



Georgia Department of Education
School Improvement Grant 1003(g)

Part II: LEA Application FY 2013-Cohort 4
Fox Elementary School

LEA Name: Muscogee County School District	LEA Mailing Address: 2960 Macon Road Columbus, GA 31906
School Name: Fox Elementary School	
LEA Contact and Coordinator (person responsible) for the School Improvement Grant: Name: Kim Jones Position and Office: Title I Director—MCS D Title I Department Contact's Mailing Address: 2960 Macon Road, Columbus, GA 31906 Telephone: 706-748-2102 Fax: 706-748-2101 Email Address: Jones.Kimberly.P@muscogee.k12.ga.us	
Board Chairman (Print Name): Robert P. Varner	Telephone: 706-649-5509
Signature of Board Chairman: 	Date: April 17, 2014
Superintendent (Printed Name): David F. Lewis	Telephone: 706-748-2019
Signature of Superintendent: X 	Date: 4/17/14
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

LEA Name: Muscogee County School District

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
Fox Elementary School		x				x

Note: An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.

Funding Priority and Schools to be Served

The Georgia Department of Education utilizes School Improvement Grant (SIG) 1003(g) grant funding to incentivize districts in implementing comprehensive and sustainable reforms to transform the lowest achieving schools in the state.

Eligible Applicants: Local education agencies (LEAs) with designated Priority Schools during the 2013-2014 academic year. Priority schools that were previously identified and received an FY2010 (Cohort 2) School Improvement Grant to implement a reform model are not eligible to apply for the Cohort 4 grant. Priority schools that previously received FY 2009 (Cohort 1) SIG 1003(g) grant funding and are still reflected on the Priority school list are eligible to apply for the Cohort 4 grant.

A list of all Priority schools is provided in Attachment A. The list includes those eligible for Cohort 4 funds as well as those ineligible to apply. LEAs should notify the Georgia Department of Education of its intent no later than January 31, 2014.

Funding: Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. The Georgia Department of Education reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

With the exception of the schools implementing the closure model, grants are renewable for the two subsequent years contingent upon federal SIG funding and progress in implementing and meeting student achievement goals established by the LEA and approved by the Georgia Department of Education and progress on SIG leading indicators. Each LEA/school will be required to submit an annual report via the Indistar system in order to receive the grant renewal.

Reporting and Evaluation Requirements

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

Fiscal Accountability

SIG grant funds awarded under Section 1003(g) funds must be used to supplement not supplant state and local funds that the school would receive in the absence of Title I funds. SIG funds cannot be used to supplant non-federal funds or to replace existing services. Additionally, SIG grant recipients must comply with all appropriate federal statutes and regulations pertaining to federal funds.

Program Accountability

Each LEA and school SIG 1003(g) grant recipient is responsible for the quality of implementation of the school improvement efforts described in its approved grant application and action plan.

Fiscal and Program Reporting Requirements

SIG grantees must submit monthly implementation progress action steps through Indistar. Additionally, LEA staff must ensure the timely drawdown of SIG 1003(g) grant funding. Each LEA must agree to respond to data requests from the GaDOE and the United States Department of Education including EdFACTS data. All data for both leading and lagging indicators as listed in the SIG 1003(g) Final Requirements must be collected and submitted as required.

The LEA must monitor each SIG 1003(g) school to ensure that:

1. The school is led by a principal capable of leading the reform efforts
2. The school is meeting ambitious annual goals, established by the LEA and school, for student academic achievement on Georgia assessments in both mathematics and reading/language arts. Additionally, if the school serves a high school population, the LEA and school must set annual goals for graduation rate and student attendance.
3. The school is making progress on the leading indicators described in the SIG 1003(g) Final Requirements. These include:
 - Number of minutes within the school year;
 - Student participation rate on State assessments in reading/language arts
 - Dropout rate (if applicable)
 - Student attendance
 - Teacher attendance
 - Number and percentage of students completing advanced coursework
 - Discipline incidents
 - Truants
 - Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation

System

- Teacher attendance rate
4. The school is implementing the selected reform model with fidelity.
 5. The school is utilizing formative and summative assessments to provide continuous feedback to stakeholders and to identify those practices that are most promising in raising student achievement.

Application Instructions and Application Review

The LEA must complete a separate application for each of the eligible schools for which the LEA is applying.

The original and two copies of the completed application(s) must be mailed or delivered to **Dr. Patty Rooks** at the address listed below:

Georgia Department of Education
1566 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334

Please submit one (1) electronic copy to prooks@doe.k12.ga.us and Yordonez@doe.k12.ga.us.

Application Review

A team of GaDOE reviewers will rate each application according to the rubric. Only those applications with an acceptable rubric score will be invited to interview with a panel of evaluators. The panel will assess LEA capacity during the interview to ensure that the LEA application accurately captures the district's commitment to comprehensive and sustainable school improvement.

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B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. A LEA may not exceed sixty (60) pages for this entire section.

LEA Capacity

- i. For each Priority school that the LEA commits to serve, the LEA must complete a comprehensive needs assessment and analysis (Appendix A), resulting in the selection of an appropriate intervention for each school. Utilizing the summary and conclusion of the analysis of each of the areas detailed in Appendix A, provide a narrative that discusses how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.
- ii. How does the process for support and response to the SIG school(s) differ from the support and response to other, higher-achieving, schools? (e.g.: Principals' direct access on a regular basis to the Superintendent; District organizational structure reorganized to provide direct and differentiated support including district SIG staff and areas of curriculum to SIG school(s),etc.) Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in the SIG school(s). Include descriptions of competencies and responsibilities of any new or existing district staff who will serve SIG schools. Two members of the team must be the district's Director of Federal Programs and the Director of Human Resources.
- iii. What methods did the LEA use to consult with relevant stakeholders including principals, teachers, staff, parents, school board members and students on the LEA's application and selection of intervention models in its Priority school(s) prior to submitting an application to the Georgia Department of Education?
- iv. What is the LEA's strategy for recruitment and selection of effective Turnaround school leaders, teachers, and staff to work in its lowest performing schools? How does the LEA anticipate utilizing the Turnaround Leader competencies to staff the SIG school(s)?
- v. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?
- vi. How will the LEA sustain the reforms in its SIG 1003(g) schools after the funding period has concluded?
- vii. How will the LEA ensure that the SIG 1003(g) school has sufficient flexibility from barriers that may inhibit the reform efforts? How has the LEA assessed what possible barriers may arise? How will the LEA work with the Local Board of Education to address potential barriers?
- viii. How will the LEA select School Improvement vendors (external partners/provider) to work with the SIG school(s)? The LEA must demonstrate how they will recruit, screen, and select any vendor that may receive \$75,000 or more, throughout the term of the grant.

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The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:

- A process for identification of potential providers;
 - A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
 - A description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school
- ix. How will the LEA gather and share effective practices from the schools receiving SIG funds with other schools within the LEA?
- x. If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include a narrative discussing why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

i. See Appendix A

Fox Elementary School has served the children living in the North Highland community of Columbus since the 1920s. In 2001, Fox and another North Highland school, Bibb Elementary were merged into one building because of aging issues in both facilities. Each school had a long history of serving the community's students and families, and Fox has continued the tradition with the combined student populations and faculties. For the 2013-2014 school year, Fox Elementary supports 337 students composed of 62% African American, 25% white, 6% Hispanic, and 7% of 2 or more races. Students with Disabilities account for about 20% of the total school population and the free and reduced lunch rate is 100% with 71% of the students receiving some type of federally funded economic assistance. Fox has been a school-wide Title I program since 1990.

In 2007, Fox was named a Title I Distinguished School for making Adequate Yearly Progress (AYP) for four consecutive years. However, beginning in 2008, Fox did not make AYP and became a Needs Improvement 1 (NI-1) school from 2009 to 2012. When Georgia's Secondary and Elementary Education Act (ESEA) Flexibility Waiver was accepted by the United States Department of Education (US ED), Fox was named as a Priority status school which is defined as a Title I school with the lowest achievement of the "all students" group on statewide assessments and a demonstrated lack of progress over three years. The waiver also required that the accountability status for Priority schools remain in place for three years. The College and Career Readiness Performance Index (CCRPI) was first used for 2012 scores. This accountability score is based on multiple measures of performance such as achievement scores, achievement progress, subgroup achievement gaps, and various other indicators of school effectiveness. For 2012, Fox scored 48.2 on CCRPI; the score for 2013 was 55.4, a small increase, indicating that the school is making slow achievement gains.

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An analysis of the data from Fox is attached in Appendix A with a supplemental insert with some additional data added in Appendix AA. The transformational model was chosen for Fox because of the work done professional learning and school improvement efforts of the current principal. The Georgia Department of Education did a GAPSS analysis of Fox in the spring of 2013 and the results were very encouraging. The LEA felt that a replacement of faculty was not a necessary measure particularly with elementary children. SIG brings many changes for a school; to overturn the faculty with young children would be unsettling in an elementary school. Changes in faculty may occur because of the demands of SIG, but it they will be less drastic if they occur in phases.

ii.

The Muscogee County School District (MCSD) has the capacity to support and respond to SIG schools. The district has been involved in two prior SIG cohorts and has supported three SIG schools for the last four years. The SIG journey was a process in 2010 for the district office and many lessons were learned. The implementation of Cohort 2 was begun utilizing the experiences and was found to be a much smoother and faster transition than Cohort 1. With the Cohort 2 grant period coming to an end, the district has continued to use the lessons of Cohort 1 as preparations are made to close the Cohort 2 grant. Kendrick High School's program definitely reaped the rewards of a more seasoned district team. In those same years, the district implemented another significant grant, Race to the Top (RT3) and has used both experiences and additional resources to provide support to all of the SIG and Priority schools in our district.

The SIG and RT3 experiences have also been a significant growth and learning opportunity for the MCSD school board and its members. Through the first SIG cohorts, the board had to begin to allow for additional flexibility for the schools and recognize that fair and equal are not synonymous terms. However, the benefits and achievement gains that the schools gleaned convinced, and further committed, all stakeholders of the urgency needed in school turnaround efforts for failing schools. The district is particularly committed to the improvement efforts needed at the elementary level, most especially for the feeder schools to our Priority high schools. Over the last three years, SIG and RT3 schools have begun to meet regularly with their feeder schools to give dual feedback, visit each other's campuses, and discuss learning issues and concerns. This type of communication was previously unheard of in MCSD; feeder school interaction has been nurtured at all levels.

In the last two years school years, MCSD has instituted several district level systemic changes that are yielding positive results. The Division of Teaching and Learning (DTL) began working in a much more collaborative and purposeful fashion beginning in the fall of 2012, as a separate entity, and as a division within a district. DTL directors' meetings, led by the Chief Academic Officer, were opened to representatives from the Division of Student Services, which encompasses the Program for Exceptional Students and Guidance, the Division of Human Resources, the Division of Information Services (technology) and the Division of Finance, along with the various department directors in the DTL (Elementary Ed, Secondary Ed, Professional Learning, CTAE, Title I, Arts and Humanities, RT3, and SIG). These bi-monthly meetings have continued over the last two years and have proved invaluable in strengthening communication between and among DTL departments and other divisions in the MCSD. Another positive result of this collaboration has been a greater understanding of SIG

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initiatives and requirements for all divisions. The Georgia Department of Education (GaDOE) Specialist for RT3 began attending these meetings on a monthly basis in 2013-2014 which served to strengthen communication between MCSD and the GaDOE. With all district level departments represented in bi-monthly meetings, issues specific to schools can be addressed and proactive solutions have been more easily reached. This meeting has served as a district level “leadership team.”

The Chief Academic Officer built a District Design Team of twenty (20) members that included teachers, academic coaches, principals, and directors from all the representative areas of MCSD in November of 2012. Team members worked to review all programs used across the district for fidelity and effectiveness. Using school based feedback and various forms of data for each initiative, the team was able to remove fifteen (15) programs/initiatives from the district agenda and streamline all reform efforts into five overarching areas of focus: data driven decision making, curriculum mapping, progress monitoring, differentiated instruction and instructional software. The common goal of all district led initiatives was to improve student achievement and to support schools in those efforts. A process was put into place for reviewing new programs at the district level and the team presented the findings, results and plans to the MCSD School Board, school principals and academic coaches in January 2013. The MCSD motto became “Good is the enemy of great.”

Between January 2013 and August 2013, the DTL and various other MCSD divisions planned training to support the renewed focus of the district. The DTL directors and instructional specialists were certified as data trainers by the Leadership and Learning Center in April and principals and academic coaches were trained at the MCSD Summer Teacher and Leader Academy in June. This data team training included the following steps: collect and analyze data, determine root causes and prioritize needs, develop SMART goals, formulate strategies, determine results indicators, monitor implementation, and gather artifacts and evidence. Out of that training a new School Improvement Plan format was adopted by the MCSD in order to align school data and school improvement goals with action plans, Response to Intervention (RTI) plans, professional learning plans, parent engagement plans and the funding sources that propel those plans. This allowed schools to align their improvement efforts to three or four overarching themes for the school year, thereby increasing the practicality of results.

During summer 2013, district math and ELA CCGPS curriculum maps were revised and district benchmark assessments were developed by district instructional specialists, academic coaches and teams of teachers. The elementary math maps and assessments were developed by a team of academic coaches that worked with an outside consultant who provided professional learning around selecting test items and tasks that are aligned to the curriculum maps, the CCGPS Progression Document, and to the rigor of the standards. The district purchased an item bank from the Silicon Valley Math Initiative (SVMI) and the team used released items from NAEP, Engage New York, PARCC, and Smarter Balance to build the assessments and maps. The first nine weeks of elementary math maps and the quarterly assessments are currently under the review of Phil Daro who was a co-writer for CCSS math. The elementary ELA maps and assessments were developed by a team of district instructional specialists and academic coaches and benchmark assessments were built from the Classworks item bank. The Secondary (6-12) maps and assessments were developed by the

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Secondary Education Instructional Specialists and teams of teachers that worked during the summer of 2013. Teachers used various CCSS resources for developing maps such as the Literacy Design Collaborative, the Math Design Collaborative, and the Gates Foundation. CUAs were developed using released test items from various CCSS resources (listed above) and Classworks.

In summer 2013, the DTL developed and distributed data team manuals in preparation for the implementation of data teams in the fall. All schools were assigned a district instructional specialist to support data teams in using the district assessment results to drive the RTI process of each school. The DTL and the Program for Exceptional students worked collaboratively with GaDOE to produce a district RTI manual. In August 2013, district-wide RTI training was held in conjunction with data certification training for academic coaches and content specific literacy training for all middle and high school co-teaching teams. All of this training has been monitored by DTL instructional specialists through weekly participation in school data team meetings throughout the 2013-2014 school year and “all in day” visits by teams of DTL directors. A district Professional Learning specialist was also assigned to monitor and report results for all co-teaching teams that were trained.

The Chief Academic Officer has held monthly meetings for academic coaches during the 2013-2014 school year in order to review progress with data teams, review district benchmark results, and offer a venue for problem solving and training. Academic Coaches have also been trained on Formative Instructional Practices (FIP) and completed the modules provided by the GaDOE. These meetings were scheduled separately for elementary, middle and high school coaches in order to focus on relevant needs for teachers and students at each level; there are plans for a vertical alignment meeting with all coaches before the 2013-2014 school year is over. Teams of coaches will meet, across grade levels and by feeder patterns, to discuss improving teaching and learning across the district.

During the 2013-2014 school year, the instructional specialists in the Elementary and Secondary Education Departments gathered, analyzed, and reported common benchmark results submitted by school data teams. The specialists, along with the MCSD Department of Research and Accountability worked collaboratively during the year to calculate the p-values of the district CUAs. During summer 2014, the CUA results will be compared to the spring test results to determine if the district CUAs were reliable predictors of student performance on the CRCT and EOCTs in each content area. Revisions will utilize the data gathered throughout the year, along with CRCT and EOCT results, domain data, and teacher feedback to inform the editing of test items and the assessments. The goal of the summer revisions will be to ensure that CUAs are closely aligned to the rigor of the standards and are valid indicators of standards mastery. The LEA is currently looking to purchase an item bank to facilitate the refinement of district CUAs.

The DTL worked in the spring and summer of 2013 to tier all the MCDS schools by the level of intervention needed to support improved student achievement in each building. Schools were moved “up the tiers” based on student test data, the competencies of the building administrators, and the accountability status of the school. All Priority, Alert, Focus and RT3 schools were placed in Tier IV to allow them the highest amount of support from each department in the district. In the fall of 2013, the DTL met with principals at each tier level and reviewed the support structures for their schools. Since that time, the directors of Elementary Education and Secondary Education have held quarterly

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meetings for Tier III and Tier IV schools to allow principals the time to discuss issues pertinent to their schools, share ideas for improvement, and report results. The feedback from principals has been positive and plans are in place to continue these efforts using the new 2014-2015 organizational structure.

Support for all Priority, Focus, Alert, and RT3 schools has included all of the efforts afforded the other schools plus an enhanced structure specific to their needs. The RT3 and SIG Administrators meet monthly with SIG and RT3 schools to monitor progress and non-negotiables and to increase communication between the schools and the LEA. The grant administrators attend all GaDOE quarterly monitorings for each school with additional DTL directors and instructional specialists attending, as available. The Kendrick SIG administrator is housed at Kendrick High School and supports the school daily on all SIG initiatives including instruction, Leadership Team function and Indistar. RT3 funds provide a district science coach that has worked with teachers and coaches at each of the schools in an effort to improve science instruction.

Each school has a Title I instructional specialist and/or the RT3 science coach assigned to the school to attend all Leadership Team meetings, to monitor and support Indistar, and to provide instructional support to the academic coaches and administrators, as needed. The assigned specialist also works with the Title I director and RT3 administrator to monitor accountability status non-negotiables, School Improvement Plans, parenting programs, Title I/RT3 paid employees, and Increased Learning Time/Flexible Learning Programs. The DTL directors and instructional specialists also participate in group focus walks organized by the Elementary and Secondary Education Departments. The Professional Learning department provides a district mentor for teachers in years one to three of service and/or teachers in need of additional assistance. The school administrators, the RT3 administrator, the SIG administrator, and the Title I director work cooperatively to resolve issues, as they occur, and facilitate communication with Elementary and Secondary Education, Research and Accountability, CTAE, Human Resources, Finance, Student Support Services, The Program for Exceptional Students and the Division of Information Services.

In the last two years, the acting MCSD superintendents, board members and the Division of Human Resources have demonstrated a strong commitment to turn around leader competencies and school improvement in all schools. Between June 2012 and April 2014, eight principals have been asked to take assistant principal positions or return to the classroom; half of those principals were at accountability status schools. The majority of assistant principals at the elementary and middle school levels have been moved to different locations in an effort to expand their experience, initiate improved performance, or provide a different mentor. MCSD is committed to the education of children.

For the 2014-2015 school year, the MCSD will be reorganizing to provide even more specific and direct services to schools. The district will be divided into three area specific regions: west, central, and east. Each region will have a Region Chief that will be responsible for direct supervision of each school's improvement efforts within that area. Title I schools will share teams of content specific academic coaches in order to stretch a proposed reduction in Title I funding. Title II A specialists will work with schools based on school needs and will continue the district mentoring program for new

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teachers. At the central office level, elementary and secondary instructional specialists will be replaced with K-12 content specialists to include: math, science, social studies, literacy, world languages, and acceleration. These specialists will be responsible for working with content area coaches and schools to improve curriculum, write and administer district assessments, progress monitor school data, and support region chiefs and school administrators.

The LEA SIG team is comprised of members from all areas of MCSD. The grant team is chaired by the LEA grant director and includes: the Assistant Superintendent, the Chief Academic Officer, a Human Resources director, the SPED director, the Title I director, the Professional Learning director, a representative from the Division of Information Services, the Elementary Education director, the Secondary Education director, the RT3 administrator, the CTAE director, a Finance director, and a representative from School Nutrition. This team meets regularly to review proposed grants and review school progress. The Title I director is the SIG contact person. There will be two Title I program specialists at the district level for accountability that will be responsible for monitoring and supporting accountability status schools on non-negotiables, Indistar, Flexible Learning Programs, Increased Learning Time. A district Title I parenting program specialist to support the parenting engagement portion of the grants. Additionally, the schools will have a region based Title I program specialist available to each of them. (a SIG support chart is included at the end of this section)

As stated earlier, SIG funds, if awarded, will be used to hire a school based SIG administrator for each building to support implementation of the grant and sustain school improvement efforts in the building. These administrators will each work closely with the academic coaches and school principals on instructional leadership responsibilities including: implementation of SIG initiatives, compliance with SIG non-negotiables, coordination of professional learning, supervision of external providers, implementation of TKES, utilization Indistar, and communication between the school and the LEA. The SIG administrator will also be responsible for overseeing the budget (including PR and payroll submission, and inventory control) and writing amendments for the grant. This position will report to the SIG principal and the Title I director.

The SIG administrator will be responsible for organizing weekly monitoring of ILT. The monitoring team will include the building administrators and the SIG and Title I content coaches. This focus walk will specifically monitor ILT for quality factors to include: utilization of research based instruction, differentiation, rigor, student engagement, teacher feedback and evidence of student led progress monitoring. A quarterly monitoring of ILT will be organized by the Title I department and will evaluate the same areas. The monitoring team will consist of the building principal, the SIG administrator, the SIG and Title I content coaches, the Title I director, the region Title I program specialist, and the Title I accountability specialists. Additionally, a student feedback survey will be conducted each semester and test data will be analyzed to correlate student achievement data to ILT course placements.

The individual competencies needed for the school based SIG administrator positions are demonstrated instructional leadership abilities, strong organizational and written/verbal communication skills, proven collaboration proficiencies, extensive data analysis experience, successful experience with Title I and/or SIG fiscal management, knowledge of the MCSD budgeting

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process; SIG and Indistar experience are preferable.

SIG is currently housed within the Title I department as all purchases and payrolls go through the Title I director. The Title I director will act as the district SIG coordinator and will monitor budgets and spending, conduct monthly LEA meetings, collaborate with Finance, initiate board items, and act as the liaison to the GaDOE. The SIG funded grant administrators and the Title I director will attend LEA monitoring meetings, GaDOE quarterly monitorings and grant committee meetings on SIG to report progress and issues.

iii.

Meetings with stakeholders were held at each school in March and April 2014 to gather input and relay information. Digital and/or paper surveys were distributed to faculty and staff, parents, community members, alumni associations, and students at each school. The results of the surveys were tabulated in order to inform the writing of the grant team. The Title I director and/or school principals met with the Local School Councils to discuss the grant applications and answer questions and concerns.

The superintendent met with school board members prior to application and the Chief Academic Officer reviewed SIG requirements and the application process with the school board at the April 2014 board work session. The Chief Academic Officer reviewed the grant components with the superintendent and board chairman in preparation for grant submission.

iv.

The LEA is going to recruit and select SIG school staff with utmost diligence. Each grant has recruitment and retention incentives to attract and keep the most qualified applicants and staff. Recruitment bonuses are listed in the advertisements and applicants are informed of rewards at the interview. Bonuses are awarded in two disbursements; one in December and one in May.

The Human Resources Division of MCSD works diligently to recruit the most highly qualified applicants for the SIG schools. HR has a recruiting staff that travels during the year to job fairs and college campuses in an effort to recruit teachers for hard-to-fill positions. They also hold an annual job fair in the spring where teacher candidates can meet school administrators and distribute resumes. HR continues their support by providing professional learning and executive coaching to new administrators and are readily available to administrators as needed.

HR recognizes the importance of allowing SIG schools to hire early and has allowed SIG/Priority schools to interview first so they could offer jobs as soon as positions could be offered. The MCSD is fortunate to have a Human Resources Chief that is very committed to schools and children. It is not unusual for the Chief of Human Resources to contact a SIG principal upon receiving a promising application for hard to fill positions (for example, a Hi-Q Special Education teacher). HR makes it a practice each spring to contact the Title I director if school staff members apply for an in-district transfer to determine if the applicant has completed the three years of service that they are asked to commit when hired in a SIG school. The MCSD Human Resources Division is to be commended for

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their efforts on behalf of SIG schools in the last four years.

SIG principal positions were advertised separately in 2014 to ensure that candidates realize the additional responsibility and accountability required of SIG principals. Principal candidates will be selected using the Turnaround Leaders competencies checklist and a panel interview process. The panel will be comprised of various members of the grant committee. The superintendent and the committee understand the importance of placing the right leader in schools that need the most interventions.

MCSD also has a new teacher and leader induction program that is exemplary. Teachers new to the district are assigned a district mentor for the first three years with the district and a TSS endorsed mentor at the school level. Teachers and principals can call on these mentors when they need resources or reinforcement in the early years of service with the district. SIG schools have the added bonus of offering job-embedded professional learning that can prove invaluable to new teachers. Teachers in SIG schools have opportunities for training on cutting edge, best practice strategies that other teachers will not receive in their schools. They also have opportunities to attend national conferences and gather ideas from teachers and trainers from all over the United States. In the most successful SIG schools, the district has found that the teachers choose to stay at the end of the grant period because they are invested in the success of the grant and in their students.

The MCSD leader mentoring program provides an executive coach to new principals in the district. This coach works with the new principal to discuss issues, problem solve and provide encouragement along the way. The role of principal can often be a solitary one, but this program provides an informed resource that can be called to provide input or simply give operating procedures and guidance. The SIG principal is also fortunate in the professional learning opportunities that can potentially be provided with SIG funds. Many principals benefit from leadership coaching that can be provided through external providers. Many times these providers are former principals that can lend another “set of eyes” to a principal and can mentor and coach principals on resolving issues in the school. The advantage to a consultant is that they can devote windows of time to be in the schools and work on-site with principals to build their leadership skills or simply give them the benefit of their experiences as a leader. A new mentoring opportunity available to principals in this cohort is the availability of the Region Chief assigned to each of them.

v.

MCSD will use a variety of measures to monitor progress toward goals in SIG schools. For one, the site based SIG administrator will monitor the district benchmark assessments results and work with academic coaches to ensure that teachers are differentiating instruction and scaffolding instruction and interventions to support student success. The principal and other school administrators will collaborate with each other and the academic coaches on focus walks and TKES observations. The LEA has found that when teams discuss teacher observations around specific TAPs from multiple perspectives, the practice seems to “standardize” feedback in the building. This strategy also results in a more even TKES rating distribution and improved instructional practices in the building.

The Title I director will hold monthly LEA monitoring meetings with SIG principals and site-based

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SIG administrators to monitor SIG implementation, Indistar usage, and school progress. This practice was started with Cohort 1 and 2 schools and allows the schools to share ideas with each other and give feedback to district support staff. This meeting provides a structured time to communicate and confirm that everyone is on the “same page” about upcoming events and deadlines. In 2013-2014, the meeting format was changed to teleconferencing which allowed the principals to remain in their buildings. Informal stakeholder feedback has indicated that this change was, overall, a positive one for principals and the current SIG and RT3 administrators find it more conducive for scheduling.

At the district level, the Title I department will have accountability specialists assigned to the SIG schools in order to monitor Indistar and attend Leadership Team meetings. These program specialists will track school data for attendance, discipline, course pass rates, parent contacts, RTI referrals and interventions, and classroom observation data. The program specialists will work with the grant administrators, the Title I director, the DTL, school administrators and academic coaches to find proactive solutions when needed.

The Region Chief will also monitor the school data, attend monitorings and Leadership Team meetings and assist with school improvement efforts. The team of specialists from the Program for Exceptional Students, the Special Ed director, the Professional Learning director and the curriculum directors will also be available resources to the school and the grant team supporting the school. The Region Chief, the principal, the school grant administrator and the Title I director will work in collaboration to incorporate all SIG initiatives and monitor their implementation. The grant administrator will deliver onsite monitoring of the external partners and report results to the principal and the Leadership Team at the bi-weekly meetings.

vi.

Each reform effort in the grant has a capacity building feature that is explained in the body of the application, however, the overarching goal of the instructional improvements and professional learning is to build teacher leaders in each school that will be able to sustain the work after the grant period. Academic Coaches will train department chairs/grade level content specific leads to run data teams that utilize formative and summative assessment data to inform planning and delivery of instruction. Each grant is to identify and train several competent teacher leaders in all areas, including technology integration, to continue the work when the grant period has ended. Ideally, there will be Title I funds to sustain one on-site academic coach per content area at the high school level and at least one site based academic coach at the elementary level.

However, if Title I funds are not available to sustain that level of support, the schools will share content specific academic coaches with a cluster of schools within their region by combining Title allocations and department/grade level content specific teacher leaders, who were trained by the coaches during the grant period, will lead the established professional learning communities when the SIG funding period has ended. These teacher leaders can mentor and grow newly hired staff and facilitate on-site professional learning to sustain the improvements afforded by the grants. The shared Title I coaches will monitor instruction, provide feedback to the teacher leads, and offer additional professional learning in the buildings. District level personnel for curriculum, professional learning, and Title I will be available to provide instructional support, as well.

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Any purchased technology equipment will be covered under the Virtucom contracts with the MCSD which provide for a “refresh” of equipment every five years. The Technology Specialists will work closely with the media specialists in each building throughout the grant periods to prepare them to assume the inventory responsibilities when the grants are over; the district Title I technician will monitor SIG inventory for the grant period. Title I will acquire the technology inventory at the end grant funding and the Title I technician will continue to monitor the technology equipment in each building, along with the district internal auditors. The media specialist and at least one other building representative will be chosen in each school to work closely with the Technology Specialist to receive additional technology training and provide additional peer assistance to teachers that need it. Additionally, the schools will have region academic coaches and a region Technology Integration Specialist available to them during and after the grant period.

The continuation of PBIS in each school will reside with the members of the school leadership teams and the assistant principals in charge of discipline. Each school’s leadership team will monitor discipline data during and members will decide who will assume the responsibility for monitoring PBIS and discipline data when the grant is over. The MCSD is working in collaboration with Georgia Appleseed and GaDOE to pilot PBIS in the district beginning in 2014-2015. The plan of the LEA’s PBIS team is to have thirty (30) schools with operational PBIS programs by 2016-2017. The three SIG schools will have the support afforded by the district PBIS team and the Cohort 1 PBIS schools during and after SIG.

Post SIG, the Family Services Coordinators for each school will be sustained and/or shared using Title I funds; if funds are not available, a parenting liaison will be selected in each school. School attendance procedures and reinforcers will be routine after three years and will be continued and extended by school attendance clerks, FSCs, teachers, guidance counselors and social workers. The schools will continue to engage families by regularly communicating student progress to parents in multiple ways, providing training and support to families, and encouraging family participation in school events by maintaining a welcoming environment. The district Program for Exceptional Students and Title I department have LEA parenting liaisons that offer free training, support, and resources to parents and help schools to build and extend their parenting programs.

Additionally, each school currently has strong connections to the community through active Partners in Education, Local School Councils, and Alumni Associations and the support of local businesses and schools such as Columbus Technical College and Columbus State University which will all provide resources for the schools during and after the grant. A large part of the work during the grant period will be to extend those partnerships within the community and build new ones to ensure that programs begun during the grants, such as after school programs, academic field trips, and dual enrollment, remain in place when federal funds are depleted.

As a district, the principal pool for turn-around leaders will be strengthened by having three SIG administrators ready to tackle low achieving schools and replicate this work in other MCSD schools when the grant period is over. The building SIG administrators will implement a fiscally significant grant, fully participate in the instructional and operational aspects of school administration, build use,

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documentation and budgeting skills while they are, simultaneously, mentored by a transformational leader and receive external partner leadership training. This environment is a Utopia setting to grow leadership skills and to nurture future principals capable of transforming schools.

MCSO will be participating in the RT3 extension option. Jordan, Spencer, Eddy and Baker will no longer be considered "RT3/LAS schools," and the RT3 administrator will no longer work directly with those schools. However, the availability of this funding and the RT3 administrator for another year will prove invaluable to the LEA and SIG. The RT3 administrator and science coach will remain in the central office to administer SLOs and monitor TKES/LKES implementation. During the 2014-2015 school year, the gradual release of SLOs and TKES/LKES to the DTL and Human Resources will begin and the RT3 administrator will continue the training of various departments in preparation for the end of the grant period in December 2015. Refinement of SLOs and TKES/LKES will continue to be an on-going process for administrators and teachers. The DTL curriculum specialists and directors will work collectively with the Region Chiefs and other departments to continue the efforts begun with RT3 when funding is expended.

The RT3 administrator will also continue to be a resource to the SIG administrators and the Title I accountability specialists. The current RT3 administrator has experience with LEA monitoring protocols for SIG/RT3 schools and can provide support to SIG Cohort 4 for continuing and improving this process. In addition, the MCSO has three administrators, including the Title I director, with district level SIG experience and five administrators, including one of the region chiefs, with building level SIG experience; these individuals will be resources for the LEA and SIG principals, administrators and staff. The district also has multiple administrators and academic coaches with Indistar experience who are able to assist the Cohort 4 schools with Indistar usage and documentation as needed.

vii.

The LEA will work diligently to remove barriers to the work of SIG in each school. The district has shown a pattern of working with schools and the GaDOE to remove barriers for principals. District superintendents have moved quickly in many cases to hire quickly for positions, make administrative moves, alter policies for SIG schools when needed and has demonstrated a deep commitment to the improvement of schools. The grants have strong removal policies in them that Human Resources and the superintendent have agreed to enforce. The superintendent has a strong connection with the school board and works diligently to maintain relationships and gain their support through constant two-way communication. The board members are made aware of changes before they happen and have expressed repeatedly their confidence in the superintendent's leadership and vision.

viii.

The LEA currently has a vendor selection process in place. As mentioned earlier, a district focus has become data driven decision making. Schools that want to use vendors must submit a proposal to the DTL funding source and the Elementary and/or Secondary Education departments. The proposal asks the school to align their data, goals, and needs with their School Improvement Plan (or School Improvement Grant) and to list potential vendors, their services, their costs, the services and resources included in the costs, and an analysis of the strengths and weaknesses of each vendor in meeting the

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identified needs of the school. In the SIG schools, the building SIG administrator will be responsible for reviewing and preparing the information on vendors and the school Leadership Team will determine the vendor that the school would like to use.

Within the proposal, each vendor must provide a written explanation of the services they offer to meet the identified needs of the school, a description of previous work done to address similar needs in comparable schools or districts and provide data from those districts to support their services. The vendors must also provide reference information to validate the vendor's services and data. Vendors that have a previous service history with the district do not need to provide references or data. In the SIG schools, the building SIG administrator will be responsible for reviewing and preparing the information on vendors and the school Leadership Team will determine the vendor that the school would like to use. In the district reorganization plan, the Region Chief and the funding source director will review and authorize the final selection of the school.

MCSD has always written contracts for providers that list the services the provider will deliver. The district learned with SIG that holding vendors to their promises was critical to results. This is another example of "lessons learned." With the cohort 2 school, the district demanded and received more of the promised services from the major external partner through instituting various protocols such as sign in sheets, staff surveys, and quarterly meetings to discuss the work of the external partners. Both cohorts in years two and three branched out to additional vendors that offered services tailored to each school's specific needs. The area of growth for MCSD is the inclusion of school obligations in contracts. SIG contracts will include a shared accountability section for implementation that the school principal will sign and be held accountable for. Contracts will also include student achievement goals for the areas of concentration.

ix.

This is another area where experience with SIG has helped the LEA to grow; MCSD is a better district because of SIG. SIG has been an "eye opener" for some of the "high achieving" schools in our district. When SIG schools are outranking schools that are considered the "better" schools... principals take notice. When "low achieving schools" are five percentage points from "the best schools,".... SIG is changing lives in Muscogee County. Non-SIG principals are calling the SIG principals to ask what they are doing and they are visiting the schools to see instruction.

MCSD has and will continue to allow SIG schools the opportunity to share strategies that are working in their schools. The LEA monthly meetings are already a place where the principals share ideas with one another. SIG principals will continue to extend their experiences to other schools through region meetings and trainings. SIG principals and staff will provide professional development to non-SIG principals and feeder schools. The academic coaches, both the school based ones and the ones that are shared among Title I schools, will participate in SIG trainings and redeliver professional learning to non-SIG schools and share strategies at district led academic coach meetings. Feeder school staffs will be allowed to attend professional learning sessions at SIG schools and the DTL directors and/or program specialists will attend trainings and redeliver to schools with the same needs. If the district can have the opportunity to extend the work, it can use the experience to continue to train other schools in the strategies that are working in SIG schools

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The work done with SIG funds in MCSD has been significant and has created the desire to carry the work further. SIG has gratefully caused adults to be uncomfortable. SIG has forced schools and the district to examine what is important. SIG has changed the district forever, and, most poignantly, at the district level. It is the schools that have achieved the least that hammered the LEA with the most impactful lessons. It is unacceptable to not be about changing the lives of children no matter the cost to adults and the status quo. It is unacceptable to allow elementary and middle schools to languish and expect all of the heavy lifting to come from the high schools. SIG has changed our expectations of students and of each other. The successes in the SIG schools have forced other schools to quit making excuses.

The litmus test of change, however, is sustainability. MCSD implores the committee to consider several factors. The district has demonstrated overall success in SIG schools through CCRPI scores, graduation rates, and test scores. The LEA and the schools have demonstrated a commitment to change and a pattern of compliance over the last four years between RT3 and SIG. It is much harder to sustain change than to begin it; MCSD students deserve continued hope of change in our lowest achieving schools. It is imperative that the work continue and that it extend to the lowest achieving elementary schools. Sixty three percent of students that do not graduate are sentenced to prison and students from poverty that cannot read on grade level by third grade are destined to never finish high school.

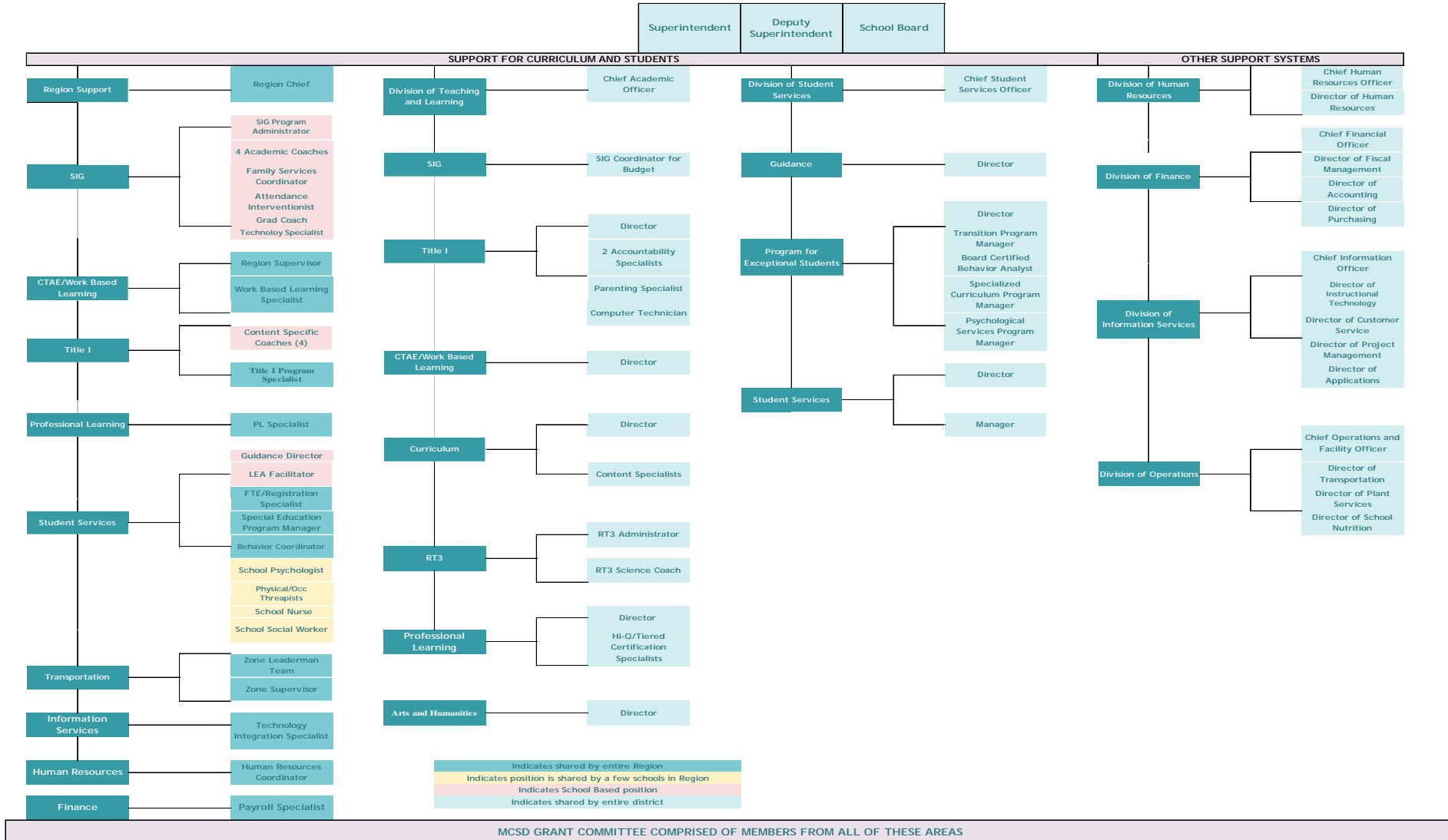
MCSD is a county that experiences large pockets of poverty; thirty-nine (39) of our fifty-four (54) schools qualify for 100% free and reduced lunches under the Community Eligibility Provision (CEP). There is generational wealth in Columbus, but that only seems to make the areas of severe, generational poverty more hopeless. The locations of the accountability status schools in MCSD only seems to widen the poverty gap between the “haves” and the “have nots” in Columbus. Education is the great, and only, equalizer; it is the singular chance many students have to break the cycle of poverty in their lives.

x.

The LEA has chosen to apply for all eligible schools except Cusseta Road Elementary School. The district is not applying for Cusseta Road because the school is closing at the end of the school year. Muscogee Elementary School is also closing and a new elementary school, Dorothy Heights Elementary, will open for 2014-2015 to replace both schools.

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SUPPORT FOR SIG SCHOOLS



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C. BUDGET: An LEA must complete a proposed budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

1. The LEA must provide a three (3) year proposed budget narrative and fill out the corresponding budget templates that are provided in this application. The budget narrative and templates must reflect the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each SIG school it commits to serve.

Note: An LEA's proposed budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve through SIG 1003(g). A LEA's proposed budget must include reasonable and necessary expenditures that are in compliance with federal funding requirements. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year proposed budget plan.

An LEA's proposed budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000, per school, over three years.

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D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- (2) Establish SMART (specific, measurable, attainable, relevant and time-bound) annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure annual progress on the leading indicators in section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf>) in order to monitor each Priority school that it serves with school improvement funds
- (3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the partner, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

Georgia Specific Assurances

The LEA must assure that it will—

- (1) Ensure that a high-performing principal leads the school reform;
- (2) Ensure that staff selection is based on mutual consent of the school principal and the LEA;
- (3) Collaborate with the Georgia Department of Education’s District Effectiveness Team to support the reform efforts in the SIG 1003(g) school(s); and
- (4) Ensure that principal selection is approved by a Georgia Department of Education staff member.

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Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement. NOT APPLICABLE FOR PRIORITY SCHOOLS

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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LEA Name: Muscogee County School District

School Name: Fox Elementary School

Transformation Model. The LEA and school must complete following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas:

A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

The current principal is retiring May 30, 2014 and will be replaced as is required by SIG Cohort 4 guidelines. The Muscogee County School District Superintendent, Chief Academic Officer, Assistant Superintendent and Director of Elementary Education will meet and interview prospective candidates and make a recommendation to the Board of Education. There will also be a GaDOE Lead School Improvement Specialist present for the interview; a GaDOE SIS will sit on all hiring interviews for SIG schools. The candidate will be chosen based on his/her turnaround leader competencies as defined by the Chicago Education Fund (June, 2008). The chosen candidate will be driven for results (sets high goals, takes initiative, is relentless to succeed), a problem solver (utilizes data to identify and solve problems, confident (uses failure to initiate problem solving and does not make excuses for failure) and possess the ability to influence others (influences immediate action toward school goals)

The Muscogee County School District (MCSD) and School Board are committed to providing the principal with operational flexibility to improve student outcomes to include: flexibility with school calendar to offer increased learning time for teachers and students, support for staffing, and additional district level support for implementation of the grant initiatives.

A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.

Teacher and Leader Effectiveness Systems (TKES/LKES) was implemented district wide for the 2012-2013 school year. The district is committed to utilizing this evaluation instrument and provides teachers and administrators with ample opportunities to participate in training for utilizing the evaluation rubric and refining implementation through shared discussion and district feedback on results.

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The principal and other school administrators will collaborate with each other and academic coaches on focus walks and TKES observations. The LEA has found that when teams discuss teacher observations around specific TAPs from multiple perspectives, it seems to “standardize” feedback in the building. This practice seems to result in more evenly distributed, less inflated TKES scores and improved instructional practices in the building.

School staff will develop individual professional growth plans at Fox that differentiate professional learning needs based on TKES performance standards and work with academic coaches and administrators to improve teaching and learning for all students. Building administrators will be evaluated by LKES and will be provided district and school based support as appropriate.

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Teachers, administrators and staff members will receive monetary incentives based on their evaluations, specific school improvements and/or achievement of students. These incentives will only be offered during the grant period from Year 1-Year 3. The first award is based on data from June 2014 compared to June 2015. No monetary awards are identified for years occurring after the School Improvement Grant.

TKES/LKES Evaluated Staff:

Teachers who receive two (2) or more “exemplary” ratings out of the ten (10) Teacher Assessment on Performance Standards (TAPS) through the Teacher Keys Effectiveness Systems (TKES) and up to eight (8) “proficient” ratings (no “ineffective” or “needs development” ratings) will be eligible for a \$1,000 reward. This award is tied to student achievement through the Student Growth and Academic Achievement Score. A SIG award tied to TKES/LKES has been mandated by GaDOE for the last two years.

Building administrators who receive one (1) or more “exemplary” rating on the eight Leader Assessment of Performance Standards (LAPS) through the Leader Keys Effectiveness System (LKES) and up to seven (7) “proficient” ratings (no “ineffective” or “needs development ratings) will be eligible for an \$1,000 reward. This award is tied to student achievement through the Student Growth and Academic Achievement Score. A SIG award tied to TKES/LKES has been mandated by GaDOE for the last two years.

Eligible participants evaluated using TKES or LKES that did not complete a full year at Fox will receive a pro-rated incentive based on the percentage of worked days in the contract year.

Eligible participants evaluated using TKES or LKES that did not work full time at Fox will receive a prorated incentive based on the percentage of the work week spent at Fox based on the

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district comparability report.

Non-TKES/LKES evaluated staff incentives for specified positions:

Academic Coaches are not evaluated using TKES, but are eligible to receive a \$1,000 incentive based on a 10 percentage point increase in combined “proficient” and “exemplary” ratings on TAPS ratings for teachers between the mid-year conference and the summative assessment conference and receive no “unsatisfactory” ratings on their end of the year evaluation.

The school counselor and Board Certified Behavior Analyst, not evaluated using TKES are eligible to receive a \$1,000 incentive based on a 10 percentage point decrease in office referrals from June 2014 to June 2015 (for year 1) and receive no “unsatisfactory” ratings on their evaluations.

The media specialist, not evaluated by TKES, is eligible to receive a \$1,000 incentive based on a 10 percentage point increase in the number of words read based on the Accelerated Reader software word count between June 2014 and June 2015 (for year 1), a 10 percentage point increase in library circulation and must receive no “unsatisfactory” ratings on his/her yearly evaluation.

The Instructional Technology Specialist, not evaluated by TKES, is eligible to receive a \$1,000 incentive based on a 10 percentage point increase in the number of teachers that integrate technology into instruction as evidenced by focus walk data gathered from administrators and academic coaches between August 2014 and June 2015 (for year 1) and must receive no “unsatisfactory” ratings on his/her yearly evaluation.

The Family Services Coordinator, not evaluated by TKES, is eligible to receive a \$1,000 incentive based on a 10 percentage point increase in the number of parents attending parenting workshops, a 10 percentage point increase in the number of home visits conducted between June 2014 and June 2015 (for year 1) and no “unsatisfactory” ratings on his/her yearly evaluation.

The Attendance Interventionist, not evaluated by TKES, is eligible to receive a \$1,000 incentive based on a 5 percentage point decrease in the number of students with unexcused absences (excused is defined as documented with a doctor’s note, military orders, bills for maintenance, employer note, etc.) from school 15 or more days between June 2014 and June 2015, a 10 percentage point increase in attendance in the afterschool and Saturday Enrichment School programs between August 2014 and June 2015 (for year 1), and no “unsatisfactory” ratings on his/her yearly evaluation.

All non-TKES/LKES staff members are evaluated by a scaled rubric designed by the MCSD.

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Other Incentives for All Staff- Based on CRCT Scores and Attendance:

All staff (defined as teachers, administrators, academic coaches, counselors, media specialist, BCBA, Family Services Coordinator, attendance interventionist, instructional technology specialist, paraprofessionals, all secretarial staff, custodians and cafeteria workers) are eligible for incentives for:

- CRCT scores that meets/exceeds the grant target rate (see chart below)
- Georgia 5th Grade Writing Assessment scores that increase the meets/exceeds rates by at least 10 percentage points from the previous school year
- Attendance rates that show a 10 percentage point decrease in the number of students with unexcused absences for 10 or more days. (excused is defined as documented with a doctor’s note, military orders, bill repairs for maintenance, employer note, etc.)

*Employees must have no “ineffective” or “unsatisfactory” ratings, in any area, on their annual performance evaluation. The MCS D evaluation instrument for non-TKES/LKES employees is a rubric based on a five point scale.

All incentives will be based on data CRCT and Georgia Writing Assessment score comparisons will be based on raw data as reported on the GaDOE website and will not include re-test scores, GAA scores, or FAY calculations. Certified employees are defined as teachers, administrators, academic coaches, school counselors, media specialists, BCBA, and instructional technology specialists. Classified employees are defined as Family Services Coordinators, attendance interventionists, paraprofessionals, secretarial staff, custodians and cafeteria workers.

Eligible participants that did not complete a full contract year will receive a pro-rated incentive based on the percentage of worked days in the contract year.

Eligible participants that did not work full time at Fox Elementary will receive a prorated incentive based on the percentage of the work week spent at Fox based on the district comparability report.

Content Area			Possible Reward
Reading Meets/Exceeds Percentage Average for Grades 3-5			\$100 for certified employees \$50 for classified employees
2015- 87.3	2016- 93.4	2017- 96.4	
ELA Meets/Exceeds Percentage Average of Grades 3-5			\$100 for certified employees \$50 for classified employees
2015- 82.2	2016- 88.4	2017- 95.4	
Math Meets/Exceeds Percentage Average of Grades 3-5			\$100 for certified employees \$50 for classified employees
2015- 73.9	2016- 83.9	2017- 92.1	
Science Meets/Exceeds Percentage Average of Grades 3-5			\$100 for certified employees \$50 for classified employees
2015- 63.5	2016- 76.5	2017- 88.2	

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Social Studies Meets/Exceeds Percentage Average of Grades 3-5			\$100 for certified employees \$50 for classified employees
2015- 61.6	2016- 74.6	2017- 87.6	
Georgia 5 th Grade Writing Assessment			\$100 for certified employees \$50 for classified employees
2015- 74.7	2016- 84.7	2017- 90.0	
Increase Percent of Third Graders Reading at a Lexile Level of 650 or Above			\$100 for certified employees \$50 for classified employees
2015- 20.7	2016- 40.7	2017- 60.7	

Eligible participants that did not complete a full year will receive a pro-rated incentive based on the percentage of worked days in the contract year.

Eligible participants that did not work full time at Fox Elementary will receive a prorated incentive based on the percentage of the work week spent at Fox based on the district comparability report.

Removal:

The Georgia Evaluation System, *Teacher Keys Effectiveness System (TKES)*, will be used to identify teachers who have not improved their professional practice. Teachers rated “ineffective” in two (2) or more TAPS will be considered for placement in another school within the district or for removal from the district. Year 1 will be used as the implementation period. Year 2 will be the first year of utilization of the placement/removal policy. The decision for placement or removal will be based on the joint findings of a committee comprised of the teacher’s evaluator, the school principal, the Regional Chief, the Chief Academic Officer, The Chief Human Resources Officer, the Assistant Superintendent, the Superintendent and the School Board.

The Georgia Evaluation System, *Leader Keys Effectiveness System (LKES)*, will be used to identify leaders who have not improved their professional practice. Leaders who have been rated “ineffective” in one (1) or more LAPS or “needs development” in two (2) or more LAPS will be considered for placement in a teaching position at another school within the district or for removal from the district. Year 1 will be used as the implementation period. Year 2 will be the first year of formal utilization of placement/removal policy. The decision for placement or removal will be based on the joint findings of a committee comprised of the leader’s evaluator, the Regional Chief, the Chief Academic Officer, The Chief Human Resources Officer, the Assistant Superintendent, the Superintendent and the School Board.

BUILDING CAPACITY: The intensive Year 1 training provides the foundation for policy implementation in Year 2. The TKES/LKES system will be firmly ingrained in the school district at this point and teachers and leaders will have been given ample opportunity for growth. For capacity purposes, it is essential that ineffective teachers and leaders be removed from the building in order to improve instruction in every classroom and provide opportunities for individuals that may not be best suited for the job demands particular to this school.

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A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

ELA/Reading:

Based on test scores, student growth models, and teacher surveys, Fox students continue to struggle with literacy skills at all grade levels (see Appendix A). Third grade scores are lower than fourth or fifth in every subject which indicates an issue in K-3. The percentage of students reading at the 650 Lexile in 3rd grade in 2013 was 10.7 percent while the 5th grade rate at 850 was 34.3 percent. This gap, which was about the same the year before, suggests that there is students are capable, but they are only being pushed from third or fourth grade on.

Research suggests that students not reading on grade level by the end of the third grade are four times less likely to graduate from high school on time and students living in poverty that are functioning below grade level at grade 3 are six times less likely to graduate (Hernandez, 2012). A 2009 study by researchers at Northwestern University found that high school dropouts were 63 times more likely to be incarcerated than a high school graduate. This research makes it imperative to improve reading and literacy instruction and suggests that an intense focus should be placed on reading in grades K-3. In order to prepare students for the literacy demands of school, two instructional coaches will be hired to provide job embedded professional development to improve teaching and learning in the building in the areas of reading and literacy.

- Reading coach— A certified reading specialist will be hired to work on reading foundations with K-3 teachers. This coach will train K-3 teachers in phonemic awareness/phonics instruction, using DIBELS, close reading strategies, utilizing leveled texts, vocabulary building, reading fluency and comprehension, the writing process, the writing stages, the interrelationship of reading and writing, examining student work, student feedback, and using assessment in reading to guide instruction. This coach will also work with the reading intervention teacher for grades 4-5 and the grade 4 and 5 reading teachers. The coach will provide training on helping a struggling, older reader including utilizing high/low text, reading and writing across content areas, strategies for encouraging reading and writing in a struggling reader, and acceleration versus remediation strategies. This coach will directly work with teachers of students that did not pass the third and/or fourth grade CRCT in order to prepare students for the 5th grade reading CRCT. The reading issue identified above and low science and social studies scores for grades 3-5 indicate a content literacy issue. Teachers need to utilize non-fiction science and social studies texts to teach reading

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skills in grades K-5.

- Literacy Coach- This coach will work with all teachers, grades K-5 on reading and writing across the content areas. This coach will specifically work on “reading to learn versus learning to read” with fourth and fifth grade teachers to include; close reading strategies, text complexity, non-fiction reading academic vocabulary, nonfiction reading and writing, understanding of the Common Core standards for ELA and reading, and the content expectations. Fox will use Title I funds to hire part-time science and social studies coaches for the 2014-2015 school year. The literacy coach will collaboratively work with the math, science and social studies coaches to train teachers in to teach literacy skills through the content areas.

As the content area coaches work with teachers modeling, co-teaching, providing feedback, and analyzing data to plan for instruction, the literacy coach will specifically work with teachers to incorporate literacy into classroom content instruction and into bi-weekly labs for science and social studies (provided by the collaborative efforts of the classroom teachers and coaches). This integration of literacy skills and content mastery will help students build concepts over time and to demonstrate of both content knowledge and literacy skills. This combined effort will also immerse students in academic vocabulary, provide multiple opportunities to assimilate new vocabulary, and allow students to transfer learning across an array of task demands. Teachers will have multiple opportunities to formatively assess student acquisition of skills and concepts and to determine misconceptions and/or areas for further instruction.

Mathematics:

Historically, math has been an area of low performance at Fox, especially in third grade. The school currently has a Flexible Learning Program that operates after school, two days per week. Math scores did improve in 2013, however, the teachers were not satisfied with the Neo IIs that were used for the program and felt the students needed more. The school is currently using Key Math (K-3) and On Ramp to Pre-Algebra (4-5) from Pearson. Pearson has provided training and on-site technical assistance to the FLP teachers on each program. Teachers have reported some success, but overall, they still find math to be a weak area for students. In order to address this area of concern, a math coach will also be hired using SIG 1003(g) funds.

- Math Coach- The math coach will specifically work with K-5 teachers on the Common Core Georgia Performance Standards (CCGPS) of mathematical practices. The focus of professional learning will focus on training teachers in math content, building conceptual understanding, and teaching content through problem solving. Rigor was an area of growth suggested by the GAPSS team and will be addressed by the math coach. Pearson will also continue to work with the math coach and teachers in order to address the depth of the standards, teacher content issues, and conceptual instruction.

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Science and Social Studies:

Science and social studies data reflect a need for growth in these content areas. Teachers attribute this need to poor literacy skills including academic vocabulary and experiences. Teachers also report that the time to teach all the subjects is limited due to the time needed for reading and math.

- Science and social studies coaches- There will be part-time science and social studies coaches at Fox that will be funding using Title I monies. These two coaches will be shared with another Title I school and will work with Fox teachers to provide specialized training in science and social studies content and hands-on instruction. The science and social studies coaches will work with classroom teachers to plan and implement weekly labs that focus on hands-on, engaging lessons and to integrate literacy skills into the content area. Coaches will also work with teachers and the other instructional coaches on utilizing non-fiction texts, technology, and other instructional resources to deliver standards based lessons in the content areas and to teach literacy skills within the content areas.

Assessment:

The GAPSS team reported in 2013 a need to develop skills to increase rigor in assessments, increase expectations for students and encourage student self-evaluation. To address these growth targets, the school will participate in professional learning on building assessments that reflect the rigor of the standards, examining student work to determine exemplars, proficient, and not proficient work, and standards based grading that reflects a variety of assessment methods and tasks. This work will occur during common planning. Assessment work for teachers will also focus on providing feedback to students and utilizing formative assessments to inform and differentiate instruction. Hattie (2009) reported that three of the top ten most powerful practices for increasing student achievement are formative assessments, feedback, and student self-grading.

Differentiation and Research Based Strategies:

GAPSS observations reflect a need for teachers to differentiate instruction for students including flexible grouping. Teachers will participate in professional learning that trains them to use formative assessments to determine student needs and to choose research based strategies for meeting those needs. Strategies include: flexible grouping and small group instruction, classroom management for grouping, collaborative learning, reciprocal teaching, micro teaching, comprehensive interventions for learning disabled students, acceleration, spaced versus mass practice, and teacher clarity. (Hattie, 2009) A little over 20% of Fox's student population is Students with Disabilities and their Black subgroup is approximately 65% of their population. The CRCT data suggests that SWD scores and Black subgroup scores are below the All subgroup; in some instances, the SWD pass rates were between 0 and 25%. Teachers need training in powerful strategies for SWD and black students in particular.

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Strategies for Working with Students Living in Poverty:

Research suggests that socioeconomic status impacts student achievement. (Hattie, 2009) Teachers will participate in professional learning around the work of Eric Jensen (2009, 2013) which focuses on understanding the effects of poverty and strategies that support students living in poverty such as relationship building, decreasing stress, increasing physical movement, understanding and managing the root causes of behavior, and engaging students in school.

The GAPSS team further identified parent engagement training as a need at Fox. Training for teachers will focus on working with and engaging families in poverty and will be based on the work at Francis Marion University's Center of Excellence. Emphasis will be placed on communication with parents, increasing student attendance through parent engagement, and teaching parents how to help their children learn.

Individualized Professional Learning:

The GAPSS team also recommended that professional learning be differentiated based on teacher needs. To meet this goal, the principal and SIG administrator will use the needs identified through TKES to help teachers develop individual Professional Development Plans specific to them. Teachers and administrators will choose specific courses to develop the skills needed by the teacher. The courses will be done by the academic coaches, external providers, as needed, and an on-line PL program. The LEA is currently purchasing PD360 and the school will use SIG funds to purchase ASCD In-Focus.

Technology Integration:

Fox's GAPSS analysis reported that technology integration and effective use was observed in less than 50% of the classrooms. Technology is extremely engaging to students and effective use of technology is critical for college and career readiness. Student motivation and engagement are issues for students living in poverty (Jenson, 2013) and one of the suggested actions for engaging students is technology integration in the classroom.

To support the technology upgrades through SIG funds, a technology specialist will be hired to train teachers on using technology in the classroom for assessment, projects, research, virtual experiences, and active engagement. The technology specialist will work with teachers on using the available technology and to help teachers integrate technology into lessons on a daily basis. The technology specialist will provide model lessons, give feedback to teachers on technology integration and do focus walks to determine needs of individual teachers. The technology specialist will focus on technology in the classroom.

The technology specialist will also work with the media specialist and a teacher leader in the building on technology integration to train over the period of the grant. These two staff members will work closely with the technology specialist to deliver training to staff and will begin to work with teachers independently during the grant period. This will ensure that the work will be carried on if funds are available to maintain the technology specialist position at the end of the grant.

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Positive Behavior Intervention Supports (PBIS):

On the teacher surveys distributed for SIG, 100% of the teachers at Fox reported that student misbehavior was a problem at the school. Teachers further reported that they felt there was a need for an on-site behavior specialist. Hattie (2009) reported that research indicates that the most powerful school environment contributions to student achievement are the climate of the classroom, peer influences, and the lack of disruptive students in the classroom. The culture of the classroom is critically important at Fox in light of the poverty issues that students face at home. In Eric Jensen's (2009) work on teaching children living in poverty, he cites classroom management, proactive guidance, understanding goals of misbehavior, and building community as ways to increase learning for students.

A Board Certified Behavior Analyst (BCBA) consultant will be contracted to work with students, teachers, administrators and parents on student and adult behavior at Fox. The BCBA will work with adults on analyzing the root causes of student misbehavior and extinguishing undesired behaviors through planned interventions. The BCBA will provide modeling and feedback to teachers, administrators and parents on behavior management and interactions with students. Additionally, the behavior specialist will work with the special education teachers on Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) for Individualized Education Plans (IEP) and serve on the RTI team to behavior interventions for students.

The school will adopt PBIS as the school wide discipline plan. PBIS is based on the premise that continual teaching of appropriate behaviors, combined with a reinforcement schedule for displaying those behaviors will decrease discipline problems and increase time for learning and improve the culture of the classroom and the school. The BCBA will also train teachers and staff on Positive Behavior Interventions Support (PBIS). During the grant period, the BCBA will train the assistant principal and an identified lead teacher in the building as the PBIS leads and will work with them on additional PBIS and behavior intervention strategies so that there are several people in the building trained to continue the PBIS program at the end of the grant.

Year 1	Year 2	Year 3
<p>First Semester:</p> <p>Begin Data Team/Assessment Training</p> <p>Begin PBIS training</p> <p>K-3 reading, K-5 literacy, math, science and social studies delivered by coaches in grade level planning as determined by TKES/focus walk data</p> <p>Second Semester:</p> <p>Continue data team/ add Differentiated Instruction</p>	<p>First Semester:</p> <p>Begin technology integration training in full</p> <p>Continue utilizing assessment data to inform and differentiate instruction</p> <p>Continue working with content coaches on specific areas</p> <p>Continue PBIS</p> <p>Second Semester:</p> <p>Begin cross training grade level</p>	<p>First Semester:</p> <p>Utilize funds for training to work with lead teachers and helping them prepare to act as lead trainers when grant period is over.</p> <p>K-3 Reading Endorsement</p>

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Continue PBIS	content specific teachers	
Begin poverty training	Form vertical content teams with content area leads	
Soft launch on technology with new equipment	Summer 2016	
Summer 2015	Firm up any areas that need to be addressed in training	
Receive more poverty training		

SUSTAINABILITY OF PROFESSIONAL LEARNING:

At the end of the grant period, the coach positions will be sustainable at Fox using Title I funds. If there are not enough funds for three full time coaches at Fox, content specific coaches will be shared with another Title I school in the district. During the grant period, teachers in each grade level will be designated as content specialists for specific subjects. The content specialist teacher in each grade level will be responsible for leading data team meetings in that subject area for that grade and collaborating with the content area coaches to provide model lessons for teachers, organize peer observations and feedback, and facilitate content area training as needed. This strategy will provide six content specialist teachers for each subject area in the building and allow for vertical alignment and sustainability of efforts after the grant period. At the district level, there is a director for each content area that is available to work with schools and there are 10-12 content specific instructional coaches for each subject area across the school district. These resources will be available to Fox at the end of the grant period, as well.

The technology specialist will not remain at the school after the grant period is over unless state or local funding becomes available. (Title I funds cannot be used to fund these positions as technology specialist are funded at some schools using magnet funds.) As with SIG cohort 1, non-funded employees will be placed somewhere else in the district to meet identified needs in other schools. After three years of training and implementation, the Fox teachers will have the capacity to integrate technology into their classrooms independently and PBIS and behavior modification will be firmly rooted in the culture of the school. The care of the technology equipment purchased with SIG funds will be assumed by the school media specialist and teachers will check equipment out from the media center as needed in the classroom. The media specialist or an assigned teacher leader will be responsible for technology training as needed.

After three years of training and implementation, the Fox teachers will have the capacity to integrate technology into their classrooms independently and PBIS and behavior modification will be firmly rooted in the culture of the school. A lead teacher and the assistant principal, who have worked with the BCBA during the grant, will be assigned the role of PBIS coordinators for the building and will be responsible for redelivering PBIS training for faculty members when appropriate and for consulting with teachers and administrators on specific behavior interventions within the school. Fox will also join the district PBIS team in Year 3 of the grant in order to receive additional funds and district support to continue PBIS in the building. Incentives will be provided by donations from PIE members and the community.

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As discussed in sections A1 and A9, there is currently a partnership between CSU and Fox Elementary. Fox serves as a training site for pre-service teachers and this partnership provides Fox teachers with access to current research based strategies and professional learning through exposure to the CSU curriculum. The pre-service teachers will be invited to attend SIG trainings as they are able. It is the goal of Fox Elementary to nourish this relationship between the university and the school as this partnership is invaluable in terms of continuous training for teachers. This strategy will not only build capacity for Fox teachers, but it will build sustainable structures across the district. The majority of new teachers in hired in MCSD each year are CSU graduates. The skills they learn at Fox and their exposure to trainings through SIG will be carried throughout the LEA.

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Incentives for staff recruitment and retention are as follows:

Signing Bonuses:

Teachers hired into the Muscogee County School District or transferred within the county to Fox Elementary may be eligible to receive a one-time signing bonus of \$500 to be awarded in two disbursements during his/her first year at Fox. To receive the first disbursement (December), the teacher must work the entire first semester; to receive the second disbursement (June), the teacher must work the entire semester.

Eligible recipients must have no ineffective ratings, no more than two needs development ratings, and a minimum overall score of proficient on his/her TKES summative score to receive the second half of the bonus. This bonus will be offered to recruit teachers beginning July 2014 and continue for the grant period.

Retention Bonuses:

Teachers that choose to stay at Fox for an additional school year may be eligible to receive a retention bonus of \$500 to be awarded in two disbursements. To receive the first disbursement (December), the teacher must work the entire first semester; to receive the second disbursement (June), the teacher must work the entire semester.

Eligible recipients must have no ineffective ratings, no more than two needs development ratings and a minimum overall rating of proficient on his/her TKES summative score for the previous school year to receive the first disbursement. Eligible recipients must have no ineffective ratings, no more than two needs development ratings, and a minimum overall rating of proficient on his/her TKES summative score for the current school year in order to receive the second disbursement. This bonus will be offered to retain teachers for the 2015-2016 school year and continue for the grant period.

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Other Incentives:

Improved Environment:

Increasing support for continuous improvement through instructional coaches, support personnel, and professional development opportunities will improve organization, student behavior and attendance, student learning outcomes and overall school culture. A positive work environment is an incentive to attract and retain high quality teachers and staff and build sustainable capacity for the school.

Embedded Professional Learning:

On-site staff development maximizes learning time for teachers and supports the development of professional learning communities. Teachers have the opportunity to collaborate, conduct peer observations, receive timely feedback, reflect on best-practices, and actively engage in learning while practicing new skills in a supportive environment. The professional learning available to Fox teachers will develop teacher leaders and build sustainable capacity in the building.

SUSTAINABILITY:

These incentives will help build teacher capacity to sustain grant initiatives by attracting and retaining staff for the full grant period. Three years is needed to develop a core of skilled teacher leaders that are able to continue the work of SIG when grant funds are expended.

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Common Core Georgia Performance Standards (CCGPS).

Attendance Interventionist: The attendance and tardy rate at Fox is a problem reported by all stakeholder groups. Poor attendance in school results in low achievement scores for students. An attendance interventionist will be hired by the school to work with teachers, administrators, the Family Services Coordinator, the school social worker and parents to improve student attendance and decrease the number of tardies each week.

- The interventionist and principal will greet students and parents in the morning at drop off. When students are late, the interventionist and/or the principal will speak with the parent and encourage them to get to school on time.
- The attendance interventionist will be responsible for contacting parents when students are absent each day and make home visits when a student has been out more than one day. Funds will be needed to cover transportation costs for the FSC and the attendance interventionist to make home visits to encourage students to come to school.
- The interventionist will also be responsible for “Get to School and Be on Time” campaigns and award incentives to students for being on time and present for school.
- The interventionist will schedule conferences with parents of children that are chronically tardy and/or absent. Meetings with parents will include the principal, classroom teacher,

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Family Services Coordinator and school social worker, if necessary, to formulate an action plan for improving attendance and punctual arrival at school.

- During the grant period, the Attendance Interventionist will work closely with teachers, office staff the FSC, administrators and the school social worker to embed the strategies for encouraging and monitoring student attendance into the daily routines and procedures of the school day. The interventionist will also train the school attendance clerk, a paraprofessional and the PBIS lead teacher

Broadcast Studio:

Literacy skills are an area of need at Fox as evidenced by the CRCT scores, Georgia 5th Grade Writing Test scores and stakeholder input. Suggested strategies for working with students in poverty (Jenson, 2013) are to provide real world assignments that are relevant and to work to build a nurturing, hopeful school community. In the 2013-2014 school year, Fox students won the “Best Picture” award at the Georgia Movie Academy for a short film they did on bullying. The students were very excited and would like to participate in this project again. To expand this interest and provide relevant projects for students to utilize reading and writing skills, funds will be used to purchase equipment for a broadcast studio. This decision was made because students indicated that film projects an interest through student surveys; a daily news show will help build authentic literacy skills, and increase student motivation.

Fourth and fifth grade students will be responsible for writing, filming, producing and starring in the Fox Morning News Show. The technology specialist and the literacy coach will work with students on this daily project that will afford students a chance to practice writing, reading and speaking skills daily while also giving them an opportunity to be successful and will start the school day with a positive, energetic tone. Students can invite and interview special guests, film “location shoots,” practice film editing, highlight student projects and interests, and the show can be as a reinforcer by announcing daily “star students” for good behavior, attendance, achievement and other desired actions.

Other projects can also be done utilizing the studio such as short films on science and social studies topics, projects for units that integrate film, music, and technology into students showcasing their knowledge while practicing their reading, researching, and writing skills.

Peer Assisted Learning Strategies (PALS):

The What Works Clearing House (2013) reports that research on PALS suggest a positive impact on student reading comprehension skills. Although *PALS* is for students with diverse academic needs, this intervention report focuses on the use of *PALS* to improve skills of students with learning disabilities.

PALS is a supplemental peer-tutoring program in which student pairs perform a structured set of activities in reading. During the 30-35 minute peer-tutoring sessions, students take turns acting as the tutor, coaching and correcting one another as they work through problems. Pairs work together three or four times per week for reading sessions. Tutoring pairs and skill assignment is based on student needs and abilities, and teachers reassign tutoring pairs regularly. The reading

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and literacy coaches will be responsible for training teachers on PALS and the coaches and building administrators will be responsible for monitoring its implementation.

Reading Software:

The What Works Clearing House (2013) research review on Intelligent Tutoring for Structure Strategy (ITSS) suggests that the web-based tutoring system had a significantly positive effect on fourth grade non-fiction reading comprehension when used weekly for one language arts instructional period. ITSS models a “structure strategy” technique, provides practice opportunities, and gives immediate feedback to students. Structure strategy is a method for explicitly using knowledge about the text structure to increase reading comprehension of nonfiction texts. Students are taught to (a) classify the text by identifying signaling words that clue arguments, (b) write a main idea using a pattern specific for that type of text, and (c) recall the information from the text using the signaling words and main idea to prompt their recollection in an organized manner.

This program will be purchased to be used with third through fifth grade struggling readers as part of their 30 minute study skills class each week. The reading and literacy coaches will be trained on use of the program and help teachers establish a protocol for recommending students for the program. The technology specialist and literacy coach will be responsible for the training and monitoring implementation and student growth. The SIG administrator and the principal will also progress monitor.

Science and Social Studies Resources and Materials:

Scores in science and social studies are low at Fox (see Appendix). Research indicates that students learn best through active engagement (Jensen 2009, 2013). Children must be allowed to ask questions which are pertinent to them, construct their own understanding and explain what they have learned to others. Through this process, they are able to retain more information for greater periods of time.

Funds will be used to purchase supplies for science and social studies labs that provide resources for hands-on science and social studies experiences. The students will participate in weekly science and social studies labs that are jointly planned with the science and social studies coaches and the literacy coach. Each lab will involve an active lesson that integrates literacy and will also be the focus of non-fiction reading assignments and relevant writing tasks.

Materials will be purchased based on the Georgia Performance Standards for each grade level and will include items such as: rolling lab counters, Vernier probes, microscopes, outdoor classroom supplies, models for science and social studies topics, maps and globes, supplies for hands on projects such as making maps and reenacting historical events, non-fiction e-stories, etc.

The school leadership team and will be responsible for deciding on what supplies and consumables are needed to improve instruction that is aligned with GPS for science and social studies. SIG administrator is responsible for ordering the supplies.

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Robotics:

The GAPSS analysis done by GaDOE in 2013 recommended that more rigor and higher order thinking is needed at Fox and scores further suggest that science is an area of need. With the inception of the College and Career Ready Performance Index (CCRPI), a major focus has been placed on STEM (Science, Technology, Engineering and Mathematics). New technologies are being created so rapidly that the only way to properly prepare students for the future is to teach them the skills which will be necessary to succeed at any job. This process must begin at the elementary level in order for students to reach the depth of understanding needed for high school and post-secondary work. Through the use of robotics, students can explore STEM concepts while developing the crucial skills of problem-solving, collaboration and communication.

Robotics addresses concepts that are traditionally very challenging to students. However, students can attain higher levels of cognition with this hands-on approach. Students explore and visualize concepts which are very abstract and gain deeper understanding that comes from this type of learning. Robotics promotes higher order thinking, encourages cooperative learning and increases motivation (Nourbakhsh, 2005) and promotes academic vocabulary and language skills (Robinson, 2012). Additionally, girls exposed to robotics at an early age tend to develop a stronger affinity for science (Weinberg, 2007).

The SIG administrator, technology specialist and science coach will be responsible for organizing a pilot for Robotics during the after school enrichment program. Students were not surveyed about this topic specifically because they would not know what Robotics are. If student interests develops, the program will be grown to include a Robotics team.

The science coach will be responsible for training and/or choosing a trainer to work with the after school enrichment staff to prepare them to work with the students on robotics. If the robotics interests grows, two science lead teachers will be trained to work with students to form a robotics team for the school

Technology Equipment:

As cited earlier, the GAPSS analysis from 2013 showed that technology use in the classroom was below 50%. A technology specialist will be hired to work with teachers on using technology and integrating it into lessons as a means to encourage active engagement and increase student motivation for learning.

Each classroom will be provided a set of netbooks that function as tablets and perform multiple functions including e-reader capability and touch-screen technology. Students can use their netbook/tablets as response systems, to complete projects, and to access the reading and math series. The technology increase would also require a wireless upgrade for the building.

Teachers-As-Advisors:

All adults in the building will be assigned a small group of 4-5 students to work with each week for a 30 minute guidance type lesson. The program will focus on student goals for the future

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such as college and careers, interactions with peers, and student work habits and progress. The lessons will be provided to staff members each week by the school counselor and will foster mentoring relationships between children and adults in the building while building social skills and equipping students weekly with the goal of preparing for their futures as successful adults. The adult mentors will also do a weekly “check in” with each student’s teachers to see if any relevant topics need to be addressed with the student. During the week, the adult may have the opportunity to visit the child’s classroom to read a book with him/her or to eat lunch with them. This relationship will provide each student with one more supportive adult in his/her life and give them one more reason to succeed at school. The building SIG administrator and the guidance counselor are responsible for organizing this program and providing lessons to staff members each week.

SUSTAINABILITY:

Unless state funds become available, the only strategy that is not sustainable is the attendance interventionist. However, the interventionist will be responsible for helping to train staff members to carry out attendance reinforcement plans after the grant period ends. After three years, students, teachers and parents will have become accustomed to a culture where students come to school and they come on time. Another encouragement for attendance will be that school is engaging because of all the strategies that teachers will have learned during the grant period. If students are engaged in meaningful work, with adults that care about them, in a safe and inviting atmosphere, students will want to come to school. When they do not come to school, teachers and administrators will have a toolbox of action steps that they know will work. The interventionist will also work during the grant period to cross train the attendance clerk, the FSC and one other staff member to carry on the attendance reinforcement plans after the grant period is over.

Teachers-As-Advisors and PALS are very inexpensive and teachers and academic coaches will be able to train new staff as needed. Materials for each are minimal. The netbook tablets purchased will come with the standard MCSD warranty and will be part of the five year upgrade agreement with Virtucom. This means that every five years, the school will receive a “refresh” and be given a comparable product upgrade. The reading software program can be purchased with Title I funds and some science and social studies materials, particularly non-fiction reading can be purchased with Title I funding. If state funds are used to purchase any science or social studies consumables and equipment, Title I funds may then be used to supplement refurbishing those items.

Without state funding, the three initiatives that can be expensive to sustain and cannot be covered by Title I funds are upgrades of the other science and social studies supplies, such as lab equipment, the robotics equipment and the broadcast studio equipment. These initiatives will have to be continued through various funding sources such as Partners in Education, private donations, PTA, school fundraisers or, Fox can apply for a magnet or charter program. Fox has a long history with generous partnerships in the community. The resources needed to sustain the work of the grant will be found if the initiatives are necessary for the achievement of Fox students.

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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of all students and student subgroups.

Fox Elementary will use SIG funds to pay for three academic coaches (literacy, reading and math) and utilize Title I funds to pay for part-time science and social studies coaches. These instructional coaches will collaborate with teachers to create common assessments for each unit that monitor standards mastery; unit assessments will spiral to cover standards from previous units. During each unit, the teachers and academic coaches will create formative assessments (formal and informal) to inform instruction. Using the results from these formative assessments, teachers will tier their students to differentiate instruction and provide supports and acceleration based on student needs.

District quarterly benchmarks will be given at the end of each grading period. The academic coaches and teachers will use item analysis to tier students and determine student needs and interventions. This will be an on-going collaborative process between the academic coaches and teachers to inform and differentiate instruction to meet the specific needs of individual students. The academic coaches will lead data teams of teachers in disaggregating quarterly benchmark data to ensure effective curriculum mapping and to track subgroup performance. Information from these data teams will be shared periodically with the leadership team to look at strengths and weaknesses and determine strategies for improvement when needed.

Grade level teams will also work with academic coaches and external providers to utilize student self-assessment and goal setting as part of the formative assessment cycle. Training teachers and students to analyze student work to determine exemplars, proficient and not proficient is a powerful practice for increasing rigor and improving student achievement.

SUSTAINABILITY

Academic coaches will train one teacher at each grade level to lead data teams for each content area. The academic coach will work with “content specialist teacher” to gradually release assessments and data analysis to teacher teams as they build capacity and develop professional learning communities. At the end of the grant period, there will be six content specialist teachers (one per grade level) for each subject area in the building and grade level teams will be able to continue utilizing assessment data to drive instruction and monitor student progress after funding is expended.

At the end of the grant period, the coach positions will be sustained at Fox Elementary using Title I funds. If funds are not sufficient to support all SIG coaches, content specific coaches will be shared with another Title I school in the region. At the district level, there is a director for each content area that is available to work with schools and there are 10-12 content specific instructional coaches for each subject area across the school district. These resources will be available to Fox at the end of the grant period, as well.

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A8. Establish schedules and strategies that provide increased learning time for all students (defined as 300 hours of additional time devoted to instruction for all students, teacher planning and collaboration, and remediation). Please describe how the school will provide at least 50 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 250 hours will be divided between teacher planning and collaboration and remediation.

Longer Instructional Day: (60 hours of additional instruction)

To satisfy the requirements for increased learning time for all students, Fox Elementary will increase the school day by 30 minutes per day. The instructional day will begin at 8:00 a.m., but students will leave school at 3:00 p.m. instead of 2:30 like the rest of the MCSD. SIG funds will be used to pay staff for additional time.

Monday through Thursday, the additional 30 minutes will allow students to participate in a study skills block (Fox Block) for students to work on needed skills or participate in enrichment activities based on individual student needs. Teachers and academic coaches will determine during data teams meetings, what interventions students need and place students in an appropriate Fox Block class. Examples of assignments could be previewing for the next unit (acceleration), working on reading or math skills with an intervention teacher, utilizing instructional software, preparing for science Olympics, participating in a writing class, or completing unit projects on a selected topic. Student assignments will be reviewed every 4-5 weeks to determine if the instruction during the Fox Block is aligned to student needs.

Fox Block will run immediately after lunch ends for the day (in the middle of the day) to deter parents from picking students up early from school or bringing them late. In SIG cohorts 1 and 2, the schools found that running ILT during the first instructional period caused students to miss ILT more often than when it was run in the middle of the day. On Fridays, students will participate in the Teachers-As-Advisors program described in A06.

The SIG principal will be responsible for the master schedule and organizing the instructional day and will participate in the daily monitoring of ILT. The building level SIG administrator will be responsible for organizing rotating monitoring of Fox Block. The monitoring team will include the building administrators and the SIG and Title I content coaches. This focus walk will specifically monitor ILT for quality factors to include: utilization of research based instruction, differentiation, rigor, student engagement, teacher feedback and evidence of student led progress monitoring. A quarterly monitoring of Fox Block will be organized by the Title I department and will evaluate the same areas. The monitoring team will consist of the building principal, the SIG administrator, the Title I program specialist and the Title I content coaches. Additionally, a student feedback survey will be conducted each semester and test data will be analyzed to correlate student achievement data to ILT course placements.

Common Planning Time for Teachers:

Teachers at each grade level will have daily common planning time for 45 minutes to one hour. The school schedule will be organized so that students go to “specials” (art, music, PE, computer lab, and library) by grade levels to create blocks of time to allow classroom teachers

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to plan together. During planning, teachers will meet with academic coaches to build assessments, analyze student data, plan for instruction, analyze student work, hold grade level RTI/SST meetings and determine strategies for instruction and interventions.

The SIG principal will be responsible for the master schedule and coordinating specials to provide this time for teachers. The principal will attend data teams at least monthly and will meet with academic coaches, technology specialist, the BCBA and other building administrators weekly to discuss progress of teachers and students.

After and summer school have been hit or miss with Fox over the years, however, the Flexible Learning Program indicates that student attendance is better on the days when PE is offered. On the K-2 PE day, more K-2 students stay and on the 3-5 PE day, more 3-5 students stay. Students reported in their perception data that their favorite part of FLP was snacks and PE. This data suggests that when students have preferred activities, they choose to stay after school. The after, Saturday and summer school programs were designed to include enriching, motivating activities in them to encourage active participation from students. Fox currently has about 150 students that go to some form of after school day care. If that after school care is offered at Fox, at no cost to parents, it is an incentive for parents to leave their students at school until they are finished working instead of paying to send students off site.

Fox will also be one of MCSD's new Early Learning Centers and will house nine (9) Pre-K classrooms, instead of two (2), to include the Special Training for Exceptional Pre-Schoolers (STEPS) program. Being an Early Learning Center will give Fox approximately 150 new Pre-K students next year. The after school program will be open to those Pre-K students, as well, giving them one year with the Fox after school program. When the 2014-2015 Pre-K students move to their home schools for kindergarten, if their parents would like to keep their child at the Fox after school program, they will be charged a reasonable fee for child care which can offset some of the costs of the program and help with sustainability when the grant is over. However, even if the parents choose not to send their kindergartener back to Fox for child care, they will have had one year of an increased learning and enrichment time and will be stronger kindergarteners in their home schools. This will especially help Johnson and Hannan Elementary Schools as many of the students will be assigned to those two schools for kindergarten.

After School Enrichment Program:

Elementary school students who regularly attended the high-quality afterschool programs (alone or in combination with other activities) across two years, demonstrated significant gains in standardized math test scores when compared to their peers who were routinely unsupervised during afterschool hours. (Jenner, E. and Jenner, L., 2007) Research by Coatsworth and Conry (2007) suggests that recreational after school programs have a direct correlation to improved student achievement.

SIG funds will be used to provide Fox students with an after school safety net program to help students achieve and exceed grade level proficiency. SIG monies will pay caregivers to work with students in the afternoon by providing homework support and skills practice such as reading books and working on math facts. Because Fox has such strong ties with the

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community, the school will partner with some recreational facilities such as the Boys and Girls Club, Open Door Community Center, Columbus State University and Columbus Regional Tennis Association (CORTA), to provide recreational activities for students. The Fox after school program would afford students the opportunity to participate in activities based on student interests such as fine arts (art, music, drama and dance), life-long sports (tennis, running, swimming and golf), life skills (culinary arts, carpentry, and sewing), and competitive games (chess, and academic bowls), and other student interests. Students will be allowed to provide input when making final selections.

When recruiting employees for the after school program, Fox will focus on MCSD employees that would like to work extra time, especially paraprofessionals that may be able to bring their students with them and need to work additional hours. Fox is also going to concentrate efforts to recruit CSU Early Childhood Education students and Columbus Technical College Child Development Associates. Fox already has a strong relationship with CSU and has access to those students weekly.

The program will be conducted in the afternoon from 3 p.m. to 6 p.m. Students will be provided bus transportation to attend some of their recreational activities. Some providers will come to the school campus. MCSD is currently working to secure funding that would allow some schools to receive dinner at school. The MCSD School Nutrition Department has agreed to allow Fox to be a pilot site for this program, if funding becomes available. SIG funds will be used to provide transportation home for students at the end of the day. All students will be encouraged to attend the program, even if it is just a few days per week.

The SIG principal will be responsible for implementing this program with assistance from the building SIG administrator.

SUSTAINABILITY:

By the end of the grant period, the goal will be to have developed enough partnerships within the community to sustain the after school program. The LEA is currently researching available options such as the 21st Century Community Learning Center Grants and options with the school's Partners in Education. Title I funds can be used to continue the afternoon tutoring part of the program, but the recreational portion will have to be funded in another manner. Fox has strong connections to the community, therefore; securing funds over a three year period seems a viable solution when SIG is over.

Saturday and Summer Enrichment School:

Because students in poverty come to school with deficient language skills and background experiences, one of the options that stakeholders would like to see is opportunities for students to participate in educational fieldtrips. Once per month, and weekly in the summer, the school will offer a fieldtrip for the day. Students will have the opportunity to visit museums, the Coca Cola Space Science Center, the Atlanta Aquarium, attend plays and visit other regional attractions such as Westville, and Oxbow Meadows, Each fieldtrip will offer rich experiences in language exploration and discovery. Fieldtrips will be coordinated with units of study for students so that they are a "pre-view" of upcoming vocabulary and concepts. Students will

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also visit some college campuses and local industries as part of the Teachers-as-Advisors programs. Students need to begin in kindergarten to think in terms of “what am I interested in?” and “what do I want to be when I grow up?”

The SIG principal will be responsible for implementing this program with assistance from the building SIG administrator. The Leadership Team will plan all activities for the students based on student achievement data and upcoming units of study.

SUSTAINABILITY:

The current Partners in Education for Fox provide some fieldtrips for students already. SIG funds would supplement those experiences. Title I has not allowed funding for fieldtrips in several years without significant data. SIG will give Fox an opportunity to gather data on student performance utilizing out of school experiences.

The Fox Summer Fun Program:

Students that do not pass the CRCT or have not mastered the standards of their current grade level will attend a six weeks summer session. The summer sessions will focus on previewing upcoming skills for their new grade level. Students will be exposed to the beginning units of study and enjoy participating in a summer reading program, engage in math games and science labs, work in the broadcast studio and explore Robotics. The program will be hands-on and active while also giving students a “leg up” for the next grade level.

The building SIG administrator and the Leadership Team will plan this program. Administration will be the responsibility of the academic coaches to oversee a group of teachers that can apply through HR.

The Summer Bridge Program for rising Kindergarten and Sixth Graders:

Students coming into kindergarten will have the opportunity to come to the Fox Summer Fun Program to give them a preparatory experience for kindergarten. Students will be ready to begin units of study by previewing topics and will be excited about beginning school.

Fox would like to partner with its feeder elementary schools to provide on campus experiences for rising 6th graders. Students would participate in the Fox Summer Fun Program; however, several days during the summer, they will travel by bus to their new middle school to attend activities that the feeder schools have coordinated. Students will get the opportunity to take tours of the school, practice opening lockers, engage in fun learning activities and meet their 6th grade team of peers and teachers.

The SIG principal, administrator and the Leadership Team will plan the program and the academic coaches will administer the program in the summer with a group of teachers that can apply through HR.

SUSTAINABILITY:

When the grant period is over, Title I and Instructional Extension Program (IEP) funds will be used to continue the summer school programs.

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A9. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

Fox will use SIG funds to hire a Family Services Coordinator to assist with partnering with parents to provide wrap around services to students. Funds are needed to provide the activities listed below and to provide in-district travel for the FSC to visit home and help parents get to health related appointments for their children. The Attendance Interventionist and the FSC will need transportation funds to make home visits to students that are chronically tardy or absent. They will also attend the GaDOE Family Engagement Conference that is offered each year. It is important to have a liaison facilitating the needs of our parents and families, so that we may continue our efforts in the following areas:

- Fox will involve parents in an annual review and revision of the School Improvement Plan through inviting them to SIP planning meetings and asking for feedback on the SIP at Open House.
- The FSC will work with Fox PTA to encourage more participation. Efforts will continue to encourage participation in Open House, Family Math Night, Family Literacy Night, and parenting workshops such as “What is CCRPI?,” transitioning to Pre-K and kindergarten, transitioning to middle school and helping with math, literacy, and study skills.
- Fox has a strong and active Local School Council and the business partners actively participate on this board. The FSC will continue to work on recruiting more parent members to provide feedback and lend support to school efforts.
- An emphasis on increased parent contact will include weekly e-mail progress reports and teacher-parent contacts that are documented and monitored in Infinite Campus. For families that do not have email access, instructions will be provided for setting up a free email account at the public library and access to computers will be available to them in the computer lab during the school day. Students who do not provide an email account may receive a paper weekly progress report.
- The parent contact system, Connect Ed, is being used to inform parents of impending PTA meetings, opportunities for parent involvement, and student absences.
- Fox will communicate with the parents of struggling students as soon as they reach Tier II interventions and teachers will conferment with parents of students who fail the CRCT tests and explain the results and explain the benefits of participating in the Fox Summer School Program.
- The marquee in front of the school, the school website, and parent newsletters will be used to communicate announcements to parents.
- The Family Services Coordinator will help bridge the communication gap between home and school by providing opportunities for teachers and parents to work together to improve student achievement. This person will collaborate with community resources and the system-

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wide Title I programs to provide training for parents and academic support for students.

- Pre-K, kindergarten and new student orientations will be offered annually before the start of school each year to allow students and parents to visit the school, see student classrooms and meet their teachers. Topics addressed will include attendance, academic success, and transitioning to a new school. Parents will be given grade specific back packs with nonfiction books that coordinate with the GaDOE framework and encouraged to preview topics with their student to introduce content vocabulary; a scope and sequence for math, science and social studies topics will be given for the year so that parents will know the order to present the materials for their student.

Parenting Program:

The Family Services Coordinator to build capacity with families and expand the Families and Schools Together (FAST) Program. Kids FAST™ is an elementary program for parents and their children. The program is designed to help parents become more engaged with their children through family relationship management, to improve parent-child bonding, and improve each parent's sense of empowerment. FAST connects families to wrap around services and helps families connect with resources such health care, counseling services and various other agencies. FAST is designed to support the entire family as they learn new patterns of interacting and engaging with one another. The results with families have been encouraging and it is the parenting strategy that seems to be the most successful in the school.

Fox would like to extend the FAST program at Fox utilizing SIG funds and include Pre-K and Baby FAST for parents. The FSC at Fox will also coordinate Baby FAST efforts with the FSC at Jordan to offer this program to their young and expectant teen mothers. Fox is a feeder school to Jordan, however, the babies born during the 2014-2015 school year to Jordan students will be Pre-K students at Fox in four years.

Partners in Education

for Fox are: Burger King, Brookstone School, and Pierce Chapel United Methodist Church. Each partner provides the following support: Burger King provides incentives, awards and field trips for students. For one week, once a semester, Brookstone School provides "Science Buddies" for fifth grade students and "Reading Buddies" for all grades. Once a week, Pierce Chapel United Methodist Church focuses on providing incentives for teachers and increasing student achievement. Pierce Chapel also provides "Reading Buddies" for third grade students. All of the Partners in Education are members of the Fox Local School Council and attend monthly meetings at the school.

Social and Community Support – The following social and community support are offered to Fox: Open Door Community Center, Girl Inc., Families and Schools Together (FAST) and Kid's Café. Kids Café provides free meals for students after school. Open Door and Girls Inc. provide after school tutorial and activities. FAST is a free activity program dedicated to families eating dinner, playing, and promoting healthy relationships together.

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Columbus State University- Columbus State runs several different programs at Fox for their pre-service teachers each semester. Pre-service teachers do their the math and science laboratories fall semester and do their student teaching in the spring so they can experience an entire school year in a school. The required PE practicum is held at Fox and provides additional planning time for teachers. The PE professor volunteers two afternoons per week to provide “exercise” time for the FLP students between the end of the school day and the beginning of FLP program. This professor will be offering activities for the students during the Fox after school program.

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

The goal of SIG for the LEA is that students will be on grade level by third grade to improve their chances of graduating significantly.

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The MCSD will be reorganizing in 2014-2015 to provide even more specific and direct services to schools. The district will be divided into three area specific regions: west, central, and east. Each region will have a Region Chief that will be responsible for direct supervision of the schools and coordinating school improvement efforts within that area. Title I schools will share teams of content specific academic coaches in order to stretch a proposed reduction in Title I funding. Title II A specialists will work with schools based on school needs and will continue the district mentoring program for new teachers. At the central office level, elementary and secondary instructional specialists will be replaced with K-12 content area specialists to include: math, science, social studies, literacy, world languages, and acceleration. These specialists will be responsible for working with content specific Title I coaches in the schools to improve curriculum, write and administer district assessments, and support region chiefs and school administrators.

The LEA SIG team is comprised of members from all areas of MCSD. The grant team includes: the Assistant Superintendent, the Chief Academic Officer, the Human Resources director, the SPED director, the Title I director, the Professional Learning director, a representative from Division of Information Services, the Elementary Education director, the Secondary Education director, the RT3 administrator, the CTAE director, a Finance director, and a representative from School Nutrition. This team meets regularly to review proposed grants and to review grant progress. On-site technical assistance visits will happen regularly throughout the year to provide support to the SIG school and to evaluate implementation and progress.

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SIG funds will be used to hire a school based SIG administrator for each building to support implementation of the grant and sustain school improvement efforts in the building. These administrators will each work closely with the academic coaches and school principals on instructional leadership responsibilities including: implementation of SIG programmatic initiatives, compliance with SIG non-negotiables, coordination of professional learning, monitoring protocols for external providers, implementation of TKES, progress monitoring of all Indistar indicators, and communication between the school and the LEA. The SIG administrator will also be responsible for submitting and confirming all purchase requests, overseeing the SIG budget, writing budget amendments and monitoring SIG employees. This position will report to the building principal and the Title I director.

The Title I director will act as the coordinator for the district to monitor budgets and spending, approve purchases and payrolls, conduct monthly LEA meetings, collaborate with Finance, submit all board items, and act as the district liaison to the GaDOE. There will be two Title I program specialists for accountability that will be responsible for monitoring and supporting accountability status schools on non-negotiables, Indistar, Flexible Learning Program/Increased Learning Time, and after/Saturday, and summer school programs and a Title I parenting program specialist to support the parenting engagement portion of the grants. The SEA provides on-site technical assistance, quarterly progress monitoring, and various trainings including the summer programs. External providers will be reviewed and chosen when grant funding is approved.

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

A principal will be selected between now and early May to allow for a transition time for the new principal. The current principal will retire effective May 30.

C. Align additional resources with the interventions.

Fox has a wealth of community resources see A09 that will be in place at the end of the grant period. The Partners in Education program at Fox provides a lot of additional resources from fieldtrips, to mentoring, to study buddies.

Title I funds are used in the school to provide support structures to students such as Credit Recovery, Saturday School, after school programs and summer school. The LEA provides the school with Instructional Extension Program (IEP) funds for tutoring, Credit Recovery and Summer School.

The LEA will provide training during the 2014-2015 school on the new reading and math series. The focus is in understanding the rigor and depth of the CCGPS. The Professional Learning Department will continue to support the school with state and Title IIA funds; the new teacher mentoring program will provide resources for teachers in their first three years of service.

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Transportation will provide buses for the increased instructional day.

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

If Fox is awarded SIG cohort 4 funding, the grant team will meet immediately with the school administrator to develop action plan for immediate implementation of the interventions. The school board will be notified of the action steps and are aware that the school is to be granted operational flexibility to implement SIG cohort 4.

E. Sustain the reform after the funding period ends.

Sustainability structures are provided in sections A1-A11. Title I funds will help support some initiatives after the grant and the partners in the community and the LEA will be available for support.

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LEA Name: Muscogee County School District

School Name: Fox Elementary School

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Priority schools. Write the annual goals below.

Reading/English Language Arts

In the 2014-2015 school year the meets/exceeds rate for reading will increase from 77.3% to 87.3% on the spring administration of the CRCT.

In the 2014-2015 school year the meets/exceeds rate for ELA will increase from 72.2% to 82.2% on the spring administration of the CRCT.

In the 2015-2016 school year the meets/exceeds rate for reading will increase from 87.3% to 93.4% on the spring administration of the CRCT.

In the 2015-2016 school year the meets/exceeds rate for ELA will increase from 82.2% to 88.4% on the spring administration of the CRCT.

In the 2016-2017 school year the meets/exceeds rate for reading will increase from 93.4% to 96.4% on the spring administration of the CRCT.

In the 2016-2017 school year the meets/exceeds rate for ELA will increase from 88.4% to 95.4% on the spring administration of the CRCT.

Mathematics

In the 2014-2015 school year the meets/exceeds rate for math will increase from 63.9% to 73.9% on the spring administration of the CRCT.

In the 2015-2016 school year the meets/exceeds rate for math will increase from 73.9% to 83.9% on the spring administration of the CRCT.

In the 2016-2017 school year the meets/exceeds rate for math will increase from 83.9% to 92.1% on the spring administration of the CRCT.

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**Year 1
FY15 July 1, 2014 – June 30, 2015**

LEA Name: Muscogee County School District

School Name: Fox Elementary School

Function Code	Object Class	Item Description and Rationale	Costs	
	100			
	Personal Services (Salaries)	Reading Coach (220 days for summer programs)	\$ 75,000.00	
		Literacy Coach(220 days for summer programs)	\$ 75,000.00	
		Math Coach (220 days for summer programs)	\$ 75,000.00	
		Technology Specialist (210 days)	\$ 70,000.00	
		Family Services Coordinator (190 days)	\$ 35,000.00	
		Attendance Interventionist (190 days)	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .5 hours/day x 30 teachers)	\$ 86,400.00	
		After School Program Salaries (180 days x 15/hr x 3 hours /day x 20 workers) (These are to work in the program)	\$ 162,000.00	
		Saturday School (10 days x 6 hrs x 4 teachers x 32/hr)	\$ 7,680.00	
		Summer School (30 days x 5 teachers x 4 hours/day x 32/hr)	\$ 19,200.00	
		Off-contract professional learning days for teachers (3 days x 30 teachers x 6 hours x \$32/hr)	\$ 17,280.00	
				Object Total
				\$ 724,560.00
	200			
	Employee Benefits	State Health Benefits	\$ 79,380.00	
		FICA (7.65%)	\$ 55,428.00	
		TRS (12.28%)	\$ 53,172.00	
		Unemployment Compensation(25/ea)	\$ 175.00	
		Workman's Compensation (200/ea)	\$ 1,400.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 1,182.00	
				Object Total
				\$ 190,737.00
	300			
	Purchased Professional/	Contracted Services for after school program (the enrichment services- dance, music, tennis, etc.)	\$ 30,000.00	
		Contracted Services for Assessment/Data Teams	\$ 45,000.00	
		Contracted Services for Differentiated Instructional Strategies	\$ 45,000.00	

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Technical Services	Contracted Services for Teaching Students in Poverty	\$ 45,000.00	
	Contracted services for PALS	\$ 5,000.00	
	Contracted Services for BCBA	\$ 65,000.00	
	Contracted services for FAST parenting program	\$ 10,000.00	Object Total
			\$ 245,000.00
500 Purchased	After/Saturday/Summer Field Trips	\$ 15,000.00	
	Bus Transportation for all ILT Programs	\$ 15,000.00	
Other Services	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagement Conference and National Drop Out Prevention Conference	\$ 5,000.00	Object Total
			\$ 35,000.00
600 Supplies	Robotics Materials	\$ 10,000.00	
	Science/Social Studies Materials	\$ 15,000.00	
	Reading Software	\$ 10,000.00	
	Broadcast Studio	\$ 10,000.00	
	Netbook Carts (5@ approx. \$1,400/ea)	\$ 7,000.00	
	Netbooks for Classrooms (150 @ approximately 800/ea)	\$ 120,000.00	
	Student Incentives for PBIS	\$ 2,500.00	Object Total
			\$ 174,500.00
700 Property Capitalized			
			Object Total
			\$ -
800 Other Objects	Indirect Costs (4.85%)	\$ 64,611.00	Object Total
			\$ 64,611.00
900 Uses			Object Total
	Year Total	\$ 1,434,408.00	\$ 1,434,408.00

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Year 2

FY16 - July 1, 2015 – June 30, 2016

LEA Name: Muscogee County School District

School Name: Fox Elementary School

Function Code	Object Class	Item Description and Rationale	Costs	
	100 Personal Services (Salaries)	Rewards and Incentives	\$ 100,000.00	
		Reading Coach (220 days for summer programs)	\$ 75,000.00	
		Literacy Coach(220 days for summer programs)	\$ 75,000.00	
		Math Coach (220 days for summer programs)	\$ 75,000.00	
		Technology Specialist (210 days)	\$ 70,000.00	
		Family Services Coordinator (190 days)	\$ 35,000.00	
		Attendance Interventionist (190 days)	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .5 hours/day x 30 teachers)	\$ 86,400.00	
		After School Program Salaries (180 days x 15/hr x 3 hours /day x 20 workers) (These are to work in the program)	\$ 162,000.00	
		Saturday School (10 days x 6 hrs x 4 teachers x 32/hr)	\$ 7,680.00	
		Summer School (30 days x 5 teachers x 4 hours/day x 32/hr)	\$ 19,200.00	
		Off-contract professional learning days for teachers (3 days x 15 teachers x 6 hours x \$32/hr) * these will specifically be targeted to build capacity with content area chairs)	\$ 8,640.00	
				Object Total
				\$ 815,920.00
	200 Employee Benefits	State Health Benefits	\$ 79,380.00	
		FICA (7.65%)	\$ 62,418.00	
		TRS (12.28%)	\$ 53,786.00	
		Unemployment Compensation(25/ea)	\$ 175.00	
		Workman's Compensation (200/ea)	\$ 1,400.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 1,188.00	
				\$ 198,347.00
	300 Purchased Professional/	Contracted Services for after school program (the enrichment services- dance, music, tennis, etc.)	\$ 20,000.00	
		Contracted Services for Assessment/Data Teams	\$ 35,000.00	
		Contracted Services for Differentiated Instructional Strategies	\$ 35,000.00	

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School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4**

Technical Services	Contracted Services for Teaching Students in Poverty	\$ 35,000.00	
	Contracted Services for BCBA	\$ 50,000.00	
	Contracted services for FAST parenting program	\$ 10,000.00	Object Total
			\$ 185,000.00
500 Purchased	After/Saturday/Summer Field Trips	\$ 15,000.00	
	Bus Transportation for all ILT Programs	\$ 15,000.00	
Other Services	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagement Conference and National Drop Out Prevention Conference	\$ 5,000.00	Object Total
			\$ 35,000.00
600 Supplies	Robotics Materials	\$ 5,000.00	
	Science/Social Studies Materials	\$ 5,000.00	
	Reading Software	\$ 10,000.00	
	Broadcast Studio	\$ 2,000.00	
	Netbook Carts (3@ approx. \$1,400/ea)	\$ 4,200.00	
	Netbooks for Classrooms (90 @ approximately 800/ea)	\$ 72,000.00	
	Student Incentives for PBIS	\$ 1,500.00	Object Total
			\$ 99,700.00
700 Property Capitalized			
			Object Total
800 Other Objects			\$ -
	Indirect Costs (4.85%)	\$ 61,704.00	Object Total
			\$ 61,704.00
900 Uses			
			Object Total
	Year Total	\$1,395,671.00	\$ 1,395,671.00

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Year 3

FY17 - July 1, 2016 – June 30, 2017

LEA Name: Muscogee County School District

School Name: Fox Elementary School

Function Code	Object Class	Item Description and Rationale	Costs	
	100	Rewards and Incentives	\$ 100,000.00	
	Personal Services	Reading Coach (220 days for summer programs)	\$ 75,000.00	
		Literacy Coach(220 days for summer programs)	\$ 75,000.00	
	(Salaries)	Math Coach (by year three, there should enough capacity to use a shared Title I math coach)	\$ -	
		Part-time Technology Specialist (reduced to 49% in order to prepare for the end of SIG)	\$ 35,000.00	
		Family Services Coordinator (190 days)	\$ 35,000.00	
		Attendance Interventionist (190 days)	\$ 17,000.00	
		SIG Administrator (220 days)	\$ 85,000.00	
		ILT Salaries ((180 days x 32/hr x .5 hours/day x 30 teachers)	\$ 86,400.00	
		After School Program Salaries (180 days x 15/hr x 3 hours /day x 20 workers) (These are to work in the program)	\$ 162,000.00	
		Saturday School (10 days x 6 hrs x 4 teachers x 32/hr)	\$ 7,680.00	
		Summer School (30 days x 5 teachers x 4 hours/day x 32/hr)	\$ 19,200.00	
		Off-contract planning days for the Leadership Team/content chairs to prepare for end of grant period (3 days x 15 teachers x 6 hours x \$32/hr)	\$ 8,640.00	Object Total
				\$ 705,920.00
	200	State Health Benefits	\$ 56,700.00	
	Employee Benefits	FICA (7.65%)	\$ 54,002.00	
		TRS (12.28%)	\$ 35,366.00	
		Unemployment Compensation(25/ea)	\$ 150.00	
		Workman's Compensation (200/ea)	\$ 1,200.00	
		Life and Long Term Disability Insurance (Life = .0112% x 12 mos , LTD = .14%)	\$ 790.00	Object Total
				\$ 148,208.00
	300	Contracted Services for after school program (the enrichment services- dance, music, tennis, etc.)	\$ 15,000.00	

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Purchased	Contracted Services for Assessment/Data Teams	\$ 15,000.00	
	Contracted Services for Differentiated Instructional Strategies	\$ 15,000.00	
Professional/	Contracted Services for Teaching Students in Poverty	\$ 15,000.00	
	Contracted Services for BCBA	\$ 20,000.00	
Technical Services	Contracted services for FAST parenting program	\$ 10,000.00	Object Total
			\$ 90,000.00
500 Purchased	After/Saturday/Summer Field Trips	\$ 15,000.00	
	Bus Transportation for all ILT Programs	\$ 15,000.00	
Other Services	Travel for FSC and Attendance Interventionist for home visits and GaDOE Parent Engagement Conference and National Drop Out Prevention Conference	\$ 5,000.00	Object Total
			\$ 35,000.00
600 Supplies	Robotics Materials	\$ 5,000.00	
	Science/Social Studies Materials	\$ 5,000.00	
	Reading Software	\$ 8,000.00	
	Broadcast Studio	\$ 2,000.00	
	Student Incentives	\$ 500.00	Object Total
			\$ 20,500.00
700 Property Capitalized			
			Object Total
			\$ -
800 Other Objects	Indirect Costs (4.85%)	\$ 46,239.00	Object Total
			\$ 46,239.00
900 Uses			
			Object Total
			\$
	Year Total	\$ 1,045,867.00	1,045,867.00

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LEA Name: Muscogee County School District

School Name: Fox Elementary School

LEA Budget Template Muscogee County School District

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
School Name	Fox Elementary	1,434,408	1,395,671	1,045,867	3,875,946
School Name	Jordan Vocational High School	1,308,196	1,289,303	1,146,488	3,743,987
School Name	Spencer High School	1,292,502	1,295,057	1,167,414	3,754,973
LEA-level Activities					
Total Budget	4,035,106		3,980,031	3,359,769	11,374,906

APPENDICES

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the area as indicated. If there is no information for a particular area, please provide a N/A with an explanation. Based on the conclusion, the LEA should select the appropriate SIG reform model.

School Name: Fox Elementary			Selected Intervention Model: Transformation
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2011-12	2012-13	<p>Based on the student data profile, the kindergarten population decreased by fourteen students from 2012 to 2013. The student population in grades one and two increased, while the student population in grades three, four and five decreased. The greatest decrease in enrollment was in the fourth grade. The greatest difference in enrollment was noted in the third grade. Enrollment continued to decline in the third grade and as a result, Fox lost one fourth grade section this year. Fox's projected enrollment for 2014-2015 is undetermined for the entire school as Fox will become one the district Early Learning Centers and will be receiving additional Pre-K classes and the Special Training for Exceptional Preschoolers (STEPS). Fox will be home to nine Pre-K classrooms and the STEPs program director will be housed at Fox, as well. Because of these changes, Pre-K enrollment has not occurred, but there are about 120 students expected. Grades K-5 remain stable with a projected enrollment of approximately 350 students.</p> <p>Fox Elementary School has three major racial subgroups. Fox racial make-up is approximately 65% African American, 10% multi-racial, 20% white and 5% Hispanic.</p> <p>Attendance data reflects a problem with attendance. Root causes are believed by teachers to be "a lack of care by parents." However, discipline and observation data reflects a large number of out of school suspensions and sending students home for misbehavior.</p> <p>Disciplinary incidents decreased substantially by 55% from 2011-12 to 2012-13. The majority of the infractions included: disrespect, fighting, misconduct, defiance and bus conduct. The number of discipline referrals for disrespect, misconduct and defiance seem out of proportion for an elementary setting. Observation data revealed that behavior issues seem to be escalated by adults in the building. Teacher perception data revealed that 100% of teachers feel behavior is an issue at Fox, 100% of teachers feel that a behavior specialist is needed, and 100% of teachers reported that they did not need any behavior or classroom management professional learning.</p> <p>This would indicate that teachers have an external locus of control around student discipline.</p>
Total student enrollment	360	332	
Grade level enrollment	PK: 44 K: 70 1 st : 55 2 nd : 41 3 rd : 54 4 th : 49 5 th : 47	PK: 44 K: 56 1 st : 62 2 nd : 49 3 rd : 37 4 th : 42 5 th : 42	
Number of students in each subgroup (List applicable subgroups below.)			
Hispanic:	8 (2%)	21 (6%)	
Black:	218 (61%)	216 (65%)	
Multi-racial:	37(10%)	27 (8%)	
Asian:	1	0	
Pacific Islander:	0	1	
White:	96 (27%)	67 (20%)	
Attendance % (Absent over 10 days)	31%	28%	
Disciplinary Incidents	854	466	
AP, IB, and Dual Enrollment (#)	N/A	N/A	
Graduation Rate	N/A	N/A	
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area		
Current Principal Length of time in position	The current principal has been in position for a total of seven years. She served as principal for six years and as an assistant principal for one year.		
Teaching Staff Number of years' experience in profession			

1 to 3	3 teachers	Fox's teaching staff consists of 24 employees. Forty-six percent (46%) of the teachers have 11-20 years of teaching experience. Twenty five percent (25%) have at least twenty one year of teaching experience. Twenty nine percent (29%) have one - ten years of teaching experience.
4-10 years	4 teachers	
11-20 years	11 teachers	
21+ years	6 teachers	
Teaching Staff Percentage (%) of experience in the school		
1 to 3	21%	Of the twenty four teachers at Fox, half of them have taught 4-10 years in the school. Twenty five percent (25%) of the teachers, who have been in the teaching profession 11-20 years, have taught in the school, and twenty-one percent (21%) of those teaching 1-3 years have taught in the school This data indicates that the teacher turnover rate at Fox is low.
4-10 years	50%	
11-20 years	25%	
21+ years	4%	

Teacher attendance rate	2011-2012 N/A	2012-2013 Aug: 98.21% Sept: 93.23% Oct: 91.15% Nov: 90.87% Dec: 90.95% Jan: 88.62% Feb: 92.06% Mar: 92.50% Apr: 94.87% May: 90.10%	Teacher attendance data was not available for 2011 - 2012. The data collection began when Fox was designated as a Priority school in 2012. The data for 2012-2013 revealed an average attendance rate of 92%. The data indicates a slight drop in the month of January due to inclement weather and cancelling of school work days.
Teacher evaluation data by levels (Level 1 is equivalent to Exemplary and Level 4 is equivalent to Ineffective on TKES)		2012-2013 Level 1 Level 2 100% Level 3 Level 4	This does not reflect a distribution of ratings. This was the first year of TKES implementation and this data would indicate that further training is needed to establish protocols and standardize observations and provide more specific feedback to teachers that will improve teaching and learning in the classroom.
Student Achievement Data	2011-2012	2012-2013	Provide a summary of existing status and current needs.
Reading/Language Arts			
All Students category and Economically Disadvantaged are the same	All Reading: % Passing: Grade 3: 64% Grade 4: 61% Grade 5: 79% All ELA: % Passing: Grade 3: 66% Grade 4: 51% Grade 5: 76%	All Reading: % Passing: Grade 3: 67% Grade 4: 70% Grade 5: 84% All ELA: % Passing: Grade 3: 52% Grade 4: 85% Grade 5: 82%	Reading – The Criterion Reference Competency Test (CRCT) data from 2011-2012 and 2012-2013 indicates an increase in reading scores each year at each grade level, especially in grade four. The state goal was to meet the State performance target of 93.4% and 94% respectively. The low third grade reading scores would indicate that there is a K-2 reading issue. It is interesting to note that the 5 th grade cohort scores from 2012 to 2013 increased from 61% to 84%. A noted root cause was increased expectations from 5 th grade teachers. ELA – The Criterion Reference Competency Test (CRCT) data from 2011-2012 and 2012-2013 indicates a 14 point decrease in ELA scores in grade three. The goal for all grades however was to meet the State performance targets of 91.5% and 92.3% respectively. Again 3 rd grade scores remain low. 4 th grade scores increase from 51% to 85% between 2012 and 2013. The 4 th grade cohort rose from 66% to 85% and 5 th grade rose from 51% to 82% between 2012 and 2013. Root cause determined was a new 4 th grade teacher and 5 th grade expectations.

<p>Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups</p>	<p>SWD Reading: % Passing: Grade 3: 25% (13) Grade 4: 25% (11) Grade 5: 67% (16)</p> <p>Black Reading: % Passing: Grade 3: 68% Grade 4: 54% Grade 5: 77%</p> <p>White Reading: % Passing: Grade 3: 55% Grade 4: 80% Grade 5: 83%</p> <p>SWD ELA: % Passing: Grade 3: 0% (13) Grade 4: 0% (11) Grade 5: 33% (16)</p> <p>Black ELA: % Passing: Grade 3: 69% Grade 4: 42% Grade 5: 78%</p> <p>White ELA: % Passing: Grade 3: 78% Grade 4: 80% Grade 5: 75%</p>	<p>SWD Reading: % Passing: Grade 3: 67% (4) Grade 4: 50% (14) Grade 5: 100% (7)</p> <p>Black Reading: % Passing: Grade 3: 61% Grade 4: 65% Grade 5: 80%</p> <p>White Reading: % Passing: Grade 3: 80% Grade 4: 72% Grade 5: 100%</p> <p>SWD ELA: % Passing: Grade 3: 100% (4) Grade 4: 50% (14) Grade 5: 100% (7)</p> <p>Black ELA: % Passing: Grade 3: 46% Grade 4: 85% Grade 5: 77%</p> <p>White ELA: % Passing: Grade 3: 60% Grade 4: 87% Grade 5: 100%</p>	<p>Reading – The Criterion Reference Competency Test (CRCT) data from 2011-2012 and 2012-2013 indicates considerable growth in all three grades. 2011-2012 was 77.5%. The goal for 2012-13 was 79.5%. The fifth grade students met the performance target in 2012-13 however; the goal was not met in grades three and four. The 4th grade cohort increased from 25% to 50% and the 5th grade cohort increased from 25% to 100% between 2012 and 2013. A change in the 4th grade teacher and increased expectations from 5th grade teachers. Teachers could benefit from training on teaching strategies for SWDs.</p> <p>Black and White Racial Subgroups Reading The Criterion Reference Competency Test (CRCT) data from 2011-2012 and 2012-2013 indicates the White student population is performing at a greater rate when compared to the Black subgroup. The data indicates instruction in grade five was stronger during both years and among both subgroups. The percent of students meeting or exceeding the standards in grades three and four fluctuated from year to year and subgroup to subgroup. The State performance target for Black students was 89.6% in 2011-2012 and 90.6% in 2012-2013. The State performance target for White students was higher. The target for 2011-2012 was 96.6% and for 2012-2013, it was 96.6%. The Black subgroups did not meet standard at all. The fifth grade White subgroup met standard in 2013-2013. The cohort data shows an increase in 4th grade from 55 to 72 for white students, but a decrease for black students from 68 to 65. The 5th grade cohort increased from 54 to 80 and 80 to 100. Overall, the black subgroup scored lower than the white subgroup which indicates that teachers could benefit from training on differentiated instruction.</p> <p>ELA – The Criterion Reference Competency Test (CRCT) data from 2011-2012 and 2012-2013 indicates considerable growth at all three grades. The third and fifth grade students exceeded the performance target in 2012-2013, however; the goal was not met in grade four.</p> <p>Black and White Racial Subgroups ELA The Criterion Reference Competency Test (CRCT) data from 2011-2012 and 2012-2013 indicates, with the exception of the Black fifth grade subgroup in 2011-2012, the White student population is performing at a greater rate when compared to the Black subgroup. The data indicates overall instruction was not as strong in 2011-2012. The State performance target for Black students was 87.6% in 2011-2012 and 88.8% in 2012-2013. The State performance target for White students was higher. The target for 2011-2012 was 94.7% and for 2012-2013, it was 95.2%. The Black subgroups did not meet standard at all. The fifth grade White subgroup met standard in 2013-2013. Again, white student scores were higher than black student scores and the 4th and 5th grade cohorts showed a lot of growth indicating that there is a need for differentiated instruction and the comparatively low scores in grade three indicate a K-3 issue.</p>
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Mathematics	2011-2012	2012-2013	
All Students category	All Math: % Passing: Grade 3: 58% Grade 4: 15% Grade 5: 54%	All Math: % Passing: Grade 3: 48% Grade 4: 62% Grade 5: 88%	Math –2012 and 2013 data indicates a decrease in the percent of students meeting/exceeding standard in grade 3. There appears to be an issue with 3 rd grade instruction which is indicative also of a K-2 weakness. Even though the school made gains in grade 4, target was 85.4. The fifth grade exceeded the 2012-13 State performance target of 86.8%, The low scores in 4 th grade for 2012 was an instructional issue. The 4 th grade teachers were moved to another grade.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups	SWD Math: % Passing: Grade 3: 0% (13) Grade 4: 0% (11) Grade 5: 0% (16) Black Math: % Passing: Grade 3: 59% Grade 4: 9% Grade 5: 58% White Math: % Passing: Grade 3: 66% Grade 4: 40% Grade 5: 50%	SWD Math: % Passing: Grade 3: 0% (4) Grade 4: 50% (14) Grade 5: 50% (7) Black Math: % Passing: Grade 3: 50% Grade 4: 62% Grade 5: 88% White Math: % Passing: Grade 3: 20% Grade 4: 57% Grade 5: 84%	Math – The Criterion Reference Competency Test (CRCT) data from 2011-2012 and 2012-2013 indicates considerable growth in grades four and five. The goal for all grades in 2011-2012 was 66.8%. The goal for 2012-13 was 69.8%. There is a need for professional learning on strategies for SWDs. Black and White Racial Subgroups Math The Criterion Reference Competency Test (CRCT) data from 2011-2012 and 2012-2013 indicates, the percent of the Black subgroup meeting or exceeding the standard was higher when compared to the White subgroup in 2012-2013. The data revealed a need to strengthen instruction especially in the third and fourth grades. Instruction is stronger in grade five. The data indicates overall instruction was not as strong in 2011-2012 when compared to 2012-2013 in some grades. The State performance target for the Black subgroup was 77.8% in 2011-2012 and 79.8% in 2012-2013. The State performance target for the White subgroup was higher. The target for 2011-2012 was 91.2% and for 2012-2013, it was 92%. The Black fifth grade subgroup met standard in 2012-2013. The White student subgroup did not meet the performance target. There is a strong need for professional learning in the area of math and differentiation math. CCRPI score increased by 9.9 points. However, the percentage of students in an inclusion setting 80% or more of the day was 24.4% - the low SWD scores and this score would indicate that students are receiving enough exposure to grade level standards. The percentage of 3 rd graders at the 650 lexile level was 10.7 and the percentage of 5 th graders at 850 was 34.3%. This indicates a K-3 instructional issue that is evident across the test scores. The increase between grades 3 and 5 (both in Lexile and test scores) indicate that 4 th and 5 th grades are pulling “heavy lift”—their scores could be exceedingly higher with some push from K-3. The number of students passing 5 CRCTs and 5 courses was 0 and the percentage of exceeding scores was 9.1. Growth in reading and math was low, there were no green performance flags and the Career Awareness Lessons score was 1.3. There is much work to be done for grades K-3, for SWD students and differentiated instruction, and even though there was high growth, science and social studies scores were extremely low. This reflects directly on the low percentage of students that are at grade level on Lexile scores, and is why there are no students passing all tests and courses.
Graduation rate (if applicable)	N/A	N/A	
	2012	2013	
CCRPI Score:	45.5	55.4	

<p>School Culture and Climate Character Training to improve behavior</p>	<p>Provide a summary of existing status and current needs.</p>
	<p>Character training to improve behavior – To improve and instil proper conduct and behavior, Fox employs: “Character Word of the Month,” each morning the principal sets goals and expectations for the day, students are given “Positive Action” cards for good behavior, students can receive a free meal coupon from Burger King for positive behavior, students may receive “Caught You Being Good” cards, and during Awards Day, some students receive “Good Citizenship” certificates. In an effort to curtail inappropriate behavior, Fox teachers and staff have indicated a need for additional character training.</p>
<p>School Safety</p>	<p>There is a need for a school wide discipline program. Behavior is an issue at Fox and it is affecting an attendance rate that is already an issue. In 2012, there were almost three times as many discipline referrals as children in the building. In 2013 57% of discipline (266 total) were classified as “disrespect” and another 82 were deemed “student incivility” the two offenses accounted for 75% of all office referrals. That number indicates that disrespect is somehow being reinforced in the building. Discipline needs to be addressed. Observational data indicates that there is heightened level of drama in the building and teachers need training in extinguishing behavior de-escalation techniques. Teachers perception data indicates that teachers feel that if “parents would just participate and do more” this wouldn’t happen.” Teachers also indicated that discipline was a problem, a behavior interventionist was needed, but the teachers did not feel that they need any help with behavior or classroom management.</p>
<p>Student Health Services</p>	<p>School safety – To address school safety at Fox Elementary School, Fox has established a check and balance system to ensure all students are checked out of school by authorized appointees. Students are required to bring a note signed by a parent if he/she is to be dismissed prior to the close of school. The note is verified via a phone call by office personnel. The school also has a “buzz in” intercom system installed at the front door. This door remains locked at all times. To enter, a person must push a button, stand in front of the camera, state their name and reason for visit, and then the lock is released by office personnel so that the person at the door may enter. Also, several Fox faculty members are trained to administer CPR. Students, faculty and staff practice fire drill and severe weather condition safety on a monthly basis. Students, faculty and the staff are trained in “bullying prevention.”</p>
<p>Attendance Support</p>	
<p>Social and Community Support</p>	<p>Student Health Services – Fox employs a part-time clinic worker. A school social worker is available once a week. All second grade students receive a free screening and the hygienist cleans their teeth once a year. This dental service is provided by Columbus Technical College. Several faculty members are trained to administer CPR.</p> <p>Attendance support – Fox receives attendance support via the school social worker. The social worker is on campus once a week. In addition, Fox has a full time parent liaison who communicates with parents on a daily basis. Students also participate in “Jumping for Attendance.” The attendance goal for Fox is to increase attendance from 85% to 94% by the end of the school year. To entice the students to achieve this goal, students are given allotted time to jump in the inflatable “<i> jumper</i>” and enjoy participating in “jumping for attendance.” The same activity will occur at the end of the first and second semester.</p>
<p>Parental Support</p>	<p>Social and Community Support – The following social and community support are offered to Fox: Open Door Community Center, Girl Inc., Families and Schools Together (FAST) and Kid’s Café. Kids Café provides free meals for students after school. Open Door and Girls Inc. provide after school tutorial and activities. FAST is a free activity program dedicated to families eating dinner, playing, and promoting healthy relationships together.</p> <p>The Partners in Education for Fox are: Burger King, Brookstone School, and Pierce Chapel United Methodist Church. Each partner provides the following support: Burger King provides incentives, awards and field trips for students. For one week, once a semester, Brookstone School provides “Science Buddies” for fifth grade students and “Reading Buddies” for all grades. Once a week, Pierce</p>

Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	<p>Fox uses the district math curriculum maps to design standard-based lessons that ensure state alignment. In addition, Fox implements the newly adopted Reading Wonders reading curriculum. Reading Wonders is aligned to the Common Core. The academic coach checks the weekly lesson plans as they are turned in by teachers. The lesson plans are checked to ensure each lesson is aligned to the state standards. Teachers need help utilizing science and social studies text to teach reading and writing and materials and assistance with using hands on lessons for science and social studies. They need engaging, research based strategies that motivate students and encourage intellectual curiosity in students. Fox students live in extreme poverty and their homes are driven by the stress and drama that causes; teachers need strategies for moving students beyond that and ways to promote academic vocabulary and move students to higher order thinking through motivation. K-3 students need to learn to read and to be enthusiastic, engaged readers.</p>
Curriculum Intervention Programs	<p>The following intervention programs are implemented at Fox Elementary School:</p> <p>Flexible Learning Program (FLP) - As a Priority school, the students in grades K-5 are afforded the opportunity to attend the Flexible Learning Program on Tuesday and Thursday from 3:00 – 4:00. The content focus during FLP is math.</p> <p>Instructional Extension Program - All students are given the opportunity to participate in the Instructional Extension Program. IEP is conducted after school on Monday and Wednesday. The content focus is reading.</p> <p>Focused Reading Instructional Program (FRI) - All first and second grade students identified as having a need for additional support participate in the Focused Reading Instructional Program. FRI is conducted during regular school hours and taught by a specialized reading teacher.</p> <p>Intervention Teachers for Reading and Math - Fox employs highly-qualified Title I teachers to provide additional intervention services to all students (grades K-5) in the area of math, reading and English language arts.</p>
Enrichment Programs	<p>The following enrichment programs are implemented at Fox Elementary School:</p> <ul style="list-style-type: none"> • Science Enrichment with St. Elmo Gifted Center for grades 2-5. Science enrichment is conducted twice a week. Students design experiments and work on science discovery-type projects. • Science Buddies with Brookstone School for all fifth grade students. For one week during the months of October and March, students from Brookstone School work with Fox students to build science conceptual knowledge • Reading Buddies with Brookstone School for grades PreK-5. Students from Brookstone School read to students at Fox. They model what good readers sound like and encourage the students to develop a love for reading. • Writing Project with Brookstone School for fourth grade students. As students prepare to take the Fifth Grade Writing Assessment, fourth grade students are given the opportunity to practice writing a variety of genres. • Reading Buddies with Pierce Chapel United Methodist Church for third grade. Each week members from Pierce Chapel come in and volunteer to read to the third grade students.
Dual enrollment (if applicable)	<p>N/A – Fox is an elementary school and dual enrollment is not an option.</p>

Advanced Placement (if applicable)	N/A - Fox is an elementary school and advanced placement is not an option.
Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research-based instructional strategies	As reported by the school: To increase student achievement on the CRCT, formative and additional summative assessments, Fox implements the following research-based instructional strategies: meta cognitive strategies, teacher clarity, cooperative individualistic learning groups, differentiated instruction, and response to intervention. The GAPSS analysis reported a need for differentiated instruction, more teacher feedback, student progress monitoring, and rigor. Teachers and students at Fox Elementary School use the following instructional technology: SMARTboards, netbooks, Neo2 (during FLP only), lap top computers, digital cameras, and student response systems. The GAPSS analysis reported that technology integration is a need. Very few classrooms integrated technology or had children using technology.
Use of instructional technology (by students and teachers)	
Use of data analysis to inform and differentiate instruction	Teachers use data analysis to inform and differentiate instruction daily. Data team meetings are held each week. During the meetings, the teachers come equipped with samples of student work and assessments. Each document is analyzed and misconceptions are addressed. Research-based strategies are implemented to address areas of weakness as indicated by the data. Teachers also use data to determine placement for each student in the “tier of intervention.” Students use assessment and classwork data to conduct “student- led conferences.” As a result, students are able to set goals for themselves. Lastly, teachers use data to differentiate instruction by designing lessons, activities, and strategies that address individual students’ needs.
Number of minutes scheduled for core academic subjects	Fox adheres to the state required daily minutes of instruction. For each content area, in grades K-5, a minimum of 40 minutes is required for daily instruction. In addition, a two hour block of integrated math curriculum is taught twice a day.
Assessments Use of formative, interim, and summative assessments to measure student progress	The following assessments are used to monitor progress and guide instruction: <ul style="list-style-type: none"> • Teacher made assessments • Common unit assessments • District quarterly benchmark assessments • Summative assessments • Formative assessments • Bi-monthly progress reports for FLP • Tickets out of the door • Weekly folders assessments for grades K-2 • District progress reports • District report cards • Parent portal is updated every ten days • Oral assessment (monitoring)

<p>Timeline for reporting student progress to parents</p>	<p>Students receive report cards once every nine weeks. Teachers for grades K-2 send folders home to parents weekly. The folders contain all assessments and data accumulated during that particular week. Students in grade 3-5 receive progress reports quarterly. Students that participate in the FLP program, receive progress reports every fourth session. The Parent Portal is available to all parents at all times. The teachers at Fox update the portal every ten days. Conferences are set at the parents and or teachers request as needed to report progress.</p>
<p>Parent and Community Support Social, health, and community services to students and families</p>	<p>The following social, health, and community services are afforded to students and families at Fox Elementary School.</p> <p>Student Health Services – Fox employs a part-time clinic worker. A school social worker is available once a week. All second grade students receive a free screening and the hygienist cleans their teeth once a year. This dental service is provided by Columbus Technical College. Several faculty members are trained to administer CPR.</p> <p>Social and Community Support – The following social and community support is offered to Fox: Open Door Community Center, Girl Inc., Families and Schools Together (FAST) and Kid’s Café. Kids Café provides free meals for students after school. Open Door and Girls Inc. provide after school tutorial and activities. FAST is a free activity program dedicated to families eating dinner, playing, and promoting healthy relationships together. Students also have access to the community clothing bank if needed.</p> <p>The Partners in Education for Fox are: Burger King, Brookstone School, and Pierce Chapel United Methodist Church. Each partner provides the following support: Burger King provides incentives, awards and field trips for students. For one week, once a semester, Brookstone School provides “Science Buddies” for fifth grade students and “Reading Buddies” for all grades. Once a week, Pierce Chapel United Methodist Church focuses on providing incentives for teachers and increasing student achievement. Pierce Chapel also provides “Reading Buddies” for third grade students.</p> <p>Parental Support – Parents are invited to have breakfast every Friday with their students. Parenting meetings/workshops are held monthly. During some sessions, parents are involved in Make-n-Take activities to gain a better understanding of how to help their child(ren) at home. Parents are also encouraged to participate in, Math & Science Night and Literacy Night. Parents are invited and encouraged to participate in surveys and to serve on School Improvement Plan and Flexible Learning Plan committees. A full time parent liaison is employed to assist and support parents at all times, every day.</p>

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