

Comprehensive Progress Report

Mission: FMS is a vibrant and caring school that empowers students to become lifelong learners and responsible citizens who are college and career ready.

We are a community school of choice!

R - Respectful

A - Accountable

M - Motivated

S - Safe

Vision:

C - Character

H - Honor

O - Opportunity

I - Inclusivity

C - Compassion

E - Excellence

Goals:

All students will state in the FMS Yearly Student Survey that they agree or strongly agree that the education that they have received at Franklinton Middle School is preparing them or has prepared them for high school and beyond.

All students will benefit from a robust social-emotional and resiliency program (Second Step) implemented school-wide.

All students will benefit from an increase in teacher understanding and implementation of what MTSS Tier I and Tier II instruction looks like in the classroom through the implementation of the Learning Focused program. MTSS = Multi-Tiered System of Support Tier 1: school-wide instructional practices to support all students Tier 2: instructional practices for small groups of students who are not being successful on Tier 1

All students will benefit from the implementation of the Learning Focused program.

All FMS students will meet or exceed growth and all tested subjects will meet the following goals: Math 6-8 will be 50% proficient ELA 6-8 will be 50% proficient Science 8 will be 50% proficient



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:			High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>The 2022 TWC showed areas for improvement in the following survey questions:</p> <p>Students at this school follow rules of conduct.</p> <p>60.82% State</p> <p>62.80% District</p> <p>31.82% Franklinton Middle School</p> <p>and</p> <p>Teachers consistently enforce rules for student conduct.</p> <p>74.26% State</p> <p>75.70% District</p> <p>59.09% School</p>	Limited Development 09/13/2022			
<i>How it will look when fully met:</i>		TWC results will show that teachers are consistently enforcing school rules, and students are consistently following school rules (50% or more).		Heidi Boardman	06/30/2024	
Actions			0 of 8 (0%)			
	9/13/22	<p>Regular Review of Discipline Data: Reviewed weekly (Principal and Assistant Principal). Reviewed quarterly during SIP and Leadership meetings. SIP and Leadership team members review during PLC meetings. Once data is reviewed, action is taken during MTSS or grade level meetings.</p>		Jennifer Giandenoto	06/30/2024	

<i>Notes:</i>				
9/13/22	Rams Choice behavior expectations posted for hallways, classrooms, cafeteria, and bathrooms.		David Downum	06/30/2024
<i>Notes:</i>				
9/13/22	Student RamPages updated weekly with a changing focus on different aspects of student behavioral expectations and school policy.		Heidi Boardman	06/30/2024
<i>Notes:</i>				
9/13/22	Teachers have a classroom expectation non-negotiable list that they are expected to follow at all times.		Heidi Boardman	06/30/2024
<i>Notes:</i>				
9/13/22	Clear processes and procedures in place for taking attendance, bathroom policy, grading, and teacher duties.		Chasity McIntosh	06/30/2024
<i>Notes:</i>				
9/13/22	PBIS Rams Choice program implemented school-wide, incorporating quarterly awards for showing the character traits of the program.		Jennifer Giandenoto	06/30/2024
<i>Notes:</i>				
9/13/22	Students give each other shout-outs for showing Rams Choice positive behaviors and positive teamwork. Staff also give students shout-outs for the same things.		Jennifer Giandenoto	06/30/2024
<i>Notes:</i>				
9/13/22	The Second Step Program is implemented school-wide, encompassing all students.		Nadine Head	06/30/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our lateral entry teachers are not able to take full advantage of the resources that the district is offering to them. They need substantial support in putting together unit plans and planning day to day lessons.	Limited Development 05/07/2021		
<i>How it will look when fully met:</i>		The Instructional Coach will have units of instruction available for each subject and grade level.		Heidi Boardman	06/30/2024
Actions			0 of 4 (0%)		
	10/11/22	EC services were adjusted to provide inclusion and resource support to all identified students.		Christina Williams	06/20/2022
<i>Notes:</i>					
	9/13/22	District Resources: where available, teachers will use district-developed and endorsed resources for instruction. Teachers will have their use of district resources monitored and documented.		Jerri Terry	06/30/2024
<i>Notes:</i>					
	9/13/22	Learning Focused lesson plans will be accessible in a consistent location in each classroom for easy access by visitors.		Heidi Boardman	06/30/2024
<i>Notes:</i>					
	9/13/22	Annotated Essential Questions are posted in a highly visible area and referred to daily.		Jerri Terry	06/30/2024
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2021-2022 Updates <ul style="list-style-type: none"> • MTSS team is meeting regularly • New behavior plans are created 	Limited Development 10/07/2016		

2019-2020 Updates

- Establishment of a new MTSS team that includes admin, guidance counselor, nurse, social worker, district MTSS coach, and MTSS teacher leaders.
- MTSS team will meet monthly during lunches so that teacher leaders can attend those meeting and give input on students of concern.
- MTSS team will address concerns with academics, behavior, attendance, and mental health/medical issues and work as a team to problem-solve issues as they arise, on a timely basis, in order to support students to increase engagement in learning and succeeding at FMS.

2018-2019 Update:

Ms. Leonard, our MTSS coach, works with individual teachers as well as teams to look at data, adjust instruction accordingly, and group students appropriately for remediation and enrichment.

Teacher observations focus on looking for research-based best practices, and coaching teachers to build in more of those best practices.

The administration is currently analyzing teacher access to high quality resources and materials.

The Special Education teacher now pulls students from regular education classes and works with them on the assignments that they bring with them from their core teachers.

Administration is working to build PD that will address being flexible in the classroom academically, to allow more students to see success who might normally only see failure when they cannot keep up with the pace.

How it will look when fully met:	<p>A clearly defined MTSS (multi-tiered system of support) will be in place that has been built by the school Leadership Team along with the school School Improvement Team. This will be a focus of the 2019-2020 school year.</p> <p>Tiered support is first and foremost provided in the general education classroom. The second and third tiers of support are used when the student is not responsive to the supports that the classroom teacher has already put in place. High quality tier one instruction helps more students to be successful in the regular educational setting. Classroom teachers should employ the following:</p> <ul style="list-style-type: none"> • Research-based best teaching practices and strategies • High level, rigorous materials • Coordinate instruction with Special Education teachers • Flexibility to modify individual student expectations 		David Downum	06/30/2024
Actions		2 of 5 (40%)		
5/7/21	All teachers will regularly implement Learning Focused instructional strategies with classroom groups that include students who are struggling academically.	Complete 06/09/2022	Jerri Terry	06/30/2022
<i>Notes:</i>				
6/12/19	<p>Establish an MTSS team that meets monthly and includes:</p> <ol style="list-style-type: none"> 1. School Administration 2. MTSS Coach 3. School Social Worker 4. School Counselor 5. Data Manager 6. MTSS Teacher Leaders 7. School Nurse 	Complete 11/12/2019	Mary Moore	10/30/2022
<i>Notes:</i>				
9/13/22	MTSS will meet once a month during lunch to go over attendance concerns, and once a month during grade level PLC meetings to go over academics and behavior.		Heidi Boardman	06/10/2023
<i>Notes:</i>				
9/13/22	The MTSS team will follow the directives of the new FCS MTSS Lead, Michelle Palmer.		Mary Gilbert	06/10/2024

Notes:

5/7/21 All classroom teachers will understand what MTSS Tier 1 & 2 instruction looks like in the classroom through Professional Development (Learning Focused) and shared materials.

Jerri Terry

06/30/2024

Notes:

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>2020-2021 Update:</p> <p>We had two trainings this year that worked through resiliency and how to help students to get back into their resilient zone using resetting tools. We will need to do reminders of that this next year.</p> <p>2019-2020 Update:</p> <p>The district has been given the opportunity to apply for a grant to offer a three year ACES program. Ms. Boardman is a part of the county team for this opportunity, and FMS will be one of three schools to receive the benefits of this program. The program will be a work in progress so there will be numerous voices at the table and an ongoing assessment of outcomes and tweaks for the future of the program.</p> <p>An MTSS team will be established this school year and the goals are under MTSS goal umbrella listed under the 12 Key Indicators that we are working on.</p> <p>2018-2019 Update:</p> <p>Currently, the school administration has offered ACES training to all staff and support staff. This will be followed with ongoing year-long PD (2018-2019 school year) that addresses social/emotional/behavioral issues that teachers face in the classroom and researched-based best practices on how to deal with those issues.</p>	Limited Development 10/07/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	

How it will look when fully met:

When this objective is fully met, 100% of teachers and support staff, along with instructional coaches, will have completed ACES training and yearlong PD on Social/Emotional/Behavioral issues that occur in the classroom, and researched based strategies on how to address those issues. There will also be foundational aspects of this training in the discipline plan built by the school Leadership Team (2018-2020)

Evidence that this objective is fully met: Student survey results (survey to be built) that show that students believe that the staff in the school care about them, have taught them how to manage their emotions and their behavior, and believe that they can be successful.

Teachers and support staff are competent in fostering student social and emotional support:

- Effectively assist students in identifying and managing their emotions.
- Are aware of what additional services and interventions are available for students who need extra support.
- How to best connect students and their families with the support services.
- How to maintain effective communication and collaboration among all adults supporting a student.

Social and Emotional learning teaches students important skills:

- How to recognize and manage our own emotions
- How to develop care and concern for others
- How to establish positive relationships
- How to make responsible decisions
- How to handle challenging situations constructively and ethically

Training in trauma-informed approaches is especially effective in high-poverty areas where students may be exposed to many environmental stressors. School staff can learn and then teach coping skills and also help children process their emotion to build resilience and create hope for the future. It is important to include support staff and other staff who interact with students. The school will continue to focus on this as an important part of who Franklinton Middle School is.

The school will have a System of Care initiative in place to promote communication and collaboration among systems serving children and families in the community.

Heidi Boardman

06/30/2023

The school will have a plan in place for school-wide traumatic events, such as the death of a student or a natural disaster.

Actions		12 of 13 (92%)		
10/20/18	Staff PD on handling misplaced student anger in the classroom. Video/discussion.	Complete 11/06/2018	Heidi Boardman	11/06/2018
<i>Notes:</i>				
1/6/19	Staff PD - Best practices for staff communication with stakeholders, and how to de-escalate student melt-downs/aggression (SafeSchools training).	Complete 12/04/2018	Heidi Boardman	12/04/2018
<i>Notes:</i>				
1/6/19	Staff PD - How Bias is a normal thing for educators, and how to get past it. Reading/Discussion.	Complete 01/02/2019	Heidi Boardman	01/02/2019
<i>Notes:</i>				
10/27/18	A school-level information sheet will be created that lets teachers and staff know what support is available in the school, and how to help a child gain access to that support.	Complete 03/18/2019	Mary Moore	02/15/2019
<i>Notes:</i>				
1/6/19	Roll-out of new PBIS Program. RAMS CHOICE monthly character traits along with Rams Choice Shout-outs read at announcements. Add in Hatten videos? Culver RAMS CHOICE posters (scenarios done digitally by high level students)?	Complete 05/13/2020	Heidi Boardman	06/01/2020
<i>Notes:</i>				
10/27/18	Teaching student about making responsible decisions, and teaching students about responsibility in a positive way. SEL Curriculum will address this-timeline?	Complete 06/01/2020	Heidi Boardman	06/20/2020
<i>Notes:</i>				
10/27/18	Plan in place for school-wide traumatic events, such as the death of a student or a natural disaster. A planning document would be added to the Black Box.	Complete 08/27/2020	Heidi Boardman	05/30/2021
<i>Notes:</i>				
10/27/18	Staff PD on handling your own emotions in the classroom. "Hothead or cool cucumber: how to get the best student outcomes by handling your own emotions." ACES grant program?	Complete 05/07/2021	Heidi Boardman	06/20/2021

<i>Notes:</i>				
10/27/18	Staff PD on developing care and concern for others, and teaching students to do the same. ACES program - what happened to you/what is bothering you vs what is your problem/why are you misbehaving.	Complete 05/07/2021	Heidi Boardman	06/20/2021
<i>Notes:</i>				
10/27/18	A System of Care program will be set in place to promote communication and collaboration among systems serving children and families in the community. Ms. Robertson our social worker.	Complete 05/07/2021	Heidi Boardman	06/30/2021
<i>Notes:</i>				
10/20/18	Offer yearly ACES (Adverse Childhood Events) training to all school staff and support staff.	Complete 05/07/2021	Heidi Boardman	10/22/2021
<i>Notes:</i>				
8/31/19	Social Emotional Curriculum taught to all grade levels during Monday Ram Time. This will be the Overcoming Obstacles curriculum offered open source online. There will need to be an assessment of the curriculum at the end of the year.	Complete 06/10/2019	Heidi Boardman	05/30/2022
<i>Notes:</i>				
9/13/22	Complete school-wide, year-long Second Step SEL program.		Nadine Head	06/30/2024
<i>Notes:</i>				
Implementation:		09/13/2022		
Evidence	5/7/2021 We completed a social/emotional curriculum and all the training and we are now moving to using a newer, hopefully better SEL program this next year.			
Experience	5/7/2021 We have done a lot of training in ACES and Resiliency. We are now moving our focus to A4.21			
Sustainability	5/7/2021 We are moving our focus to A4.21			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Increasing MTSS program, doing Ram Camp and 8th grade celebration, utilizing summer school, facilitating registration for high school and the elementary school for 6th grade registration.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>			The transition to 6th and 9th grades are smooth and the middle school is supporting parents and students in those transitions.		Heidi Boardman	06/30/2024
Actions				0 of 1 (0%)		
	9/13/22		The Second Step Program is implemented school-wide, encompassing all students.		Nadine Head	06/30/2024
<i>Notes:</i>						

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The district is fully supporting schools.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>			The district will have systems and supports in place that support school leaders, actively reviews and address all aspects of student learning, and supports teachers to create engaging and rigorous classroom and environments.		Heidi Boardman	06/09/2023
Actions				0 of 3 (0%)		
	10/21/22		Through a data meeting format, principals and district leadership will review student performance on NC Checkins, iReady, and other district assessments.		Heidi Boardman	06/09/2022
<i>Notes:</i>						
	10/21/22		Using the Success FCS Framework, principals and district leadership will focus on best practices for teaching and learning to include the monitoring of PLCs, classroom walkthroughs, and the use of district resources.		Heidi Boardman	06/09/2023
<i>Notes:</i>						

10/21/22	Instructional coaches will meet monthly to discuss instructional trends, districtwide initiatives, and strategies for supporting students and teachers.				Heidi Boardman	06/09/2023	
<i>Notes:</i>							
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)			Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At FMS there are two teacher leader meetings a month. One is the Leadership team, which meets to review day-to-day processes and policies and implement new short-term ideas. The other teacher leader meeting is the School Improvement team, which meets once a month or more as needed to implement long-term school goals, decide budget policies, decide on professional development, and more.			Full Implementation 09/13/2022		

Core Function:		Dimension B - Leadership Capacity					
Effective Practice:		Distributed leadership and collaboration					
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)			Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Franklinton Middle School has established a grade level and Electives team structure with specific duties and time for instructional planning.			Full Implementation 09/13/2022		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This year the walk-through instrument will be geared specifically to online teaching and learning through Google Meet, Google Classroom, and Canvas. This is a brand new walk-through created to address this specific need.	Limited Development 09/09/2020		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		<p>When this goal is fully met:</p> <ul style="list-style-type: none"> Teachers will have walkthrough forms sent to them through email so that they can save them for later study Admin will have a sortable spreadsheet that will save walkthrough data for studying where staff needs further support Teachers will be able to see how the feedback on their walkthroughs interacts with their observations and their summative evaluation 		Heidi Boardman	06/30/2024
<i>Actions</i>			4 of 7 (57%)		
9/9/20	The 2020-2021 walkthrough instrument will be created, tested, and adjusted until it works well as a data collection tool as well as a teacher feedback tool.		Complete 09/09/2020	Heidi Boardman	09/30/2020
<i>Notes:</i>					
9/9/20	A connection will be made between walkthrough data and teacher observations in NCEES during post-observation meetings.		Complete 05/07/2021	Heidi Boardman	04/30/2021
<i>Notes:</i>					
9/9/20	Teachers will receive at least two walkthrough feedback forms every month that is not on an observation cycle.		Complete 05/07/2021	Demarcus Jones	06/30/2021
<i>Notes:</i>					
9/9/20	Admin team will use teacher walkthrough data to support teachers through training/PD/information given to teachers.		Complete 05/07/2021	Demarcus Jones	06/30/2021
<i>Notes:</i>					

9/13/22	Instructional Walkthroughs: the principal and the assistant principal will conduct classroom walkthroughs at least weekly that will monitor Learning Focused implementation, visible and annotated Essential Questions, and what the teacher and students are doing in the classroom. The walkthrough tool will also incorporate classroom management and non-negotiables set in place for expected student behavior.		Heidi Boardman	06/30/2024
<i>Notes:</i>				
9/13/22	Instructional Coaching: The Instructional Coach (IC) will meet with team PLCs weekly to review the Learning Focused program, district resources, pacing guides, lesson plans, assessments, and data. An administrator will also be in attendance at all meetings.		Jerri Terry	06/30/2024
<i>Notes:</i>				
9/13/22	<p>Differentiated Monitoring and Support:</p> <p>All core teachers will have weekly IC and principal/assistant principal support during one planning period to ensure they are using district resources and creating robust lesson plans.</p> <p>All beginning teachers will have ongoing support from their Mentors (building and NC State) as well Master Teacher support and principal support in one on one meetings to ensure that they are using district resources, following FMS expectations for lesson planning and classroom management, and feeling supported in a positive manner.</p> <p>All other teachers who need additional support will meet with the Instructional Coach during bi-weekly planning period meetings to ensure that they are following FMS expectations for lesson planning and classroom management.</p>		Jerri Terry	06/30/2024
<i>Notes:</i>				
Implementation:		05/07/2021		
Evidence	5/7/2021 This process is now how we do business here at FMS and we will continue to implement this walkthrough system.			

Experience	5/7/2021 This objective was put in place to establish a teacher walkthrough system that works well. We set up a walkthrough instrument that will be able to change as needed, but that provides instant and relevant feedback to teachers. We also set up a structure for walkthroughs to occur in the off cycle for observations. This is working really well, and the leadership team voted to continue it in this format.			
Sustainability	5/7/2021 We will continue to follow the same structure and format for walkthrough evaluations moving forward.			

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Right now we regularly look at data, but we need to do data walls and student individual data sheets.	Limited Development 09/13/2022		
How it will look when fully met:		<ul style="list-style-type: none"> • Instructional Coach and Administration review data regularly with all teachers • Teacher review data regularly with all students • Good data is celebrated 		Heidi Boardman	06/30/2024
Actions			0 of 2 (0%)		
	9/13/22	Use of physical data wall in a convenient (and secure) location to track students' progress.		Litisha Jenkins	06/30/2024
<i>Notes:</i>					
	9/13/22	Learning Focused PD: all teachers will complete and implement strategies from Learning Focused training modules 1-8, complete district training sessions, participate in weekly facilitated Learning Focused PLCs, and implement the Learning Focused strategies in their classrooms.		Jerri Terry	06/30/2024
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>FMS has worked hard to improve the culture of the school, and that work has paid off with an incredible 2022 TWC. Recruitment is mostly word of mouth so maintaining a positive culture is imperative.</p> <p>The evaluation of staff will change this year due to being a low-performing school.</p>	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • continue excellent school culture • have excellent teacher support in place • continue word-of-mouth recruitment • increase the depth of evaluation of teachers 		Tasha Hatten	06/30/2024
<i>Actions</i>			0 of 4 (0%)		
	9/13/22	<p>Survey Results: Results from the TWC and the Climate surveys showed that the area of need for Franklinton Middle School was to work on ensuring that all teachers upheld FMS rules for expected student behavior so that overall discipline issues for students are reduced. FMS will create and implement a non-negotiable classroom expectations list and work through the SIP and Leadership teams to make sure that it covers all aspects of classroom behavior expectations as well as teacher response to classroom misbehavior expectations. This will be incorporated into the walkthrough tool.</p>		Tasha Hatten	06/30/2024
<i>Notes:</i>					
	9/13/22	<p>Empowering Staff: The School Improvement team meets once a month to work on year-long goals. The Leadership Team meets once a month (SIP meeting #2) to work on day-to-day school processes and procedures. Teachers/staff also meet three times a month to work on MTSS concerns for students.</p>		David Downum	06/30/2024
<i>Notes:</i>					

9/13/22	<p>Regular Feedback:</p> <p>Core teacher support: teachers in tested content areas will receive increased support through weekly support meetings attended by the Instructional Coach (IC) as well as the Principal or Assistant Principal. Feedback will be given through walkthroughs and classroom visits as well.</p> <p>Non-tested core teacher support: these teachers will have weekly support meetings attended by the IC as well as the Principal or Assistant Principal. Feedback will be given through walkthroughs and classroom visits as well.</p> <p>Beginning teacher support: beginning teachers will receive ongoing support through Master Teacher visits, NC State Coach visits, Mentor meetings, IC targeted support for use of district resources and teaching on standard, and Principal/Assistant Principal support. Feedback will be given through walkthroughs and classroom visits as well.</p>		Heidi Boardman	06/30/2024
<i>Notes:</i>				
9/13/22	<p>Celebrating staff:</p> <p>Quarterly awards celebrate staff Rams Choice character traits</p> <p>Shout-outs on the teacher RamPages celebrate teacher positives/teamwork/and teacher successes</p> <p>Student Rams Choice shout-outs allow students to celebrate what their teachers have done to help them.</p> <p>Parent Smore newsletters allow parents to do a shout-out for an FMS staff to celebrate their appreciation for their work with students.</p>		Heidi Boardman	06/30/2024
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We send out a Parent Smore digital newsletter every two weeks, keeping parents up to date on all things middle school.	Limited Development 09/13/2022		
<i>How it will look when fully met:</i>		Parent newsletter All parents on the FCS app Robust communication to parents on how to support students in the home		Heidi Boardman	06/30/2024
Actions			0 of 7 (0%)		
	9/13/22	A Parent Smore Newsletter will be sent out to parents every two weeks during the 2022-2023 school year.		Heidi Boardman	06/30/2024
		<i>Notes:</i>			
	9/13/22	Teachers will keep a log of parent communication to share with the principal during evaluation meetings.		Heidi Boardman	06/30/2024
		<i>Notes:</i>			
	9/13/22	FMS will host a Parent Night that will focus on downloading and learning to operate the FCS app, how to navigate PowerSchool, understanding the changing responsibilities in middle school, and how parents can ensure that students are being responsible for their learning.		Heidi Boardman	06/30/2024
		<i>Notes:</i>			
	9/13/22	FMS will host Parent/Teacher night before the end of the first and third quarters to provide an opportunity for parents to schedule time with teachers to discuss student progress.		Jennifer Giandenoto	06/30/2024
		<i>Notes:</i>			

9/13/22	Parents will be invited to become a SIP team parent member, a member of the FMS Parent Group, a DPAC member, and a school volunteer for tutoring.		Heidi Boardman	06/30/2024
<i>Notes:</i>				
9/13/22	Parents will be invited to come to the Spring Celebration, which includes STEAM lab activities, an Art show, a Band concert, and more.		Heidi Boardman	06/30/2024
<i>Notes:</i>				
9/13/22	Parents are invited to the 8th Grade Celebration at the end of the year to celebrate their students transitioning to high school.		David Downum	06/30/2024
<i>Notes:</i>				