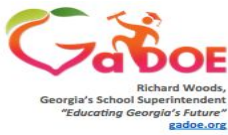


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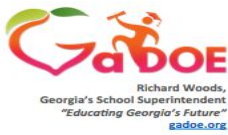
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Graysville Elementary		District Name: Catoosa County
Principal Name: Kerri Sholl		School Year: 2017-2018
School Mailing Address: 944 Graysville Road Ringgold, Georgia 30736		
Telephone: 706-937-3147		
District Title I Director/Coordinator Name: Gina Haynes		
District Title I Director/Coordinator Mailing Address: 307 Cleveland Street Ringgold, GA 30736		
Email Address: ghaynes@catoosa.k12.ga.us		
Telephone: 706-965-6067		
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: 06/12/2017
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date: 08/14/2017	Revision Date:	Revision Date:



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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.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Kerri Sholl		Principal
Shelley Johnson		Assistant Principal
Rebecca West		Academic Coach
Kay Hardeman		Media Specialist
Kami Leonard		Parent Involvement Coordinator
Susan Farley		Teacher
Suzanne Carpenter		Teacher
Jan Nayadley		Teacher
Erica Vandiver		Teacher
Jenny Mountjoy		Teacher
Kathy Heckethorn		Teacher
Jeff McGuire		Teacher
Jenni Kellerhals		Teacher
Kelly McCutcheon		Parent
Deana Garrard		Parent
Cathy Beason		Parent
Whitney Sink		Parent
Abby Bender		Parent
Jason Gann		Parent

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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 schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were:

Kerri Sholl	Principal
Shelley Johnson	Assistant Principal
Rebecca West	Academic Coach/Interventionist
Kay Hardeman	Media Specialist
Kami Leonard	Parent Involvement Coordinator
Susan Farley	Teacher
Suzanne Carpenter	Teacher
Jan Nayadley	Teacher
Erica Vandiver	Teacher
Jenny Mountjoy	Teacher
Kathy Heckethorn	Teacher
Jeff McGuire	Teacher
Jenni Kellerhals	Teacher
Kelley McCutcheon	Parent
Deana Garrard	Parent
Cathy Beason	Parent
Whitney Sink	Parent
Abby Bender	Parent
Jason Gann	Parent

B. We have used the following instruments, procedures, or processes to obtain this information:

As part of the strategic planning, the Graysville's School Improvement Planning committees developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CCRPI, GA Milestones, GKIDS, ACCESS for ELLs, Writing Assessments, STAR Reading, STAR Mathematics, and STAR Early Literacy)

Georgia Milestones - The GA Milestones is designed to measure how well students acquire the skills and knowledge described in the state-mandated content standards in reading, English/language arts, mathematics, science and social studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels.

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The Georgia Kindergarten Inventory of Developing Skills (GKIDS)-GKIDS is a year-long, performance based assessment aligned to the state-mandated content standards. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)- This assessment measures the individual student's progress in English language acquisition. It is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators (MPIs) that describe the expectations educators have of ESOL students.

STAR Reading- STAR Enterprise assessments use the most sophisticated statistical and test-creation technology and psychometrics to get more value out of each testing session. Extensive item calibration determines each test item's difficulty in relation to thousands of real students, applying advanced principles of Item Response Theory (IRT) and computer adaptive testing.

STAR Math- STAR Enterprise assessments use the most sophisticated statistical and test-creation technology and psychometrics to get more value out of each testing session. Extensive item calibration determines each test item's difficulty in relation to thousands of real students, applying advanced principles of Item Response Theory (IRT) and computer adaptive testing.

The committees met regularly at the school to discuss the needs of the school and give input to system level needs. The School Leadership Team will meet four times throughout the 2017-2018 school year to monitor the school's progress on the plan and update/revise plan as needed.

Grade levels and/or whole faculty meetings will be held with the principal/assistant principal and system academic coach to analyze school, grade level, and individual student data. The principal meets regularly with teachers to analyze data, focusing on formative assessments and student mastery of standards. The Local School Governance Team (LSGT) will meet monthly to discuss school improvement.

C. We have taken into account the needs of migrant children by immediately identifying migrant students using the Parent Occupational Survey (POS). Migrant students travel with their parents as the parents follow seasonal work like picking vegetables and fruit or cutting timber, working poultry, dairy, and livestock. All POS forms are forwarded to Tom Tyler, Title III Coordinator, who reviews the information provided by parents and forwards appropriate forms to the Migrant Consortium Specialist. Graysville Elementary School has no migratory students at this time. Catoosa County Schools are part of the Title I, Part C-Migrant consortium and this

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consortium will provide appropriate services to identified migrant students.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. This chart represents the percentages of all students that scored at the developing learner level or higher in all content areas on the GA Milestones.

GA Milestones Test

Grade	ELA	Math	Science	Social Studies
3 rd	83	88	NA	NA
4 th	85	96	NA	NA
5 th	76	86	74	77

E. We have based our plan on information about all students in the school and identified the groups of students who are not yet achieving to the state academic content standards. This chart represents the percentages of students with disabilities that scored at the developing learner level or higher in all content areas on the GA Milestones.

Grade	ELA - SWD	Math - SWD	SC – SWD	SS - SWD
3 rd	55	64	NA	NA
4 th	68	94	NA	NA
5 th	60	70	60	50

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were that 90% of all students in grades 3, 4, and 5 passed the mathematics portion of the test. In 3rd and 4th grades, 84% of students passed English Language Arts.
- The major needs we discovered were in 5th grade English Language Arts, where only 76% of students passed and only 60% of SWD passed.
- The needs we will address are English Language Arts, including increasing students' lexile scores where only 78% of all students met the grade level stretch band on the GA Milestones.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be to increase reading comprehension, fluency, and writing skills.
- The ROOTCAUSE/s that we discovered for each of the needs were . . .

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(How did you get in this situation? What are some causes?) For the last couple of years, our focus has been on improving teaching and learning in the area of mathematics. As reflected in our data, math scores represent an area of strength.

Historically, we have taught reading from a skills-based approach, not placing enough emphasis on improving students' lexile levels. In addition, differentiation is needed to support our SWDs.

Also, we have been operating on a reduced number of instructional days and increased class sizes due to financial constraints imposed on our school system by the State of Georgia. We have not done enough to reach out to our families to involve them in how to help their child at home with reading and language arts and how to understand and monitor lexile scores.

G. The measurable goals/benchmarks we have established to address the needs are . . .

- Increase the percentage of students who score in the developing learner or better categories in ELA by three percentage points on the GA Milestones.
- Increase the percentage of students who meet the grade level stretch band (lexile score) by three percentage points on the GA Milestones.

Student progress will be monitored throughout the school year. Interventions will be provided for students who do not master all the elements of the standard during the school day and after school.

2 . Schoolwide reform strategies that are scientifically research-based directly tied to the comprehensive needs assessment and academic standards:

Response:

- Differentiation - Differentiated instruction and assessment (also known as differentiated learning or, in education, simply, differentiation) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

- Provide opportunities for all children to meet the state's proficient and advanced (exceeding) levels of student academic achievement described in Section 1111(b)(1)(D).

Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standards are:

- classroom instruction that reflects a balance of skills, conceptual understanding,

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- fluency and comprehension
- opportunities for students to interact with literary and informational text,
- opportunities for students to apply reading skills, including drawing conclusions, making inferences, comparing and contrasting, and identifying cause and effect
- opportunities for students to respond to text appropriately with narrative, informational, and opinion writing,
- opportunities for students to support their verbal and written responses with evidence from text.

- 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: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

RTI in the Early Grades by Chris Weber. 2013 Solution Tree Press

Simplifying Response to Intervention by Buffum, Mattos, Weber 2012 Solution Tree Press

***Pyramid Response to Intervention* Video Set by Buffum, Mattos, Weber 2012 Solution Tree Press**

Learning by Doing by Dufour, Dufour, Eaker, Many and Mattos 2016 Solution Tree Press

- 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

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<ul style="list-style-type: none"> ○ the integration of vocational and technical education programs; and
<p><i>Response:</i> The school counselor will provide college and career awareness activities and will coordinate with feeder middle school on the inclusion of information regarding vocational and technical education programs. The school counselor also provides counseling in small group and individual sessions.</p>

<ul style="list-style-type: none"> ● Address how the school will determine if such needs have been met; and <ul style="list-style-type: none"> ● Are consistent with, and are designed to implement, the state and local improvement plans, if any.
<p><i>Response:</i> We will progress monitor the lexile levels of the identified students through their STAR benchmark assessments and the Accelerated Reader Program. Writing will be monitored through benchmark writing prompts. Prompt student feedback will be provided in the classroom for major writing tasks.</p>

<p>3. Instruction by highly qualified professional staff</p>
<p><i>Response:</i> Graysville Elementary School has teachers with a range of experience from beginner to 33 years. 100% of the teachers at Graysville Elementary are highly-qualified according to the GPSC and GaDOE standards.</p>

<p>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.</p>
<p><i>Response:</i> We will include teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the <u>root causes of our identified needs</u>. For example . . .</p> <ul style="list-style-type: none"> ● Teachers and paraprofessionals will have the opportunity to take part in Literacy Essential Standards training designed to prioritize the standards and guide instruction through continual analysis of student work. ● Academic Coach will model literacy differentiation and support teachers' efforts toward their continuation of differentiation strategies. ● A school-wide implementation of Professional Learning Communities will be established to develop common assessments and a team learning approach. ● The Parent Involvement Coordinator in cooperation with school administration, Academic Coach and classroom teachers will provide Literacy Nights/Literacy activities for families that support them in knowing how to support their child at home with literacy, particularly with

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understanding Lexile goals, reading comprehension, and writing skills.
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5. Strategies to attract highly qualified teachers to high-need schools.
<p><i>Response:</i></p> <p>The county Human Resources Director attends job fairs and new teachers are assigned a mentor. Common-planning, professional learning opportunities, and our technology-rich learning environment are attractive incentives to work for Catoosa County schools.</p>
6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
<p><i>Response:</i> To ensure effective involvement of families and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part shall educate teachers, pupil services personnel, principals and other staff, with the assistance of families, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</p> <p>By October 31st, we will survey our families, asking them questions regarding communication, challenges/obstacles, and needs the families have in being a partner with the school in their child's education. We will take the results of this survey and share the feedback gathered with the faculty and staff. Then, we will work as a faculty and staff to improve communication, remove obstacles, and meet the needs of families in their effort to be a partner with the school in their child's education.</p> <p>We have involved families in the planning, review, and improvement of the comprehensive schoolwide program plan by . . . including parents from Local School Governance Team on the planning committee and sharing the results of that planning with all families at Graysville Elementary for their feedback. Surveys, along with feedback sheets from events, provide opportunities for families to make suggestions throughout the school year.</p> <p>A. We have developed a parent and family engagement policy included in our appendices that</p> <ul style="list-style-type: none"> ➤ includes strategies to increase parent and family engagement: <ul style="list-style-type: none"> (a) flexible dates/times for parent and family engagement activities, (b) providing families with resources such as family literacy services and English classes, (c) provide assistance to families in understanding the state's academic content standards and assessments, (d) show families how to monitor their child's learning and assist their

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child at home with learning, specifically with mathematics

(e) ensure that notices of family activities are sent in a timely manner (such as family literacy services)

- describes how the school will provide individual student academic assessment results, including a interpretation of those results. Graysville Elementary School will implement Teacher and Parent Partnership (TAPP) meetings to share student assessment data and set goals for student learning.
- makes the comprehensive school-wide program plan available to the LEA, families, and the public via school website, notebook in the office, Family Resource Center and the Central Office.(internet, newspaper, newsletters)

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.

Response: PreK students attending a PreK program in Catoosa County eat lunch in the same cafeteria and visit the same media center they will utilize as a kindergarten student. PreK students who live within our school zone area but attend the local Head Start, and other private preschools are invited to tour the school facilities on a day specified for Pre-K to Kindergarten transitions. Currently, Graysville does not offer pre-k services.

Annually, Graysville Elementary families are invited to Ringgold Middle School for a spring meeting for the purpose of preparing fifth grade students and their families for the middle school transition. The middle school principal for our feeder school is the main presenter for this meeting. The parents and fifth grade students are provided a brief presentation from a former 5th grade parent and their child regarding changes parents/students can expect next year. The middle school principal then shares his/her expectations for middle school students and what families should expect for their child academically in middle school.

In an effort to ease the transition for our upcoming kindergarten students and their families, GES offers a *Welcome to Graysville Night*. Families have the opportunity to complete registration, tour the school, sample food from the cafeteria, meet kindergarten teachers and other school staff and participate in a kindergarten screening.

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: Teachers are included in decisions regarding use of academic assessment during collaborative planning. Through collaborative planning that occurs with the leadership of the academic coach and the administration, the teachers discuss and determine which assessments will be most beneficial for them. Through these collaborative planning efforts we have determined that students will take STAR benchmark assessments three times a year in reading and math. The staff has also agreed

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that rubrics should be used to assess student performance in all content areas, when appropriate. Rubrics should be shared with students (and families when appropriate) prior to introduction of instructional units. Students should be taught to use rubrics to set their own performance goals and assess their progress. Rubrics should be linked to content standards. Self-assessment should be a component of each school's authentic assessment strategy. Students should participate in self-assessment of their own knowledge and skills. Rubrics and portfolios should be available to assist students in their self-assessment. Teachers will be trained on how to create a rubric and how to implement in an interdisciplinary unit. Teachers will have individualized input on the rubrics to be used.

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: Response to Intervention is a process through which students who are experiencing academic, behavior, or speech difficulties may receive additional assistance, accommodations, or modifications to ensure success. Students in the RTI process receive a combination of classroom interventions, along with services from school academic and/or behavior interventionists. The process is teacher-driven and based on formative and summative performance data, which is collected on a regular basis, in a timely manner. When modifications and accommodations are not enough as documented through tiers of classroom and additional interventions, the school psychologist may screen a student for possible learning problems using appropriate diagnostic assessments. The RTI team members include teachers, families, the RTI Interventionist, administrators, school psychologist, and other support personnel. RTI team members are notified of meetings through the use of email, mail, notes home, and phone calls. RTI meetings are scheduled during the teachers' planning times, or before or after school. Accommodations are made for our families who must attend outside of typical school hours. Success of the RTI relies heavily on family attendance and the fulfillment of all duties by team members (including documentation, administration of interventions, progress monitoring, etc.).

Administrators monitor report card grades, benchmark assessments, performance tasks and meet with grade levels/content specific teachers as appropriate to ensure students are receiving appropriate interventions. Students in need of effective, timely assistance may also be assigned to a specific Extended Learning Time (ELT) segment within the school day or be selected for after-school tutoring based on the monitoring of academic data analysis.

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9 (b). Description of how resources from Title I and other sources will be used.

Response: Title I funds are not intended to serve as replacement for State/local funds. Title I funds are used ONLY to **supplement** the core academic program of reading, English language arts, mathematics, science and social studies as noted within the required needs assessment for school-wide programs. Title I funds will be used to support the following:

- **Academic Coach** (75% part-time) to provide assistance to teachers in analyzing data and provide professional learning in instructional strategies for the classroom. She will also model lessons in the classroom.
- **Interventionist** (25% part-time) works with at-risk students in small group setting to improve academic achievement in reading and math
- **Parent Involvement Coordinator** (49% part-time) to provide assistance to families in understanding: the state's academic standards, local and state assessments, the requirements of Title I, how to monitor their child's progress and how to work with educators to improve the achievement of their children.

- **Instructional Supplies** Copier expenses and paper, poster maker paper

- **Technology Supplies** ink cartridges

- **Expendable Equipment** (*list equipment you plan to purchase, who will use it, how it will be used to support your goals, and where it will be located*)

Projector to be used in a classroom for instructional purposes to teach reading.

- **Computer Expendable Equipment** (*list equipment you plan to purchase, who will use it, how it will be used to support your goals, and where it will be located*)

NA

- **Computer Program Lease** (*list computer software you plan to lease:* IXL Math, Education City, BrainPop, Reading Eggs, SpellingCity and NewsEla.

- **Professional Learning** (*describe professional learning you have planned that supports your Title I goals*).

After a team participated in the Professional Learning Communities at Work conference in June of 2017, on-going professional development will take place throughout the year. Another group of teachers will attend the RTI at Work conference in New Orleans to learn more about developing the Professional Learning Community framework. These teachers will redeliver the information learned to the faculty. We will learn how to build a culture that is committed to collective inquiry, action research, and continuous improvement. This type of commitment will impact all grade levels and subject areas. Teachers will participate in a weekly PLC throughout the year.

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Other Sources

Title I Homeless Set Aside will provide basic instructional supplies and tutoring if homeless students are identified at non-Title I schools.

Title III Consortium will provide professional learning for ESOL teacher to improve skills in English language acquisition support.

State professional learning funds will be used to

Instructional/Supply (local/state) fund will be used to support the instructional program in all core content areas, art, music, and PE.

STEM Materials and activities are funded through a collaborative between WCS and TVA (or local funds, state grant, PTO, Fund Raisers, etc.

Attendance Incentives will be funded by the PTO and/or school fundraisers.

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 job training

Response: Catoosa County 4-H, Catoosa County Family Collaborative, Title I, Part A and Part C (Migrant) Title III, Part A, Transition activities with Head Start, and referral process for GED and other adult education programs with Georgia Northwestern Technical College.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Graysville Elementary School will implement Teacher and Parent Partnership (TAP) meetings to share student assessment data and set goals for student learning.

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

Response: Our school will communicate to the widest range of stakeholders the results of the disaggregated data by providing them with the Georgia Department of Education (GaDOE): Office of Student Accountability website, the Catoosa County Schools website, as well as local newspapers. The GaDOE provides a comprehensive report for each school known as the College and Career Readiness Performance Index (CCRPI). A link to the CCRPI will be placed on the school website.

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

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Response: The GaDOE provides the disaggregation of state assessment results; therefore, the results are valid and reliable.

14. Provisions for public reporting of disaggregated data.

Response: The Title I school-wide plan is available to all stakeholders on our website, parent resource center and community information wall display in our front office. A copy remains on file in the Title I Coordinator's office, the principal's office, and family resource center. The SWP will be discussed at family meetings, Open House, Title I Annual Meeting, and LSGT meetings.

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: The plan was developed during a one-year period in 2013 and has been updated annually since that date.

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: The Title I school-wide plan was developed with the involvement of the community to be served and as a part of strategic planning. All faculty were part of Catoosa County Schools' revision of the strategic plan giving input to develop goals and action steps. The leadership team developed the needs assessment by analyzing various types of data throughout the school year. The leadership committee met as needed throughout the year to discuss the needs of the school. Next, the leadership team shared the proposed goals and strategies with grade level and department teachers and gathered feedback. Finally, the leadership team met to share the feedback from the needs assessment process with the school council and then with families at the spring PAC meeting. On June 12, 2017, members of the Title I leadership team met and will meet again to identify any needed updates and necessary changes to the school-wide plan.

Title I Leadership Team Members

Kerri Sholl, Principal
Shelley Johnson, Assistant Principal
Rebecca West, Academic Coach
Kay Hardeman, Media Specialist
Kami Leonard, Parent Involvement Coordinator
Susan Farley, Teacher
Suzanne Carpenter, Teacher
Jan Nayadley, Teacher
Erica Vandiver, Teacher
Jenny Mountjoy, Teacher
Kathy Heckethorn, Teacher

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<p>Jeff McGuire, Teacher Jenni Kellerhals, Teacher</p>	
17.	Plan available to the LEA, parents, and the public.
	<p><i>Response:</i> The Title I School-wide Plan is available to all stakeholders on our website, parent resource center and community information wall display in our front office. A copy remains on file in the Title I Coordinator's office, the principal's office, and the assistant principal's office. The SWP will be discussed at all family meetings, Open House, Title I Annual Meeting, and local school council meetings.</p>
18.	Plan translated, to the extent feasible, into any language that a significant percentage of the families of participating students in the school speak as their primary language.
	<p><i>Response:</i> Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of parents of participating students in the school speak as their primary language. The languages include, but are not limited to Spanish.</p>
19.	Plan is subject to the school improvement provisions of Section 1116.
	<p><i>Response:</i> The plan is subject to the school improvement provisions of section 1116 and the school-wide plan is based on the needs assessment of the school. This document provides the framework for improving academic achievement. Teachers and administrators refer to this document when planning for student instruction as well as professional development.</p>