Comprehensive Needs Assessment
2026 - 2027 School Report

Fannin County
Fannin County Middle 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	April Hodges	Principal
Team Member # 2	Chuck Patterson	Assistant Principal
Team Member # 3	Shannon York	Assistant Principal
Team Member # 4	Ashleigh Harris-Gates	School Counselor
Team Member # 5	Shandra English	School Counselor
Team Member # 6	Jodi Morgan	Academic Coach
Team Member # 7	Katie Seabolt	Parent Involvement Coordinator

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Sydney Newton	Classroom Teacher (8th ELA)
Team Member # 2	Keshia Dover	Media Specialist
Team Member # 3	Natasha Anderson	Classroom Teacher (8th Math)
Team Member # 4	Katie Franklin	Special Education Teacher (SPED Lead)
Team Member # 5	Blake Pass	Classroom Teacher (6th Social Studies)
Team Member # 6	Alicia Loughner	Classroom Teacher (6th Math)
Team Member # 7	Courtney Pickelsimer	Classroom Teacher (7th ELA)
Team Member # 8	Colleen O'Mara	Classroom Teacher (7th SS)
Team Member # 9	Erin Panter	Classroom Teacher (Health Occupations)
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	Principal (SGT)	April Hodges
Stakeholder # 2	Faculty Representative (SGT)	Brittany Newton
Stakeholder # 3	Faculty Representative (SGT)	Mechelle Champion
Stakeholder # 4	Parent Representative (SGT)	Miranda Stewart
Stakeholder # 5	Community Representative (SGT)	Nathan Dean
Stakeholder # 6	Community Representative (SGT)	Kelly Castro
Stakeholder # 7	Parent Representative (SGT)	Amber Patterson
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The Leadership Team meets monthly to make decisions / recommendations for the school concerning the overall education experience of the students. The Team uses a variety of data sources including demographic data, perception data, student learning data, and school process data to formulate and oversee the execution of the school improvement plan for the school. Each month, the plan is evaluated and updated to reflect the overall progress of the students. The School Governance Team (SGT) exists to aid the leadership of the school and school system. Policies are set by the Board of Education and some of those policies are executed by the SGT at the school level. Their duties include but are not limited to approving field trips for the students and making recommendations for key personnel (principal). Ultimately, the SGT provides an opportunity for all stakeholders to be involved in the education process by supplying input and supporting special projects around the school.

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]	FCMS faculty and staff rating of the Georgia School Performance Standards (GSPS) Parent and Family Engagement Survey 2026

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?")	The following standards were rated exemplary: Planning and Organization Standard 1: Shares a common vision and mission that define the school culture and guide the continuous improvement process. Planning and Organization Standard 2: Uses a date-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance. Parent and Family Engagement Survey 2026 (Summary and goals) 1. Sponsor an Orientation/Curriculum Night, including Title I. 2. Continue the use of School Status Connect as a multi-functional communication tool. 3. Offer opportunities for parents to increase their knowledge of math instruction.

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)	Summary of Educational Processes and stakeholder opportunities. Student participation in activities, clubs, sports, and events.

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?”)	FCMS offers a variety of opportunities for students to participate in extra- curricular activities including sports, clubs, and national organizations. Students can participate in athletics in the following sports: football, basketball, wrestling, soccer, golf, band, color guard, cheerleading, tennis, cross-country running, baseball, softball, track, and volleyball. In addition to sports students have a variety of clubs to choose from including Yearbook, FCA, and Chess Club. There are chapters of Technology Student Association (TSA), Future Farmers of America (FFA), and Health Occupation Students of America (HOSA), on campus as well. Through these organizations (TSA ,FFA, and HOSA) students have an opportunity to attend conferences on the state and national level. The counselors orchestrate support for the students at FCMS through pairing of students to aid new students in becoming acclimated to the school. Additionally, they conduct focus groups and plan advisement groups and content. Each year, the 7th grade students have the opportunity to be nominated for the REACH Scholarship Program. REACH Georgia is a needs-based mentoring and scholarship program providing promising students the support to graduate from high school and achieve post secondary success. REACH scholars are paired with a mentor who models positive behavior and provides the student with knowledge, advice, guidance, and support related to education and beyond. The counselor will help ensure scholars are on track to succeed through: monitoring student progress, helping students develop education and career plans, and identifying academic and social supports. Qualifying REACH Scholars will be awarded a financial scholarship upon graduating from high school. FCMS provides opportunities for parents to participate in after hour activities with their child. The following activities occurred throughout the school year: Open House, Parent Information Night, Technology Workshop (All schools), Science Fair, Literacy Night, and a STEM Family Fun Night. FCMS continues to offer transition meetings for SpEd students (Elementary to Middle, Middle to High), and participates in the Student Art Exhibit (multiple schools). Additionally, parents are welcome and encouraged to participate in parent/teacher conferences at any time but especially on days designated by the district for that purpose. Currently, FCMS has a one to one ratio of devices to students. Students are issued Chromebooks and can take them home, on school trips, or any other place they may contribute to their education. Nearly all teachers are taking advantage of Google Classroom, and several staff members have become Google Level 1 and Google Level 2 certified. FCMS will offer several connection classes in 2026-2027 including Band, PE, Exploratory, Art, Health, Computer Science, Health Science/Occupations, and Agriculture. Additionally, eighth grade students may earn high school credit in Algebra I and Physical Science. The Administrative Team and Academic Coach conduct instructional focus walks in addition to TKES evaluations each month.

What achievement data did you use?	Georgia Milestones Assessment System Measures of Academic Progress (MAP) Reading and Math

What does your achievement data tell you?	Achievement data at FCMS suggests that students are experiencing growth in achievement. However, we still have many students who are not scoring proficient and on grade level. Attendance data still continues to be of concern as well.

What demographic data did you use?	Enrollment Data MTSS/SST Percentages Subgroup Percentages

What does the demographic data tell you?	Students who fall in the subgroups of economically disadvantages, students with disabilities, and ESOL continue to struggle making gains in achievement.

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?	Overall at FCMS, instructional standards have been rated at the operational level with strengths noted in the use of technology and providing feedback to students on their specific performance. However, there is improvement needed in the use of Tier 1 instructional strategies that positively impact student learning.

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?	Leadership standards assessed are generally scored at the operational level. Two outliers existed. A strength exists in building and sustaining relationships to foster successes of students and teachers. However, there was a deficit noted in providing ongoing support to teachers and other staff. While this area indicates an area of growth needed, participants expressed this was directly related to district level support as opposed to building level support.

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?	Standards in this area were scored at the operational level. No particular needs are noted at this time.

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?	Family and Community Engagement standards were all rated at the operational. This tends to be an area of strength as a whole. We excel in creating an environment that welcomes, encourages, and connects family and community members to the school with a rating of exemplary.

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?	While most standards that support this area are rated as operational, there are areas of growth to address. Establishing a culture that supports the college and career readiness of students continues to be rated as emerging and should be addressed as an area of needed growth. Additionally, developing, communicating, and implementing, rules, practices, and procedures to maintain a safe, orderly learning environment is another area of concern. However, participants suggested that this was related to recent role shifts in district leadership.

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?	Based on the most recent enrollment data, there has been an upward trend in English Language Learners enrolling. Additionally, the most recent financial audit was rated at the highest level.

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?

Georgia Milestones
Percent Developing and above, or Percent Proficient and above

ELA	6th	7th	8th	6th	7th	8th
14-15	76	77.2	83.0	44.2	43.2	46.8
15-16	62	73.7	87.9	33.8	39.0	61.3
16-17	75.5	74.1	84.3	46.8	38.4	56.1
17-18	70.2	79.8	81.3	41.2	42.5	44.4
18-19	81.2	77.6	86.0	44.8	44.1	56.2
19-20	n/a	n/a	n/a	n/a	n/a	n/a
20-21	73.7	67.1	76.3	44.5	35.2	45.2
21-22	54.8	71.6	67.1	23.1	36.3	34.2
22-23	65.2	63.9	78.9	33.8	29.4	42.1
23-24	71.6	66.5	78.2	29.5	41.3	35.2
24-25	69.3	75.8	80.6	42.9	35.1	41.3
25-26						
Math						
14-15	83.4	80.4	78.7	39.6	44.4	38.3
15-16	79.7	83.3	89.1	32.5	45.9	57.3
16-17	81.5	81	88.8	39.1	40	55.2
17-18	84	83.8	84.2	40.1	48.6	47.0
18-19	84.7	84.2	87.4	45.0	48.5	49.8
19-20	n/a	n/a	n/a	n/a	n/a	n/a
20-21	77.5	76.3	73.5	38.3	37.9	43.8
21-22	71.7	84.3	73.5	24.6	40.7	38.6
22-23	72	69.6	79.4	26.6	23.2	45

Strengths and Challenges Based on Trends and Patterns

	24-25	76	82.9	86.3	34.5	47.5	53.6
	25-26						
	Science						
	14-15			72.3			37.0
	15-16			64.0			27.4
	16-17			62.8			24.4
	17-18			58.4			22.8
	18-19			59.2			21.9
	19-20			n/a			n/a
	20-21			55.6			21.7
	21-22			53.1			27.3
	22-23			59.4			27.2
	23-24			51.3			22
	24-25			63.7			26.8
	25-26						
	Social Studies						
	14-15			74.9			33.6
	15-16			76.1			37.7
	16-17			77.0			36.4
	17-18			71.7			37.1
	18-19			77.2			38.8
	19-20			n/a			n/a
	20-21			79.3			34.2
	21-22			70.8			30
	22-23			80			35.2
	23-24			66.4			30.6
	24-25			78.1			33.6
	25-26						
	*No Georgia Milestones data for the 19-20 school year due to the COVID-19 pandemic.						

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	Special Education Fannin County Middle School provides collaborative, co-taught, and resource classes to appropriately place and schedule students who receive special education services based on their needs. The special

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.

	education staff at FCMS teach in subject matters that they are also highly qualified in. Economically Disadvantaged Children Fannin County Middle School offers free breakfast to all students, and has made breakfast more accessible by providing the meal on carts that students walk by on their way to their first period classes. English Learners FCMS has twelve ESOL (including ESOL monitored) students enrolled at this time. FCMS provides push in and resource services for students as their needs indicate.

Challenges	Special Education The percentage of students with disabilities (SWD) who scored Developing and up on the Georgia Milestones is showing an upward trend in ELA. However, the data indicates there is a still a need to support and target student achievement in this area. Additionally, SWD who scored Developing and up on the Georgia Milestones in Mathematics has declined and continues to be an area of concern. Economically Disadvantaged Children The percentage of economically disadvantaged (ED) students who scored Developing and up on the Georgia Milestones from SY24-25 through SY25-26 has increased in the subject of Math. Even though we've seen an upward trend in scores, supports are still needed in both areas as overall achievement is still a concern. English Learners FCMS has eleven ESOL students (including ESOL monitored) students enrolled at this time. Students identified as English Language Learners struggle with academic content as language is a barrier.

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	Student achievement in ELA
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	1) Provide designated times for teachers to collaborate and effectively analyze assessment results to adjust instruction. 2) Improve professional learning implementation and monitoring its effectiveness. 3) Address literacy more efficiently through additional support in ELA. 4) Improve the gaps in reading in targeted populations (SWD, ED, ELL).

Overarching Need # 2

Overarching Need	Student achievement in Math
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	1) Provide designated times for teachers to collaborate and effectively analyze assessment results to adjust instruction. 2) Improve professional learning implementation and monitoring its effectiveness. 3) Address numeracy more efficiently through additional support in Math. 4) Improve the gaps in math in targeted populations (SWD, ED, ELL).

Overarching Need # 3

Overarching Need	STEM, specifically project-based learning, in all subject areas
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	1) Continue to offer connections courses that will further support the CTAE programs and pathways at the High School level. 2) Continue to provide professional learning for STEM instruction in all classes including Professional Learning Communities. 3) Provide opportunities for 8th grade students to take semester long Agriculture, Computer Science, and Health Occupations courses. 4)Provide opportunities for 7th and 8th grade students to choose their Connections courses for the upcoming year.

Overarching Need # 4

Overarching Need	School Climate and Culture
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	1) Improve positive behavior protocols and implement effective training to the faculty/staff of the school-wide procedures and expectations. 2) Conduct advisement sessions with students to review academic progress. 3) Identify and utilize teacher leaders within the school community. 4) Provide professional learning for classroom management strategies, behavior interventions, and social-emotional training. 5) Continue to address school wide and individual student attendance issues. 6) Continue to provide students with social-emotional support/digital citizenship and resources.

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 - Student achievement in ELA

Root Cause # 1

Root Causes to be Addressed	While the achievement in ELA has shown a slight improvement, there is a need to continue support in this area due to the achievement not being at the desired level.
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

Additional Responses	

Overarching Need - Student achievement in Math

Root Cause # 1

Root Causes to be Addressed	Students showing deficits in mathematics need intentional structure and support.
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

Additional Responses	

Overarching Need - STEM, specifically project-based learning, in all subject areas

Root Cause # 1

Root Causes to be Addressed	There is a need for more structured alignment with middle school and high school CTAE courses.
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

Additional Responses	

Overarching Need - School Climate and Culture

Root Cause # 1

Root Causes to be Addressed	The students approach to learning is sabotaged by multiple extrinsic and intrinsic factors resulting in apathetic behavior. Provide more opportunities and practice for students to articulate what they are learning. Students need to be taught through instruction and example to possess and display pride in their school.
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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Teachers should visualize themselves as leaders within the school community and among all stakeholders.
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

Additional Responses	

School Improvement Plan
2026 - 2027

Fannin County
Fannin County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fannin County
School Name	Fannin County Middle School
Team Lead	Dr. April Hodges/ Mrs. Jodi Morgan
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	Student achievement in ELA
Root Cause # 1	While the achievement in ELA has shown a slight improvement, there is a need to continue support in this area due to the achievement not being at the desired level.
Goal	Increase student achievement in ELA/Reading as measured by MAP and Milestones for students receiving developing or above by a target of 3%. In the Winter of 2025, FCMS had 74.8 scoring developing or above in ELA. In the Winter of 2026, MAP scores projected 75 that would earn developing or above in ELA.

Action Step # 1

Action Step	Deliver high quality instruction in ELA. Continue to provide research based Tier II, III, and special education interventions in the subject of ELA including the use of Academic Support Personnel, along with ELA support personnel. Provide resources and professional learning opportunities to support implementation of this action step.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	District and school professional learning documentation, TKES, progress monitoring, MAP screeners, school professional learning documentation, collaboration session documentation
Method for Monitoring Effectiveness	student class averages, progress monitoring data
Position/Role Responsible	School Administration, Classroom teachers, Academic Coach

Action Step # 1

Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Implement content PLCs for vertical and horizontal alignment and document practices to analyze assessment results to assist with the development of pacing guides, unit and lesson plans, common assessments as well as interdisciplinary units.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration and lesson plan documentation
Method for Monitoring Effectiveness	assessment results, student class averages, progress monitoring data
Position/Role Responsible	School Administration, Classroom Teachers, and Academic Coach
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step # 3

Action Step	Continue online universal screening instruments and implement professional development to provide training on analyzing assessment data to determine areas of need for the students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MAP screeners, school professional learning documentation, collaboration session documentation
Method for Monitoring Effectiveness	assessment results, student class averages, progress monitoring data
Position/Role Responsible	School Administration, Classroom Teachers, and Academic Coach
Timeline for Implementation	Others : Biannual

Action Step # 3

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

Action Step # 4

Action Step	Utilize computer-based programs to supplement instruction in all classes and/or subject areas.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	EOG / EOC testing results, Universal Screening results, class averages, lesson plan documentation
Method for Monitoring Effectiveness	assessment results, student class averages, progress monitoring data, software usage reports
Position/Role Responsible	School Administration, Classroom Teachers, Academic Coach
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement in Math
Root Cause # 1	Students showing deficits in mathematics need intentional structure and support.
Goal	Increase student achievement Mathematics as measured by MAP and Milestones for students receiving developing or above by a target of 3%. In the Winter of 2025, FCMS had 82.4 students scoring developing or above on the mathematics Milestones. In the Winter of 2026, MAP scores projected 83.6 students that would earn developing or above in mathematics.

Action Step # 1

Action Step	Deliver high quality instruction in Math. Continue to provide research based Tier II, III, and special education interventions in the subject of Math including the use of Academic Support Personnel, along with Math support personnel. Provide supplies and professional learning opportunities to support implementation of this action step.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	District and school professional learning documentation, TKES, progress monitoring, MAP screeners, school professional learning documentation, collaboration session documentation.
Method for Monitoring Effectiveness	student class averages, progress monitoring data
Position/Role Responsible	School Administration, Classroom Teachers, Academic Coach

Action Step # 1

Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Implement content PLCs for vertical and horizontal alignment and document practices to analyze assessment results to assist with the development of pacing guides, unit and lesson plans, common assessments as well as interdisciplinary units.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration and lesson plan documentation
Method for Monitoring Effectiveness	assessment results, student class averages, progress monitoring data
Position/Role Responsible	School Administration, Classroom Teachers, Academic Coach
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step # 3

Action Step	Continue online universal screening instruments and implement professional development to provide training on analyzing assessment data to determine areas of need for the students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MAP Screeners, school professional learning documentation, collaboration session documentation.
Method for Monitoring Effectiveness	assessment results, student class averages, progress monitoring data
Position/Role Responsible	School Administration, Classroom Teachers, Academic Coach
Timeline for Implementation	Others : Biannual

Action Step # 3

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

Action Step # 4

Action Step	Utilize computer-based programs to supplement instruction in all classes and/or subject areas.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	EOG/EOC testing results, Universal Screening results, class averages, lesson plan documentation
Method for Monitoring Effectiveness	assessment results, student class averages, progress monitoring data, software usage reports
Position/Role Responsible	School Administration, Classroom Teachers, Academic Coach
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	STEM, specifically project-based learning, in all subject areas
Root Cause # 1	There is a need for more structured alignment with middle school and high school CTAE courses.
Goal	Incorporate STEM and/or Project-Based Learning in all subject areas.

Action Step # 1

Action Step	Offer Connections courses that will further support the CTAE programs and pathways at the High School level (Agriculture, Computer Science, Exploratory, and Health Occupations). Purchase curriculum, supplies, and materials to support implementation of this action step (STEM journals, Trout project, etc.).
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	District and school professional learning documentation, TKES, purchase orders
Method for Monitoring Effectiveness	assessment results, student class averages, student produced products
Position/Role Responsible	School Administration, Connection Teachers
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step # 2

Action Step	Provide other professional learning opportunities to integrate standards and deliver instruction to support the implementation of project-based STEM learning. Purchase supplies to support implementation of this action step.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Regular planning meetings, district and school professional learning documentation, purchase orders.
Method for Monitoring Effectiveness	assessment results, student class averages, student produced products
Position/Role Responsible	School Administration, School Counselors, and Teachers
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)?	

Action Step # 3

Action Step	Provide opportunities for students in 8th grades to take semester long courses in Agriculture, Computer Science, and Health Occupations.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student scheduling, TKES
Method for Monitoring Effectiveness	assessment results, student class averages, student produced products
Position/Role Responsible	School Administration, Agriculture and Computer Science Teachers
Timeline for Implementation	Quarterly

Action Step # 3

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

Action Step # 4

Action Step	Provide opportunities for student sin 7th and 8th grade to choose from a selection of CTAE connection courses.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Registration and survey participation
Method for Monitoring Effectiveness	number of schedule change requests
Position/Role Responsible	administrators, counselors, teachers
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	School Climate and Culture
Root Cause # 1	Teachers should visualize themselves as leaders within the school community and among all stakeholders.
Root Cause # 2	The students approach to learning is sabotaged by multiple extrinsic and intrinsic factors resulting in apathetic behavior. Provide more opportunities and practice for students to articulate what they are learning. Students need to be taught through instruction and example to possess and display pride in their school.
Goal	Build relationships to promote a healthy, happy, school community.

Action Step # 1

Action Step	Conduct advisement sessions with students to review academic and behavioral progress as measured by consistent practices while incorporating positive behavior interventions and supports as well as character building programs that promote a positive school culture in both the intellectual and social-emotional aspects of learning.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline and counselor referrals, positive behavior supports
Method for Monitoring Effectiveness	assessment results, student attendance and class averages, student participation in extra-curricular opportunities.
Position/Role Responsible	School Administration, Academic Coach, Positive Behavior Support Team, School Counselors, Instructional Staff.

Action Step # 1

Timeline for Implementation	Quarterly

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

Action Step # 2

Action Step	Identify and utilize teacher leaders within the school community.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School and Professional Learning documentation, TKES, planned meeting documentation.
Method for Monitoring Effectiveness	TKES, full plan/flex plan contributing professionals, school improvement team minutes.
Position/Role Responsible	School Administration, Academic Coach, Teacher Leaders, Leadership Team
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step # 3

Action Step	Provide professional learning for faculty and staff to implement positive behavior interventions, classroom management techniques, and character building programs.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline and counselor referrals, positive behavior support team
Method for Monitoring Effectiveness	assessment results, student attendance and class averages
Position/Role Responsible	School Administration, Academic Coach, Positive Behavior Support Team, Teachers
Timeline for Implementation	Quarterly

Action Step # 3

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

Action Step # 4

Action Step	Continue to address school wide and individual student attendance issues by coordinating the efforts of AST, Parent Involvement Coordinator, School Social Worker, School Resource Officer, and MTSS Team.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance data, planned meeting documentation.
Method for Monitoring Effectiveness	assessment results, student attendance and class averages
Position/Role Responsible	Positive Behavior Support Team, AST, Parent Involvement Coordinator, School Social Worker, School Resource Officer, MTSS Team, School Administrator.
Timeline for Implementation	Monthly

Action Step # 4

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

Action Step # 5

Action Step	Continue to provide students with social-emotional and mental health services and support through school counselors, the school based mental health provider, and the faculty/staff. In addition, faculty and staff will incorporate instruction on online safety to promote responsible and ethical internet use. This work will be supported by providing resources and professional learning opportunities to ensure staff are equipped to meet students' needs.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mental Health and Counselor Referrals
Method for Monitoring Effectiveness	Results of Georgia Student Health Survey, behavior referrals
Position/Role Responsible	School Administration, School Counselors, Mental Health Provider, School Faculty/Staff
Timeline for Implementation	Weekly

Action Step # 5

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

Action Step # 6

Action Step	Use protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Admin supervision
Method for Monitoring Effectiveness	checklists and weekly check-in
Position/Role Responsible	Principal and Assistant principal
Timeline for Implementation	Monthly

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

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).	Fannin County Middle School (FCMS) receives input from multiple stakeholders through several committees and teams including the Parent Advisory Committee, the School Governance Team, the Leadership Team, grade level teams, parent / teacher conferences and formal MTSS meetings, and any individual who wishes to contribute input.

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.	Currently, all teachers at FCMS are highly qualified.

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).	All students at FCMS are enrolled in general content classes and Connections classes. Students receive individualized instruction and support based on their needs above any Tier 1 instructional needs. All students, including those who fall into any at-risk categories receive a high quality, supportive instructional experience. Additional services, such as counseling, wrap-around services, and tutoring are offered to students who have needs in these areas. The instructional staff at FCMS implement standards-based instruction for core classes and project-based / performance-based instruction during connections. Students identified as Tier II or III through the MTSS process receive appropriate interventions and progress-monitoring and 504 students receive accommodations as developed by the 504 team. Special Education students are offered services as determined by their Individual Education Plans (IEP) and include self-contained placement, resource placement, and inclusion. Additionally, Speech / Language and ESOL services are provided as needed.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Currently, the Fannin County School System (FCSS) is a Title I system. Results from the universal screener (The Measure of Academic Performance-MAP) and from the Georgia Milestones are used to indicate needs and areas of growth for 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.	Each year, FCMS offers a tour for rising sixth graders and an orientation for their parents as well.

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.	Fannin Middle and Fannin High Schools work together through Administration, the Academic Coaches, and Counselors to make the transition process as efficient and effective as possible. The Academic Coaches share data including MTSS data and student concerns while the Counselors work collaboratively to schedule the students for classes as freshman. Additionally, the high school credit course teachers coordinate with their high school counterparts to assure these classes are completed with fidelity. Transition meetings are held for Special Education students and a tour of the new school is provided.

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.	Counselors and the Administrative Team are currently working on a plan to address this area of concern. The elements below will be a part of that plan. The Critical Elements of School-Wide Positive Behavior Supports (Counselors) 1. Clear Expectations and Rules 2. Teaching Behavior 3. Implementation 4. Classroom (taking encouragement of Positive Behavior to the classroom)

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