



School Improvement Plan 2025 - 2026



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)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" 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 foundational math skills for all students
Root Cause # 1	Students lack number sense and have limited math vocabulary.
Goal	70% of students will meet or exceed their projected growth on the benchmark math assessment from fall to spring. Additionally, students taking the Milestones EOG math assessment will demonstrate a minimum 3% increase in the percentage of students scoring in the developing, proficient, and distinguished performance levels from the previous year.

Action Step # 1

Action Step	Target professional learning opportunities that provide teachers with a deep understanding of the Georgia Standards in Mathematics, focus on strengthening foundational math skills, implementing common formative assessments and integrating STEM concepts into the math curriculum.
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	Classroom observations, student data, professional learning sign in sheets
Method for Monitoring Effectiveness	Fidelity of implementation and evidence of implementation
Position/Role Responsible	Principal-Alison Danner Assistant Principal-Scott Barnstead Academic Coach-Miachelle Fox
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>4-H Extension Office, Dr. Lyon, Master Gardeners, Georgia Adopt A Stream (Alexa Robinson), PRESA</p>
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Action Step # 2

<p>Action Step</p>	<p>Designate an instructional block focused on math intervention and enrichment, supported by paraprofessionals and interventionists. This time will be strategically used to deliver differentiated instruction aligned to the Georgia Standards, ensuring each students receives the necessary support to master and exceed grade-level math content.</p>
<p>Funding Sources</p>	<p>Title I, 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</p>	<p>Individual student data, consistent data PLCs</p>
<p>Method for Monitoring Effectiveness</p>	<p>Participation in STEM classes and events</p>
<p>Position/Role Responsible</p>	<p>Principal-Alison Danner Assistant Principal-Scott Barnstead Academic Coach-Miachelle Fox Intervention Teacher - Cayley Hamilton</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)?	
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Action Step # 3

Action Step	Prescribed assessments will be used to identify individual student strengths and weaknesses in math, monitor ongoing growth, and inform instructional decisions. Data from these assessments will guide interventions and supports provided through the MTSS/SST process and assist in identifying students eligible for enrichment services.
Funding Sources	Title I, Part A Title II, 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	Classroom observations, progress monitoring of student data on prescribed assessments; consistent PLCs
Method for Monitoring Effectiveness	Growth on prescribed assessments for the students.
Position/Role Responsible	Principal, Alison Danner Assistant Principal, Scott Barnstead Academic Coach - Miachelle Fox Classroom Teachers
Timeline for Implementation	Quarterly

Action Step # 3

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

Action Step	Introduce student-friendly goal-setting and progress tracking tools through the implementation of individual student portfolios empowering students to take ownership in their learning.
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	student conferencing including goal setting documentation
Method for Monitoring Effectiveness	Growth on prescribed assessments for targeted students.
Position/Role Responsible	Principal-Alison Danner Assistant Principal- Scott Barnstead Academic Coach - Miachelle Fox Classroom Teachers
Timeline for Implementation	Quarterly

Action Step # 4

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

Action Step	Provide dedicated grade level planning time for teacher collaboration to analyze student data, adjust instruction, and strategically plan lessons. This time will also include vertical planning opportunities to ensure instructional alignment and continuity across grade levels.
Funding Sources	Title I, Part A Title II, 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	Minutes from the following: MTSS checkpoints, grade level meetings, routine PLCs
Method for Monitoring Effectiveness	Growth on prescribed assessments
Position/Role Responsible	Principal, Alison Danner Assistant Principal, Scott Barnstead Academic Coach, Miachelle Fox Classroom Teachers
Timeline for Implementation	Monthly

Action Step # 5

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

Action Step	Promote STEM integration in math through PBLs and PLCs enhancing real-world application of math concepts, foster critical thinking, and support cross-curricular connections.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student interviews, classroom observations, STEM PLC minutes
Method for Monitoring Effectiveness	Student growth on prescribed assessments
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Scott Barnstead Academic Coach - Miachelle Fox STEM Teacher - Amber Mitchell Classroom Teachers
Timeline for Implementation	Monthly

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>Dr. Gilda Lyon, Master Gardeners, Adopt-A-Stream, FCHS CTAE</p>
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Action Step # 7

<p>Action Step</p>	<p>Collaboratively work with the parent liaison and staff to offer parent training sessions focused on equipping families with effective strategies to support math skill development at home.</p>
<p>Funding Sources</p>	<p>Title I, 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 Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Event sign in sheets, informal parent survey</p>
<p>Method for Monitoring Effectiveness</p>	<p>Informal parent survey</p>
<p>Position/Role Responsible</p>	<p>Principal - Alison Danner Assistant Principal - Scott Barnstead Academic Coach - Miachelle Fox Parent Liaison - Amy Curtis</p>
<p>Timeline for Implementation</p>	<p>Monthly</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)?

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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	Students lack foundational reading/literacy skills.
Goal	70% of students will meet or exceed their projected growth on the benchmark reading assessment from fall to spring. Additionally, students taking the Milestones EOG Reading/ELA assessment will demonstrate a minimum 3% increase in the percentage of students scoring in developing, proficient, and distinguished performance levels from the previous year.

Action Step # 1

Action Step	Target professional learning opportunities that provide teachers with a deep understanding of Reading and foundational reading skills while teaching the required Georgia standards and focusing on the principles of the science of reading.
Funding Sources	Title I, Part A Title II, 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	Classroom observations, Unit plans
Method for Monitoring Effectiveness	Student growth on prescribed assessments
Position/Role Responsible	Principal-Alison Danner Assistant Principal - Scott Barnstead Academic Coach - Miachelle Fox
Timeline for Implementation	Yearly

Action Step # 1

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

Action Step	Designate an instructional block focused on reading intervention and enrichment, supported by paraprofessionals and interventionists. This time will be strategically used to deliver differentiated instruction aligned to the Georgia Standards, ensuring all students receive the targeted support necessary for mastery or enrichment of grade-level reading/ELA content.
Funding Sources	Title I, Part A Title II, 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	Individual student progress on benchmark assessment; routine data PLCs
Method for Monitoring Effectiveness	Evidence and fidelity of implementation
Position/Role Responsible	Principal-Alison Danner Assistant Principal - Scott Barnstead Academic Coach-Miachelle Fox Intervention Teacher - Cayley Hamilton All Teachers and Paraprofessionals
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step	Prescribed assessments will be used to identify individual student strengths and weaknesses in reading, monitor ongoing growth, and inform instructional decisions. Data from these assessments will be used to drive classroom instruction and provide targeted intentional differentiation to all students through the MTSS/SST process or other special services.
Funding Sources	Title I, Part A Title II, 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	Progress monitoring of individual student data; MTSS checkpoint PLCs
Method for Monitoring Effectiveness	Student growth on prescribed assessments
Position/Role Responsible	Principal-Alison Danner Assistant Principal-Scott Barnstead Academic Coach-Miachelle Fox Intervention Teacher - Cayley Hamilton
Timeline for Implementation	Monthly

Action Step # 3

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

Action Step	Introduce student-friendly goal-setting and progress tracking tools through the implementation of individual student portfolios empowering students to take ownership in their learning.
Funding Sources	Title I, 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	Student conferencing, goal sheets
Method for Monitoring Effectiveness	Student growth on benchmark assessments
Position/Role Responsible	Principal, Alison Danner Assistant Principal, Scott Barnstead Academic Coach, Miachelle Fox
Timeline for Implementation	Quarterly

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

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

Action Step	Provide dedicated grade level planning time for teacher collaboration to analyze student data, adjust instruction, and strategically plan lessons. This time will also include vertical planning opportunities to ensure instructional alignment and continuity across grade levels.
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	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Minutes from the following: MTSS PLCs, grade level minutes, PLCs
Method for Monitoring Effectiveness	Student growth on benchmark assessments
Position/Role Responsible	Principal, Alison Danner Assistant Principal, Scott Barnstead Academic Coach, Miachelle Fox
Timeline for Implementation	Monthly

Action Step # 5

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

Action Step	Strategically integrate the GSE ELA standards into Social Studies and Science instruction by designing interdisciplinary lessons that emphasize reading comprehension, academic vocabulary, and evidence-based writing.
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	Classroom observations, student work samples, PLCs
Method for Monitoring Effectiveness	Student growth on prescribed assessments
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Scott Barnstead Academic Coach - Miachelle Fox STEM teacher - Amber Mitchell Classroom Teachers
Timeline for Implementation	Monthly

Action Step # 6

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

Action Step	Collaboratively work with the parent liaison and staff to offer parent training sessions focused on equipping families with effective strategies to support math skill development at home.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Event sign in sheets, parent surveys
Method for Monitoring Effectiveness	Input from parent Surveys
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Scott Barnstead Academic Coach - Miachelle Fox Parent Liaison - Amy Curtis
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)?	
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Action Step # 7

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

2. SCHOOL IMPROVEMENT GOALS

2.3 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	Students have limited vocabulary and strategies for expressing and handling their emotions appropriately and lack a concrete understanding of expectations and acceptable behaviors in different settings.
Goal	Create a nurturing atmosphere where everyone feels valued, respected, and motivated to thrive academically and emotionally, which will be monitored through an increase in staff/student attendance and a decrease in classroom discipline referrals from SY 24-25.

Action Step # 1

Action Step	Target professional learning opportunities to support teachers in meeting the diverse needs of our students including social-emotional, academic, and behavior.
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	MTSS/SST checkpoints, Discipline and Attendance Data
Method for Monitoring Effectiveness	Decreased referrals
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Scott Barnstead Academic Coach - Miachelle Fox School Counselor - Diana Odom
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Strategically teach and practice routine safety drills, behavior expectations and daily procedures
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	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom and hallway observations, state reporting of safety drills
Method for Monitoring Effectiveness	Increased attendance and decreased behavior referrals
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Scott Barnstead School Counselor - Diana Odom
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step	Implement school counseling, mentoring services, and a social/emotional learning curriculum to support and enhance the well-being of both students and staff.
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	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	We will monitor using the Georgia Student Health Survey results and MTSS documentation.
Method for Monitoring Effectiveness	Successful training and implementation of strategies
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Scott Barnstead School Counselor - Diana Odom
Timeline for Implementation	Weekly

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)?	The Ridge Church
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Action Step # 4

Action Step	Apply targeted, research-based interventions to teach and reinforce expected behaviors through the MTSS/SST process to support student success.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	MTSS/SST data; discipline data
Method for Monitoring Effectiveness	Decrease in school discipline referrals
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Scott Barnstead School Counselor - Diana Odom Academic Coach - Miachelle Fox
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)?	
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Action Step # 4

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

Action Step	Promote whole-child development by preparing students for college or career readiness through STEM integration, regularly scheduled Career Days and offering clubs geared specifically to student interests.
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	School Perception Data, Student Participation in Clubs
Method for Monitoring Effectiveness	School Perception Data
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Scott Barnstead Classroom Teachers Academic Coach - Miachelle Fox School Counselor - Diana Odom
Timeline for Implementation	Monthly

Action Step # 5

<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>Dr. Gilda Lyon, Master Gardeners, Adopt a Stream, FCHS CTAE</p>
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Action Step # 6

<p>Action Step</p>	<p>Collaborate with the parent liaison and staff to provide trainings on the importance of regular school attendance and available community resources.</p>
<p>Funding Sources</p>	<p>Title I, 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>Professional Capacity Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Implementation and effectiveness will be monitored through social media views, parents in attendance at Lunch and Learns, and counselor/or parent liaison referrals.</p>
<p>Method for Monitoring Effectiveness</p>	<p>Increased student attendance</p>
<p>Position/Role Responsible</p>	<p>Principal - Alison Danner Assistant Principal - Scott Barnstead Parent Liaison - Amy Curtis</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

Action Step # 6

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

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3. REQUIRED QUESTIONS

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>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 through staff surveys, the School Improvement Team and the School Governance Team.</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. 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 provides all students with intentional standards based instruction focusing on the GA standards of Excellence. Tier I instruction includes a variety of structured literacy programs that emphasize the components of the SCIENCE of READING to ensure the effective delivery of the reading/ELA standards. The Georgia Frameworks Learning Plans are used as the primary source for Tier I instruction of the math standards. Additionally, WFES supports real-world application of these standards through project based learning opportunities.</p> <p>West Fannin Elementary School provides supplemental needs based reading and math instruction daily. Two, 45 to 50 minute, blocks are</p>

	<p>built into the daily schedule to ensure targeted remedial or enrichment instruction of both math and reading based on the individual needs of students. Universal screeners, classroom data and the MTSS process are all used to assist in development of a students' individual needs. Students are then placed in small, flexible groups based on their needs. The grade level teachers receive additional support from ESOL, special education, reading/math interventionist and paraprofessionals during this time to minimize student/teacher ratio and maximize instruction. Students are progress monitored at least monthly, and many, weekly, under the direct supervision of the academic coach. Flexible grouping is restructured based on student needs.</p> <p>Many opportunities are available to promote professional growth among staff. Instructional and STEM PLCs are held on an every other month rotation. Instructional PLCs are led by the academic coach to promote best practices, data review, and differentiation planning. STEM PLCs are led by the STEM teacher to promote the integration of project based learning and STEM into everyday instruction. Additionally, staff members have the opportunity to participate in various professional development courses such as gifted endorsement, the Science of Reading, dyslexia training, math training and social emotional learning.</p> <p>The WFES Parent Liaison works collaboratively with staff to create events focusing on literacy, math and STEM in an effort to promote parent engagement, which in turn will promote student success . In addition, the Parent Liaison and School Counselor will provide "Power Hour" learning sessions to families that assist them with strategies and tools to assist their students at home. After school tutoring is offered to at-risk and/or struggling students in grades 3-5 for both reading and math. To promote the social/emotional well-being of students a variety of after and in-school clubs are offered to enrich individual student interests and learning. Additionally, all students participate in the Second Step program which is led by the school counselor.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not Applicable</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>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. In the spring, transition meetings are held for students with disabilities who will be transferring to West Fannin from the local Head Start or PreK programs. In the fall, all upcoming kindergarten and PreK students and parents are encouraged and offered an opportunity for a separate kindergarten/PreK tour at WFES prior to the first day of school. PreK will also host a parent orientation meeting 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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>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 will focus on modeling and teaching appropriate behavior expectations and strategies to all students that focuses on retraining, not punishing students. Through the 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

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

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