Comprehensive Needs Assessment
2026 - 2027 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.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Alison Danner
Team Member # 2	Assistant Principal	Scott Barnstead
Team Member # 3	Academic Coach	Miachelle Fox
Team Member # 4	Parent Liaison	Amy Curtis
Team Member # 5		
Team Member # 6		
Team Member # 7		

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Teacher	Katie Ballew
Team Member # 2	1st Grade Teacher	Hannah White
Team Member # 3	2nd Grade Teacher	Valdora Dockery
Team Member # 4	3rd Grade Teacher	Callison Payne
Team Member # 5	4th Grade Teacher	Kelsey Mayfield
Team Member # 6	5th Grade Teacher	Karen Goode
Team Member # 7	Media Specialist	Charlene Hubbard
Team Member # 8	Academic Coach	Miachelle Fox
Team Member # 9	Parent Liaison	Amy Curtis
Team Member # 10	Interventionist	Cayley Hamilton

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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent Representative	April McFarland
Stakeholder # 2	Parent Representative	Katie Burke
Stakeholder # 3	Community Representative	Deb Cantrell
Stakeholder # 4	Community Representative	Chris Hulsey
Stakeholder # 5	School Representative	Miachelle Fox
Stakeholder # 6	School Representative	Amber Mitchell
Stakeholder # 7		
Stakeholder # 8		

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?	Stakeholders are notified of WFES School Improvement Team meetings on West Fannin monthly calendars, staff-wide emails and Google calendar invites. Stakeholders are notified of WFES School Governance Team meetings on West Fannin monthly calendars, ShoutPoint messages, Class Dojo, Facebook and Upcoming Events notices that go home bi-weekly. In addition, SGT meeting agendas are posted on the bulletin board outside the main entrance of the school and on Simbli at least 2 school days in advance of a meeting. School Governance team meetings are open to the public. The WFES School Improvement Team meets at least 7 times per school year on a monthly rotation. The WFES School Governance Team meets at least 6 times per school year on a monthly rotation. Input is collected from the School Improvement Team, the School Governance Team, WFES PTO, and public regarding the following: Comprehensive Needs Assessment, School Improvement Plan, and School Parent and Family Engagement Policy. In addition, a flyer, outlining these plans as well as the District Parent and Family Engagement Policy and the School - Parent Compact, is distributed to stakeholders allowing them to provide feedback as needed. Input for our School-Parent Compact and the 1% parent involvement set aside will be completed in August of 2026. Because the Comprehensive Needs Assessment (CNA) and the School Improvement Plan (SIP) are both living, breathing documents, we ensure that viewing and editing the Comprehensive Needs Assessment (CNA) and the School Improvement Plan (SIP) are included on every SGT and SIT agenda.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

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.	

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
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.	

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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.	

Effective Leadership Data

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

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

Effective Leadership Data

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

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.	

Effective Leadership Data

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	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. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	✓
2. Operational	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. The school and campus are clean, well-maintained, inviting, and safe.	
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

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 2.7) 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).

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

Supportive Learning Environment Data

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

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

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [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]	We used data from the following sources: ● Georgia School Performance Standards Survey ● Parent and Family Engagement Survey ● Georgia Student Health, Personnel and Parent Survey

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?")	Based on Georgia School Performance Standards Survey Results, the West Fannin Elementary staff generally views the school as highly effective and well-organized, with most performance standards being rated at "Operational" or "Exemplary" levels. There is particularly strong confidence in the school's welcoming environment and its ability to maintain a safe, orderly environment that supports student success. Leadership is perceived as effective in managing school systems and communicating a shared vision, while maintaining a healthy culture of collaboration and professional learning. Despite this overall success, the feedback identifies instructional differentiation as the primary area for growth, as nearly 41% of staff still feel they are in the "Emerging" stage of meeting students where they are by meeting their individual needs.

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)	Minutes from committee meetings including: School Improvements, School Governance, STEM, Grade Level Meetings, and PLCs are used to collect process data. Additionally the following sources were used: ● Meeting sign in sheets and agendas ● TLE platform data ● Walk-through observations ● Master schedules ● MTSS/SST documentation ● Professional learning documentation

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?”)	The school's process data indicates a strong trend toward digital communication and collaborative planning, utilizing platforms like Class Dojo and Infinite Campus while offering flexible meeting times to accommodate family schedules. Participant involvement is very strong, as evidenced by the 87.5% of parents who attended school events and provided feedback on improvement plans, along with staff who regularly engage in collaborative data analysis to adjust their teaching. More specifically, the school supported parents by providing regular progress updates and academic workshops, while students benefited from systematic, data driven interventions in a safe environment. Furthermore, staff were provided with targeted professional development and opportunities for shared leadership to ensure the effective implementation of the school's curriculum and instructional goals.

What achievement data did you use?	The following assessments were used as achievement data. ● Georgia Milestones Assessment System ● iReady ● PALS ● GKIDS ● IKAN/Gloss ● iReady ● Big 20 ● Core/DIBELS

What does your achievement data tell you?	25 - 26 achievement data indicates students leave Kindergarten with a high initial readiness, with 94% of Kindergarteners ready to read at or above grade level. However, data revels a major obstacle in 1st grade, where 58% of students are currently behind in reading and 38% showing signs of struggling with foundational literacy skills. Data shows that proficiency peaks at 71% in 3rd grade reading, yet there are still large groups of 4th (46%) and 5th grade (45%) students performing below grade level. Math data is showing a positive trajectory, culminating a 63% proficiency rate in 5th grade.

What demographic data did you use?	We used the following demographic data. ● Infinite Campus ● Ethnicity ● Gender ● Socioeconomic ● Disability ● English competency

What does the demographic data tell you?	Our current overall student enrollment is 409. Our current demographic percentages are below. 52% Male 48% Female 85% White/Caucasian 13% Hispanic 2% Multi-Racial 13.1 % Students with Disabilities 3.3% Gifted and Talented Students who live in poverty continue to comprise the majority of our population. The Fannin County School System is currently the recipient of the Community Eligibility Provision (CEP) option for schools in low-income areas.

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 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The school is a safe and supportive place where teachers do a great job of working together to plan their lessons. While staff are very good at using tests and data to guide their teaching, half of the teachers still find it difficult to change their lessons to fit the need of each student. This challenge, along with a need for students to better track their own learning, shows that the school can improve by focusing less on big-picture planning and more on helping individual students in the classroom. Even though teacher training is already strong, the next step is for the school to provide "coaching" for teachers on how to teach students differently.

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?	School leaders are excelling in building relationships and using data to help teachers improve. They are also successful at checking on teachers and providing support as needed. While these systems for planning and data are strong, some staff feel they could be more involved in making big changes and decisions. Resulting in a need for administration to focus on supporting teachers ' capacity to implement differentiated instruction for the need of all learners.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All staff members agree that their learning is based on real data and helpful collaboration, which indicates the school has a highly effective system for teacher training and teamwork. Teachers regularly work together and have the resources they need to improve their skills as part of their daily jobs. The next step is to focus training specifically on helping teachers personalize their lessons for different students, which remains an area of growth. By better tracking how this training affects classroom learning, the school can ensure these strong professional systems lead directly to student success.

Strengths and Challenges Based on Trends and Patterns

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?	The school does an excellent job of making families feel welcome and keeping them informed through clear, open communication about student progress. Teachers and leaders work hard to show parents how to support learning at home and ensure families are involved in the school's success. While nearly all staff feel these systems are working well, a small number of responses suggest there is still room to grow by finding new ways to connect with every family and make the school even more inclusive.

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?	The school is a very safe and respectful place to learn, with every staff member agreeing that there is a strong culture of trust and positive interactions. Teachers are highly successful at keeping their classrooms well managed and supporting personal and academic growth of their students. While the school is great at celebrating successes and maintaining high standards, about half the staff find it challenging to tailor lessons to meet each student's specific learning needs.

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	When analyzing various data points, it is still evident that economically disadvantaged students do not perform as well as other students within our schools.

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?	25 - 26 achievement data indicates students leave Kindergarten with a high initial readiness, with 94% of Kindergarteners ready to read at or above grade level. However, data revels a major obstacle in 1st grade, where 58% of students are currently behind in reading and 38% showing signs of struggling with foundational literacy skills. Data shows that proficiency peaks at 71% in 3rd grade reading, yet there are still large groups of 4th (46%) and 5th grade (45%) students performing below grade level. Math data is showing a positive trajectory, culminating a 63% proficiency rate in 5th grade.

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.

Strengths	Students with Disabilities: The special education department is comprised of all highly qualified teachers. Students with disabilities are primarily served through a co-teaching model, allowing them to engage in all Tier I instruction. Students then receive more individualized instruction during WIN time and resource segments to accommodate each of their learning needs. In addition, students with disabilities benefit from the integrated, hands-on approach embedded within STEM instruction. Economically Disadvantaged Children: Economically disadvantaged students have the same access to STEM instruction and projects as all other students. Additionally, these students receive Snack-in-a-Backpack and are offered an opportunity to participate in a variety of clubs during the school day. English Learners: The ESOL departments consists of a highly qualified teacher that supports students during Tier I instruction with a co-teaching model. In addition, WFES has 4 teachers that are ESOL certified. The Parent and Family Engagement for English Learners is excellent due to the communication of the ESOL department.

Challenges	Students with Disabilities: Due to a variety of disabilities learning together, one of the greatest challenges is pinpointing and differentiating to meet the needs of each individual student for them to achieve academically. Co-teaching practices have been added to ensure that all students have access to grade level content with support. In addition, parent engagement is sometimes limited when it comes to the students with disabilities as WFES needs to continue building positive home-school relationships that promote trust and further provide parents with resources to assist students at home. Economically Disadvantaged Children: The greatest challenge when it comes to economically disadvantaged students is many of them enter without the prior knowledge needed to perform at the same achievement levels when compared to non-economically disadvantaged students. In addition, parent engagement is sometimes limited when it comes to the economically disadvantaged students. WFES needs to continue building positive home-school relationships that promote trust and further provide parents with resources to assist students at home.

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.

	English Learners: It is difficult to determine if a student is struggling due to language barriers or other learning deficiencies. Due to the various differences of the students (K-5), it is difficult to provide students with the differentiated instruction that they need to improve academically. In addition, WFES needs to continue building positive home-school relationships that promote trust and further provide parents with resources to assist students at home.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 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 3.2.

Overarching Need # 1

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

Additional Considerations	

Overarching Need # 2

Overarching Need	To strengthen foundational math 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	3

Additional Considerations	

Overarching Need # 3

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?	Better
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 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: “ABCF”).;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - To strengthen literacy skills for all students

Root Cause # 1

Root Causes to be Addressed	A greater emphasis of foundational literacy skills in Tier I instruction.
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 strengthen foundational math skills in all grade levels

Root Cause # 1

Root Causes to be Addressed	Improve number sense by developing a concrete understanding of numbers, representational calculations and moving to abstract computation.
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 : L4GA Grant Funds (CARES)

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	Support students in recognizing, understanding and developing strategies for expressing and handling their emotions appropriately by modeling expectations and acceptable behaviors in different settings.
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

Root Cause # 1

Impacted Programs	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	

School Improvement Plan
2026 - 2027

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)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 literacy skills for all students
Root Cause # 1	A greater emphasis of foundational literacy skills in Tier I instruction.
Goal	Students in grades 3-5 will meet a 3% target Reading Content Mastery Improvement score as compared to SY26 scores, with a minimum of 50% of students scoring proficient on the EOG assessment. Furthermore, 50% of students in grades K-5 will score at mid or above grade level on the iReady Spring Diagnostic.

Action Step # 1

Action Step	Implement a protected daily literacy block focused on skills based instruction supported by an academic coach, intervention teacher, paraprofessionals, a literacy coach and an interventionist.
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 Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations, instructional feedback/coaching, lesson plans
Method for Monitoring Effectiveness	Student data, student engagement, work samples, student feedback
Position/Role Responsible	Principal-Alison Danner Assistant Principal-Cayley Hamilton Academic Coach-Miachelle Fox Literacy Coach - Amy Allen Intervention Coordinator - Katherine Cheatham
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)?	PRESA

Action Step # 2

Action Step	Establish, monitor and refine consistent literacy routines and expectations in every classroom through professional learning and PLCs.
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 Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations, instructional feedback/coaching, lesson plans
Method for Monitoring Effectiveness	Student data, student engagement, work samples, student feedback
Position/Role Responsible	Principal-Alison Danner Assistant Principal-Cayley Hamilton Academic Coach-Miachelle Fox Intervention Teacher - Katherine Cheatham Literacy Coach - Amy Allen
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	Provide explicit, teacher-led instruction grounded in the 5 pillars of the Science of Reading (Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension)
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, instructional feedback/coaching, lesson plans
Method for Monitoring Effectiveness	Student data, student engagement, work samples, student feedback
Position/Role Responsible	Principal, Alison Danner Assistant Principal, Cayley Hamilton Academic Coach - Miachelle Fox Literacy Coach - Amy Allen Classroom Teachers
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)?	

Action Step # 4

Action Step	Prioritize daily, intentional integration of writing across all subjects by ensuring students regularly engage in writing with pencil and paper to strengthen foundational skills, stamina, and cognitive processing
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, instructional feedback/coaching, lesson plans
Method for Monitoring Effectiveness	Work Samples
Position/Role Responsible	Principal-Alison Danner Assistant Principal- Cayley Hamilton Academic Coach - Miachelle Fox Literacy Coach - Amy Allen Classroom Teachers
Timeline for Implementation	Weekly

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	Teach and reinforce academic and domain specific vocabulary in science instruction, with a specific focus on morphology (prefixes, suffixes, and roots) in grades 3-5
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	Classroom observations, instructional feedback/coaching, lesson plans
Method for Monitoring Effectiveness	Student data
Position/Role Responsible	Principal, Alison Danner Assistant Principal, Cayley Hamilton Academic Coach, Miachelle Fox Literacy Coach - Amy Allen Classroom Teachers STEM Teacher - Amber Mitchell
Timeline for Implementation	Weekly

Action Step # 5

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

Action Step # 6

Action Step	Embed daily read-write-speak-think activities using literature and informational texts
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	Classroom observations, instructional feedback/coaching, lesson plans
Method for Monitoring Effectiveness	Work Samples
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Academic Coach - Miachelle Fox Literacy Coach - Amy Allen Classroom Teachers
Timeline for Implementation	Weekly

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)?	

Action Step # 7

Action Step	Use student data and student created portfolios (including but not limited to writing samples, benchmark data, student reflections and student goals) to monitor student growth, conduct student-led conferences and improve communication with parents.
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 Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations, Parent/Teacher Conferences
Method for Monitoring Effectiveness	Student Data, Work Samples, Parent Feedback
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Academic Coach - Miachelle Fox Parent Liaison - Amy Curtis Classroom Teachers
Timeline for Implementation	Quarterly

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	Set clear expectations for limited and purposeful technology use to support the writing process.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations, Lesson Plans
Method for Monitoring Effectiveness	Student Data, Work Samples
Position/Role Responsible	Principal - Alison Danner Asst. Principal - Cayley Hamilton Academic Coach - Miachelle Fox Classroom Teachers
Timeline for Implementation	Quarterly

Action Step # 8

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	Develop and sustain a literacy team that leads, vets, and supports schoolwide literacy initiatives through coaching, professional learning, data analysis, and consistent implementation practices to improve literacy outcomes for all students.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC sign ins, PLC minutes, lesson plans, classroom observations
Method for Monitoring Effectiveness	Student data
Position/Role Responsible	Principal - Alison Danner Asst. Principal - Cayley Hamilton Academic Coach - Miachelle Fox Literacy Coach - Amy Allen Literacy Team
Timeline for Implementation	Quarterly

Action Step # 9

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 # 10

Action Step	Utilize the parent liaison to strengthen home-school communication by sharing literacy goals, instructional practices, student progress, and family engagement opportunities with parents while providing ongoing support and resources to help families reinforce literacy development at home.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Surveys
Method for Monitoring Effectiveness	Parent Feedback
Position/Role Responsible	Principal - Alison Danner Asst. Principal - Cayley Hamilton Parent Liaison - Amy Curtis Literacy Coach - Amy Allen
Timeline for Implementation	Yearly

Action Step # 10

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 strengthen foundational math skills in all grade levels
Root Cause # 1	Improve number sense by developing a concrete understanding of numbers, representational calculations and moving to abstract computation.
Goal	Students in grades 3-5 will meet a 3% target Math Content Mastery Improvement scored as compared to SY26 scores, with a minimum of 50% scoring proficient on the EOG assessment. Furthermore, 50% of students in grades K-5 will score at mid or above grade level on the iReady Spring Diagnostic.

Action Step # 1

Action Step	Implement a protected daily math block focused on skills based instruction supported by the academic coach, an intervention coordinator, paraprofessionals, and an interventionist.
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, Instructional Feedback/Coaching
Method for Monitoring Effectiveness	Student data, student engagement
Position/Role Responsible	Principal-Alison Danner Assistant Principal - Cayley Hamilton Academic Coach - Miachelle Fox Intervention Coordinator - Katherine Cheatham
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)?	

Action Step # 2

Action Step	Establish, monitor and refine consistent math routines and expectations in every classroom.
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	Classroom Observations, Instructional Feedback/Coaching, Math PLCs
Method for Monitoring Effectiveness	Student data, student engagement
Position/Role Responsible	Principal-Alison Danner Assistant Principal - Cayley Hamilton Academic Coach-Miachelle Fox Classroom Teachers
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step # 3

Action Step	Provide teacher led instruction with modeling and guided practice while intentionally using hands-on manipulatives to develop students' concrete understanding and progressing them to representational and abstract thinking.
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, Instructional Feedback/Coaching, Lesson Plans
Method for Monitoring Effectiveness	Student Data, Student Engagement
Position/Role Responsible	Principal-Alison Danner Assistant Principal-Cayley Hamilton Academic Coach-Miachelle Fox Classroom Teachers
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)?	

Action Step # 4

Action Step	Prioritize daily math talks and spiral reviews to strengthen foundational skills, stamina and acquire development of mental math.
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	Classroom observations, Instructional Feedback/Coaching, Lesson Plans
Method for Monitoring Effectiveness	Student Data, Student Engagement
Position/Role Responsible	Principal, Alison Danner Assistant Principal, Cayley Hamilton Academic Coach, Miachelle Fox
Timeline for Implementation	Weekly

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

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	Explicitly teach and reinforce math vocabulary across all 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	Classroom observations, Instructional Feedback/Coaching, Lesson Plans
Method for Monitoring Effectiveness	Student Data
Position/Role Responsible	Principal, Alison Danner Assistant Principal, Cayley Hamilton Academic Coach, Miachelle Fox
Timeline for Implementation	Weekly

Action Step # 5

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

Action Step # 6

Action Step	Integrate writing in math (explaining reasoning, justifying answers)
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, Instructional Feedback/Coaching, Lesson Plans
Method for Monitoring Effectiveness	Student Engagement
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Academic Coach - Miachelle Fox 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)?	

Action Step # 7

Action Step	Use student data and student created portfolios (included but not limited to benchmark data, student goals and student reflections) to monitor student growth, conduct student led conferences and improve communication with parents.
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 Supportive Learning Environment
Method for Monitoring Implementation	Parent/Teacher Conferences,
Method for Monitoring Effectiveness	Student Portfolios, Parent feedback
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Academic Coach - Miachelle Fox Parent Liaison - Amy Curtis Classroom Teachers
Timeline for Implementation	Quarterly

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	Set clear expectations for limited and purposeful technology through STEM integration and hands-on learning experiences to deepen understanding, ensuring students actively engage in creating solutions, building models and explaining their thinking, rather than simply completing tasks.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom Observations, Lesson Plans
Method for Monitoring Effectiveness	Student Feedback, STEM Notebooks
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Academic Coach - Miachelle Fox STEM Teacher - Amber Mitchell
Timeline for Implementation	Monthly

Action Step # 8

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	Develop and sustain a math team that leads, vets, and supports schoolwide math initiatives through coaching,professional learning, data analysis, and consistent implementation practices to improve math outcomes for all students.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC Sign-ins, PLC minutes,
Method for Monitoring Effectiveness	Student Data
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Academic Coach - Miachelle Fox Math Team
Timeline for Implementation	Quarterly

Action Step # 9

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 # 10

Action Step	Utilize the parent liaison to strengthen home-school communication by sharing math goals, instructional practices, student progress, and family engagement opportunities with parents while providing ongoing support and resources to help families reinforce math development at home.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Surveys
Method for Monitoring Effectiveness	Parent Feedback
Position/Role Responsible	Principal - Alison Danner Asst. Principal - Cayley Hamilton Parent Liaison - Amy Curtis
Timeline for Implementation	Yearly

Action Step # 10

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	Support students in recognizing, understanding and developing strategies for expressing and handling their emotions appropriately by modeling expectations and acceptable behaviors in different settings.
Goal	WFES will increase average daily attendance and improve student well-being as measured by attendance data, behavior referrals, and student wellness surveys compared to the SY26 data.

Action Step # 1

Action Step	Establish and maintain consistent routines and expectations, modeled by staff, that promote positive behavior, collaboration and engagement in learning.
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	Classroom Observations
Method for Monitoring Effectiveness	Student Data/Feedback
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton 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)?	

Action Step # 2

Action Step	Intentionally teach SEL through the school counselor to develop skills and strategies that students can apply and demonstrate daily.
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	Daily observations
Method for Monitoring Effectiveness	Student Data
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton 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)?	

Action Step # 3

Action Step	Provide engaging, hands-on, STEM-integrated learning experiences that expand student potential while promoting student leadership, voice and opportunities for creation and collaboration.
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	Daily Observations
Method for Monitoring Effectiveness	Student Portfolios/Feedback
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton STEM Teacher - Amber Mitchell Classroom Teachers
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)?	Dr. Gilda Lyon, Master Gardeners, Adopt a Stream, FCHS CTAE

Action Step # 4

Action Step	Implement student clubs and enrichment opportunities that allow for exploration of interests, creativity and leadership in order to increase student engagement and promote consistent attendance, while supporting the whole child.
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	Observation; Lesson Plans
Method for Monitoring Effectiveness	Student Feedback
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton School Counselor - Diana Odom Academic Coach - Miachelle Fox
Timeline for Implementation	Monthly

Action Step # 4

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

Action Step # 5

Action Step	Provide ongoing professional learning opportunities for staff focused on student engagement, relationship building, trauma-informed practices and positive behavior supports.
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	PL sign in sheets
Method for Monitoring Effectiveness	Staff Feedback, student data
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Classroom Teachers Academic Coach - Miachelle Fox School Counselor - Diana Odom
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)?	

Action Step # 6

Action Step	Continue to implement mentoring opportunities that connect students with trusted adults and community members to build relationships, motivation and sense of belonging
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	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mentor/student survey, Mentor check in
Method for Monitoring Effectiveness	Survey feedback, student data, schoolwide data
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton School Counselor - Diana Odom
Timeline for Implementation	Quarterly

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)?	

Action Step # 7

Action Step	Utilize MTSS behavior support to identify and assist students with attendance, behavior and social-emotional needs through targeted interventions.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS Checkpoints
Method for Monitoring Effectiveness	Student Data
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton School Counselor - Diana Odom
Timeline for Implementation	Quarterly

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	Conduct regular attendance and wellness data reviews to identify students needing additional support.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets
Method for Monitoring Effectiveness	Meeting minutes; Student data
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton School Counselor - Diana Odom
Timeline for Implementation	Quarterly

Action Step # 8

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	Utilize the parent liaison to partner with families to provide resources, communications, and support that encourage consistent attendance and positive student well-being.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student health survey, Climate Survey
Method for Monitoring Effectiveness	Survey Results
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Parent Liaison - Amy Curtis
Timeline for Implementation	Yearly

Action Step # 9

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 # 10

Action Step	Organize career days and community involvement activities that help students make real-world connections and increase engagement in school.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Documentation of career presentations
Method for Monitoring Effectiveness	Student Feedback
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton School Counselor - Diana Odom Classroom Teachers Parent Liaison - Amy Curtis
Timeline for Implementation	Yearly

Action Step # 10

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 # 11

Action Step	Recognize and celebrate positive attendance, growth and student achievement regularly to promote a positive school culture.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student Recognition
Method for Monitoring Effectiveness	Student Feedback
Position/Role Responsible	Principal - Alison Danner Assistant Principal - Cayley Hamilton Jolly Jackets Committee
Timeline for Implementation	Monthly

Action Step # 11

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The West Fannin Elementary School School Improvement Plan is a "fluid, living, and active" 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. 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 Class Dojo 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.

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.	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, teachers of exception children, literacy coach, intervention coordinator, ESOL, 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.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	West Fannin Elementary School 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 and problem based learning opportunities. West Fannin Elementary School provides supplemental needs based reading and math instruction daily. Two, 45 to 50 minute, blocks are

	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, diagnostic assessments, benchmark data, classroom data and the MTSS process are all used to assist in development of a student's individual needs. Students are then placed in small, flexible groups based on their needs. The grade level teachers receive additional support from ESOL, teachers of exceptional children, 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. Many opportunities are available to promote professional growth among staff. Instructional, MTSS and STEM PLCs are held routinely. Instructional PLCs are led by the academic coach, literacy coach, or classroom teachers 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. 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, Literacy Coach and School Counselor will provide 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 1-5 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 SEL program which is led by the school counselor.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Not Applicable

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	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.

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.	Not Applicable

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	West Fannin will focus on modeling and teaching appropriate behavior expectations and strategies to all students that focuses on developing, 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.

ADDITIONAL RESPONSES

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