



School Improvement Plan

2024 – 2026

| General Improvement Plan Information | |
|---|----------------|
| School | Fox Elementary |
| Principal | Alison Waldrop |
| Grades Served | Pre-K to 5th |
| Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box | |
| <input checked="" type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application | |
| Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box | |
| <input checked="" type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated) | |

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

Schools must ensure they are incorporating a paraprofessional in the process.

| Name | Position |
|------------------------------------|---|
| Alison Waldrop | Principal |
| Jessie Warren | Assistant Principal or Dean |
| Carmen Estes | Academic Coach (Title I & COF schools only) |
| Rebecca Haskey | Teacher |
| Dely Roberts | Teacher |
| Amy French | SWD Teacher |
| | ESOL Teacher (when applicable) |
| Whitney Patterson | Paraprofessional |
| Gina Eagerton | Family Engagement Representative (Title I & COF schools only) |
| Brandy Tolbert | Parent |
| | Parent |
| N/A | Student (HS only) |
| N/A | Student (HS only) |
| Lauren Chambers, The Mill District | Business/Community Partner |
| Billy Holbrook, Mercy Med | Business/Community Partner |
| John | GaDOE (CSI & TSI schools only) |
| Shonda Green | RESA (CSI & TSI schools only) |

ADDITIONAL TEAM MEMBERS

| Name | Position |
|-------------|--|
| Ashley Cook | PreK SPED teacher |
| Tyla Howard | Kindergarten teacher |
| Ashley Polk | 3 rd Grade teacher |
| TBA | Academic Dean |
| TBA | 3 rd - 5 th Academic Coach |

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

The team will ensure that stakeholders are engaged through surveys, local school council meetings, and Leadership team meetings. Leadership team members will incorporate feedback received during small group share-outs.

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last accreditation review.

| DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN | |
|---|--------------------------------------|
| Overarching Needs | Improvement Plan Goal Focuses |
| 1. Address individual student needs – clearly defined and communicated learning targets with success criteria (to students and families) | 1. Tier 1 Instruction 2. MTSS |
| 2. Personalized Professional Development for All | 3. Employee development |
| 3. Increase family, community & staff engagement to build trusting relationships – market resources through community outreach, website, social media, mass notifications | 4. Culture of Kindness |

| ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017) |
|--|
| Powerful Practices |
| 1. The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents. |
| 2. The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization. |
| 3. The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness. |
| Opportunities for Improvement |
| 1. Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis. |
| 2. Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners. |
| 3. Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth. |
| 4. Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery. |
| Improvement Priorities |
| 1. Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth. |
| 2. Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff. |

OVERARCHING NEEDS

| Overarching Needs in Prioritized Order | Root Cause(s) | Category (Check the applicable box) |
|---|--|--|
| 1. Develop Leadership team using GaDOE Leadership rubric, operational by end of school year | Lack of a functional Leadership Team that is involved in the decision-making process to support and monitor school improvement efforts. | <input type="checkbox"/> Instructional <input type="checkbox"/> Climate |
| 2. Coherent Instruction: Planning, delivery, monitoring, and refining instructional systems | Lack of processes to support teacher clarity in collaborative planning, data teams, and classroom instruction. | <input type="checkbox"/> Instructional <input type="checkbox"/> Climate |
| 3. Develop Staff, Ensure Staff Collaboration, and Foster Staff Retention | Lack of organization and implementation of professional learning initiatives that would support specific needs of teachers and encourage staff retention. Lack of monitoring professional development, teacher collaboration, and classroom instruction. | <input type="checkbox"/> Instructional <input type="checkbox"/> Climate |
| 4. Develop and monitor a multi-tiered system of supports | Lack of teacher capacity to implement Tier 1 and Tier 2 instruction which would move more students to proficient academic performance. Lack of consistent discipline procedures and implementation of PBIS strategies. | <input type="checkbox"/> Instructional <input type="checkbox"/> Climate |

2023 – 2026 OVERARCHING NEEDS & GOALS

| District Overarching Need | SIP Goal |
|---|---|
| Address individual student needs – clearly defined and communicated learning targets with success criteria (to students and families) | By May 2024, Fox Elementary will refine, monitor, and evaluate our Tier 1 instructional practices, and develop coherent differentiated Tier 2 & 3 levels of support within the regular class time. |
| School Overarching Need | SIP Goal (SMART process goal, not an outcome goal) |
| Develop Leadership team using GaDOE Leadership rubric | By May 2024, Fox Elementary School will develop a Leadership team that will be involved in the decision-making process to support and monitor school improvement efforts using the GaDOE leadership rubric and will be operational by the end of the school year. |
| Coherent Instruction: Planning, delivery, monitoring, and refining instructional systems | By May 2024, Fox Elementary School will refine the collaborative structure to address the standard-based classroom instructional framework as recommended by the GSAPS walkthrough. |

REQUIRED QUESTIONS FOR ALL SCHOOLS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

We collected data through surveys, discussions, and analysis of team meeting minutes. The meetings involved various parties, including administrators, teachers, Leadership team, PBIS team, local school council, and stakeholders, RESA SIS, State SIS, Region Chief, School Transformation Leader, and parents.

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

Our plan is to provide ongoing professional development and collaboration with teachers. We will conduct weekly classroom observations with prompt feedback. The master schedule prioritizes daily grade level planning and professional learning communities (PLCs).

Elementary Schools Only

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Fox Elementary School currently has three preschool classes. Preschool students are involved in most of the everyday activities at Fox. By using the resources provided by the district, preschool teachers are preparing the students for Kindergarten skills. The students are participating in read alouds, center activities, and are introduced to many of the Kindergarten Math and Science standards.

Also, describe what supports and/or services will be put into place to support 5th grade students in their transition to middle school.

In the Fall, we will have a representative from Arnold Magnet Middle School come to Fox and speak to our 5th graders about what the magnet school offers students and how they can apply for the magnet schools in MCSD. We also will have a representative from Double Churches Middle School speak to the 5th graders about the transition to middle school. Students are given next steps for students to have a smooth transition to middle school.

Middle Schools Only

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5th grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8th grade students in their transition to high school.

High Schools Only

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8th grade students in the transition from middle school to high school.

Also, describe what supports and/or services will be put into place to support 12th grade students in their transition to college or career.

REQUIRED QUESTIONS FOR TITLE I SCHOOLS

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

Fox Elementary School attempts to attract quality teacher candidates with the help of MCSD. While our population consists of 90% minority students and 100% of our students receive free lunches, we strive to ensure that all students have access to quality instruction. All inexperienced teachers at Fox are provided with a mentor, professional development opportunities, and classroom observations to give them the necessary support.

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

Fox Elementary School's Title 1 instructional program in reading and math are aligned with MCSD as well and the state of Georgia's instructional expectations. Through ongoing support of our academic coaches and administration, our teachers will provide differentiated, targeted instruction using research-based programs. Our teachers will make instructional decisions based on data

analysis. By aligning our instruction with the personalized learning initiative and using data driven strategies, our goal is to provide quality instruction and support for all students, including students most at-risk.