

# Title I Schoolwide/School Improvement Plan

## Talbot County School System

Talbotton, Georgia

Revised December 8, 2024

## Title I Schoolwide Plan

School Year 2024-2028

Superintendent

Dr. James Catrett

## 1. Comprehensive Needs Assessment

Talbot County operates one public school for Pre-K, K-12 grades with an enrollment 2024 of 389 students minus Pre-K. With per capita income of \$18,475, Talbot County is one of the poorest counties in Georgia. This per capita income places Talbot 140<sup>th</sup> of the 159 counties in Georgia in terms of per capita income. Many of its households receive AFDC payments, Medicaid and/or food stamps. The poverty level of the community is reflected in the fact that 90% of its school enrollment qualifies for free or reduced priced meals. This very high level of free/reduced meal eligibility allows the entire school to receive free breakfasts and lunches. Sixty-four percent of the county's population is black, the third highest percentage in Georgia. However, ninety-five percent of the school's student body is black. The reason for this disparity in racial percentage is that

many parents send their children to private schools or to neighboring counties with schools having predominantly white enrollments or home school. Our special needs and other ethnicity population is too few to report on testing results.

For the 2015-2016 school years, 12 of the 537 students were retained in the current grade. The reported dropout rates were 6.3% of the Central Elementary/High School enrollment in grades 7-12 (2022-2023 6% 2023-2024 9%). Based on conclusions drawn during a series of parent/teacher meetings, apathy and low self-esteem on the part of students do not appear to affect the dropout rates. However, questionnaires completed by the teachers who filed discipline referral forms suggest that apathy and low self-esteem do appear to affect student discipline and student achievement. According to these teachers many of the students who were apathetic or neared caused classroom disruptions that hindered the teachers' covering the instructional objectives and significantly reduced time on instructional tasks for both teachers and students. School leaders and community stakeholders feel that post-covid reasons has affected our increased drop-out rate.

Based on data from group meetings and survey forms, student discipline was reported to be a major problem by most of the students, parents and teachers. The seriousness of the discipline problem was also suggested by the increasing number of discipline referrals processed by the district's social services department over the past four years especially in grades K-12. However, the discipline referrals are greatest in grades K-5. This is especially true for female students in these grades. For the past 3 years of the discipline referrals processed, 545 were for students in grades K-4, 5782 for students in grades 5-12 with the majority reported being female. The most often reported discipline infractions are disrespectfulness, cutting class, fighting and lack of cooperation. Of the disciplinary referrals for the 2018 school year, the majority was for females grades K-12. Students discipline is therefore reported to be a major hindrance to student academic achievement. (\*\*\*\*\*) 2023-2024 revealed a shift in major discipline problems from girls to boys leading the majority. Fighting and cutting class were the two major infractions. Local Powerschool data also revealed for 2023-2024 a concerning number of student absenteeism in middle school (20 out of 6123 students absent from 5-9 days) and high school (28 out of 114 students absent from 5-9 days).

**According to the Council for School Performance Report of 2018-2019, 3% of our elementary students were absent 10 or more days as compared to the state average of 25.3%, 8%, of our middle school students were absent 10 or more days as**

compared to the state average of 32.8% and 4% of our high school students were absent 10 or more days as compared to the state average of 35.7%. Data indicate that attendance is not a major problem in the Talbot County School System.

In terms of student achievement, Talbot County Schools rank among the lowest in Georgia and score considerably lower in some areas (**elementary**) than its counterparts in other Georgia school districts on the Georgia Milestones. Achievement of a Talbot County student and the statewide average shortens.

The following test data supports this analysis.

When the percentage of Talbot County students not meeting the State standard are compared to its comparison group (small systems with greater than 80% eligible for free and reduced price lunch), one can see that Talbot County's percentages at the seventh and eighth in high school levels are significantly higher in Reading and Mathematics. The High school levels differences are even more significant when Talbot County's percentages are compared to the state rates.

All sources of data suggest the greatest needs are for additional reading instruction in comprehension skills (1) recognizing implicitly stated main ideas, details, sequence of events and cause and effect relationships: (2) using reference skills: and (3) interpreting semantic relationships.

The greatest needs for additional mathematics instruction are (1) number sense and numeration (2) geometry and measurement, (3) patterns and relationships/algebra, (4) statistics and probability (5) computation and estimation and (6) problem solving.



The students' lack of skill development in the lower grades affects the students' performance in the high school grades. However, the gaps are addressed and substantial gains have been made in ELA and Math. Social Studies and 22% in Science. The failure rates for the comparison group were only 3% for Reading and 7% for Math. Recent data (CCRPT) indicated shifts in content mastery in the following areas from 2023-2024 (Elem- Increase) Middle – Decrease) (High- Slight Decrease).

Ninety-nine % of the Talbot County School System's special needs students take all of Georgia's required tests; therefore, the academic needs are indicated in the above data and narration. One percent of our special needs students take the Georgia Alternative Assessment (GAA) because they are not taught by the Georgia GAA standards. Based on the results of this test data, these students are in progress of mastery of their Individual Education Plan (IEP). Our special needs students and other ethnicity populations are too few to report.

One student of the Talbot County students taking the SAT for college during 2016-2019 scored high enough to be eligible for STAR student designation. The SAT composite of the students from Talbot County Schools enrolled at USG institutions was 712, with an average Math Score of 348, and an average SAT verbal score of 363. For all 2017-2018 Georgia freshmen, the average SAT composite score was 989; SAT Math, 495; and average SAT Verbal, 494.

The recent Georgia Milestones results 2017-2018 revealed the following summary results:

## GRADE 3

ENGLISH LANGUAGE ARTS		2016-2017		2017-2018		2018-2019	
Number Students Tested	38		42		29		
Mean Scale Score	448		451		473		
Beginning Learners	68.4		71.4		51.7		
Developing Learners	21.1		21.4		31.0		
Proficient Learners	10.5		7.1		17.2		
Distinguished Learners	0.0		0.0		0.0		
MATHEMATICS		2016-2017		2017-2018		2018-2019	
Number Students Tested	38		42		29		
Mean Scale Score	470		485		488		
Beginning Learners	60.5		47.6		37.9		
Developing Learners	36.8		33.3		41.4		
Proficient Learners	2.6		19.0		20.7		
Distinguished Learners	0.0		0.0		0.0		

## GRADE 4

ENGLISH LANGUAGE ARTS		2016-2017		2017-2018		2018-2019	
Number Students Tested	36		39		38		
Mean Scale Score	467		448		453		
Beginning Learners	61.1		64.1		71.1		
Developing Learners	22.2		28.2		26.3		
Proficient Learners	16.7		7.7		2.6		
Distinguished Learners	0.0		0.0		0.0		
MATHEMATICS		2016-2017		2017-2018		2018-2019	
Number Students Tested	36		39		38		
Mean Scale Score	487		471		468		
Beginning Learners	36.1		59.0		68.4		
Developing Learners	47.2		38.5		28.9		
Proficient Learners	16.7		2.6		2.6		
Distinguished Learners	0.0		0.0		0.0		

## GRADE 5

ENGLISH LANGUAGE ARTS		2016-2017	2017-2018	2018-2019
Number Students Tested		27	38	38
Mean Scale Score		478	468	458
Beginning Learners		44,4	50.0	65.8
Developing Learners		55.6	39.5	26.3
Proficient Learners		0	10.5	7.9
Distinguished Learners		0	0.0	0.0
MATHEMATICS		2016-2017	2017-2018	2018-2019
Number Students Tested		27	38	38
Mean Scale Score		491	473	458
Beginning Learners		25.9	55.3	78.9
Developing Learners		70.4	42.1	18.4
Proficient Learners		3.7	2.6	2.6
Distinguished Learners		0.0	0.0	0.0

## GRADE 6

ENGLISH LANGUAGE ARTS		2016-2017	2017-2018	2018-2019
Number Students Tested		35	25	33
Mean Scale Score		497	471	463
Beginning Learners		28.6	36.0	54.5
Developing Learners		40.0	56.0	36.4



Proficient Learners	31.4	8.0	9.1
Distinguished Learners	0.0	0.0	0.0
<b>MATHEMATICS</b>			
Number Students Tested	35	25	33
Mean Scale Score	488	487	479
Beginning Learners	40.0	36.0	57.6
Developing Learners	42.9	56.0	30.3
Proficient Learners	17.1	8.0	12.1
Distinguished Learners	0.0	0.0	0.0

## GRADE 7

<b>ENGLISH LANGUAGE ARTS</b>			
Number Students Tested	32	38	25
Mean Scale Score	466	485	486
Beginning Learners	50.0	39.5	36.0
Developing Learners	40.6	39.5	48.0
Proficient Learners	9.4	21.1	16.0
Distinguished Learners	0.0	0.0	0.0
<b>MATHEMATICS</b>			
Number Students Tested	32	38	25
Mean Scale Score	487	484	495
Beginning Learners	25.0	39.5	16.0
Developing Learners	62.5	52.6	72.0
Proficient Learners	12.5	7.9	12.0
Distinguished Learners	0.0	0.0	0.0

## GRADE 8

ENGLISH LANGUAGE ARTS		2016-2017		2017-2018		2018-2019	
Number Students Tested	32		33		34		
Mean Scale Score	480		485		495		
Beginning Learners	40.6		45.5		29.5		
Developing Learners	50.0		33.3		35.3		
Proficient Learners	9.4		21.2		35.3		
Distinguished Learners	0.0		0.0		0.0		
MATHEMATICS		2016-2017		2017-2018		2018-2019	
Number Students Tested	32		34		35		
Mean Scale Score	478		498		492		
Beginning Learners	46.9		20.6		31.4		
Developing Learners	43.8		52.9		51.4		
Proficient Learners	9.4		26.5		17.1		
Distinguished Learners	0.0		0.0		0.0		

## END OF COURSE

NINTH GRADE LITERATURE AND COMPOSITION		2016-2017	2017-2018	2018-2019
Number Students Tested	42	43	33	
Mean Scale Score	500	500	506	
Beginning Learners	23.8	23.3	18.2	
Developing Learners	47.6	39.5	42.4	
Proficient Learners	28.6	34.9	39.4	

Distinguished Learners	0.0	2.3	0.0
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## END OF COURSE

AMERICAN LITERATURE AND COMPOSITION		2016-2017	2017-2018	2018-2019
Number Students Tested		33	28	27
Mean Scale Score		485	488	507
Beginning Learners		36.4	21.4	18.5
Developing Learners		36.4	67.9	44.4
Proficient Learners		24.2	10.7	37.0
Distinguished Learners		3.0	0.0	0.0

## END OF COURSE

ALGEBRA I		2016-2017	2017-2018	2018-2019
Number Students Tested		32	36	31
Mean Scale Score		480	471	499
Beginning Learners		34.4	52.8	35.5
Developing Learners		56.3	41.7	35.5
Proficient Learners		9.4	5.6	29.0



Distinguished Learners	0.0	0.0	0.0
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## END OF COURSE

GEOMETRY		2016-2017	2017-2018	2018-2019
Number Students Tested		32	29	37
Mean Scale Score		477	484	474
Beginning Learners		50.0	37.9	54.1
Developing Learners		43.8	37.9	35.1
Proficient Learners		6.3	24.1	10.8
Distinguished Learners		0.0	0.0	0.0

## END OF COURSE

BIOLOGY		2016-2017	2017-2018	2018-2019
Number Students Tested		31	32	38
Mean Scale Score		477	486	497
Beginning Learners		54.8	31.3	34.2
Developing Learners		29.0	50.0	34.2
Proficient Learners		16.1	18.8	28.9
Distinguished Learners		0.0	0.0	2.6



## END OF COURSE

PHYSICAL SCIENCE		2016-2017	2017-2018	2018-2019
Number Students Tested	35	39	32	
Mean Scale Score	469	461	488	
Beginning Learners	60.0	66.7	40.6	
Developing Learners	22.9	28.2	34.4	
Proficient Learners	17.1	5.1	21.9	
Distinguished Learners	0.0	0.0	3.1	

## END OF COURSE

US HISTORY		2016-2017	2017-2018	2018-2019
Number Students Tested	34	27	37	
Mean Scale Score	479	491	500	
Beginning Learners	55.9	25.9	27.0	
Developing Learners	2.4	55.6	43.2	
Proficient Learners	14.7	18.5	29.7	
Distinguished Learners	0.0	0.0	0.0	

## END OF COURSE

ECONOMICS, BUSINESS, FREE ENTERPRISE				2016-2017	2017-2018	2018-2019
Number Students Tested				30	40	28
Mean Scale Score				460	472	473
Beginning Learners				76.7	52.5	46.4
Developing Learners				23.3	40.0	50.0
Proficient Learners				0.0	7.5	3.6
Distinguished Learners				0.0	0.0	0.0

## 2. Scientifically Based Research and Reform Strategies

Recently the state department of education evaluated the educational programs and decided that changes in the curriculum are needed via Title I School Improvement 1003. The local Board of Education, Superintendent, and Principal indicated their agreement and commitment to cooperate with the Georgia Department of Education team leader and team members to provide them full support in their efforts to improve student achievement in the school. By being proactive, this resulted in the implementation of the CST (Comprehensive support improvement and). The CS provides guidance to districts and schools that are improving their schools through the use of educational tools, resources, and professional learning. The goals and objectives of the program focus on developing students into fluent readers and problem solvers.

The heart of the program provides focus for common curriculum programs. The instructional program identifies and uses world class standards in the teaching of all subjects. Students are taught to identify and utilize elements of these standards with every piece of work that is produced. The process of utilizing standards based learning assures that students are prepared to perform on state common standards based assessments.

Through constant monitoring of individual progress, students who fall behind are immediately given extra instruction, which enables them to catch up quickly. The literacy component of the design includes a process for providing additional tutorials for students who are not performing at recommended levels. The daily academic schedule lends itself to extended periods of reading and language development.

The design includes personnel who work to assure that design components are implemented and monitored in a way that maximizes the success of the program.



Common frameworks are the basis for student improvement. They are (1) Standards and assessments; (2) Aligned instructional system; (3) Instructional leadership; (4) Professional learning community; and (5) Parent/guardian and community involvement.

Funds are dedicated to help states and local school districts eliminate the reading deficit by establishing high-quality, comprehensive reading instruction in kindergarten through grade 3. Building on a solid foundation of research, the program is designed to select, implement, and provide professional development for teachers using scientifically based reading programs, and to ensure accountability through ongoing, valid and reliable screening, diagnostic, and classroom-based assessment.

### 3. Instruction by Highly Qualified Staff and Strategies Used to Attract Highly Qualified Teachers.

It is the goal of Central Elementary/ High School to assure that all teachers employed in the school meet the federal definition of Highly Qualified Teachers. The Personnel Director and Professional learning Coordinator work with the school Principal to assure that existing teachers and all new hire meet this qualification. At this time, 84% of the teachers are Highly Qualified and 16% are not. One hundred percent of the paraprofessionals are Highly Qualified. The Personnel Director is responsible for informing the Principals of those not meeting Highly Qualified criteria, working with teachers to get them Highly Qualified through professional learning units, and tracking their progress toward Highly Qualified/Certified status. As of 2022-2023 data revealed 5% of teachers have provisional certificates, 27% inexperienced teachers and 6% retention rate. Each year Central Elementary/ High School tries to recruit Highly Qualified teachers through job fairs and university visits, posting vacancies on the internet, our system website, and through RESA are additional avenues used to recruit Highly Qualified teachers.

### 4. Highly Qualified and On-going Professional Development



A. The instructional staff is involved in the identification of competencies necessary to carry out the improvement program. (Carnegie Task force on Teaching, 1986).

1. All teachers will be assessed using the TKES. Principals will ensure that all teachers are familiar with the skills to be assessed.
2. Teachers will have resources available to assess themselves.
3. The above improvement activities will occur under the coordination of the school leadership principal.
4. Evaluation and supervision of the teaching staff by the principals and leadership team will be a continuous process and follow these steps:
  - The Principal will have pre-evaluation conferences with teachers to explain the TKES and what the principal will be looking for during the evaluation. The teacher may at this time indicate areas in which help is needed. Staff development will be provided before the identified deficient areas are assessed.
    1. Each teacher will be evaluated using the TKES.
    2. Principals and leadership team will hold a post evaluation conference to discuss the findings and to plan along with the teacher procedures and/ or activities to correct any identified problems.
    3. Instructional coaches support teachers in implementing instruction strategies'.

B. Staff development training activities will be based upon the comprehensive needs assessment.

- Student academic performance will be assessed to determine weaknesses in the instructional program.
- A compilation of TKES deficiencies will indicate the need for staff development.
- Principal, leadership team, RESA consultants, are trained instructional coaches and therefore can address the identified deficiencies in individual teachers.

C. Computer/technology staff development plan

1. Determination of needs is based on assessed needs using the following techniques:
  - Surveys

- Administrative observation
  - Teacher requests
2. Based on the assessed needs as shown in state- mandated tests, teachers will use technology to remediate deficiencies.
  3. The instructional leader/technology specialist will model and mentor technology strategies.
  4. Observations by administrators and technology specialists and lesson plan checks by the principal are strategies for assessing the extent to which teachers are using what they learned through professional development.
  5. The targeted teacher population will have adequate access to technology to meet goals and objectives, through the following:
    - Equitable placement of equipment based on annual inventories
    - Teacher requests as based on assessed instructional needs.
  6. The technology specialist will train or schedule training for selected teachers to be trainers for the integration of technology into the content areas.
- D. Staff development activities will be planned to take into account different skills, interest, and learning styles. Therefore, individuals may be involved in very different activities to address the same skill or weakness. Based upon an identified need, an activity may take any of the following forms:
- Self designed module
  - Planned or “contracted” one-on-one helping projects
  - Classroom demonstration and assistance from RESA or other consultants, Workshops locally or away
  - Chattahoochee-Flint GA Youth Sciences and Technology Center
  - Educational Technology Training Centers
  - Reading Comprehension
  - Middle School Reading Course

- Resource's and models provided by instructional coaches. (Title I, Title II (Parts A), Title VI (Part B), Title V-A, Title School Improvement, Local and Professional Learning funds will be used as funding sources. Many of the funds have restrictions and flexibility as to use; however careful planning will be done to allow extensive use of all funds to fully implement the System/School wide instructional plan).

It appears clear from the needs assessment that in all areas of learning, a great majority of the students are learning at the lowest levels of Bloom's Taxonomy. High Order Thinking Skills (HOTS) are almost nonexistent. On needs assessment questionnaires for Talbot County's Comprehensive Professional Learning Plan, teachers report that they do not have the training to teach higher thinking skills. Only 10 of the 30 teachers in grades k-8 have had any additional training in reading comprehension, hands-on activities currently teachers are engaged in high impact professional learning that will lead to greater academic impact in the classroom for students.



2024-2025 CLIP(Comprehensive LEA Improvement Plan)  
REVIEW/Schoolwide Improvement Plan Review

**June 17, 2024 (12:00noon)(Monday)**

**June 18, 2024 (9:00 am)(Tuesday)**

Location: Central Office (945 North Washington Avenue, Talbotton, GA

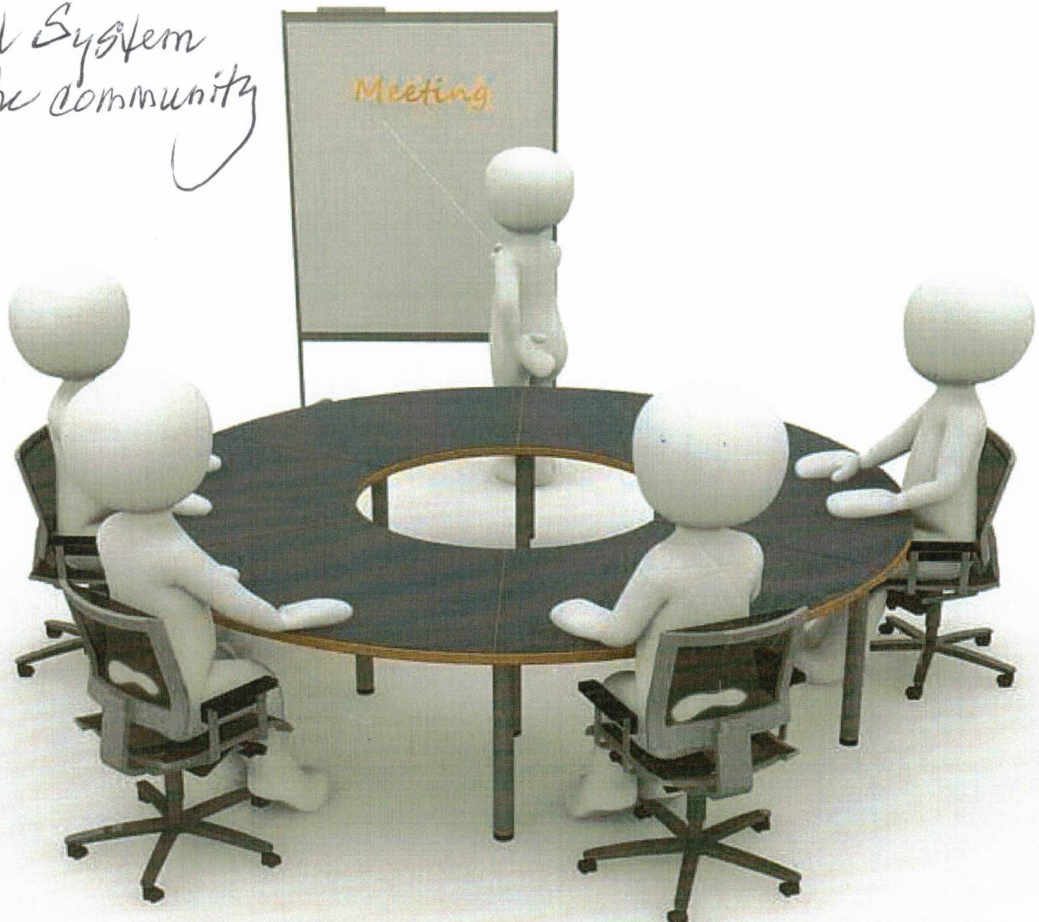
Questions? Contact Cynthia Epps or Dr. James Catrett 706-665-8528

All parents and stakeholders are welcome!

If you choose to do so you can contact Mrs.Cynthia Epps @ 706-665-8528 or Dr.James@Catrett@706-665-8528 and we will discuss the plans over the phone.

\*Note: If you cannot attend the meeting, you can pick up copies at the plans from the board office Monday-Friday from 8:00 am -3:00 pm.

*\*Parent Call System*  
*\*Flyers in the community*





**School-Wide System Improvement Plans /CLIP Revision**  
***Talbot County School System***

AGENDA

(June 17, 2024, 12:00noon and 18, 9:00 a.m., 2024)

- Introductions and Welcome
- Review, edit, and revise CLIP
- Review parent involvement plan and compacts
  - Principal and Supt. Updates
- Federal Programs Updates/Schoolwide-Plan/FY25

Budget Planning

- Questions and Answers/General Comments
  - Closing

+

-Reviewed data

-Reviewed needs

-Revisions/recommendations

- CLIP- updates were accepted as recommended by the federal programs director
- Schoolwide Improvement Plan was accepted as written with recommended updates from the principal and two other stakeholders

-Budget input based on needs and plans (parental involvement, instruction, professional learning, after-school program)

Talbot County School District

Date 6/17/24

Time: 12:00 noon

Location: 1260 + BOE

Purpose of Meeting: Schoolwide Improvement Plans / CLIP Revision

## Sign-In Sheet

Signature	Email Address
Vivian Walker	Housing Authority
Cynthia Epps	Supt. Fed. Programs Support
B. B. B. B.	Talbot Rural Studies
B. Walker	CTAB, Asst. Principal
Y. K. K.	Principal / Asst. Supt.
C. E. E.	Talbot GED
K. H. H.	Fed. Program Director
G. E. E.	Talent
S. E. E.	Talent



# Talbot County School District

Date: June 18, 2024

Time: 9:00 a.m.

Location: 1 albatross

**Purpose of Meeting:**

CLIP / Schoolwide Improve. Plan Review

## Sign- In Sheet

Signature	Email Address
<del>Imelda Hatcher</del>	Fed. Programs Director
<del>Cynthia Appa</del>	Fed. Programs Support
<del>B. Walter</del>	CIAE
<del>ah</del>	Supt.
<del>James</del>	Principal/Asst. Supt.
<del>Percey Benson</del>	Parent
<del>Andrew Mahone</del>	Parent
<del>John Plutius</del>	Parent
<del>Walt Bagg</del>	Totipot Rural Studios / Parent
<del>Atoxy Radwicz</del>	Paraprofessional
<del>Beyra Jones</del>	Homeless Liaison
<del>Mr. Carter</del>	Foster Care
<del>Jeff Cale</del>	Supt.

## FY25 Schoolwide Program Plan Checklist

For use by the Local Education Agency (LEA) Federal Programs Coordinator, Principals, and the Georgia Department of Education Title I Program Specialists.

The checklist below may be used by district and school level staff to ensure that all required components are included in a schoolwide plan.

School: Central

LEA: Talbot

Schoolwide Components	
Completed	Comprehensive Needs Assessment – Section 1114(b)(1)(A)
✓	The plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.
Included	Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)
✓	Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:
<i>slm progress to include more resources to English Learners</i>	a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
	b). Strengthen the academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
✓	c). Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include -
<i>slm Program</i>	i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas;
	ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools;
✓	iii). a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
✓	iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
✓	v). strategies to assist preschool children in the transition from early childhood education programs to local elementary school programs.



## FY25 Schoolwide Program Plan Checklist

Included	Evaluation of the Schoolwide Plan-Section 1114 (b)(3) 34 CFR § 200.26
✓	a). Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
✓	b). Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
✓	c). Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.
	<b>Assurances with Documentation on File at LEA</b>
	<b>ESSA Requirements to Include - Section 1116 (b)(1)</b>
✓	Jointly developed with, and distributed to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
	<b>Schoolwide Plan Development- Section 1114(2)(B) (i-iv)</b>
✓	a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;
✓	b). Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.
✓	c). Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.
✓	d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
✓	e). Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1,111 (d), if appropriate and applicable.

Principal's Signature: Jonathan Taylor

Date: Dec. 8, 2024

Title I Director's Signature: Cynthia Epps

Date: Dec. 8, 2024

