



School Improvement Plan 2007 – 2010

Fox Elementary School
600 -38th Street
Columbus, Georgia 31904
Muscogee County School District (MCSD)

Penny Thornton, Principal
Dr. Reneè Tharp, Assistant Principal

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School Improvement Planning Team

Committee Members:

Cliff Moulton	Principal
Penny Thornton	Assistant Principal
Charlotte Bland	Academic Coach
Vickie Graves	Second Grade
Cresta Davis	Kindergarten Teacher
Debbie Green	Third Grade
Eileen Lipscomb	Fifth Grade
Donna Evans	Contact Person
Cindy Sparks	PIE Representative, Burger King
Dawn Clay	PIE Representative, Brookstone Parent

I. Purpose

System/School Mission

The Muscogee County School District and Fox Elementary School are committed to providing education experiences that will enable a student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential.

System/School Vision

We envision a school district in which:

- Each student is given multiple opportunities to excel in his/her academic, social, emotional and physical development in a safe, nurturing environment.
- Well-prepared, responsible, and caring employees are committed to excellence in education
- Parents, community members, staff, and students are full partners in the education of children.

System Beliefs

- All students learn when provided high-quality instruction that is engaging and challenging.
- All students must have a physically and emotionally safe learning environment.
- All district employees work collaboratively to improve student achievement.
- All organizational and instructional decisions are data driven.
- All district personnel are committed to continuous professional development.

Fox Elementary School Beliefs

We believe:

- A positive school climate is essential for improving student achievement.
- A unified and competent staff is crucial for improving student achievement.
- A nurturing home environment with informed caregivers is essential to improving student achievement.
- An effective, child-centered instructional program is imperative for improving student achievement.
- The staff's awareness of and attention to students' attitudes and behaviors will improve student achievement.

System Motto

Investing in the Future . . . Guiding Lifelong Learners to Endless Success

School Motto

“Kids First”

Part II. Comprehensive Needs Assessment

Committee Members:

Cliff Moulton	Principal
Penny Thornton	Assistant Principal
Charlotte Bland	Academic Coach
Verlinda Mingo	Counselor
Mary Smith	First Grade
Bryant Perryman	Speech-Language Pathologist

II. Comprehensive Needs Assessment of the School

The comprehensive needs assessment will consist of student performance data in all academic areas at Fox Elementary School, assessment data for all subgroups of students, and other factors that contribute to achievement.

Process Used for Completing Needs Assessment/School Profile

The school improvement plan is reviewed on a regular basis by the school leadership team, staff, and school stakeholders. School committee members and school stakeholders contributed to the development and implementation of the plan. Each section of the school improvement plan was developed by school committee members that included, staff, parents, and education stakeholders. Committee members reviewed student performance data, demographic information, and other relevant information to develop the plan. A copy of the school improvement plan was discussed and distributed to all committee members and school staff. A copy of the school improvement plan is also available in the school office.

Since before 1920, Fox Elementary School has served the children living in the North Highland community of Columbus, Georgia. In the fall of 1915, the Bibb Elementary School opened to serve the mill workers and their families in the Bibb City community. These two communities are located less than a mile from each other adjacent to 2nd Avenue, a major thoroughfare in Columbus. Because of the age of these two facilities, a new building was built next door to Fox. In the fall of 2001, the Fox Elementary School staff and students welcomed the Bibb Elementary School students and some of its staff in a merger of the two schools. Mr. Cliff Moulton was named as principal of the new Fox Elementary School, located at 600 38th Street. Mr. Moulton retired in June, 2008 and Penny Thornton was named principal of Fox. The present school staff consists of two administrators, one counselor, one Title I paid Academic Coach, one secretary, three Title I paid intervention teachers, 21 K-5 classroom teachers, four special education teachers, one part-time physical education coach and paraprofessional, one Title I paid instructional paraprofessional, 14 paraprofessionals, one speech pathologist, two pre-K teachers, one part time Pre-K Resource Coordinator, one Focused Reading teacher, one part time art teacher, one part time music teacher, one media specialist, one half time media clerk, one half time clinic worker, four custodians, and seven cafeteria workers.

Both schools have a long history of serving their communities. To continue this spirit of both communities, the students of both schools worked with a local artist to create a mural depicting the unique architecture and character of each. This mural hangs in the main hallway of the new Fox School. Fox Elementary was selected as a Georgia School of Excellence in 1984. Our school and business partner, Burger King has received numerous honors such as the Gold Partner in Education award, the Silver Partner in Education award, and third place State Partnership of the Year award. In 2007

Fox was named a Title I Distinguished School for making Adequate Yearly Progress for four consecutive years.

The partnership between Fox and Schuster Enterprises (Burger King) was highlighted in the recognition of Columbus as a top 100 Community for Kids, and Fox has been awarded two Muscogee Educational Excellence Foundation grants for using an innovative school-wide writing program. Three Fox teachers have been selected as Muscogee County Teacher of the Year as well as an additional teacher being selected as Muscogee County First Year Teacher of the Year. During the 2007-08 school year, Brookstone School was officially named as a second business partner for Fox Elementary and has worked to create a seamless transition with sharing partnership opportunities.

Fox Elementary School has an enrollment of approximately 417 pre-kindergarten-5th grade students. Although there has been a decrease in population, there has been no significant change in the black/white enrollment or poverty rate. Fox School has a 96% poverty rate with a 65% black, 35% white population. We have no English as Second Language (ESOL) students at Fox; ESOL students in this area attend River Road or Blanchard Elementary Schools. The community around the school is composed of low-cost housing and a public housing project. Most families earn wages below the poverty level. Most are also on some type of public assistance.

In the fall of 2007 the Fox School Faculty participated in the *Standards Assessment Inventory* (SAI) which measures teachers' perceptions of professional development levels of use standards outlined by the National Staff Development Council: Learning Communities, Leadership, Resources, Data-Driven, Evaluation, Research-Based, Design, Learning, Collaboration, Equity, Quality Teaching, and Family Involvement. The scale used for the inventory ranged from 0 (Never) to 4 (Always). Results of how teachers ranked themselves on average in use of practices within each of the standards as follows:

Learning Communities	3.1	(Frequently)
Leadership	3.5	
Resources	3.4	
Data-Driven	3.4	
Evaluation	3.2	
Research-Based	3.3	
Design	3.4	(Frequently)
Learning	3.4	(Frequently)
Collaboration	3.3	
Equity	3.5	
Quality Teaching	3.4	(Frequently)
Family Involvement	3.4	

The areas of Learning Communities, Design, Learning, and Quality Teaching were virtually unchanged in teacher perception since the Spring 2007 administration of the inventory.

Of the highest rated standards, the highest rated practices were "Our principal believes teacher learning is essential for achieving our school goals" with an average of

37 and “We are focused on creating positive relationships between teachers and students” with an average of 36. Of the lowest rated standard, the lowest rated practices were “The teachers in my school meet as a whole staff to discuss ways to improve teaching and learning” and “We observe each other’s classroom instruction as one way to improve our teaching”, each with an average ranking of 2.9. These areas were unchanged since the last SAI administration.

The five standards needing the most improvement are: Learning Communities, Evaluation, Research-Based, Collaboration, and Quality Teaching. This inventory will be repeated in the fall of 2008.

Also in the spring of 2007 a Discipline Committee, comprised of several teachers, the academic coach, and a community representative, was formed to address student behavior in the school. This committee presented a list of suggestions for the principal’s consideration for implementation during the 2007-08 school year. In addition, the academic coach drafted a “Needs Assessment Survey for Discipline” that the teachers completed in May 2007. Teachers responded to statements on a scale of 1 to 5. Strongly disagree or very limited compliance was a “1”. Strongly agree or fully comply was a “5”. Teachers were also asked to offer viable suggestions for addressing discipline issues.

The results of the survey showed that teachers overwhelmingly agreed that there is a significant correlation between classroom management and student behavior and that there is a significant correlation between student behavior and student achievement. When responding to “I am satisfied with my classroom management skills,” the average ranking score was 3.9. There were major concerns about the way students are monitored in the cafeteria and the need for a uniform schoolwide policy for behavior.

During the 2007-08 school year, 19 special needs students were given out of school suspension at least once. Based on teacher and District concerns about escalating discipline problems, the 2007 survey was administered again in August of 2008. The findings are very similar to those from the May 2007 survey and most responded that “There is a need for a schoolwide discipline plan.” Teachers also stated that there is a need for professional development to strengthen classroom management skills and better understand how to effectively use the Georgia Performance Standards.

Student Performance Data

National Measures: The national student performance data collected includes the Stanford Achievement Test-9 (SAT-9). In 2000-2001, third grade results indicate continued weaknesses in reading comprehension, mathematics measurement and number sense and numeration, but especially in the area of reading. Fifth grade results showed weaknesses in reading comprehension textual and interpretation and math computation, rounding, number systems and number theory. Strengths were found in the reading vocabulary multiple meanings, math patterns and relationships and statistics. Third and fifth grade students take the ITBS annually.

State/District Measures: Statewide criterion-referenced assessments of student learning in reading, mathematics, writing, language arts, science, and social science were initiated during the 2004-2005 school year in grades one through five. Results are shown in the chart below. *Additional data from 2005-2008 is shown in the addendum section.*

Grade	Reading 2004	Reading 2005	Eng/LA 2004	Eng/LA 2005	Math 2004	Math 2005	SCI 2004	SCI 2005	SS 2004	SS 2005
1	83	90	81	83	72	86	n/a	n/a	n/a	n/a
2	71	74	69	88	73	81	n/a	n/a	n/a	n/a
3	84	87	76	82	79	75	64	68	69	71
4	68	85	79	80	65	65	68	82	81	69
5	77	91	76	87	80	74	77	69	82	75

The Georgia Criterion Referenced Competency Test (CRCT) was administered to all students in grades one through five during the 2001-02 school year. Results from the 2000-01 tests indicated that 61% of the fourth graders at Fox met or exceeded state achievement levels in reading, 73% met or exceeded state achievement levels in language arts, and 61% met or exceeded state achievement levels in mathematics. During the 2001-02 school year fourth grade results showed an increase in the percentage of students who did not meet standards in English/Language Arts and Mathematics. A decrease of 1% was shown in the area of reading. During the 2002-2003 school year fourth grade results show 75% met or exceeded state standards in reading (13% increase), 76% met or exceeded standards in language arts (7% increase), and 71% met or exceeded standards in mathematics (21% increase).

The MAP test is given to MCSD students three times annually to predict the performance and allow for effective planning for our students. Fox students take this test in an online format. Findings for 2007-08 MAP tests show that students in grades 1, 3, and 4 did not meet the minimal learning objectives on the Fall administration of the reading test. Grades 2 and 5 minimally met the learning objectives in the Fall. Grades 1, 2, and 5 met the minimal learning objectives on the December test. Grade 3 did not meet the minimal learning objectives on the February test.

Scores also reflect that students in grades 1, 3, and 5 did not meet the minimal learning objectives on the Fall ELA test. All grade levels showed gains on the December test. Grade 3 did not meet the minimal learning objectives on the February test.

Teachers will continue to use the MAP tests to identify individual students' strengths and weaknesses. Whole group, small group, and computer-assisted instruction will target the objectives not mastered. Students who do not meet the minimal learning objectives in each content area on the Fall administration of the MAP will be invited to participate in the Instructional Extension Program. Common planning time for grade level teachers to collaborate and to plan instruction and interventions remains a critical need. Teachers will receive staff development on the *Five Easy Steps to a Balanced Math Program*.

Students in grade 5 were administered the Georgia Writing Assessment. Year 2000-2001 results showed a lower percentage of students in the emerging and developing stages of writing than in the previous two years. 2002-2003 results showed a lower percentage of students in the emerging, developing, and focusing stages of writing than in previous years. Students in grade 3 were administered the Georgia State Writing Assessment. Year 2001-2002 showed 22.8% of the students scored in the emerging and developing stages. During the 2002-2003 school year 27.4% of third grade students scored in the emerging and developing stages.

The results of the 2004 Georgia Writing Assessment showed that 98% of the students were in the focusing, experimenting, engaging, and extending stages with none in the lowest stage (emerging). The results of the Georgia Writing Test for 5th grade in the spring showed 0% of students were in the emerging stage, 1.5% in the developing stage, 10.3% in the focusing stage, 29% in the experimenting stage, 44% in the engaging stage, and 13.2% in the extending stage. In many instances these exceeded the system percentages. Teachers have noted an increase of writing skills in all students because of the implementation of the Fox Publishing Company school-wide writing initiative. There is a need to continue the school-wide reading writing programs to help students achieve state content standards

The 2005 writing results for 5th grade showed that 0% scored in the emerging stage, 3.23% scored in the developing stage, 12.90% scored in the focusing stage, 50.00% scored in the experimenting stage, 25.81% scored in the engaging stage, and 8.06% scored in the extending stage.

The 2006 writing results for 5th grade showed that 0% scored in the emerging stage, 4.08% in the developing stage, 10.20% in the focusing stage, 44.90% in the experimenting stage, 32.65% in the engaging stage, and 8.16% in the extending stage.

The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years. Results shows that 63% of the 68 students tested at Fox scored in the "Does Not Meet" standard category (DNM) and 37% scored in the "Meets" standard (M) category. Results

also show that 0% scored in the “Exceeds” standard (EXC) category. These results are compared to the system results as follows:

2006-2007 Scores					
% Fox			% System		
DNM	M	EXC	DNM	M	EXC
63	37	0	40	55	5

2007-2008 Scores					
% Fox			% System		
DNM	M	EXC	DNM	M	EXC
60.3	39.7	0	31	61	8

The newer writing test presents a single, on-demand writing prompt. Students are assigned a topic from a prompt bank representing three genres: persuasive, informational, or narrative and are given up to 100 minutes to respond with a composition of no more than two pages. The results of this assessment help provide information to students about their writing performance, areas of strength, and predictive information about students' future writing performance. The Grade 5 Writing Assessment is scored analytically, meaning each paper is scored holistically by domains. These results provide diagnostic feedback to teachers, students, and parents about individual performance. Using fixed scoring criteria established in the Scoring Rubrics, two trained readers score each paper independently by rating four domains of effective writing. These domains are: Ideas, Organization, Style, and Conventions. Domain scores are combined to obtain a total score for each student. Scores are converted to scaled scores ranging between 100 and 350, with 200 as the passing score.

The results of the Grade 5 Writing Assessment for the 2008 administration reflect that 60.3% students fall into the “Does Not Meet” the performance level category and 39.7% met and/or met and exceeded the performance level. The percentage of students in the "Does Not Meet" category indicates a need for professional development and monitoring of writing conferences. For the 2008-09 school year, faculty members will be trained in the *Writers Workshop* and will continue to focus on the Fox Publishing Company projects.

Analysis of Data

By 2006, Fox had made AYP for four consecutive years and was identified as a Title I Distinguished School. The percentage of students meeting and exceeding standards in 2006 was 72.49%. This percentage reflects a gain over the prior year of 3.13%. Performance highlights show that 4th grade students scored 83.82% in Social

Studies. Scores for 2007 reflect a weakness in second and fourth grade math. Fourth grade students once again scored well in Social Studies.

Needs include:

- an increase in student performance on the Georgia Writing Assessment in the “meets and exceeds” categories
- additional professional development in reading/language arts, math, technology, and differentiated instruction
- increase in the number of students scoring in the “meets and exceeds” category in math on the CRCT for all students, Black students, students with disabilities, and economically disadvantaged students
- increase in student attendance
- an increase in student performance on the CRCT in first grade (English/LA), second grade (math), third grade (social studies), fourth grade (math), and fifth grade (math)

Unfortunately in 2008, Fox failed to make AYP for the first time in five consecutive years. The percentage of students meeting and exceeding standards in math in 2008 was 34.3%. This percentage reflects a decrease from the previous year of 21.7%. However, there was an increase of students meeting and exceeding standards in the areas of Reading and English Language Arts of 2.6% for a total percentage of 65.7%. Performance highlights show that 4th grade students continue to score well in Social Studies with a percentage of meeting/exceeding of 73%. Scores for 2008 reflect strengths in reading in all grade levels with slightly lower scores in 3rd grade of 57%. Math scores were weak in all grade levels with the exception of 1st grade with a score of 60%. Science scores were low in all intermediate grades.

These scores reflect a need for a continued increase in student performance on the Georgia Writing Assessment in the “meets and exceeds” categories, an increase in the number of all students scoring in the “meets and exceeds” category in math on the CRCT, an increase of students with disabilities scoring in the “meets and exceeds” category in Reading/English Language Arts on the CRCT, an increase in student performance on the CRCT in third grade (reading), second grade (English/LA), third grade (English/LA and social studies), and fifth grade (social studies), and an increase in the number of all students scoring in the “meets and exceeds” category in science.

The staff agreed that the curriculum is appropriate for all learners and reflects the mission of the school. There is a need for more emphasis on critical thinking, problem solving, and the use of individual projects for student assessment.

There is a need for more fifth grade students to score in the top two levels on the Georgia Writing Assessment. In order to achieve this goal the school-wide writing program, the Fox Publishing Company should be continued. There is also a need for additional funding to purchase incentives for the writing store.

Professional development is an important component of the school improvement process. There is a continued need to provide training for teachers in technology use, math, reading, writing, and differentiated instruction. Based on student achievement data there is a need for all students to increase their performance in math and language arts. Black students, students with disabilities, and economically disadvantaged students scored lowest compared to other student groups in math and English/language arts. More emphasis will be placed on math during the 2007-2008 school year. Title I funds will be used to purchase math software in the school's computer lab. Math textbooks will undergo a new adoption to contribute to the instructional program in this content area. Teachers will utilize smart boards in one of the school's computer labs and in classrooms to enhance instruction. During the 2007-08 school year, eighteen SMART boards were purchased and installed and teachers immediately began using them with students. Future funding will allow for the completion of the project of equipping each classroom with a SMART Board and the Fox Instructional Technology Specialist will continue to offer workshops to aid in professional development. Additionally, Fox faculty will follow the MCS D plan for training and implementation of the *Five Easy Steps to Teaching Math*, with a special emphasis on fifth grade mathematics.

There is a need to continue student incentives to encourage students to attend school every day. Efforts to address this need include more communication with parents, rewarding students with perfect attendance and recognizing students with perfect attendance.

There is also a need for our Academic Coach, Title I Intervention teachers, and instructional paraprofessional to provide additional support to the overall instructional program at Fox.

There is a need for students to be exposed to more real life experiences that tie directly to academics and the total instructional program. The "Rigor and Relevance" framework will be introduced to teachers this year and a particular focus on "Relevance" will provide teachers with direction for helping students understand the purpose and application of learning. Funds will be used from the Title I budget to pay for transportation and admission fees for student field trips.

In order to continue student progress hardware, software, peripherals, and accessories must be kept current, including computers, inkjet and laser printers, risograph and plain paper copiers, printer and copier ink, computer scanners, scan converters, etc. The SPLOST technology refresh project rolled out 76 new computers for Fox. This includes 73 desktops and 4 laptops. In addition there is a need for wireless technology in the portable classrooms at Fox. Future plans include the purchase of numerous iPods so that students will have opportunities for reteaching sessions, among other various technology projects.

At the present Fox is equipped with any technology to support instruction adequately. Title I funds will be used to support these instructional needs. To encourage an appreciation for arts programs to support instruction, Title I funds will be used for contracted services to expose Fox students to cultural arts activities. Funds will also be used to purchase materials and supplies for school plays and performances, as well as provide adequate teacher training to keep learning relevant and within reach of all learners.

Our school counselor also serves as an excellent resource for assisting students with decision-making, career awareness, violence prevention and other life-long skills through individual, group, and classroom counseling. Due to the increase of discipline referrals to the office there is a need for an in-school suspension area in the school. This will cut down on the number of out of school suspensions, increase attendance rates, and increase instructional time for improved student achievement.

Georgia Department of Education Identified Goals for Improvement for the Comprehensive LEA Improvement Plan (CLIP)

- **NCLB Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **NCLB Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **NCLB Performance Goal 3:** All students will be taught by highly qualified teachers.
- **NCLB Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **NCLB Performance Goal 5:** All students will graduate from high school.
- **IDEA Performance Goal 1:** Improve post-school outcomes for students with disabilities.
- **IDEA Performance Goal 2:** Improve services for young children (ages 3 – 5) with disabilities.
- **IDEA Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.
- **IDEA Performance Goal 4:** Improve compliance with state and federal laws and regulations.
- **MCS D Goal 1:** All employees will be prepared to satisfactorily perform the duties and responsibilities of assigned positions.

Muscogee County School District Action Goals

QUALITY EDUCATION

- To improve test scores and graduation rates at all schools and define and implement other measures of academic achievement

- To address the continuously increasing need for technological achievement by our students
- To recruit and develop the highest quality staff to meet the evolving demands related to content, technology, and classroom management
- To pursue a course of parental involvement that will make parents partners in achieving the goals of quality education

SAFE SCHOOLS

- To ensure that each student will have a place to learn and grow that is free from social and physical threat and to ensure that staff members have schools in which they are safe
- To pursue a course of parental involvement that will make parents partners in achieving goals of safe and well disciplined schools

STUDENT SERVICES

- To address the continuing challenge of maintaining racially balanced schools while pursuing a program of neighborhood assignments with increasing opportunities for choice
- To strive for the highest quality of response and service to parents, students and the community

COMMUNICATION

- To establish effective two-way communication at all levels with all school district personnel and the total community

Fox Elementary Goals

Goal 1: As a result of increased parental involvement, students will demonstrate adequate yearly progress in reading/language arts, math, and writing.

Goal 2: As a result of appropriate and focused instructional strategies, students will demonstrate adequate yearly progress in reading, math, and writing.

Goal 3: As a result of focused attention to national, state, and local standards, there will be a decrease in the number of students scoring in the "Did Not Meet Standard" performance range by 5% in reading and math.

Goal 4: As a result of increased rigor in the curriculum, student discipline referrals will decrease.

Data collected that is included with the profile include:

- State assessment of reading, writing, and mathematics skills
- School-level assessment of reading, mathematics, and writing skills
- Muscogee Assessment Program practice tests (3 times a year)
- Review of students' writing portfolios
- Attendance rates
- Promotion retention rates
- Demographics of the community
- Teacher Qualifications
- Perceptions of Stakeholders
- Awards

Part III. Schoolwide Reform Strategies

Committee Members:

Cliff Moulton

Penny Thornton

Charlotte Bland

Myya Washington

Philip Crocker

Principal

Assistant Principal

Academic Coach

Second Grade

Teacher

Fourth Grade Teacher

III. Schoolwide Reform Strategies

Opportunities for All Students to Learn

Fox Elementary School is unique in its demographics. It is a Title I school with one identified gifted student. The state's proficient levels of student academic achievement are accommodated by various programs and differentiated instructional strategies. The gifted students attend St. Elmo for one full day per week.

The Special Education population includes mildly intellectually disabled, behavior disordered, severe learning disability, and other health impaired. Co-teaching, collaborative, resource, and self-contained models are used in various grade levels and with sixty-nine students with diverse disabilities.

The classroom teachers at Fox Elementary provide a wealth of opportunities for all children to meet the state standards. Research based strategies are supported by the school's instructional personnel/programs which collectively monitor and expect high student achievement. An academic coach works closely with all grade levels. Title I intervention teachers in grades three and four provide enhancements for literacy in language arts, math, and computer instruction for all grades. A Focused Reading instructor works with targeted first and second grade students. One EIP instructor provides enhancements in all academic areas in grades two and five. A Pre-K Resource Coordinator works in collaboration with a Title I Parent Contact Person at Fox to plan monthly parent workshops. Fox has an after school instructional extension tutoring program for students needing assistance in reading and math. Fox has served as the site for third grade summer remediation and acceleration for students not meeting standards on the CRCT.

An attempt is made by all staff to provide a nurturing learning environment for all children. There are many low achieving students who have varied opportunities for remediation. Fox provides the Instructional Extension Program for students in grades 2-5 to provide remediation on reading and math skills for students who score in the "do not meet standards" category on the CRCT and those students recommended by teachers, computer instructed skills development for all grades, and school pull out for students needing extra help in weak areas. One EIP teacher provides additional help to students in grades two and five, one FRI teacher provides instruction for students in first and second grades, two Title I Intervention teachers provide additional assistance to students in grades kindergarten, second, and third.

Scientifically Based Strategies

One program that has been successful with motivating students to read has been the Accelerated Reader program, in which students receive incentives for their reading. Accelerated Reader Program monitors reading comprehension and fluency. The Basic Literacy Test (BLT) is administered three times yearly to students in grades K-2 to

diagnose reading fundamentals. STAR Reading is used to determine students' reading levels. The media center will continue to update Accelerated Reader books and tests as students read more and more. Our school's business partner and past funds from school grants such as the Muscogee Educational Excellence Foundation have provided resources for student incentives for the Fox Reading and Writing Stores. The STAR Early Literacy program helps us better assess the literacy skills of our students in grades kindergarten through three. Accelerated Vocabulary and Fluent Reader software will assist teachers in helping students become better readers by increasing their vocabulary and improving fluency. Students participate with middle school students from Brookstone as reading and math buddies. Pre-K students read one-on-one with volunteers from the Literacy Alliance. There is a need to continue the school-wide reading program. Title I funds will be used to purchase books and materials to support the Accelerated Reader Program. In May of 2008, Fox Elementary was named as a recipient of the "Goody's Good Deeds" grant program. The purpose for the grant was to provide a structure and funds for the stocking a book room of leveled reading books. Following this announcement, Brookstone School and other community donors contributed to this project. As a result, the Fox Bookroom will be completed and stocked during the 2008-09 school year.

Teachers are also working to improve students' writing skills. Fox Elementary School uses an incentive program called the Fox Publishing Company to encourage student writing. Students submit published writing four times during the year to a group of readers who use the writing stages from the Georgia State Writing Assessment to rate the submissions. Students receive feedback and "Fox Cash" to spend at the Fox Publishing Company Store. During the 2005-2008 school years Fox students partnered with Shaw High School to write a Fox Elementary School newspaper (Fox Print). Many of the students' writings are reflections from actual experiences, such as field trips. Plans for 2008-09 field trips include the CSU Children's Theatre, Oxbow Meadows, Pumpkin Patch (Nursery), Springer Children's Theatre, Columbus State University, Brookstone School Sports Clinic, Burger King/Fox/Brookstone Fun Day, the Planetarium, and the RiverCenter. There is a need to continue the school-wide writing program at our school. Title I funds will be used to purchase materials and supplies to support this program. Our school business partner will provide incentives for our students.

Technology is an integral component for improving student achievement at Fox. Specific skills in reading and mathematics are targeted for reinforcement and review by the teacher in the computer lab. The lab also serves as a production lab where groups of students may go to do research, word processing, and multi-media presentations. The ORCHARD program for remediation and acceleration in the computer lab documents student progress. MAP online testing as well as the CRCT testing tracks student growth and offers feedback on student standards achievement. There is a need to purchase materials to maintain our computer labs. Title I funds will be used if funds are available. During the 2008-09 school year many technology purchases will become part of the Technology Department's initiatives and budget. Fox anticipates a smooth transition during this exchange.

The Fox After School Instructional Extension Tutorial Program targets those students who score in the “do not meet standards” category on the CRCT and those students recommended by teachers. Parent requests of students are also granted on a space available basis. Remediation is done with computers and specific skill instruction is provided by highly qualified teachers. There is a need to continue the After School Tutoring program.

The Summer Remediation/Acceleration Program targets students in third and fifth grades who are below grade level in reading, scoring below 800 on the CRCT. Activities include direct skill instruction in reading and computer tutorials. Fox has served as a site for the third grade students participating in this program. Fox has also served as a site for the Parks and Recreation Summer Camp and most recently, the Summer Lunch Program. There is a need to continue this program during the 2008-2009 school year.

A Focus Reading Instruction teacher (FRI) and EIP teacher (state funded) serve students needing additional instruction. The early Intervention Program is used to assist regular education students who meet certain state mandated criteria in their efforts to strengthen weaknesses in state curriculum standards in reading and mathematics. There is a need to continue funding both programs to support student learning at Fox.

To encourage an appreciation for arts programs to support instruction, Fox students are exposed to cultural arts activities through school sponsored field trips funded by Title I.

Fox Elementary implements strategies promoted by the Reading First initiative. Grade levels use these strategies which include phonemic awareness, phonics instruction, fluency, vocabulary instruction, constructing meaning from text (comprehension), and motivation to read. Teachers participate in Best Practice workshops that promote scientific based instruction. Teachers also have monthly early release days for parent conferences and professional development. There is a need for professional development and growth in order for teachers plan activities to help students meet the Georgia Performance Standards. During the 2008-2009 school year, Fox teachers will participate in county mandated training for *Curriculum Mapping (Rubicon Atlas)*, the *Framework for the Three R's: Rigor, Relevance, and Relationships*, and teachers in grades 3-5 will continue training in the *Five Easy Steps to a Balanced Math Program*. Both the Curriculum Mapping and Five Easy Steps training were introduced during the 2007-2008 school year.

During the 2005-2006 school year, Fox teachers participated in Least Restrictive Environment (LRE) training. Special education teachers and regular education planned and participated in co-teaching arrangements for instruction. Differentiated instruction strategies were used to teach students. During the 2007-2008 school year, additional training was provided on Differentiation and teachers were introduced to the Pyramid of Intervention for documenting student needs, especially those who may be referred for additional intervention. There is a need for additional training in the use of differentiated instructional practices and the Pyramid of Intervention.

During the 2005-2007 school years, fifth grade students joined a Computer Club led by the Instructional Technology Specialist and a Title I Intervention teacher. The purpose of the club is to train students to use technology for presentations, projects, to learn hardware basics, etc.

In 1988, Burger King became the school's partner-in-education. Burger King truly believes in the school's mission to provide students with opportunities to be successful. The partnership provides programs to recognize students' successes, foster attitudes of self-worth, encourage parental involvement, beautify the school campus, and foster an appreciation for cultural arts. To recognize scholastic achievement, students who have an "A" average each nine weeks are treated to lunch at Burger King. Other awards are given for good citizenship, perfect attendance, improved behavior, and scholastic improvement. During the end-of-the-year awards programs this year, Burger King will present a plaque to the top student in each classroom. Burger King also encourages parental involvement by providing prizes and coupons for parents who attend PTA meetings during the year. During the 2003-2008 school years Burger King sponsored drama productions performed by CSU for all of the students at Fox.

The Counseling Program and the Just Be Nice Program help to maintain an effective learning environment. Both of these programs provide a support system for reinforcing positive behaviors and addressing weak areas. A school safety patrol has been created for the 2008-09 school year.

Collectively, these efforts represent the research and best practices as suggested by the National Reading Panel's Report for 2000. The efforts to support mathematics instruction have also been enhanced by the NCTM's report for 2000. Like all Title I schools, Fox offers a range of opportunities to increase achievement through reading, math, and parenting.

Use of Title I Paid Employees for Instruction or Improvement of Student Learning

Fox is a school-wide Title I school. All of the students benefit from programs offered through Title I funds. Presently, the Academic Coach, the Title I Intervention teachers, and one Instructional Paraprofessional are paid with Title I funds. The job responsibilities of the Academic Coach include assisting teachers in helping students meet standards on the Georgia Criterion Referenced Competency test, planning staff development activities, and presenting model lessons in kindergarten through fifth grade classes. Intervention teachers instruct students needing additional academic assistance to prepare for local and state assessments. The instructional paraprofessional assists teachers in classrooms. There is a continued need to fund these positions to provide instructional assistance needed to meet state content standards.

Part IV. Instruction by Highly Qualified Teachers

Committee Members:

Cliff Moulton
Penny Thornton
Charlotte Bland
Susan Mitchell

Principal
Assistant Principal
Academic Coach
Secretary

IV. Instruction by Highly Qualified Teachers

One of the strongest characteristics of Fox is its highly qualified staff. The school staff consists of two administrators, one counselor, one Academic Coach, one secretary, twenty three regular education teachers, one EIP teacher, two part-time speech pathologists, two Pre-Kindergarten teachers, one part time Pre-Kindergarten resource Coordinator, fourteen paraprofessionals, one Focused Reading teacher, three Title I Intervention teachers, four special education teachers, one part-time instructional technologist, two part time art teachers, one part time music teacher, one media specialist, one half time media clerk, one half time clinic worker, four custodians and eight cafeteria workers. The school characteristics data table shows that the average years of experience for the administrators, teaching staff, and support staff is approximately 20 years. There has been little staff turnover in the past 5 years. Due to attrition and retirements, one administrator, one Academic Coach and four new classroom teachers were hired for Fox for the 2008-2009 school year. All are considered “Highly Qualified”. In addition, as part of the MCSD’s initiative towards educating healthy children, Fox has also been assigned a part-time physical education coach and paraprofessional for teaching P.E. to students in grades 3-5.

The Muscogee County School District Human Resources Department assures that all teachers are highly qualified. To attract potential staff members, our school participates in an annual transfer and recruitment fair hosted by the school district.

Fox has a supportive administration which allows teachers to teach and a family atmosphere which contributes to the high stability of staff as well as low staff turnover.

Fox has partnered with Columbus State University to have student interns and practicum students. A positive work environment is important to retain new teachers. This is an area of strength at Fox. Teachers are supported by school level and district level Teacher Support Specialists (Mentor Teachers) who provide support and assistance to beginning teachers to help them in the use of best practices for success in the classroom. TSS on staff mentor new teachers for three years; Best Practice workshops are offered during the school year and during the summer; technology workshops are offered on site at Fox. Book studies are offered, GPS training is offered on site, and a classroom management course is required for new teachers. Professional Development courses are available on the system level as well as on site to provide support to classroom teachers. Fox currently projects a need for additional TSS and has completed one recommendation for training during the 2008-2009 school year.

Part V. High Quality and Ongoing Professional Learning

Committee Members:

Cliff Moulton
Penny Thornton
Charlotte Bland
Michelle Obert

Carmen Estes
Tiffany Garner

Chanet Long

Principal
Assistant Principal
Academic Coach
Instructional
Technology Specialist
Kindergarten Teacher
Focus Reading
Teacher
Kindergarten Teacher

V. High Quality and Ongoing Professional Learning

Professional Learning for Staff

A goal of Fox Elementary School is to provide high-quality and ongoing professional learning for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the State's student academic standards. Fox is known throughout the district for its positive working environment. We offer lots of opportunities for new teachers and for experienced teachers to acquire skills and knowledge about current trends and best practices. These offerings are based on needs identified through surveys, questionnaires, and student performance data. New teachers must take five Best Practices workshops during the first year of teaching. Teachers who are new to the profession are also required to take a classroom management class during the first three years of employment. The school district also has several system wide mentors that mentor new teachers for the first three years of their teaching experience. Classroom teachers who may want new ideas can attend a Best Practices Institute that is offered every summer. Fox plans to further its partnerships with Columbus State University and Troy University. This relationship allows student interns and a lab student to come into our classrooms to interact with teachers and students and gives the college student the experience of teaching.

Since 2004, Fox teachers and staff have been trained in the following professional learning initiatives:

- Inclusion (LRE) Workshop
- Developing Website activities for GPS by grade level
- Academic Coaches Training
- Five Easy Steps to a Balanced Math Program
- Ruby Payne Workshops
- GPS Workshops
- Handwriting Workshop
- Kay Burke Assessment Strategies
- Developing Performance Tasks
- Destiny Training
- GPS Powerpoint
- Redelivery of Book Studies about Disproportionate Representation (4)
- Academic Coaches Training Year 2

- Writing Assessment Training
- Auburn Early Education Centers
- Workshops for teachers, administrators, secretary, support staff, counselor
- SST Procedures/Pyramid of Intervention
- Smart Board Training
- Integrate
- Math Textbook Online
- Technology Training (various topics: Projector, Thumbdrives, Novell Login, United Streaming, Photostory, Canon Digital Camera training, Flip Video Camera training)
- Interactive Results Manager
- Differentiated Instruction
- Georgia OAS Test Making

Professional development is an important component of the school improvement process. There is a continued need to provide training for teachers in technology use, math, reading, writing, and differentiated instruction. Based on student achievement data there is a need for all students to increase their performance in math and language arts. Black students, students with disabilities, and economically disadvantaged students scored lowest compared to other student groups in math and English/language arts. An increased emphasis was placed on math during the 2007-2008 school year with all teachers teaching math twice daily. This will continue through the 2008-09 school year. Teachers in fifth grade will take part in a system-wide initiative to revisit the *Five Easy Steps* training to better align strategies with the Georgia Performance Standards. Teachers in third and fourth grades will continue to be trained in this program. Title I funds will be used to purchase math software in the school's computer lab. Teachers will utilize smart boards in one of the school's computer labs and in classrooms to enhance instruction. There is a need for more emphasis on critical thinking, higher order thinking, problem solving, the use of individual projects for student assessment, and refresher training on strategies needed to teach the writing process.

Alignment to Standards

Professional development opportunities are planned to align to State standards and to add to the professional growth experiences of school employees. “Professional development is a key tool that keeps teachers abreast of current issues in education, helps them implement innovations, and refines their practice” (NCREL, 2006). During 2007-2008 teachers and paraprofessionals participated in many different technology workshops. In addition, teachers received training on the Georgia Performance Standards and follow-up training on how to use a balanced math program. The goal of the Georgia Performance Standards is to integrate the teaching of science and social studies with reading and language arts. Fox has also developed an open relationship with Auburn Early Education Center which allows our teachers to visit and observe a National Blue Ribbon School. Auburn Early Education Center has state-of-the-art classrooms using integrated curriculum.

During the 2004-2005 school year, teachers were trained on how to offer a balanced approach to the teaching of the myriad of mathematics standards that students are expected to master at each grade level. In fall 2005 and spring 2007 more training was given in balanced approach to teaching math. During 2004-2005 school year, plans were made to implement the Mathletics Program, with implementation to begin in 2005-2006. The program was not implemented due to lack of funds. Plans for implementation continue to be tabled pending availability of funds. The program was developed by the Leadership Team with input from teachers. Students will participate in computer based math activities in the computer lab. STAR Math is one of several recently purchased software programs that will be hosted by Renaissance Place, an ehost that Fox has renewed annually, but beginning with the 2008-09 school year will be managed and purchased completely by the MCSD technology department. STAR Math, along with Math Facts software will be used to measure progress. Incentives provided by our business partners and grants will be used to reward top math students as well as individual student progress. STAR Math and Math Facts software will be used in the school’s two computer labs to measure student progress and increase skill development.

Professional learning for teachers in the writing process, the integration of teaching science and social studies with reading, and providing math programs that include computational skills, conceptual understanding mathematical reasoning and problem solving will be implemented when funds become available. We will continue to pursue plans to do professional learning on curriculum integration and balancing the math program. During the 2003-2004 school year Fox implemented the e-Instruction and Lightspan programs to support student learning and enhance instruction. These programs are computer based and provide teachers with instant data to identify student strengths and weaknesses. An additional lab, purchased with Title I funds was added to the school during the 2003-2004 school year to provide a wider range of technology opportunities for students and teachers. During the 2004–2005 Fox was a pilot site for the online CRCT and MAP tests. During the 2005-2006 school year *The Fox Print* Newspaper was established. Selected students in grades 4-5 worked with journalism students from Shaw

High School to learn interviewing skills and newspaper skills. This project continued to be successful during the 2006-07 and 2007-08 school years and will be continued during the 2008-09 school year.

During the 2007-08 school year, SMART boards were installed in most classrooms to help with the integration of standards- and technology-based learning.

Assessment

Teachers at Fox will continue to participate in professional learning activities regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program. Refresher training on the use of STAR reading, Accelerated Reader, GPS, and technology use is provided annually to teachers and paraprofessionals at Fox to assist in planning appropriate classroom lessons for students. Presently teachers post GPS standards daily on classroom monitors. Committees of teachers and grade levels use student performance data from the state department website to plan for school improvement planning. Staff members have expressed concern that an additional diagnostic tool is needed for determining student needs in reading. This would provide teachers with student data beyond the reading level to better drive instruction for each student. Fox currently has one DRA kit for the Focused Reading Program. This is a scientifically-based inventory that is administered for diagnostic purposes and commonly used in elementary schools. There is a need to purchase additional primary level kits and separate kits for upper grade students. Plans are to address this need in the 2008-2009 school year with the purchase of DRA kits.

Part VI. Strategies to Increase Parental Involvement

Committee Members:

Cliff Moulton	Principal
Penny Thornton	Assistant Principal
Charlotte Bland	Academic Coach
Dorothy Downs	Kindergarten Teacher
Toni Michelle Smith	First Grade Teacher
Chenita Sanks	Third Grade Teacher
Felicia Thompson	Third Grade Teacher
Nancy Gregory	Title I Intervention Teacher/Title I Parenting Representative
Mary Ann Morris	Pre-Kindergarten Resource Coordinator
Dawn Clay	Parent
Donna Evans	PIE Representative

VI. Strategies to Increase Parental Involvement

Parental Participation

The school will involve parents in an annual review and revision of the School Improvement Plan. State assessment results will be sent home to parents in student report cards. The interpretation of student performance data will be shared with parents during parent conferences and school planned parent workshops. School district and state department of education websites containing student performance data will be shared with parents during parent conferences and parent meetings.

Fox has invited parents to check out children's books for several years. Over the 2007-2008 school year, parents checked out a total of 81 books to read with their children.

Strategies for Building Parent Capacity to Assist in Student Learning

Strategies include workshops on interpretation of AYP reports, information about the Georgia Performance Standards, as well as listing websites from which parents can access practice activities for learning standards,

Fox does not have a paid Title I Parent Coordinator. One Title I paid intervention teacher serves as the school's Title I Parent Contact person. The contact person works in coordination with the school's Pre-Kindergarten Resource Coordinator to plan monthly parent workshops. Parents with children in grades Pre-Kindergarten through fifth attend the monthly parent workshops. The Title I Parent Contact person for Fox is responsible for turning in required Title I documentation and parenting activities for our school to the system level Title I Specialist for Parenting. When funds become available, a paid Parenting Coordinator will be hired to serve the families of Fox School.

Parent Compacts

Parent-teacher compacts will detail what the school will do to help students, what the parents can do to help students, and additional assistance available to students at the school or in the community. The compacts will be used as a tool during parent-teacher conferences. A copy of the Fox Elementary School Compact for parents, students, and teachers is included with this report.

Fox Elementary School Parental Involvement Policy 2008-2009

PART 1: DEVELOPMENT AND DISTRIBUTION OF POLICY

The Fox Parental Involvement Policy was developed by the school's leadership team and parental involvement committee. The committee was made up of school personnel, parents, and the school's partner in education representative. Results from school surveys, school information, and the annual Title I district wide surveys provided data that was used to develop the policy.

Each fall, Fox School plans an Open House at a convenient time for parents. All parents of participating children are invited and encouraged to attend. Parents are informed of the nature of the Title I Program, its requirements, why their children are participating, and the parents' rights to be involved in decisions made about their children's education.

PART 2: PARENT INVOLVEMENT IN THE DEVELOPMENT OF THE PARENT INVOLVEMENT PLAN UNDER SECTION 1118 OF THE No Child Left Behind (NCLB) Act of 2001

Parents are involved in the joint development of the Fox Elementary School Title I Schoolwide Plan, Parental Involvement Policy, and in the process of school review and improvement through the use of parent surveys, planning meetings, representation on the Title I District Parent Committee, and by membership on the local school council.

PART 3: PARENT INVOLVEMENT IN THE DEVELOPMENT OF THE SCHOOL IMPROVEMENT PLAN UNDER SECTION 1116

When a school is identified for school improvement, teams/committees of teachers, administrators, consultants, school stakeholders, and parents are assembled to research the current program and seek ways to improve it. Parents are included in looking for strategies to better serve their children and to raise the level of academic achievement.

PART 4: EXPECTATIONS OF PARENT INVOLVEMENT

Effective parent involvement will not be an occasional event, such as a parent conference. Rather it will be an ongoing process that may include attending parent conferences and other meetings, supporting homework and study, coaching a child with academics at home, providing a home environment that encourages learning, developing a positive approach to discipline and encouragement, volunteering at school and being involved in decisions that affect one's children, and attending SST (Student Support Team) meetings when invited. To encourage parent involvement, activities (such as a Back-to-School Bash, Read-a-thon, Movie Night, etc.) will be planned. Parents and

teachers will discuss their shared responsibility for high student performance and will jointly develop a compact that outlines the roles of parents, the entire school staff, and the student in improving student achievement. The compact will describe the means by which the school and parents will build and develop a partnership to help children achieve Georgia's high standards. A copy of the Fox Elementary Compact for Parents, Students, and Teachers is included with this document. A time for sharing the compact may be planned by grade levels desiring a Parent Orientation.

PART 5: COORDINATION AND TECHNICAL ASSISTANCE

Title I identified schools are provided the coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement.

The Title I Specialist for Parenting trains parent representatives and school parenting coordinators/contact person in methods for increasing parental involvement using information and materials from various sources. The Title I District Parent Committee, made up of parents from each Title I school, meet monthly to participate in district-wide parent child activities.

The Title I Parent Contact Person at Fox will design and conduct parent workshops, work with teachers and parents to plan instructional programs for students, and design information sheets, which include tips for working with children at home.

The Title I Specialist for Parenting will meet with the District Parent Committee monthly to disseminate helpful information to parent representatives who will disseminate it to the parents in the school and to the school's parent coordinator/contact person.

PART 6: ASSISTANCE TO PARTICIPATING PARENTS

Topics discussed at parent workshops will include:

STATE CONTENT STANDARDS AND STUDENT PERFORMANCE STANDARDS

The Georgia Performance Standards will be used at Fox Elementary and parents will be made aware of these standards and at what level their child is expected to perform to meet state standards. In the spring, Criterion and Referenced Competency Tests and during the school year local assessments, school assessments, and the Georgia Writing Assessment (for 3rd and 5th grades) will be given in grades one through five at Fox Elementary to measure student achievement. Parents will be informed of the ranking of their child's school in the district and the district's ranking in the state on the school district's website and during parent meetings. Scores that are printed in the local newspaper will be discussed at the parent meeting following the newspaper publication.

SCHOOL IMPROVEMENT PROCESS

If a school does not show achievement gains for two consecutive years, it will be placed in school improvement or be identified as needing improvement. When schools are identified as needing improvement, an extensive process of review and evaluation of the instructional program will be made by the teachers, administrators, and parents. Parent input will be sought to help discover why the program as designed at that school is not being successful. With the help of research, a revised instructional program will be designed to better meet the needs of the particular school's population.

STATE AND LOCAL ASSESSMENTS

On a timely basis, parents will be provided information concerning the results of the annual review including school performance profiles, individual student assessment results and interpretation of those results, a description and explanation of the school curriculum and the assessments used to measure student progress, and the proficiency levels the students are expected to meet.

REQUIREMENTS OF TITLE I PARENT INVOLVEMENT

Inclusion of parents in all educational areas that affect their children is a goal of Title I and Fox Elementary. Interested parents will be assisted in obtaining literacy skills and parenting skills in order to help their children. Expected roles for parents will be outlined in a written Parent-Teacher-Student Compact. Parents will be included on teams/committees that evaluate and design the Title I School-wide Plan.

MONITORING STUDENT PROGRESS AND ADDRESSING ACADEMIC NEED

Information will be made available to parents at meetings, workshops, and conferences that will help parents to learn how they can help students improve.

PARENT PARTICIPATION IN EDUCATIONAL DECISIONS

Parents will be made aware of ways to participate in their child's school. Parents will be encouraged to volunteer in the classrooms, serve on committees, and see the value of their contribution to education by monitoring their children at home.

PART 7: MATERIALS AND TRAINING

The Title I Specialist for Parenting, District Parent Committee Representatives, and Fox Elementary will provide assistance to parents as they obtain literacy skills from community or school resources in order to help children improve achievement.

Workshops may be provided to show parents ways they can help their children with homework, educate parents on the use and abuse of television, inform parents of strategies for preparing children for tests, inform parents of strategies for preparing children for tests, help parents interpret test results, and prepare parents for effective parent-teacher conferences.

PART 8: VALUE AND UTILITY OF CONTRIBUTION OF PARENTS

Professional development will be provided through conferences, workshops, publications, etc. to educate teachers, pupil services personnel, principals, and other staff in the value and utility of contributions of parents as partners in education. The school's Parent Contact person will work in coordination with the school's Pre-K Resource Coordinator to plan monthly parenting workshops for parents of students in grades Pre-K through five. The school will develop ways for parents to help at school and at home. At the end of the school year awards program teachers will recognize outstanding parents in their classes by presenting them with award certificates. Teachers honor parent volunteers with an annual appreciation parent breakfast.

PART 9: COORDINATION WITH OTHER PROGRAMS

HEAD START

The Title I Contact for Parenting and the Pre-K Resource Coordinator will be a referral source to Head Start when the Pre-K program in our school is full. Fox will participate in the annual county-wide Kindergarten Round-Up and Pre-K Registration and will seek to help all children in the transition from any pre-school program to the kindergarten program.

EVEN START

Parents who participate in the Even Start Program will be invited to workshops planned at the site where they are receiving training. Even Start parents who have students at Fox will be invited to all parenting activities at our school.

PRE-KINDERGARTEN

Pre-Kindergarten parenting programs will be combined with Title I parent involvement efforts. Many of the same parents will be involved in both programs, so joint scheduling will serve both groups.

COMMUNITY SERVICES

The state funded Pre-K Resource Coordinator will assist in the coordination of community services from such agencies as the Health Department, the Department of Family and Children Services, and Homeless Shelters. The Pre-K Resource Coordinator will facilitate the smooth operation of family literacy programs. Fox has formed

community partnerships with Open Door Community Center, The Dream Center, Valley Rescue Mission, Girls, Inc, the Literacy Alliance, and other community programs. Many students at Fox participate in after school activities located at various community agencies.

Fifth grade students participate in the Drug Awareness Resistance Education (DARE) program, which raises students' awareness about the dangers of drugs and alcohol. A local police officer provides instruction to students over a one semester period.

The Tidwell Foundation presents anti-tobacco programs at our school. In addition the Junior League of Columbus presents a puppet show entitled "The Just Say No Gang," to emphasize the dangers associated with the use of tobacco, crack, marijuana, and alcohol.

PART 10: ROLES FOR COMMUNITY-BASED ORGANIZATIONS AND BUSINESSES

Fox will work with the Partners in Education Program to provide information about opportunities for organizations and businesses to work together with parents and schools. Fox School has utilized community-based organizations and businesses in parental involvement activities and workshops, including providing information about opportunities for organizations and businesses to work with parents and schools. Further opportunities are being explored with Fox School's business partners Burger King and Brookstone School, who already help extensively with incentives at the workshops and PTA meetings.

In 1988, Burger King became the school's partner-in-education. Burger King truly believes in the school's mission to provide students with opportunities to be successful. The partnership provides programs to recognize students' successes, foster attitudes of self-worth, encourage parental involvement, beautify the school campus, and foster an appreciation for cultural arts. To recognize scholastic achievement, students who have an "A" average each six weeks are treated to lunch at Burger King. Other awards are given for good citizenship, perfect attendance, improved behavior, and scholastic improvement.

During the end-of-the-year awards programs this year, Burger King will present a plaque to the top student in each classroom. Burger King also encourages parental involvement by providing prizes and coupons for parents who joined and attend PTA meetings during the year. During the 2003-2008 school years Burger King sponsored a drama production performed by CSU for all of the students at Fox. Burger King has sponsored Fun Days since the move of Fox to the new school, and during the 2005-2008 school years Brookstone School joined Burger King in this effort.

Fox was formally adopted by its academic partner, Brookstone School on April 25, 2008. This joint commitment of Burger King and Brookstone School to serve the

whole child, will include offering opportunities for parents to receive guidance and skills. Students at both schools participate in academic activities planned by the school's leadership team and local school council. Parent representation exists in both groups.

Fox School has an active PTA which meets four times a year. Parents are provided with information about school programs and other school information at the scheduled PTA meetings.

PART 11: PARENT RESOURCE CENTERS/ROOMS

Parent resources are available for parents to learn about child development and child rearing issues beginning at the birth of a child and designed to help parents become full partners in the education of their children. Materials are available for check out from the Pre-K Resource Coordinator and the Title I Parenting Contact person at Fox. The usage of parent resources needs to be increased. Improved communication with teachers who are the main referral source and parents will be a priority. The new Fox Elementary does not have available space for a Parent Resource Room. A portion of the Pre-K Resource Coordinator's office serves as a resource area as well as a portion of the Title I Parenting Contact's classroom. The Fox Parent Committee will develop a Parent Information Center/area near the school's office to display parenting information purchased during 2007-2008 school year. Some parenting resources have been moved to a mini-parenting resource area inside the Assistant Principal's office, since frequent parent conferences are scheduled in that area.

PART 12: PROVISION FOR LEP AND DISABLED PARENTS

To the extent possible, information related to Fox School and parent programs, meetings, and other activities will be sent to the homes of participating children in the language used in such homes. In carrying out the parent involvement requirements, schools, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form such parents understand. Resource materials and people to translate information will be utilized as needed.

PART 13: EVALUATION OF THE EFFECTIVENESS OF THE PARENT POLICY AND USE OF FINDINGS

Annually Fox School will survey parents to ascertain the effectiveness and appropriateness of the Parent Policy. Areas to be evaluated will include increasing parent participation and identifying barriers to parent participation, such as low income, disabilities, limited literacy, LEP, and racial or ethnic considerations. The findings of this evaluation will be used to design strategies for improvement.

PART 14: SCHOOL–PARENT COMPACT /PARTNERSHIP

The school will collect all non-satisfactory parent comments regarding the school plan and attach them to the school plan upon submission to the LEA.

It is the belief at Fox that parents are a valuable part of the educational process. The Compact for Parents, Students, and Teachers describes the roles of each in providing a quality education for all students at Fox. Parents receive a copy of the compact early in the school year and return it to school to classroom teachers. The compact is used as a tool during parent-teacher conferences. A copy of the school–parent compact is included with this report.

Fox Elementary School

Mission Statement: The Muscogee County School District and Fox Elementary are committed to providing education experiences that will enable a student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential.

Compact for Parents...Students...Teachers To provide the best educational opportunities for every child...

As a Teacher, I, _____, will

- believe that each child can learn;**
- show respect for each child and his/her family**
- come to class prepared to teach;**
- help each child grow to his/her potential;**
- enforce school and classroom rules fairly and consistently;**
- maintain open lines of communication with students and families;**
- encourage parents to be involved in their child's education;**
- demonstrate professional behavior and a positive attitude.**

As a Student, I, _____, will

- come to school prepared with my homework;**
- always try to do my best in my work and behavior;**
- treat everyone with respect;**
- obey the school rules;**
- be proud of my school;**
- believe that I can learn.**

As a Parent/Guardian, I, _____ will

- see that my child attends school regularly, and on time;**
- provide a home environment that encourages my child to learn;**
- communicate regularly with my child's teacher;**
- find positive ways to teach my child good behavior;**
- be a good role model for my child to follow;**
- talk with my child about school each day;**
- encourage my child to read at home;**
- discourage TV programs that promote bad behavior and violence;**
- attend parenting workshops and PTA meetings at my child's school;**
- show respect for my child, the teacher, and the school.**

VII. Transition of Students to New Grade Span

Committee Members:

Cliff Moulton	Principal
Penny Thornton	Assistant Principal
Charlotte Bland	Academic Coach
Elizabeth Brummett	Special Education Teacher
Mary Ann Morris	Pre-K Resource Coordinator
Lici Jaindl	Second Grade Teacher
Stacy Johnson	Second Grade Teacher

VII. Transition of Students to New Grade Span

Plans for Transition

Fox Elementary School has an excellent Pre-K program, the emphasis of which is to work more with four year old students to prepare them for regular school. Parents attend monthly classes and workshops where they receive parenting tips and suggestions for helping their children to be ready for school. Parents also receive training on parenting issues, nutrition, managing finances, job readiness, and helping students be successful at school. Parents are encouraged to check out books from our school media center to read with their children at home. The Pre-K Resource Coordinator and a Title I paid Intervention teacher coordinate parenting workshops. A parent resource center is located in the Pre-K Resource Coordinator's office at Fox.

PRE-K AND PRE-SCHOOL

Annually a Kindergarten Round Up, Pre-K registration, and Pre-school visits are held to provide transition to students from Pre-school to kindergarten. Several years ago Fox housed a pre-school program for children from birth to age four. The focus of the program was to provide parent-child activities and to prepare children for school. There was a morning and afternoon session. A pre-school van was provided as part of the Fox Pre-School program. The van now is used to transport Fox students to the PTA clothing bank.

HEAD START

The Title I Contact for Parenting and the Pre-K Resource Coordinator will be a referral source to Head Start when the Pre-K program in our school is full. Fox will participate in the annual county-wide Kindergarten Round-Up and Pre-K Registration and will seek to help all children in the transition from any pre-school program to the kindergarten program.

EXIT GRADE

To assist students who are exiting fifth grade we offer differentiated instruction, after-school tutoring, reading and math buddies, and the Early Intervention Program. Students in fifth grade and their parents are invited to middle school open house planned by the various middle schools. Information concerning these events and other activities to prepare fifth grade students to middle school are shared with parents via newspaper, letter, websites, etc. The orchestra teacher from one of the middle schools conducts orientation with our fifth graders to encourage them to participate in musical opportunities at the middle school level.

VIII. Decisions Regarding the Use of Assessments

Committee Members:

Cliff Moulton

Penny Thornton

Charlotte Bland

Allen Redmond

Beth Dades

Verlinda Mingo

Cindy Rankin

Principal

Assistant Principal

Academic Coach

Third Grade Teacher

Special Education

Teacher

Counselor

Title I Intervention

Teacher

VIII. Decisions Regarding the Use of Assessments

Fox staff members use a variety of ways to include teachers in the decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall instructional program. Teachers and administrators participate in grade level meetings, student support team meetings, school improvement meetings, faculty meetings, etc. Teachers collaborate to design assessments aligned to GPS and instruction. Both formal and informal assessments are used to monitor student progress and inform instructional practices. STAR, Accelerated Reader reports, MAP results, report card grades, teacher observations, student work, classroom assessments, BLT, progress reports, CRCT results, Georgia Writing Assessment results, and Fox Publishing Company writings, information from AYP reports, and Georgia Department of Education school report card data are all used to monitor student progress.

Over the past year the Leadership Team for Fox Elementary has been involved in providing leadership and support for the implementation of the school improvement plan. The administration, leadership team, Muscogee Assessment Program, SALT teacher/Academic Coach, faculty and staff members all carefully monitor student progress to plan for school improvement. Reports are communicated to all stakeholders via parent workshops, PTA meetings, report cards, faculty and staff meetings, memos, and grade level meetings.

Another means of monitoring student progress is through periodic classroom observations and documentation of academic meetings. Classroom observations revealed that teachers focused their instruction on the state standards. Teachers post GPS standards daily on the classroom monitor when instructing students.

Students in all grade levels participated in the school-wide writing program called the Fox Publishing Company. Classroom visits indicated a great emphasis on the basic skills.

Grade level meetings and school improvement meetings with the SALT teacher/Academic Coach were focused on the results of the Muscogee Assessment Program (MAP) scores. During the 2003-2004 school year Fox was chosen as a pilot school to implement the Lightspan Assessment. The Lightspan Assessment is a computer based program on CRCT skills taken by students in the school computer lab. This was used in place of the MCSD MAP Assessment. Teachers used the information obtained from Lightspan to identify weaknesses and strengths and made plans to target weaknesses. A faculty survey was done to determine if the Lightspan program will be used during the 2004-2005 school year. The program was not continued at Fox after 2005.

The student performance data collected to assess students' ability to demonstrate effective use of communication skills include state, district, school, and classroom assessment measures. The data from the 4th Grade Georgia CRCT indicates an increase

in the number of students who met or exceeded standards from 1999-2000 to 2001-2002 in English/Language Arts and Reading. The data for mathematics showed an increase in the number of 4th graders who did not meet standards during the same time frame. During the 2002-2003 school year Fox fourth grade students showed a significant increase on the CRCT in reading, language arts, and mathematics. 75% of fourth grade students met or exceeded standards in reading, 76% met or exceeded standards in language arts, and 71% met or exceeded standards in mathematics.

We are proud that our increased emphasis on teaching the writing process has paid off. On the 5th Grade Georgia Writing Assessment for Spring 2002, 84% of the 5th grade students were in the focusing, experimenting, and engaging developmental stages of writing. There were 16% in the emerging and developing stages and none in the highest developmental stage (extending). The results from the Spring 2003 administration of the 5th Grade Writing Assessment showed that 98% of the students were in the focusing, experimenting, engaging, and extending stages with none in the lowest stage (emerging). Teachers have noted an increase of writing skills in all students because of the implementation of the Fox Publishing Company school-wide writing initiative. The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years. Teachers now have a method available that is consistent with a standards approach that provides specific performance feedback.

The student performance data collected to assess the students' ability to demonstrate effective use of thinking and reasoning skills included state, district, school, and classroom level assessments. The Georgia CRCT in fourth grade mathematics revealed an increase in the percentage of students meeting standards from 2001-02 administration to the 2002-03 administration of the test.

Analysis of the gains made by students in the Fox Publishing Company writing programs and the Accelerated Reader program indicates an increased motivation to learn by students. More students were rewarded at the high levels in both programs. Students made the commitment to succeed and did so enthusiastically. Students used the computers more to produce quality work.

The NSSE "Survey of Instructional and Organizational Effectiveness" was administered to all faculty and staff during our January 2002 faculty meeting and again during the 2003-2005 school years. 2002 results show that the staff agreed that the curriculum is appropriate for all learners and reflects the mission of the school. The NSSE survey was administered to the faculty in April of 2008 to determine the awareness and implementation of the School Improvement Plan by the staff. The results show that teachers believe they are a part of the SIP process and are instrumental in its success. Results also reflect a need to involve parents more in the education of their children and that teachers need to utilize more strategies to improve reading and math performance. Staff members also stated there is a need to use more behavioral intervention strategies.

Staff members felt that the use of the Fox Publishing Company and the Accelerated Reading Program were two of the most helpful strategies in the School Improvement Program. All staff members were in agreement that there is still a need to find more strategies to help get parents involved.

The A+ERA Instructional Extension Program was implemented as an after-school program for students who did not meet standards on the Georgia CRCT. Even though this program ended prematurely during the 2003-2004 school year, teachers working with students in the program noticed that students attending the program improved academically in class. A summary of the program submitted to the Elementary Education Department explained the many benefits that the program provided.

Teachers attended many technology workshops this school year. Classroom observations indicated that more teachers were using technology to enhance their instruction. Students were also involved in using technology to improve their basic skills as well as using Microsoft Word to improve the appearance of their work.

The partner-in-education program continues to be a strong point at Fox. Burger King continues their commitment to encourage student success by sponsoring such activities as Fun Day, a shopping trip for the top students in each 5th grade class, the fifth grade graduation ceremony and reception, the Principal's awards lunch for students with perfect attendance and on the Principal's list.

The parent education program continues to serve families and children at Fox by making arrangements for students to go to the Sara Spano Clothing Bank and for families to receive food baskets at Thanksgiving and Christmas. Parent workshops were held monthly.

As we reflect on the school improvement process this past year, we are proud of the accomplishments of our children and teachers. Our improvements in student achievement in writing, mathematics, and reading/language arts are encouraging. We continue to see the need for improvements in all academic subjects and parental involvement. We believe that combining our efforts with those of concerned, involved parents will prepare our students to meet the challenges they will meet after fifth grade.

IX. Coordination and Integration of Services and Programs

Committee Members:

Cliff Moulton	Principal
Penny Thornton	Assistant Principal
Charlotte Bland	Academic Coach
Donna McConnell	First Grade Teacher
Jeremy White	Special Education Teacher
Dennis Beck	Art Teacher
Louann Brown	Music Teacher
	Title I Intervention Teacher
Verlinda Mingo	Counselor

IX. Coordination and Integration of Services and Programs

State funded programs such as the Instructional Extension Afterschool Tutoring program, K-8 grant in reading and math, Pre-K program, summer acceleration program for third grade students not passing the CRCT, professional development funds, state instructional funds, and EIP funds are available to Fox Elementary to support the school's instructional program. The school will collaborate with program managers of the available funds to prevent duplication of services and efforts. In 2007, the school was awarded a Partner in Education grant for \$1000 to use towards writing and publishing initiatives.

Title I funds will be used to supplement other funds available to the school. To encourage an appreciation for the arts programs to support instruction, Title I funds will be used to pay admission fees for student field trips and to provide transportation on field trips that are not funded through the system's cultural arts department. Shaw High School journalism students work with Fox students to publish a school newspaper.

Title I funds will be used to purchase materials needed in the Fox computer lab to publish the school newspaper, *The Fox Print* as well as the following actions, strategies, and interventions outlined in the Action Plan :

- Salaries for Title I personnel (Academic Coach, Intervention teachers, and one Instructional Paraprofessional)
- AR Books and materials necessary for its implementation
- Diagnostic and instructional materials to support intervention in reading and math
- Instructional supplies as listed below:

Construction paper	Exam paper	Crayons	Duplicating paper
Pencils	Erasers	Glue	Scissors
Glue sticks	Binders	Folders	Pencil sharpeners
Staples	Staplers	markers	Educational games
Pens	Paint	clay	Blank CD's
Mics for computers	Slates for SMART Boards	Blank DVD's	Flash Storage
Flip Video Cameras	iPods	Writing Utensils	

- Consultant fees
- Support materials for computer related equipment
- Schoolwide math program (research-based mathematics support materials that may become available)
- Professional Development for teachers on available software
- *Fox Publishing Company* – support materials for schoolwide writing program
- *The Fox Print* – support materials for publishing of school newspaper
- Implement writing process in classroom through purchase of support materials and field trip experiences (to include related expenses)

- Professional Development to address differentiated instructional strategies and other research-based strategies
- Parent workshops (including CRCT), recognition events (door prizes, refreshments, parenting materials, certificates) and resource materials

Should additional funds become available, they would be used for the following:

- Parenting coordinator - increase parent involvement
- Technology – purchase additional cameras, ipods, slates, and related equipment to support video podcasting for project-based learning, retrieval of previously taught lessons, audio books, etc.
- Purchase additional Mathematics support material

Fox students participate in a variety of activities with community organizations and community service projects. The students and staff have raised over \$50,000 for the Valley Rescue Mission to help needy families in our area during the last ten years. The Dream Center, an organization which serves families in the Fox School community, seeks the advice and support of our faculty and staff to meet academic needs of some of our students in their after school academic program. Our counselor, Pre-K Resource Coordinator and Title I parenting contact person refer individuals to receive services from area Adult Literacy programs, head start programs, and other community agencies. The Literacy Alliance volunteers read to Fox students regularly. In the past, this organization has arranged for a former Miss Georgia, who advocated for childhood literacy, to read to Fox students. The Literacy Alliance completed a nine week program at Fox in 2007 with Pre-K students and plans to continue this program in 2008. The program is a one-on-one reading program involving the use of activities with eight students. Student participants will receive the books used in the reading program. Fox students participate in a number of safety programs each year sponsored by various community groups. During 2006 local soldiers from Ft. Benning visited Fox classes and had lunch with the students. The Drug Awareness Prevention Program (DARE), which raises students' awareness about the dangers of drugs and alcohol is taught for one semester to Fox fifth graders by a local police officer. Tidwell Foundation presents an anti-tobacco program, and the Junior League of Columbus presents a puppet show that emphasizes the dangers associated with drug/alcohol use.

Fox has a partnership with Columbus State University (CSU) and Troy University as a site for student teachers, lab students, and interns. Fox is also a training site for Pre-K teachers. Fox students participate in 4-H competitions, Steeple Chase art competitions, and Riverfest art competitions. Fox students have placed in all competitions over the years. In 2003-2004 a schoolwide recycling project was implemented and continues to be a successful project today. One of our special education classes plants flowers on the campus each year to beautify our school grounds. Our Special Education classes are involved each year in Special Olympics. In 2007, Trees of Columbus and our academic partner, Brookstone planted numerous trees in the front areas and between each grade level wing on the Fox campus. In addition, two Brookstone students completed their

Eagle Scout badges by constructing outdoor learning areas that include benches, podiums, shrubbery, trees, and birdhouses.

X. Effective and Timely Assistance to Students

Committee Members:

Cliff Moulton
Penny Thornton
Charlotte Bland
Annette Lomax

Lori Humphrey
Mary White
Verlinda Mingo

Principal
Assistant Principal
Academic Coach
Title I Intervention
Teacher
Pre-K Teacher
Pre-K Teacher
Counselor

X. Effective and Timely Assistance to Students

One program that has been successful with motivating students to read has been the Accelerated Reader program, in which students receive incentives for their reading. Accelerated Reader Program monitors reading comprehension and fluency. Twice a year, Pre-K implements the Get Ready to Read screening tool. The Basic Literacy Test (BLT) is administered three times yearly to students in grades K-2 to diagnose reading fundamentals. STAR Reading is used to determine students' reading levels. The media center will continue to update Accelerated Reader books and tests as students read more and more. Our school's business partner and past funds from school grants such as Muscogee Educational Excellence Foundation have provided resources for student incentives for the Fox Reading and Writing Stores. The STAR Early Literacy program helps us better assess the literacy skills of our students in grades kindergarten through three. Accelerated Vocabulary and Fluent Reader software will assist teachers in helping students become better readers by increasing their vocabulary and improving fluency. The Department of Technology Services is working to streamline the purchase of additional hardware and software across the District during the 2008-09 school year. Fox anticipates this move to positively impact the selection of vocabulary, reading fluency, and writing software that will become available to our students once the entire district is moved to a central server. Students participate with middle school students from Brookstone as reading and math buddies. Pre-K students read one on one with volunteers from the Literacy Alliance.

Teachers are also working to improve students' writing skills. Fox Elementary School uses an incentive program called the Fox Publishing Company to encourage student writing. Students submit published writings five times during the year to a group of readers who use the writing stages from the Georgia State Writing Assessment to rate the submissions. Students receive feedback and "Fox Cash" to spend at the Fox Publishing Company Store. During the 2005-2008 school years Fox students partnered with Shaw High School to write a Fox Elementary School newspaper (*The Fox Print*). Kindergarten students are involved with the *Lucy Calkins Approaches to Writing* program.

Technology is an integral component for improving student achievement at Fox. Specific skills in reading and mathematics are targeted for reinforcement and review by the teacher in the computer lab. The lab also serves as a production lab where groups of students may go to do research, word processing, and multi-media presentations. The ORCHARD program for remediation and acceleration in the computer lab documents student progress. MAP online testing as well as the CRCT testing tracks student growth and offers feedback on student standards achievement. The computer lab now has the Math Facts in a Flash program for students and all recently purchased software is currently being hosted by Renaissance Place. The annual renewal of this subscription at the System level will be a progressive move to allow students quick access and feedback on performance, even if the school server fails to function properly.

The Fox After School Instructional Extension Tutorial Program targets those students who score in the “does not meet standards” category on the CRCT and those students recommended by teachers. Parent requests of students are also granted on a space available basis. Remediation is done with computers and specific skill instruction is provided by highly qualified teachers.

The Summer Remediation/Acceleration Program targets students in third and fifth grades who are below grade level in reading, scoring below 800 on the CRCT. Activities include direct skill instruction in reading and computer tutorials. Fox has served as a site for the third grade students participating in this program. Fox is also a site for the Parks and Recreation Summer Camp and Lunch Program.

Due to statewide budgetary issues and mandated budget cuts, the 2008-2009 Instructional Extension Program funds and the Summer Remediation Program funds have been combined for budgeting purposes this school year. Third and fifth grade students who fail to perform at a passing level on the CRCT in April will have the opportunity to attend the remediation program in early May. Students will then be retested before school is released for the summer. As a result, Fox staff anticipates greater participation and attendance, thus positively affecting individual and school scores.

A Focus Reading Instruction teacher (FRI) and EIP teacher (state funded) serve students needing additional instruction. The early Intervention Program is used to assist regular education students who meet certain state mandated criteria in their efforts to strengthen weaknesses in state curriculum standards in reading and mathematics.

To encourage an appreciation for arts programs to support instruction, Fox students are exposed to cultural arts activities through school sponsored field trips. Fox Elementary implements strategies promoted by the Reading First initiative. The strategies include phonemic awareness, phonics instruction, fluency, vocabulary instruction, constructing meaning from text (comprehension), and motivation to read.

During the 2005-2006 school year, Fox teachers participated in Least Restrictive Environment (LRE) training. Special education teachers and regular education planned and participated in co-teaching arrangements for instruction. Differentiated instruction strategies were used to teach students.

During the 2005-2007 school years, fifth grade students joined a Computer Club led by the Instructional Technology Specialist and a Title I Intervention teacher. The purpose of the club is to train students to use technology for presentations, projects, to learn hardware basics, etc. During the 2007-08 school year, a small group of students worked with a Title I Intervention teacher to learn about the care and maintenance of computers. These students were responsible for the rebooting, dusting, and everyday cleanliness of the computers in the computer labs. Future plans are to include more students in the training and activity of properly maintaining equipment entrusted to our school.

The Counseling Program and the Just Be Nice Program help to maintain an effective learning environment. Our counselor provides one-on-one, group, and classroom counseling services to students. Students from Richards Middle School presented “Just Be Nice” assemblies in the 2007-08 school year to role-play proper ways to treat other people. This Fox initiative is reinforced daily through the use of “Caught Being Nice” slips and weekly drawings for prizes.

Students with Disabilities

Fox Elementary provides the continuum of special education services to children with disabilities. These services change as our student population changes. Teachers of exceptional children have also participated in Least Restrictive Environment (LRE) training, Clarity training, and participate in monthly district-wide initiatives to keep informed of current issues, laws, and updates.

Teachers provide differentiated instruction according to the Georgia Performance Standards (GPS) and accommodate and make modifications as necessary in the classroom as well as standardized testing. Each student also has computer-assisted instruction available in their classroom.

Title I Paid Personnel

Presently, the Academic Coach, the Title I Intervention teachers, and one Instructional Paraprofessional are paid with Title I funds. The job responsibilities of the Academic Coach include assisting teachers in helping students meet standards on the Georgia Criterion Referenced Competency test, planning staff development activities, and presenting model lessons in kindergarten through fifth grade classes. Intervention teachers instruct students needing additional academic assistance to prepare for local and state assessments. The instructional paraprofessional assists teachers in classrooms. There is a continued need to fund these positions to provide instructional assistance needed to meet state content standards.

XI. Disaggregation of Data

Committee Members:

Cliff Moulton

Penny Thornton

Charlotte Bland

Verlinda Mingo

Dan Hall

Cynithia Landry

Shirley Jernegons-Love

Principal

Assistant Principal

Academic Coach

Counselor

Special Education

Teacher

Fifth Grade Teacher

Intervention Teacher

XI. Disaggregation of Data

The State provides collection and disaggregation of student achievement data results on adequate yearly progress assessments and for third, fifth and eighth grade writing assessments. The state makes efforts to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GADOE) website and released to the news media by the State Superintendent of Education. A link to the GADOE is provided on the MCSD and Fox Elementary websites. The local television and radio stations and newspapers provide the local citizens with detailed information about test results. Test results will be reviewed annually to identify instructional needs and areas for academic improvement. Georgia Report Card information is included on the following pages. Updated report card information will be inserted when available in October, 2008.

XII. School Improvement Action Plan

Committee Members:

Cliff Moulton

Penny Thornton

Charlotte Bland

Cresta Davis

Vickie Graves

Debbie Green

Eileen Lipscomb

Principal

Assistant Principal

Academic Coach

Kindergarten Teacher

Second Grade

Teacher

Third Grade Teacher

Fifth Grade Teacher



School Improvement Plan 2008-2009

System and School Name: MCS D - Fox Elementary School Year: 2008-2009

Measurable Goals:

Georgia Department of Education Identified Goals for Improvement for the Comprehensive LEA Improvement Plan (CLIP)

- **NCLB Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **NCLB Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **NCLB Performance Goal 3:** All students will be taught by highly qualified teachers.
- **NCLB Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **NCLB Performance Goal 5:** All students will graduate from high school.
- **IDEA Performance Goal 1:** Improve post-school outcomes for students with disabilities.
- **IDEA Performance Goal 2:** Improve services for young children (ages 3 – 5) with disabilities.
- **IDEA Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.
- **IDEA Performance Goal 4:** Improve compliance with state and federal laws and regulations.
- **MCS D Goal 1:** All employees will be prepared to satisfactorily perform the duties and responsibilities of assigned positions.

Goal 1: As a result of increased parental involvement, students will demonstrate adequate yearly progress in reading, math, and writing.

Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
SFCIS 1	Conduct monthly parent workshops	2007-2010	\$200 (Title I, PTA, and Business Partner) Door prizes, refreshments, parenting material	Pre-K Resource Coordinator And Title I Parenting Contact Person	Sign-In Sheets	Improved student achievement on assessments and report card grades
SFCIS 1	Implement end of the school year parent recognition	2007-2010	\$200 (Title I, PTA, and Business Partner) Certificates	Teachers	Documentation of parent contacts	Improved student achievement on assessments and report card grades
SFCIS 1	Implement first grade parent recognition breakfast	2007-2010	\$100 (Business Partner) Refreshments and certificates	Teachers	Documentation of parent contacts	Improved student achievement on assessments and report card grades
SFCIS 1	Provide parent resource materials for check-out	2007-2010	\$500 (Title I) Books and parenting material	Pre-K Resource Coordinator And Title I Parenting Contact Person	Documentation of parent contacts and check-out sheets	Improved student achievement on assessments and report card grades

Measurable Goals:

Goal 1: (Continued) As a result of increased parental involvement, students will demonstrate adequate yearly progress in reading, math, and writing.

Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
SFCIS 1	Execute PTA Meetings four times	2007-2010	\$0	Pre-K Resource Coordinator And Title I Parenting Contact Person	Sign-In Sheets	Improved student achievement on assessments and grades
SFCIS 1	Provide parent check-out of AR Books in the media center	2007-2010	\$1000 (Title I) AR Books	Media Specialist	Circulation records	Improved student achievement on assessments and report card grades
SFCIS 1	Implement third grade parent meeting	2007-2010	\$100 (Title I) Parent information about the CRCT, materials and supplies and available resources	School administrators, teachers, Academic Coach, Counselor, parents	Sign-in sheets	Improved student achievement on assessments and report card grades
SFCIS 1	Implement fifth grade parent meeting	2007-2010	\$0 Parent information about the CRCT and available resources	School administrators, teachers, Academic Coach, Counselor, parents	Sign-in sheets	Improved student achievement on assessments and report card grades
SFCIS 1	Secure services of a Parent Coordinator should funds become available	2007-2010	\$50,000 (Title I)	Principal	Title I Budget	Improvement in student achievement levels



**School Improvement Plan
2008-2009**

System and School Name: MCSD - Fox Elementary _____ **School Year:** 2008-2009

Measurable Goals:

Goal 2: As a result of appropriate and focused instructional strategies, students will demonstrate adequate yearly progress in reading.

Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I-3 NCLB 1	Implement schoolwide reading program (Accelerated Reader)	2007-2010	\$2000 (Title I) Books, tests, incentives, ink for printers, etc.	Media Specialist and teachers	Circulation records, student reading progress reports	Improvement in student achievement levels
I-2 NCLB 3	Execute reading professional development on Reading First and Reader's Workshop strategies to teachers	2007-2010	\$2000 Consultant (Title I) Handouts, materials and supplies	Academic Coach	Sign-in sheets	Improvement in student achievement levels and improved teacher instruction (observations)
I-2 NCLB 3	Implement refresher technology workshops on the use of Accelerated Reader software, Orchard software for student reporting, and use of Smart Boards.	2007-2010	Computers and computer related equipment in the lab, Smart Boards	Instructional Technology Specialist, Title I Intervention Teacher	Sign-in sheets, student reports, lesson plans	Improvement in student achievement levels and improved teacher instruction (observations)
I-2 NCLB 1	Implement reading buddies program with Brookstone students.	2007-2010	\$2000 AR books Leveled Readers	Academic Coach and teachers	Sign-in sheets and schedule	Improvement in student achievement levels

I-2	Purchase and upgrade technology and support materials (iPods, tablets, flip-phones, mics, printers/copiers)	2007-2010	Title I	Intervention Teacher, Instructional Technology Specialist	Invoices	Improvement in student achievement levels
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School Improvement Plan 2008-2009

System and School Name: MCSD - Fox Elementary _____ **School Year:** 2008-2009 _____

Measurable Goals:						
Goal 2: (Continued) As a result of appropriate and focused instructional strategies, students will demonstrate adequate yearly progress in math.						
Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I-2 NCLB 1	Implement schoolwide math program (Mathletics/Five Easy Steps to a Balanced Math Program)	2007-2010	\$2000 (Title I and Business Partner, PIE Grant) Software, incentives, ink for printers, books, materials and supplies, etc.	Academic Coach and teachers	Student math progress reports	Improvement in student achievement levels
I-2 NCLB 3	Implement math professional development on math to teachers. (Five Easy Steps to a Balanced Math Program, Math Facts in a Flash, etc.)	2007-2010	\$8500 (Title I) Smart boards	Instructional Technology Specialist and Title I Intervention Teacher	Sign-in sheets	Improvement in student achievement levels
I-2 NCLB 1	Implement the use of successful math strategies in classrooms	2007-2010	\$0 Math textbooks (District purchased), Five Easy Steps to a Balanced Math Program	Academic Coach and grade level teachers	Sign-in sheets and schedule	Improvement in student achievement levels and improved teacher instruction (observations)

Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Artifacts	Evidence of Impact on Student Learning
I-2 NCLB 1	Implement math buddies with Brookstone students	2007-2010	\$0 Math software	Academic Coach and grade level teachers	Sign-in sheets and schedule	Improvement in student achievement levels



School Improvement Plan 2008-2009

System and School Name: MCS D - Fox Elementary School Year: 2008-2009

Measurable Goals:						
Goal 2: (Continued) As a result of appropriate and focused instructional strategies, students will demonstrate adequate yearly progress in writing.						
Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I-2 NCLB 1	Implement schoolwide writing program (Fox Publishing Company).	2007-2010	\$2000 (Title I) Ink for printers, incentives, pens, paper, materials and supplies, etc.	Academic Coach and teachers	Student writing progress samples, and final papers	Improvement in student achievement levels
I-2 NCLB 1	Implement the publishing of school newspaper with Shaw High School journalism students (<i>The Fox Print</i>).	2007-2010	\$1000 (Title I) Software, paper, ink for publishing newspaper	Instructional Technology Specialist, Title I Intervention Teacher, and Academic Coach	Student writing samples	Improvement in student achievement levels
I-2 NCLB 1	Implement the use of the writing process in classrooms.	2007-2010	\$2000 (Title I) Paper, pencils, pens, field trips (admission, transportation) etc	School administrators, Academic Coach and grade level teachers	Student writing samples, lesson plans, student journals, observation.etc.	Improvement in student achievement levels and improved teacher instruction (observations)

I-2 NCLB 1	Implement professional development on Writer's Workshop	2007-2010	\$2000 consultant, paper, pencils, pens, field trips (admission, transportation), etc.	School Administrators, Academic Coach	Student writing samples, lesson plans, student journals, observation	Improvement in student achievement levels and improved teacher instruction (coaching, observations)
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School Improvement Plan 2008-2009

System and School Name: MCSD - Fox Elementary School Year: 2008-2009

Measurable Goals:

Goal 3: As a result of focused attention to national, state, and local standards, there will be a decrease in the number of students scoring in the "Did Not Meet Standard" performance range by 5% in reading and math.

Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I-3 NCLB 1	Implement after school tutoring program and TOSS Program	2007-2010	\$12,500 (State Funds- Instructional Extension Program) Teachers	Administrators, teachers	Summary reports, student work samples, lesson plans	Improvement in student achievement levels
C-2	Implement meetings with grade level teachers to discuss the use of student assessment data such as online MAP assessment, STAR, CRCT, progress reports, GPS, BLT, etc.	2007-2010	\$0	Administrators, teachers, Academic Coach	Summary reports	Improvement in student achievement levels
I-2 NCLB 1	Deliver instruction using differentiated instructional strategies and other research based strategies.	2007-2010	\$1000 (Title I and Staff Development) Professional Development	Administrators, teachers, Academic Coach, Consultants	Sign-in sheets, lesson plans, observations	Improvement in student achievement levels

I-3	Provide for salaries of Academic Coach, three Title I Intervention teachers (includes one part-time position), and one instructional paraprofessional	2007-2010	\$ 228,643 (Title I)	Administrators	Title I Budget	Improvement in student achievement levels
I-3	Provide instructional supplies for classroom teachers	2007-2010	\$17,000 (Title I)	Principal	Invoices	Improvement in student achievement levels



School Improvement Plan 2008-2009

System and School Name: MCSD - Fox Elementary School Year: 2008-2009

Measurable Goals:

Goal 4: As a result of focused attention on discipline in the school, students’ achievement in reading, math, and writing will show an increase over previous years.

Goals	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I-3	Implement use of discipline slips for reporting inappropriate behavior of students to their teachers.	2007-2010	\$25 Ink and paper (Title I)	Academic Coach	Slips, test scores	Improvement in student achievement levels
I-3	Utilize “Caught Being Nice” slips to encourage and reward excellence in student behavior	2007-2010	\$25 Ink and paper (Title I)	Academic Coach	Slips, test scores	Improvement in student achievement levels
I-3	Provide videos entitled, “Great Classroom Management” published by The Master Teacher for teachers’ use in honing their management skills	2007-2010	\$0	Academic Coach	Videos	Increased time on task
I-4	Implement professional development based on Terry Alderman’s “de-escalation model”	2007-2010	\$6000	Administrati on, Academic Coach	Sign-in sheets, Discipline Data, Teacher Observations	Increased time on task, Improvement in student achievement

XIII Fox Elementary School Profile Data

School Profile for Continuous Improvement

Date Completed: 8/22/08

System: MCSD **School:** Fox Elementary **Contact(s):** Penny Thornton, Dr. Renee Tharp, Terrie Miller

Email: pthornton@mcsdga.net, rtharp@mcsdga.net, tmiller@mcsdga.net

Phone: (706)748-2723

Major School Initiatives:

School Year	Initiative or Reform Effort
2003	Title I Academic Coach
2003	Title I Intervention Teachers
2003	Focus Reading Instruction Teacher
2003	Early Intervention Teacher
2001	Instructional Extension Program (After School Tutoring)
2004	Reading Buddies with School Academic Partner(Brookstone Private School)
2006	Math Buddies with School Academic Partner (Brookstone)
2000	Fox Publishing School-wide Writing Program
2000	Accelerated Reader School-wide Reading Program

2005	School-wide use of Instructional and Student Information Technology
2007	Smart Board to support instruction
2008	Rubicon Atlas Curriculum Mapping Training for Teachers
2008	Developing Relationships, Building Rigor and Relevance in Curriculum

Student Demographic Data:

Homeless Children and Youth		
School Year	Number	Percent of Student Population
2007-2008	52	11.85
2006-2007	0	0
2005-2006	0	0

Fox students listed as homeless as of August 25, 2008: 36 students = 8.67%

Early Intervention Program (EIP)		
School Year	Program Enrollment	Percent of Student Population
2007-2008	33	7.51
2006-2007	14	2.9%
2005-2006	14	3.1%
2004-2005	33	7.4%

Gifted Education		
School Year	Program Enrollment	Percent of Student Population
2007-2008	1	0.23
2006-2007	2	0.04
2005-2006	2	0.04

Mobility* Rate of Students				
School Year	Number	Percent of Student Population	% of Transfer within System	% of Transfers Out of System
2007-2008	439	14.9	n/a	n/a
2006-2007	510	40	n/a	n/a
2005-2006	446	n/a	n/a	n/a

*For the purpose of this document, mobility rate for students is defined as the percentage of students who enter or leave school between September 1st and the last day of the school year.

Example:

- Student A begins school on the first day of school and transfers out of the system on Dec. 10. This student would be counted once.
- Student B enters the system on Jan. 5. This student would be counted once.
- Student C enters on Sept. 10 and leaves the system on March 1. The student reenters the system on March 31. This student would be counted once.
- Add all students in “mobility status” and divide by the total number of students enrolled on the last day of school. This is your mobility percent.

Fifth Grade State Writing Assessment:

The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years. Scores for 2007 reflect that all 187 students from Fox School submitted scorable papers. The Domain Rating Summary reports a mean domain score (on a scale of 1 to 5) for all students and scores that reflect the genres of persuasive, informational, and narrative writing. Scores reflect a need for increased writing opportunities, especially in informational writing.

Fox scores are reported as follows:

DOMAIN RATING SUMMARY								
Mean Domain Score	All Students		Genres					
			Persuasive		Informational		Narrative	
	2007	2008	2007	2008	2007	2008	2007	2008
Ideas	2.2	2.4	2.4	2.2	2.1	2.4	2.3	2.4
Organization	2.2	2.3	2.4	2.1	1.9	2.4	2.2	2.4
Style	2.2	2.4	2.6	2.3	1.9	2.5	2.4	2.3
Conventions	2.3	2.3	2.6	2.3	2.0	2.5	2.4	2.0

The Georgia Grade 5 Writing Assessment Performance Summary for Fox are as follows:

	% Does Not Meet Standard	% Meets Standard	% Exceeds Standard	% Total
2007	43	25	0	68
2008	60	40	0	100

All writing assessments for the 2008 assessment were scorable.

The following data reflects the reports from the Georgia Grade 5 Writing Assessment prior to 2007.

Fifth Grade State Writing Assessment Total Percent of 5th Graders in each Stage			
Stages	2005-2006	2004-2005	2003-2004
Stage 1: The Emerging Writer	0	0.0	0
Stage 2: The Developing Writer	4.8	3.23	1.5
Stage 3: The Focusing Writer	10.20	12.90	10.3
Stage 4: The Experimenting Writer	44.90	50	29
Stage 5: The Engaging Writer	32.65	25.81	44
Stage 6: The Extending Writer	8.16	8.06	13.2

Scaled Scores: Stage 1			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	n/a		
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

*The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years.

Fifth Grade State Writing Assessment:

Scaled Scores: Stage 2			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	n/a		
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

*The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years.

Scaled Scores: Stage 3			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	n/a		
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

*The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years.

Fifth Grade State Writing Assessment:

Scaled Scores: Stage 4			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	n/a		
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

*The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years.

Scaled Scores: Stage 5			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	n/a		
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

*The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years.

Fifth Grade State Writing Assessment:

Scaled Scores: Stage 6			
Subgroups	2005-2006	2004-2005	2003-2004
% Black	n/a		
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

*The State of Georgia changed the Fifth Grade State Writing Assessment scoring in 2006-07 and scores are no longer compatible for comparison with previous years.

Faculty/Staff Data:

Attrition Rate* of Teachers		
School Year	Number	Percent of Teacher Population
2007-2008	3	10.26
2006-2007	0	0
2005 - 2006	0	0

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

Attrition Rate* of Administrators		
School Year	Number	Percent of Teacher Population
2007-2008	1	3.8
2006-2007	0	0
2005 - 2006	0	0

*Attrition Rate of administrators is defined as the percentage of administrators who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.

Professional Learning:

Professional Learning Activity	Year(s) Offered	Number of Participants	On-site (school) or Off-site (Central office, conference, or other)
Inclusion (LRE) Workshop	2005-2006	30	On- Site
Developing Website activities for GPS by grade level	2005-2006	25	On-Site
Academic Coaches Training	2005-2006	1	Macon, GA
Five Easy Steps to a Balanced Math Program	2005-2007	25	On-Site
Ruby Payne Workshops	2005-2007	12	CSU
GPS Workshops	2005-2006	30	On-Site
Handwriting Workshop	2005-2006	8	On-Site
Kay Burke	2005-2007	4	Cascade Hills
Developing Performance Tasks	2005-2006	25	On-Site
Destiny Training	2005-2007	1	Britt David
GPS Powerpoint	2005-2007	25	On-Site
Redelivery of Book Studies about Disporportionate Representation (4)	2006-2007	40	On -Site
Academic Coaches Training Year 2	2006-2007	1	CSU
Writing Assessment Training	2006-2007	7	On-Site
Auburn Early Education Centers	2006-2007	5	Auburn
Workshops for teachers, administrators, secretary, support staff, counselor	2005-2007	Various	Various locations

SST Procedures/Pyramid of Intervention	2007-2008	39	On-Site
Smart Board Training	2007-2008	54	On-Site
Integrade	2007-2008	4	On-Site
Math Textbook Online	2007-2008	38	On-Site
Technology Training (various topics: Projector, Thumbdrives, Novell Login, United Streaming, Photostory, Canon Digital Camera training, Flip Video Camera training)	2007-2008	54	On-Site
Interactive Results Manager	2007-2008	8	On-Site
Differentiated Instruction	2007-2008	39	On-Site
Georgia OAS Test Making	2007-2008	18	On-Site

Professional Learning and Student Performance Data

More detailed reporting of demographic, student learning performance data, and professional development are available in the addendum at the end of each profile.

XIV Fox Elementary School Profile Addendum

Demographic Data:

Enrollment										
School Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female	% Migrant
2007-2008	439	59	33	1	0	0	7	51	49	0
2006-2007	510	60	31	2	0	0	7	50	50	0
2005-2006	446	60	31	2	0	0	7	220	226	0

Free and Reduced Lunch		
School Year	Number	Percent of Student Population
2007-2008	439	96
2006-2007	500	98
2005-2006	406	91

Special Education		
School Year	Program Enrollment	Percent of Student Population
2007-2008	114*	26
2006-2007	66	13.0
2005-2006	62	13.9

*This number includes students served by special education who transferred in/out of school during 2007-08 school year.

Special Education Subgroups						
School Year	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2007-2008	46.49	43.8	2.63	7.01	68	32
2006-2007	63	37	0	0	66	34
2005-2006						

Demographic Data:

English Language Learners				
School Year	Total ELL	% of Total Student Population	ESOL program enrollment	% of Total student population
2007-2008	0	0	0	0
2006-2007	1	.02	0	0
2005-2006	1	.02	0	0

Title I			
School Year	No Title I Program	Targeted Assistance	Schoolwide
2007-2008			439
2006-2007			470
2005-2006			446

Retention Rates: Percents should reflect the number of the retained students compared to the total number of students in each category/grade.

Retention Rates							
Retention Rates	Total Number	% in K	% in 1 st	% in 2 nd	% in 3 rd	% in 4 th	% in 5 th
2007-2008	20	4.91	4.91	1.66	12.32	1.56	5.26
2006-2007	21	12.5	0	0	9	0	4
2005-2006	10						

Retention Rates by Subgroup

Retention Rates	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2007-2008	17.1	4.9		8.7		
2006-2007	.04	3.6	0	.04	3.6	0.8
2005-2006	2	8	0	0	5	5

Demographic Data:

Attendance: % Absent More Than 15 Days												
School Year	All Students	% Black	% White	% Hispanic	% Asian	% Multi-Racial	% Other	% Male	% Female	% SWD	% LEP	% SES
2007-2008	20	4.9	17.1	0	0	4	0	62	38	14.9	0	8.7
2006-2007	99	46	41	2	1	10	0	56	44	17	0	n/a
2005-2006	15.5	11.4	20.3	0	0	26.3	0	15.5	15.5	14.4	0	16.0

AYP Report: (to be updated Fall, 2008)

School Year AYP Report	Mathematics		English Language Arts	
	2006-2007	2007-2008	2006-2007	2007-2008
Met 95% participation	Y	Y	Y	Y
Met AMO for all students without second look	Y	N	Y	N
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)		N		N
Met AMO for all subgroups without second look	Y	N	Y	N
Met AMO for all subgroups with a second look (confidence interval, multiyear average, safe harbor)		N		N
Did not meet AMO for the following subgroup(s)		All		Black, Economically Disadvantaged
Met second indicator for all students	Y	N	Y	N

In 2005-2006, Georgia Performance Standards (GPS) were implemented in Grades 1-8 English-Language Arts and Reading, Grade 6 Mathematics, and Grades 6 and 7 Science. New standards have been approved and scale score ranges are different from previous years. During the transition to GPS, comparing scale scores is not possible.

While comparing student achievement, keep in mind that the assessments were developed using objectives linked to two distinct curricula. Therefore, it is recommended that results are utilized cautiously if considering trend data.

On the following charts, the 2005-2006 years indicating GPS data have been highlighted to better indicate the areas that should be viewed with the information above in mind.

Student Achievement Data Fox Elementary School:
 Criterion Referenced Tests

Mathematics

Criterion Reference Test Mathematics All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	65.7	29.6	4.7	34.3	59.5%
2006-2007	44	50	6	56	58.30%
06-07 Target	24.5	61.9	13.6	75.5	58.30%
2005-2006	27.5	59.9	12.6	72.5	58.30%
Criterion Reference Test Mathematics Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	72.8	22.3	4.9	27.26	59.5%
2006-2007	53.4	43.4	3.2	46.6	58.30%
06-07 Target	28.4	64.7	6.9	71.6	58.30%
2005-2006	31.4	62.7	5.9	68.6	58.30%
Criterion Reference Test Mathematics Other Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	27.3	72.7	0	72.7	59.55%
2006-2007	n/a	n/a	n/a	n/a	58.30%
06-07 Target	24.3	65.6	10.1	75.7	58.30%
2005-2006	27.3	63.6	9.1	72.7	58.30%

Criterion Reference Test Mathematics White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	60	34.5	5.5	40	59.5%
2006-2007	32	56.6	11.4	68	58.30%
06-07 Target	19.7	56.5	23.7	88.2	58.30%
2005-2006	22.7	54.5	22.7	77.3	58.30%
-Criterion Reference Test Mathematics SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	90.6	6.2	3.1	9.4	59.5%
2006-2007	74.25	23.25	2.5	25.75	58.30%
06-07 Target	60.3	35.3	4.3	39.6	58.30%
2005-2006	63.3	33.3	3.3	36.7	58.30%
Criterion Reference Test Mathematics Economically Disadvantaged Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	65	30.6	4.5	35	59.5%
2006-2007	n/a	n/a	n/a	n/a	58.30%
06-07 Target	24.8	61.7	13.5	75.2	58.30%
2005-2006	27.8	59.7	12.5	72.2	58.30%

Student Achievement Data Fox Elementary School:
Criterion Referenced Tests

Reading and English Language Arts					
Criterion Reference Test Reading/English Language Arts – All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	34.3	56.8	8.9	65.7	73.3%
2006-2007	36.4	53.8	9.8	63.6	63.60%
06-07 Target	26.4	62.2	11.4	73.6	66.70%
2005-2006	29.4	60.2	10.4	70.6	66.70%
Criterion Reference Test Reading/English Language Arts – Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	36.9	58.3	4.9	63.1	73.3%
2006-2007	41	49	10	59	66.70%
06-07 Target	34.7	58.9	6.4	65.3	66.70%
2005-2006	37.7	56.9	5.4	62.3	66.70%
Criterion Reference Test Reading/English Language Arts – Other Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	9.1	77.3	13.6	90.9	73.3%
2006-2007	n/a	n/a	n/a	n/a	66.70%
06-07 Target	15.2	79.3	1	80.3	66.70%
2005-2006	18.2	77.3	0	81.8	66.70%

Criterion Reference Test Reading/English Language Arts – White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	34.5	50	15.5	65.5	73.3%
2006-2007	32	51	17	68	66.70%
06-07 Target	16.7	63.4	19.9	83.3	66.70%
2005-2006	19.7	61.4	18.9	80.3	66.70%
Criterion Reference Test Reading/English Language Arts – SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	57.8	39.1	3.1	42.42	73.3%
2006-2007	65.6	31.4	3.1	34.5	66.70%
06-07 Target	52.0	43.7	4.3	48.0	66.70%
2005-2006	55.0	41.7	3.3	45.0	66.70%
Criterion Reference Test Reading/English Language Arts – Economically Disadvantaged					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2007-2008	33.1	58.0	8.9	66.9	73.3%
2006-2007	n/a	n/a	n/a	n/a	66.70%
06-07 Target	26.8	61.9	11.2	73.1	66.70%
2005-2006	29.8	59.9	10.2	70.2	66.70%

Student Achievement Data Fox Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – English Language Arts

Grade 1 CRCT English Language Arts Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 1 Total Enrollment	67	80	83
% Black	73	46	55
% White	62	57	62
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	57	53	54
% Female	77	58	62
% Students with Disabilities	50	10	59
% Migrant Eligible	0	0	0
% EIP	0	0	0
% Targeted Assisted	0	0	0
% Gifted	0		

Grade 2 CRCT English Language Arts Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 2 Total Enrollment	64	78	65
% Black	52	46	77
% White	65	59	72
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	60	50	69
% Female	57	55	85
% Students with Disabilities	0	23	0
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – English Language Arts

Grade 3 CRCT English Language Arts Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 3 Total Enrollment	80	80	82
% Black	46	59	61
% White	48	74	65
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	42	61	67
% Female	54	67	62
% Students with Disabilities	18	29	36
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Grade 4 CRCT English Language Arts Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 4 Total Enrollment	59	70	70
% Black	73	70	71
% White	89	60	89
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	77	68	66
% Female	80	70	88
% Students with Disabilities	0	0	
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:
 Criterion-Reference Competency Test (CRCT) Scores – English/Language Arts

Grade 5 CRCT English Language Arts Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 5 Total Enrollment	61	72	67
% Black	85	75	72
% White	66	83	77
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	76	61	65
% Female	82	92	82
% Students with Disabilities	0	0	33
% Migrant Eligible	0	0	0
% EIP		0	0
% Targeted Assisted	0	0	0
% Gifted	0	0	0

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Reading

Grade 1 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 1 Total Enrollment	67	80	83
% Black	82	58	73
% White	86	62	80
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	77	58	66
% Female	87	70	83
% Students with Disabilities	66	20	60
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Grade 2 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 2 Total Enrollment	64	78	65
% Black	77	63	69
% White	75	71	91
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	63	61	72
% Female	87	69	80
% Students with Disabilities	0	38	0
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Reading

Grade 3 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 3 Total Enrollment	81	80	82
% Black	48	64	55
% White	62	70	73
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	50	66	70
% Female	64	67	57
% Students with Disabilities	41	36	45
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Grade 4 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 4 Total Enrollment	59	70	70
% Black	66	54	55
% White	78	65	89
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	61	61	65
% Female	80	60	74
% Students with Disabilities	0	60	
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Reading

Grade 5 CRCT Reading			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 5 Total Enrollment	62	72	67
% Black	62	49	54
% White	76	79	86
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	71	45	56
% Female	68	76	79
% Students with Disabilities	0	0	44
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Mathematics

Grade 1 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 1 Total Enrollment	66	80	83
% Black	61	40	77
% White	60	72	24
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	50	60	86
% Female	67	50	74
% Students with Disabilities	59	20	80
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Grade 2 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 2 Total Enrollment	63	78	65
% Black	46	28	69
% White	58	46	81
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	45	42	72
% Female	59	33	77
% Students with Disabilities	0	23	0
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Mathematics

Grade 3 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 3 Total Enrollment	79	80	82
% Black	20	63	74
% White	26	78	72
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	23	75	84
% Female	22	64	64
% Students with Disabilities	6	50	54
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Grade 4 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 4 Total Enrollment	59	71	70
% Black	40	40	64
% White	65	54	81
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	47	53	60
% Female	52	40	80
% Students with Disabilities	0	10	
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Mathematics

Grade 5 CRCT Mathematics			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 5 Total Enrollment	61	71	67
% Black	27	62	64
% White	35	92	73
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	30	59	59
% Female	37	79	76
% Students with Disabilities	0	0	28
% Migrant Eligible	0	0	0
% EIP		0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Science

Grade 1 CRCT Science			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 1 Total Enrollment	N/A		
% Black			
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

Grade 2 CRCT Science			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 2 Total Enrollment	N/A		
% Black			
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Science

Grade 3 CRCT Science			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 3 Total Enrollment	78	80	82
% Black	16	24	53
% White	26	44	79
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	24	41	65
% Female	19	25	64
% Students with Disabilities	12	21	36
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Grade 4 CRCT Science			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 4 Total Enrollment	59	70	70
% Black	29	29	71
% White	59	51	88
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	47	39	72
% Female	32	41	86
% Students with Disabilities	0	20	
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Science

Grade 5 CRCT Science			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 5 Total Enrollment	60	70	66
% Black	9	18	67
% White	47	48	91
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	27	23	77
% Female	26	31	72
% Students with Disabilities	0	0	53
% Migrant Eligible	0	0	0
% EIP		0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Social Studies

Grade 1 CRCT Social Studies			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 1 Total Enrollment	N/A		
% Black			
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

Grade 2 CRCT Social Studies			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 2 Total Enrollment	N/A		
% Black			
% White			
% Hispanic			
% Asian			
% American Indian			
% Multi Racial			
% Male			
% Female			
% Students with Disabilities			
% Migrant Eligible			
% EIP			
% Targeted Assisted			
% Gifted			

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Social Studies

Grade 3 CRCT Social Studies			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 3 Total Enrollment	78	80	80
% Black	40	41	62
% White	56	59	68
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	45	48	68
% Female	47	50	62
% Students with Disabilities	24	29	45
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Grade 4 CRCT Social Studies			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 4 Total Enrollment	59	70	68
% Black	68	72	74
% White	82	69	96
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	74	77	76
% Female	76	69	91
% Students with Disabilities	0	0	
% Migrant Eligible	0	0	0
% EIP	0	0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

Student Achievement Data Fox Elementary School:

Criterion-Reference Competency Test (CRCT) Scores – Social Studies

Grade 5 CRCT Social Studies			
Percent of students who met or exceeded			
Subgroups	2007-2008	2006-2007	2005-2006
Grade 5 Total Enrollment	59	71	64
% Black	45	51	61
% White	56	83	100
% Hispanic	0	0	0
% Asian	0	0	0
% American Indian	0	0	0
% Multi Racial	0	0	0
% Male	59	53	70
% Female	45	74	77
% Students with Disabilities	0	0	75
% Migrant Eligible	0	0	0
% EIP		0	
% Targeted Assisted	0	0	0
% Gifted	0	0	

2008-2009 School Improvement Teams

**Building Leadership and Design Team Member*

<p>I. <u>Purpose</u> *Renee Tharp *Terrie Miller</p>	<p>II. <u>Comprehensive Needs Assessment</u> *Verlinda Mingo Chenita Sanks Bryant Perryman * Eileen Lipscomb *Carolyn Sumrall *Penny Thornton</p>	<p>III. <u>Schoolwide Reform Strategies</u> *Felicia Thompson Chanet Long Myya Washington Michelle Smith Deborah Chambley *Renee Tharp *Penny Thornton</p>
<p>IV. <u>Instruction by Highly Qualified Teachers</u> *Penny Thornton *Terrie Miller Susan Mitchell</p>	<p>V. <u>High Quality and Ongoing Professional Learning</u> *Penny Thornton *Carmen Estes *Terrie Miller * Nancy Gregory *Michelle Obert</p>	<p>VI. <u>Strategies to Increase Parental Involvement</u> *Nancy Gregory * Terrie Miller Tiffany Garner Michelle Smith Mary Ann Morris Annette Lomax</p>
<p>VII. <u>Transitions to New Grade Span</u> Dorothy Downs Jennifer Welcher Brandi Waldheim *Renee Tharp</p>	<p>VIII. <u>Decisions Regarding the Use of Assessments</u> *Terrie Miller *Beth Dades Cindy Rankin Allen Redmond Philip Crocker</p>	<p>IX. <u>Coordination and Integration of Services and Programs</u> Mary Ann Morris Dennis Beck Tiffany Garner Louann Brown *Terrie Miller Jennifer Brock</p>
<p>X. <u>Effective and Timely Assistance to Students</u> Lori Humphrey * Verlinda Mingo Mary White Stacy Johnson Liz Brummett * Terrie Miller</p>	<p>XI. <u>Disaggregation of Data</u> *Renee Tharp Jeremy White Dan Hall *Nancy Gregory Shirley Jernegons-Love Nancy Greer</p>	<p>XII. <u>School Improvement Plan</u> *Terrie Miller Tammie Durrance *Vickie Graves Amanda Patel *Debbie Green * George Folds</p>
<p>XIII. <u>Fox Elementary School Profile Data</u> *Renee Tharp *Terrie Miller *Nancy Gregory</p>	<p>XIV. <u>Fox Elementary School Profile Addendum</u> *Renee Tharp *Nancy Greer *George Folds</p>	

Leadership and Design Team for 2008-2009

Committee Members:

Penny Thornton
Dr. Renee Tharp
Terrie Miller
Verlinda Mingo
Felicia Thompson
Carmen Estes
Carolyn Sumrall
Vicki Graves
Debbie Green
George Folds
Eileen Lipscomb
Nancy Gregory

Nancy Greer
Donna Evans
Cindy Sparks
Dawn Clay

Principal
Assistant Principal
Academic Coach
Counselor
Leadership Team, Chair
Kindergarten Teacher
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade
Title I Intervention
Teacher/ Title I Parenting
Contact Person
Media Specialist
PIE Representative, Burger King
PIE Representative, Brookstone
Parent, PTA Representative

