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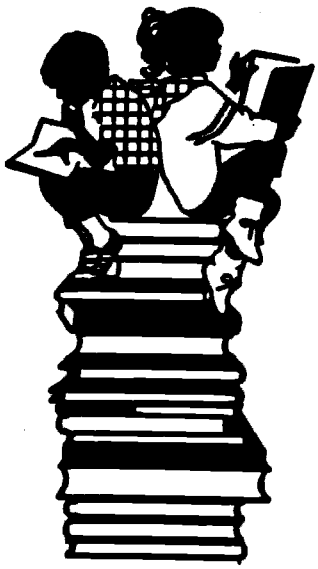
ABSTRACT

The schoolwide projects conducted by two Muscogee County (Georgia) elementary schools under Chapter 1 are described. The Muscogee County School District is the public school system for Columbus, the state's second largest city. The student body of approximately 31,000 is 54.2 percent Black, with 2.9 percent Hispanic, and only a small number of Asian Americans. Both schools began the comprehensive assessment of needs in November of 1989, the year before implementing their plans. The comprehensive needs assessment was the basis for setting goals for school improvement through the schoolwide project. The schools shared common themes of staff development, parent involvement, effective instruction, and a student recognition program, although implementation was tailored specifically to the needs of students in the individual school. At the end of the first year of the schoolwide projects, students at both schools had made significant strides in accelerating achievement, as indicated by scores on standardized tests, in comparison with their previous records and in comparison with gains made in other schools in the system. Two tables and four figures present details of achievement gains. An appendix contains a planning form and project management timelines. (SLD)

MUSCOGEE COUNTY SCHOOLS

COLUMBUS, GEORGIA



NATIONAL CHAPTER 1 CONFERENCE

SHERATON CITY CENTRE HOTEL

WASHINGTON, D. C.

SEPTEMBER 20-23, 1993

MUSCOGEE COUNTY SCHOOL DISTRICT
(Columbus, Georgia)

COLUMBUS, GEORGIA

... has a population of approximately 180,000.

... is Georgia's second largest city.

... has the state's first consolidated city-county government.

... is located on the Georgia-Alabama border at about its midpoint.

MUSCOGEE COUNTY SCHOOL DISTRICT

... is the public school system for Columbus, Georgia.

... has a student body of approximately 31,000 in grades K - 12, with a racial composition of 54.2 % Black, 44.2 % White, 2.9 % Hispanic and).5 % Asian or Pacific Islander.

... has 33 elementary schools (grades K - 6 or K - 5), eight middle schools (grades 6 - 8 or 7 - 8) and seven high schools (grades 9n - 12).

... has an average of 43.55 % of its students coming from low income families. The percent of low income children in the various attendance areas range from 3.63 % to 99.99 %.

... has a 15 person Board of Education appointed by the Grand Jury. The Board of Education appoints the Superintendent of Education.

... provides supplementary reading, mathematics and language arts instruction through basic Chapter 1 programs in 15 elementary and four middle schools.

PRIVATE SCHOOLS

... There are 26 private schools serving approximately 1900 area resident children. In addition, 90 home study programs serve 154 resident children.

... Private schools have declined the LEAs invitations to participate in the Chapter 1 oprogram since Aguilar v. Felton.

SCHOOLWIDE PROJECTS

... The Muscogee County School District has schoolwide projects in 10 elementary schools and two middle schools.

Dr. Robert Bushong, Acting Superintendent
1200 Bradley Drive
Columbus, Georgia 31906
(706)-649-0519

Mrs. Rochelle Jones, Principal
Fox Elementary School
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COMPREHENSIVE ASSESSMENT

Federal Register, Friday, May 19, 1989, § 200.36 (b)(1) requires that a school's schoolwide project be based upon findings from a comprehensive assessment of all students in the school, with particular attention given to the needs of the educationally deprived children. Each of the schools profiled in this handout began the comprehensive assessment of needs in November of the year prior to implementation of the first year of their plans.

In each school, a Schoolwide Steering Committee was established. Though the number of committee members varied, each committee consisted of teachers, paraprofessionals, the principal, representatives from the school's business partner, parents, a representative from the custodial and cafeteria staffs, a clerical staff member, the Media Specialist, a representative from the District Chapter 1 Office, and LEA instructional support staff members. The planning model followed by both Fox and Muscogee Elementary Schools provided for involving all faculty and staff members and as many parents as would participate in studying the schools' needs.

Both schools established Task-Groups to study each component of the needs assessment. A member of the Steering Committee chaired a Task-Group comprised of other teachers, paraprofessionals, parents, etc. who were determined to be best suited to the task. The planning process called for task-groups to work independently to study the area of assignment and to determine with the greatest specificity possible problems identified from the data. Upon determining a specific need, the task-group conducted research of professional literature, if applicable, to identify research- or experience-based programs, activities or projects which show promise of meeting the need. A completer report was presented to the Steering Committee, who helped to refine the probable schoolwide activity to address a given need.

To ensure acceptance of and commitment to school improvement efforts by all who will be engaged in carrying out the plan, biweekly meetings, open to all faculty and staff and parents, were held to share committee work. In addition, Muscogee Elementary School prepared a biweekly newsletter, which was sent home to parents who did not attend the most recent meeting. At both Fox and Muscogee Elementary Schools, a schoolwide planning update was a regular item on the monthly Parent Teacher Association meeting.

As can be seen, discovering the needs of the children in these schools was not done in isolation from planning to correct problems, since the task-group that studied the problem also worked to bring forth a solution that could become a component of the schoolwide plan. It was also important that all members of the schools' "families" remained abreast of the purposes of the

schoolwide project and to promote broad-based involvement. This model utilizes transformational leadership instead of traditional instructional leadership.

Principals of the two schoolwide schools included in this profile recognized that they alone could not create a vision amd impose it on their school communities. The planning process helped to develop the collaborative culture which fostered participants building visions together. The planning model gave rise to increased parents' and teachers' participation in decision making and enhanced the opportunities for teachers to exercise leadership skills. The transformational leadership concept facilitated a redefinition of each school's mission, a renewal of commitment and the restructuring of the total school for an improved school.

What did the schools consider when assessing the needs of their children?

. Longitudinal study of norm-referenced test data in order to detect structural weaknesses in the curriculum, personnel weaknesses which consistently impact on a given grade level or subject area and to amass a data base for future comparisons.

- Critical examination of criterion-referenced test data to determine specific areas of strengths and weaknesses in a subject, at a grade level or in a class group.

- Trend in promotion and retention over the immediate past five years to detect the statistical patterns in these areas, if such existed.

- Demographic information about the student body which gives a picture of the factors which influence or impede learning.

- A comparison of mobility rates in the prospective schoolwide schools with those of other schools in other areas of the school district.

- Student opinions or perceptions of different aspects of the school's program as ascertained by locally developed survey instruments, structured classroom discussions and randomly held interviews.

- Analysis of student discipline records covering the immediate past five or more years to determine the types of infractions most frequently committed, a the characteristics of students found to have the most difficulty conforming to expectations for behavior and the relationship of parents of these children with the school. Also, in studying discipline records, schools found that more discipline infractions were referred to the office

from some subject areas than from others; more at certain times of day than others; and more from some teachers than from others.

- An examination of teaching and staff talents from personnel records, teacher self-disclosure on teacher -survey instruments and general observations by peers and administration. Of interest were professional preparation, recency of training, professional memberships, self-improvement practices, and other related issues.

- Evaluations from school-based or district-based staff development training sessions.

- Assessing the school climate to identify promoters and detractors of learning. Professionally developed instruments were used in this strategic area to ensure quality findings and useful data.

- Inventories of instructional resources (human and material).

- Amount, frequency , quality and format of information disseminated to parents and the school community.

- Summary of records of parent/teacher interactions, with special attention to the impetus for the interactions, nature of the interactions and outcomes from parent/teacher interactions.

- Examination of the types of parent training opportunities and the relevance of such training to parent needs, as discerned from parent responses to survey instruments.

- Examination of opportunities for parent involvement in school decision-making and the degree to which parents are aware of the opportunities that exist.

- Others, as determined to be relevant in determining the total needs of all children in the school.

How did the schools use the information/data found during the needs assessment process?

The comprehensive needs assessment, briefly outlined above, provided the basis for setting goals, objectives, and strategies for total school improvement through the schoolwide projects developed by both Fox and Elementary Schools. To help school committees, task-groups and individuals plan a schoolwide project

which has been derived from assessed needs, a locally developed planning document was used (See Appendix 1). The schoolwide projects at Fox and Muscogee Elementary Schools emerged as a combination of effective schooling practices and other research-based strategies. Clear goals and objectives were set to close the gaps between desired outcomes and existing conditions. Strategies with promise of effectively moving the school toward becoming an effective school were selected or developed for implementation. Procedures for ongoing data collection to monitor progress were modeled after the process used for project development. This means that task-groups accepted responsibility for oversight of a specific project activity or set of activities. This oversight included reminding individuals of expectations, making arrangements for special events, collecting evidence which would help in determining effectiveness of the activity and reporting relevant facts in summary form to the total faculty, staff, parents and community representatives during monthly schoolwide meetings.

A necessary component of any improvement plan is that of monitoring student progress and making adjustments or reforms if indicators are that the plan is not going to produce the desired results. Toward this end, the Schoolwide Steering Committees devised procedures for each teacher to monitor academic progress and utilizing findings to modify their instructional approach, if needed. Grade-level support groups helped each other formally and informally identify and use successful practices in classrooms and in all interactions with students.

Both of the schoolwide school projects described in this handout derived goals from the needs assessment, which focused on improved achievement in reading, language arts, oral reading and mathematics. While each school's plan is unique to the needs of that school's children, the two schools shared some common themes:

Staff Development. Fox Elementary School utilized a staff training model which brought experts into the school to train or retrain teachers, while Muscogee Elementary School sent teams of teachers to train and return to the school to train their peers. The training models adopted by each school reflected previous successful training programs. Areas of staff development were detrermined by determining the instructional strategies to be used schoolwide and preparing the staff to effectively implement these strategies.

Parent Involvement. The parent involvement models, likewise, fit the individual school needs. At Muscogee, parents took the lead in designing evening basic skills computer classes, volunteering in classes and at the school. At Fox, parents indicated a desire for workshops pertaining to family living, economic survival skills and parenting skills. To better assist their children in school, parents spent time in classrooms to learn how schools function and see how they can help at home. This, according to Fox parents, would be better than being told

but not really understanding.

Effective Instruction. Fox and Muscogee Elementary Schools included additional instructional staffs in their schoolwide projects to increase the adult to child personal interaction. One school chose to implement a parallel block scheduling model and the other utilized a resource teacher model. Both were aimed at focusing attention on specific needs of children as determined by the needs assessment and as determined on an ongoing basis. Instructional strategies emphasized included utilizing whole language approaches, cooperative groupings, NCTM standards for mathematics instruction, thematic lessons, print-rich environments and other strategies to teach the regular curriculum to all children.

Student Recognition Programs. Rewarding children for accomplishments is an effective schooling practice. Fox and Muscogee designed many recognition programs to applaud the successes of their students. The wide range and frequency of student recognition activities were based on research which identified the optimum lapse between recognitions and the nature of recognition programs most effective for schools fitting our demographic profiles.

How Effective Were/Are The Schoolwide Projects?

The evaluation report of the FY '87 Basic Chapter 1 project showed that only 53 % of Muscogee Elementary School's participants made a gain in mathematics and 52 % in reading. All other participants either lost ground or remained the same. Fox Elementary school showed similar results. In Fy'88, Muscogee Chapter 1 participants made an average gain of 3.3 NCEs in reading and 6.5 NCEs in mathematics. There were no significant differences in gains according to the Chapter 1 delivery model in either school.

At the end of the first year of the schoolwide projects (1990-91) Fox and Muscogee children had made significant strides in accelerating achievement in comparison with their previous records and im comparison with gains made in other schools in the system.

The table below compares Muscogee Elementary Schoolwide project gains for 1990-91 with system gains for in the same subjects during the same year. Testing with the Iowa Test of Basic Skills in the spring of 1990 provided the pre-test scores and testing in the spring of 1991 with the same test provided the post test scores for the same children.

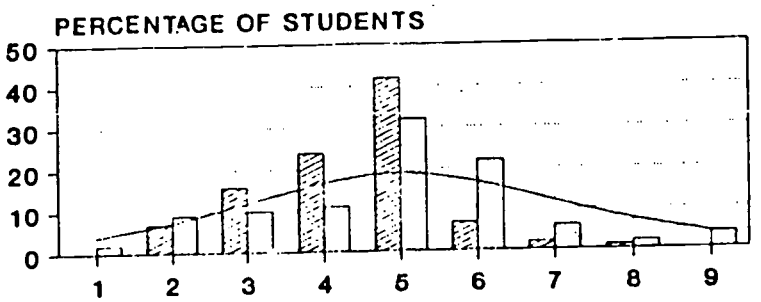
The Muscogee Elementary Schoolwide project was effective in helping student achievement exceed that achieved locally with similar students, as determined by the comparison of standardized test scores from the annual testing program. The Iowa Test of Basic Skills (ITBS, 1986) was administered by the school system's Department of Research and Evaluation to all children throughout the school system on March 23 - 27, 1991. Three hundred forty-two (342 or 95%) educationally deprived children tested at Muscogee Elementary School in 1991 also had a pre-test score from the March 22-28, 1990 ITBS testing cycle. After corrections for regression, the aggregate gains in reading and mathematics for educationally deprived children at Muscogee Elementary School exceeded aggregate gains for like children in the system as a whole. The table below compares Muscogee's gains in reading, basic mathematics and mathematics problem-solving with those for the system for the project year 1990-91.

	1990-91 Muscogee NCE Gains			1990-91 System NCE Gains		
Grade	Reading	Math	Problem Solving	Reading	Math	Problem Solving
2	+ 5.3	+13.1	+10.9	+4.8	+5.4	+4.1
3	+ 7.7	+20.1	+24.6	+5.5	+6.1	+4.1
4	+ 1.8	+ 7.1	+ 8.5	+5.4	+6.9	+7.1
5	+ 9.8	+12.7	+ 6.6	+1.6	+4.4	+2.8
6	+16.0	+13.4	+15.4	+2.4	+3.1	+2.8

The ITBS is a norm-referenced instrument which assesses student achievement on a broad range of educational objectives. Various types of scores are obtained for each student which allow comparisons with a national group of students of the same grade level who have taken the same tests. The national group has been used to establish the "norm" and the basis for comparison. The tables which follow show how Muscogee Elementary School students' scores for all students (including the educationally deprived students) were distributed among the stanines for the schoolwide project year (1990-91) as compared to their scores for the 1989-90 year for reading and mathematics.

MUSCOGEE ELEMENTARY SCHOOL
ITBS Achievement
A COMPARISON OF SCORES FOR 1990-91 WITH THOSE FOR 1989-90
(Distribution by Stanines)

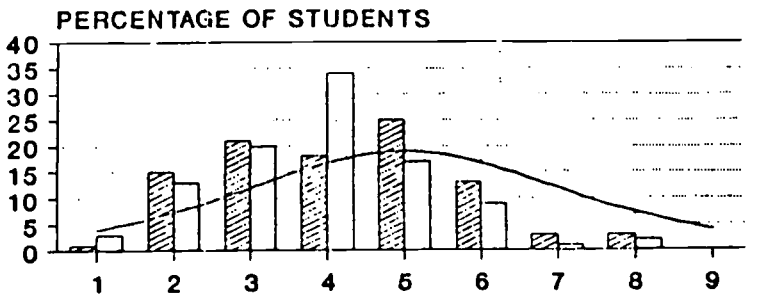
Grade 1 - READING



	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	0	7	16	24	42	7	2	1	0
1990-91 (%)	2	9	10	11	32	22	6	2	4

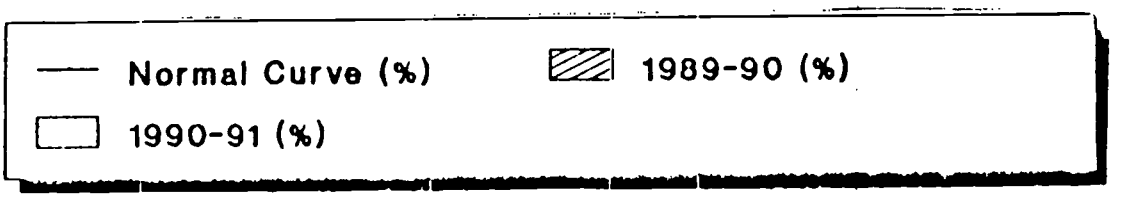
STANINES 1-9

Grade 2 - READING



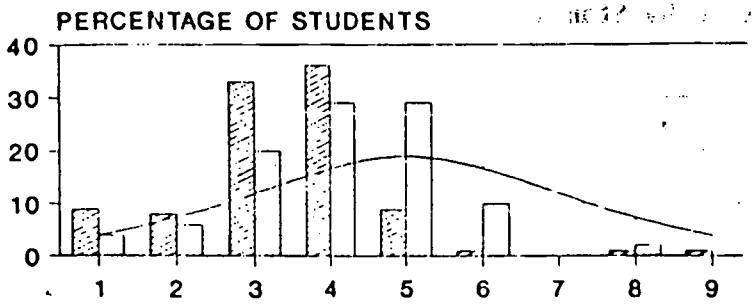
	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	1	15	21	18	25	13	3	3	0
1990-91 (%)	3	13	20	34	17	9	1	2	0

STANINES 1-9



MUSCOGEE ELEMENTARY SCHOOL - READING ACHIEVEMENT

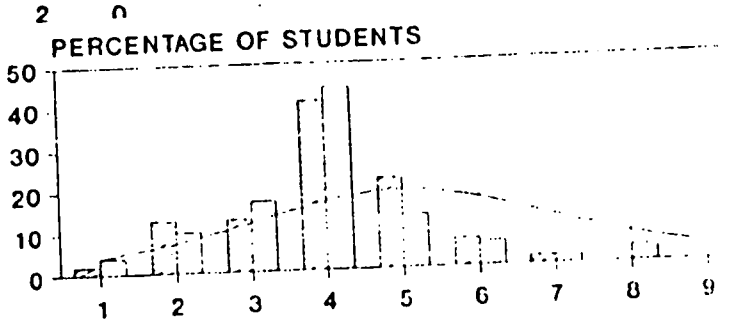
Grade 3 - READING



	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	9	8	33	36	9	1	0	1	1
1990-91 (%)	4	6	20	29	29	10	0	2	0

STANINES 1-9

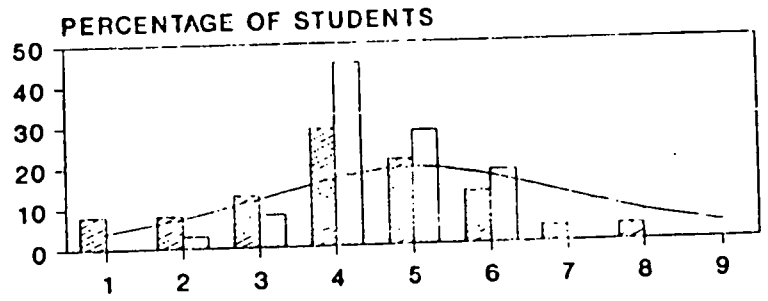
Grade 4 - READING



	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	2	13	13	41	22	7	2	0	0
1990-91 (%)	4	10	17	44	13	6	2	4	0

STANINES 1-9

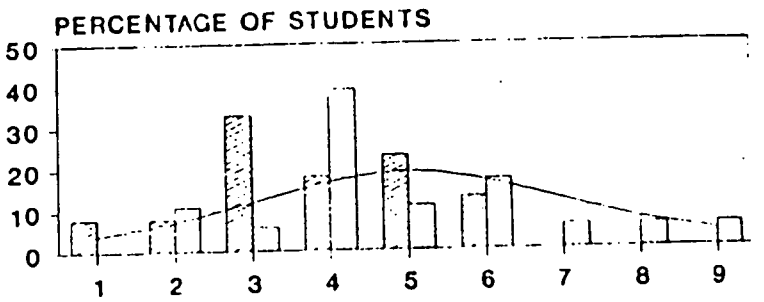
Grade 5 - READING



	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	8	8	13	29	21	13	4	4	0
1990-91 (%)	0	3	8	45	28	18	0	0	0

STANINES 1-9

Grade 6 - READING

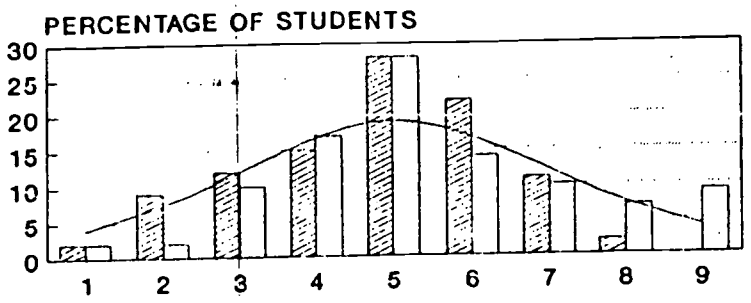


	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	8	8	33	18	23	13	0	0	0
1990-91 (%)	0	11	6	39	11	17	6	6	6

STANINES 1-9

MUSCOGEE ELEMENTARY SCHOOL
ITBS MATHEMATICS ACHIEVEMENT
A COMPARISON OF SCORES FOR 1990-91 WITH THOSE FOR 1989-90
(Distribution by Stanines)

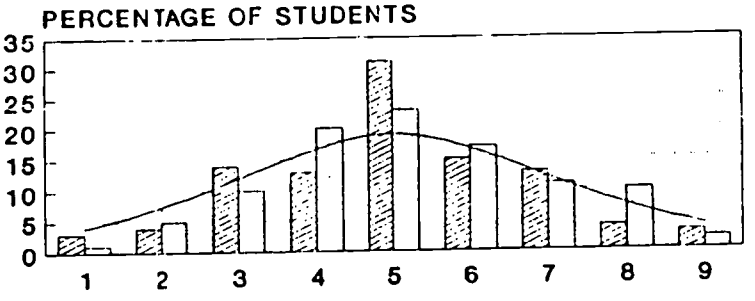
Grade 1 - MATH TOTAL



	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	2	9	12	15	28	22	11	2	0
1990-91 (%)	2	2	10	17	28	14	10	7	9

STANINES 1-9

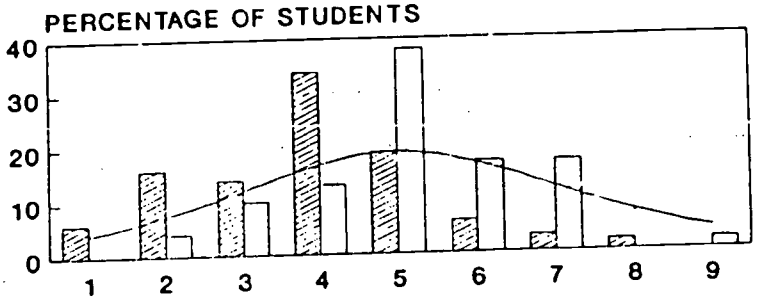
Grade 2 - MATH TOTAL



	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	3	4	14	13	31	15	13	4	3
1990-91 (%)	1	5	10	20	23	17	11	10	2

STANINES 1-9

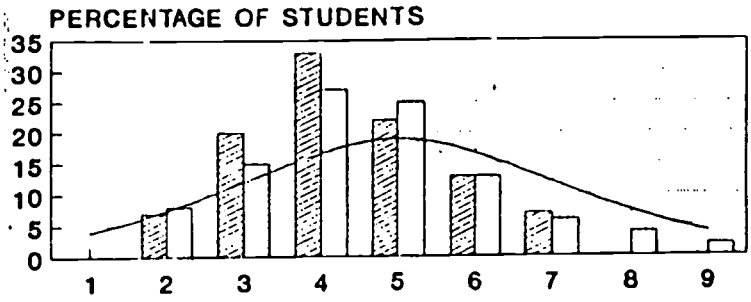
Grade 3 - MATH TOTAL



	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	6	16	14	34	19	6	3	2	0
1990-91 (%)	0	4	10	13	38	17	17	0	2

STANINES 1-9

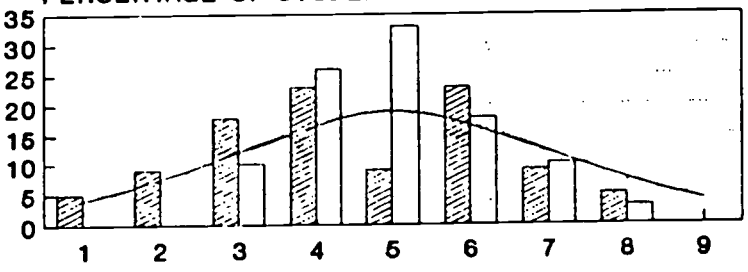
Grade 4 - MATH TOTAL



	1	2	3	4	5	6	7	8	9
Normal Curve (%)	4	7	12	17	20	17	12	7	4
1989-90 (%)	0	7	20	33	22	13	7	0	0
1990-91 (%)	0	8	15	27	25	13	6	4	2

STANINES 1-9

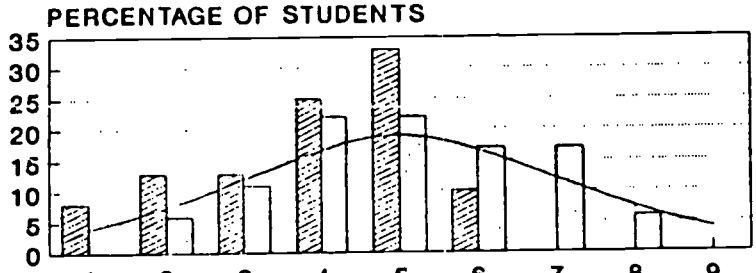
Grade 5 - MATH TOTAL



	1	2	3	4	5	6	7	8	9
ormal Curve (%)	4	7	12	17	20	17	12	7	4
989-90 (%)	5	9	18	23	9	23	9	5	0
990-91 (%)	0	0	10	26	33	18	10	3	0

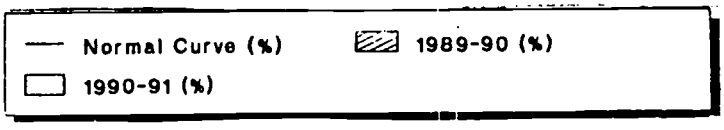
STANINES 1-9

Grade 6 - MATH TOTAL



	1	2	3	4	5	6	7	8	9
ormal Curve (%)	4	7	12	17	20	17	12	7	4
)89-90 (%)	8	13	13	25	33	10	0	0	0
)90-91 (%)	0	6	11	22	22	17	17	6	0

STANINES 1-9



From the tables on the previous pages (9 - 12) , it can be seen that the schoolwide project was effective in meeting the needs of the educationally deficient students. It is observable that there was a significant reduction in the percent of students in the lower stanines in both reading and mathematics in 1990-91 over those in the lower stanines in 1989-90. Similarly, there were increases in the percent of students falling in the upper stanines in reading and mathematics.

In Grade One, 9 % more students were in the upper 3 stanines and 2 % less in the lower 3 stanines in reading 1990-91 than in 1989-90. In mathematics, there wwere 13 % more students in the upper 3 stanines and 9 % less in the lower 3 stanines. For 2nd grade, there were 3 % less students in the upper 3 stanines in reading and 1 % less in the lower stanines. In mathematics, 3 % more students were in the upper stanines and 5 % less in the lower stanines than in 1989-90.

For grade 3 there were 20 % fewer students in the lower 3 stanines in reading and the same percent in the upper stanines in 1990-91 than in 1989-90. In mathematics, 14 % more third graders were in the upper 3 stanines and 22 % less in the lowere 3 stanines. Grade 4 had 4 % more students in the upper stanines in reading. In math, there were 5 % more students in the upper stanines and 4 % less in the lower stanines when 1990-91 was compared to 1989-90.

Muscogee had 18 % less 5th grade students in the lower stanines in reading in 1990-91. This grade also had 22 % less students in the lower stanines in mathematics. Sixth Grade had 18 % more students in 1990-91 scoring in the upper stanines for reading and 32 % less students in the lower stanines. In mathematics, there were 23 % more students in the upper stanines and 17 % less in the lower stanines when compared to the previous year.

Muscogee School excelled in meeting the desired outcomes. The schoolwide desired outcome of enrolling 50 parents in the Adult Literacy program was reached with 51 parents enrolling in the GED Course. Approximately 95 % of Muscogee parents participated in five or more parent-teacher conferences. This exceeded the predicted 75 % parent participation in this activity. Discipline referrals to the principal , expected to be reduced by 15 % during the project year, was reduced by 67%. Success in the regular program was measured by passing grades in all subjects and increase in MATT club membership from the first to the last grading period in 1990-91. The number of MATT members increased by 45% between the first and last grading period. The desired outcome was a 25 % increase in MATT membership. The number of children retained dropped from 73 in 1988-89 to fourteen (14) at the end of the 1990-91 year. It was expected that the number of children retained at the end of the year would decrease by one-half.

The crowning achievement for the children, teachers, parents and school-Sommunity at Muscogee Elementary School was that of their Math Team winning 1st Place in their Area's Annual Mathematics Tournament in April, 1991. This was a first for the school, according to available records, and a noteworthy tribute to the schoolwide improvements.

In the Muscogee County School District, it is believed that the amount of time spent discovering specific needs of all children and trying to determine underlying causes is an investment in assuring the success of our children. As was shown above, the end-of-the year evaluation results for Muscogee Schoolwide School for both Chapter 1 children and all children exceeded those of the system at many grade levels and in most subjects. Fox Schoolwide School had similar results in its first year, also.

The second year's accomplishments will be demonstrated with the achievement gains for Fox Schoolwide children for the 1991-92 year.

A comparison of pre- and post-test scores on the Iowa Test of Basic Skills revealed that the educationally deprived children (Chapter 1 children) at Fox had an average gain of 23 % in mathematics and 9 % in reading. These gains boosted the end-of-the year to reach 48 % in mathematics and 42 % in reading. On the mathematics problem-solving test, the Chapter 1 children gained 22 %-ile points to end the year with an average score of 48 %.

Achievement gains for all children (Chapter 1 and non-Chapter 1) at Fox in reading and mathematics are compared with average achievement gains in the system as a whole in the table below.

ACHIEVEMENT GAINS IN PERCENTILES IN READING AND MATHEMATICS
For Fox Schoolwide School and the System as a Whole
(Spring 1991 - Spring 1992)

	FOX GAINS		DISTRICT WIDE GAINS	
Grade	Reading	Mathematics	Reading	Mathematics
2	+ 7 %	+ 9 %	- 2 %	- 5 %
3	+ 21 %	+ 35 %	+ 6 %	+ 3 %
4	+ 4 %	+ 2 %	- 7 %	- 2 %
5	+ 18 %	+ 17 %	+ 15 %	+ 9 %
6	+ 11 %	+ 11 %	+ 4 %	- 1 %

The summary comments which accompany the report of the above gains , published by the system's Department of REsearch and Evaluation , provide the following commentary which helps to provide a clearer picture of Fox School gains.

APPENDIX 1

1 - Schoolwide Planning Form (Self-Explanatory)
Locally Developed

2 - Locally Developed Management Timelines
Completed to demonstrate the distribution of duties for managing project implementation for two components
(Parent Involvement at Fox School)

(Enhancing Self-Esteem at Muscogee School)

MUSCOGEE COUNTY SCHOOL DISTRICT
SCHOOLWIDE PROJECT PLANNING

School _____

Goal #_____ Goal Statement: _____

Description of data analyzed	Specific problem identified from data	Proposed plan to correct identified problem	Resources needed to implement plan	Cost

Page _____ of _____ pages for Goal _____

FOX ELEMENTARY SCHOOL (2nd YEAR)

Management Timeline

GOAL: PARENT INVOLVEMENT, IN SUPPORT OF STUDENT ACHIEVEMENT, WILL INCREASE AND BE REWARDED.

OBJECTIVE	ACTIVITY	WHO IS RESPONSIBLE?	DATA COLLECTOR	TIME FRAME		NOTES / COMMENTS
				START	END	
Parents will participate in parenting workshops with an average attendance of not less than 25% of Fox parents during the year	Workshops designed to train parents to improve their skills in supporting their children's learning will be conducted at Fox monthly.	Judy King, Parent Education Teacher	Judy King, Parent Education Teacher	October	June	Workshop topics will include, but not be limited to, nutrition, helping children at home, effective disciplining techniques, drug and alcohol abuse prevention, pregnancy prevention, television viewing habits, etc. Sign-in rosters and copies of agendas will document workshops.
Teachers will hold conferences with parents of children they teach. The goal is to confer with not less than 80% of Fox's parent population during the year.	The Parent Education Teacher will coordinate parent-teacher conferences, with special attention given to parents with more than one child in Fox School.	Judy King	Judy King	October	June	Target date for the first round of conferences is October. Teachers will retain a roster of names of parents attending the conferences. The format for the conference will be designed to best help the parent understand their child's learning program, learn about the expectations for home support and motivation, and to be advised of resources available through the school for home learning.
	Teachers will send out notices inviting parents to schedule monthly conferences at their convenience within the time-frames established for conferences.	All teachers	Judy King	September	June	
	The Parent Education Teacher will make follow-up contacts with unresponsive parents or those who respond negatively to the invitation from teachers.	Teachers and Judy King	Judy King	October	June	
Parents of 25% of Fox's students will check out materials for use at home with their children during the year.	The Parent Education Teacher will hold one-to-one training sessions with parents to demonstrate use of materials for parents through an established check-out system.	Judy King	Judy King	October	June	Teachers will encourage parents to meet with the Parent Education Teacher to check out materials that reinforce classroom activities.

FOX ELEMENTARY SCHOOL (2nd YEAR)

Management Timeline

GOAL: PARENT INVOLVEMENT, IN SUPPORT OF STUDENT ACHIEVEMENT, WILL INCREASE AND BE REWARDED.

OBJECTIVE	ACTIVITY	WHO IS RESPONSIBLE?	DATA COLLECTOR	TIME FRAME		NOTES / COMMENTS
				START	END	
	Burger King, the Fox School Business Partner, will donate prizes and coupons as incentives to parent participants in parent education activities.	Adopt-A-School Committee	Judy King	October	June	Incentives will be provided as needed.
Not less than 25 Fox parents will be enrolled in the Even Start Family Education Program during the year.	Parents and children will participate in joint learning activities to train parents to become the home-teacher for their children.	Sally Howell, Even Start Lead Teacher	Sally Howell Judy King	July	June	Lesson plans, rosters and attendance records will be maintained.
Not fewer than 5 parents will receive their GED by the end of the year.	Parents will be enrolled in basic skills classes in the computer lab to work toward the GED.	Susan Banaszek, Even Start Lab Manager	Susan Banaszek	July	June	Rosters and attendance of parent enrolled in CAI will be kept.
	Upon completion of GED, a graduation program will be held at the Columbus Museum for Fox parents, along with others in the LEA who have successfully completed the GED.	Rochelle Jones	Sally Howell	May	May	GED

MUSCOGEE ELEMENTARY SCHOOL (1st YEAR)

Management Timeline

GOAL: STUDENTS WILL EXHIBIT ENHANCED SELF-ESTEEM, POSITIVE ATTITUDES AND APPROPRIATE BEHAVIOR.

OBJECTIVE	ACTIVITY	WHO IS RESPONSIBLE?	DATA COLLECTOR	TIME FRAME		NOTES / COMMENTS
				START	END	
1. The total number of discipline referrals to the principal will be 25% fewer by the end of the school year than the total for the last school year.	All teachers and paraprofessionals will be trained in classroom management strategies.	Staff Development committee	Joyce Anderson Classroom Teacher	September	March	Sessions will be scheduled after school in September, February, and March. Sign-in sheets and agendas will document the training.
	Student discipline referrals will be tabulated monthly. Cumulative totals and percents for this year will be compared with data from like periods last year.	Debra Seymore Secretary	Gary Shouppe Assistant Principal	August	June	Data collectors will monitor progress toward meeting this objective and will advise through the Steering Committee if additional or different training is needed to help some classroom situations.
2. Children in grades 3 -6 will identify themselves with more positive self descriptors at the end of the school year than at the beguinning of the school year on a locally developed survey designed to assess self - esteem.	Activities which recognize the worth of students will include, but not be limited to the following:					
	- - - Super Bee Behavior Award	Staff Dev.	Staff Dev.	September	June	Awards will be given monthly.
	- - - Good Citizenship Award	Classroom Teachers	Debra Seymore	September	June	Awards will be given monthly.
	- - - Best P. E. Class	Mr. Quinn P. E. Teacher	Mr. Quinn P. E. Teacher	August	June	Awards will be given monthly.
	- - - MATT Club Membership	Beth Beasley Media Specialist	Beth Beasely Media Specialist	August	June	Membership will be determined quarterly and will include studen with no failing grades.

Management Timeline

GOAL: STUDENTS WILL EXHIBIT ENHANCED SELF-ESTEEM, POSITIVE ATTITUDES AND APPROPRIATE BEHAVIOI

OBJECTIVE	ACTIVITY	WHO IS RESPONSIBLE?	DATA COLLECTOR	TIME FRAME		NOTES / COMMENTS
				START	END	
	--- Principal"s Luncheon	Karon Greyer Principal	Debra Seymore Secretary	October	June	Students earning all A 's on their report card will eat lunch at a special table with the Principal.
	--- Honor Ribbons	Karon Greyer Principal	Debra Seymore Secretary	October	June	Students making all A 's and B ' will be recognized with ribbons.
	--- Music Class Award	Mrs. Bradford Music Teacher	Mrs. Bradford Music Teacher	August	June	Class or classes will be chosen ea month.

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