

Fox Meadows Elementary Annual Plan (2024 - 2025)

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<p>[G 1] Reading/Language Arts Fox Meadows ES will increase the Reading/Language Arts meeting or exceeding expectations proficiency rates for students in grades 3-5 from 28.9% in the 2023-2024 SY to 33.9% for the 20242025 SY on the TCAP assessment.</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>School-wide Formative Assessment</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Weekly Informal Observation Tool and rubric o Quarterly Data Dig Minutes o Weekly lesson plans o Daily exit tickets <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. 	<p>[A 1.1.1] Secure supplies, materials, equipment, and support for academic instruction Performance levels at 70% on-track/mastery on school created Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.</p> <p>Direct Teaching Model will provide an informal observation rubric to gauge the implementation of standard aligned instruction. Professional Development will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>TEM rubric for formal observations - for each observation at 3 or better;</p> <p>Curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity;</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	

<p>o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</p> <p>o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>	<p>TN Ready State Standards - annually meeting AMO's.</p> <p>District Literacy staff and Fox Meadows admin team will use the District issued planning document to monitor the fidelity and implementation of Tier 1 RLA instruction. District Literacy staff and Fox Meadows admin team will provide professional development on the implementation of the Wonders curriculum. Professional development will be provided to assist teachers with implementing creative and performing arts into the curriculum.</p> <p>Additionally, teachers will review data on a regular basis, including data dig meetings, to determine the course of instruction and intervention. Funds will be used to provide</p> <p>substitutes for teachers to attend professional development sessions and data digs.</p> <p>Benchmark Indicator:</p> <p>Formal (TEM) observations will be conducted to determine if teachers are</p> <p>meeting the expectations, and work to provide additional PD. Additional data sources to evaluate effectiveness include: student data and teacher data.</p>				
	<p>[A 1.1.2] Instructional Support Teachers will be provided with instructional support to provide students with high levels of effective instruction that result in improved student achievement. Instructional support will be provided in the form of collaborative planning with PLC Coach and/or content leads, informal observations with real time feedback, and coaching sessions.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	
<p>[S 1.2] Professional Development Provide professional development for teachers,</p>	<p>[A 1.2.1] Professional Development Provide professional development for teachers,</p>	Tameka Allen, Gregory	04/25/2025	Title 1	

<p>administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. o Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. 	<p>administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p>	<p>Richards, Angel McKay</p>			
	<p>[A 1.2.2] School Level Professional Development Fox Meadows Elementary will provide teachers with ongoing, high-quality professional development at the school and district level that supports effective instructional practices that lead to improved student achievement. Fox Meadows</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/25/2025</p>	<p>Title 1</p>	

	<p>will also provide professional development opportunities to assist parents in supporting students' learning at home.</p> <p>These learning opportunities will include, but are not limited to:</p> <ul style="list-style-type: none"> * weekly collaborative planning * Instructional Leadership Team meetings * Shelby County Schools District Learning Days * Family Literacy Night * Family Math and Science Night * professional development sessions targeting school-wide trends 				
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data o Weekly fidelity checks o Weekly iReady reports <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports 	<p>[A 1.3.1] Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/25/2025</p>		

<p>and interventions.</p> <p>o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p> <p>o Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p> <p>o Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</p>					
	<p>[A 1.3.2] Target Intervention and Personalized Learning</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Monthly progress monitoring of student Response to Intervention 2.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025		

[G 2] Mathematics

Fox Meadows ES will increase Math meeting or exceeding expectations proficiency rates for students in grades 3-5 from 24.5% in the 2023-2024 SY to 29.5% for the 2024-2025 SY on the TCAP assessment.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment					
School-wide Formative Assessment					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Weekly Informal Observation Tool and rubric o Quarterly Data Dig Minutes o Weekly lesson plans o Daily exit tickets <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. o Weekly lessons plan checks will show that 100% of teachers are on track with following the 	<p>[A 2.1.1] Secure supplies, materials, equipment, and support for academic instruction Students will be provided with additional resources to assist them in meeting the school's math goals. The following is a list of some of the materials and supplies to aide students:</p> <ul style="list-style-type: none"> * educational assistants * Studies Weekly * computers * headphones (for classroom use with technology) * access to field trips that connect external content to curricular standards * paper * pencils * books, including digital publications (not textbooks) * agenda books * curricular support for parents * supplemental student workbooks 	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	

<p>curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>					
	<p>[A 2.1.2] Instructional Support Teachers will be provided with instructional support to provide students with high levels of effective instruction that result in improved student achievement. These supports will be provided by Contend Lead Teacher, PLC Coach, and District Coaches.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/25/2025</p>	<p>Title 1</p>	
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Weekly collaborative planning agenda and minutes</p> <p>o Monthly professional development agenda and minutes</p> <p>o Weekly PLC meeting agenda and minutes</p> <p>o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</p> <p>**Effectiveness**</p> <p>o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of</p>	<p>[A 2.2.1] Secure supplies, materials, equipment, and support for academic instruction Students will be provided with additional resources to assist them in meeting the school's math goals. The following is a list of some of the materials and supplies to aide students:</p> <ul style="list-style-type: none"> * educational assistants * Studies Weekly * computers * headphones (for classroom use with technology) * access to field trips that connect external content to curricular standards * paper * pencils * books, including digital publications (not textbooks) * agenda books * curricular support for parents * supplemental student workbooks 	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/25/2025</p>	<p>Title 1</p>	

<p>instructional practices.</p> <p>o Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p>					
	<p>[A 2.2.2] Instructional Support</p> <p>Teachers will be provided with instructional support to provide students with high levels of effective instruction that result in improved student achievement. These supports will be provided by Contend Lead Teacher, PLC Coach, and District Coaches.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/25/2025</p>	<p>Title 1</p>	
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>o Monthly progress monitoring data</p> <p>o Monthly data meeting agenda and minutes</p> <p>o Quarterly benchmark assessment data</p> <p>o Weekly fidelity checks</p> <p>o Weekly iReady reports</p> <p>**Effectiveness**</p>	<p>[A 2.3.1] School-Level Intervention (RTI2)</p> <p>Fox Meadows Elementary will provide students with daily, additional instructional support in identified deficit areas via Response to Intervention and Instruction (RTI2). The Fox Meadows' Admin Team will monitor the fidelity of implementation of RTI2. Fox Meadows will continue to collaborate with other district office staff (i.e., RTI2 advisor and school psychologist) to support the implementation of the RTI2 instructional design.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/25/2025</p>	<p>Title 1</p>	

<p>o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p> <p>o Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p> <p>o Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</p>					
	<p>[A 2.3.2] Extended Learning /Tutoring Fox Meadows Elementary will provide students with extended learning opportunities with before-school tutoring to improve student achievement. Select students will be offered the opportunity to participate in these learning opportunities.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	
<p>[G 3] Early Literacy Fox Meadows Elementary School's early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.</p> <p>Performance Measure * By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70% or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessments, and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom</p>	<p>[A 3.1.1] Early Literacy Support (K-2) All K-2 literacy teachers will receive training each quarter from Fox Meadows' Foundational Literacy</p>	Tameka Allen, Gregory	04/25/2025	Title 1	

<p>teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>* On-going 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities</p> <p>* MONTHLY monitoring of Literacy Laureates' knowledge to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities</p> <p>**Effectiveness**</p> <p>* QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement</p> <p>* MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p>	<p>Laureate. This training will help teachers develop a strong knowledge of foundational skills instruction and strategies and an in-depth understanding of the TN Academic Standards for Reading Foundational Literacy. The Laureate will guide teachers toward best practices for teaching foundational literacy.</p> <p>Teacher will also receive training from district coaches in implementing best practices in teacher foundational skills.</p>	Richards, Angel McKay			
	<p>[A 3.1.2] Foundational Literacy Laureates</p> <p>Designate one Laureate in every elementary to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	
	<p>[A 3.1.3] Effective Transition to Kindergarten</p> <p>Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	
<p>[S 3.2] Effective Transition to Kindergarten</p> <p>Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels</p>	<p>[A 3.2.1] Transition to Kindergarten</p> <p>Pre-K and Kindergarten teachers will collaborate to at the end of the school year to transition Pre-K student to Kindergarten by arranging a Step-Up</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	

<p>and educational placements.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* District-wide curriculum maps assure seamless articulation and spiraling of content from one grade level or grade band to the next, ensuring that students have been appropriately exposed to skills and standards that will allow them to achieve at increasingly higher levels.</p> <p>**Effectiveness:**</p> <p>* Weekly informal observations by ILT and principals to monitor the implementation of the curriculum maps will allow our district to monitor the implementation of curriculum along with the impact of instructional best practice on grade-to-grade transitions.</p>	<p>Day. This will be a day set aside to introduce Pre-K students to Kindergarten teachers. During this time students will participate in lessons and activities as kindergarten students.</p>				
<p>[S 3.3] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* Weekly student assessment data to monitor daily task alignment with standards * Analysis of Benchmark assessment results 3 times per year will inform the alignment of core instruction to Kindergarten standards at 70% met plus exceeded</p> <p>**Effectiveness **</p> <p>* Quaterly review of student success criteria to measure progress toward 3rd grade proficiency to</p>	<p>[A 3.3.1] Address Chronic Absenteeism Develop agreed upon definition and understanding of the impact of chronic absence, the capacity to track and analyze data including the influence of health and behavioral issues, and strategies and plans to address the issue with support from assigned district Attendance Secretary.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/25/2025</p>	<p>Title 1</p>	

inform needed instructional changes and professional development; * Quaterly** **analysis of District formative assessment ; professional development opportunities based on measured needs.					
[G 4] Chronic Absenteeism Fox Meadows ES will decrease Chronic Absenteeism rates for all students from 28.3.6% in the 2023-2024 SY to 18.3% for the 2024-2025 SY. Performance Measure Performance effectiveness will be measure by the following: Power BI data PowerSchool data SART documentation for at-risk students					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports ****Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Benchmark Indicator ** Implementation** o 20-day attendance reports o 20-day behavior reports o 20-day suspension report **Effectiveness** o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.	[A 4.1.1] Chronically Absents Due to Suspension * Fox Meadows Elementary School will monitor students' attendance using the attendance and suspension data each 20 day reporting period. Students who are chronically absent due to suspension will be monitored for behavioral intervention and supports that will leads to better student attendance. Behavior Tracker and Behavior Flow Chart will be use to inform parents of student infractions before suspension is needed. Using Fox Meadows Behavior Flow Chart and Behavior Tracker to track students that are at-risk for absences due to behavior issues before arising to the point of suspension.	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	

o 20-day behavior reports will reflect a 5% decrease in the number of student infractions.					
o 20-day suspension reports will reflect a 5% decrease in the student suspension rate.					
	<p>[A 4.1.2] School-Level: Attendance Supports Fox Meadows will utilize and fully implement the Student Attendance Review Team (SART) initiative.</p> <p>Fox Meadows Elementary will improve its attendance rate by implementing the strategies developed by the school's SART. Fox Meadows' SART will monitor students' daily attendance rate each week. Fox Meadows will decrease its chronic absenteeism rate, which will improve the overall student attendance rate.</p> <p>The following strategies will be utilized to improve students' chronic out-of-school absences:</p> <ul style="list-style-type: none"> * including information regarding student attendance during all school programs and assemblies * providing incremental grade-level incentives for student attendance * issuing students out-of-uniform passes * school-wide recognition via announcements, attendance boards, and the school's and weekly classroom newsletters. * conducting meetings and conferences with students and parents-of-students who have been identified as having at-risk and/or chronic absence issues * Using Fox Meadows Behavior Flow Chart and Behavior Tracker to track students that are at-risk for absences due to behavior issues arise to the point of suspension. 	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025	Title 1	
	<p>[A 4.1.3] School Level Discipline Supports Fox Meadows will utilize and fully implement the Response to Instruction and Intervention for</p>	Tameka Allen, Gregory	04/25/2025	Title 1	

	<p>Behavior (RTI2-B) initiative.</p> <p>Fox Meadows will improve its suspension rate by implementing the strategies developed by the school's Response to Instruction and Intervention for Behavior Team, which will increase the attendance rate. The Response to Instruction and Intervention for Behavior Team will provide training for the school's faculty and staff on classroom management techniques to prevent and lessen the number of minor infractions. The assistant principal and school counselor will monitor the number of student referrals. Fox Meadows will reduce the number of referrals, therefore, decreasing the chronic absenteeism rate caused by out-of-school suspensions, which will improve the overall student attendance rate. Fox Meadows will utilize its Behavior Flow Chart along with the Behavior Tracker to inform both parents and students of behavior on a weekly basis.</p>	Richards, Angel McKay			
<p>[S 4.2] Professional Development Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Semesterly RTI2-B data training agenda and minutes</p> <p>**Effectiveness**</p> <p>o Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</p> <p>o Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>	<p>[A 4.2.1] School-Level Professional Development The Fox Meadows Response to Instruction and Intervention for Behavior Team will provide training for the school's faculty and staff on effective classroom management techniques. An Response to Instruction and Intervention for Behavior Team member will lead a quarterly review for faculty and staff to provide updates on the effectiveness of the current program and/or additional training.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025		

<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Quarterly parent meeting agenda and minutes o Semesterly parent-teacher conference sign-in sheets/minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Quarterly parent meetings will result in an increase in participation by at least 10%. o Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. 	<p>[A 4.3.1] School Level Parent Training The Fox Meadows Response to Instruction and Intervention for Behavior Team will provide a training sessions and supplies for parents of students. Each training session will address trending behaviors at school and possible ways parents can help lessen the likelihood of such behaviors, and how teachers are tracking student behaviors using a behavior flow chart and behavior tracker.</p> <p>During the training sessions, the Team will emphasize what an important role attendance plays in their child's education. Parents will also be informed of the nature of the trending incidents, how often these incidents are occurring, possible strategies to prevent these behaviors from happening again, and the effects of the consequences on a child's attendance if these issues persist.</p> <p>Parents should leave each training session equipped with knowledge of how behaviors are tracked, the behavior glow chart, trending misbehaviords at Fox Meadows and possible ways to curtail those behaviors and support their child's education.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/25/2025		
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