



School Improvement Plan 2022 - 2023



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. Mark Young / Mrs. Lauren Payne |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (all Federal funds budgeted separately) |

| 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 | Student achievement. |
| Root Cause # 1 | Student achievement has declined. |
| Root Cause # 2 | The implementation of professional learning in all disciplines has declined. The lack of training, implementing, and monitoring the effectiveness of professional development has directly impacted student achievement. |
| Goal | Increase student achievement in ELA and Mathematics as measured by MAP and Milestones for students receiving developing or above by 3%. In the spring of 2021, FCMS had 75.7 students scoring developing or above on the mathematics Milestones, and 72.3 developing or above in ELA. In January of 2022 MAP scores projected 76.3 students that would earn developing or above in mathematics, and 71.3 developing or above in ELA. |

Action Step # 1

| | |
|-------------------------------------|--|
| Action Step | Deliver high quality instruction for all students in all subject areas. Continue to provide research based Tier II, III, and special education interventions in the subjects of ELA and Math including the use of Reading and Math Interventionists. 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 |
| Success Criteria for Implementation | Universal Screening results, EOG assessment results, TKES, Intervention progress monitoring, purchase orders |

Action Step # 1

| | |
|--|---|
| Success Criteria for Impact on Student Achievement | student class averages, progress monitoring data |
| Position/Role Responsible | School Administration, Classroom teachers, Academic Coach, MTSS Coordinator |
| 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 # 2

| | |
|-----------------|--|
| 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. Provide an opportunity for teachers to add the Gifted Endorsement to their certification. |
| 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 |

Action Step # 2

| | |
|--|---|
| Success Criteria for Implementation | District and school professional learning documentation, TKES |
| Success Criteria for Impact on Student Achievement | student class averages, progress monitoring data |
| Position/Role Responsible | School Administration, Classroom Teachers, Academic Coach, MTSS Coordinator |
| 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)? | |
|--|--|

Action Step # 3

| | |
|--|--|
| Action Step | Implement collaborative planning sessions and documentation practices to analyze assessment results to assist with the development of pacing guides, unit and lesson plans, common assessments as well as interdisciplinary units. |
| 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 |
| Success Criteria for Implementation | Collaboration and lesson plan documentation |
| Success Criteria for Impact on Student Achievement | assessment results, student class averages, progress monitoring data |
| Position/Role Responsible | School Administration, Classroom Teachers, Academic Coach, MTSS Coordinator |

Action Step # 3

| | |
|-----------------------------|--------|
| 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

| | |
|--|--|
| Action Step | Continue online universal screening instruments and implement professional development to provide training on analyzing assessment data 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 |
| Success Criteria for Implementation | MAP screeners, school professional learning documentation, collaboration session documentation |
| Success Criteria for Impact on Student Achievement | assessment results, student class averages, progress monitoring data |

Action Step # 4

| | |
|-----------------------------|---|
| Position/Role Responsible | School Administration, Classroom Teachers, Academic Coach, MTSS Coordinator |
| Timeline for Implementation | Others : Biannual |

| | |
|--|--|
| 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 | 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 |
| Success Criteria for Implementation | EOG / EOC testing results, Universal Screening results, class averages, lesson plan documentation |
| Success Criteria for Impact on Student Achievement | assessment results, student class averages, progress monitoring data, software usage reports |
| Position/Role Responsible | School Administration, Classroom Teachers, Academic Coach |

Action Step # 5

| | |
|-----------------------------|--------|
| 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)? | |
|--|--|

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | 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 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 |
| Success Criteria for Implementation | Regular planning meetings, district and school professional learning documentation, purchase orders |
| Success Criteria for Impact on Student Achievement | assessment results, student class averages, student produced products |
| Position/Role Responsible | School Administration, Classroom teachers, STEM Committee, 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)? | |
|--|--|

Action Step # 2

| | |
|--|---|
| Action Step | Create two cohort groups within each grade level to participate in year-long investigative research projects. Groups will consist of students that represent the demographics of Fannin Middle including students who have been identified as Gifted. |
| 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 |
| Success Criteria for Implementation | Student scheduling, collaboration documentation, TKES |
| Success Criteria for Impact on Student Achievement | assessment results, student class averages, student produced products |
| Position/Role Responsible | School Administration, Academic Coach, Exploratory teachers |
| 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 | Offer a Technology and Engineering Connection course for students to further support the CTAE programs and pathways. Purchase curriculum, supplies, and materials to support implementation of this action step. |
| 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 |
| Success Criteria for Implementation | District and school professional learning documentation, TKES, purchase orders |
| Success Criteria for Impact on Student Achievement | assessment results, student class averages, student produced products |
| Position/Role Responsible | School Administration, Connection 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)? | |
|--|--|

Action Step # 4

| | |
|--|--|
| Action Step | Provide opportunities for students in 7th and 8th grades to take semester long courses in Agriculture and Health Occupations. |
| Funding Sources | 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 |
| Success Criteria for Implementation | Student scheduling, TKES |
| Success Criteria for Impact on Student Achievement | assessment results, student class averages, student produced products |
| Position/Role Responsible | School Administration, Agriculture and Computer Science 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)? | |
|--|--|

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 | Continue the implementation of STEM journaling and grade-level year long research projects. Provide professional learning opportunities, purchase supplies, and provide substitutes for collaboration as needed to support the 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 N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Success Criteria for Implementation | District and school professional learning documentation, TKES, purchase orders |
| Success Criteria for Impact on Student Achievement | assessment results, student class averages, student produced journals/products |
| Position/Role Responsible | School Administration, Connection & Academic Teachers |
| Timeline for Implementation | Yearly |

Action Step # 5

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Student management, attendance, and health. |
| Root Cause # 1 | Teacher and administrator managed behaviors need to be communicated. Teachers, especially new hires, need thoroughly trained on school-wide PBIS expectations and procedures. |
| 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 |
| Success Criteria for Implementation | Discipline and counselor referrals / PBIS |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages, student participation in extra-curricular opportunities |

Action Step # 1

| | |
|-----------------------------|---|
| Position/Role Responsible | Administration, MTSS Coordinator (PBIS Coach), School Counselors, Instructional Staff |
| 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)? | |
|--|--|

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 |
| Success Criteria for Implementation | Discipline and counselor referrals / PBIS |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |

Action Step # 2

| | |
|-----------------------------|---|
| Position/Role Responsible | School Administration, School Counselors, MTSS Coordinator (PBIS 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)? | |
|--|--|

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 |

Action Step # 3

| | |
|--|---|
| Success Criteria for Implementation | Attendance data, planned meeting documentation |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |
| Position/Role Responsible | PBIS, AST, Parent Involvement Coordinator, School Social Worker, School Resource Officer, MTSS Team, School Administrator |
| 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)? | |
|--|--|

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 |

Action Step # 4

| | |
|--|---|
| Success Criteria for Implementation | Safety drill documentation, discipline and counselor referrals |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |
| Position/Role Responsible | School Administration, School Counselors, MTSS Coordinator (PBIS 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)? | |
|--|--|

Action Step # 5

| | |
|-----------------|---|
| Action Step | Provide students with social-emotional and mental health services and support through school counselors, the school based mental health provider, and the faculty/staff. Provide resources and professional learning opportunities to support 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 |

Action Step # 5

| | |
|--|--|
| Systems | Supportive Learning Environment |
| Success Criteria for Implementation | Mental Health and Counselor referrals |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |
| Position/Role Responsible | School Administration, School Counselors, Mental Health Provider, School Faculty/Staff |
| 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 # 6

| | |
|-----------------|--|
| Action Step | Establish a review committee for the purpose of analyzing office referrals throughout the whole process including the resolution. The goal of the review will be to ensure discipline and teaching are the focus and not punishment. |
| 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 |

Action Step # 6

| | |
|--|--|
| Systems | Family and Community Engagement Supportive Learning Environment |
| Success Criteria for Implementation | Meeting documentation, discipline referrals |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |
| Position/Role Responsible | Administration, Counselors, MTSS Coordinator, 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)? | |
|--|--|

Action Step # 7

| | |
|-----------------|---|
| Action Step | Create a Behavior Quick Guide to clearly define behaviors that are classroom managed, behaviors that should receive demerits, office managed behaviors and behaviors that may require an immediate, prescribed consequence. |
| 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 |

Action Step # 7

| | |
|--|---|
| Systems | Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Success Criteria for Implementation | Discipline and counselor referrals |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |
| Position/Role Responsible | Administration, Counselors, MTSS Coordinator, 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)? | |
|--|--|

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Student articulation, pride, and apathy towards their education. |
| Root Cause # 1 | The students approach to learning is sabotaged by multiple extrinsic and intrinsic factors resulting in apathetic behavior. Provide more opportunities and practice for students to articulate what they are learning. Students need to be taught through instruction and example to possess and display pride in their school. |
| Goal | Encourage students to maintain a passing grade in academic classes. |

Action Step # 1

| | |
|--|--|
| Action Step | Continue to identify students failing at the midterm of each quarter, at the completion of each quarter, by the end of the semester, and for the year to 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 |
| Success Criteria for Implementation | Failure reports, student conferences |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |

Action Step # 1

| | |
|-----------------------------|---|
| Position/Role Responsible | School Administration, Academic Coach, MTSS Coordinator, Counselors, Classroom 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)? | |
|--|--|

Action Step # 2

| | |
|-------------------------------------|--|
| Action Step | Develop a schedule for students to routinely login to their Infinite Campus portal to check their grades and monitor their progress. |
| 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 |
| Success Criteria for Implementation | Student grades reports |

Action Step # 2

| | |
|--|---|
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |
| Position/Role Responsible | School Administration, Academic Coach, MTSS Coordinator, 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)? | |
|--|--|

Action Step # 3

| | |
|-------------------------------------|--|
| Action Step | Increase opportunities for students to engage in verbally communicating what they have learned. through the use of hands-on activities, student learning communities, and presentations. |
| 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 |
| Success Criteria for Implementation | Student grade reports and checklists |

Action Step # 3

| | |
|--|---|
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |
| Position/Role Responsible | School Administration, Academic Coach, MTSS Coordinator, 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)? | |
|--|--|

Action Step # 4

| | |
|-----------------|--|
| Action Step | Utilize computer based instructional programs (i.e. Moby Max, BrainPop, USA Testprep, Gizmos, NoRedInk, Flocabulary, etc) 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 |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |

Action Step # 4

| | |
|--|--|
| Success Criteria for Implementation | Student grades, Universal Screening Data |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages, software usage data |
| Position/Role Responsible | School Administration, Academic Coach, MTSS Coordinator, 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)? | |
|--|--|

Action Step # 5

| | |
|-----------------|--|
| 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 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 |

Action Step # 5

| | |
|--|---|
| Success Criteria for Implementation | Student grades, Universal Screening Data |
| Success Criteria for Impact on Student Achievement | assessment results, student attendance and class averages |
| Position/Role Responsible | School Administration, Academic Coach, Teachers, MTSS Coordinator |
| 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)? | |
|--|--|

3. REQUIRED QUESTIONS

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

Required Questions

| | |
|---|---|
| <p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p> | <p>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. (60 minute classes) Regular ELA, Math, Science, Social Studies, and Exploratory 2. (60 minute classes) Advanced ELA, Math, Science and Social Studies 3. (60 minute classes) Inclusion ELA, Math, Science, Social Studies, and Exploratory 4. (60 minutes classes) Resource ELA and Math <p>8th grade:</p> <ol style="list-style-type: none"> 1. (60 minute classes) Regular ELA, Math, Science, Social Studies, and Exploratory 2. (60 minute classes) Advanced ELA, Math, Science and Social Studies 3. (60 minute classes) Inclusion ELA, Math, Science, Social Studies, and Exploratory 4. (60 minutes classes) Resource ELA and Math 5. (60 minutes classes) High School Credit Physical Science and Algebra I <p>Connections:</p> <ol style="list-style-type: none"> 1. STEM 2. Computer Science 3. Agriculture 4. Health Science/Occupations 5. Band 6. Physical Education 7. Art 8. Technology and Engineering <p>The instructional staff at FCMS implement standards-based instruction for core classes and project-based / performance-based instruction during</p> |

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

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

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 MTSS Coordinator, Counselors, 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) |
|--|---|

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

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

The Leadership Team currently has a summer meeting scheduled to discuss the implementation of this plan.