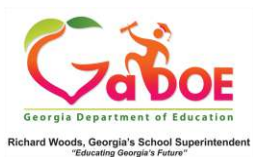




Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Lillie E. Suder Elementary School	District Name: Clayton County Public Schools	
Principal Name: Monica S. Goree	School Year: 2020-2021	
School Mailing Address: 1400 Lake Jodeco Rd. Jonesboro, GA 30236		
Telephone: 770-473-2820		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue Jonesboro, Georgia 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: (770) 473-2700		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Monica S. Goree		Principal
Linda Smith		Assistant Principal
Dexter McSwain-previous /Joycelyn Smith-current		School Counselor
Kelly Brown		Media Specialist
Crystal Smith		Parent Liaison
Evelyn Hodges		Gifted Teacher
DES Chairperson		Yvette Hart
ESOL Chairperson		Tarsha Burrell
Dr. Pamela Prather		EIP Lead
Tequila Jackson		Kindergarten Chair
Shenericka Armour		First Grade Chair
Crystal LeGrand- previous/Heather Gould- current		Second Grade Chair
Shanice Gay		Third Grade Chair
Jamilla Davis		Fourth Grade Chair
Kimberly Owens		Fifth Grade Chair
Amanda Payne		Special's Chairperson
		Parent Representative
		Parent Representative
		Parent Representative

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Participants met as the Leadership Team and reviewed assessment data from the 2019-2020 school year (throughout the school year). Next, the Leadership Team collaborated and discussed achievement goals and strategies for the 2020-2021 school year. Next, the Leadership Team shared the proposed achievement goals and strategies with grade level and department chairs, and parents. Finally, the Leadership Team gathered together to share feedback with teachers, staff, and parents and then revised the SWP accordingly.

B. Each grade level and department collaborated to analyze data in order to determine the key areas in which improvement is needed. DIBELS and iReady data was reviewed by all student groups. In collaborative groups, teams of teachers identified potential reasons or causes for areas in which students struggled. In addition, our administrative team met with faculty and staff to examine student data which included attendance, discipline, retention rate, response to intervention, and placement of students in various support programs. Throughout the process, the team reviewed the following data.

- Student and Teacher Attendance – a review of attendance to determine how many students and teachers are absent (via Infinite Campus and the use of Jiffy Passes by teachers)
- Parental Involvement – To identify the level of parent involvement, our parent liaison keeps documentation to identify the following: (1) the number of parents and (2) how often they participate in school activities.
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark data-a progress monitoring tool to assess early childhood literacy
- RTI/SST-Multi-tier approach to determining the level of support needed for students as it relates to academic and behavioral needs where the SST Chair and teacher track and monitor student interventions and progress
- Individual Education Plans-DES teachers create plans to meet the learning and social needs of students who receive Special Education support (DES Case Managers)
- 504 Accommodations-Plans created for students with disabilities to be provided

Georgia Department of Education Title I Schoolwide/School Improvement Plan

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

reasonable accommodations to have access to education to the same extent of students without disabilities (School Psychologist/Assistant Principal)

C. Considering the needs of migrant children, Suder Elementary does not have a migrant student population at this time. However, in the event the school gains a migrant student population, the school will follow district, state, and federal guidelines to ensure that all migrant students are afforded the same opportunities as all other students at our school. Further, all parents or guardians enrolling a child in our school will receive a survey that determines whether or not the child will be identified as a migrant. The completed survey will be kept in the students' cumulative folder and the original form will be sent to Office of Federal Programs.

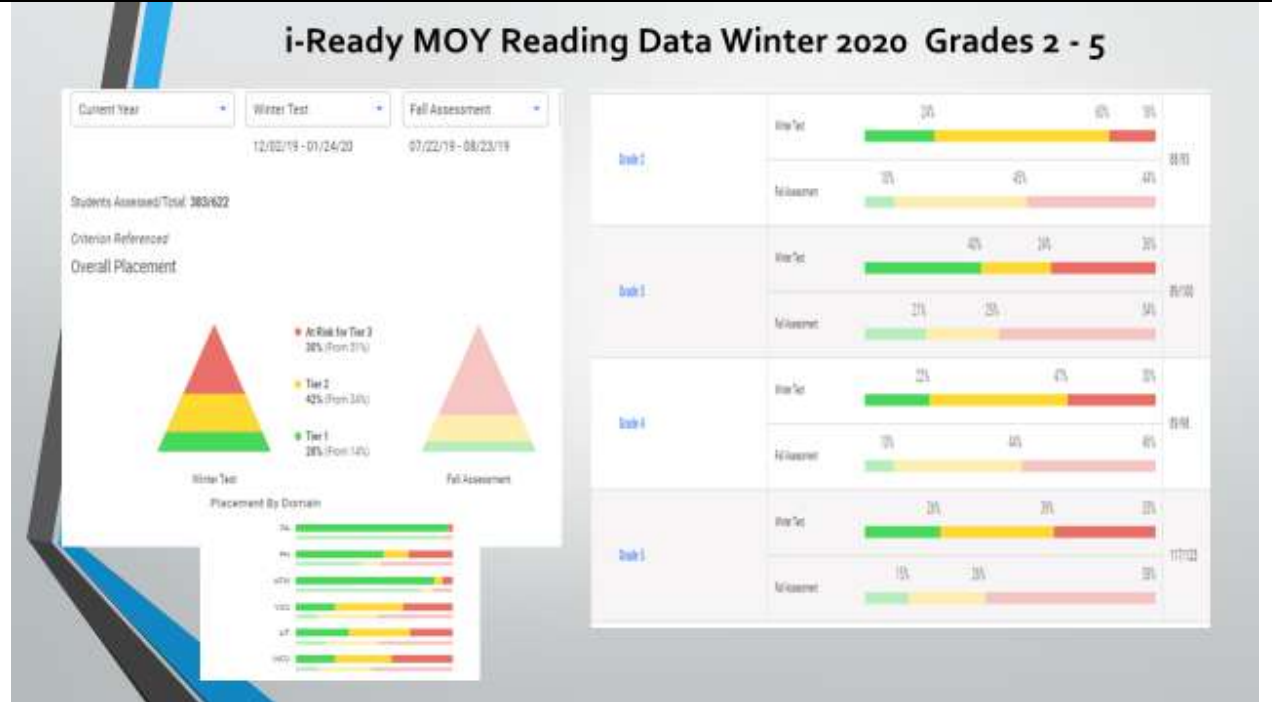
D. As a team, we have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. Although our teachers engage in professional development in an effort to ensure that they are teaching for mastery of skills in all subject areas, additional growth is still needed. For example, we noticed we noticed from iReady data at the middle of the year (MOY), in 2nd through 5th grade, areas for growth in reading are: Phonics, Vocabulary, Literature and Informational Text Comprehension. As well, areas for growth in math iReady data at the MOY, in kindergarten are: Numbers/Operations, Measurement and Geometry. And in 1st through 5th grade, areas for growth in math iReady data at the MOY are: Numbers/Operations, Algebra/Algebraic Thinking, and Measurement, & Geometry. Therefore, our focus must be on moving more of our students from At Risk (Tier 3) to Tier 2 and ultimately to Tier 1. To this end, during weekly kindergarten through 1st grade collaborative extended planning and weekly, 2nd -5th grade collaborative extended planning, we will disaggregate the data to identify which skills we must re-teach and remediate for mastery of the skills through implementing best teaching and learning literacy practices to increase the number Tier 2 and Tier 1 learners in reading and math (on iReady). We will use Title I funds to provide professional development opportunities for teachers and provide them with support and resources to assist in our efforts to improve reading and math literacy.

Student Attendance:

During the 2017-2018 school year, attendance by absence showed that we had 52% of our students who had zero to five absences. And during the 2018-2019 school year attendance by absence showed that we had 48% of students who had zero to five absences which was a decrease from the previous year. Therefore, a plan will be put in place during the 2019-2020 school year to increase the number of students who will have zero to five absences.

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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).



i-Ready MOY Reading Assessment Data from Fall of 2019 to Winter of 2020

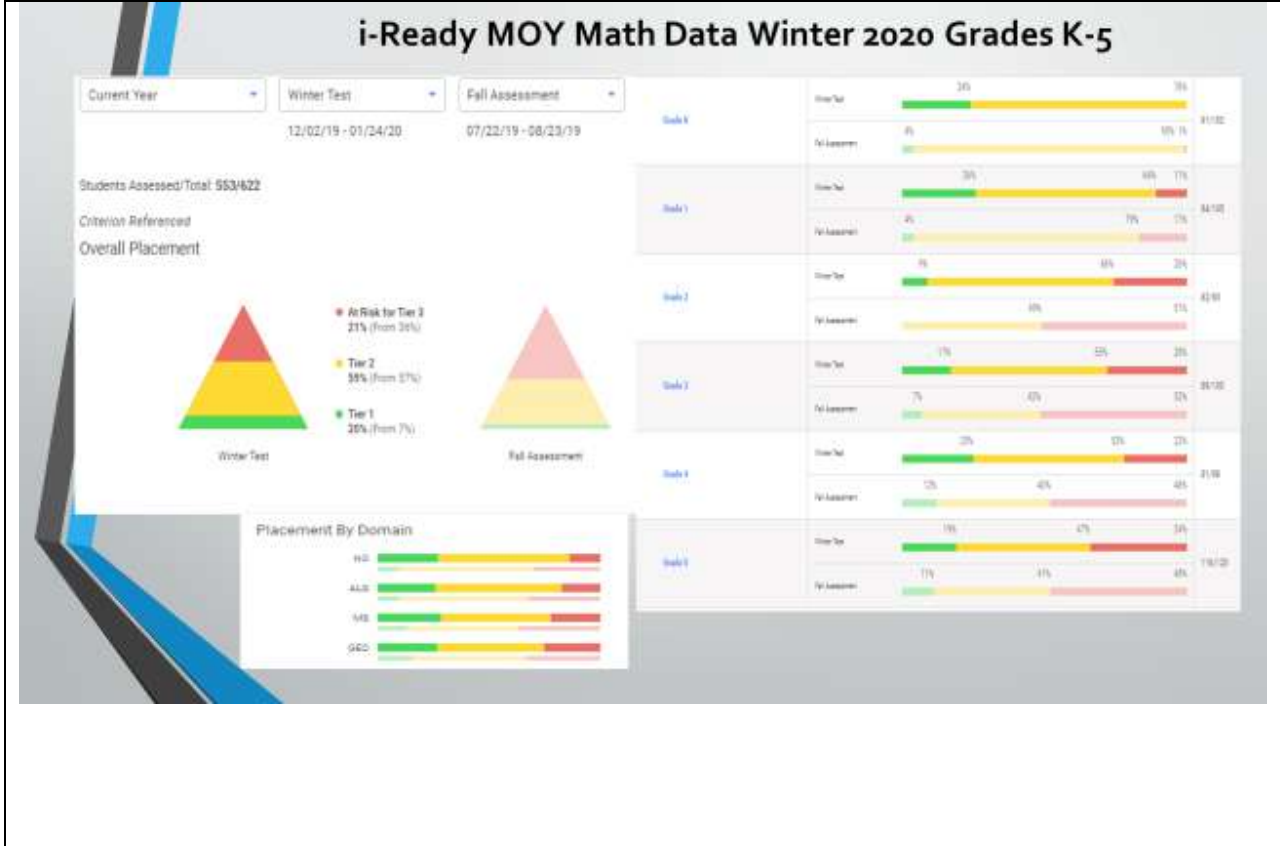
Grade Levels	Tier 1	Tier 2	Tier 3	Percentage Total
Second	From 10 to 24 ↑ 14 %	From 45 to 60 ↑ 15 %	From 44 to 16 ↓ 28 %	29%
Third	From 21 to 40 ↑ 19 %	From 25 to 24 ↓ 1 %	From 54 to 36 ↓ 18 %	18%
Fourth	From 10 to 22 ↑ 22 %	From 44 to 47 ↑ 3 %	From 46 to 30 ↓ 16 %	15%
Fifth	From 15 to 26 ↑ 11 %	From 26 to 39 ↑ 13 %	From 58 to 35 ↓ 23 %	24%



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

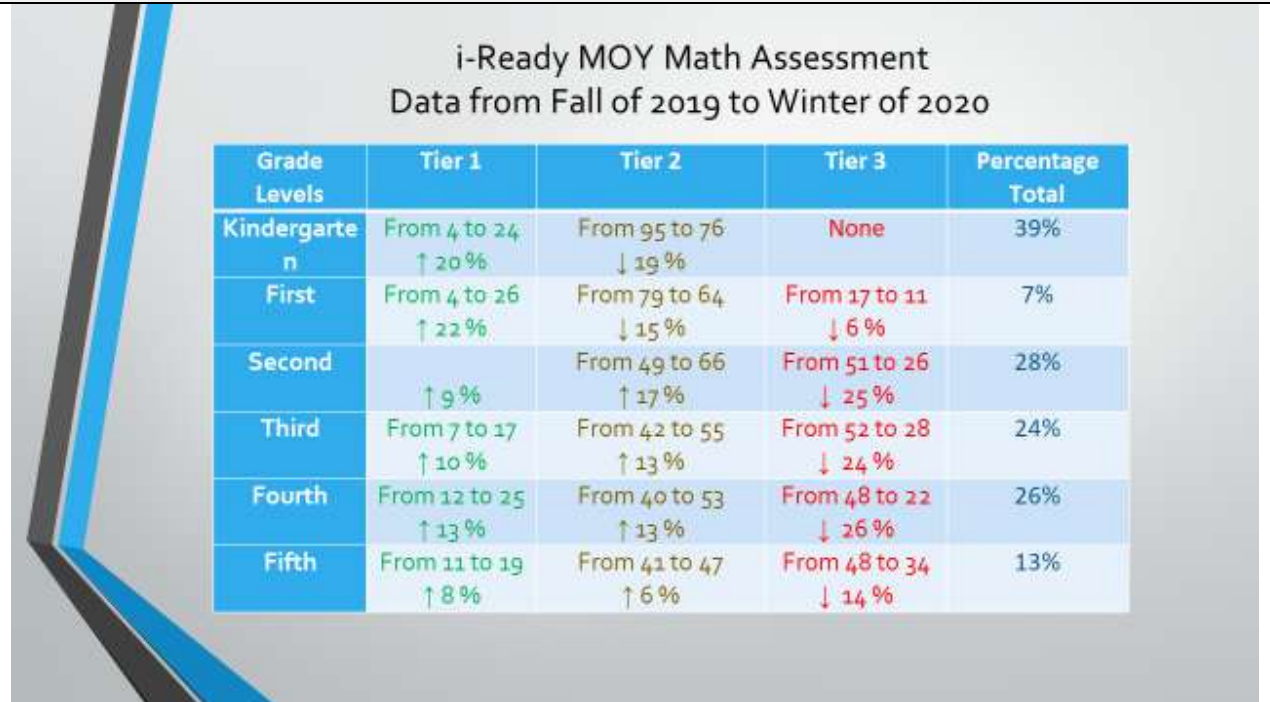
Georgia Department of Education Title I Schoolwide/School Improvement Plan

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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).



E. We have based our plan on information about all students in the school and identified students and groups of students who have not yet demonstrated proficiency as measured by State Academic content standards (the Georgia Standards of Excellence) and the State student academic achievement standard to include:

- Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. 100 percent of the student population at Suder are economically disadvantaged. Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information.
- Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize instructional modifications necessary to address their learning strengths and weaknesses.
- Students with limited English proficiency often require instructional modifications to effectively have access to the curriculum to gain understanding.
- The data has helped us reach conclusions regarding achievement or other related data.
- *The major strengths we found in our program were as follows:*

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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

- To address the identified deficits, more differentiation will be incorporated in the classroom and standards will be taught more rigorously and on a deeper level. By implementing a relevant curriculum, the diverse needs of all students can be met. More emphasis will be placed on increasing the skills of SWD and ELL.
- The specific academic needs of identified students in all grades will be addressed in the Comprehensive School Improvement Plan.

Teams of stakeholders, including parents, teachers, and administrators, used a variety of protocols and tools to identify root causes that explain our low student performance in Reading and Math. From the process, we discovered the following root causes for low academic achievement.

- Teachers need to be trained how to interpret data, analyze and create differentiated lessons based on needs
- Teachers lack content knowledge in ELA/Reading and Math in K-5th grades.
- Teacher retention is a factor which means there are new teachers that need a great deal of support.
- Teachers should spend more time collaboratively planning to analyze data and to ensure lessons are aligned to standards and are rigorous so as to address the needs of all K-5 learners.
- Teachers need support with deconstructing standards in all subject areas.
- Teachers need additional professional development in grades K-5 in effective instructional practices and strategies in ELA and Math.
- Teachers need additional professional development in effectively differentiating instruction based on the individual needs of our students in K-5th grades and must conduct small group instruction daily.
- Teachers need training on teaching writing explicitly in K-5th grades and on how to integrate writing across the curriculum.
- Teachers need professional development in implementing close reading strategies in their daily instruction in k-5th classrooms.
- Teachers should teach using high impact strategies and ensure students use iReady to fidelity.
- Teachers lack knowledge in creating assessments that have a direct alignment to the standard.
- Teachers are not identifying those students who need intensive support through interventions at the Tier 2 or Tier 3 level (RTI Process)
- Students lack background knowledge that hinders them from making real-world connections.

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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

G. We believe as we address these causes of low achievement our students will show growth in all academic core areas. Our measurable goals are listed below:

- Increase the percentage of students performing at the Tier 2 and Tier 1 level on the iReady Diagnostic Assessment in Math and Reading by 3%.

2. Schoolwide reform strategies that:

Response:

As we move forward in the wake of the COVID-19 Pandemic, we will focus heavily on Extended Learning Beyond the Classroom (ELBC). To this end, teachers will engage in professional development that will be provided by the district level. Not only will teachers participate in professional learning during the summer, but they will also participate throughout the 2020-2021 school year. Additionally, since the School Board approved the project for 1:1 student devices, all students in grades 3rd through 5th will receive a laptop to use at school and at home. Students in grades kindergarten through 2nd grade will have access to their laptops at school. Teachers will teach lessons virtually while students are at home (on Fridays).

Teachers will continue to implement strategies that are directly aligned with the district's four academic foci: literacy across the curriculum, numeracy across the curriculum, critical thinking, and integrated technology, to increase student achievement. Teachers will utilize flexible grouping and authentic assessments to provide effective instruction, practice, and assessment for students. Teachers will also utilize a lesson plan template that will place an emphasized focus on differentiating small group instruction for all learners and also on the opening, modeling, guided practice, independent practice & assessment, and closing of all lessons. Teachers will continue to consider the S.T.A.R.T.S initiative when planning effective lessons. Also, the following are reform strategies that are scientifically researched based that will be used:

- Collaborative Extended Planning
- Flexible Grouping for Small Groups
- Differentiated Instruction
- High Impact Strategies
- Scaffolding
- Using Graphic Organizers
- Backwards Design Lesson Planning
- Focused Learning Targets
- DOKs

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2.	Schoolwide reform strategies that:
<ul style="list-style-type: none"> ● Professional Learning Communities ● Higher Order Thinking using the Critical Thinking Wheel ● Timely Feedback ● Academic Discourse ● Think Alouds ● Common Assessments ● Vertical Teaming 	
<ul style="list-style-type: none"> ● Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D). 	
<p><i>Response:</i></p> <p>The ways in which we will address the needs of all children in the school are :</p> <ul style="list-style-type: none"> ● Implementing a writing program in which students will adapt their written communication to audience, task, purpose and discipline and apply the conventions associated with different writing genres. Specifically, students must develop proficiency with argument, informational/explanatory and narrative writing in the Common Core. ● Implementing our created format for all lesson planning for all subjects. ● Gradual release of responsibility from the teachers to the students. ● Collaborative planning with S.T.A.R.T.S. ● Cross-curriculum planning ● Integrating technology ● Employing 100% Highly Qualified teachers. ● Utilizing small groups daily. ● Having one Title I Paraprofessional assist with the small groups. ● Hosting Parent Involvement Workshops and evening activities in which parents can learn how to better help their children in school. ● A Science Lab will be maintained this year to allow students the opportunity to expand their knowledge through more hands-on activities. ● A Math Boot Camp will be held. ● Two additional laptops carts will be purchased so that Suder students will be able to use additional technology to prepare for the future. ● Teachers will have training in differentiating instruction and writing in order to maximize each student's academic progress. Each student's data is analyzed and teachers work hard to meet their needs. ● Better-Seeking Team and faculty meetings will focus on additional training. ● Parent Academies will be held throughout the year. ● A portable library will be added to expand the media services. ● Helen Ruffin Reading and Science Club will meet throughout the year. 	

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- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

Response:

A dedicated staff at Suder Elementary School is committed to providing effective educational experiences and instructional strategies that reach the needs of all students. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student academic success.

Strategies for best Practices for all Subjects

"The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is (in all subject areas) and assisting in the learning process (Hall, 2005)."

Students at Suder Elementary School will be taught using the following strategies listed below:

Differentiated Instruction

Create multiple avenues for learning that challenge all students in mixed-ability of classrooms. Engage students in a variety of hands-on-activities and authentic tasks that aid in learning and conceptual understanding. Create and integrate lessons that address all learning styles and multiple intelligences to meet the needs of all students. Utilize a variety of technological Internet based programs (for example, AR/Star Reading, MyOn, iReady, etc.) to help students work at their level.

Co-Teaching Inclusion Model

Each grade level in Suder Elementary School has a Special Education inclusion/co-teaching classroom. A co-teaching team is a content teacher and a special educator who teach the curriculum to all students. Both educators on the co-teaching team are responsible for instructional planning and delivery, student assessment, and classroom management. We recognize that effective co-teaching teams require administrative support, content knowledge, open communication, good classroom management, and 'ownership' of students, common planning time, voluntary participation, and flexibility. We have every expectation of increasing the number of co-teaching opportunities for students with disabilities in the future. We also have the expectation that each co-teaching team will understand the various co-teaching models while choosing the model that best meets the needs of the students within the classroom.

Thinking Maps

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Teachers will receive on-going training on how to integrate Thinking Maps across the Common Core curriculum. Thinking Maps are a “Common Visual Language” for students in all subject areas designed to improve the level of student engagement in the learning process and quality of work.

Flexible Grouping and Grouping for Instruction

Teachers will utilize flexible grouping arrangements to accommodate student readiness, learning styles, and interest while balancing social needs. Flexible grouping arrangements allow teachers to make membership changes to accommodate student readiness, learning styles, and interest while balancing social needs.

Strategies to Improve Reading and Language Arts

Accelerated Reader Program

“The greatest advantage to Accelerated Reader is that it keeps reading constantly visible and exciting for all students. It gives teachers a way to make students accountable and allows them to have a say in their own education because it allows them choose their own reading materials (Horizons, 2000).” The teachers are able to progress monitor comprehension using this program. The teachers at Suder Elementary School will utilize Accelerated Reader (AR) software to increase reading in the following ways:

- Make essential reading practices more effective for every student.
- Personalize reading practices to individual student’s needs.
- Manage all reading activities to reach all subgroups.
- Assess students’ reading with on-line quizzes.
- Build a lifelong love of reading.

MyOn

The teachers at Suder Elementary School will utilize MyOn software to increase reading in the following ways:

- Make essential reading practices more effective for every student.
- Personalize reading practices to individual student’s needs.
- Manage all reading activities to reach all subgroups.
- Assess students’ reading with on-line quizzes.
- Tracks and assists in raising student’s lexile levels.
- Build a lifelong love of reading.

Integration of Technology

The integration of technology in the classroom and with ELBC will serve to guide, expand and enhance learning Georgia Standards of Excellence (GSE). Effective integration of technology will be achieved when students are able to use technology tools to help them obtain information in a timely manner, analyze and synthesize the information and present it effectively. It will assist students in making real-world connections. The technology should become an integral part of how the classroom functions and how ELBC functions as accessible as all other classroom

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tools.

- **Gizmos:** Gizmos actively engage students in their learning by allowing them to conduct various experiments through illustrations online. It can be used in one-on-one instruction, as a learning station or in a whole group setting.
- **Turning Point Technology:** is where participants use response devices to reply to questions crafted by an operator using interactive presentation software. The audience clickers transmit the votes to a response receiver, which communicates with the interactive software to display the collected data in a graphical form. Once a presentation is completed the data is available in a variety of reports for analysis. Audience response systems are commonly used for electronic voting, live surveys, audience polling, interactive games, testing, and market research.
- **MyOn:** MyOn is a complete literacy solution that reinvents the ways in which students and teachers interact with text. MyOn provides anytime, anywhere access to a library of more than 8,000 enhanced digital books with multimedia supports, real-time reporting of assessments, and embedded close reading tools. Our innovative digital literacy platform allows students not only to read, but to read closely, to engage with digital texts in new ways that will transform the entire learning experience.
- **Accelerated Reader Program**

“The greatest advantage to Accelerated Reader is that it keeps reading constantly visible and exciting for all students. It gives teachers a way to make students accountable and allows them to have a say in their own education because it allows them choose their own reading materials (Horizons, 2000).” The teachers are able to progress monitor comprehension using this program. The teachers at Suder Elementary School will utilize Accelerated Reader (AR) software to increase reading in the following ways:

 - Make essential reading practices more effective for every student.
 - Personalize reading practices to individual student’s needs.
 - Manage all reading activities to reach all subgroups.
 - Assess students’ reading with on-line quizzes.
 - Build a lifelong love of reading.
- **Smart Tables:** Smart Tables are an intuitive multi-touch surface makes children feel like they’re playing so small group collaboration occurs naturally. And with the capability for up to eight children to learn together simultaneously, so nobody is left out.
- **Problem-Based Learning:** integrated Problem-Based scenarios with hundreds of Critical Thinking exercises, and the Problem-Based "Weekly Warm-ups" based on current events. Helping students to think critically all while having fun as they

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discuss concrete and core subject area content.

Leveled Books

Leveled books will be used during small group reading. Children will be paired with books according to their reading level and will be grouped based on individual needs. "All children should receive reading instruction using texts at their instructional reading level. A text in which a child can read 90 to 95 percent of the words accurately is considered instructionally appropriate (Clay, 1991; Fountas and Pinnell, 1996)."

Response To Intervention (RTI)

Using the RTI to determine when students are struggling and to provide research-based interventions that support their deficit areas. It also documents students' strength and provides additional challenge in a variety of ways. The RTI Pyramid of Interventions begins with standards-based classrooms at the Tier I level serving as the foundation for teaching and learning.

Early Intervention Reading Program

Clayton County Public Schools has selected SRA Reading Mastery published by McGraw Hill as the reading intervention tool for grades K-2nd. Reading Mastery is for students struggling in mastering the necessary reading skills to be successful. Students in kindergarten through third grade will enter the program if they meet requirements based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Students can only enter and exit the program during the benchmark testing period. Reading Mastery also has built in mini assessments to do quick changes of knowledge. Students with Disabilities whose Individual Education Plan addresses reading fluency will also be taught using this program. Clayton County Public Schools has selected Corrective Reading published by McGraw Hill as the reading intervention tool for 3rd through 5th grade. Corrective Reading is for students who need additional strategic interventions that will help them gain up to 18 months of reading instruction. Third, fourth and fifth grade students who were identified as qualifying for assistance will take a placement test and will be placed in the program according to the results. Benchmark assessments will be given in the middle and end of the school year. Only at the benchmark assessment time will students enter and exit the program based on the data. Students with Disabilities whose Individual Education Plan addresses reading fluency will also be taught using this program.

Strategies to Improve Mathematics

Integration of Technology

The integration of technology in the classroom will serve to guide, expand and enhance learning the Georgia Standards of Excellence (GSE). Effective integration of technology will be achieved when students are able to use technology tools to help them obtain information in a timely manner, analyze and synthesize the information and present it effectively. It will assist students in making real-world connections. The technology should become an integral part of how the classroom functions as accessible as all other classroom tools.

Response To Intervention (RTI)

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Using the RTI to determine when students are struggling and to provide research-based interventions that support their deficit areas. It also documents students' strength and provides additional challenge in a variety of ways. The RTI Pyramid of Interventions begins with standards-based classrooms at the Tier 1 level serving as the foundation for teaching and learning.

Remediation

Saturday School and afterschool remediation (Wildcat University) will be offered to Kindergarten through fifth grade students who meet eligibility requirements. For example, First Semester: Grades K-2 and 3-5. Second Semester: Grades K-2 and county offered remediation for grades 3-5. Also, during this period, students in grades 3-5 will receive Saturday School.

Data Notebooks

Kindergarten through fifth grade teachers are required to maintain a data notebook for their class detailing the formative and summative assessment information on each student. This enables the teachers to form both remediation and enrichment groups.

Small Groups

Students in K-5 take weekly math and reading probes to determine mastery of elements taught. This weekly data is organized in a Data Room to ensure student needs are being addressed. Small groups are then formed to remediate or extend the material taught. Results and groupings are kept in a data notebook. Kindergarten teachers record progress on GKIDS to ensure the students are mastering skills being taught. Small groups are based on these findings.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

Response:

Response:

The ways in which Suder Elementary School will address the needs of all children in the school, particularly the needs of low-achieving children furthest away from demonstrating proficiency

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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

related to the State's academic content and student academic achievement standard, are part of a comprehensive improvement plan. Additionally, data from a number of assessments (GMAS, MAP, running records, DIBELS 8, mCLASS, GKIDS, ACCESS, Common Assessments, etc.) in reading and math will be collected incrementally throughout the year. The assessment results will enable us to identify students who need additional support so we can target them in our different instructional support programs. Furthermore, the data will be used to monitor student growth over the year. This will allow us to track the effectiveness of our interventions, modify our support groups if students no longer need additional support, and add additional students to the appropriate group.

Book Study

All teachers will utilize the book, **I Have the Data...Now What?: Analyzing Data and Making Instructional Changes**, by Betsy Moore to assist administrators with leading the school using effective strategies to improve the academic skills of teachers through learning how to use data in order to drive instruction.

Strategies to improve Mathematics and Science

Math and science committees have been formed to help plan effective instruction in those content areas, to plan educational nights to keep parents and other stakeholders informed of the curriculum and learning strategies, and to design academic bowls for student participate in regarding these two subject areas.

Science Lab

The Science lab has been moved from the modular to inside the building to create more usage. Teachers are scheduled to conduct hands-on experiments weekly to increase students' knowledge on scientific research and to help increase Science test scores.

Strategies to improve Social Studies skills

Social Studies will be taught across the disciplines daily. Concise curriculum will be used to assess students' knowledge and increase Social Studies skills.

Circle of Support

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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

Administrators along with other members of the faculty and staff, including the school psychologist, school social worker, the Behavior Intervention Specialist, counselor, the Healthcare Technician, general education teacher, ESOL teacher, DES chair, gifted teacher, and the Parent Liaison will continue to meet monthly addressing students that are in need of additional academic and/or behavioral support. Data will be shared by the counselor as it relates to attendance and the school psychologist and/or Behavior Intervention Specialist will provide discipline and RTI data. Strategies will be developed, support will be put in place, and follow up will take place at each Circle of Support Meeting.

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

We are addressing the needs of all children, particularly targeted populations and addressing how the school will determine if such needs have been met and are consistent with the improvement plans approved under the Elementary and Secondary Education Act of 1965 by ensuring that every child is provided an equal opportunity in a safe learning environment with 100% highly qualified teachers. All children are taught the same standards and assessed by the same measures but are given accommodations if mandated by their Individual Education Plan (IEP).

In addition, student academic needs are aided by the Early Intervention Program (EIP) teachers. These four certified teachers help children who are working below state standards. The identified children work with these teachers every day for fifty minutes in a small group setting.

Response to Intervention allows teachers to use research-based interventions to target specific student deficits in reading, writing, math, behavior, speech or language processing. Teachers keep tracking sheets showing when the intervention is done and when progress is monitored. Graphs are kept showing an increase or decrease in student achievement. Conferences or meetings with the Student Support Team (Tier III), and Tier II are held to keep parents abreast of their child's levels of achievement during the RTI process.

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Parents of students with an IEP are given quarterly reports on their child's progress and IEP update meetings are held annually around the time of the child's birthday.

The following are a list of data sources and strategies to be used to determine student progress.

- Standardized assessment data
- Formative assessment data
- Unit assessment data
- MOY District benchmark data
- Common assessment data
- DIBELS 8 data
- mCLASS data
- Accelerated Reader data
- Progress report data
- Report card data
- Teachers will maintain data notebooks
- Teacher conferences with students and parents
- myON Reading data
- iReady Diagnostic data

3. Instruction by highly qualified professional staff

Response:

All certified teachers are Highly Qualified (HiQ) based on county and state guidelines; this information is updated and reviewed annually by Human Resources and building level administrators. A copy of their current teaching certificate is submitted to the principal and maintained in a locked file cabinet.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

Suder included teachers, principals, the Parent Liaison, paraprofessionals, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

For example, last year we determined that instructional practice was an area of concern based assessment results. Therefore, instructional practices will be an area for professional

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

development. In addition, the following areas are to be addressed through professional development this school year.

- Content specific literacy strategies
- Supporting at-risk learners
- Data driven instruction
- Working as a team
- Developing the writing process
- Cross curriculum integration focused on Science and Social Studies
- Six Co-Teaching Models
- How to Teach ELL Students
- Vertical Learning Communities
- Universal Design for Learning-Thinking Maps
- Technology Integration
- Writing Workshops

Suder Elementary has aligned professional development with the State's academic content and student academic achievement standards by reviewing student assessment results regularly during collaborative team meetings. Suder has also aligned itself with the district mandates as it relates to ELBC as a result of the COVID-19 pandemic.

Suder has devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

For example, the teachers will meet weekly with Instructional Support Teachers who will train, mentor, model, and coach them in using data to plan and implement effective instructional practices. Additionally, teachers will be surveyed on their professional development needs and the overall TKES results will be utilized to determine professional development needs.

We have included teachers in professional development activities regarding the use of academic assessments by allowing them time to analyze assessments and determine the root causes of the needs of their students. Suder enables them to provide information on, and to improve, the achievement of individual students and the overall instructional program by requiring the maintenance of a data notebook with information on each child's progress. The teacher will then share this data with the students in the form of Teacher-Student Conferences. The teachers will pull student achievement data from the Statewide Longitudinal Data System (SLDS). Teachers will log on to SLDS to review student data during each data meeting with the Instructional Support Teachers.

All faculty will be involved in professional development for ELBC to ensure that instruction is

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

maximized while students are participating in virtual learning.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Perspective teachers are attracted to receiving support through the mentoring program that is established to support all new teachers as well as other educators who need instructional support within the classroom. The new teachers are assigned a Teacher Support Specialist (TSS) to assist with becoming familiar with the culture of Suder Elementary. In addition, the perspective educators also receive support from the Instructional Support Teachers. The facilitators are also available to model teach, provide professional development and conduct observations.

Teachers are provided common planning time to meet daily for 40 minutes to discuss and plan. Every Wednesday the staff (grade levels) meets with the Instructional Support Teachers to disaggregate data, discuss root causes, plan and update them on system initiatives (i.e.: iReady, Collaborative Extended Planning, Standards Based Classrooms, etc).

HiQ staff determines Professional Development courses by participating in a survey conducted at the end of every school year. The survey is given to paraprofessionals and teachers to determine needs of the staff and areas to improve student achievement and school improvement. The Leadership Team writes the Professional Development Plan based on the findings of the survey, district requirements and the funding available.

HiQ staff receives information disseminated via email sent to communicate updated correspondence from the Principal, members of the staff, Central Office, etc. In addition we maintain a Phone Tree for emergencies and utilize Connect Ed (telephone communication). Information is updated immediately when meetings are not convenient.

Members of our staff have "Terrific Thursday for our staff. This activity is held at Suder Elementary once a month. This gives the staff an opportunity to fellowship a couple of hours during the evening with colleagues. In addition, we have planned team building activities throughout the year (i.e., bowling, movies, etc.).

During the week of "New Teacher Orientation", the building is open for all staff members to

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work in the classrooms prior to preplanning. The last day of orientation we host a luncheon in the media center for all new staff members. The TSS, counselor, office staff, EIP lead teacher, and administrators welcome them and provide tokens to start the year. After the luncheon the teachers tour the building with their TSS and continue working in their classrooms.

- Laptops are provided by the county for every certified teacher, email addresses were provided to every member of our staff; cafeteria, custodians, paraprofessionals, teachers, office staff, administrators to access school and county information. The new phone system is also available to classroom teachers and support staff.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

We have involved parents in the planning, review and improvement of the comprehensive school-wide program plan beginning with our end of the year data review, where preliminary plans are made to address the needs of the school for the upcoming school year. The school-wide data is shared and root causes are discussed. During School Council meetings, parents are invited to review the previous year's Title I budget, school-wide plan and other documents and make suggestions about how funds should be used to meet the needs of students. A Title I meeting is held to allow parents an additional opportunity to give input and make recommendations regarding the school-wide plan.

We have developed a parent involvement policy that includes: A Parent Liaison to serve as a community outreach to parents and friends of Suder.

In addition, Suder will:

- Involve parents in virtual learning trainings so that they are able to better support their children while they are at home (during the COVID-19 pandemic).
- Conduct and/or host parent trainings in the Parent Liaison's Google Classroom even more than the year before (as a result of the COVID-19 safety policies and procedures as it relates to visitors).
- Assist parents while they are home supporting their children on Fridays in which all students are learning from home (during the COVID-19 pandemic).
- Notify parents of upcoming events in a timely manner through the usage of a weekly correspondence folder called the "Thursday Folder."
- Mail home Response to Intervention invitations and required documents to ensure delivery.

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- Hosts Parent Workshops to support parents in their quest to accelerate their children's academic success.
- Holds curriculum nights and parent academies to encourage parents to get involved and provide information of ways they can help.
- Sponsors a Parent Resource Room equipped with a television, DVD, informational pamphlets and resources in English and Spanish to help support parents with issues such as bullying, study habits, teaching responsibility, and how to build respect.
- Allows parents opportunities to help at Suder during fieldtrips and with other school activities.
- Invites parents to be involved by speaking to students at Career Day, the multicultural program and Field Day.
- A volunteer breakfast is held annually to show appreciation for our volunteers.
- Hosts and invites parents to participate in Curriculum Nights, Milestones Assessment Night and a Family Read-In Night. Parents and students rotate through activities highlighting Georgia Common Core Performance Standards for their grades. Parents are given the opportunity to witness learning through the use of centers, games, computers and small groups.
- Hosts an annual "Take Your Parent to School" Day. Parents will be able to see how their child learns at school and Suder's expectations for our students by spending the day in the classroom with their child. A parent workshop will be held when the students are in their connections class that will focus on how parents can best help their child succeed in school.
- The media specialist will act as a webmaster to keep Suder's website up-to-date with information parents can use to become more involved.
- Give Parent/School Compacts to all students and ensure that signed copies are returned to the front office where they are kept on file.
- Suder uses a variety of efforts to encourage and increase parental involvement by providing volunteer packets at the beginning of the school year, keeping a volunteer log with volunteer names that are ready to help assist and assigning a school based volunteer designee to coordinate school needs. All volunteers will undergo a background check.
- The Title I Plan will be translated into Spanish and housed in the Parent Liaison's office.
- Hosts Grandparents Luncheon to show appreciation for their continuous support.
- Parent Surveys are given by the Parent Liaison to provide feedback to the school.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

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Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. Local Pre-K classes are invited in for a tour and to spend the day in a Kindergarten room and eat lunch in the cafeteria to help provide a smooth transition for the upcoming school year. This is an opportunity to not only have Pre-K students to see the school but to ask questions and get them excited about coming to Suder.

Fifth Grade Students are taken on a field trip to their assigned middle school at the end of the year to meet the administration and to gain an understanding of what is expected at middle school.

Back to School Orientation takes place for all students attending Suder in the fall. Students and their family are welcome to come and meet the teacher and visit the classroom.

Students that enter the school from the private setting, other school districts, or other states are provided with a student handbook to help with the transition. In addition, we assign peer helpers to assist students with becoming acclimated to the school.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

Response:

Teachers will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, DIBELS, formative assessments, and summative assessment data in their decision-making. Suder Elementary School teachers will create common assessments, especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers will be provided with training on goal setting. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments.

Schoolwide: Staff analyzes the schools' performance on iReady and/or DIBELS 8 at the beginning of the school year. Teachers analyze their students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for Suder. This allows the grade level chair along with the instructional support teachers to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between grade levels in

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the process of vertical planning.

Individual Classrooms: Each teacher maintains student and course data reports from SLDS the Statewide Longitudinal Data System (SLDS), iReady and/or DIBELS 8, formative assessments, and summative assessment data. This data helps teachers to plan for effective and differentiated instruction. These assessment tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. Suder Elementary School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision.

Title I funds at Suder Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include the following:

- The Early Intervention Program (EIP) identifies at risk students according to the requirements outlined by the state. EIP teachers work with students having difficulties in basic reading and math skills.
- With Flexible Groups students will meet with the daily with the teacher in small groups based on needs identified by the weekly common probes.
- Students in grades third through fifth are provided intense remediation based on Benchmark Test and prior data with a focus on math and reading during Saturday School.
- After School Remediation Program (Wildcat University) is funded through the district and provides support to students in grades third through fifth in different content areas.

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- Conducting math and reading booster groups by the art, music, physical education and computer teachers to allow for additional differentiated instruction based on student performance on the weekly probes.
- *Suder provides spring remediation following the Georgia Milestone Assessment for students who may or may not have been successful in the meeting the Georgia Standards of Excellence.*

In addition, we ensure that measures are in place that identify learners' difficulties in a timely manner that include but are not limited to the following:

- Teachers administer weekly probes, DIBELS 8, mCLASS math and Fresh Reads to gauge the student's progress and identify difficulties.
- Teachers will use Illuminate and SLDS to disaggregate district benchmark assessments and other data sources.
- Classroom observations can be used to identify students' learning deficiencies.
- Parents can monitor their children's progress and work with teachers to improve their child's performance by: committing to attend teacher/parent conferences, volunteering, checking grade book, quarterly progress reports, Big Seven Reports, Thursday Folders and signing the Daily Agenda and/or Homework Folder.

Furthermore, in response to the identification of difficulties and appropriate assistance for identified difficulties we have instituted the following:

- Response to Intervention (RTI) targets students who have behavioral or cognitive deficits. Students at risk benefit from interventions early in order to become successful on grade level. Students are given interventions and probes to monitor progress.
- Student Support Team (SST), Tier III of RTI, identifies and targets academic or behavior problems using systematic procedures. Targeted areas will be addressed by using researched based intervention that can be monitored and assessed.
- Individual Education Plans (IEP) are written plans developed by the parent and special education team outlining academic goals and strategies. The plan is assessed yearly and can be revised anytime.
- Speech services are provided to students who have been identified as deficient in fluency, articulation, vocabulary, or oral mechanisms. Speech therapy is provided for educationally significant problems that effect language, voice, articulation and stuttering. Goals are outlined in an IEP and reviewed annually and can be revised anytime.
- English to Speakers of other Languages (ESOL) is an instructional program that helps ensure all English Language Learners (ELL) can achieve high academic standards. Students are held accountable for progress in English language proficiency and evidence of attainment to exit the program.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and

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job training		
<p><i>Response:</i></p> <p>Suder Elementary School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to use available funds to prevent duplication of services and efforts. Using all available resources efficiently to serve our students is a priority.</p>		
Funding Source	Program	Use
Local	Special Purpose Local Option Sales Tax Property Tax	<ul style="list-style-type: none"> ● Renovations/Safety ● Afterschool Remediation/Saturday School ● Instructional Support Teachers
State	Quality Basic Education Funds	<ul style="list-style-type: none"> ● Early Intervention Program ● Georgia Pre-K
Federal	Title I Title II School Improvement Grant Community Eligibility Option	<ul style="list-style-type: none"> ● Parent Liaison ● Saturday School ● Title I Teachers ● Title I Paraprofessional ● Professional Development ● Math/ELA Interventions ● Technology (Including iReady, myON, ABC Mouse, etc.)

11. Description of how individual student assessment results and interpretation will be provided to parents.
<p><i>Response:</i></p> <p>Parents will be provided with individual assessment data and interpretation in the following ways: Report cards, the parent portal on Infinite Campus, Parent-Teacher-Student Conferences, progress reports, Home Note, Daily Five and Student Support Team (SST) will give parents up to date information about their child's academic progress. A description and explanation of the school curriculum and assessments used to measure the student's progress will be shared during the <i>Georgia Milestone Assessment</i> Night. This informational session will be held twice during the school year to acquaint parents with the school's curriculum, classroom standards, expectations to meet standards, homework policy, assessment and proficiency levels that students are expected to achieve and to invite parents to actively participate in their child's education.</p>

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12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the Instructional Support Teachers give guidance to teachers for implementing protocols to be used for reviewing, analyzing, and interpreting data. We administer various formative and summative assessments in Illuminate (MAP), which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data during our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly Collaborative Extended Planning sessions.

Illuminate is used primarily for local assessment collection and analysis. The State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their Collaborative Extended Planning meetings, to review data by "All Students" and subgroups that include English Learner, special education, gifted, race, ethnicity, economically disadvantages, and gender.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

The district's Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

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14. Provisions for public reporting of disaggregated data.

Response:

- a) The Georgia Department of Education provides detailed test reports for all Georgia school districts and schools based on a variety of sub groups over several years. School Accountability Reports are located on the school's website. Suder's CCRPI status can also be located at www.doe.k12.ga.us. Suder is a High-Progress Reward School which means we are among the top 10% of Title I schools in the State that are making the most progress in improving the performance of the "all students" group over a number of years on the statewide assessments.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

A comprehensive needs assessment was generated by using school-wide data. This data was used to develop a blueprint for outlining research based interventions and initiatives that would foster success and is monitored and revised as needed.

All parents are invited at the beginning of each school year to participate in School Council. The invitation is sent home with every child in the weekly parent correspondence folder. An invitation is also extended to local businesses. This invitation details some of the duties of School Council, including the development of the Title I School-wide Plan. These meetings are held quarterly and, if needed, the plan may be monitored or revised during these meetings. The meetings are publicly announced and all parents are invited to participate even if they are not officially members of the School Council.

An annual comprehensive needs assessment based on available data is used by School Council, PTA, Data Teams, and The Better Seeking Team to determine strategies to meet Suder's needs. Parent surveys are given to ensure parental input and to assess that all of the needs are being met.

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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

- All parents are invited at the beginning of each school year to participate in School Council. The invitation is sent home with every child in the weekly parent correspondence folder. An invitation is also extended to local businesses. This invitation details some of the duties of School Council, including the development of the Title I School-wide Plan. These meetings are held quarterly and, if needed, the plan may be monitored or revised during these meetings. The meetings are publicly announced and all parents are invited to participate even if they are not officially members of the School Council.
- Suder's Title I Plan was developed using school-wide data to highlight areas of academic need. The Better-Seeking Team (BST) included best practices, academic initiatives, and learning experiences under the guidance and input of community stakeholders through the School Council and parent surveys. The School Council members consist of parents, community members, teachers and the principal. These groups will ensure that the Title I Plan is implemented.

The Title I Plan is accessible to all stakeholders on Suder's website and a hard copy is available to any stakeholder requesting a copy.

Committee Members

Monica S. Goree		Principal
Linda Smith		Assistant Principal
Dexter McSwain-previous /Joycelyn Smith-current		School Counselor
Kelly Brown		Media Specialist
Crystal Smith		Parent Liaison
Evelyn Hodges		Gifted Teacher
DES Chairperson		Yvette Hart
ESOL Chairperson		Tarsha Burrell
Dr. Pamela Prather		EIP Lead
Tequila Jackson		Kindergarten Chair
Shenericka Armour		First Grade Chair
Crystal LeGrand- previous/Heather Gould- current		Second Grade Chair
Shanice Gay		Third Grade Chair
Jamilla Davis		Fourth Grade Chair
Kimberly Owens		Fifth Grade Chair

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Amanda Payne		Special's Chairperson
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17.	Plan available to the LEA, parents, and the public.
<i>Response:</i>	<p>The principal shares the important components of the plan at the Title 1 meeting. The parents will be given a written policy describing the program and the implementation of the requirements. This information is updated periodically to meet the changing needs of the school and community. This plan is held in the front office and can be viewed by the community at any time and is sent to the Office of Federal Programs for their review and feedback.</p>
18.	Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
<i>Response:</i>	<p>Language translation interpretation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans will need to be translated in <i>Spanish</i>.</p>
19.	Plan is subject to the school improvement provisions of Section 1116.
<i>Response:</i>	<p>The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year. The school is not identified as Priority or Focus School for the 2019-2020 school year.</p>