <p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p> | |
| 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 | <p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p> | ✓ |
| 2. Operational | <p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p> | |
| 3. Emerging | <p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p> | |
| 4. Not Evident | <p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p> | |

| Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed | | |
|---|--|---|
| 1. Exemplary | <p>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.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p> | ✓ |
| 2. Operational | <p>The 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.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p> | |
| 3. Emerging | <p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p> | |
| 4. Not Evident | <p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p> | |

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. | |

Effective Leadership Data

| Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment | | |
|--|---|---|
| 1. Exemplary | <p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p> | ✓ |
| 2. Operational | <p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p> | |
| 3. Emerging | <p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p> | |
| 4. Not Evident | <p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p> | |

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 | <p>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).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p> | |
| 2. Operational | <p>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.</p> <p>Professional learning includes follow-up with feedback and coaching.</p> | ✓ |
| 3. Emerging | <p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p> | |
| 4. Not Evident | <p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p> | |

| Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning | | |
|--|--|---|
| 1. Exemplary | <p>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.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p> | ✓ |
| 2. Operational | <p>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.</p> | |
| 3. Emerging | <p>Some resources and systems are allocated to support and sustain professional learning.</p> | |
| 4. Not Evident | <p>Few, if any, resources and systems are provided to support and sustain professional learning.</p> | |

Professional Capacity Data

| Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning | | |
|---|---|---|
| 1. Exemplary | Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning. | ✓ |
| 2. Operational | Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely. | |
| 3. Emerging | Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically. | |
| 4. Not Evident | Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever. | |

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 | <p>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.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p> | ✓ |
| 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 | <p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>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).</p> | ✓ |
| 2. Operational | <p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>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).</p> | |
| 3. Emerging | <p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p> | |
| 4. Not Evident | <p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p> | |

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 | | |
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| 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 | | |
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| 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 | | |
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| 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 | | |
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| 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. | |

Supportive Learning Environment Data

| 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. | |

| 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. | |

Supportive Learning Environment Data

| School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community | | |
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| 1. Exemplary | <p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p> | ✓ |
| 2. Operational | <p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p> | |
| 3. Emerging | <p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p> | |
| 4. Not Evident | <p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p> | |

| School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students | | |
|---|---|---|
| 1. Exemplary | <p>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.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p> | |
| 2. Operational | <p>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.</p> | ✓ |
| 3. Emerging | <p>Some evidence exists that the school supports the college and career readiness of students.</p> | |
| 4. Not Evident | <p>Little or no evidence exists that the school supports the college and career readiness of students.</p> | |

Supportive Learning Environment Data

| School Culture Standard 4 -Supports the personal growth and development of students | | |
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| 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 | | |
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| 1. Exemplary | <p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p> | ✓ |
| 2. Operational | <p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p> | |
| 3. Emerging | <p>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.</p> | |
| 4. Not Evident | <p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p> | |

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).

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| <p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p> | <p>We used data from the following sources:</p> <ul style="list-style-type: none"> ● Georgia School Performance Standards Survey ● Parent and Family Engagement Survey |
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| <p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p> | <p>The overall results were extremely positive, indicating that faculty, staff, students, and parents perceive WFES as a safe, positive, and highly effective school. The Georgia School Performance Standards Survey revealed that the majority of respondents ranked all standards as either exemplary or operational. All of the standards in the categories of Planning and Organization and Family and Community Connections were rated exemplary, indicating these as definite strengths. Areas of weakness were indicated in Instruction, Assessment, School Culture and Professional Learning categories, although they were still ranked quite high.</p> |
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| <p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p> | <p>Minutes from the following committees at West Fannin were used to collect the process data: School Improvement Team, School Governance Team, STEM Committee, PBIS Committee, Grade Level Meetings, and Professional Learning Communities (PLCs). In addition, the following sources were used.</p> <ul style="list-style-type: none"> ● Feedback from parent training ● Meeting sign in sheets and agendas ● TLE platform data ● Master schedules ● MTSS/SST documentation ● Professional learning documentation ● GaDOE STEM/STEAM Certification guidelines and documentation |
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| <p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p> | <p>Our process data 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 recent GaDOE STEAM artifact review confirms what the process data concluded. While we have many components of STEAM education in place, we continue to lack the seamless integration of the arts into daily instruction. 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 eligibility. 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. Further effective interventions are always a priority as we seek to have an even greater student success rate. 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. Feedback from parents, faculty, and staff reveal that we have a positive school climate and a culture that is family-centered and embraces innovation and diversity.</p> |
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| <p>What achievement data did you use?</p> | <p>The following assessments were used as achievement data.</p> <ul style="list-style-type: none"> ● Georgia Milestones Assessment System ● MAP ● Acadience ● Reading Inventory ● PALS ● GKIDS |
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| <p>What does your achievement data tell you?</p> | <p>GA Milestones data from the spring of 2021 indicated stronger student performance in math than ELA in all tested grade levels while 3rd grade ELA stood out as a major area of weakness. The data further indicated the need to address the achievement gaps in ELA and math among our economically disadvantaged and students with disabilities subgroups. Due to the COVID-19 pandemic, there were no GA Milestones scores from the spring of 2020 to use for comparison. It does stand to reason that school closure in the spring of 2020 along with social distancing and safety protocols during the 2020-21 school year adversely affected achievement.</p> <p>Achievement data from our 2020 winter MAP testing showed that the math mean RIT scores for Grades 1, 2, and 5 were above the norm grade level mean RIT. The mean RIT scores for reading were above the norm grade level mean RIT in Grades 1, 4, and 5. Reading performance in Grades 2 and 3 were identified as major weaknesses.</p> <p>Our Acadience data showed significant increases in the percentages of WFES students scoring at or above benchmarks from winter 2020 to spring 2021 in all grades K-5. Reading Inventory data for 2020-21 revealed that in all grades tested (grades 3-5) the percentages of students scoring proficient and advanced improved significantly from fall to spring: Grade 3 from 45% to 59%; Grade 4 from 35% to 47%; Grade 5 from 42% to 54% Schoolwide, students scoring advanced/proficient grew from 41%-53% while students scoring basic and</p> |
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| | <p>above grew from 63%-74%.</p> <p>It appears that the growth seen in MAP, Acadience, and Reading Inventory did not necessarily translate into strong Georgia Milestones scores, particularly in ELA/Reading, for many students.</p> <p>In summary, our achievement data shows that while we are making achievement gains in general in reading and math as measured by MAP, Acadience, and Reading Inventory, we need to continue to focus our attention on early literacy and math skills to help strengthen the foundational skills necessary for success, particularly by 3rd grade. We plan to target specific areas of weakness during Needs Based Instruction by capitalizing on the expertise of Tier 3 Interventionists for reading and math and the assistance of an Intervention Team of paraprofessionals. Gifted learners and students with disabilities will also receive targeted instruction during this block to meet their specific learning needs. Continuing to strengthen Tier 1 instruction with professional learning and accountability will be crucial. STEM/STEAM related instruction will continue to be a focus for strengthening math and literacy skills through real world problem solving and exploration.</p> |
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| <p>What demographic data did you use?</p> | <p>We used the following demographic data.</p> <ul style="list-style-type: none"> ● Infinite Campus ● Ethnicity ● Gender ● Socioeconomic ● Disability ● English competency |
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| <p>What does the demographic data tell you?</p> | <p>Our current overall student enrollment is 458. Our current demographic percentages are below.</p> <p>53% Male 47% Female 89% White/Caucasian 8.7% Hispanic Less Than 1% Asian 2% Multi-Racial 11.5% Special Education 5.7 % Gifted and Talented 50% Free Lunch 9.1% Reduced Lunch 60% Free and Reduced Lunch</p> <p>Our data shows that our enrollment has significantly increased a shortage of physical spaces to serve students. The population of students who live in poverty continues to remain consistent. The COVID-19 shelter in place along with the increased poverty among our students have revealed the need to better address the social and emotional health of our students.</p> |
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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

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| <p>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?</p> | <p>The majority of the standards on the Coherent Instructional Data Analysis were rated as exemplary. However, Instructional Standard 8 and Assessment Standard 4 were both rated as operational indicating areas of weakness. Instructional Standard 8 reveals a need to establish a learning environment that empowers students to actively monitor their own progress. Assessment Standard 4 specifies the need for a process to collaboratively analyze assessment results to adjust instruction.</p> |
| <p>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?</p> | <p>All Leadership standards on the Effective Leadership Data Analysis were rated as exemplary; however, Planning and Organization Standard 5 and Planning and Organization Standard 6 received slightly lower percentages than the other standards. Standard 5 indicates a need to develop, communicate and implement rules, policies, schedules, and procedures to maximize student learning and staff effectiveness. Standard 6 reveals a need to use protocols to maintain the school campus and equipment providing a safe, clean and inviting learning environment.</p> |
| <p>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?</p> | <p>The majority of the standards on the Professional Capacity Data Analysis were rated exemplary. Professional Standard 4 was rated as operational indicating a need to use multiple professional learning designs to support the various learning needs of the staff. Although, Professional Standard 6 was rated as exemplary the percentage is slightly lower than the other indicating a need to monitor and evaluate the impact of professional learning on staff practices and student learning.</p> |

Strengths and Challenges Based on Trends and Patterns

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| <p>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?</p> | <p>While all the standards on the Family and Community Engagement Data Analysis were rated as exemplary, lower scoring percentages on Standards 3, 5, and 6 indicates areas of weakness. The standards reveal a need to establish relationships and decision making processes that build capacity for family and community engagement in the success of students, develop the capacity of families to use support strategies at home that will enhance academic achievement, and connect families with agencies and resources in the community to meet the needs of students.</p> |
| <p>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?</p> | <p>The majority of the standards on the Supportive Learning Data Analysis received exemplary ratings: however, Instructional Standard 8 and School Culture Standard 3 both received operational ratings indicating areas of weakness. These standards reveal a need to establish a learning environment that empowers students to actively monitor their own progress and establish a culture that supports the college and career readiness of students.</p> |
| <p>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?</p> | <p>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 within our school.</p> |
| <p>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?</p> | <p>When analyzing the data from our MAP assessments, there appears to be a trend where more student gains are found in math overall than in reading from fall to winter/spring assessments, although gains are being made in both subject areas.</p> |

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.

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| Strengths | <p>Special Education: Our special education department is comprised of all highly qualified teachers.</p> <p>Economically Disadvantaged Children: Our economically disadvantaged students have the same access to our STEM/STEAM instruction and the STEM/STEAM initiative at West Fannin as all of our students. Our economically disadvantaged students benefit from the integrated, hands-on approach embedded within STEM/STEAM education at West Fannin. These students were an integral part of our GaDOE STEM/STEAM Certification process. In addition, our economically disadvantaged students receive Snack-in-a-Backpack and free breakfast.</p> <p>English Learners: Our ESOL department consists of highly qualified teachers and a parent liaison that provide both student and parent support. Beyond our ESOL department, we have 8 ESOL endorsed teachers that also serve our students. Our Parent and Family Engagement for English Learners is excellent due to our ESOL department.</p> |
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| | |
|-------------------|--|
| Challenges | <p>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.</p> <p>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.</p> <p>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 is 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.</p> |
|-------------------|--|

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 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 | 3 |

| | |
|---------------------------|--|
| Additional Considerations | |
|---------------------------|--|

Overarching Need # 2

| | |
|---|--|
| Overarching Need | To improve literacy skills in all grade levels |
| 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 more effectively meet the needs of the whole child—including students' physical, emotional, social, and educational needs. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |

Overarching Need # 3

| | |
|--------------------------------|-----|
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

| | |
|---------------------------|--|
| 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 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 has not consistently implemented effective, research based strategies with high levels of fidelity. |
| 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 | |
|----------------------|--|

Overarching Need - To improve literacy skills in all grade levels

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Inconsistent implementation of evidence-based literacy strategies |
| 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 | |
|----------------------|--|

Overarching Need - To more effectively meet the needs of the whole child—including students’ physical, emotional, social, and educational needs.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Living in poverty and continuing to deal with the effects of the COVID-19 pandemic |
| 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 # 1

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

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|



School Improvement Plan 2021 - 2022



**Fannin County
West Fannin Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | To strengthen tier 1 instruction for all students |
| Root Cause # 1 | While aligned to the GA Standards of Excellence, tier 1 core instruction has not consistently implemented effective, research based strategies with high levels of fidelity. |
| Goal | School wide, the percentage of students meeting or achieving their projected RIT score on the NWEA MAP will be 58% in math and 50% in reading. |

Action Step # 1

| | |
|--|--|
| Action Step | Mathematics professional learning will be provided by a math consultant, academic coach and professional learning communities targeting the curriculum frameworks, common assessments and the new proposed math standards. |
| Funding Sources | Title I, Part A Title II, Part A Title IV, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | We will monitor implementation with professional learning forms for who attends this professional learning. We will also monitor implementation through PLC sign-in sheets. We will measure effectiveness through classroom TKES classroom observations, Acadience, GKIDS, MAP scores, and GA Milestones scores. |
| Position/Role Responsible | Principal-Alison Danner Assistant Principal-Debby Decubellis Academic Coach-Debbie Morgan |
| Timeline for Implementation | Yearly |

Action Step # 1

| | |
|---|--|
| <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>University of North Georgia, 4-H Extension Office, Dr. Lyon, Master Gardeners, Merciers, Fannin Regional Hospital, Blue Ridge Arts Association,</p> |
|---|--|

Action Step # 2

| | |
|---|---|
| <p>Action Step</p> | <p>Literacy professional learning will be provided through the academic coach and professional learning communities.</p> |
| <p>Funding Sources</p> | <p>Title I, Part A Title II, Part A Title IV, Part A IDEA N/A</p> |
| <p>Subgroups</p> | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p> |
| <p>Systems</p> | <p>Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment</p> |
| <p>Method for Monitoring Implementation and Effectiveness</p> | <p>We will monitor implementation with professional learning forms for who attends this professional learning. We will also monitor implementation through PLC sign-in sheets. We will measure effectiveness through TKES classroom observations, Acadience, GKIDS, MAP scores, and GA Milestones scores.</p> |
| <p>Position/Role Responsible</p> | <p>Principal-Alison Danner Assistant Principal- Debby Decubellis Academic Coach-Debbie Morgan</p> |
| <p>Timeline for Implementation</p> | <p>Yearly</p> |

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)? | |
|--|--|

Action Step # 3

| | |
|--|---|
| Action Step | Professional learning targeting STEM instruction will be offered through professional learning communities and STEM conferences. |
| 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, GKIDS, MAP scores, and GA Milestones scores. |
| Position/Role Responsible | Principal-Alison Danner Assistant Principal-Debby Decubellis Academic Coach-Debbie Morgan |
| Timeline for Implementation | Yearly |

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)? | Adopt-a-Stream, Blue Ridge Mountains Arts Association, Dr. Gilda Lyon, Mrs. Meghan McFerrin, GaDOE, other STEM/STEAM certified schools in GA, North GA Master Gardeners, Fannin Regional Hospital, You Nailed It LLC, Fannin County Chamber of Commerce, Trout Unlimited, FCHS FFA, University of North Georgia, 4H Extension Office, FCHS CTAE |
|--|---|

Action Step # 4

| | |
|--|---|
| Action Step | An intervention team of paraprofessionals and an instructional staff member will assist teachers during NBI times and the MTSS process. |
| 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, GKIDS, MAP, GA Milestones, USA Testprep, Dreambox, and Acadience. |
| Position/Role Responsible | Principal, Alison Danner Assistant Principal, Debby Decubellis Debbie Morgan-Academic Coach |
| Timeline for Implementation | Others : Daily |

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)? | |
|--|--|

Action Step # 5

| | |
|--|---|
| Action Step | We will obtain both a math and reading interventionist that will work with Tier III students. |
| 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 and effectiveness through formative and summative assessments including: GKIDS, MAP, GA Milestones, USA Testprep, Dreambox, and Acadience. |
| Position/Role Responsible | Principal-Alison Danner Assistant Principal- Debby Decubellis Academic Coach - Debbie Morgan |
| 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)? | |
|--|--|

Action Step # 6

| | |
|--|--|
| Action Step | Professional learning will be offered to assist with technology integration. |
| Funding Sources | Title I, Part A Title II, Part A Title IV, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | We will monitor with professional learning forms for who attends this professional learning. We will also monitor implementation through PLC sign-in sheets. |
| Position/Role Responsible | Alison Danner, Principal Debby Decubellis, Assistant Principal Debbie Morgan, Academic Coach |
| Timeline for Implementation | Yearly |

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

Action Step # 7

| | |
|--|---|
| Action Step | The parent liaison will work collaboratively with teachers to provide parents with training that will enhance student achievement in both math and literacy. |
| Funding Sources | Title I, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | We will monitor implementation and effectiveness through assessment data including GKIDS, MAP, GA Milestones, USATestprep, Dreambox, and Acadience. Data will also be collected on the Title I Parent Involvement Survey. |
| Position/Role Responsible | Principal, Alison Danner Assistant Principal, Debby Decubellis Parent Liaison, Shannon Cioffi |
| 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)? | |
|--|--|

Action Step # 8

| | |
|-----------------|---|
| Action Step | Professional learning targeting classroom management will be offered. |
| Funding Sources | Title II, Part A Title IV, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners |

Action Step # 8

| | |
|--|---|
| Subgroups | Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Effective Leadership Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | We will monitor implementation and effectiveness through TKES classroom observations, the Second Step implementation schedule, and scores from GKIDS, MAP, GA Milestones, USATestprep, Dreambox, and Acadience. |
| Position/Role Responsible | Principal - Alison Danner Assistant Principal - Debby Decubellis School Counselor - Diana Odom Academic Coach - Debbie Morgan |
| Timeline for Implementation | Yearly |

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

Action Step # 9

| | |
|-----------------|---|
| Action Step | Students will set and monitor personal growth goals in literacy and math with assistance and feedback from staff. |
| Funding Sources | Title I, Part A Title II, Part A Title IV, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |

Action Step # 9

| | |
|--|--|
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Implementation and effectiveness will be monitored through student assessment data and data review PLCs. |
| Position/Role Responsible | Principal - Alison Danner Assistant Principal - Debby Decubellis Academic Coach - Debbie Morgan |
| 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)? | |
|--|--|

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | To improve literacy skills in all grade levels |
| Root Cause # 1 | Inconsistent implementation of evidence-based literacy strategies |
| Goal | The number of students meeting/exceeding Acadience benchmark targets (composite scores) in Grades K-2 will increase by at least 5% from Fall to Spring administrations. In Grades 3 - 5 the number of students meeting or exceeding benchmark for Oral Reading Fluency will increase by at least 5%. |

Action Step # 1

| | |
|--|--|
| Action Step | Prescribed assessments will be used to target literacy weaknesses and progress monitor student growth. |
| Funding Sources | Title I, Part A Title II, Part A Title IV, Part A IDEA N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | We will monitor individual student progress on MAP, and Acadience. Student progress will also be discussed quarterly at MTSS checkpoints. |
| Position/Role Responsible | Principal-Alison Danner Assistant Principal - Debby Decubellis Academic Coach-Debbie Morgan |
| Timeline for Implementation | Yearly |

Action Step # 1

| | |
|--|---------------------|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | L4GA Literacy Grant |
|--|---------------------|

Action Step # 2

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

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)? | |
|--|--|

Action Step # 3

| | |
|--|---|
| Action Step | STEM professional learning opportunities in a variety of formats will be provided to support literacy instruction with an emphasis on writing instruction. |
| Funding Sources | Title I, Part A Title II, Part A Title IV, Part A IDEA N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership 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 STEM certification process between now and spring 2022, MAP scores, and GA Milestones scores. |
| Position/Role Responsible | Principal-Alison Danner Assistant Principal-Debby Decubellis Academic Coach-Debbie Morgan |
| Timeline for Implementation | Yearly |

Action Step # 3

| | |
|---|---|
| <p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p> | <p>Adopt-a-Stream, Blue Ridge Mountains Arts Association, Dr. Gilda Lyon, Mrs. Meghan McFerrin, GaDOE, other STEM/STEAM certified schools in GA</p> |
|---|---|

Action Step # 4

| | |
|---|---|
| <p>Action Step</p> | <p>We will investigate ways to collaborate with new community partners, STEM/STEAM partnerships and the FCHS CTAE department to further develop literacy connections.</p> |
| <p>Funding Sources</p> | <p>Title I, Part A Title II, Part A Title IV, Part A IDEA N/A</p> |
| <p>Subgroups</p> | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p> |
| <p>Systems</p> | <p>Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment</p> |
| <p>Method for Monitoring Implementation and Effectiveness</p> | <p>We will monitor implementation by starting and updating a list of partnerships that help with STEM and literacy development. We will measure effectiveness through our STEM certification process between now and spring 2022, MAP scores, and GA Milestones scores.</p> |
| <p>Position/Role Responsible</p> | <p>Principal-Alison Danner Assistant Principal - Debby Decubellis Academic Coach-Debbie Morgan WFES teachers All WFES stakeholders</p> |
| <p>Timeline for Implementation</p> | <p>Yearly</p> |

Action Step # 4

| | |
|--|--|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Adopt-a-Stream, Blue Ridge Mountains Arts Association, Oyster Fine Bamboo Fly Rods, Anna Watkins Photography, Exterior Grounds Maintenance, Dr. Gilda Lyon, Mrs. Meghan McFerrin, other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, North GA Master Gardeners, Ocoee Animal Hospital, Rivers Alive, Rollins Planetarium at Young Harris College, the UGA Research Center, the US Forest Service, ETC, Tri-State EMC, Mercier Orchards, Bruce Goode, Fannin Regional Hospital, Fannin County Sheriff Department, Fannin County EMS, Kiwanis Club |
|--|--|

Action Step # 5

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

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

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)? | |
|--|--|

Action Step # 6

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

Action Step # 6

| | |
|---|---|
| <p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p> | <p>UNG, The Ridge Community Church, The Craddock Center</p> |
|---|---|

Action Step # 7

| | |
|---|--|
| <p>Action Step</p> | <p>Instructional staff will deliver high quality, standards-based instruction with appropriate scaffolding and differentiation.</p> |
| <p>Funding Sources</p> | <p>Title I, Part A Title II, Part A Title IV, Part A IDEA</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 and Effectiveness</p> | <p>We will monitor the effectiveness of the instruction through TKES classroom observations, walk-throughs and lesson plans.</p> |
| <p>Position/Role Responsible</p> | <p>Principal, Alison Danner Assistant Principal, Debby Decubellis Academic Coach, Debbie Morgan</p> |
| <p>Timeline for Implementation</p> | <p>Weekly</p> |

| | |
|---|--|
| <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> | |
|---|--|

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)? | |
|--|--|

Action Step # 8

| | |
|--|---|
| Action Step | A school reading interventionist will be obtained to progress monitor and deliver Tier II and Tier III literacy interventions. |
| Funding Sources | Title I, 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 and effectiveness through student assessment data including: GKIDS, MAP, GA Milestones, USA Testprep, Dreambox, and Acadience. |
| Position/Role Responsible | Principal - Alison Danner Assistant Principal - Debby Decubellis Academic Coach - Debbie Morgan |
| Timeline for Implementation | Yearly |

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

Action Step # 8

| | |
|---|--|
| <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> | |
|---|--|

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | To more effectively meet the needs of the whole child—including students’ physical, emotional, social, and educational needs. |
| Root Cause # 1 | Living in poverty and continuing to deal with the effects of the COVID-19 pandemic |
| Goal | WFES will create a culture that promotes the social emotional well being of both students and staff which will be reflected by an increase in student and staff attendance and a decrease in classroom discipline referrals. |

Action Step # 1

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| Action Step | The PBIS framework will be utilized to include Tier II training. |
| Funding Sources | Title I, Part A Title II, Part A Title IV, Part A IDEA N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Effective Leadership Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | We will monitor implementation by working with students on their goal-setting sheets. We will monitor effectiveness by analyzing our daily, weekly, monthly, and yearly behavior and attendance. |
| Position/Role Responsible | Principal - Alison Danner Assistant Principal - Debby Decubellis Debbie Morgan - Academic Coach Shannon Cioffi - Parent Liaison All Teachers Diana Odom - School Counselor All Paraprofessionals |
| Timeline for Implementation | Monthly |

Action Step # 1

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

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

Action Step # 2

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

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

Action Step # 3

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| <p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p> | <p>Adopt-a-Stream, Blue Ridge Mountains Arts Association, Anna Watkins Photography, Exterior Grounds Maintenance, Dr. Gilda Lyon, Mrs. Meghan McFerrin, other STEM/STEAM certified schools in GA, 4-H Local UGA Extension, North GA Master Gardeners, Ocoee Animal Hospital, Rivers Alive, Rollins Planetarium at Young Harris College, Save Georgia's Hemlocks, the UGA Research Center, the US Forest Service, ETC, Tri-State EMC, Mercier Orchards, Snack in a Backpack, The Ridge Community Church, Kiwanis Club, The Girls and Boys Club, Fannin County Recreation Department</p> |
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Action Step # 4

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

Action Step # 4

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| <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>Wendy's, Ingles, Home Depot, Sugar Mama's, North Georgia Sports Zone, Thomas Arp Countryside Insurance, Moo Bear Ice Cream</p> |
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Action Step # 5

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| <p>Action Step</p> | <p>Through the use of the STEM/STEAM initiative, students will be supported to grow through their individual strengths to promote the well-rounded child and better prepare them for their future whether that be college or career readiness.</p> |
| <p>Funding Sources</p> | <p>Title I, Part A Title II, Part A Title IV, Part A IDEA</p> |
| <p>Subgroups</p> | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p> |
| <p>Systems</p> | <p>Supportive Learning Environment</p> |
| <p>Method for Monitoring Implementation and Effectiveness</p> | <p>We will monitor through student involvement in the following clubs: robotics, photography, mathematics, garden, fitness, Club TOME, and peaceful peers. We will also monitor our school perception data.</p> |
| <p>Position/Role Responsible</p> | <p>Principal - Alison Danner Assistant Principal - Debby Decubellis Shannon Cioffi - Parent Liaison Debbie Morgan - Academic Coach Diana Odom - School Counselor</p> |
| <p>Timeline for Implementation</p> | <p>Weekly</p> |

Action Step # 5

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

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| Action Step | Effective attendance messaging, with the assistance of our parent liaison, will be utilized to teach students and families the importance of attendance to a child's overall well being and academic success. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | We will continually monitor daily attendance and parent participation in Lunch/Learns and Shout Point messaging. |
| Position/Role Responsible | Principal - Alison Danner Assistant Principal - Debby Decubellis Shannon Cioffi - Parent Liaison Debbie Morgan - Academic Coach Diana Odom - School Counselor |
| Timeline for Implementation | Weekly |

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

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

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| Action Step | The parent liaison and school counselor will work collaboratively to develop a means to inform school families of community resources. |
| Funding Sources | Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Implementation and effectiveness will be monitored through social media views, parents in attendance at Lunch and Learns, and counselor/or parent liaison referrals. |
| Position/Role Responsible | Principal - Alison Danner Assistant Principal - Debby Decubellis Shannon Cioffi - Parent Liaison Debbie Morgan - Academic Coach |
| Timeline for Implementation | Quarterly |

Action Step # 7

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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Action Step # 8

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| Action Step | Various clubs will be offered that cater to individual needs and interest of students such as: photography club, Girls That Code, Robotics Club, Math Scholars Club, Fitness Club, Garden Club while providing staff with stipends for their time. |
| Funding Sources | Title IV, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | We will monitor the number of students in each club and continue to monitor the school perception survey. |
| Position/Role Responsible | Principal - Alison Danner Assistant Principal - Debby Decubellis Parent Liaison - Shannon Cioffi |
| Timeline for Implementation | Quarterly |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Anna Watkins Photography, Master Gardeners, TN Valley Robotics |
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Action Step # 9

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| Action Step | Students and staff will routinely participate in safety drills and explicitly teach and review school procedures and behavior expectations |
| Funding Sources | Title II, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Implementation and effectiveness will be monitored by student behavior documentation. |
| Position/Role Responsible | Principal - Alison Danner Assistant Principal - Debby Decubellis |
| Timeline for Implementation | Monthly |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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Action Step # 10

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| Action Step | Professional learning targeting the implementation of the gifted cluster and co-teaching models will be used to fully meet the diverse needs of all learners. |
| Funding Sources | Title I, Part A Title II, Part A Title IV, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless |

Action Step # 10

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| Subgroups | English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Implementation and effectiveness will be monitored through the TKES observation process and student assessment data including Acadience, MAP, Georgia Milestones, etc, |
| Position/Role Responsible | Principal, Alison Danner Assistant Principal, Debby Decubellis |
| Timeline for Implementation | Yearly |

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

3.1 Stakeholders, Serving Children, PQ

Required Questions

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| <p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p> | <p>The West Fannin Elementary School School Improvement Plan is a "fluid, living, and breathing" document that is created each Spring for the upcoming school year. Goals and action steps are developed based on data analysis and input collected through a comprehensive needs assessment. Throughout the year, goals and action steps are consistently monitored by both the School Improvement and School Governance Teams to evaluate the effectiveness of the plan.</p> <p>The West Fannin Elementary School Improvement Team consists of certified and classified employees as well as members of the school administration. In addition, the School Governance Team consists of school members, community members, and parents. All School Governance Team meetings are open to the public, have a member of the District leadership team in attendance, and are held monthly. During pre-planning, all faculty and staff are updated on the current School Improvement Plan and provided with a digital link to access the current plan. Parents are notified through newsletters and ShoutPoint messaging that a current copy of the School Improvement Plan can be found on our school webpage and in the Parent Liaison Room at West Fannin Elementary. Our plan is also translated into Spanish when needed by our local Spanish translator.</p> |
| <p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p> | <p>West Fannin Elementary provides opportunities for ALL children 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 actively involved in the process of making class rosters each year to ensure that ALL students will receive targeted instruction from the assigned highly qualified staff member.</p> |
| <p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>West Fannin Elementary School, a Georgia State Certified STEM school, offers all students multiple opportunities to build and strengthen their academic skills through real-world problem solving. West Fannin utilizes the Bookworms Literacy Program, as well as Georgia Department of Education math frameworks to provide differentiated instruction to meet the individual needs of all learners.</p> <p>West Fannin Elementary provides additional reading and math support during the Need-Based Instruction (NBI) block. This daily block of time (50 minutes) is set aside for targeted ELA and Math interventions and/or enrichment. Through the MTSS process, universal screening and classroom data are used to determine which students are in need of additional support and/or</p> |

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| | <p>enrichment. Flexible groups are then developed and appropriate instruction is provided. This instruction is delivered by classroom teachers, special education teachers, ESOL, Gifted Endorsed teachers, Tier 3 interventionists, and an Intervention Team of paraprofessionals. Individual students are progress monitored at least monthly, and many, weekly, under the direct supervision of the academic coach. Job-embedded professional learning is provided to all teachers through collaborative PLCs led by the academic coach that ensure best practices, data review, and differentiated planning occurs. The West Fannin Parent Liaison works collaboratively with staff and stakeholders to provide opportunities that promote student success. Curriculum events focusing on literacy, math and STEM/STEAM activities provide students and families the chance to participate in hands-on learning activities. In addition, the Parent Liaison and School Counselor provide Lunch and Learn sessions to families that assist them with helping their children experience academic success. After School Tutoring is offered to at-risk and/or struggling students in grades 3-5 for both reading and math. In an effort to promote the social/emotional well-being of ALL students, WFES offers a variety of clubs and partnerships to enrich individual student learning.</p> |
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| <p>4 If applicable, provide a description of how teachers, in constation 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 mtiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p> | <p>Not Applicable</p> |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <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>West Fannin Elementary has an established Georgia Pre-K program that provides students with early school experiences that promote high quality learning opportunities. Each spring WFES and the local Head Start work collaboratively to provide a seamless transition for all incoming Kindergarten students. A Kindergarten registration is held at the district level. All upcoming kindergarten students and parents will be encouraged and offered an opportunity for a kindergarten tour at WFES prior to the first day of school. Meetings are held in the spring for students with disabilities who have received services at four years of age or younger. In the fall, parents and students are contacted by both Pre -K and kindergarten teachers and encouraged to attend Open House during pre-planning. A parent orientation meeting will be held to share general information about curriculum, progress reports, testing requirements, attendance policies, special programs, and the school's expectations for student achievement.</p> |
| <p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>Not Applicable</p> |
| <p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p> | <p>West Fannin Elementary is a fully operational Positive Behavioral Interventions & Supports (PBIS) school. PBIS is used to promote school safety and good behavior by teaching appropriate behavior expectations and strategies through positive behavior interventions. The focus of PBIS is prevention not punishment. Through the Multi-Tiered Systems of Support (MTSS) process, behavior intervention plans may be developed that provide specific behavior strategies to assist with improving student behavior. The School Counselor also teaches classes that provide students with skills in social/emotional learning, getting along with others, and proper ways to deal with stress.</p> |

ADDITIONAL RESPONSES

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