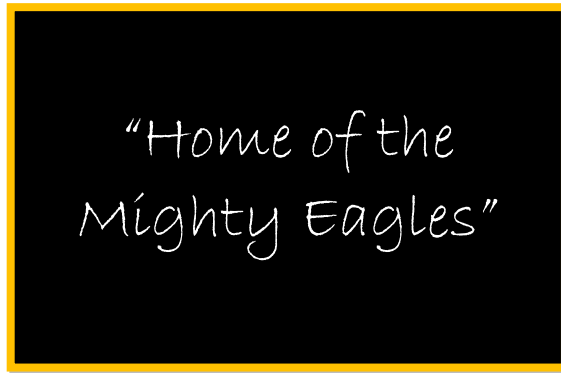


# Crawford County Elementary School



## Annual Revision Title I Schoolwide Plan

2014-2015



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

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<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>					
<b>School Name:</b> Crawford County Elementary School			<b>District Name:</b> Crawford County		
<b>Principal Name:</b> Mr. Paris Raines			<b>School Year:</b> 2014-2015		
<b>School Mailing Address:</b> 191 Lowe Road, Roberta GA 31078					
<b>Telephone:</b> 478-836-3171					
<b>District Title One Director/Coordinator Name:</b> Ms. Rhonda Harris					
<b>District Title One Director/Coordinator Mailing Address:</b> 190 Cruselle Street, PO Box 8, Roberta GA 31078					
<b>Email Address:</b> rhondaharris@crawfordschools.org					
<b>Telephone:</b> 478-836-3131					
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>					
(Check all boxes that apply and provide additional information if requested.)					
<b>Priority School</b> <input type="checkbox"/>			<b>Focus School</b> <input type="checkbox"/>		
<b>Title I Alert School</b> <input type="checkbox"/> .					
<b>Subject Alert</b>	<input type="checkbox"/>	List Subject(s)	<b>Sub-Group Alert</b>	<input type="checkbox"/>	List Subgroup(s)
<b>Graduation Alert</b>	<input type="checkbox"/>	List Subgroup(s)			
<b>Principal's Signature:</b>				<b>Date:</b>	
<b>Title I Director's Signature:</b>				<b>Date:</b>	
<b>Superintendent's Signature:</b>				<b>Date:</b>	
<b>Revision Date: October 28, 2014</b>		<b>Revision Date: October 28, 2014</b>		<b>Revision Date: October 28, 2014</b>	



## **Georgia Department of Education Title I Schoolwide/School Improvement Plan**

### **Introduction**

Crawford County Elementary School is located in the heart of central Georgia in Roberta which is the largest city in Crawford County. The school serves almost 1,000 students in Prekindergarten through fifth grade. Approximately 73% of students are classified as White, 24% as Black and 3% as Hispanic. In the 2012-2013 school year, 73% of students in the school were classified as Educationally Disadvantaged (ED) and 21% as Students with Disabilities (SWD).

### **Mission Statement**

Crawford County Elementary School's mission is:

To provide a safe environment in which a variety of innovative strategies and experiences in the teaching/learning process will promote student achievement in all areas of the curriculum.

We will strive to promote wise decision-making that will enable self-confident students to meet challenges in a complex, culturally diverse, and technological society.

Crawford County District's mission is:

To provide each student a world class education empowering them to compete in a 21<sup>st</sup> century global economy.

Vision: We will provide our students educational opportunities that ensure continuous growth and success in an ever changing society.



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**Title I Schoolwide/School Improvement Plan**

**Planning Committee Members:**

<b>NAME</b>	<b>MEMBER'S SIGNATURE</b>	<b>POSITION/ROLE</b>
Madge Cunningham		Teacher: 3 <sup>rd</sup> Grade EIP
Kristina Koch		Teacher: Kindergarten
Kay Morrill		Teacher: 2 <sup>nd</sup> Grade
Magnolia Walker		Teacher: 4 <sup>th</sup> Grade
Marsha Pilkinton		Teacher: Art
Petrolia Tharpe		Teacher: 5 <sup>th</sup> Grade
Alicia Parker		Teacher: 1st Grade
April Eidson		Counselor
Melissa Valtierra		Academic Coach
Elaine Hudson		Teacher: SWD resource
Rosa Worsham		Teacher: SWD Resource
Brandie Kluge		Parent
Alisa Tomlin		Parent
Nikki Williams		Parent
Veronica Raines		Parent
Teresa Shannon		Parent
Paris Raines		Principal
Patricee Joiner		Assistant Principal
Rhonda Harris		Title I Director
Maggie Glennon		MG RESA, Facilitator



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

**SWP Components**

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*Response:*

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were teachers from all grades and departments, school support personnel, school administrators, parents, and a RESA facilitator.

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

- Brainstorming
- Academic and non-academic data analysis
- Evaluation of current programs, strategies, and processes
- Root-cause analysis
- Review of the literature
- Horizontal and vertical collaborative teams/committee

C. We have taken into account the needs of migrant children and will use the following procedures if and when we enroll migrant students:

We will take the needs of migrant students into account by conducting an annual Comprehensive Needs Assessment. During this process, we will examine data from various sources including student demographic information, report card grades, test scores, attendance, enrollment, discipline, graduation/drop-out rates, retention, participation in extended learning time, surveys from students/parents/teachers, and information gathered by our Parent Coordinator. Data will be reviewed to identify any gaps between migrant students and all students, and align the identified needs with the four Georgia Migrant Education Program Goals. The team, which will include migrant parents, will prioritize the needs of migrant students and make program-planning decisions based on the data and best practices.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

For example, in Kindergarten, Grades 1 and 2, we looked at data from G-Kids, DIBELS, SLOs, and classworks. In Grades 3, 4, and 5, we looked at CRCT data by subject, by grade, and by sub-group. For all grades, we looked at non-academic data including attendance and discipline reports. (See Appendix I for detailed information)

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
- Economically disadvantaged students
  - Students with disabilities
- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program were:
    - A steady growth in Science and Social Studies even though below the state performance levels.
    - Physical Science and Geography were the highest scoring domains.
    - Reading performance on par with the state, especially in Information and Media Literacy and Literacy Comprehension
    - Math scores at or above the state performance level in third and fifth grade with a particular strength in Numbers and Operations
  - The major needs we discovered were to increase math achievement in all subgroups particularly in the Geometry and Measurement domains and to support continued improvement in science and social studies by paying increased attention to literacy in the content areas. In addition, student attendance rates need to be improved.
  - The needs we will address are to provide more individual attention to the specific needs of students through small-group and/or individual time to increase numeracy skills and reading for understanding and to reduce the percentage of the student body missing more than 10 school days.
  - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be to:
    - Increase the achievement level of all students in the four content areas to meet or exceed the state performance levels
    - Close the achievement gap between SWD and Non-SWD students in all four content areas.
  - The root cause(s) that we discovered for each of the needs are:
    - Problem: Interruption of instructional time
    - Root cause/Action: Set guidelines for communication within the school

\* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education  
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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Problem: Teachers need for Professional Development

Root Cause/Action: Set up training/follow-up plan

Problem: Underachieving students

Root Cause/Action: More individual attention/Reduce class size

Problem: Science and Social Studies Scores

Root Cause/Action: Develop a Social Studies and Science Lab intervention during Specials

G. The measurable goals/benchmarks we have established to address the needs are shown below:

**Kindergarten DIBELS**

	% Students Meeting Benchmark	
	Spring 2014	Spring 2015
Letter Naming Fluency	65%	80%
Phonemic Segmentation	93%	≥94%

**Kindergarten G-KIDS**

Standard	Skill	Spring 2014	Spring 2015
ELACCKRF1 (d)	Recognize and name upper and lower-case letters	94%	92%
ELACCKRF3 (a, b)	Produce sounds for all consonants and vowels	85%	90%
ELACCKRF3 (c)	Read 80 of 100 common high-frequency words by sight	67%	75%
MCKCKCM 3	Count with cardinality 0-20	94%	92%
MCKCKCM 4	Identify numerals 0-20	92%	92%

**First Grade DIBELS**

	Words per Minute (WPM)
Winter 2012	72%
Spring 2013	62.6%
Spring 2014	70%

\* Required component of SWP as set forth in section 1114 of ESEA





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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

1 <sup>st</sup> Grade SLO	Does not meet	Meets	Exceeds	Expected Target- Does not meet(35%)	Expected Target Meets	Expected Target Exceeds
Female Black	15/15	0/15	0/15	14/15	1/15	0/15
Female White	45/45	0/45	0/45	40/45	5/45	0/45
Male Black	21/21	0/21	0/21	21/21	0/21	0/21
Male White	41/41	0/41	0/41	38/41	3/41	0/41

1 <sup>st</sup> Grade SLO	High Growth target Does not meet	Meets	Exceeds
Female Black	9/15	6/15	0/15
Female White	23/45	22/45	0/45
Male Black	12/21	9/21	0/21
Male White	19/41	22/41	0/41

93 % could meet goal of 35% growth, but not make the “Meets” (70-89) goal of grade on test. (Which means not PASS the test)

**Second Grade SLO**

	Did Not Meet			Meet			Exceeds		
	Pre-Score	Expected Target	High Growth	Pre-Score	Expected Target	High Growth	Pre-Score	Expected Target	High Growth
Female Black	17/17	14/17	2/17	0/17	3/17	15/17	0/17	0/17	0/17
Female White	61/62	51/62	3/62	1/62	11/62	58/62	0/62	0/62	1/62
Female Hispanic	3/3	3/3	3/3	0/3	0/3	0/3	0/3	0/3	0/3
Male Black	14/14	14/14	4/14	0/14	0/14	10/14	0/14	0/14	0/14
Male White	36/38	29/38	11/38	2/38	9/38	25/38	0/38	0/38	2/38
Male Hispanic	1/1	1/1	0/1	0/1	0/1	1/1	0/1	0/1	0/1

\* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education  
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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Grades 3-5 CRCT

	Grade 3 % Pass Rates				Grade 4 % Pass Rates				Grade 5 % Pass Rates			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Reading	93.6	96.9	97	95.8	97.5	95.3	96	99.3	94.6	97.7	98	97.6
ELA	89.4	90.9	92	94.6	79.7	80.3	84	94.5	91.7	95.2	95.3	94.7
Math	87.4	85.8	87	90.7	91.9	81.9	84	92.8	77.2	79.8	80	91
Science	82	84.2	84.3	84.3	74.6	72.4	80	87.6	78.2	68.9	80	87.2
Social Studies	82.8	82.7	83.4	83.4	55.7	66.9	80	87	69.4	63.6	80	85.5

	Grade 3-5 SWD CRCT % Pass Rates			
	2013	2014	2015	2016
Reading	93.7	93	93.5	95.2
ELA	79.9	82	83	94.6
Math	80.6	67	69	90.7
Science	64.8	59	61	86.19
Social Studies	50	49	55	83.56

\* Required component of SWP as set forth in section 1114 of ESEA



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**\*2. Schoolwide reform strategies that are scientifically-researched based.**

**2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.**

*Response:*

*The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are;*

- To reduce class size by hiring additional staff members
- To increase the amount and functionality of technology available to students and teachers
- To provide teachers with additional training in math strategies, strategies for students with disabilities, and reading in the content areas
- To examine school procedures regarding the protection of instructional time
- To address the needs of At-Risk students in first and second grades by hiring Co-Teachers/ Intervention Specialists (CTI)
- To improve Academic achievement and target areas of weakness by hiring an Academic Coach

**2(b). Are based upon effective means of raising student achievement.**

*Response:*

Many studies, including those by the U.S. Department of Education, have concluded that class size leads to positive academic and non-academic outcomes for students. Project STAR in Tennessee showed students in smaller classes had higher achievement gains than those in larger classes. Students who were placed in smaller classes for more than one year had gains that lasted through eighth grade. Smaller class size also led to increased attendance, increased satisfaction with school, and increased likelihood of taking the SAT or ACT in high school.

Since math achievement, particularly with students with disabilities, remains a high-priority item, teachers examined the findings of a study by the Institute for Education Sciences. This study recommended that math instruction should be explicit and systematic and include, "providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review." (Assisting Students Struggling with Mathematics, page 21). In terms of problem-solving, instruction should focus on the underlying structure of the word problem. In addition, teachers should include multiple ways for students to visualize mathematical principles and processes.

When teachers are implementing new strategies or learning to extend existing practices, they benefit from being able to collaborate with each other and to have expert coaching from an instructional coach or school administrator.

\* Required component of SWP as set forth in section 1114 of ESEA



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Appendix II contains selected references of the scientifically based research supporting our effective methods and instructional practices or strategies.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

*Response:*

We will increase the amount and quality of learning time by:

- Reducing during- school interruptions including intercoms and messages
- Looking for additional funding for before and after-school tutorial sessions
- Investigating ways to extend student instructional time
- Offering remediation sessions during specials and recess by utilizing Classworks web base program

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

*Response:*

An annual review of academic and non-academic data will be conducted by the school's Leadership Team with input from other teachers and parents. Actual achievement will be compared to the schools' annual goals to determine if the strategies in place are meeting the needs of all children, including the targeted SWD sub-group. The School Improvement Plan and Title I Plan will be adjusted according to the results of this annual data review.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

*Response:*

All field trips must be approved in advance and according to Crawford County Schools' guidelines and protocols. Requests for fieldtrips must include references to relevant

\* Required component of SWP as set forth in section 1114 of ESEA



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CCGPS/GPS standards and must include instructional strategies designed to assist students to master the identified standards.

**\*3. Instruction by highly qualified professional staff.**

*Response:*

Currently 100% of all teachers are considered Highly Qualified (HiQ). The principal will continue to work with the Human Resource department to ensure that all new hires are thoroughly screened to make sure that they are HiQ.

**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

*Response:*

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Although we have a very low teacher turnover rate, it is important to the school that all teachers are HiQ. District and school personnel will continue to attend job fairs to develop a pool of quality applicants. We will ensure that our interview questions are aligned with our job descriptions. We will also advertise vacancies using multiple venues and modes of communication.

**\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

*Response:*

A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities.

The listed activities are designed to address the root causes of our identified needs:

- RTI training
- Differentiated Instruction (DI)
- CCGPS training in all content areas (ELA & Math Teachers attended Summer Academy in June 2014/ELA Teachers met to Create Units in Aug 2014 with Jane Belflower from MGRESA)
- Math teachers will meet every eight weeks with Karen Crider (MGRESA) to create/revise units
- CCGPS training in content area literacy for Science and Social Studies
- SLDS training
- Disproportionality/Poverty Training
- Classworks Training
- Communicating with parents

B. We will align professional development with the State's academic content and student academic achievement standards by providing job-embedded Professional Development

\* Required component of SWP as set forth in section 1114 of ESEA



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\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

opportunities, including Professional Learning Communities, during regularly scheduled grade-level planning time. Multiple Professional Learning surveys provide the school with information that assists them in identifying individual and group needs, and school and district needs.

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we will allocate Title I and Title IIA funds for professional development activities. We will use the services of RESA personnel to support specific, identified professional development needs and we will use school-based and central office personnel to lead regular job-embedded professional learning sessions. In addition, we will use teachers to re-deliver training, for example in the Literacy Design Collaborative (LDC) and the Math Design Collaborative (MDC).

D. We will include 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. As part of the annual Title I Plan revision, the principal, with help from key teacher leaders, leads the Leadership Team through an annual in-depth analysis of student assessment data. The data is used by teachers to develop specific student goals that are based on Georgia's Performance Targets for all students and students with disabilities.

\* Required component of SWP as set forth in section 1114 of ESEA

**\*5. Strategies to increase parental involvement.**

*In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.*

*Response:*

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy in the following ways:
- By developing district and school-level parent advisory boards
  - By sharing plans with parents at the regular meetings and giving parents opportunities to suggest changes to those plans
  - Using multiple methods of advertising opportunities for parents to take on additional responsibility for school governance including sending home flyers, placing articles in the local newspaper, using the telephone call-out system, and using the school's web site
  - Maintaining an active PTO
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, in a variety of ways, including:
- Holding annual meetings
  - Placing the current policy and the suggested changes on the school's website
  - Sending information about meetings and suggested changes to the parent plan home with students
  - Ensuring that copies of the plan are easily available to parents at the school site
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend. The school schedules an annual Title I meeting that includes all the elements required by state and federal regulations. Advertisements for the annual meeting are placed in the local newspaper, on the website and informative flyers are sent home with students.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child-care, or home visits, as such services relate to parental involvement. The school uses multiple strategies to involve as many parents as possible including:
- Holding meetings at a variety of different times of day
  - Offering child care
  - Offering transportation
  - Offering information about meetings in multiple languages
  - Providing a translator when needed

\* Required component of SWP as set forth in section 1114 of ESEA



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- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, in a variety of ways including:
- Making positive parent phone calls within the first two weeks of school
  - Sending weekly classroom newsletters
  - Using a Parent Survey every spring to identify needs
  - Prioritizing parent needs based on the results of the survey
  - Sending weekly reports home with signed papers
  - Sending information home with Report Cards four times a year
  - Sending information home with Progress Reports four times a year
  - Scheduling Early Dismissal/Parent Conferences twice a year
- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
- The school will hold parent meetings with parents and teachers to gather input on the existing compact and to give parents the opportunity to suggest changes to the Parent Compact that will help them to assist the academic growth of their children.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators.
- We will use a variety of strategies to accomplish this, including scheduling parent workshops, events, and informational sessions that will give them the information they need to help their children be successful in school.
- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- We will do this by supporting a comprehensive district Parent Resource Center and by partially funding a Parent Coordinator whose main role is to develop the capacity of parents to assist their children.

\* Required component of SWP as set forth in section 1114 of ESEA





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I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by:

- Using the Parent Coordinator, the SWD Director and the HR director to develop a plan for parent education
- Working with principals to disseminate that plan to teachers
- Scheduling sessions during teacher planning to deliver professional learning to teachers aimed at building their capacity to work effectively with parents

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The school routinely invites directors of the local Head Start, the daycare center and the district's Pre-kindergarten to participate in transition activities and make use of the Parent Resource Center.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by providing a translator and by placing information and invitations to meetings in the:

- Local newspaper
- School and district websites
- Notes sent home to parents
- Flyers distributed around the community
- Send weekly classroom newsletters
- Automated Phone Calls to parents

L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will:

- Meet annually with registrars and clerical staff to review registration processes.
- Coordinate with Migrant and ESOL Directors to determine what, if any, updates to parent informational packages are needed

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Participate in the district-wide ESOL and Migrant Surveys which are used to prioritize needs
- Monitor to ensure that the written procedures are in place
- Attend regional training sessions to ensure that school personnel are up-to-date on process and procedures
- Request technology support from GDOE personnel

\* Required component of SWP as set forth in section 1114 of ESEA



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\*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

*Response:*

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year.

**Prekindergarten to kindergarten:** The close proximity of the prekindergarten and elementary schools supports the contact of prekindergarten and kindergarten children and teachers. In preparation for the transition to kindergarten, the prekindergarten teachers take their students to the kindergarten classrooms and give them a tour of the school. In addition the school includes students and parents from the day-care and Head Start program to their spring Parent Day. Informational packets are sent home with all students. Teachers visit the prekindergarten, Head Start, and the local daycare to share information about kindergarten expectations. Lastly, the kindergarten teachers use a math, literacy, motor skills, and following directions screener to assess student readiness for the kindergarten program.

**5<sup>th</sup> to 6<sup>th</sup> Grade:** The middle school routinely invites the rising 5<sup>th</sup> grade students to the middle school where they meet the teachers and have a tour of the school. Students and parents are also introduced to the kinds of Connections options that will be available to them. Student anxiety about the transition is lessened by the inclusion of fun activities like the band cook-out.

**Other transitions:** Individual tours of schools are arranged for students entering from private schools, home schools, and during the school year. Part of the advisement process is to assign a host student to the new student to act as a buddy during the initial transition.

\* Required component of SWP as set forth in section 1114 of ESEA



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\*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

*Response:*

The ways that we include teachers in decisions regarding use of academic assessments are quite varied and include:

- The Leadership Team represents a cross-section of faculty and staff and meets frequently to discuss academic and non-academic data. Team members are responsible for the flow of communication about assessment between teachers and administration.
- The school's benchmarks were developed by teachers
- Teachers administer and track data from a variety of assessments including DIBELS, STARS, and Classworks.

\*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

*Response:*

Crawford Elementary School provides several interventions for students who experience difficulty mastering proficient or advanced levels of academic achievement standards and they shall be provided with effective, timely, and additional assistance.

Those activities include:

- Reducing class size to create opportunities for more individualized attention
- Using the EIP model for those scoring below 815 on the CRCT
- Providing early morning tutorials for students in all grades by resource teachers
- Offering after-school tutorials by resource teachers
- Providing extra tutorials after-breakfast, recess, and specials
- Using the RTI process to monitor progress and provide additional support during specials on Tuesdays
- Co-Teachers/Intervention Specialists in first and second grades
- Academic Coach to provide strategies to target areas of weakness
- Purchase Interactive Projectors to differentiate instruction

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

*Response:*

Crawford County Elementary School ensures that all teachers are able to identify students who are struggling and provide effective supports by:

- Providing teachers with RTI training annually
- Providing teachers with training on differentiated instruction

\* Required component of SWP as set forth in section 1114 of ESEA



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- Scheduling meetings between SWD and regular education teachers on Wednesdays so that they can discuss student progress and possible interventions
- Sending lead teachers to RTI training who return and re-deliver training to their teams

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

*Response:*

Crawford County Elementary school works diligently to find ways to help parents to be effective partners in their child's education. These strategies include:

- Offering two parent conference days each year
- Offering parent training workshops monthly, including sessions on how parents can help their children at home provided by the Academic Coach
- Holding monthly meetings between the Parent Coordinator and teachers on topics that would help teachers to work collaboratively with parents
- Supporting the district's Parent Resource Center
- Using the PTO to distribute information and tips about parenting
- Encouraging parents to volunteer at the school so that they can build stronger ties with the school and also learn how teachers present information

\*9. Coordination and integration of federal, state, and local services and programs.

*This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.*

9(a). List of state and local educational agency programs and other federal programs that will be included.

*Response:*

Title I	QBE
Title IC Consortium	Professional Learning
Title IIA	Technology
Title III Consortium	SPLOST
Title VI	
Title VIB	

\* Required component of SWP as set forth in section 1114 of ESEA



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9(b). Description of how resources from Title I and other sources will be used.

*Response:*

Resources from Title I and other sources will be used in research-based strategies that have been proven to support student academic growth and the professional growth of faculty and staff. This will include reducing class size, purchasing technology and software, purchasing supplemental materials for core subjects, and providing teachers with professional learning opportunities.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

*Response:*

A cross section of school and district personnel was involved in the development of this plan to ensure coordination and alignment between strategies, programs, and funding sources.

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

*Response:*

The school ensures that parents have accurate information about their child's progress in a variety of ways including:

- Progress Reports are issued in the middle of every grading period.
- Report Cards are sent home every eight weeks
- A packet of signed papers is sent home weekly
- Parent conferences are held twice per year
- The official DOE Georgia Milestones report goes home in the report card

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

*Response:*

The school uses a variety of methods for collecting and disaggregating data on the achievement and assessment results of students including those listed below:

- STARS, DIBELS, and Classworks are used to monitor progress
- Teachers have access to and use the SLDS system to gather and analyze data on individual students and groups of students
- Teachers receive Georgia Milestones data from the administration as soon as it is available in the spring and when they come back to school during pre-planning
- The school reviews its Title I plan annually

\* Required component of SWP as set forth in section 1114 of ESEA



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

*Response:*

All of the Georgia Milestones reports and scores come from the Georgia Department of Education (GDOE). The GDOE has ensured that all scores are valid and reliable.

13. Provisions for public reporting of disaggregated data.

*Response:*

Disaggregated school data is publicly reported in several ways. Annual Georgia Milestones reports are published in the local newspaper. Parents receive information through newsletters, conferences, meetings, and the website. Moving forward, CCRPI data will be published in the same way the AYP data was in the past.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

*Response:*

The plan was developed within a one-year period and facilitated by Middle Georgia RESA.

15. 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:*

Crawford County Elementary School's plan was developed with input from a variety of internal and external stakeholders. The Planning Team was comprised of representatives from every grade level and included support staff, administrators, and parents. Additional information was gathered through surveys and the PTO.

\* Required component of SWP as set forth in section 1114 of ESEA



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

*Response:*

To ensure that the plan will be easily accessible and freely available to the public, a copy is available in the main office and in the Parent Resource Center. The plan is also posted on the school's website.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

*Response:*

The DOE TransAct program is used for translation and a translator is provided when needed. All parents are presented information on ESOL, PEC, gifted, and other educational programs.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

*Response:*

Crawford County Elementary School will work with the Title I Director to ensure that schools are in compliance with all requirements of Section 1116. The school will use Title I funds to supplement, not supplant, other funds that would otherwise come from non-federal sources.

\* Required component of SWP as set forth in section 1114 of ESEA





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Appendix I: Selected Academic and Non-Academic Data

CRCT for ALL Students

ELA

	Grades 3-5	Grade 3	Grade 4	Grade 5
2011-2012	88.8%	89.6%	89.5%	87.2%
2012-2013	87.0%	89.4%	79.7%	91.7%
2013-2014	89.0%	90.9%	80.3%	79.8%
State Target 2015	93.8%	93.8%	93.8%	93.8%

Reading

	Grades 3-5	Grade 3	Grade 4	Grade 5
2011-2012	87.2%	88.7%	88.6%	79.3%
2012-2013	93.6%	97.5%	94.6%	94.6%
2013-2014	96.0%	96.9%	95.3%	97.7%
State Target 2015	95.2%	95.2%	95.2%	95.2%

Math

	Grades 3-5	Grade 3	Grade 4	Grade 5
2011-2012	77.1%	84.6%	77.6%	69.8%
2012-2013	87.4%	91.9%	77.2%	92.9%
2013-2014	83.0%	85.8%	81.9%	79.8%
State Target 2015	89.4%	89.4%	89.4%	89.4%

Science

	Grades 3-5	Grade 3	Grade 4	Grade 5
2011-2012	70.5%	75.7%	79.6%	75.8%
2012-2013	75.7%	82.0%	74.6%	78.2%
2013-2014	75.0%	84.2%	72.4%	68.9%
State Target 2015	84.3%	84.3%	84.3%	84.3%

Social Studies

	Grades 3-5	Grade 3	Grade 4	Grade 5
2011-2012	69.0%	73.5%	71.8%	61.4%
2012-2013	69.5%	82.8%	55.7%	69.4%
2013-2014	71.0%	82.7%	66.9%	63.6%
State Target 2015	83.4%	83.4%	83.4%	83.4%

\* Required component of SWP as set forth in section 1114 of ESEA



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**CRCT Results for SWD**

**Three-year Trend**

	Math	Reading	ELA
2011-2012	60.5%	78.0%	75.0%
2012-2013	80.6%	93.7	79.9%
2013-2014	67.0%	93.0%	82.0%

**SWD and Non-SWD Spring 2014**

	ELA	Reading	Math	Science	Social Studies
SWD	82%	93%	67%	59%	49%
Non-SWD	90%	97%	86%	79%	77%
GAP	8%	4%	19%	20%	28%

**Non-Academic Data**

**Retentions 2013-2014**

Total Number	ED		SWD		FEMALE		MALE	
	#	%	#	%	#	%	#	%
27	28	78%	10	37%	11	41%	16	59%

**Discipline Referrals**

Type of Misbehavior	Total	Black	Hispanic	White
Bus	108	23	1	84
Cheating	3			3
Computer Trespass	1	1		
Fighting	21	5	1	15
Threatening	2	1		1
ISS	48	16	2	30
Profanity	16	4	1	11

**Student Absences**

Year	0	1-5	6-10	10+
2013-2014	7%	38%	28%	37%
2012-2013	7%	32%	25%	36%
2011-2012	7%	38%	29%	26%

**Teacher Preparation**

\* Required component of SWP as set forth in section 1114 of ESEA



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	Bachelor	Master	Specialist	Doctorate
Teachers	23	24	13	1
Administrators		1	1	1

### Appendix II: Selected References

#### **Coaching and Collaboration**

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#### **Class Size**

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Education Week. (August 3, 2004 Updated July 1, 2011). Class Size Reduction. Retrieved from: <http://www.edweek.org/ew/issues/class-size/> Published: August 3, 2004

#### **Teaching Students With Disabilities**

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Institute for Education Sciences. (April 2009). Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. Retrieved from: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_math\\_pg\\_042109.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf)

\* Required component of SWP as set forth in section 1114 of ESEA



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### Georgia Grade 5 Writing Assessment Writing Test Student Population Summary

Student Group	N Tested			Mean Scale Score	Performance Level					
	All	Standard Administration	Conditional Administration		% SYSTEM			% STATE		
					DNM	M	EXC	DNM	M	EXC
<b>All Student with Scorable Papers</b>	<b>127</b>	<b>127</b>	<b>0</b>	<b>203</b>	<b>34</b>	<b>59</b>	<b>7</b>	<b>20</b>	<b>67</b>	<b>13</b>
<b>Regular Program Students</b>	<b>101</b>	<b>101</b>	<b>0</b>	<b>208</b>	<b>28</b>	<b>63</b>	<b>9</b>	<b>16</b>	<b>70</b>	<b>14</b>
English Learner (EL)	1	1	0					49	50	1
Section 504	0	0	0					31	61	8
Migrant Certified	0	0	0					31	64	5
EL-Monitored	0	0	0					16	78	6
<b>Other Regular Program Students</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>208</b>	<b>28</b>	<b>63</b>	<b>9</b>	<b>15</b>	<b>70</b>	<b>15</b>
<b>All Special Education</b>	<b>26</b>	<b>26</b>	<b>0</b>	<b>182</b>	<b>58</b>	<b>42</b>	<b>0</b>	<b>53</b>	<b>44</b>	<b>3</b>
Visual Impairment or Blind	0	0	0					35	55	9
Deaf or Hard of Hearing	0	0	0					50	44	6
Deaf and Blind	0	0	0							
Specific Learning Disability	9	9	0					58	42	1
Mild Intellectual Disability	1	1	0					89	11	0
Traumatic Brain Injury	0	0	0					50	50	0
Mod/Sev/Prof Intellectual Disability	0	0	0					100	0	0
Autism	0	0	0					58	37	4
Orthopedic Impairment	0	0	0					50	44	6
Speech/Language Disability	5	5	0					27	63	10
Emotional/Behavioral Disorder	8	8	0					63	35	2
Other Health Impairment	3	3	0					57	41	2
Significant Development Delay	0	0	0					50	50	0
<b>Gender</b>										
Female	58	58	0	208	28	67	5	14	69	17
Male	69	69	0	198	39	52	9	26	65	10
<b>Ethnic Group</b>										
Asian/Pacific Islanders	0	0	0					8	59	34
Black, Non-Hispanic	21	21	0	200	29	71	0	27	66	7
Hispanic	3	3	0					21	70	9
American Indian/Alaskan Native	1	1	0					21	63	17
White, Non-Hispanic	94	94	0	203	36	55	9	15	68	17
Multiracial	8	8	0					18	68	15
<b>All Accommodated</b>	<b>26</b>	<b>26</b>	<b>0</b>	<b>180</b>	<b>58</b>	<b>42</b>	<b>0</b>	<b>53</b>	<b>45</b>	<b>2</b>
Special Education Accommodated	24	24	0	180	58	42	0	61	38	1
EL Accommodated	0	0	0					53	46	1
EL-Monitored	0	0	0					24	73	3
EL-Monitored Accommodated	0	0	0					34	60	6
Section 504 Accommodated	3	3	0							
<b>Nonscorable Papers</b>	<b>0</b>	<b>0</b>	<b>0</b>							
<b>Invalidated Papers</b>	<b>0</b>	<b>0</b>	<b>0</b>							
<b>EL Deferred</b>										

\* Required component of SWP as set forth in section 1114 of ESEA



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<b>All Students w/ Scorable Papers</b>	<b>School</b>	<b>System</b>	<b>RESA</b>	<b>State</b>					
<b>Number of Test Takers</b>	127	127	5032	124889					
<b>Mean Scale Score</b>	203	203	212	214					

<b>Performance Summary</b>	<b>Does Not Meet</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	<b>Total</b>
<b>All Students with Scorable Papers</b>				
School N	43	75	9	127
School %	34 %	59 %	7 %	
System N	43	75	9	127
System %	34 %	59 %	7 %	
RESA N	1137	3297	598	5032
RESA %	23 %	66 %	12 %	
State N	25016	83584	16289	124889
State %	20 %	67 %	13 %	

<b>Nonscorable</b>	<b>Number</b>	<b>Percent</b>
Blank	0	0 %
Copied	0	0 %
Illegible	0	0 %
Incomprehensible	1	33 %
Text Too Limited To Score	0	0 %
Non English	0	0 %
Nonparticipation	0	0 %
Off Task	0	0 %
Off Topic	2	67 %
Offensive	0	0 %
Invalidated	0	0 %
<b>Total Nonscorable and invalidated papers</b>	<b>3</b>	<b>100%</b>

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

<b>Domain Rating Summary</b>								
Mean Domain Score	All Students with Scorable Papers N                  Score		<b>Genres</b>					
			Persuasive		Informational		Narrative	
			N	Score	N	Score	N	Score
<b>Ideas (2)</b>								
School	127	2.7	42	2.5	43	2.7	42	3.0
System	127	2.7	42	2.5	43	2.7	42	3.0
RESA	5032	3.0	1636	2.7	1753	3.0	1643	3.3
State	124889	3.0	40708	2.8	43016	3.0	41165	3.3
<b>Organization (1)</b>								
School	127	2.7	42	2.5	43	2.7	42	3.0
System	127	2.7	42	2.5	43	2.7	42	3.0
RESA	5032	3.0	1636	2.8	1753	2.9	1643	3.2
State	124889	3.0	40708	2.8	43016	3.0	41165	3.3
<b>Style (1)</b>								
School	127	2.8	42	2.6	43	2.8	42	2.9
System	127	2.8	42	2.6	43	2.8	42	2.9
RESA	5032	3.0	1636	2.9	1753	3.0	1643	3.1
State	124889	3.1	40708	2.9	43016	3.0	41165	3.2
<b>Convention (1)</b>								
School	127	2.6	42	2.6	43	2.6	42	2.7
System	127	2.6	42	2.6	43	2.6	42	2.7
RESA	5032	2.7	1636	2.7	1753	2.7	1643	2.8
State	124889	2.8	40708	2.8	43016	2.8	41165	2.9

Compositions were scored on a scale of 1 to 5 for each domain. Domains are weighted in computing a total score. The weight for each domain is shown in ( ) beside the domain label above.

See Georgia Grade 5 Writing Assessments Interpretive Guide for an explanation of the categories of non-scoreable papers.

For privacy and reliability reasons, scores are reported only for groups with 10 or more students.

\* Required component of SWP as set forth in section 1114 of ESEA