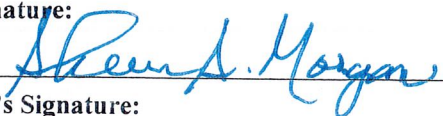


Georgia Department of Education Title I School-wide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Mundy's Mill Middle School		District Name: Clayton
Principal Name: Sharra Morgan		School Year: 2019-2020
School Mailing Address: 1251 Mundys Mill Road Jonesboro, GA 30238		
Telephone: (770) 473-2880		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue Jonesboro, Ga. 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 770-473-2700		
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>		Focus School <input type="checkbox"/>
Title I Alert School <input type="checkbox"/>		
Principal's Signature: 		Date: 8/26/19
Title I Director's Signature:		Date:
Superintendent's Signature:		Date: ~
Revision Date:	Revision Date:	Revision Date:



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Sharra Morgan	<i>Sharra Morgan</i>	Principal
Jakarra Young	<i>Jakarra Young</i>	Asst. Principal
Karie Speights	<i>Karie Speights</i>	Asst. Principal
Ramona Johnson	<i>Ramona Johnson</i>	Title I Academic Coach
Tanya Bradwell	<i>Tanya Bradwell</i>	Counselor
Melissa Jones	<i>Melissa Jones</i>	8 th Grade Chair
Tonya Clements	<i>Tonya Clements</i>	6 th Grade Chair
Cheryl Park	<i>Cheryl Park</i>	7 th Grade Chair
James George	<i>James George</i>	PBIS Chair
Courtney Benson	<i>Courtney Benson</i>	Gifted Chair
Jayrelle Israel	<i>Jayrelle Israel</i>	Social Studies Chair
Vernita Stevens	<i>Vernita Stevens</i>	DES Chair
Elonte' Chandler	<i>Elonte' Chandler</i>	Magnet/Connections Chair
James Crawford	<i>James Crawford</i>	Athletic Director
Donovan Williams	<i>Donovan Williams</i>	Math Chair
Kionca Binns	<i>Kionca Binns</i>	ELA Chair
Heather Peterson	<i>Heather Peterson</i>	Science Chair
Patricia Dickerson	<i>Patricia Dickerson</i>	Parent Liaison
Karen Artist	<i>Karen Artist</i>	STEM Chair

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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. Mundy's Mill Middle School school-wide Title I plan was developed by a division of individuals who will carry out the comprehensive school improvement program initiatives. Those persons involved are members of the Mundy's Mill Middle School Leadership Team, teachers, students, parents, and district leadership staff. The majority of the plan was written during the Leadership Symposium meeting held this summer by members of the school improvement team. These stakeholders assisted with reviewing assessment and survey data and writing the plan. The renewal of the Title I plan was reviewed during preplanning grade level meetings. The Department Chairs also reviewed the Title I budgets for the upcoming school year.
- B. Mundy's Mill Middle has reflected on various data instruments that will help the school understand the subjects and skills being taught as well as community/school relationships that need to be improved. We have our staff members complete the Teacher Quality Survey mid-year during each school year. The staff members who participate are teachers, guidance counselors and the media specialist. The acquisition of a parent liaison ensures a more effective communicative flow amongst parents and teachers. Additionally, the Title I Academic Coach provide instructional support to teachers of all content areas requiring instructional support to improve teacher efficacy and improvement of students' academia. Some of the areas of concern gathered from the survey are related to having enough supplies to support learning in the classroom and teachers highlight the need for more opportunities to learn from each other. Being recognized as a Title 1 school allows teachers access to free supplies through Kids in Need, a non-profit organization that addresses the needs of Title 1 schools.

The leadership team (School Improvement Team) also focuses on different types of student data in order to make decisions about the direction and focus of instruction at Mundy's Mill Middle. We utilized past and present data related to the state mandated assessment – Georgia Milestone Assessment System (GMAS). A priority and focus is always placed on our Students with Disabilities (SWD) subgroup due to their past performances on the GMAS. We also utilize the data from other formative assessments such as:

- **Student Attendance** – The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.



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succeed on the accompanying assessments. This assessment was serve several purposes:

- Accurately and efficiently assess student knowledge by adapting to each student's ability for the content strands within each subject. Offer an accurate assessment of student knowledge, which can be monitored over a period of time to measure student growth
 - Provide valid and reliable information on skills students are likely to have mastered and the recommended next steps for instruction
 - Link assessment results to instructional advice and student placement decisions
- **NWEA MAP Assessment** – NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths
- **Illuminate Education** – Illuminate Education provides integrated K-12 technology systems with the mission to increase student achievement and ensure kids are graduating college-and-career ready. Our innovative tools bridge the gap between assessment, content and data analytics to help capture the potential of instruction and learning. With all the data available within a single platform, teachers can assess learning and deliver personalized instruction while district leaders can gain a holistic view of the district. Illuminate Education supports over 12 million students and 2000 districts across all 50 states.
- **Collaborative Planning** – A research-based professional dialogue between two or more staff members working interdependently to develop and achieve common goals that are focused on the following: continuous improvement of student performance, professional practice, and/or the achievement of school improvement goals. Teachers have collaborative planning weekly on Wednesday and Thursday. Teachers meet in the “Hog Pen” by content area to discuss student’s progress.
- **Rigor, Relevance, and Learner Engagement (International Center for Leadership in Education)**
The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement. It can be used in the development of both instruction and assessment. In addition, teachers can use it to monitor their own progress in adding rigor and relevance to their instruction, and to select appropriate

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classroom.” (Knight, 2007) When developing effective classroom instruction and learning environments, a coach must combine adaptive response that differentiates their approaches. Coaches will need to differentiate these approaches based on the teacher’s desire to learn, their learning style, teaching experience, and personality.

- **Saturday School Remediation** – An instructional program designed for students in grades 6–8 who have identified deficiencies in ELA, Math, Science, and Social Studies. The students will meet for 10 Saturdays per month beginning in November and ends in April. Although, Extended Razor Replay remediation is available for all students, attendance is mandatory for any student who has a grade of “F” at midterm. Both parents and students will be notified by teacher(s) at each mid-term of student assignment date to Extended Razor Replay.

Academic data is tracked throughout the year by utilizing pre–and post–tests from Illuminate Education as well as informal assessments created by our departments. Additionally, during weekly collaborative planning, teachers review data and accommodations/modifications based on Individual Education Plan as well as 504 Plans to make informed decisions when planning lessons and activities.

With a heavy focus on Math, Reading, ELA, Science and Social Studies (our five academic indicators) and utilization of data, we provide several intervention strategies. Teachers offer weekly scheduled tutorial opportunities for all students who may have deficiencies in specific skill areas as well as weekly content remediation embedded in master schedule. Also, the addition of a vertical articulation day will allow teachers to learn and share best practices, share data, and create effective strategies to drive instruction. By utilizing the data, teachers group students in their weekly remediation classes according to similar challenges faced with the content. The teachers share academic data with students and parents during conferences to provide a better understanding of the areas of focus and improvement.

- C. Mundy’s Mill Middle School does not have a migrant population. However, in the event the school gains a migrant population, we will follow the district, state and federal guidelines to ensure that migrant students are afforded the same opportunities as all other students. In addition, upon enrollment all parents/guardians are required to complete a document that establishes migrant status. Once established, the district coordinates support for the migrant students. Although we do not have a migrant population, we have students that move before the end of the school year or enroll after the year begins. We make sure the students who enroll after the start of school are assessed and /or previous school records are reviewed to determine their level of performance so that they can be placed in the correct instructional program.



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Table 2: Language Arts Seventh Grade End of Grade Test (Georgia Milestones)

7th Grade ELA	Percent of Students Scoring in Each Achievement Level on the 2018 GMAS					Percent of Students Scoring in Each Achievement Level on the 2019 GMAS				
	BL	DL	PL	DSL	PL+DSL	BL	DL	PL	DSL	PL+DSL
All Students	45	38	17	0	17	35	34	21	1	22
All Regular Program Students	38	42	18	2	20					
English Learner	N/A	N/A	N/A	N/A	N/A	48	5	25	3	28
English Learner - Monitored	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Special Education Students	96	4	0	0	0	76	21	3	0	3
Female	33	43	20	0	20	20	46	33	1	34
Male	49	36	15	0	15	52	32	14	1	15
Asian/Pacific Islander	25	0	60	15	15	14	29	43	14	57
Black, Non-Hispanic	47	36	16	1	17	43	34	21	2	23
Hispanic	36	47	17	0	17	30	35	30	5	35
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	31	52	8	8	16	38	38	23	0	23
Multiracial	30	47	24	0	24	18	47	35	0	35

Data from 2018-2019 indicate that 22% of our 7th grade students performed at the proficient or distinguished levels on the ELA GMAS assessment. This resulted in a 5-percentage point increase from the prior year's performance. When subgroups are analyzed, we saw increases from 4 – 13-percentage points in all subgroups. We will continue to identify and implement best teaching and learning instructional practices to ensure that 100% of our test takers are either a Proficient or Distinguished Learner.



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Table 4: Sixth Grade Math End of Grade Test (Georgia Milestones)

6th Grade Math	Percent of Students Scoring in Each Achievement Level on the 2018 GMAS					Percent of Students Scoring in Each Achievement Level on the 2018 GMAS				
	BL	DL	PL	DSL	PL+DSL	BL	DL	PL	DSL	PL+DSL
All Students	40	42	14	4	18	47	34	14	5	19
All Regular Program Students	33	35	11	1	12	37	41	18	4	22
English Learner	N/A	N/A	N/A	N/A	N/A	4	39	15	6	21
English Learner - Monitored	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Special Education Students	75	25	0	0	0	77	21	2	0	2
Female	42	39	14	4	18	39	39	18	4	22
Male	38	45	13	4	17	45	37	14	4	18
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	17	25	25	33	58
Black, Non-Hispanic	44	42	9	4	13	45	38	14	3	17
Hispanic	33	37	29	0	29	32	38	26	4	30
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	42	33	17	8	25	31	55	8	8	16
Multiracial	30	47	24	0	24	29	47	24	0	24

Data from 2018-2019 indicate that 19% of our 6th grade students performed at the proficient or distinguished levels on the Math GMAS assessment. This resulted in only a 1-percentage point increase from the prior year's performance. When subgroups are analyzed, we saw increases from 1 – 4-percentage points in all subgroups except our Black/Non-Hispanic and White subgroups.

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Table 6: Eighth Grade Math End of Grade Test (Georgia Milestones)

8th Grade Math	Percent of Students Scoring in Each Achievement Level on the 2018 GMAS					Percent of Students Scoring in Each Achievement Level on the 2019 GMAS				
	BL	DL	PL	DSL	PL+DSL	BL	DL	PL	DSL	PL+DSL
All Students	44	45	13	1	14	42	38	19	2	21
All Regular Program Students	37	48	14	1	15	37	41	18	4	22
English Learner	N/A	N/A	N/A	N/A	N/A	35	45	15	5	20
English Learner - Monitored	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Special Education Students	71	25	4	0	4	77	21	2	0	N/A
Female	37	47	15	1	16	39	39	18	4	22
Male	43	46	9	2	11	45	37	14	4	18
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	17	25	25	33	58
Black, Non-Hispanic	41	45	13	1	14	45	38	14	3	17
Hispanic	31	50	19	0	19	32	38	26	4	30
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	31	54	8	8	16	31	55	8	8	16
Multiracial	30	47	24	0	24	29	47	24	0	24

Data from 2018-2019 indicate that 21% of our 8th grade students performed at the proficient or distinguished levels on the Math GMAS assessment which yield a 7-percentage point increase from 2017 - 2018. When subgroups are analyzed, we saw an increases of 3 to 11-percentage points in our SWD subgroup except White and Multiracial which remained the same.



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American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 9: Eighth Grade Science End of Grade Test (Georgia Milestones)

8th Grade Science	Percent of Students Scoring in Each Achievement Level on the 2018 GMAS					Percent of Students Scoring in Each Achievement Level on the 2019 GMAS				
	BL	DL	PL	DSL	PL+DSL	BL	DL	PL	DSL	PL+DSL
All Students	59	34	7	0	7	49	32	17	1	18
All Regular Program Students	54	40	6	0	6	45	34	20	2	22
English Learner	83	17	0	0	0	55	24	17	3	20
English Learner - Monitored	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Special Education Students	79	21	0	0	0	77	23	0	0	0
Female	57	34	9	0	9	49	33	17	1	18
Male	62	33	5	0	5	49	31	18	2	20
Asian/Pacific Islander	38	38	25	0	25	100	0	0	0	0
Black, Non-Hispanic	34	49	17	1	18	52	33	14	1	15
Hispanic	68	25	7	0	7	37	30	30	2	32
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	88	13	0	0	0	67	33	0	0	0
Multiracial	67	33	0	0	0	17	50	33	0	33

Data from 2018-2019 indicate that 18% of our 8th grade students performed at the proficient or distinguished levels on the Science GMAS assessment. This resulted in an 11-percentage point increase from the prior year's performance. We saw an increase in our Hispanic and Multiracial populations and a decrease of 3-percentage points with our Black/Non-Hispanic students and a 25-percentage point decrease in our Hispanic population. and as we review this data at all levels, we will continue to identify and implement best teaching and learning instructional practices to ensure that 100% of our test takers are either a Proficient or Distinguished Learner.



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American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 12: Eighth Grade Social Studies End of Grade Test (Georgia Milestones)

8th Grade Social Studies	Percent of Students Scoring in Each Achievement Level on the 2018 GMAS					Percent of Students Scoring in Each Achievement Level on the 2019 GMAS				
	BL	DL	PL	DSL	PL+DSL	BL	DL	PL	DSL	PL+DSL
All Students	32	47	19	1	20	39	43	15	4	19
All Regular Program Students						32	47	17	5	22
English Learner	N/A	N/A	N/A	N/A	N/A	42	44	10	3	13
English Learner - Monitored	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Special Education Students	54	46	0	0	0	87	13	0	0	0
Female	28	49	23	1	24	38	45	13	3	16
Male	36	46	16	1	17	39	42	15	5	20
Asian/Pacific Islander	18	55	27	0	27	0	33	67	0	67
Black, Non-Hispanic	34	49	17	1	18	43	41	13	3	16
Hispanic	32	41	27	0	27	26	39	28	4	32
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	10	70	10	10	20	0	100	0	0	0
Multiracial	N/A	N/A	N/A	N/A	N/A	17	83	0	0	0

Data from 2018-2019 indicate that 19% of our 8th grade students performed at the proficient or distinguished levels on the Science GMAS assessment. This resulted in a 1-percentage point decrease from the prior year's performance. When subgroups were analyzed, we saw an increase of 40-percentage points in our Asian/Pacific Islander and a 5-percentage point increase in our Hispanic population. We saw a 2-percentage point decrease in our Black/Non-Hispanic students and a 20-percentage point decrease in our White/Non-Hispanic populations. We will continue to identify and implement best teaching and learning instructional practices to ensure that 100% of our test takers are either a Proficient or Distinguished Learner.



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Data in Table 14 represent our students' growth percentile on the Georgia Milestones. Students in ELA achieved minimum growth, while students in math showed a small reduction in their SGP. We will continue to ascertain and implement best teaching strategies to increase the number of Proficient and Distinguished Learners.

Table 15: Language! Live

Language! Live Lexile Mean		
BOY 2018-2019 6 th Grade	MOY 2018-2019 6 th Grade	EOY 2018-2019 6 th Grade
606	603	599
BOY 2018-2019 7 th Grade	MOY 2018-2019 7 th Grade	EOY 2018-2019 7 th Grade
641	586	634
BOY 2018-2019 8 th Grade	MOY 2018-2019 8 th Grade	EOY 2018-2019 8 th Grade
732	712	689

Data from Language! Live represent the Beginning of the Year (BOY) Assessment. Monitoring will remain constant of the program to ensure that students have an opportunity to exit and are scoring Proficient and Distinguished on the Georgia Milestones.

Table 16: Math 180

Math 180 Inventory		
BOY 2018-2019 6 th Grade	MOY 2018-2019 6 th Grade	EOY 2018-2019 6 th Grade
402	525	580
BOY 2018-2019 7 th Grade	MOY 2018-2019 7 th Grade	EOY 2018-2019 7 th Grade
472	495	595
BOY 2018-2019 8 th Grade	MOY 2018-2019 8 th Grade	EOY 2018-2019 8 th Grade
480	610	665

Table 17 represent Math 180 Beginning of the Year assessment (BOY). Monitoring will remain constant of the program to ensure that students have an opportunity to exit and are scoring Proficient and Distinguished on the Georgia Milestones.

Retention Rate



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- **Sixth Grade** strengths, according to the SGP chart listed above and the state mandated assessment, in the content areas:
 - Research/Writing process; Reading Skills & Vocabulary; Info & Media Literacy
 - Number and Operations
 - Geology
 - Geography

- **Seventh Grade** strengths, according to the SGP chart listed above and the state mandated assessment, in the content areas:
 - Research /Writing Process; Reading Skills & Vocabulary; Information & Media Literacy
 - Algebra
 - Interdependence of Life
 - Geography

- **Eighth Grade** strengths, according to the SGP chart listed above and the state mandated assessment, in the content areas:
 - Research/Writing process; Reading Skills & Vocabulary; Literary Comprehension
 - Structure of Matter
 - Economics

The major area of concerns we discovered at the school are:

- **Sixth Grade** weaknesses according to the SGP chart listed above and the state mandated assessment in the content areas:
 - Geometry & Measurement; Data Analysis & Probability
 - Astronomy & Geology
 - History
 - Writing and Language
 - Reading and Vocabulary
- **Seventh Grade** weaknesses according to the SGP chart listed above and the state mandated assessment in the content areas:
 - Data Analysis & Probability
 - Cell & Genetics Evolution
 - Geography
 - Writing and Language
 - Reading and Vocabulary



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2. School-wide reform strategies that:

Response:

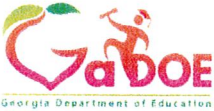
Mundy's Mill Middle School has considered three key questions when determining school-wide reform strategies that includes:

1. How will the strategy close the achievement gap?
2. How will we know the reform strategies are successful?
3. How will we make changes to the school's reform strategies if they are not effective?

We have chosen the work of Daniel R. Venables, *How Teachers Can Turn Data Into Action* as a framework for how we should use data and information to improve teaching for every teacher, and learning for every students. While searching for intervention and preventions that will help us meet our students' academic needs and staff's professional development needs, the following strategies will be proven effective in our school. These strategies are as follows:

1. Mandate that teachers implement the district's high impact strategies with fidelity.
2. Require that all teachers use a variety of student grouping methods that are based on balance assessments that meet the needs of all students.
3. Require that all teachers provide appropriate scaffolding and support for the students.
4. Mandate that all teachers integrate technology into their lesson to extend and/or enhance learning.
5. Require that all core content are teachers know how to use the scoring rubrics and exemplars as instructional tools.

Mundy's Mill Middle School uses many research based intervention strategies to impact students academically. The Mundy's Mill School Improvement Team (SIT), which consists of teachers, administration, and department chairs, regularly discusses academic achievement within the school. The utilization of data from all achievement testing is an ongoing topic of discussion. Our department chairs maintain data for school wide review. Each teacher maintains a data notebook in order to regularly review individual student data and to determine appropriate grouping. Conferences with students per the district plan will become routine. Students not passing GMAS will be offered enrollment in extended learning time for their specific deficiency. Incorporating reading and writing, and numeracy across the curriculum is endemic. All classrooms will be consistent with a standards based classroom. One of the leadership tasks is to plan and advise professional development for all teachers.



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- 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).

Response:

We will continue to engage in problem solving and conducting research to identify other school-wide reform strategies that will close achievement gaps. Some of these strategies may include: building students' readiness, building a culture that uses data to improve, and using extended time for learning to support the belief that some students need more to demonstrate mastery of standards.

The pyramid of interventions will be used to address the needs of students in all Tiers 1-4. Common lesson planning and assessment in all areas will be used to ensure flexible groupings. Differentiated instruction is used in implementing the Georgia Common Core State Standards (GCCSS) through research based practices. The teachers will use RTI- Georgia Student Achievement Pyramid of interventions to increase the intensity of interventions for Tier 2 & 3. The targeted (bubble) students will receive greater frequency of progress monitoring. Study skills pull-out programs for bubble, at-risk, and students with disabilities providing intensive instruction to small groups in Mathematics, Language Arts, Science, and Social Studies.

- Rigor, Relevance and Engagement (International Center for Leadership Education)
- Response to Intervention (RTI): the program was designed to assist teachers in providing strategies for at risk students.
- Vertical Learning Communities: teachers – Common Planning
- Razor Replay
- Saturday School (Extended Razor Replay)
- Curriculum Nights
- Thinking Maps
- Flexible Grouping
- Differentiated Instruction
- Scaffolding
- Direct Vocabulary Instruction

- 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.



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grouping arrangements are short term and changeable. Some benefits include increased student achievement and motivation, student ownership of learning, and growth in problem solving and communication skills.

Coil, C. (2007). *Flexible Grouping: It's More Than Just Moving Their Seats!*. E-Zine, Vol. 3, 1. www.carolyncoil.com.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA : Association for Supervision and Curriculum Development.

- **Argument-Driven Inquiry**

Argument-Driven Inquiry education programs focus on student-centered learning that is authentic to the discipline. Students must develop and use disciplinary core ideas and practices to answer a specific guiding question or to develop a solution to a problem. Each program helps students develop content literacy as well as English Language Arts skills.

- **Co-Teaching Model**

Co-teaching provides learning opportunities to reach all students. The model allows more time to focus on content and less on individual problems. With help of special educator, it allows general education teachers more opportunities meet the needs of individual student learning styles. Through collaboration, both general and special education teachers have more time to learn, share and use learning strategies. Student gain a strong emphasis on learning skills, organizational responsibility and preparedness. Also, students have increasingly more opportunities for leadership and growth within the least restrictive environment. In addition to less fear of failure due to successful experiences.

Adapted by Helen Barrier, T/TAX@VA Tech from: Dover, Wendy (1994) *The Inclusion Facilitator*. The Master Teacher, Inc.

- **GIZMOs**

Explore Learning Gizmos are the world's largest library of interactive online simulations for math and science education. The research-based, flexible tools are used by teachers across all 50 states in a wide variety of ways. Gizmos are ideal for small group work, individual exploration, and whole class instruction using an LCD projector or interactive whiteboard. Using a 'gold standard' (randomized, controlled trial) design, the MISTM study found strong scientific evidence that mathematics teachers and students benefited from a program centering on online virtual manipulatives, including Gizmos.

www.explorelearning.com

- **Language! Live**

DECADES OF RESEARCH, PROVEN STUDENT SUCCESS

- Meets the higher expectations and rigor of the Common Core State Standards (CCSS)



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students will be notified by teacher(s) at each mid-term of student assignment date to Extended Razor Replay.

➤ **Wordly Wise**

The program provides engaging, direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The robust activities, social sharing and interaction, and differentiated instruction allow the flexibility to meet the needs of today's varying student population—empowering students to have successful encounters with grade-level vocabulary instruction and practice

• **Title I Academic Coach**

Mundy's Mill Middle's school data sources indicate there is a need for an instructional coach to support all content area teachers. Prior assessment and observation data as well as root cause analysis revealed that some new and veteran teachers struggle with implementing evidence-based practices that meet the unique academic and behavioral needs of students. After researching the possible positive impact of instructional coaching on improving classroom instruction and increasing student achievement, the school wants to implement instructional coaching for content teachers who struggle with classroom instructional practices. Jim Knight defines a coach as "an on-site professional developer who partners with educators to identify and assist with implementation of proven teaching methods." Academic Coaches transform teachers by building a strong support system through professional development. "Traditional forms of professional development are not effective, usually getting no better than a 10% implementation rate...when teachers receive an appropriate amount of support for professional learning, more than 90% of them embrace and implement programs that improve students' experiences in the classroom." (Knight, 2007) When developing effective classroom instruction and learning environments, a coach must combine adaptive response that differentiates their approaches. Coaches will need to differentiate these approaches based on the teacher's desire to learn, their learning style, teaching experience, and personality.



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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 the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals.

The teachers at Mundy's Mill Middle School are the major factor in adjusting the instruction of their students based on data. We have monthly Data Notebook reviews in which the teachers meet with colleagues and an administrator to discuss their plan of action based on the data gathered from different areas. The teachers will utilize Illuminate Education, state mandated assessments, unit assessments, Math180, Language! Live, and others types of formal and informal district driven assessment data to make accommodations for individual student instruction. Content planning and grade level planning are valuable to teachers sharing of best practices to improve instruction in the classroom. Vertical teaming allows teachers to collaboratively plan and assist in instruction to address strengths and weaknesses of individual students and classes.

The Illuminate Education system is a county level requirement; the data is used to identify student's strengths and areas of need. Flexible groups are created to teach in the area of need and/or strength. This data and other data are all contained in the data notebook.

The teachers of SWD and ELL also meet to determine if students are progressing. After assessments are completed, teachers meet to plan; students benefit from co-teaching at all grade levels or small group. Students also participate in lab instruction periodically; however, the majority of their instruction is provided by the Push – In Model.

3. Instruction by highly qualified professional staff

Response:

Mundy's Mill Middle ensures that teachers are highly qualified by following district policies and procedures regarding the staff selection and hiring process. According to the Georgia Professional Standards Commissions, teachers serving in the Title I Districts are required to possess a valid teaching certificate with satisfactory educator assessment results. Certification status is updated and reviewed annually by Human Resources and building level administrators. Mundy's Mill Middle School currently has 49 out of 52 Highly Qualified teachers. We are actively recruiting HQ teachers for the current vacancies. All of our paraprofessionals have met the licensing requirements to work in a Title I school. We currently have 29% of our teaching staff have a Bachelor's Degree, 58% of our teaching staff has a Master's Degree and 13% of our staff has a Specialist Degree.

We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students

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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:

- A. Professional Development days are scheduled for every Monday. During this time teachers are to keep their schedules clear from conferences or any other activity that may interfere with PD. The PD could be related to Georgia Standards of Excellence (ELA, Math, Science and Social Studies), School-wide Standards Based Instruction or redelivery from a conference attended by our teachers, or it could be a PD from the county in a specified area of needed growth. Our content teachers participate in common planning on a weekly basis. Department chairpersons facilitate monthly content meetings. During pre-planning, we also re-deliver academic and operational expectations given from the county level and the county strategic plan. The teachers are required to sign in for all of the training throughout the course of the year. In addition, the district has scheduled staff development days to allow onsite professional development opportunities for staff.

Mundy's Mill Middle aligns professional development with Georgia's academic content and student academic achievement standards. We used the data listed above and curricular documents to identify content areas where our student did not perform well. We conduct a document analysis to identify learning gaps. Once the gaps and areas of need are identified, we provide professional development to our teachers, paraprofessionals, and administrators.

We also use feedback from classroom observations to determine needed professional development. Our faculty who are new to the district and the profession are in need of additional learning support to better implement the explicit instruction/gradual release of responsibility framework. In addition, this year we determined the staff would benefit from professional development in the areas of data analysis, collaborative planning protocols, unpacking the standards in all contents, and incorporating literacy and numeracy across the curriculum. In-house professional development occurs during grade level and/or faculty meetings.

Furthermore, we encourage all teachers to participate in the district offered professional development, content cadres and special education modules.

- B. It is the intent of Mundy's Mill Middle to align all professional learning activities to the Georgia Standards of Excellence (ELA, Math, Science and Social Studies) to ensure the greatest increase in student academic achievement. School-wide achievement data is used to guide specific professional development for staff such as the following:

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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.

- The road to understanding common core: How to support your child in High School Workshop
- Everyday Math, Math made Easy, and Supporting Literacy & Numeracy Workshops
- Mundy's Mill Cluster Parent Academy Workshops: Common Core 1 & 2
- Understanding Title I Workshop
- Mastering Reading and Writing Workshop
- Middle Grades Language Arts Workshop
- Getting Ready for the Georgia Milestones Assessment

Parent meetings including Curriculum Nights, Parent Nights, and Title I Parent Meetings will be held at least 4 times per year to discuss data, practices and research based strategies and opportunities for parents to engage in learning activities. The Parent Liaison schedules weekly workshops with parents.

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

Response:

We will continue to participate in all district staff recruitment and retentions efforts. Today, most of the public school districts are struggling with attracting high-quality qualified teachers to high-needs schools. The school leaders will still be responsible for ensuring that all students are being taught by highly qualified teachers.

Mundy's Mill Middle School analyzes the staffing data to determine the educators' credentials. The school looks at the following data: type and level of certification, educational degree, number of teaching years, teaching experience, and area of certification. The data is used to match the teachers with the school's vacancies.

The school employs several strategies to attract teachers to the wonderful things happening at "The Mill." The school uses social media and other forms of communications to appeal to potential candidates. Mundy's Mill implements various recognition and support activities to promote staff retention which includes:

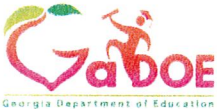
- Teacher and Staff Member of the Month
- First Look Mentoring Program
- Bi-Monthly Professional Development
- Razor Bucks
- Supporting and Nurturing Culture (Sunshine Committee)
- Open-Door Policy



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- E. The Comprehensive school wide program plan is available for all stakeholders. A copy has been placed in a binder in the front office, the plan is on the school's website. The plan will be reviewed and discussed with the parents at the Annual Title I meeting. Parents are invited to participate in completing the Title I Plan to formulate suggestions and to participate in decisions relating to the education of their child, and respond to any such suggestions, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on various topics (see attached calendar). Mundy's Mill Middle School's focus is to build positive relationships, assist with developing instructional strategies to assist their child, and provide resources through the Parent Resource Center. In an effort to strengthen the relationship between school, parents and community, Mundy's Mill Middle encourages volunteerism. All volunteers complete an application and background checks that are conducted by the Clayton County Board of Education. Volunteers assist with duties such as PIE, PTSA, book fair assistance, front office assistance, media center assistance, field trip chaperones, athletic events, honors programs, assemblies, curriculum nights, Fine Arts performances and lunch duty.
- F. We have developed with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Mundy's mill Middle School has developed a School-parent compact along with parents, members of the community, school administration and faculty. The compact sets the expectations of all stakeholders regarding the responsibility for the education of students. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards and content level descriptors, the state and local academic assessments including alternate assessments, the requirements of Title I. Part A, how to monitor their child's progress, and how to work with educators. The key method Mundy's Mill Middle School will use to provide assistance to parents in understanding the State's academic content standards and assessments is through information meetings and workshops throughout the school year including Response to Urgency meetings, content specific curriculum focused nights, and parent conference night. Parents also have access to Infinite Campus which can be found on the district's website www.clayton.k12.ga.us. Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By



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request, and to the extent practicable in a language the parents can understand. Mundy's Mill Middle school will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers and other means of communication.

- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, and parents of children with disabilities, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable in a language parents understand. When appropriate Title I funds will be used for interpreters, transportation, and technological services at parent involvement activities. Mundy's Mill Middle School will also attempt to accommodate the needs of parents with disabilities and those of homeless, neglected and delinquent students as well as parents with limited English proficiency.

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 or to assist students with the transition to middle school, high school or college.

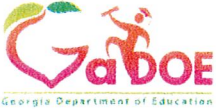
Response:

Transition for Fifth Grade to Middle School

To assist students and parents with transition from fifth grade to middle school, Mundy's Mill Middle participates in the "uprising sixth grade" meetings hosted by the elementary feeder schools. Parents and students are given information about middle school culture, curriculum, and expectations to assist in transitions. This is an opportunity for parents and students to meet the principal and ask questions.

Also, every year in May, fifth grade orientation is provided at the Mundy's Mill Middle to assist student transition. Students visit the school during the day with their fifth grade teachers to tour, learn about extra-curricular activities, curriculum and middle school culture.

In addition, the school counselor organizes in May the "Uprising Sixth Grade Night" for administrators and teachers to meet with parents to provide them with information that will prepare them for their child's public school education. Information about the curriculum and pacing are provided. Procedures, grading system, assessments, etc. are discussed during these conferences and parent nights.



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allowing teachers to create flexible groups catering to the needs of the low and high performing students. Teachers at Mundy's Mill Middle School will receive training on Illuminate Education in creating assessments in all core academic areas. Teachers will administer these assessments and use the data to set goals with their students. Teachers and students will be trained on how to conduct goal setting activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments.

School-wide: At the beginning of the school year, teachers will analyze the school's performance on the Georgia Milestones End of Grade/Course. After analyzing the data, teachers will prescribe a plan to incorporate the use of daily instruction, and on-going classroom/content area assessments. Teachers will also, meet with the department chairs and Title I Academic Coach to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies.

Individual Classrooms: Each teacher will have a data notebook that will consist of the following items: CCRPI indicators, GMAS, District Unit Assessments, Teacher Made Assessments, Middle School Benchmark Calendar, and Student Tracking Sheet. The data notebook will assist teachers in planning effective and differentiated instruction. These assessments tools help teachers address growth and weaknesses in order to monitor the achievement of each student on a regular basis.

To ensure that Mundy's Mill is achieving the school-wide goals, grade level and content area teachers are provided with common planning time to discuss historical and current data. In their weekly meetings, teachers will discuss how to differentiate the student's activities based on bi-weekly probes. Teachers will also make changes to the instructional calendar for pacing purposes based on results of assessments to ensure success for all students.

Title I funds will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, After School Remediation, technology (laptop cart and desktops), instructional technology programs i.e., i-Ready, and content specific professional development for teachers. Title I funds will also be used to purchase resources (books, brochures, newsletters, instructional materials).

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

Response:

We are providing additional supports to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Several of these supports are listed above and

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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:

Title I, II and IV funds along with local school funds and professional development department funds are used to provide staff development and much needed materials to promote student achievement. Teachers have participated in the following professional development:

- Model Schools Framework
- Goggle Docs for Classroom
- Classroom Management
- Content Cadres
- Deconstructing Standards for Content
- Writing Across the Curriculum
- National Science Teacher Association (NSTA) Area Conference
- STEM Conference

After teachers participated in the trainings and conferences, they shared strategies with their content areas and appropriate grade levels. Monthly focus walks along with reviewing lesson plans were conducted to ensure strategies were being utilized. Title I funds were also used to purpose instructional resources for classrooms to enhance student achievement which includes:

- Math Manipulatives
- i-Ready Mathematics and Reading
- Wordly Wise
- Differentiated Instruction
- Academic Vocabulary
- Core of Writing

Funds also are being used to communicate with our stakeholders. During the first PTSA meeting, we provide information about available funding for our school through Title I, II IV, professional development and school funds. School council and PTSA information is housed in the school's parent resource room.

Title I funds will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, After School Remediation, technology (laptop cart and desktops), instructional technology programs i.e., i-Ready and content specific professional development for teachers. Title I funds will also be used to purchase resources (books, brochures, newsletters, instructional materials) and computer for parents to be housed in the parent resource center.



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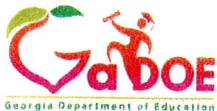
main office for parents new to the school or visiting community members. In addition, data is also be presented at PTSA meetings during the year. The lunch and learn programs for all stakeholders to attend will continue for the 2018-2019 school year. These Lunch and Learn Programs highlight different topics with some of those topics related to school achievement data.

In addition, Clayton County Public School System reports data to the public and local news media. Each student's parent(s) receive a Parent Report of GMAS results and Georgia Student Growth Model (GSGM) report. An achievement data report is posted in the front lobby for the viewing of all stakeholders.

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 School Improvement Team developed S.M.A.R.T goals and they are reviewed by the entire faculty for updates and additional ideas. The plan was written based on suggestions provided by staff, parents, community members and the need of the school using Parent Climate Surveys, Title I Surveys, and Teacher Quality Surveys. The majority of the plan is written during Strategic Planning held in early summer by members of the school improvement team. The plan is updated as needed by school representatives, parents and community members throughout the school year and is reviewed by representatives from the Title I department to ensure compliance. The review process is conducted annually.



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

Response:

A copy of Mundy's Mill Middle School's Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.

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:

Mundy's Mill Middle School has a significant Hispanic population and a high percent of families where English is not the primary language at home. Many of our documents (Teacher/School compact, Take Child to work information, Remediation forms and information packets, Spring Intervention information packets, School Mission and Vision statements) are sent to the ELL Department for translation prior to sending documents out.

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

Response:

The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year.