Comprehensive Needs Assessment
2026 - 2027 School Report

Fannin County
Fannin County High School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Dr. Scott Ramsey
Team Member # 2	Assistant Principal/Curriculum	Amanda Housley
Team Member # 3	Assistant Principal/CTAE Director	Andrea Crump
Team Member # 4	Academic Coach	Nicole Lord
Team Member # 5	Testing Coordinator	Christie Rose
Team Member # 6	Counselor	Jennifer Walker
Team Member # 7	Assistant Principal	Mathew Price

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Special Education Department Chair	Michelle Davis
Team Member # 2	ELA Department Chair	April Nicholson
Team Member # 3	Math Department Chair	Carl Koneman
Team Member # 4	Science Department Chair	Justin Stinnett
Team Member # 5	Social Studies Department Chair	Stephanie Evans
Team Member # 6	Fine Arts Department Chair	Myra Johnson
Team Member # 7	CTAE Department Chair	Terry Flowers
Team Member # 8	PE/Health Department Chair	Wade Woodall
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA.

Stakeholders

	Position/Role	Name
Stakeholder # 1	SGT Parent Member	Kevin Dover
Stakeholder # 2	SGT Parent Member	Rose Schueneman
Stakeholder # 3	SGT Community Member	Deb Cole
Stakeholder # 4	SGT Community Member	Christie Gribble
Stakeholder # 5	SGT Teacher Rep	Terry Flowers
Stakeholder # 6	SGT Teacher Member	Jordan Deal
Stakeholder # 7	FCHS Student	Kolton Kaylor
Stakeholder # 8	FCHS Student	Marinn Denton

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders will review data at least twice a year at SGT meetings and school leadership meetings. Data may be shared virtually and/or face-to-face. Input will be provided verbally, and/or written by members after reviewing data.!--a=1--

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

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

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

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

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

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

Effective Leadership Data

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

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	✓
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	✓
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	The team reviewed a variety of data sources to determine attitudes, beliefs, and perceptions at Fannin County High School. The CNA/SIP data collection analysis questions were developed into a survey and administered to all faculty and staff, SGT stakeholders, and parent volunteers. !----comment node----!--a=1--

What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?")	Areas of Strength FCHS: Provides a supportive and well-managed environment conducive to learning. Uses appropriate, current technology to enhance learning. Aligns assessments with the required curriculum standards. Initiates and manages change to improve staff performance and student learning. Uses processes to systematically analyze data to improve student achievement. Establishes and supports a data-driven school leadership team that is focused on student learning. Provides ongoing support to teachers and other staff. Monitors implementation of the school improvement plan and makes adjustments as needed. Monitors the use of available resources to support continuous improvement. Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness. Uses protocols to maintain the school campus and equipment,

	providing a safe, clean, and inviting learning environment. Builds leadership capacity through shared decision-making and problem-solving. Creates an environment that welcomes, encourages, and connects family and community members to the school. Establishes structures that promote clear and open communication between the school and stakeholders. Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students. Communicates academic expectations and current student achievement status to families. Develops the capacity of families to use support strategies at home that will enhance academic achievement. Connects families with agencies and resources in the community to meet the needs of students. Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment. Establishes a culture of trust and respect that promotes positive interactions and a sense of community. Supports the personal growth and development of students. Recognizes and celebrates the achievements and accomplishments of students and staff. Areas of Improvement: FCHS: Builds leadership capacity through shared decision-making and problem-solving. Creates an academically challenging learning environment. Establishes and communicates clear learning targets and success criteria aligned to curriculum standards. Establishes a learning environment that empowers students to actively monitor their own progress. Aligns professional learning needs identified through analysis of a variety of data. Monitors and evaluates the impact of professional learning on staff practices and student learning. !--a=1--!--a=1--!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment

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What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	The team reviewed the school's programs, school climate surveys, instructional strategies, assessment strategies, and classroom practice data. Instructional strategies are outlined in course curriculum maps to help students independently accomplish tasks and meet goals. The available course sequences at FCHS are designed to meet the personalized needs of all learners. Edgenuity, Progress Learning, Canva, and Google Education are digital platforms used to support student learning. Professional learning agendas provide evidence of a school-wide commitment to ensure relevant and rigorous learning for all students. End-of-pathway results and Pathway completion data were reviewed to determine Career and College Readiness. !----comment node----!--a=1--

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	Curriculum maps are aligned with established standards and include common assessments to ensure consistency across courses. Credit recovery data from Edgenuity indicate a positive impact on course completion and overall graduation rates. Course sequences have been intentionally developed to address both acceleration and remediation needs, ensuring all students have access to appropriate academic pathways. The master schedule is designed to support student needs, promote content retention, and improve course completion outcomes. Discipline data show that the majority of referrals are related to typical adolescent behaviors, with no significant trends indicating malicious or severe misconduct. Ongoing data continues to align with initial findings from the Freshman Focus initiative, demonstrating positive trends, including an increase in passing grades in core academic courses. Additionally, the IMPACT Center's graduation data continues to contribute positively to both the overall school climate and the school's graduation rate. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a

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What achievement data did you use?	The team sought to review achievement data beyond standardized testing to understand fully how students at FCHS are performing. The team reviewed EOC Milestones, attendance, graduation rate, EOC Lexile scores, and benchmark data. !--a=1--

What does your achievement data tell you?	Data indicate the following trends: The number of students reading at grade level or above increased to 69.41%. The Milestones EOC data for 2025 for American Literature and Composition showed 33.33% at Developing, 37.44% at Proficient, and 4.57% of learners at Distinguished. Milestone data for ELA (Lit Comp II) will not be available for review until Fall of 2026. Biology EOC data indicates a decrease in the percentage of students scoring beginning learners; we are down to 21.76% (SY 24 25.6%, SY23 to 35%; SY21-35.3%, SY22-21.2%) and a significant increase in the percentage score distinguished learners, coming in at 12.44 (SY24 10.8%, SY23 - 8%, SY22 -6.1%). U.S. History EOC scores show a decrease in the percentage of students scoring beginning learners to 20.26% (SY25 27.3%, SY23- 23%; SY22-17.3%) but a large increase in the percentage scoring distinguished learners to 30.60% according to the current CCRPI index. (SY 23 -8%, SY21-8%, SY23-13%). With the implementation of the new Algebra: Concepts and Connections standards, current CCRPI data show 17.44% of students performing at the Beginning level, 21.03% at Developing, 42.05% at Proficient, and 19.49% at Distinguished. These results indicate a strong distribution of students performing at Proficient and above, despite the transition to new standards. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--

What demographic data did you use?	The team disaggregated student demographic data into three categories: Students with Disabilities (SWD), Economically Disadvantaged (ED), and Male/Female. Demographic data were examined to determine trends in student achievement. Data was viewed for SY21, SY22, SY23, SY24, and SY25. !----comment node----!--a=1--!----comment node----!--a=1--!----comment

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What does the demographic data tell you?	The SY25 four-year graduation rate is 91.1%, reflecting a slight decrease from 92.1% in SY24. While this represents a minor decline, the contributing factors have been reviewed, and targeted steps have been implemented to address those within the school's control. The SY 24 graduation 4-year graduation rate was 92.1%. The 4-year SY 23 graduation rate was 93%. The graduation rate of students with disabilities is slightly lower than the overall graduation rate for SY 24 totaling 85.11% (SY 23 86.11%, SY21-82.2%, SY22-87.5). The new, significantly higher trend is noted for economically disadvantaged (ED) students for SY24 with a 96.67% graduation rate! (SY 23 89.80%, SY21-84.1%, SY22-89.39).!--a=1--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Curriculum and instructional planning are priorities. Collaboratively developed curriculum maps outline expectations for standards, curriculum, assessment, and instruction. The maps include effective, research-based instructional practices. FCHS is a well-managed school environment focused on maximizing student learning. FCHS is moving to a new schedule that is modeled after our successful Freshman Focus schedule, where academics are year-long, and electives are still block. We have seen that this schedule maximizes learning and minimizes distractions. An area for growth is providing teachers more time to collaboratively plan and implement research-based Tier I and II strategies. Achievement scores indicate a need to provide additional professional learning focused on student engagement, conceptual understanding, and perseverance and practice. Collaboration time for teachers is needed to review data, refine/adjust teaching strategies, and build reliable assessments. The SY 23-24 and SY 24-25 Freshman Focus data indicates a continued increase in core academic credits earned by the end of freshmen year. These strategies will be implemented in sophomore academic classes. Data indicates a need to expand the strategies into the CTAE classrooms. In addition, the Impact Center offers intensive support to upperclassmen who are working toward graduating with their cohort. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	A strong effort to increase staff leadership capacity was implemented in SY19 and continues into SY26. Department chairs meet regularly, and many leadership duties have shifted to department chairs. On our yearly survey, our leadership scores highly. They are visible, approachable, and responsive to the needs of teachers and students. FCHS recognizes the need to continue building a pervasive learning environment that empowers student engagement and active learning.

Strengths and Challenges Based on Trends and Patterns

	This initiative was well supported in this year's survey with many exemplary marks in these areas. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	FCHS implements a collaborative and ongoing process for improvement. Professional learning needs are identified through multiple data sources and aligned with the school improvement goals. School leadership, department chairs, and the SST/MTSS team make recommendations regarding professional learning needs. Professional learning is evaluated and routinely adjusted according to achievement, process data, and stakeholder input. There is a strong effort to provide multiple designs of professional learning to meet the professional needs of teachers.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	FCHS strives to develop a strong, collegial relationship with parents and the community. Parental engagement is evident at athletic and booster club events; parents and community members also support the academic, CTAE, and fine arts programs. Increasing parent engagement regarding academic and graduation concerns continues to be a focus. The FCHS Parent Liaison position has played an important role in increasing family and community engagement through parent volunteer opportunities, parent informational events, and stronger parent communication (i.e. social media posts, parent newsletters, etc.). Infinite Campus, teacher websites, Google Classroom, and Remind give parents full access to grades, assignments, and/or parent-teacher communication. Social media, Guardian phone calls, ALERT calls, scheduled conference days, Rebel Radio, and Rebel TV are consistently used to keep parents and community members informed and up-to-date. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--

Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	FCHS is proud of its safe, orderly learning environment. The school will continue to refine curriculum maps which outline the school's best practices regarding teaching and learning. Academically challenging and supportive learning environments are encouraged and celebrated. All instructional staff participate in professional learning designed to support all students. Areas of improvement include increasing student engagement and increasing the use of research-based, high-leverage strategies. Professional learning will focus on taking students from superficial understanding to deeper content expertise, developing stronger student engagement and student ownership of the learning process, and embedding universal classroom procedures to support student learning. More collaboration within course content is needed to allow teachers time to embed high-leverage practices, discuss meaningful learning intentions and learning expectations, identify patterns in student work, connect student work to practice, and examine assessment practices. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	As teachers continue to implement research-based literacy strategies in all content areas, the literacy data indicates SWD and ED students are making gains. Continued professional learning focused on standards-based and evidence-based practices in all content areas is an ongoing need.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	FCHS has a great deal of growth this year in many of our areas and sub areas. Our CCRPI total score was 82.1%. American Literature EOC: Overall percentage of Beginning Learners increase by 0.2% in SY25 to 26.66%. (SY21: 25%, SY22: 21.1%, SY23: 30%, SY24: 24.4%.SY25: 26.66%.)The overall percentage of Distinguished learners was4.57%. (SY21: 6.3%, SY22: 5.3%, SY23: 1%, SY24 5.4%,SY25:4.57%). American Literature Lexile levels indicate a slight increase in the percentage of students reading below 1185L (SY21: 30.2%, SY22: 31.1%, SY23: 29%, SY 24: 24.4%, SY25 30.59%) The percentage of students reading above grade level (1385L or greater) INCREASED

Strengths and Challenges Based on Trends and Patterns

	from the previous year. (SY22: 68.7%, SY23: 61%,SY24: 66.3%,SY25 69.45%). Algebra I CC data indicates a significant decrease in the percentage of beginning learners (SY21: 40.2%, SY22: 30.2%, SY23: 85%, SY24: 19.5%, SY25: 17.44%). Algebra CC also showed a slight change in Distinguished this year at SY24: 19.9%and SY25: 19.49 Biology EOC data indicates a decrease in the percentage of beginning learners (SY21: 35.%, SY22: 21.2%, SY23: 35%, SY 24: 25.6%,SY25: 21.76%). The percentage of students scoring Distinguished Learners on the Biology EOC increased toSY25 12.44. (SY21: 6%, SY22: 11.4%, SY23: 8%, SY24: 10.8%, SY25 12.44). Graduation trends indicate that students who complete at least one pathway have a greater rate of graduation. SY24 CCRPI data indicates a significant increase in pathway completion at 95.81%, 2025 CCRPI shows our Patheay completion rate to be slightly lower at 95.02%. The Economically Disadvantaged student pathway completion rate is 95.02%, and the completion rate for Students with Disabilities increased from SY23 94.12% to SY24 94.29% toSY25 93.33%.Data indicates an increase in the number of freshmen students earning four academic credits. The IMPACT Center was created in January 2023 to address the needs of students struggling to graduate on time. Data from the Impact Center indicate a positive correlation between graduation rate and student success. Accelerated Enrollment increased forSY 25: 94.03 %(SY19-66.62%, SY22-63.51%, SY23 61.17%, SY 24 to 79.15%). !----comment node----!--a=1--!----comment node----!--a=1--!--a=1--!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

Strengths	1. In-depth IEP goals, objectives and transition plans are written and executed for all SWD students. 2. Alternate course sequences provided for struggling SWD, ED, and EL students. 3. Online learning/IMPACT center for SWD students. 4. Online credit recovery for students failing to earn an academic credit. 5. An EL teacher to monitor and support EL students. 6. Highly qualified teachers in all subject areas. 7. Pathway completion rate for ED students is (95.02%). !--a=1--

Challenges	1. The percentage of SWD, ED, and EL students scoring at the Proficient or Distinguished level. 2. Attendance is an issue with the SWD and ED populations. 3. Perception data indicates improvement is needed in student engagement and ownership of the learning process. 4. Need for additional academic support in literacy and math. !--a=1--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

Overarching Need	Improve literacy outcomes for students.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	1. Increase the number of students reading at or above grade level on the Literature EOC. 2. Increase the use of engaging literacy activities into all classrooms. 3. Build and implement text sets in ELA, Science, Social Studies, and CTAE courses. 4. Meet all 3% AMLIT EOC targets for achievement. 5. Research-based disciplinary literacy strategies embedded in all content areas. 6. An interventionist to work with students significantly reading below grade level. 7. Increase the number of students enrolling in honors level courses. 8. Use benchmark data to remediate and/or accelerate students. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Overarching Need # 2

Overarching Need	Provide emotional, social, academic, and behavioral support to students through research-based, evidence-based practices to address student engagement, student learning, and good physical, mental, and emotional health.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Overarching Need # 2

Additional Considerations	1.li dir="ltr"Research-based professional learning to address student engagement, and student physical, mental, and emotional health. li dir="ltr"Implement meaningful, engaging instructional practices that develop students' ability to manage their own learning. li dir="ltr"Implement critical thinking, creativity, a methodical approach, and precision to solve problems and answer questions in daily instructional practices. li dir="ltr"Teacher implement standards-based and evidence based strategies to support student growth and engagement; cross-curriculiar collaboration is encouraged li dir="ltr"A mental health counselor to address the social/emotional needs of students.li dir="ltr"Implement progress monitoring in all ELA and math courses (grades 9-11).li dir="ltr"Create an integrated system of school supports that includes extended learning opportunities and community partnerships. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Overarching Need # 3

Overarching Need	Increase the graduation rate.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	1. The School Graduation Coach will develop individualized course completion plans for students who are behind in credits. 2. A parent liaison is needed to increase participation with all stakeholders. 3. Academic Coach to help teachers in area of professional learning and growth. 4. Through the advisement process, ensure all students complete at least one pathway. 5. An interventionist to work with at-risk students to provide targeted support in math and/or literacy. 6. A mental health counselor to address the social/emotional needs of students. 7. Freshmen Focus implementation to support students earning core academic credit freshmen year. 8. Impact Center implementation to support students working toward graduating with their 4-year cohort. 9. MTSS/Testing Coordinator to support Tier 2 and 3 students. 10. Parent Liaison to collaborate and communicate with parents about events and services for students. 11. Work-based Learning Coordinator to help student in career readiness and

Overarching Need # 3

Additional Considerations	exploration. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: “ABCF”).;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Improve literacy outcomes for students.

Root Cause # 1

Root Causes to be Addressed	Literacy instruction was long perceived to be the responsibility of elementary and middle schools.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Root Cause # 2

Root Causes to be Addressed	Evidence-based Tier I & II instructional strategies to address literacy deficits are not consistent across all classrooms and content areas.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Root Cause # 3

Root Causes to be Addressed	Lack of remediation support for students behind grade-level in reading and writing.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 3

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Root Cause # 4

Root Causes to be Addressed	More professional learning and collaboration time is needed to support teachers in building text sets, writing prompts, and curriculum maps to increase disciplinary literacy instruction. More professional learning time is needed to create benchmarks, review benchmark data, and make necessary revisions based on said data.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Overarching Need - Provide emotional, social, academic, and behavioral support to students through research-based, evidence-based practices to address student engagement, student learning, and good physical, mental, and emotional health.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	More work is needed to foster a culture of collaboration focused on collective impact (e.g. teaching strategies, assessments) and the whole child (social, emotional, physical) to support school improvement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Root Cause # 2

Root Causes to be Addressed	Understanding the physiological, social, emotional, and academic impacts of trauma and adversity on students and how a trauma-informed mindset in the classroom impacts student learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 2

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Overarching Need - Increase the graduation rate.

Root Cause # 1

Root Causes to be Addressed	Address lack of parental involvement with students struggling to graduate on time.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Root Cause # 2

Root Causes to be Addressed	Lack of trained personnel to work with students struggling with significantly below grade level math and literacy skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Root Cause # 2

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Root Cause # 3

Root Causes to be Addressed	Lack of accessible mental health services for students struggling with social/emotional issues.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

School Improvement Plan
2026 - 2027

Fannin County
Fannin County High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fannin County
School Name	Fannin County High School
Team Lead	Amanda Housley
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve literacy outcomes for students.
Root Cause # 1	Evidence-based Tier I & II instructional strategies to address literacy deficits are not consistent across all classrooms and content areas.
Root Cause # 2	Lack of remediation support for students behind grade-level in reading and writing.
Root Cause # 3	Literacy instruction was long perceived to be the responsibility of elementary and middle schools.
Root Cause # 4	More professional learning and collaboration time is needed to support teachers in building text sets, writing prompts, and curriculum maps to increase disciplinary literacy instruction. More professional learning time is needed to create benchmarks, review benchmark data, and make necessary revisions based on said data.
Goal	Increase the percentage of students reading above grade level on the Literature and Composition II EOC to 71%.

Action Step # 1

Action Step	All instructional staff will participate in professional learning focused on co-teaching, content-specific standards, and/or research-based literacy strategies.
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 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 Supportive Learning Environment
Method for Monitoring Implementation	TKES, Professional learning documentation (PL requests, agendas verifications, and PL artifacts),

Action Step # 1

Method for Monitoring Effectiveness	Benchmarks, Students reading above grade level on the Lit EOC
Position/Role Responsible	School Administrators, Academic Coach
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=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 2

Action Step	Teachers will use formative assessments and progress-monitoring tools to regularly assess students' reading levels, track growth, and adjust instruction based on data.
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 Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Standards 1-9, Classroom observations, evidence of student work and strategy use, School Improvement rubric

Action Step # 2

Method for Monitoring Effectiveness	Benchmark assessments, course credits earned
Position/Role Responsible	School administrators, Academic Coach, freshman academic 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=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 3

Action Step	Provide targeted, small-group instruction and differentiated support during instructional time based on student data and identified skill gaps.
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 Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Course completion, weekly progress monitoring
Method for Monitoring Effectiveness	Progress monitoring data

Action Step # 3

Position/Role Responsible	MTSS/Testing Coordinator, Interventionist, Classroom Teacher
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=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

Action Step # 4

Action Step	Implement research-based literacy strategies and goals in science, social studies, and ELA classes, and continue building and implementing text sets as needed.
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 Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Standards 2 & 3, Classroom observations, student work samples, Text Set documentation.
Method for Monitoring Effectiveness	Progress monitoring data, percentage of students reading above grade level on the LIT EOC .
Position/Role Responsible	Administration, Department Chairs, Academic Coach, MTSS/Testing Coordinator
Timeline for Implementation	Quarterly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide emotional, social, academic, and behavioral support to students through research-based, evidence-based practices to address student engagement, student learning, and good physical, mental, and emotional health.
Root Cause # 1	More work is needed to foster a culture of collaboration focused on collective impact (e.g. teaching strategies, assessments) and the whole child (social, emotional, physical) to support school improvement.
Root Cause # 2	Understanding the physiological, social, emotional, and academic impacts of trauma and adversity on students and how a trauma-informed mindset in the classroom impacts student learning.
Goal	Meet 3% Milestones growth targets for the 2025-26 school year.

Action Step # 1

Action Step	Develop and schedule emotional, social, academic, and behavioral support for students using research- and evidence-based practices to address student engagement, learning, and good physical, mental, and social health.
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 Title V, Part B IDEA Perkins
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	TKES Standards 1-10, Professional learning documentation (requests, verifications, and artifacts), School Improvement meetings, Literacy Team meetings

Action Step # 1

Method for Monitoring Effectiveness	Course completion, EOC Milestones growth targets, Pathway Completion
Position/Role Responsible	School Administrators, Academic Coach, Teachers, Student Services, MTSS/Testing 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)?	!--a=1--

Action Step # 2

Action Step	FCHS will implement a school-wide initiative to address trauma-informed practices in the classroom.
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 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 Supportive Learning Environment
Method for Monitoring Implementation	Class implementation, TKES Standard 7, Habitudes implementation.

Action Step # 2

Method for Monitoring Effectiveness	Quarterly FLEX eligibility rosters, graduation progress
Position/Role Responsible	School Administrators, SST/MTSS team, Academic Coach, Graduation Coach, Counselors, Interventionist
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=1--

Action Step # 3

Action Step	The MTSS/Testing Coordinator will monitor and coordinate with teachers, counselors, and interventionists (if applicable) to assist students with academics, attendance, and/or behavioral needs.
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 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

Action Step # 3

Method for Monitoring Implementation	TKES Standards 1-9, progress monitoring data
Method for Monitoring Effectiveness	Course completion, FLEX eligibility, Progress monitoring data
Position/Role Responsible	School Leadership, Counselors, SST/MTSS Team, Academic Coach
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=1--

Action Step # 4

Action Step	Increase the percentage of teachers with gifted, ESOL, and/or dyslexia endorsements.
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 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 Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	Completion of gifted, ESOL, and dyslexia endorsements
Method for Monitoring Effectiveness	Increase in student participation in honors level courses. Increase in student Lexile scores on AMLIT EOC.
Position/Role Responsible	School Leadership, instructional teachers, Academic Coach
Timeline for Implementation	Yearly

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=1--

Action Step # 5

Action Step	Instructional staff will collaborate in professional learning communities to analyze student data, identify skill gaps, and determine appropriate Tier I instructional strategies and research-based interventions for students. Using common formative assessments and benchmark data, teachers will continuously monitor progress, adjust instructional pacing, and target specific literacy deficits to improve student outcomes.
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 Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Standards 1-10, Professional learning documentation (requests, verifications, and artifacts),
Method for Monitoring Effectiveness	Course completion, EOC Milestones growth targets, Pathway Completion
Position/Role Responsible	School Administrators, Academic Coach, Teachers, Student Services, MTSS/Testing Coordinator
Timeline for Implementation	Yearly

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=1--

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the graduation rate.
Root Cause # 1	Address lack of parental involvement with students struggling to graduate on time.
Root Cause # 2	Lack of accessible mental health services for students struggling with social/emotional issues.
Root Cause # 3	Lack of trained personnel to work with students struggling with significantly below grade level math and literacy skills.
Goal	FCHS will increase the graduation rate to 95%.

Action Step # 1

Action Step	The School Graduation Coach will develop individualized course completion plans for students who are behind on credits.
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 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	Quarterly review of transcripts
Method for Monitoring Effectiveness	Course completions
Position/Role Responsible	School Leaders, Graduation Coach, School Counselors, Academic Advisors
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)?	!--a=1--

Action Step # 2

Action Step	Through the advisement process, all students will complete at least one pathway.
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 Title V, Part B IDEA Perkins
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	Transcript reviews
Method for Monitoring Effectiveness	EOPA assessments, percent of pathway completion
Position/Role Responsible	Academic Advisors, Counselors
Timeline for Implementation	Quarterly

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=1--

Action Step # 3

Action Step	A Parent Liaison will strengthen communication with all stakeholders.
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 Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Graduation rate, parent conferences
Method for Monitoring Effectiveness	Graduation rate
Position/Role Responsible	Parent Liaison
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)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--!--a=1--!--a=1--

Action Step # 4

Action Step	FCHS will implement weekly advisement lessons to support student academic and graduation progress, life and leadership skills, positive mental and social health, digital citizenship, and self-advocacy.
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 Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Advisement Calendar
Method for Monitoring Effectiveness	Course completion and graduation rate
Position/Role Responsible	School administration, Counselors, Advisors
Timeline for Implementation	Weekly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!--a=1--

Action Step # 5

Action Step	Teachers will implement research-based interventions, learning strategies, and Tier I, II, and III MTSS strategies to support student learning. Interventionists and paraprofessionals will assist in student supports.
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 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	TKES observations, student work samples, Engagement of Learning rubric
Method for Monitoring Effectiveness	Decrease in number of students inelgible for FLEX due to course grades.
Position/Role Responsible	Teachers, SST/MTSS Team, Academic Coach, Administrators
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!--a=1--

Action Step # 6

Action Step	A Dual-Enrollment coordinator will support students seeking to earn college credits.
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 Title V, Part B IDEA Perkins
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	Percentage of students enrolled in dual-enrollment.
Method for Monitoring Effectiveness	Percentage of students earning a college credit.
Position/Role Responsible	Dual-enrollment coordinator, administrators
Timeline for Implementation	Quarterly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!--a=1--

Action Step # 7

Action Step	A Work-based Learning coordinator will support students while offering opportunities for instruction in occupational skills, career exploration, and guidance in identifying employment and educational goals.
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 Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Percentage of students enrolled in WBL
Method for Monitoring Effectiveness	Percentage of students successfully completing the program
Position/Role Responsible	Work-based learning coordinator, Administrators
Timeline for Implementation	Quarterly

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1-- !--a=1--!--a=1--!--a=1--

Action Step # 8

Action Step	The Academic Coach will work with teachers to provide academic support, track progress, and coordinate with teachers and parents, aiming to improve grades, attendance, and engagement. Academic Coach will be able to facilitate professional learning during school hours or after hours/summer.
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 Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Benchmark data and parent conference meeting sheets
Method for Monitoring Effectiveness	Student engagement, student growth, and an increase in student test scores and growth in benchmark data.
Position/Role Responsible	Academic Coach, Teachers, Leadership
Timeline for Implementation	Quarterly

Action Step # 8

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!--a=1--

Action Step # 9

Action Step	FCHS will continue to promote involvement in extracurricular activities and athletics to create opportunities for students to build meaningful relationships, develop time management and leadership skills, and feel a stronger connection to the school community. When students are engaged beyond the classroom, they are more likely to attend school consistently and remain on track for graduation.
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 Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	FCHS will monitor extracurricular and athletic participation data each semester and review attendance and graduation/on-track data for participating students. Participation trends will be reviewed annually to determine the effectiveness of efforts to increase student engagement and school connectedness.
Method for Monitoring Effectiveness	Monitor student attendance and graduation/on-track data for participating students.

Action Step # 9

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

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=1--!--a=1--!--a=1--!--a=1--

Action Step # 10

Action Step	FCHS will utilize a Student Services Coordinator, Behavior Intervention Coordinator, Academic Coach, Social Workers, Counselors, Graduation Coach, District Instructional Coach, Paraprofessionals, and/or a Mental Health Specialist to proactively promote student well-being, mental health, social-emotional health, and student achievement.
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 Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 10

Method for Monitoring Implementation	Review of student support/referral data, attendance, discipline, academic progress, and intervention outcomes each semester to evaluate the effectiveness of student support services.
Method for Monitoring Effectiveness	Documentation of student contacts and services provided, attendance and discipline data, academic progress, and student outcome data.
Position/Role Responsible	Academic Coach, Teachers, Leadership
Timeline for Implementation	Yearly

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=1--!--a=1--!--a=1--

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The school leadership team, which includes department chairs, met to review the current school improvement plan. Based on feedback from the leadership team, new school improvement goals were written and action steps were identified. The finalized school improvement goals and action steps were then shared with each department and the Student Governance Team for additional feedback and input. The school leadership team met a final time to discuss departmental feedback regarding the goals and action steps and finalized the CLIP/SIP.!--a=1--!--a=1--!--a=1--!--a=1--

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.	FCHS is committed to ensuring all students are served by effective, in-field, experienced teachers.!--a=1--!--a=1--!--a=1--!--a=1--

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).	FCHS implements a variety of scheduling models to address the needs of academically at-risk students. At-risk students are scheduled in either the inclusion setting or reduced class size. A "push in, pull out" model supports struggling math students, ELs, and SWDs. The FCHS schedule includes an extended day FLEX period for remediation. Free after-school tutoring is available for all students. Students housed at Open Arms, a local girls' group home, are assigned a teacher to provide additional after-school support. Freshman Focus is designed to ease the transition to high school by providing scaffolded supports for incoming freshmen. Our new master schedule, with year-long academic courses, is designed to provide additional instructional time, strengthen student retention, and support greater academic success.!--a=1--!--a=1--!--a=1--

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	The MTSS team, in consultation with parents, administrators, academic coach, counselors, school psychologists, and student service personnel review the MARS report (Manage at-risk students) in Infinite Campus. The MARS report provides an at-risk score for students not on track to graduate with their cohort.!--a=1--!--a=1--!--a=1--!--a=1--

description of the measurable scale (point system) that uses the objective criteria to rank all students.	

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not applicable!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	FCHS employs a full-time Dual-Enrollment Coordinator who works closely with local post-secondary institutions regarding dual enrollment. Through the advisement program, students are provided information regarding dual enrollment opportunities and early college. Students are encouraged to participate in college visits. A yearly PROBE Fair is offered to juniors and seniors. The Graduation Coach plans yearly college visits for interested juniors and seniors. Counselors meet with individual students to develop post-secondary graduation goals. All Sophomore students take the YouScience inventory to identify abilities and career interests. The transition for middle grades students to high school begins in the 8th grade. High School counselors meet with all 8th-grade students and parents to discuss high school graduation requirements, CTAE Pathway options, and schedule options. Eight graders also view a presentation about dual enrollment options. An 8th-grade registration night is held during the spring semester to help students register for the 9th grade. A separate 9th Grade open house is held during pre-planning for rising freshmen. FCHS also uses the FLEX advisement period to address the transition from middle grades to high school. All freshmen attend a daily 30-minute advisement period (FLEX) for the first 4.5 weeks of school. Each day, freshman advisers follow a lesson plan designed to facilitate the transition of freshmen to the high school environment. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--

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.	FCHS implemented a restorative discipline policy in SY24.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	-The decision was made for FCHS to become a school wide program in June of 2024. -The SIP is reviewed throughout the school year by our leadership team, SGT, and other faculty. It is a living document that is monitored regularly and revised as necessary. - The SIP will be housed on the FCHS website, which we be available to the LEA, the parents, and the public. - The SIP is developed in conjunction with the Leadership Team which includes representation from: violence prevention programs, nutrition programs, housing programs, adult education programs, and career and technical education programs. !--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--