



**School Improvement Plan
2020 - 2021**

Fannin County
Fannin County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fannin County
School Name	Fannin County Middle School
Team Lead	Mr. Keith Nuckolls / Mrs. Lauren Payne

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Integrate literacy in all subject areas.
Root Cause # 1	Integrate the Georgia Standards of Excellence for ELA in other classes, or the Georgia Standards of Excellence for Science and Social Studies into ELA classes.
Root Cause # 2	Literacy is not carrying over in all subjects. Teachers plan horizontally with team members of the same subject on the opposite instructional team, as opposed to planning vertically with the ELA, Math, and Sci/SS teachers on the same instructional team.
Root Cause # 3	Teachers in all disciplines lack the resources and training in some cases to implement Disciplinary Literacy into the content they are teaching.
Goal	Increase student achievement in all subject areas.

Action Step # 1

Action Step	Teachers will collaborate vertically by subject area in order to address standards that may have not been completely mastered as a result of circumstances at the end of the 2019-2020 school year.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Universal Screening results, EOG assessment results
Position/Role Responsible	Classroom teachers, Academic Coach, School Administration

Action Step # 1

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

Action Step	Enhance delivery of Tier I instruction in all subject areas. Continue to provide research based Tier II, III, and special education interventions in the subjects of ELA and Math. Provide supplies to support implementation of this action step.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Universal Screening results, EOG assessment results
Position/Role Responsible	Classroom teachers, Academic Coach, School Administrators
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)?	A portion of the Striving Reader's Grant (L4GA) will be used to execute this action plan.
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Action Step # 3

Action Step	Provide professional learning opportunities in the areas of Tier I instructional strategies in all subjects including fine arts, Tier II and Tier III interventions, and Disciplinary Literacy to faculty and staff. This may include consultants, workshop attendance, and substitutes for Professional Learning Communities. Additionally may provide teachers to obtain gifted endorsement.
Funding Sources	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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	District and school professional learning documentation
Position/Role Responsible	School Administration, Academic Coach, Teachers
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	A portion of the Striving Reader's Grant (L4GA) will be used to execute this action plan.
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Action Step # 4

Action Step	Implement collaborative planning practices to develop interdisciplinary units and common assessments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Collaboration and lesson plan documentation
Position/Role Responsible	School Administration, Academic Coach, Teachers
Timeline for Implementation	Weekly

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

Action Step	Continue online universal screening instruments to determine areas of need for the students.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP and RI screeners
Position/Role Responsible	School Administration, Academic Coach, Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	A portion of the Striving Reader's Grant (L4GA) will be used to execute this action plan.
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Action Step # 6

Action Step	Utilize computer-based programs to supplement instruction in all classes and/or subject areas.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	EOG / EOC testing results, Universal Screening results, class averages
Position/Role Responsible	School Administration, Academic Coach, Teachers
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)?	A portion of the Striving Reader's Grant (L4GA) will be used to execute this action plan.
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Action Step # 7

Action Step # 7

Action Step	Implement L4GA Year Three plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	EOG testing results, MAP and Reading Inventory screeners
Position/Role Responsible	School Administration, Academic Coach, Teachers
Timeline for Implementation	Monthly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement STEM, specifically project-based learning, in all subject areas.
Root Cause # 1	Some teachers lack professional development and resources to implement project-based learning in all subject areas.
Goal	Incorporate STEM based learning in all subject areas.

Action Step # 1

Action Step	Utilize the STEM Committee to oversee the operation of Professional Learning Communities (PLCs) and provide other professional learning opportunities to integrate standards and deliver instruction to support the implementation of project-based STEM learning. Purchase supplies, including construction and technology supplies, to support implementation of this action step.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Regular planning meetings, district and school professional learning documentation, purchase orders
Position/Role Responsible	Classroom teachers, STEM teacher, School Administration, Academic Coach
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step	Collaboration among the Connection and academic classrooms to promote performance based learning projects. Provide substitutes for collaboration as needed.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	District and school professional learning documentation, collaboration documentation, TKES
Position/Role Responsible	STEM Coordinator (School Administration), STEM Teacher, Classroom teachers
Timeline for Implementation	Quarterly

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

Action Step	Provide professional learning opportunities for faculty and staff to implement strategies to utilize digital tools and resources to deliver instruction digitally.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	District and school professional learning documentation
Position/Role Responsible	School Administration, Academic Coach, Classroom teachers
Timeline for Implementation	Quarterly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Cultivate pride in the school among all stakeholders.
Root Cause # 1	Some stakeholders struggle to accept ownership in the school and define their role in the learning community.
Goal	Build relationships to promote a healthy, happy, school community.

Action Step # 1

Action Step	Incorporate positive behavior interventions and supports as well as character building programs that promote a positive school culture in both the intellectual and social-emotional aspects of learning; additionally, foster school pride in activities ranging from academics to extra-curricular areas.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Discipline referrals / PBIS
Position/Role Responsible	Administration, Graduation Coach (PBIS Coach), School Counselor, Instructional staff
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step	Provide professional learning for faculty and staff to implement positive behavior interventions, classroom management techniques, and character building programs and instruction of such programs.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Discipline and counselor referrals
Position/Role Responsible	School Administration, School Counselor, Graduation Coach (PBIS Coach), Teachers
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step	Address school wide and individual student attendance issues by coordinating the efforts of PBIS, AST, Parent Involvement Coordinator, School Social Worker, School Resource Officer, and MTSS Team. Consider collaborating with other school districts that have successfully implemented strategies to improve student attendance. Search for research based programs to consider for implementation. Provide resources such as substitutes as needed for collaborative opportunities.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Attendance data, planned meeting documentation
Position/Role Responsible	PBIS, AST, Parent Involvement Coordinator, School Social Worker, School Resource Officer, MTSS Team, School Administrator
Timeline for Implementation	Monthly

Action Step # 3

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

Action Step	Continue to provide a safe, clean, and efficient learning environment through the review and practice of safety drills, appropriate social interaction, and hygiene practices.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Safety drill documentation, discipline and counselor referrals
Position/Role Responsible	School Administration, School Counselor, Graduation Coach (PBIS Coach), Teachers
Timeline for Implementation	Monthly

Action Step # 4

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Eradicate apathetic student behavior.
Root Cause # 1	The students approach to learning is sabotaged by multiple extrinsic and intrinsic factors resulting in apathetic behavior.
Goal	Encourage students to maintain a passing grade in both academic and Connection classes.

Action Step # 1

Action Step	Identify students receiving a grade of zero on a weekly basis and investigate the root cause of under performance to implement the appropriate, individualized intervention for each student.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Weekly progress reports, student conferences
Position/Role Responsible	Graduation Coach, Academic Coach, Teachers, School Administration
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Utilize computer based instructional programs (i.e. Moby Max, BrainPop, USA Testprep, NewsELA) while continuing to provide online learning opportunities, and train students to become self-motivated learners.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student grades, Universal Screening Data
Position/Role Responsible	Graduation Coach, Academic Coach, Teachers, School Administration
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step	Purchase classroom supplies to support the learning process.
Funding Sources	Title I, Part A Title I, Part ASIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student grades, Universal Screening Data
Position/Role Responsible	School Administration, Academic Coach, Graduation Coach, Teachers
Timeline for Implementation	Weekly

Action Step # 3

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

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Fannin County Middle School (FCMS) receives input from multiple stakeholders through several committees and teams including the Parent Advisory Committee, the School Governance Team, the Leadership Team, grade level teams, parent / teacher conferences and formal MTSS meetings, and any individual who wishes to contribute input.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Currently, all teachers at FCMS are highly qualified.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Currently, the following classes are offered at FCMS.</p> <p>6th and 7th grades:</p> <ol style="list-style-type: none"> (60 minute classes) Regular reading, ELA, math, science and social studies (60 minute classes) Advanced reading, ELA, math, science (60 minute classes) Inclusion reading, ELA, math, science, social studies <p>8th grade:</p> <ol style="list-style-type: none"> (60 minute classes) Regular reading, ELA, math, science and social studies (60 minute classes) Advanced reading, ELA, math, science (60 minute classes) Inclusion reading, ELA, math, science, social studies High school credit Physical Science and Algebra I <p>Connections:</p> <ol style="list-style-type: none"> Technology (TSA) Digital Technology (Regular and high school credit for 8th grade) Agriculture (Regular and high school credit for 8th grade) STEM for all students Band and Chorus Physical Education Reading and Math Intervention (6th grade) <p>The instructional staff at FCMS implement standards-based instruction for core classes and project-based / performance-based instruction during connections. Students identified as Tier II or III through the MTSS process receive appropriate interventions and progress-monitoring and 504 students receive accommodations as developed by the 504 team.</p> <p>Special Education students are offered services as determined by their Individual Education Plans (IEP) and include self-contained placement, resource placement, and inclusion. Additionally, Speech / Language and ESOL services are provided as needed.</p>

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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Currently, the Fannin County School System (FCSS) is a Title I system.</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Fannin Middle and Fannin High Schools work together through administration, the Academic Coaches and counselors to make the transition process as efficient and effective as possible. The Academic Coaches share data including MTSS data and student concerns while the counselors work collaboratively to schedule the students for classes as freshman. Additionally, the high school credit course teachers coordinate with their high school counterparts to assure these classes completed with fidelity. Transition meetings are held for Special Education students and a tour of the new school is provided.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The PBIS coordinator and administrative team will be currently working on a plan to address this area of concern. The elements below will be a part of that plan. The Critical Elements of School-Wide PBIS (from PBIS Coordinator)</p> <ol style="list-style-type: none"> 1. Clear Expectations and Rules 2. Teaching Behavior 3. Implementation 4. Classroom (taking PBIS to the classroom)
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>The Leadership Team currently has a summer meeting scheduled to discuss the implementation of this plan.</p>
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Fannin County Middle School (FCMS) receives input from multiple stakeholders through several committees and teams including the Parent Advisory Committee, the School Governance Team, the Leadership Team, grade level teams, parent / teacher conferences and formal MTSS meetings, and any individual who wishes to contribute input.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Currently, all teachers at FCMS are highly qualified.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Currently, the following classes are offered at FCMS.</p> <p>6th and 7th grades:</p> <ol style="list-style-type: none"> 1. (85 minute classes) Regular ELA and math 2. (85 minute classes) Advanced ELA and math 3. (85 minute classes) Inclusion ELA and math 4. (42.5 minute classes) Regular science and social studies 5. (42.5 minute class) Advanced science 6. (42.5 minute classes) Inclusion science and social studies <p>8th grade:</p> <ol style="list-style-type: none"> 1. (85 minute classes) Regular ELA and math 2. (85 minute classes) Advanced ELA and math 3. (85 minute classes) Inclusion ELA and math 4. (42.5 minute classes) Regular science and social studies 5. (42.5 minute class) Advanced science 6. (42.5 minute classes) Inclusion science and social studies 7. High school credit Physical Science and Algebra I <p>Connections:</p> <ol style="list-style-type: none"> 1. Technology (TSA) 2. Computer Science 3. Agriculture (Regular and high school credit for 8th grade) 4. STEM for all students 5. Band and Chorus 6. Physical Education 7. Art <p>The instructional staff at FCMS implement standards-based instruction for core classes and project-based / performance-based instruction during connections. Students identified as Tier II or III through the MTSS process</p>

	<p>receive appropriate interventions and progress-monitoring and 504 students receive accommodations as developed by the 504 team. Special Education students are offered services as determined by their Individual Education Plans (IEP) and include self-contained placement, resource placement, and inclusion. Additionally, Speech / Language and ESOL services are provided as needed.</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Currently, the Fannin County School System (FCSS) is a Title I system.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Fannin Middle and Fannin High Schools work together through administration, the Academic Coaches and counselors to make the transition process as efficient and effective as possible. The Academic Coaches share data including MTSS data and student concerns while the counselors work collaboratively to schedule the students for classes as freshman. Additionally, the high school credit course teachers coordinate with their high school counterparts to assure these classes completed with fidelity. Transition meetings are held for Special Education students and a tour of the new school is provided.</p>
<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The PBIS coordinator and administrative team will are currently working on a plan to address this area of concern. The elements below will be a part of that plan. The Critical Elements of School-Wide PBIS (from PBIS Coordinator)</p> <ol style="list-style-type: none"> 1. Clear Expectations and Rules 2. Teaching Behavior 3. Implementation 4. Classroom (taking PBIS to the classroom)

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>The Leadership Team currently has a summer meeting scheduled to discuss the implementation of this plan.</p>
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