



School Improvement Plan 2018 - 2019



**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	Dr. Connie Huff/ Mr. Mark Young

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 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific Measurable Attainable Relevant Time-Bound

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Professional Learning in each of the following areas: Emergency Preparedness Plan, Literacy (Comprehension), Math (Problem Solving), Google EDU (Google tools), Math (Building numeracy 6-12)
Root Cause # 1	The professional learning needs were identified by the staff priority order as they appear.
Goal	Provide ALL staff professional learning in relevant areas during the 2018-2019 school year.

Action Step # 1

Action Step	Provide professional learning opportunities from outside sources to aid the faculty and staff in supporting the needs of the students.
Funding Sources	Title II, 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 PL Documentation
Position/Role Responsible	Administration, Academic Coach
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The faculty and staff will participate in PL from consultants and trainers from outside the Fannin County School System.
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Action Step # 2

Action Step	Establish collaboration between the STEM teacher and grade level teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Meeting minutes
Position/Role Responsible	Administration, Academic Coach, STEM Teacher
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The administrative team and STEM teacher will seek time in the schedule for collaboration between the grade level teachers and STEM teacher.
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Action Step # 3

Action Step	Maintain Professional Learning Communities (PLC’s) and utilize teacher leaders to deliver professional learning to support the academic demands of the students including weekly collaboration between regular and special education teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Meeting minutes, District PL documentation
Position/Role Responsible	Administration, Academic Coach, Teacher Leaders, Instructional Staff
Timeline for Implementation	Weekly

What partnerships 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)?	Teachers collaborate weekly to plan instruction and share strategies. Additionally, teacher leaders may deliver / redeliver instructional strategies to other instructional staff.
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need to become educationally responsible.
Root Cause # 1	Students lack the skills and / or strategies to persevere through the rigor of the education process and curriculum as set forth by the GSE.
Goal	ALL students will monitor their own academic progress through the use of Google classroom and Infinite Campus during the 2018-2019 school year. ALL students will maintain an overall average of 75 or higher in all classes during the 2018-2019 school year.

Action Step # 1

Action Step	Teachers will provide specific, timely resources, materials, and information on a class or grade level website to support both parents and students as they learn the curriculum.
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	Maintaining a current webpage and Facebook account
Position/Role Responsible	Lead Teachers, Parent Involvement Coordinator
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The teachers will establish and maintain a grade level webpage that includes information and links to support the instruction presented during the regular school day. This will aid students who are absent or need additional support.
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Action Step # 2

Action Step	Parents will utilize the Infinite Campus parent portal to monitor their student’s grades, contacting teachers if they see that their child’s average is near or below 75.
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	Parent Portal sign up and activity
Position/Role Responsible	Administration, Parent Involvement Coordinator, Teachers, Parents
Timeline for Implementation	Weekly

What partnerships 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)?	This action step is part of the Student / Parent / Teacher compact and list the responsibilities of the parents to aid in the establishment of clear communication between home and school.
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Action Step # 3

Action Step	Students will complete all assignments and projects assigned by their teachers to ensure that they understand the content and maintain a 75 or better class average.
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

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Report Cards, Progress Reports, MTSS Data
Position/Role Responsible	Administration, Parent Involvement Coordinator, Teachers, Students
Timeline for Implementation	Weekly

What partnerships 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)?	This action step is part of the Student / Parent / Teacher compact and list the responsibilities of the students to aid in the establishment of students becoming educationally responsible.
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	A plan or procedure to help identify and support students who are at-risk for potentially harmful behavior.
Root Cause # 1	A population of students enrolled at FCMS lack support to cope with the combination of domestic factors and the rigors of being good students.
Goal	ALL students will have at least one adult in the school to which they have a personal connection. ALL faculty, staff, and students will create and nurture a school culture that supports relationships, encourages individuality, and provides flexibility to students as they master the curriculum in their classes.

Action Step # 1

Action Step	Teachers will develop unit culminating tasks or projects focused on the standards that encourage students to demonstrate their understanding of the material using a variety of methods (differentiation).
Funding Sources	Title I, Part A Title II, 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	Lesson Plans, Assessments, Class projects
Position/Role Responsible	Administration, Academic Coach, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	Teachers will implement standards-based instruction on a daily basis.
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Action Step # 2

Action Step	Parents will prioritize the partnership between home and school by actively participating in school activities, celebrations, and workshops.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School Agenda, School Correspondence, Sign in sheets
Position/Role Responsible	Administration, Parent Involvement Coordinator, Teachers, Parents
Timeline for Implementation	Weekly

What partnerships 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)?	This action step is a component of the Parent / Student / Teacher compact and establishes expectations for the parents and / or guardians of our students.
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Action Step # 3

Action Step	Students will be active, engaged learners in class, pledging to work well with others and put forth their best effort every day.
Funding Sources	Title I, 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

Action Step # 3

Method for Monitoring Implementation and Effectiveness	School Agenda, School Correspondence, Report cards
Position/Role Responsible	Administration, Parent Involvement Coordinator, Academic Coach, Teachers, Students
Timeline for Implementation	Weekly

What partnerships 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)?	This action step is a component of the Parent / Student / Teacher compact and establishes expectations for the students.
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Action Step # 4

Action Step	Expand the MTSS process to include PBIS as Tier I support. Additionally, define and implement interventions for Tier II and III students experiencing behavior issues.
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 Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MTSS documentation
Position/Role Responsible	Administration, Academic Coach, Graduation Coach, Teachers, Students
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Academic Coach and Graduation Coach will collaborate to establish clear guidelines for the behavior component of the MTSS process.
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2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	To address the learning styles and instructional demands of students with disabilities and economically disadvantaged students.
Root Cause # 1	Students who are identified as SWD or ED may lack background knowledge or skills to help them connect prior knowledge to current learning hindering them from meeting the rigor of the curriculum.
Goal	ALL groups and subgroups will meet the 3% Target Achievement Rate as measured by the GA Milestones in the subject areas of ELA, Math, Science, and Social Studies.

Action Step # 1

Action Step	Utilize a universal screening tool (Measures of Academic Progress (MAP) and Scholastic Reading Inventory (RI)) to determine students who may be at-risk and guide the MTSS process.
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	Universal Screening Results
Position/Role Responsible	Academic Coach, Teachers, Students
Timeline for Implementation	Quarterly

What partnerships 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)?	All students will be administered a Universal Screener in reading and math to identify students who may need supplemental instruction and to monitor the progress of ALL students. Other screeners will be used including pre-test on USA Testprep, NewELA, and MobyMax.
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Action Step # 2

Action Step	Employ an interventionist to deliver interventions and progress monitor Tier III students in all grades.
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	MTSS Progress Monitoring
Position/Role Responsible	Academic Coach, Teachers, Reading / Math Interventionist
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Reading / Math Interventionist will deliver interventions to 6th grade students as outlined in Action Step # 2. In grades 7 & 8, the interventionist will pull students during connections as needed to deliver interventions and complete progress-monitoring.
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Action Step # 3

Action Step	Create and maintain a Connections Reading and Math for remedial students in 6th grade.
Funding Sources	Title I, Part A Title II, 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

Action Step # 3

Method for Monitoring Implementation and Effectiveness	MTSS Progress Monitoring
Position/Role Responsible	Administration, Academic Coach, Reading / Math Interventionist
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Reading / Math Interventionist will become part of the Connections rotation for 6th grade students. On Monday and Wednesday, the interventionist will deliver supplemental reading instruction to a group of students (Group A). On Tuesday and Thursday, the interventionist will deliver supplemental math instruction to a different group of students (Group B). On Friday, the interventionist will see both groups for half the Connections period.
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Action Step # 4

Action Step	Create and maintain an instructional model utilizing small groups including independent reading, direct instruction, and technology enhanced instruction for inclusion classes in reading in grades 6 and 7.
Funding Sources	Title II, 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	Grades, Universal Screening Data, Lesson Plans
Position/Role Responsible	Administration, Academic Coach, Teachers, Students
Timeline for Implementation	Weekly

What partnerships 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)?	Teachers of inclusion classes in reading grades 6 & 7 will follow a instructional model as follows. The students will be divided into 3 groups (independent, technology, and direct instruction). One of the teachers will deliver direct instruction (Read to Achieve) while the other teacher facilitates the independent and technology groups. The groups will rotate and the class progresses.
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Action Step # 5

Action Step	Create a STEM class during connections and employ a STEM teacher to deliver project based learning for students in all grades.
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	Grades, Lesson plans
Position/Role Responsible	Administration, Academic Coach, Teachers
Timeline for Implementation	Weekly

What partnerships 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)?	During this school year a STEM Teacher will work with as part of the Connections department to implement STEM strategies with ALL students at FCMS. Classroom teachers will integrate STEM lessons into their regular classroom instruction. They will use technology including Google Classroom and Brainpop.
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Action Step # 6

Action Step	Utilize "Assesslets" to diagnose difficulties with writing.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Results from Assesslets, grades, writing benchmarks

Action Step # 6

Position/Role Responsible	Administration, Academic Coach, Teachers, Students
Timeline for Implementation	Yearly

What partnerships 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)?	"Assesslets" are writing prompts that are completed by the students then submitted to an independent source for scoring. This action step will be used with a small population of students to identify potential writing deficits.
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2. SCHOOL IMPROVEMENT GOALS

2.6 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Establish with the students that literacy is an integral part of learning in all disciplines.
Root Cause # 1	Students fail to comprehend that literacy is a crucial component of their success in all subject areas.
Goal	The percentage of students who scored Proficient or Distinguished in ELA as measured by the GA Milestones will increase by 10 percentage points. Current percentages (6th = 46%, 7th = 41%, 8th = 42%).

Goal Implementation

What partnerships 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 # 1

Action Step	Create a core Literacy Team to lead the faculty in the integration of literacy in all disciplines.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, 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 and Effectiveness	Minutes of meetings, product created during Professional Learning

Action Step # 1

Position/Role Responsible	Administration, Academic Coach, Classroom teachers
Timeline for Implementation	Monthly

Action Step # 2

Action Step	Provide applicable Professional Learning for the Literacy Team. Provide opportunities for the Literacy Team to share ideas, and strategies with the faculty and staff.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, 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 and Effectiveness	Minutes of meetings, product created during Professional Learning
Position/Role Responsible	Administration, Academic Coach, Classroom teachers
Timeline for Implementation	Monthly

Action Step # 3

Action Step	Teachers and students will have access to the following programs to accomplish this goal (NewsELA, USATestprep, MobyMax, and Brainpop).
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title IV, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 3

Subgroups	Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	1) Frequency of program usage 2) GA Milestones results
Position/Role Responsible	Administration, Academic Coach, Teachers
Timeline for Implementation	Weekly

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</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>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</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>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 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)
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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 for July 16, 2018 to discuss the implementation of this plan.</p>
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