

Buford Elementary
Title I
Schoolwide Program
2011-2012

**Reviewed with several stakeholder groups
during the month of September, 2011
(see sign in sheets)**

Revised on September 21, 2011

1. Comprehensive Needs Assessment:

As a Title I school, Buford Elementary School conducts on-going diagnosis to determine revisions that will increase student achievement. Work habits, attendance habits, number of disciplinary referrals, and a variety of other measures may be used to identify specific areas for improvement. The Title I committee, along with system and school level administrators, will determine criteria and indicators to be assessed. Academic assessments that will be used to determine success of the students and the programs in place may include, but are not limited to: GKIDS (Kindergarten), CRCT (1st), Early Literacy Test (administered four times per year to every Kindergarten student), STAR Reading & STAR Math (administered four times per year to each first grade student, and at the end of the year for Kindergarten), and other local assessments. Limited English Proficiency students will initially be screened using the MODEL, but will also be assessed as determined by state guidelines, which currently require administration of the ACCESS and a norm-referenced reading test. Areas of weakness will be identified and remediated based upon the results of the above assessments. State guidelines for testing limited English proficient students will be followed. In addition, a parent survey will be conducted to determine needs as perceived by parents.

2. Schoolwide Reform Strategies:

a. Educational assistance will be provided to students assessed as needing help in meeting academic achievement standards through programs such as, but not limited to, the Early Intervention Program (EIP), the use of High School SRA tutors, Flex Groups, reduced student/teacher ratio, best practices including graphic organizers, higher order thinking skills, Summer School, and Saturday School programs. These programs will work to close the achievement gap between low-income, minority, special education, English Language Learners (ELL), and other students by providing additional and small group instruction. Students who struggle will be placed in RTI (Response to Intervention) so they can receive more in- depth differentiation of instruction.

In order to meet achievement objectives, Buford Elementary School will use Federal funds in combination with local and state monies to provide resources and assistance such as providing additional teachers, paraprofessionals, instructional materials (including technology and software), and professional learning.

b. Learning Focused Schools is a scientifically research based initiative adopted by Buford City Schools. The Title I program at Buford Elementary uses instructional strategies and best practices methods, including the use of essential questions and graphic organizers that support and enhance the LFS program. Numerous studies have been done proving the effectiveness of the LFS strategies. In addition, Buford Elementary uses the Accelerated Reader and Accelerated Math programs to enhance the overall school program. Much research has been done on the effectiveness of these two programs as well.

Kid Writing is an approach to writing that emphasizes the development of writing. All teachers have been trained in the Kid Writing program. Teachers meet weekly to compare ideas and student writing samples. Teachers rate writing samples using rubrics designed to measure the writing elements.

c. Buford Elementary provides numerous opportunities for all children to meet the state's proficient and advanced levels of student performance. Ongoing instruction is provided focusing on test prep strategies, including the use of COACH CRCT guides for all first grade students. The remediation provided during Summer School, including the addition of a Pre-K Summer School class, and Saturday School sessions helps children work on meeting the state's proficient and advanced levels of student performance. Students who have not met proficient or advanced levels of student achievement receive additional EIP services. Special Education students are placed in the least restrictive environment including co-teaching segments. These strategies have proven to be an effective means of raising student achievement. Buford Elementary is committed to ensuring that all children become proficient.

d. Buford Elementary provides 120 minutes of Reading/English Language Arts instruction and 60-75 minutes of Math instruction daily. Acceleration and remediation for students in need of additional academic support is provided daily through EIP, flex groups, RTI groups, ESOL, Enrichment, and Special Education. Additional support is also provided to struggling readers through an SRA program. High school tutors under direct adult supervision are assigned to specific children and work with at risk children for 30 minutes daily to complete reading skills using the SRA program, *"How to Teach Your Child to Read in 100 Easy Lessons"*. Additional remediation and differentiated activities are provided daily through programs such as "English in a Flash" and "Math Facts in a Flash", Destination Reading, Destination Math, Study Island, SIPPS, just to name a few. Also, at-risk students are provided remediation during Summer School and Saturday School. These are just a few of the effective instructional strategies that have helped in raising student achievement.

To assist its low achieving schools identified by the No Child Left Behind Act under section 1116 as in need of improvement, Buford Elementary School may receive technical assistance including, but not limited to, the following:

- offering and supporting professional learning;
- disaggregating test data;
- providing resource personnel;
- hiring highly qualified teachers and paraprofessionals;
- assisting in personnel evaluation;
- being knowledgeable of the rules and regulations pertaining to the various Title programs; and
- disseminating pertinent information to affected schools and other appropriate parties.

The needs of each child will be addressed through the Response to Intervention (RTI) team to provide the best education. Students with special needs (LEP, disabled, migratory, homeless, or immigrant children, neglected or delinquent youth, and at-risk youth) will be provided all Title I and Title III services for which they qualify. The activities of state, local, and federal programs will be coordinated when possible. This is consistent with improvement plans under Educate America Act.

3. Instruction by Highly Qualified Professional Staff:

The Buford City Schools' Consolidated Plan assures that it will target funds to schools within the jurisdiction of Buford City Schools that:

- have the lowest proportion of highly qualified teachers;
- have the largest average class size; or
- have been identified for school improvement under Section 11169(b).

Buford City Schools complies with Section 9501 regarding participation by private schools and teachers and children. Buford Elementary School assures that it will provide timely notification to parents, as required in Section 1111(h)(6) when their children are not being taught by highly qualified teachers.

Buford Elementary School assures that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. This will be accomplished by:

- voluntary transfers;
- professional learning to address needs;
- effective teacher recruitment; and
- other effective strategies.

a. Buford Elementary School continually works to ensure that all certified personnel and paraprofessionals are highly qualified. The plan is as follows:

- to the greatest extent possible, teachers and paraprofessionals will be employed only if they meet the requirements set forth by state and federal law;
- certified personnel will hold or acquire professional certificates by completing appropriate course work, passing any state required exams, currently the Praxis, and meeting the state reagency of study requirements;
- certified personnel will be employed in-field;
- paraprofessionals will hold a Georgia license assuring that they have met federal requirements; and
- LEP teachers and paraprofessionals will hold valid Georgia teaching certificates or paraprofessional's certificates. Anyone who holds professional teaching permits and whose first language is other than English will be required to demonstrate fluency in spoken and written English.

At the present time, all teachers and paraprofessionals at Buford Elementary are highly qualified. A letter stating this is sent to parents, in both English and Spanish.

4. Professional Development:

Professional learning activities for Buford Elementary School will follow National Staff Development Council Standards, using programs which have proven successful, are based on scientific research, and are of high quality. The following guidelines will be used to assure professional learning opportunities for the employees of Buford Elementary School are appropriate and effective.

- Professional learning activities will relate to core content area and meet needs determined by:
 - analysis of student academic achievement data;
 - analysis of needs assessment survey results; and
 - annual review and alignment of activities with state curriculum and program standards.

- Professional learning activities will be designed to have a substantial, measurable, and positive impact on student achievement, along with enabling all students to meet performance standards. These activities will also be used to eliminate the achievement gap that separates low-income, minority, and special education students from other students.
 - scientifically based professional learning activities which have proven to be effective teaching strategies/programs in decreasing the achievement gap;
 - activities to train staff on acceleration and differentiation of instruction will be provided; and
 - achievement tests and other student data will be analyzed on an ongoing basis to provide information on measurable and substantial impact on student achievement.

- Buford Elementary School assures that Title II funds will target ensuring highly qualified teachers, lowering average class size, and schools in need of improvement under section 1116(b). This will be accomplished:
 - through budget planning focused on targeted schools and adherence to budget guidelines;
 - through meeting Georgia class size regulations; or

- To coordinate professional learning activities authorized under Titles I, II, and III with professional learning activities provided through other federal, state, and local programs, all professional learning offerings will be approved by the Director of Curriculum and Instruction regardless of the funding source. Approved offerings will be supported by student data. The data reviewed may include, but not be limited to, student achievement data, individual school needs, surveys, failure rates, student attendance, and discipline referrals. Survey results from administrators, other staff members, parents, and community will also be analyzed to determine professional learning, information, and communication needs. Once a list of priorities has been established and appropriate audiences identified, funding for each project will be earmarked, following specific guidelines of expenditure of federal, state,

and local budgets. Plans will then be made to train and implement the professional learning activities in a continuous, evaluative, and ongoing manner.

- A description of professional learning activities that will be made available to faculty and staff will be submitted annually to the Georgia Department of Education in the Consolidated Application. These activities will be based on needs assessments completed by teachers and administrators. The activities may include, but not be limited to, school-based professional learning activities, system-wide credit courses, scheduled in-service training, training and addressing individual needs, and involvement in the teacher mentoring program.
- Buford Elementary School will integrate funds from Title IIA and Title IID, along with other state and local funds, to train all certified personnel and paraprofessionals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. Georgia certification requirements insure that all certified personnel will meet the technology requirement.
- Professional development and student needs assessments will be administered annually at the end of each school year to determine professional learning needs for the upcoming school year. Each school will conduct the needs assessment, with the help of central office personnel, utilizing a variety of data (e.g. test scores, teacher experience, school-wide concerns, diversity of students, parent and community input). School staff will be involved in the process and will have the opportunity to be included in the professional learning activities. This will enhance student learning and the professional learning of teachers and other school staff.

Professional learning activities will:

- support instructional practices that are geared to challenging state content standards and create a school environment conducive to high achievement in all core subjects for all students;
- support the local educational agency plans and school plans;
- draw on resources available under this part of the No Child Left Behind Act of 2001 and from other sources;
- include strategies for developing curricula and teaching methods that integrate academic and vocational instruction; and
- include strategies for identifying and eliminating gender, racial, and ethnic bias in instructional materials, methods, and practices.

This may also include:

- instruction in the use of assessments;
- instruction in ways school faculty and staff can work with parents more effectively;
- partnerships with institutions of higher education for the purpose of training highly qualified teachers;
- instruction in the use of technology; and
- instruction in ways to teach special needs students

Needs identified for the 2011-2012 school year include:

- Using data to drive instruction through a scientifically research based initiative (Learning Focused Schools, standards based curriculum, and best practices);
- Writing instruction
- Higher Order Thinking
- Reading instruction; (differentiated instructional programs for RTI)
- Math instruction (differentiated instructional programs for RTI);
- disaggregating and interpreting student data;
- effective instruction for LEP and Special Education students in the regular classroom, where appropriate.
- Benchmark Assessments (ELT, STAR Reading, STAR Math)
- Instructional Technology Training
- Strategies in dealing with students living in poverty
- effective organization of instruction, including classroom management; and
- increased parent/family involvement.

Continued professional learning opportunities will be offered to enable teachers to:

- meet the needs of gifted and talented students, exceptional needs students, and limited English students through school, system, and RESA course work;
- utilize appropriate intervention strategies for disruptive students;
- meet individual student needs and learning styles and ways to involve parents in their child's education; and
- utilize programs, data analysis and other assessment tools for improvement of classroom practice and student achievement.

Title II funds will be used to provide training in areas of identified need for both certified staff and paraprofessionals to become and remain highly qualified.

The Buford City School System complies with section 9501 of the No Child Left Behind Act with regard to private school students and teachers.

5. Strategies to Increase Parental Involvement:

BES TITLE I PARENT INVOLVEMENT PLAN

The Buford Elementary community recognizes the importance of parent involvement in reaching individual student goals for successful completion of kindergarten and first grade. Educational research clearly shows that parents who are actively involved in their child's learning at home help their children become more successful learners in and out of school. In our efforts to improve student achievement, BES has developed a plan with goals and will implement strategies to increase parent and community involvement within our school. *NLCB Act of 2001 Section 118-1-16*

At Buford Elementary, parent involvement is encouraged before the school year begins and continues throughout the year. Grade level supply lists were sent home with each student at the end of last school year for this school year and provided to new students to BES as they register. The supply lists were also sent to Wal-Mart, K-Mart and several office supply stores a month prior to the school year. A school calendar was mailed home with the summer newsletter and included holidays and important dates for the school year. This information was also included on the BES website. Student agendas were ordered for each student for this school year. Agendas were purchased at open house prior to the first day of school, on the first day of school, or as students enroll during the year. The agendas include:

- the school calendar ;
- student/parent/teacher compact;
- school rules and consequences for infringement of rules;
- the dress code;
- school related procedures and laws; and
- other helpful information

After a review of the agenda by parents, teachers, and students, the compact is signed and kept on file. The agendas are then used throughout the year for home and school communication.

A BES new parent meeting is conducted prior to Open House to inform all new parents about the curriculum, school procedures, and to answer any questions they may have about the school. Open house is conducted prior to the first day of school so that students can locate their classrooms and meet their teachers. They have the opportunity to meet the teacher, make school purchases, prepay for lunches, join PTO, purchase spirit wear, and familiarize themselves with the building and personnel. Parents also receive information about bus routes and Wolf Pack, the before and after school care program. During Open House, bilingual staff members are on hand to help our ESOL parents with completing forms and translating.

During the first few weeks of school each classroom hosts a parent/teacher curriculum night. BES also hosts an ESOL Curriculum night for our non-English speaking parents. Highlights of the curriculum, rules, procedures, grading, assessments and other informational items are presented to parents. Three days during the school year are set aside for parent/teacher conferences. Parents are informed of state and local assessments used to measure student progress. The proficiency levels that the students are expected to meet are shared. Strengths and weaknesses of each student are also discussed. Parents are informed of their student's progress through the formal progress report at four and one-half weeks and the report card every nine weeks, in addition to the informal weekly reports. Parents can also access their child's grades and progress at all times through Powerschool. *NCLB Act of 2001 Section 1118-1 and 2 and 16-7*

Buford Elementary has an open-door policy that encourages parent involvement. Many activities are planned throughout the school year and parents are invited to attend. Some of these activities include:

- New Parent Meeting
- Open House
- Curriculum Night
- PTO family events and grade level performances
- Outdoor Learning Center family workday
- Parent /Teacher Conferences - 2 per year
- Career/Community Helper Day
- Book Fair
- Fall Festival
- Mom's Tea
- Dad's Day
- Community Red Cross Blood Drives – 2 per year
- Thanksgiving Family Lunch
- Arts/Technology Night
- Homecoming Pep Rally & Family Tailgate Party
- Classroom Celebrations and Parties
- Field Trips
- Field Day
- English, Yes I Can classes

Also, parent involvement is encouraged and parents are welcomed to volunteer. Volunteers are enlisted to:

- tutor students one-on-one
- support special events such as grade level social events, the Book Fair, and Secret Santa Shop
- accompany classes on field trips to assist with supervision
- support the reading and media programs
- work in the teacher workroom to assist in the making of bulletin boards/school displays etc.

Parents are provided with various forms of communication, such as weekly classroom newsletters, a monthly school-wide newsletter, flyers for upcoming events, websites, PTO information, phone calls, etc. All communication is translated into Spanish for our non-English speaking parents. A bilingual office manager, several paraprofessionals, and a custodian, provide translations for phone calls and conferences.

As assessment results, such as individual student assessments, overall school test results, AYP, etc. are made available; they are discussed in conferences, mailed or sent home to parents and communicated in newsletters. A letter accompanies the results explaining to the parents how to read the results. The letter encourages parents to call the school with any questions they may have. *NLCB Act of 2001 Section 1118-1-16*

Parents are involved in the planning, reviewing, and improvement of programs. The School Council, made up of teachers, parents, principal and community business leaders, meets quarterly to discuss educational issues, give input to the principal concerning ongoing programs, make suggestions, and evaluate the total school program. The Parent Involvement Committee meets during the year to determine how parents will be involved and how Title I funding will be spent to involve more parents in the educational process. The Parent Involvement Plan will be reviewed each spring and at the beginning of the year to make appropriate changes determined by the members of the committee. Other meetings such as PTO, Curriculum night, ESOL nights, and Arts Night keep parents informed and involved in the successes of their children. *NLCB Act of 2001 Section 1118-4 and 16*

Workshops to train parents in ways they can contribute to their child's progress are conducted throughout the year. An annual survey is sent to parents giving them the opportunity to provide the school with valuable information. The data collected will be submitted to the Parent Involvement Committee and the School Council. The results will be presented to the faculty to ensure that parents are part of the decision-making process. One section of the survey will give parents an opportunity to express opinions about how we can make parent support groups more effective (i.e. increased attendance, parent with child support groups).

The Parent Involvement Committee will assist the school in making parents aware that resources are available to help their children with academic and behavioral success. Communicating this through the newsletter and setting up a "booth" at Open House, PTO, and the first day of school are possibilities for getting this information to parents. An area is available for parents to view tapes and/or read informational books, pamphlets and brochures that will provide them with valuable "tools" for helping their children at home. These items will be available on a check-out basis from the school counselor and media specialist. Literacy activities and technology training will be provided, as appropriate, to foster parental involvement and increase student achievement. ESOL personnel will continue to have special nights to provide parents with home activities that promote literacy such as the Dolch

Word Boxes and ESOL “parent backpacks” that can be checked out containing the activities explained in their native language. (Possible areas for additional “parent backpacks” are discipline issues, single parenting, and students with ADD/ADHD.)

The Parent Involvement Committee will continue the weekly parent/child contract. This contract includes activities such as cooking, singing, board games, reading, exercising, coloring, singing/dancing, etc. The form is sent home weekly with each student. As parents engage in the activities with their child, they place their initials by each activity completed. Once three activities have been completed within the week, students turn in the contract. At the end of each week a drawing occurs and students who have turned in a completed form are eligible to win a family involvement game or prize.

Using Parent Involvement and Title funds, *“English... Yes I Can!”* has been purchased and available to our non-English speaking parents beginning in the 2004-2005 school year. This series of 34 tapes can be used at their convenience to learn English. This school year we have several of our bilingual staff members teaching the *“English... Yes I Can!”* series to K-12 parents who attend classes at the school. The first tape was shown at the first ESOL night to familiarize parents with the program and act as an orientation. Information on child development and parenting is available to parents. PowerSchool is also available through the internet, keeping parents informed of student performance. Technology support will be available to assist parents with this program at the school and system level. This site will be updated regularly by teachers. *NLCB Act of 2001 Section 1118-10-12 and 3*

A welcome center in the main hall contains helpful information for parents. Brochures with information regarding many parent topics and current events are available in both English and Spanish. Suggestions for parent involvement are provided to all parents in the monthly newsletter and ideas for helping their children at home. The Title I Coordinator sends timely suggestions to teachers on how to involve parents in the educational process. *NLCB Act of 2001 Section 1118-16-7*

6. Preschool Program:

An annual review for the possibility of using Title monies to fund or support preschool programs if deemed appropriate will be done. This review will also take into consideration the availability of designated funds for those same programs. Buford City Schools currently operates no pre-kindergarten classes although there is a Head Start program with Pre-K classes housed in a Buford City facility. Buford Elementary has a positive working relationship with Buford Head Start and other area Pre-K programs. Articulation meetings between Buford Elementary and the area Pre-K programs are held when needed. The possibility of meetings and workshops for parents who have children both in the Title program and children who are eligible for Head Start services will be considered by the system Title committee. A Pre-K Summer School initiative was established to better prepare students for the transition to Kindergarten. All upcoming Kindergarten students were screened during spring

registrations. Any student scoring below the fortieth percentile was given a bag of learning tools (scissors, crayons, letter strips, etc.). The parents of these students were conferenced with (in their native language), in how to use the tools with their child(ren). An invitation to attend a parent workshop on how to help your child succeed in Kindergarten was also given, along with an invitation for their child to attend Summer School. Parents who attended the workshop were given strategies and tools, including a Leapfrog device.

7. Measures to include teachers:

Data from all assessments are given to teachers for analysis and review. Teachers and administrators analyze the data and determine the strengths and needs of all students. All summary and benchmark data are examined extensively throughout the school year by the entire faculty, and particularly by the School Leadership Team, which is comprised of teachers and staff from every grade level and special program areas. Test data is then used to modify instruction to meet students' needs.

8. Coordination and integration of federal state, and local services and programs:

The Social Worker at Buford City Schools coordinates and integrates federal, state and local services and programs as needed to provide additional support to students, particularly those who are at-risk. In addition, all federal, state and local services are approved and monitored by the Director of Curriculum and Instruction for Buford City Schools and the Director of Special Education and Special Programs for Buford City Schools.

a. Federal, State and Local Education Agency Programs:

- Special Education
- English Learners
- Early Intervention Programs
- Response to Intervention
- Gifted Education
- Safe and Drug Free Schools

b. In order to meet achievement objectives, Buford Elementary will use Federal funds in combination with local and state monies to provide resources and assistance such as providing additional teachers, paraprofessionals, instructional materials and technology, and professional development. Once a list of priorities has been established and appropriate audiences identified, funding for each project will be earmarked, following specific guidelines for expenditure of federal, state, and local budgets. Plans will then be made to train and implement the professional development activities in a continuous, evaluative, and ongoing manner.

Buford Elementary assures that Title II funds will target ensuring highly qualified teachers, lowering average class size, and schools in need of improvement under section 1116(b). This will be accomplished through budget planning focused on targeted schools and adherence to budget guidelines and through meeting Georgia class size regulations.

The Buford City School System will integrate funds from Title IIA and Title IID, along with other state and local funds, to train all certified personnel and paraprofessionals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. Georgia certification requirements ensure that all certified personnel will meet the technology requirement.

c. Not Applicable to Buford Elementary

9. Assurance for students who experience difficulty mastering standards:

a. Buford Elementary utilizes a variety of assessments to determine student progress and identify students who need additional support in order to master the proficient or advanced levels of the state academic assessments. Academic assessments that will be used to determine success of the students and the programs in place may include, but are not limited to: GKIDS (Kindergarten), CRCT (1st), Early Literacy Test (administered four times per year as a benchmark assessment to every Kindergarten student), STAR Reading & STAR Math (administered four times per year as a benchmark assessment to each first grade student and once at the end of the year for each Kindergarten student), and other local assessments. Limited English Proficiency students will initially be screened using the MODEL, but will also be assessed as determined by state guidelines, which currently require administration of the ACCESS and a norm-referenced reading test. Areas of weakness will be identified and remediation based upon the results of the above assessments. State guidelines for testing limited English proficient students will be followed.

Acceleration and remediation for students in need of additional academic support is provided daily through EIP, Flex Groups, ESOL, Enrichment, and Special Education. Additional remediation activities are also provided during Summer School and Saturday School programs. Also, all students not achieving academically are referred to RTI and are provided many opportunities to learn through differentiated research-based instructional programs. These students are also assessed more frequently with progress monitoring, sometimes assessing them on a weekly basis.

b. Professional Learning and training is given periodically for teachers in how to read and use assessment results and in the identification of difficulties and appropriate assistance for identified difficulties.

c. Three days are set aside in the school calendar as early release days for parent conferences so that teachers will have the opportunity to relay to parents the progress of their student and any plan for intervention that may be needed. Also, suggestions are provided to parents on how they can help their child at home. Parents are also provided information on the school web site and through regular newsletters provided in both English and Spanish. Additional parenting information is available at our school parent resource pamphlet center.

10. Assessment results provided to parents:

As assessment results are made available, they are provided to parents. These results are discussed with parents during conferences so parents know how to interpret. At times, assessment results may be mailed or sent home to parents and communicated in newsletters. A letter accompanies the results explaining how to read the results. The letter encourages parents to call the school with any questions they may have.

11. Provisions for which assessment results are collected and disaggregated:

Each year, Buford Elementary will collect assessment results and disaggregate data by the following breakdowns as they apply to the student population:

- Gender;
- Major ethnic or racial groups;
- Limited English proficiency status;
- Migrant students – (if there are students in this category);
- Children with disabilities as compared to other students; and
- Economically disadvantaged students as compared to students who are not economically disadvantaged.

12. Provisions to ensure that disaggregated assessment results are valid and reliable:

Teachers and paraprofessionals receive annual training on administering and proctoring the state CRCT test as outlined by the Department of Education testing manual. Accommodations are provided only for those children who have an active IEP, IAP, or ELL-Accommodations form. Ethical practice, test irregularity, security, and standardization of administration are topics extensively covered in this training with the teachers and paraprofessionals, as detailed in the testing manual and Georgia Student Assessment Program Student Assessment Handbook (see especially pages 45 and 46.) Teachers and paraprofessionals are required to read and sign the Test Security Information for School Test Coordinators/Teachers/Examiners to assure valid and reliable administration of the tests.

13. Public Reporting of Disaggregated Data:

Disaggregated data is published in the school's annual Report Card. Furthermore, data is reported during the monthly public board meetings, posted on the website within the Buford Elementary School Profile and School Improvement Plan, and is given to local newspapers. All correspondence to the parents of children who participate in the state assessments is provided in a language parents can understand, including an interpretation of the results.

14. Schoolwide Title Plan developed during a one year period and with the involvement of the community:

Each year all stakeholders (teachers, principals, other school staff, and parents) are involved in the developing, planning, reviewing, and improvement of the Schoolwide Title Plan. The School Council, made up of teachers/staff members, parents, principal and community business leaders, meet quarterly to discuss educational issues, give input to the principal concerning ongoing programs, make suggestions, and evaluate the total school program. The Parent Involvement Committee meets several times a year to determine how parents will be involved and how Title I funding will be spent to involve more parents in the educational process. The Schoolwide Title Plan and Parent Involvement Plan will be reviewed each spring and at the beginning of the year to make appropriate changes determined by the members of the committee. Other meetings such as PTO, Curriculum night, ESOL nights, and Arts Night keep parents informed and involved in the successes of their children.

15. Plan developed with the involvement of the community:

The following people have taken part in planning and reviewing the Title Plans:

- Principal
- Assistant Principal
- Counselor
- Leadership Team (which includes a representative from each grade level and a representative from each special area group including special education, special areas, ESOL, EIP, paraprofessionals, and office staff)
- PTO Officers
- Buford Elementary School Council
- Parent Involvement Committee

16. Schoolwide Title Plan is made available to the LEA, parents, and the public, and is translated to the extent feasible:

The Schoolwide Title Plan, along with a Parent Involvement Plan, is shared and made available to all stakeholders (teachers, principals, other school staff, and parents). Furthermore, the plans are posted on the website and hard copies are available in the Buford Elementary School office. Plans are also discussed with all

stakeholders in various forums such as School Council meetings, leadership team meetings, PTO meetings, Curriculum night, ESOL nights, etc. The Plans are provided in a language parents can understand, translated into Spanish and other languages as applicable.

17. Plan translated:

The Schoolwide Title Plan is translated in Spanish (attached). Just like the English version, the Spanish translation is available to parents in the front office, media center, and is posted on the Buford Elementary website.

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