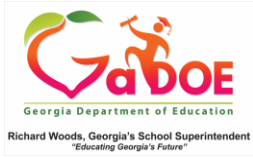


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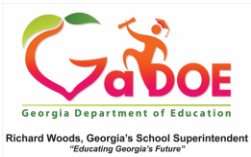
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Lithia Springs Elementary	District Name: Douglas County	
Principal Name: William Marchant	School Year: 2016-2017	
School Mailing Address: 6946 Florence Drive Lithia Springs, GA 30122		
Telephone: 770-651-4100		
District Title I Director/Coordinator Name: Lisa Dunnigan		
District Title I Director/Coordinator Mailing Address:		
Email Address:		
Telephone:		
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: William Marchant		Date: 9-30-16, 11-30-16
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

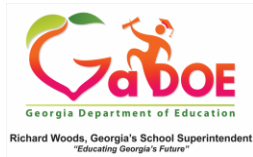
- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components 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

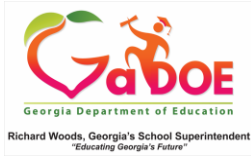
NAME	MEMBER'S SIGNATURE	POSITION/ROLE
William Marchant	<i>William Marchant</i>	Principal / Chair
William McAlexander	<i>William McAlexander</i>	AP / Co-Chair
Anay Barajas	<i>Anay Barajas</i>	Teacher
Brandy McDonald	<i>Brandy McDonald</i>	Teacher
Althea Carter	<i>Althea Carter</i>	Teacher
Kristin McNight	<i>Kristin McNight</i>	Teacher
Felicia Humphries	<i>Felicia Humphries</i>	Media Specialist
Pamela Bates	<i>Pamela Bates</i>	ILT
Teresa Jo McMurtrie	<i>Teresa Jo McMurtrie</i>	Teacher
Berenice Garcia	<i>Berenice Garcia</i>	Counselor
Barbara Clark	<i>Barbara Clark</i>	POF
Tracie Bell	<i>Tracie Bell</i>	Teacher
Carrie Crenshaw	<i>Carrie Crenshaw</i>	Teacher
Amy Vaughn	<i>Amy Vaughn</i>	Parent
Fredy Ruiz	<i>Fredy Ruiz</i>	Parent
Clint Clark	<i>Clint Clark</i>	Parent
Pamela Collins	<i>Pamela Collins</i>	Parent



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

<p>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).</p>
<p>Response: The needs assessment was completed with school staff and other stakeholders using the latest student data.</p>
<p>1A. We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were...</p>
<p>Response: Those persons involved were William Marchant, Lisa Golden, Teresa McMurtrie, Tracie Bell, Kristen McKnight, Carrie Crenshaw, Anay Barajas, Will McAlexander, Felicia Humphries, Berenice Garcia, Brandy McDonald, Athea Carter, Pam Bates, Barbara Lark, Pamela Collins, Freddy Ruiz, Amy Vaughn, Yvette Cole, and Clint Clark. The ways they were involved were in analyzing assessment data, determining strengths and challenges, identifying root causes for challenges, making decisions concerning budget expenditures, planning professional learning, and creating professional learning timelines. The school leadership team meets once each month to review the School-Wide Plan. The School Council meets once each quarter. Input on the plan is solicited from the school leadership team, School Council, and Parent Advisory Council. Any changes made to the plan is shared during the meetings of these leadership groups.</p>
<p>1B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)</p>
<p>Response:</p> <ul style="list-style-type: none"> • Brainstorming was used as a strategy during the needs assessment process • CCRPI data (College and Career Readiness Performance Index) • AIMSweb (district universal screener) scores • CDA (Common District Assessment) scores • GKIDS (Georgia Kindergarten Inventory of Developing Skills) data • GMAS (Georgia Milestones Assessment) scores • Demographic data • Attendance data • Root Cause worksheet
<p>1C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance:</p>
<p>Response: The Migrant Education Program is part of the Title I Program. Currently, <u>Lithia Springs Elementary School</u> does not have any migrant students in attendance. These are the procedures we would follow should those students be in attendance. Each year, all students receive an Occupational Survey to be completed by the parent or guardian. Once the survey is returned, the school's designee sends all forms to the Migrant Education Liaison in the Office of Federal</p>



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Programs. Upon receipt, and review of each survey, the Migrant Education Liaison sends selected surveys to the regional Migrant Education Program office. Douglas County is a part of the Migrant Education Consortium which means Georgia Department of Education allows Abraham Baldwin Agricultural College (ABAC) to serve as the fiscal agency. The Migrant Education Program Specialist from ABAC will contact each school to provide support to any student who qualifies for these services. If the need arises, teachers will implement strategies ABAC recommends for any Migrant Education student based on the areas of need.

We have reflected current achievement data that will help the school understand the needs of our students. In addition, we have based on plan on information about all students and have identified subgroups that are not achieving at the State's Performance Targets.

School Demographics 2015-2016

Total Enrollment Total	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
540	33	23	40	1	0	3	54	46

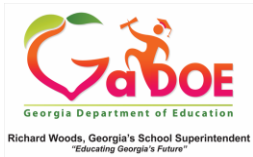
	Number of Students	Percent of Student Population
Free and Reduced Lunch	437	81
Special Education Enrollment	82	15
Gifted Enrollment	40	7
EIP Enrollment	187	35
ESOL Program Enrollment	163	30

Mobility Rate (%)	15
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Attendance Rate - % of students with fewer than 6 absences	60.32
-------------------------------------------------------------------	-------

Retention Rates (percent of students in grade level retained)

Total Number Retained	% Pre-K	% Kdg.	% 1 st	% 2 nd	% 3 rd	% 4 th	% 5 th
6	0	67	16	0	17	0	0



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School Demographics 2014-2015

Total Enrollment Total	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
554	31	23	41	1	0	4	54	46

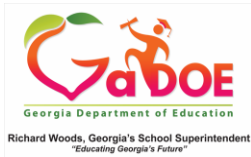
	Number of Students	Percent of Student Population
Free and Reduced Lunch	460	83
Special Education Enrollment	87	16
Gifted Enrollment	50	9
EIP Enrollment	199	36
ESOL Program Enrollment	142	26

Mobility Rate (%)	12
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Attendance Rate - % of students with fewer than 6 absences	56.46
-------------------------------------------------------------------	-------

Retention Rates (percent of students in grade level retained)

Total Number Retained	% Pre-K	% Kdg.	% 1st	% 2nd	% 3rd	% 4th	% 5th
2	0	100	0	0	0	0	0

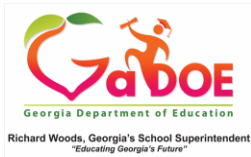


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**Student Achievement
GKIDS 2015-2016**

Content Area/Strand	# of Elements	Mean of Elements Assessed	Mean # Elements Meets/Exceeds	Mean % Elements Meets/Exceeds
English LA				
Reading	21	21	14.9	71%
Writing	6	6	3.5	58%
Speaking and Listening	3	3	2.4	79%
Language	12	12	10.8	90%
ELA Total	52	52	31.6	74.5%
Mathematics				
Counting and Cardinality	11	11	8.9	81%
Operations and Algebraic Thinking	5	5	3.75	75%
Numbers and Operations in Base 10	1	1	.69	69%
Measurement and Data	3	3	2.52	84%
Geometry	6	6	4.92	82%
Math Total	26	26	20.78	78.2%
Non-Academic Area/Strands				
Curiosity and Initiative	3	3	2.55	85%
Creativity and Problem Solving	3	3	2.28	76%
Attention/Engagement	4	4	2.88	72%
Approaches Total	10	10	7.71	77.66%
Person/Social Development				
Personal	3	3	2.55	85%
Social	5	5	4.2	84%
P/S Development Total	8	8	6.75	84.5%

Summary of GKIDS Data: The data represents a significant weakness in the area of writing. Another area of concern is Numbers and Operations in Base 10. Our weakest content area was English Language Arts.



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GKIDS -- MATH

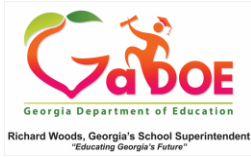
% Elements Meets/ Exceeds	Counting and Cardinality	Operations & Algebraic Thinking	Numbers & Operations in Base 10	Measurement and Data	Geometry	Math Total
2014-2015	86%	79%	76%	82%	83%	81.2%
2015-2016	81%	75%	69%	84%	82%	78.2%

Summary of GKIDS Data: The scores recorded in all math domains are lower in the 15-16 school year than the 14-15 school year with the exception of measurement and data which increased slightly. Our overall math total fell 2 percentage points. The children struggled most in the area of Numbers & Operations in Base 10.

GKIDS – ELA

% Elements Meets/ Exceeds	Reading	Writing	Speaking and Listening	Language	ELA Total
2014-2015	73%	70%	80%	78%	75.25%
2015-2016	71%	58%	79%	90%	74.5%

Summary of GKIDS Data: The data collected during both assessment years indicates that writing needs to be an area addressed through school-level professional learning. The scores recorded in all ELA domains, with the exception of language, are lower for the 15-16 school year than the 14-15 school year. Our writing strand score reflects the greatest drop in proficiency.



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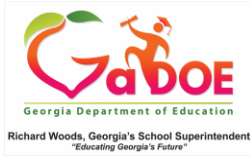
CCRPI

CCRPI							
2014-2015*				2015-2016			
Overall Score: 65				Overall Score: 83.8			
Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)	Academic Achievement Points	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)
44.2	16.4	1	3.4	27.8	40	8.3	7.7
<p>Summary of CCRPI Data: (Include 1-3 sentences highlighting the overall major findings.) The CCRPI score demonstrated an increase of 19 points. While it is difficult to compare the scores of two different assessments, in 2015-2016, there was a significant increase in the progress points earned. The points gained by closing the achievement gap also increased.</p>							

**The tests used in 2014-15 were the GCRT. The tests used in 2015-on are the Georgia Milestones. How CCRPI is calculated is changed each year.*

Elementary CCRPI Data Profile

CCRPI COMPONENT		2014	2015	2016
District	CCRPI Score	75.2	81.2	?
State	CCRPI Score	72.7	76	?
School	CCRPI Score	65	83.8	?

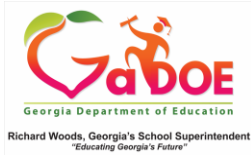


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Elementary School CCRPI Data Profile

CCRPI COMPONENT		2014	2015	2016
Ind #	1. ACHIEVEMENT (Developing learner or above on Milestones from 2016-on; 2014 meets or exceeds in CRCT)			
	ELA (%)*	85.1	51.282	
	Reading (%)*	90.8		
	Mathematics (%)	82.3	56.593	
	Science (%)	78.1	64.835	
	Social Studies (%)	80.0	53.846	
	• Scores were combined in In Reading& ELA to just ELA start in 2015			
	Positive Movement for ELL's	73.0	75.269	
	% SWD in Gen Ed ≥ 80% of school day	78.7	70.130	66.154
	5th grade Writing Assessment	64.5	n/a	n/a
	% 3rd graders with Lexile ≥ 650	50	43.478	
	% 5th graders with Lexile ≥ 850	60	53.333	
	% of Career Assessment Lessons	99.8	99.564	100
	Ach: Post ES Readiness Category Performance			
	% Pass 4 content and CRCT Meet or Exceed	62.2	32.784	
	% Exceeds on CRCT	27.9	x	x
	Ach: Predictor for HS Category Performance	0.0000	0.0000	0.0000
	Predictor for HS Grad Points Earned (out of 18)	0	0	0
	Predictor for HS Grad Weighted Performance	0	0	0
	ED/EL/SWD	3.4	7.2	
	Exceeding The Bar Points Earned	0.5	0.5	
Summary of CCRPI Data: (Include 1-3 sentences highlighting the overall major findings.) Outstanding progress was made from 2014 to 2015. While the proficiency level was lower in 2015 due to the rigor of the new test, the 2015 CCRPI score was higher than the state or district average. Our ELLs showed positive growth.				

*Combined to make ELA in 2015.



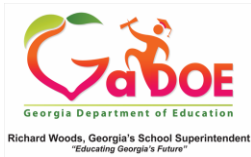
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State Achievement Data

Georgia Milestones End-Of- Grade Performance Targets

These targets are based on a weighted average where Beginning Learners earn 0.0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. Rates and targets include Georgia Milestones EOG and GAA Grades 3-8.

Statewide Assessment	Student Group	2015 Proficiency Rate	2016 Performance Target	2016 Proficiency Rate	2017 Performance Target	2017 Proficiency Rate	2018 Performance Target	2018 Proficiency Rate
English/ Language	State Target / All Students	48	63.6	45.5	66.9		70.2	
	American Indian/Alaskan	X	65.9	X	69.0		72.1	
	Asian/Pacific Islander	X	93.3	X	93.9		94.5	
	Black	51.34	49.7	41.49	54.3		58.9	
	Hispanic	35	55.4	37	59.5		63.6	
	Multi-Racial	X	68.4	X	71.3		74.2	
	White	65.51	75.1	54.51	77.4		79.7	
	Economically Disadvantaged	45.5	51.9	43.5	56.3		60.7	
	English Learners	15	41.6	17	46.9		52.2	
	Students With Disability	24.51	37.3	18.5	43.0		48.7	
Mathematics	State Target / All Students		66.8	55.5	69.8		72.8	
	Asian/Pacific Islander	X	100.0	X	100.0		100.0	
	American Indian/Alaskan	X	68.6	X	71.5		74.4	
	Black	57.93	50.7	51.6	55.2		59.7	
	Hispanic	47.5	60.3	53.01	63.9		67.5	
	Multi-Racial	X	70.2	X	72.9		75.6	
	White	59.51	79.1	63.51	81.0		82.9	
	Economically Disadvantaged	52.50	55.3	52	59.4		63.5	
	English Learners	26.5	50.6	33	55.1		59.6	
	Students With Disability	31	42.2	32	47.5		52.8	



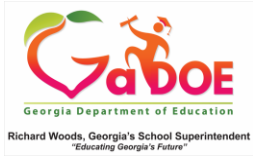
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Georgia Milestones End-Of- Grade Performance Targets

These targets are based on a weighted average where Beginning Learners earn 0.0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. Rates and targets include Georgia Milestones EOG and GAA Grades 3-8.

Statewide Assessment	Student Group	2015 Proficiency Rate	2016 Performance Target	2016 Proficiency Rate	2017 Performance Target	2017 Proficiency Rate	2018 Performance Target	2018 Proficiency Rate
Science	State Target / All Students	63	61.0	60.5	64.6		68.2	
	American Indian/Alaskan	X	62.4	X	65.8		69.2	
	Asian/Pacific Islander	X	90.1	X	91.0		91.9	
	Black	65.85	43.9	55.85	49.0		54.1	
	Hispanic	54.27	52.6	55.5	56.9		61.2	
	Multi-Racial	X	66.5	X	69.6		72.7	
	White	74.01	75.2	68.51	77.5		79.8	
	Economically Disadvantaged	59	49.5	58.29	54.1		58.7	
	English Learners	30.5	41.7	34.5	47.0		52.3	
	Students With Disability	34	41.5	34	46.8		52.1	
Social Studies	State Target / All Students	50.5	63.1	51.5	66.5		69.9	
	American Indian/Alaskan	X	65.1	X	68.3		71.5	
	Asian/Pacific Islander	X	94.0	X	94.6		95.2	
	Black	53.66	48.2	51.06	52.9		57.6	
	Hispanic	45.5	55.2	49.5	59.3		63.4	
	Multi-Racial	X	67.2	X	70.2		73.2	
	White	60.01	75.3	55.51	77.6		79.9	
	Economically Disadvantaged	48	51.5	49.5	55.9		60.3	
	English Learners	21	42.9	25.5	48.1		53.3	
	Students With Disability	31	42.3	18.5	47.5		52.7	

Summary of Assessment Data: (Include 1-3 sentences highlighting the overall major findings.) EL students at LSES increased in all 4 content areas from 2015 to 2016. Overall, ELA was the content area with the lowest school wide performance. In ELA, our Hispanic students made gains while our Black and White subgroups both saw decreases. Science was the content area with highest performance for both 2015 and 2016. Mathematics saw only a 0.5 point increase with performance still below 60%.



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Elementary School Staff Profile

	2014-2015	2015-2016
Number of Certified Staff (teachers)	55	53
Number of Certified w/ Advanced Degrees	40	38
Average Number of Years' Experience	11.69	11.7
% of Staff Highly Qualified	100	100
Number of Teachers at school 3 or more years	52	50
Number of teachers at school less than 3 years	3	3
Number of Classified Staff (paraprofessionals)	8	9

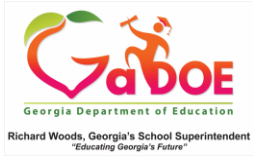
(Include 1-3 sentences highlighting the overall major findings.) The staff turnover at LSES is very low. In addition, the majority of the teaching staff has advanced degrees. The majority of the staff is in the middle of their teaching career.

TKES of Teachers at the Level (%) on Summative Assessment	2014	2015	2016
Level 1	0	0	0
Level 2	0	0	0
Level 3	100	100	100
Level 4	0	0	0

(Include 1-3 sentences highlighting the overall major findings.) The teachers at LSES have a solid grasp on the concepts they are to teach. They use a variety of instructional strategies to meet the needs of our learners.

Comments about Staff Attendance:

The staff attendance showed improvement from 2014 to 2015. It remained about the same from 2015 to 2016.



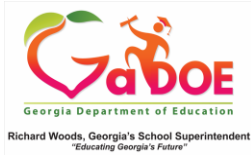
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Student Attendance Summary

Number of Students Absent

	<u>2014-2015</u>	<u>2015-2016</u>
Total number of students absent 5 or less days	358	339
Total number of students absent 5 or more days	252	229
% of students absent 5 or less days	57	60
% of students absent 5 or more days	43	40

Summary of Discipline Data: (Include 1-3 sentences highlighting the overall major findings.) There are few discipline issues at LSES. This is due, in part to a mature staff and a school implemented PBIS program. The percent of students missing more than 5 days decreased from 2015 to 2016.



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1st Grade - Data Summary and School Reflections

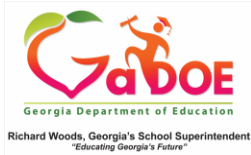
Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), Georgia Performance Standards (GPS), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths <u>AND</u> weaknesses for the subjects to include the <u>domain and skills</u> in which teaching and learning need to be improved.
ELA	Strengths: Balanced literacy approach Weaknesses: Lucy Calkins does not teach all of the required genres
Math	Strengths: Number sense and fluency are continuously improving due to Eureka Math Weaknesses: Assessments do not always reflect the problem sets. Multi step
Science	Strengths: Science lab has helped with hands on experiences for students Weaknesses: The standards are not as rigorous as ELA and Math
Social Studies	Strengths: Character development Weaknesses: The standards are not as rigorous as ELA and Math
School Climate	Strengths: The teachers really love and care about students Weaknesses: No tardy policy for students.

2nd Grade - Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), Georgia Performance Standards (GPS), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths <u>AND</u> weaknesses for the subjects to include the <u>domain and skills</u> in which teaching and learning need to be improved.
ELA	Strengths: The reading units that are taught Weaknesses: A complete writing program that meets the needs of the students
Math	Strengths: Eureka Math is rigorous and builds number sense Weaknesses: Need more opportunity for remediation
Science	Strengths: The FOSS curriculum is hands on Weaknesses: Not enough materials
Social Studies	Strengths: Interesting for students Weaknesses: Need updated curriculum
School Climate	Strengths: Administration is supportive Weaknesses:



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3rd Grade - Data Summary and School Reflections

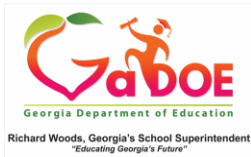
Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), Georgia Performance Standards (GPS), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths <u>AND</u> weaknesses for the subjects to include the <u>domain and skills</u> in which teaching and learning need to be improved.
ELA	Strengths: The reading seeds provide detailed lessons, plenty of books to support standards Weaknesses: Resources suggested by reading units are limited, seeds can be repetitive, more time for grammar and phonics tested on GMAS
Math	Strengths: Eureka Math is great, skills and instructional strategies are clearly laid out. Weaknesses: Manipulative are limited, GMAS is given before all modules are taught
Science	Strengths: Many available resources, lab helps support standards Weaknesses: Some of the consumable kits are missing components
Social Studies	Strengths: Pebble Go program Weaknesses: Lack resources and the current GPS is not developmentally appropriate
School Climate	Strengths: Staff is ready to help and support one another Weaknesses: Would like more time to observe in colleague's classrooms

4th Grade - Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), Georgia Performance Standards (GPS), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths <u>AND</u> weaknesses for the subjects to include the <u>domain and skills</u> in which teaching and learning need to be improved.
ELA	Strengths: Determining word meaning Weaknesses: Consistent performance among types of assessments, writing
Math	Strengths: Eureka Math lessons build Weaknesses: Problem solving
Science	Strengths: Communicating scientific ideas and activities Weaknesses: Using tools for measurement, understanding features of the inquiry
Social Studies	Strengths: Explaining how a citizen's rights are protected Weaknesses: Government and economics
School Climate	Strengths: Great discipline, positive atmosphere, PBIS, community feeling Weaknesses:



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5th Grade - Data Summary and School Reflections

Our plan will be based on data reviewed in the Comprehensive Needs Assessment for the entire school. The Comprehensive Needs Assessment is based on information related to the Georgia Standards of Excellence (GSE), Georgia Performance Standards (GPS), local student achievement data, and other data sources supporting student achievement.

Subjects	Discuss the strengths <u>AND</u> weaknesses for the subjects to include the <u>domain and skills</u> in which teaching and learning need to be improved.
ELA	Strengths: Reading comprehension Weaknesses: Writing
Math	Strengths: Number sense and students are provided with a toolbox of strategies with Eureka Math
Science	Strengths: Hands on activities Weaknesses: FOSS does not support all standards
Social Studies	Strengths: Economics Weaknesses: Government, history, too many standards to cover
School Climate	Strengths: Community and parents are very supportive Weaknesses: More accountability by students for their learning

Root Cause Analysis and Prioritized Needs

The data has helped us reach conclusions regarding student achievement.

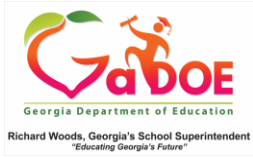
- **The major strengths we found in our program were...**
(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

Major Strengths: Science- Life and physical science

- **The major specific needs we discovered were . . .**
(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

**Major Needs: ELA: Reading: comprehension & vocabulary
Writing: idea development & narrative writing**

- In the chart below list:
 - ✓ The ROOT CAUSE(s) that you have discovered for each of the needs
 - ✓ The MEASURABLE goals established to address the prioritize needs.

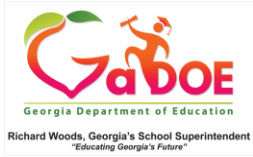


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✓ **PRIORITIZE** major needs that will be addressed for Title I Program Implementation

<u>PRIORITIZE</u> Rank Major Needs that will be addressed in Title I Program Implementation	ROOT CAUSE(S)
1. ELA: Reading comprehension	Failure to provide intensive guided reading in grades 3-5
2. ELA: Writing: Idea Development and Narrative	Lack of experience in writing, additional training needed for teachers in narrative writing styles
3. ELA: Vocabulary	Students coming from backgrounds of limited experiences and English spoken as a second language
4. Math: Problem Solving	Difficulty in reading and understanding multi-step problems

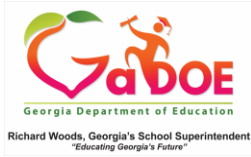
Desired Results – (minus)	Current Results	=(equals) Need	MEASUREABLE SMART GOALS (Specific, Measurable, Attainable, Results-Based, Time-Bound)
(What should be)	(What is)	(Gap)	(Realistic)
Rich vocabulary/Lexile gains	Limited Vocabulary	Additional Vocabulary Instruction	Vocabulary program taught with fidelity by a dedicated teacher. Students in the program receive two vocabulary sessions per week during the guided reading block. An assessment is given at the beginning of the school year and then at least once per semester to determine students' growth.
Fluent readers with accurate comprehension	Many students not reading on grade level	Focus on guided reading based on real time data	Teachers will receive guided reading professional development. This



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			professional learning takes place once per month Administrators will focus observations and feedback.
Comprehensive writing program to develop ideas across the genres but especially focusing on narrative writing	Many students unable to write a complete and intelligible extended or narrative response	Writing professional learning to provide writing strategies for teachers	3-5 grade teachers will engage in professional learning with a writing expert over the course of the year. Each grade level will have three sessions with the consultant between September 2016 and February 2017
Students able to solve math problems in a variety of situations	Many students are unable to correctly complete multi-step problems	Additional support for problem solving in a variety of contexts	Math/Science lab to incorporate problem solving. Students attend lab once per week. Growth is measured using CDAs and GMAS scores.

2. School-wide reform strategies that:
<i>Response:</i> The following are scientifically based reform strategies that which have been identified to use in addressing our needs:
<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). • Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> • strengthen the core academic program in the school. • increase the amount and quality of learning time, such as providing an 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 population.

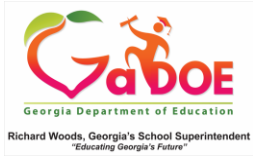


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Response:

Our grade level teams use assessment data to ensure that instruction is data driven. This work is led by the grade level chairs, instructional lead teacher, and school administrators. The data is then used to ensure that the research-based programs in place are implemented with fidelity. Monitoring of student learning is accomplished through a solid Response to Intervention program. The monitoring of instructional practice is undertaken by both the school administrative team and the instructional lead teacher. We have strengthened the core academic program at the school by implementing the following:

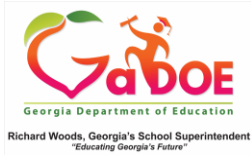
- Lucy Calkins Writing Units of Study
- DRA 2 (Developmental Reading Assessment)
- Reading, Math, and Writing Workshop Model
- Kentucky Reading Units
- Eureka Math
- Saxon Phonics
- Non-fiction Leveled Texts
- Science/Math Lab
- Tutor and Tutor Assistant
- Professional Learning Communities (PLC)
- Data Analysis
- Technology Integration
- Job Embedded Professional Learning
- Instructional Lead Teacher
- Vocabulary Teacher
- MyON Reader
- FOSS (Full Option Science System)



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We have increased the amount and quality of learning time by implementing the following:

- Kindergarten Camp: This took place before the school year began and all enrolled upcoming kindergarten students were invited to attend. This camp allowed the students to become familiar with the structure of school.
- Tutoring Program: A full-time tutor and tutoring assistant provides math and reading support to students identified as needing additional assistance. This tutoring takes place during the specials block. Students are served two days per week and the tutoring assistance is one semester in length. Weekly assessments are administered to ensure that students are making progress.
- 21st Century Grant Program: This program provides a free after-school enrichment program to 65 students who have been identified using a focused rubric. Students are provided with homework help, tutoring, and enrichment activities. The program takes place 5 days per week with an additional 4 weeks of summer school.
- Title I Summer School: Students will be provided with the opportunity to attend a 4 week summer school which will focus on academics.



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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 school wide 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
 - the integration of vocational and technical education programs

Response: The following strategies address the needs of all students to address the needs of all students in the school. Students farthest away from demonstrating proficiency related to the State's academic content and student academic achievement standards, are...

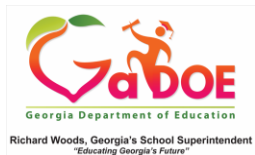
School-Wide Components:

- Implementation of the Lucy Calkins Writing Units
- Expectation of Standards-Based Classroom components
- Implementation of Learning Focused Balanced Achievement components
- Implementation of Reading, Writing, and Math Workshop
- Implementation of Saxon Phonics (K-1)
- Implementation of the Georgia Standards of Excellence in ELA and Math

- Implementation of the Kentucky Reading Units (K-5)
- Expectation of small group guided reading using appropriate leveled texts
- Incorporation of non-fiction text (Science, Social Studies, and Math)
- Implementation of Eureka Math (K-5)
- Tutor and Tutor Assistant (K-5)
- Implementation of Structured Vocabulary Program (1-5)
- Implementation of Science/Math Laboratory (K-5)
- Implementation of FOSS (Full Option Science System)

Support Teachers:

- Implementation of three full time English Speakers of Other Language teachers to support a pull out and inclusion program
- Implementation of Co-teaching classrooms (grades 2-5) to enhance student achievement with an inclusion model in the general education classroom
- Implementation of one full time instructional lead teacher to provide onsite job embedded professional learning and provide teachers with researched based theory and best practices in Math and Reading/English Language Arts
- Implementation of a full time teacher, with a math/science endorsement, to provide additional instruction to students in a lab setting
- Implementation of a full time teacher to provide focused vocabulary instruction using the "Words Their Way" program to students identified as needing additional instruction



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Additional Support System for Teachers:

- Implementation of Professional Learning Communities with all grade levels for four hours every six weeks to analyze student data, develop plans, engage in professional learning, and plan classroom instruction using data action plans developed from CDAs
- Implementation of common planning with all grade levels three times each week to analyze student data and plan for classroom instruction
- Implementation of best practices to include 21st Century technology in each classroom
- Contracting with a writing consultant to provide in-depth professional development for teachers in grades 3-5

Additional Support System for Students:

- Implementation of best practices to include 21st Century technology in each classroom
- Implementation of a summer school program to provide additional instructional time for targeted students

Home-School Connections:

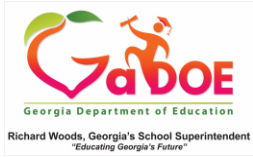
- Implementation of parent awareness workshop presenting information on supporting math and literacy at home
- Implementation of APTT (Academic Parent Teacher Teams) to support parents of students in kindergarten through second grade in assisting their children in the development of foundational math and literacy skills

Technology

- Implementation of technology in a variety of mediums: Compass Odyssey, United Streaming, MyON Reader, Pebble Go, and GOFAR
- Implementation of a technology day so that parents may visit their child(ren)'s classroom to become familiar with the technology tools used in the classroom

Additional Professional Learning

- Continue to broaden the instructional pedagogy and content in mathematics and English Language Arts. In addition, the ILT and writing consultant, along with the school administrator, will provide additional professional learning, centered on ELA, to the teachers. We will also continue to build in number sense development by focusing on Eureka Math in all classrooms. The implementation of professional learning to address differentiation will help to fine tune the instruction provided to all students. Third through fifth grade teachers will work with the ILT and school administrators to focus the instruction provided to the lowest 25% of students as identified by the Georgia Milestones Assessment (GMAS) as well as the Common District Assessments (CDAs) and school-based assessments.

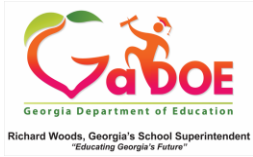


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- **Counseling, pupil services, and mentoring services**
 - Our counselor coordinates with the school's social worker to develop a counseling plan for our students. They develop a plan that meets the needs of students through individual, group, and classroom counseling and guidance. They focus on the emotional, social, and intellectual well-being of students.

- **College and Career Preparation**
 - Students in grades 1 through 5 are provided with career awareness lessons during the course of the school year. Lessons are taught by the school counselor. In addition, each 5th grade student is required to develop a career portfolio. Guest speakers, who represent a wide array of careers, are invited to speak to our students and to help them explore future career opportunities.

- **The integration of vocational and technical education programs**
 - Currently, the technical education program that is integrated into our instructional program is elementary coding. This is accomplished in the math/science lab.



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- 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.

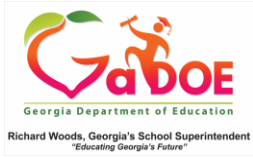
Response: The school will determine if such needs have been met by...

- Implementation of an on-going data analysis process
- Implementation of data teams to discuss student progress
- Continued implementation of Tier 2, 3, and 4 teams to design and monitor instructional interventions
- Administration of a mathematics assessment three times during the school year
- Analysis of the CDAs administered during the school year
- Analysis of DRA2 in reading
- Analysis of writing diagnostics
- Disaggregation of the GMAS which will be administered in April 2017
- Completion of a program analysis in the Spring to determine the effectiveness of the School-Wide Plan (Local School Improvement Plan)

3. Instruction by highly qualified professional staff

Response: All certified staff members are highly qualified

- Lithia Springs Elementary has a staff that is 100% highly qualified. No teachers at LSES are teaching out of field.

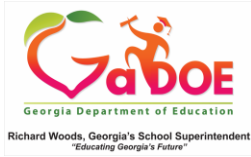


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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children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

***Response:* We are providing the following professional development for staff that addresses the root causes of our identified needs:**

- Learning Focus Schools- during the course of the school year, professional development is being provided to help teachers differentiate reading and math instruction. Feedback is provided to teachers on lesson plans and on classroom instruction.
- Guided Reading- Teachers will be engaged in a yearlong professional development course that will focus on high quality guided reading. The ILT and school administrators will work with teachers to fine tune this practice.
- Writing- Third through fifth grade teachers will work with a nationally recognized writing consultant, Dr. Roz Linder, to strengthen writing instruction. The professional development will focus on strategies that will allow students to be able to write constructed and extended responses.

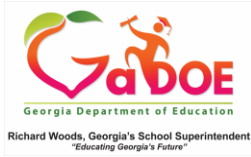


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5. **Strategies to attract** high-quality highly qualified teachers to high-need schools.

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. All staff members are highly qualified.

- School and system administrators participate in local, state, and regional job fairs to recruit potential candidates.
- Our school coordinates with several local universities to host student interns and student teachers.
- First and second year teachers, as well as teachers new to the school system, are provided with veteran teacher mentors to provide support and guidance.
- A lead mentor coordinates the teacher mentoring program. This lead mentor is a veteran teacher who has demonstrated outstanding instructional skills. She attends regularly scheduled lead mentor training which is provided by the Douglas County School System Human Resources Department.
- Common planning periods are provided for grade level teachers. In addition, each grade level is provided with a full day of collaboration every six weeks. This allows teams of teachers to work together to develop lessons, create assessments, analyze student work, and engage in professional learning activities.
- Job embedded professional learning is provided for all teachers. This training allows them to continually improve their teaching skills. This professional learning is longitudinal so that instructional skills are built and improved upon.



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

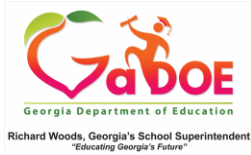
Response: We have the following strategies in place to increase parental involvement:

- Implementing a Parent Advisory Council. The PAC worked together to write the school's Parent Involvement Plan which has been sent to all parents and placed on the school's website. The plan has also been translated into Spanish.
- Establishing and maintaining an active School Council. The School Council provides input on the school plan after looking at the assessment data of the school.
- Distributing parent surveys in the spring of each year to seek parents' opinions on types of workshops/meetings desired. It also allows parents to give input on how the school's parent involvement monies should be spent.
- Establishing and maintaining a Parent Resource Center available to parents for educational information and instructional materials. This center also gives parents the opportunity to express their concerns to the Parent Outreach Facilitator (POF) as needed.
- Hiring a POF to maintain the Parent Resource Center, welcome new students and their parents to the school, and to coordinate parent workshops/trainings.
- Sending home a school newsletter each month highlighting events that are occurring as well as including a spotlight on students, parent volunteers, staff members, and partners in education.
- Implementing monthly grade level newsletters. Each grade level includes important information for parents such as important dates, student spotlights, and content being studied.
- Implementing Academic Parent Teacher Teams (APTT) in kindergarten through second grade. These teams meet three times during the school year to set goals with parents and to provide activities to help parents reach the goals set for their students.

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: The following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school.

- Preschool students and their parents are invited to visit the school in May to watch the kindergarten students perform their PTA program.
- Upcoming kindergarten students visit Lithia Springs Elementary School each spring to meet the kindergarten teachers and have a tour of the school.
- Each current kindergarten student writes and illustrates a letter about what they enjoy about their school to give to the visiting preschoolers.



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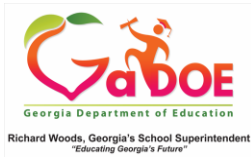
- A teacher from Lithia Springs Elementary School visits the local early childhood programs. The parents have an opportunity to hear the teacher explain what their students will need in the fall to attend school. This is then followed by a question and answer session for upcoming students and their parents.
- A kindergarten camp is held in the summer for upcoming kindergarten students. The camp lasts for four days and is a half-day program.
- In the spring of each year, the middle schools where our student transition are invited to visit the school along with sixth grade teachers and students, to talk to the fifth graders about the programs offered at the middle schools. The students are given a chance to ask questions of both the sixth grade teachers and students.

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: The ways that we include teachers in decisions regarding the use of academic assessments are:

- Teachers use a variety of assessment strategies such as diagnostic, formative, summative, performance tasks, and observations.
- School-wide assessments include the GKIDS, Georgia mandated assessments, AIMS web, District Common Assessments, Georgia Alternative Assessment (GAA), Writing diagnostics, and the Developmental Reading Assessments (DRA2).
- By Implementing the Georgia Standards of Excellence, teachers collaboratively plan activities to achieve student success during grade level meetings. Teachers meet with their grade level at a minimum of three times each week where student data is analyzed and classroom instruction is planned.
- Each grade level participates in collaborative full day planning meetings which allow teachers additional time to develop goals, plan for classroom instruction, analyze student data and engage in job embedded professional learning.

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.**



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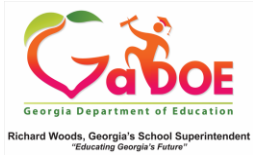
Response: Immediately following the return of the state testing each May, teachers and school administrators analyze the data to identify students having difficulty mastering the standards. In addition, we use ongoing formative assessments throughout the school year to monitor the progress of students.

- In the fall of each school year, diagnostic and formative assessments are administered to all students. Those students identified through the previous year's summative assessments and the current year's diagnostic assessments are placed in Tier 2 of the RTI process. These students have interventions tailored to help them increase their competence in the areas in which they have been identified as at risk. They are closely monitored through an intervention team.
- The lowest 25% of students in grades 3-5 have been identified in ELA and math. Data sheets have been developed for each of these students so that their progress can be monitored over the course of the school year. Assessments have been developed to monitor the students' progress. The grade level teacher will review the data from each assessment and plan the next steps for remediation or re-teaching to ensure that students are making progress.
- Targeted tutoring is being provided to specific students in reading and math. These interventions are being provided in both a pull-out model during the special's block for grades 3-5 or in a push-in model for Kindergarten through 2nd grade.
- ESOL, EIP, and special education services are provided for students who meet the criteria of 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 job training

Response: The school uses funding from Title I, II, and III, as well as the funding received for the Early Intervention Program, to support students. Local funds are also used to ensure that teachers have the necessary instructional materials to meet the needs of students.

- Special Education- Funding is provided to ensure that we meet the requirements of the Federal Guidelines for implementing special education services for students that have been identified as Students with Disabilities (SWD). Our school houses multiple programs to meet the needs of students. We have interrelated services for students that have been identified as Significantly Developmentally Delayed, Other Health Impaired, and Specific Learning Disabled. For the past two years, we have focused on including SWD in the regular classroom setting through the use of co-teaching classes. Students' individualized education plans (IEPs) are monitored closely by the school administrators, teachers, and educational evaluator to ensure that they are being followed and implemented as written. In addition, a full time Speech/Language Pathologist is employed at the school to meet the needs of students having speech or language disabilities.
- English for Speakers of Other Languages (ESOL)- At Lithia Springs Elementary School, we have three full time ESOL teachers. Students are identified as having a need for the services provided by the teachers through the ACCESS test. We serve students in kindergarten through fifth grade. This year, we have begun a push-in model in fifth grade. Through this model, the ESOL teacher goes into the regular classroom and co-teaches with



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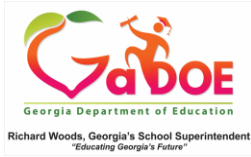
the regular education teacher. This ensures that the students are getting support while working on grade level standards. The other students identified as English Language Learners (ELLs) are served through a pull-out model. They are pulled from the regular classroom setting and provided with additional instruction in English vocabulary development and Language Arts.

- Response to Intervention/Student Support Team (RTI/SST)- Students are identified at the beginning of the school year as needing additional support in reading, language arts, or mathematics. The previous year's CRCT or GKIDS is used to identify students that need additional interventions. This information is then connected with the Diagnostic Coach Assessments that are administered in August. Students in the RTI process (Tier 2) are monitored closely. A RTI team determines focused interventions that will move the students forward and assessments are determined to measure progress. Students that respond to the interventions are then moved back into Tier 1. If students do not make the progress needed to achieve on grade level, the interventions are changed or modified. Students not showing progress after 12 weeks of intervention are then moved to SST (Tier 3).

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

Response: The following are ways that parents are informed of student assessment results:

- Parents are informed of their child's performance on the state testing (Georgia Milestones Assessment), GKIDS, and GAA when the reports become available. The reports are sent home with students and are also used in parent-teacher conferences.
- Every four and a half weeks, progress reports are sent home to parents concerning their student's current progress on meeting the requirements of the grading period.
- Each nine weeks, a report card is sent home with each student along with a rubric for parents. The rubric explains the way that students have been assessed on the report card.
- Each month, teachers are required to contact parents to discuss the progress of each child academically and socially. These calls are used to inform parents of the progress or lack of progress of their child.
- Each year, a parent conference day is held so that parents can meet with their child's teacher to discuss current academic performance. The minutes of the conference is given to the parent and to the principal.



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

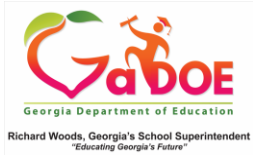
Response: The following are ways that we provide for the collection and disaggregation of data:

- Summative data is disaggregated each spring following the return of the state testing results. Teachers and administrators meet to analyze the data. This data is used to plan for instruction for the upcoming year. Students are placed in classrooms based on this data and identified as EIP if their performance is below grade level.
- DRA data is analyzed throughout the year to determine the best instruction for each student.
- Common formative and summative assessments are administered in mathematics periodically throughout the school year.
- Common district assessments are administered at regular intervals throughout the school year. These assessments were created by an assignment design team.
- AIMS-web is used as a universal screening tool for students at all grade levels. Students considered at-risk will be assessed three times each year. All other students will have the screening measures administered twice each school year. The results will be used to plan instruction, provide intensive interventions, and to assess progress throughout the school year.
- Grade level teams meet weekly to plan instruction based on the assessment results.
- Each grade level team participates in full day planning meetings, which allow teachers additional time for professional learning and to plan instruction. Student work is also analyzed during these meetings. During these meetings, special education and ESOL teachers participate to collaboratively plan instruction and assessments for at risk students.
- The reports from the state testing is analyzed using the interpretive guide provided by the GA department of education.

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

Response: The following are provisions to ensure that disaggregated assessment results for each category are valid and reliable:

- Lithia Springs Elementary School uses statistically sound assessments including GAA, state testing, GKIDS, and the DRA2. The DRA2 is used to create specific learning plans for reading instruction. The Georgia Milestones Assessment is a state prepared and statistically sound assessment. The state department provides the school with a report containing a spreadsheet of student scores to assist in the review of the data. Data is disaggregated into subject areas and provides sound information regarding students' grade level achievement on the Georgia Standards of Excellence.
- At the school level, a triangulation of data is compiled on each student. Triangulation includes running records, observations, conversations, unit pre and post assessments, and products produced by students. Evaluation of students is reliable and valid since a wide



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array of evidence is collected over time.

14. Provisions for public reporting of disaggregated data.

Response: The following provisions have been put into place for the public reporting of disaggregated data:

- Public reporting of disaggregated data is provided by the Georgia Department of Education. The College and Career Readiness Performance Index (CCRPI) report and the Annual Report Card for each county and individual school is located at www.gadoe.org. This report card contains test results as well as other information relevant to schools and their performance toward the goals of student achievement.
- The school's status and progress is discussed at the first School Council meeting each fall. The members of the School Council are briefed on the performance of the school in all academic areas and student subgroups.
- An annual state of the school is provided by the principal, during preplanning, to all staff members.
- Parents attending Title I Parent Involvement Meetings and PTA view the disaggregated data for the school. This meeting allows for parent understanding and an opportunity for input.
- The school's data is also available for review at the school and the Douglas County School System's central office.

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 school wide program

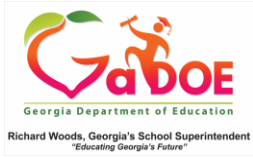
Response: The plan will be revised each year based on an analysis of the previous year's data.

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 plan was developed in a series of sessions; some were attended by the school's leadership team, some by the School-wide planning team, some by small focus group of teachers, and some by members of the School Council and PTA.

Each year, the school's leadership team, as well as a group of parents, meet to look at the previous year's data. The data is used to update the school-wide plan and to set goals for the upcoming year. The school leadership team meets at a minimum of once each month. The PTA council meets once each month. The School Council meets 4 times each school year.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

17. Plan available to the LEA, parents, and the public.

Response: The following are ways that we make our plan available to the LEA, parents, and the public:

- Copies are provided in the Parent Resource Center and the media center for parents.
- The plan is placed on the school's website.
- A copy of the plan is available at the Douglas County Board of Education.

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.

Response: The plan is 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.

19. Plan is subject to the school improvement provisions of Section 1116.

Response: Our plan is subject to the school improvement provisions of Section 1116.