



Georgia Department of Education
 Richard Woods, Georgia's School Superintendent
 "Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Pepperell Primary School	District Name: Floyd County	
Principal Name: Mrs. Carmen Jones	School Year: 2016-2017	
School Mailing Address: 1 Dragon Drive Lindale, GA 30147		
Telephone: 706-236-1835		
District Title I Director/Coordinator Name: Laura Timberlake		
District Title I Director/Coordinator Mailing Address: 600 Riverside Pkwy. Rome, GA 30161		
Email Address: ltimberlake@floydboe.net		
Telephone: 706-236-1800		
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:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date: July/August 2016	Revision Date: August 17, 2016	Revision Date:



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Carmen Jones		Principal
Courtney Hampton		Assistant Principal
Nannette Wimpee		Grade Two Teacher
LeAnne Landers		Kindergarten Teacher
Kathy Pence		Kindergarten Teacher
Pam Duke		Grade Two Teacher
Margaret Bagwell		Instructional Lead Teacher
Amy Anderson		Instructional Interventionist
Beth Laughlin		Counselor
Trish O'Hara		Grade One Teacher
Brooke Kisor		Prekindergarten Teacher
Jill Mathis		Grade Two Teacher
Elizabeth Chambers		Resource Teacher
Stacy Smith		Kindergarten Assistant
Zach Battles		Computer Lab Instructor
Rebekah Wood		LSGT Member
Crystal Colston		Parent Representative



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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Participants met as the school Leadership Team and discussed goals and strategies for the 2016-2017 school year. Next, the Leadership Team shared the proposed goals and strategies with grade level and department teachers and gathered feedback. Finally, the Leadership Team met to share the feedback from teachers and staff and revised the SWP accordingly. Those persons involved were:
Carmen Jones, Courtney Hampton, Nannette Wimpee, Beth Laughlin, LeAnne Landers, Kathy Pence, Trish O'Hara, Pam Duke, Jill Mathis, Brooke Kisor, Elizabeth Chambers, Stacy Smith, and Zach Battles.

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

As part of strategic planning, the Pepperell Primary School Improvement Planning Committee developed a comprehensive needs assessment by analyzing various types of data throughout the school year (GKIDS, Access, Dibels Next, Dibels Math, Moby Max, SWIS, and Accelerated Reader).

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

Access- stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have of EL students at four different grade level clusters and in five different content areas.



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Dibels Next- Dynamic Indicators of Basic Early Literacy Skills is an assessment used to measure the acquisition of early literacy skills from kindergarten through grade two at the primary level.

Dibels Math- Dynamic Indicators of Basic Early Literacy Skills in Math is an assessment used to measure the acquisition of mathematics skills from kindergarten through grade two at the primary level.

Moby Max- Moby Max is an online program that helps students of all ability levels to develop fluency with their basic facts in addition and subtraction and math skills in the primary grades.

SWIS- The SWIS Suite is a reliable, confidential web-based information system used to collect, summarize, and use student behavior data for decision making.

Accelerated Reader- AR encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR assists teachers in setting personalized goals for each student, and guide students to select books which are difficult enough to keep them challenged, but not so difficult to cause frustration.

End of Grade Test- Georgia Milestones- Georgia Milestones is designed to measure how well students acquire the skills and knowledge described in the state mandated content standards in English/Language Arts and Mathematics.

The Leadership Team (School Improvement Planning Committee) will meet four times throughout the 2016-2017 school year to update the school wide plan (July 27, 2016; August 2016; January 2017 and May 2017). Grade level meetings are scheduled one day per month. Grade level teams meet with the Instructional Lead Teacher, Instructional Interventionist, Assistant Principal, and the Principal to analyze and review student data and plan instructional interventions that support every child in achieving success in content areas. The Local School Governance Team meets monthly to discuss school improvement and address topics that are presented by stakeholders.

C. Currently there are no migrant students enrolled at Pepperell Primary School. In the event of having a migrant student enroll, the needs of the student(s) will be assessed and a profile created based on the needs assessment will be created and maintained. The Georgia Standards of Excellence and WIDA Standards (utilizing best instructional strategies/practices to meet student needs) will be used to plan for student engagement.

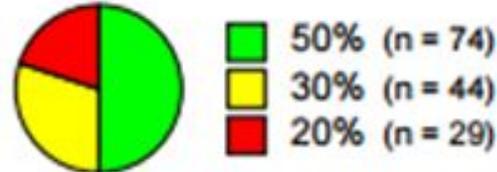
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Ongoing assessment will monitor progress and check for mastery of skills. Appropriate interventions guided through RTI will be prescribed as needed to support academic success. Summative assessments will be used to determine if mastery is achieved.

D. We have reflected on current achievement data that will assist the school in identifying the subjects and skills in which teaching and learning need to be improved. Using second grade data, demonstrates the learning that is taking place in all grades K - 2. Looking at the percentage of students not meeting benchmark allows use to reflect on the previous grades and reevaluate instruction prior to entering second grade.

2016-2017 DIBELS Grade 2 Math Computation (Fall Benchmark)

Math Computation



Number of Students = 147

Average = 7.1

Standard Deviation = 4.3

Score Range = 0 to 31

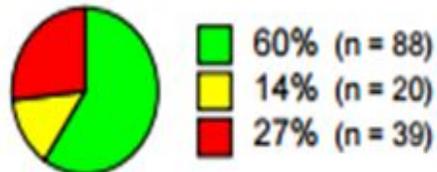
The data above displays the number of students in second grade who achieved at or above benchmark, below benchmark, or well below benchmark in math computation as measured in fall 2016 administration of DIBELS Math assessment. This information is used to plan for and prescribe effective research based interventions for both remediation and acceleration for all students.

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DIBELS Data

2016-2017 DIBELS Grade 2 Composite Score (Fall Benchmark)

DIBELS Composite Score



Number of Students = 147

Average = 170.5

Standard Deviation = 93.5

Score Range = 0 to 390

The data above displays the number of students in second grade who achieved at or above benchmark, below benchmark, or well below benchmark in reading as measured in fall 2016 administration of DIBELS assessment in the area of Reading. This information is used to plan for and prescribe effective research based interventions for both remediation and acceleration for all students.



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2. School wide reform strategies that:

- 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:

The ways in which we will address the needs of all children in the school, particularly the needs of students who score below benchmark on DIBELS Math and DIBELS

- Next we used to measure the acquisition of mathematics, writing and reading skills proficiency related to the State's academic content and student achievement standard are:

Measurable Objectives Addressed

- Increase the number of students who score below benchmark on the spring 2016 DIBELS Math benchmark assessment composite by:
 - Kindergarten: 10%
 - First Grade: 10%
 - Second Grade: 10%
- Increase the number of students who score below benchmark on the Spring 2016 DIBELS Next benchmark assessment composite in the area of reading by:
 - Kindergarten: 15%
 - First Grade: 15%
 - Second Grade: 15%
- Increase the number of students scoring Meets/Exceeds using the FCS K-2 Writing Benchmark Protocol. Student and Teacher Rubrics will be used to measure progress. Fall, Winter and Spring Writing Samples will be collected to plan instruction and determine progress.
- The Floyd County Math Science Partnership Grant provides training for nine Pepperell Primary School teachers in grades K,1,2. These teachers attended MSP conferences and summer trainings prior to the beginning of the school year. This training is designed to target growth in teaching and learning of mathematics.
- Reading interventions including PALS, Early Reading Tutor, Read Well, Sound Partners, Jack and Jilly, Road to the Code, Stepping Stones to Literacy, Language for Learning and Early Intervention Reading are used as prescribed based on student data collected from DIBELS Next. DIBELS Math assessment data drives individual student prescriptive plans for interventions and include PALS, Number Worlds, Moby Max and Van de Walle Strategies.

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A. Use effective methods and instructional strategies that are based on scientifically based research that:

strengthen the core academic program

increase the amount and quality of learning time, such as providing an extended school year and before or after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum

provide exemplars and adapt the learning environment to support all students through the use of a variety of educational prompts and materials, e.g., posters, writing prompts, concept illustrations, graphic organizers, etc.

include strategies for meeting the educational needs of historically under served populations

Response:

Pepperell Primary School provides more than 300 chrome books for students in grades K,1,2. These chrome books were purchased with Title One funds and Striving Reader Literacy Grant funds. Data access points have been installed in each classroom allowing class sets of chrome books to be utilized at one time. Writing instruction is a focus for expanding literacy and building vocabulary for all learners. Eureka Math is used and includes effective standard-rich teaching strategies to assure that scope and sequence is maintained and uniformity is present throughout the school and district. Imagine it Reading program provides an interdisciplinary approach to assist in planning and delivery of Georgia Standards of Excellence. Comprehensive Reading Solutions strategies for enriching the areas of reading literacy and writing proficiency in the primary grades is used by all teachers with ongoing job-embedded professional development through Striving Readers Literacy Grant funds.

Learning time is increased for at-risk students through the provision of after school tutoring. These students are identified through progress monitoring data collected weekly. Students who attend tutoring sessions have plans developed between the teacher and the tutor to assure that needed areas of focus are addressed.

Resources are provided for under served populations through the Instructional Interventionist who delivers research-based prescriptive interventions to address individual areas of need. The Instructional Lead Teacher (ILT) assists teachers in the planning and implementation of reading and math with a focus on strategies and interventions to ensure success for these students. The ILT also facilitates the implementation of differentiated instruction based on student needs.

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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and
 - the use of visual materials to support the absorption of knowledge to assure that learning modalities are addressed; and
 - the accessibility of current technology (smart boards, chrome books, digital cameras, green screen technology, posters, charts) to assist in creating resources to support instruction and motivate at-risk learners

Response:

Instructional Strategies Chosen to Address Needs include:

- providing after school tutoring for at-risk students identified through benchmark assessment.
- providing homework tutoring for all students who attend the daily after school care program
- The Instructional Lead Teacher provides resources and support for families through the scheduling of Literacy Nights, Family Reading Nights, Title One Parent Involvement Meetings and the provision of instructional resources to use at home
- providing research-based intervention programs that address individual student deficiencies
- providing intervention block of instruction in all classrooms K-2
- providing web-based program Moby Max in grades K-2
- Accelerated Reader Program
- Comprehensive Reading Solutions Best Practices Strategies through Striving Readers
- Intervention blocks with delivery of instructional research-based interventions and the use of visuals (posters, exemplars and charts) created and provided through the Instructional Interventionist.

- 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:

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Pepperell Primary School creates Data Teams comprised of grade level teachers, resource teachers, Instructional Interventionist, Instructional Lead Teacher and Administration. Meetings are held monthly to examine student data and determine if significant progress is being made in the areas of Mathematics, Reading and Social Skills. Interventions are prescribed for all students based on performance data.

3. Instruction by highly qualified professional staff

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia Professional Standards Commission. All staff members of Pepperell Primary School are highly qualified and experienced .

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. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

A. Twenty-one teachers participated in a literacy initiative through the Striving Reader's Grant and attended a professional learning conference over the summer which included best practices for differentiated learning. Eight math teachers participated in the Math Science Partnership Grant training of Floyd County Schools. Seven staff members participate in System Level Math Professional Learning with System Math Coach, Jennifer Greer. Teacher Leaders redeliver gained knowledge to grade level members. Principal receives system level support and guidance in regards to Community and Parental Involvement and seeks further input and collaboration among our various stakeholders.

We utilize our Title support staff with our website initiative and STEM efforts.

Title Instructional Lead Teacher coordinates parent and community involvement with PPS academic initiatives, including our innovative practices one of which was forming a partnership with stakeholders throughout the community. Currently, one teacher is working toward

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obtaining Gifted Endorsement. Three teachers have received Chrome Certification through Floyd County's Chrome Book Institute. Three teachers have received ESOL endorsement.

B. We have aligned professional development with the State's academic content and student academic achievement standards . . .

Professional development is on-going through Striving Reader Literacy Grant funds. 100% of certified staff participated in Writing Development overviews in Spring 2016. 6 staff members attended the Differentiation Conference training in Summer 2016. 11 staff members will attend the Striving Readers Differentiation Conference in January 2017.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

Teacher Leaders disseminate relevant curriculum resources and research to staff members. Substitute teachers are provided for teachers to attend job-embedded professional development opportunities. Teachers are released from classroom responsibilities to collaborate and prepare for instruction. Our Title Instructional Lead Teacher provides coaching in the areas of Reading and Math.

Funding is allotted to allow teachers time to collaborate in formal meetings where teachers focus on student data and plan lessons to assure that differentiation of instruction is implemented to address each student's academic needs. Through our Striving Reader's Grant, Stephanie Montgomery provides in-house support to PPS staff, providing a balanced approach to strengthening literacy grounded in real-world practices.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- DIBELS and IDI training
- Striving Reader's Differentiation Training
- Ruth Culham's Six Plus One Writing Traits

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

Response:



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Pepperell Primary School does not have a problem attracting highly qualified teachers.

Strategies used to assure that highly qualified teachers are available include providing incentives to staff such as celebrations of 100% completion of surveys, attendance incentives, celebrations of student achievement and celebrations of higher degrees. The involvement of community and the planning of community events to instill throughout the community the importance of the school's role in providing communication that bridges positive relationships between the school and home. These events result in positive feedback from all stakeholders which sends the message that Pepperell Primary School provides quality parent and stakeholder opportunities for engagement resulting in a positive school climate that is ideal for teaching and learning.

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

Response: We have involved parents in the planning, review, and improvement of the comprehensive Title One Schoolwide Plan, Parent Involvement Policy and School-Parent Compact during meetings with community and parents which include the Annual Title One Meeting held each Fall. This meeting provides an opportunity for parents to learn about Title One programs. Literacy Nights throughout the year, Parent Teacher Organization Team meetings, and Local School Governance Team meetings are open with attendance by all stakeholders promoted and encouraged.

B. We have developed a Family/School Relationship for resources and open Communication that includes:

- Strategies to not only increase parental involvement, but to assure that parents become engaged in learning. Literacy nights provide parents with learning resources to use at home including dice, dominoes, quality children's literature to build home libraries, math manipulatives and effective home teaching strategies.
- Makes the comprehensive school-wide program plan available to parents
- School-Parent Compact is provided to all households and Parent & Family Engagement Policy are available on site at the school and on the school website at www.pepperellprimary.com
- Automated phone calls and Remind 101 messages are used to remind parents of school and academic events.

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- A digital sign highlights upcoming events and activities
- An active PTO conducts fundraisers to provide technology and instructional materials for classrooms

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

PreK students and Parents attend a Teddy Bear Picnic in spring before the upcoming school year. These students and their families tour the school, meet their teachers, principal, media specialist, school secretaries and other key staff members. School handbooks are provided to each prek students' parents to reference as they become familiar with the Bright from the Start Georgia Prek program that is housed at the school.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

Data Teams and Administration meet to determine the scheduling of and process for administering benchmark assessments. This information is then shared with the staff during faculty, grade level and curriculum meetings and via email. School Improvement, Budget, Personnel, and other areas are brought to and discussed with LSGT during monthly meetings. The agenda and minutes for these monthly LSGT meetings are documented on eboard on the Floyd County Charter School District website.

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:

- As a Georgia Title One school, Pepperell Primary School meets the challenge of providing additional resources to meet the diverse academic needs of students. Ruby Payne defines poverty as "the extent to which one does without resources." Staff provides resources to build a solid academic foundation for all students with additional



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resources for students who fall below the poverty level. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. The Instructional Lead Teacher works with teachers to analyze benchmark assessment data and facilitate the implementation of differentiated instruction based on students' needs. Those activities are specifically provided for students who are struggling academically. Data meetings are held monthly to review data and plan for Tier 2 and Tier 3 interventions. Special Education teachers provide assistance to students with specific learning needs. All students receive instruction in the Dragon Computer Lab. Moby Max is utilized for all students in grades K through 2. Students in grades K,1,2 receive instruction in reading and math using Moby Max. Prekindergarten students develop technology skills and prekindergarten standards using ABCmouse.com. The faculty and staff review student progress regularly. Once a month, each grade level data team meets to analyze multiple sources of data and identify any student who is not making adequate progress.

- The Floyd County School District Special Education Department schedules trainings and meetings with special education teachers and school administrators
- TKES Performance Standards address areas which focus on differentiation.
- The school psychologist works closely with the school administrators and teachers to identify students and make recommendations for appropriate assistance.

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:

Parent-Teacher Conferences, IEP meetings, RTI and SST meetings are held throughout the school year. During these scheduled meetings and conferences, teachers, guidance counselor, social worker, administrators, and other school staff make recommendations for any assistance the a child may need in terms of school offerings and resources provided through outside

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agencies. Additionally, we host an annual Title One Meeting to gather parents and community together to learn about Title One programs. Literacy Night, Math Night, Science Night, and other Title One Events offer support from multiple agencies on topics related to parents. A full time school counselor is available to serve as a liaison between the school and home and the school and state agencies.

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

Response:

Parents receive assessment results in writing and in person. Fall parent conferences are held with the expectation of having 100% of parents/guardians in face-to-face meetings with teachers. This expectation is firm and non negotiable as the school and home work together to assure that every child is supported and provided with multiple opportunities for academic success. Progress reports are sent home at the midpoint of each quarter for students in grade two. Report cards are sent home with each student at the end of each nine week grading period. Assessment results are discussed in parent conferences, IEP meetings, RTI and SST meetings.

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

Response:

The Floyd County Schools Department of Academics provides data in a form that makes it easy to analyze and comprehend. The school and teams maintain an excel spreadsheet with assessment results of all students. This excel spreadsheet provides an efficient and accurate way to analyze results. Both DIBELS Next and DIBELS Math provide information in a database with easy to prepare and read graphs showing individual, group, and school-wide

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student achievement data. The Tunnel provides quick and easy access to monitor student attendance.

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

Response:

The Floyd County School System and the Georgia Department of Education report to the public achievement and assessment data.

14. Provisions for public reporting of disaggregated data.

Response:

The Floyd County School District works with local media to report disaggregated data. Local School Governance dates are reported through the district's Activity Messenger. In addition, meeting dates are posted on PPS doors at least 24 hours in advance of each meeting. Agendas are listed on eboard through the Floyd County School District website.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

Our school wide plan is an on-going process. Multiple opportunities for review are provided to all stakeholders prior to the annual Title One Meeting held in the fall of each year.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

This plan was developed and reviewed by teachers, parent representatives, community members, system support personnel, and administrators. A complete list of the names and titles of the participants is located on page 3 of this document.



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

Response:

The Pepperell Primary School Title One School Wide Plan and the Pepperell Primary School Improvement Plan are published on the Pepperell Primary School website at www.pepperellprimary.com and on eboard located on the Floyd County Board of Education website at www.floydboe.net.

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:

Pepperell Primary School is primarily English speaking. When articles, newsletters and other documents are being prepared to send home and translation is requested, assistance in translating these documents is provided through the assistance of Interpreters located in other Floyd County Schools. Interpreters are contracted through the system if and when needed for a parent conference.

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

Response:

The Pepperell Primary School School Wide Plan is subject to the school improvement provisions of Section 1116.