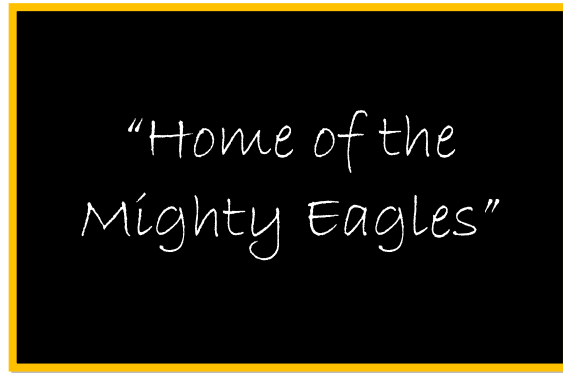


Crawford County High School



Annual Revision Title I Schoolwide Plan

2014-2015



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

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SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Craford County High School			District Name: Crawford County		
Principal Name: Mike Campbell			School Year: 2014-2015		
School Mailing Address: 400 East Agency Street, P. O. Box 98 Roberta GA 31078					
Telephone: 478-836-3126					
District Title One Director/Coordinator Name: Mrs. Rhonda Harris					
District Title One Director/Coordinator Mailing Address: 190 Cruselle Street, PO Box 8, Roberta GA 31078					
Email Address: rhonda.harris@crawfordschools.org					
Telephone: 478-836-3131					
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"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Ashley Gordon		Teacher: ELA
Michael Marler		Teacher: Math
Stephen Johnson		Teacher: Art
Daryl Baxley		Teacher: Agriculture
Kim McCrary		Parent
April Baxley		Parent
Melody Smith		Parent
Robin Jones		Parent
Danielle Cosnahan		Parent
Teresa Shannon		Parent
Tamika D. Hollingshed		Parent
Mike Campbell		Principal
Cynthia Dickey		Assistant Principal
Rhonda Harris		Title I Director
Maggie Glennon		Facilitator, MGRESA

Introduction

Crawford County High School is located in Roberta, Georgia, the largest city in Crawford County. The school serves approximately 470 students in grades 9-12. In the 2012-2013 school year, 27% of students reported themselves as Black and 69% as White. In that same school year, 69% of students were classified as Economically Disadvantaged (ED) and 16.5% as Students With Disabilities (SWD). The majority of the graduates in 2009 and 2010 who entered the University of Georgia system, attended Macon State College. The majority of the same graduates who went to a technical college chose Central Georgia Technical College. The school was designated as a Reward School for both the 2011-2012 and 2012-2013 based on student's academic progress.

Mission Statement

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

Vision Statement

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

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 conversations

- C. We have taken into account the needs of migrant children.
We do not have any migrant students. If and when we do, we will take their needs into consideration by conducting an annual Comprehensive Needs Assessment of our migrant



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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.

students. During this process we will examine data from various sources including student demographic information, report cards, test scores, attendance, enrollment, discipline, graduation/drop-out rates, retention, participation in extended learning time, surveys from students/parents/teachers, and information from 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 goals. The team, which will include parents of migrant students, 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, we looked at EOCT data by subject and by sub-group. We looked at non-academic data including attendance and discipline reports. (See Appendix I for detailed information)

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 that there has been consistent growth in ELA and Science achievement as shown by the EOCT's. In both ELA areas, the highest achievement was in the speaking and listening domain. Slightly higher achievement was found in the ecology and chemistry strands in science and the New Republic strand in U.S. history.
- The major needs we discovered were to:
 - Close the significant achievement gaps between SWD and non-SWD in all content areas
 - Strengthen student writing ability
 - Improve achievement in all domains in Geometry
 - Improvement achievement in all areas of Coordinate Algebra
 - In U.S. History, we will concentrate on improving the Modern Era domain
 - Improve achievement in all areas of Biology
 - Improved achievement in all areas of Physical Science

* 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.

- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be to:
 - Improve reading comprehension
 - Improve written expression
 - Increase the ability of all students and SWD to solve problems in coordinate algebra

- The root cause(s) that we discovered for each of the needs are:

Problem: Significant gaps between SWD and Non-SWD EOCT scores

Root cause/Action: Adjust Master Schedule to reflect SPED teachers specializing in only one content area so that all EOCT areas have a true co-taught class

Problem: Significant gaps between SWD and Non-SWD EOCT scores

Root Cause/Action: Provide an additional SPED teacher to add co-taught classes, IEP specialization, and training

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

Goals for ALL Students

	% Pass Rates			
	2013	2014	2015	2016
9 th Grade Literature	80.1	85	87.5	89.6
American Literature	81.5	85	89.5	92.8
Physical Science	73.6	78	82	85.4
Biology	59.2	70	76.5	82.2
US History	60.9	70	75	79.6
Economics	63.3	72.5	78.5	84.1

* 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.

Goals for SWD Students

	% Pass Rates			
	2013	2014	2015	2016
9 th Grade Literature	42.1	78	60	70.3
American Literature	22.2	40	60	73.9
Physical Science	45	53.5	62.5	68.4
Biology	21.1	36.5	52.5	65.1
US History	0	22.5	47.5	66
Economics	16.7	35	52.5	63.2

Attendance

	0	1-5	6-10	10+
Goals for 2013-2014	5%	80%	10%	5%

* 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:

- Increase the amount and kinds of differentiated instruction in all classrooms
- Increase the amount and quality of co-teaching
- Place an increased focus on student writing
- Improve the ability of teachers to collaborate and coach each other in implementing research-based strategies

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

Response:

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.

Appendix II provides 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 providing:

- Informal before and after-school tutorials (Khan Academy, Study Island)
- Summer school
- Credit recovery using PLATO
- Add time to class periods
- Reduce transition time

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



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

- Eagle Hour tutorials during the day
- Drop Everything and Read provided weekly

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 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 98% of all teachers are considered Highly Qualified (HiQ). The principal and central office personnel are working diligently with the remaining two teachers to provide the professional learning they need to become HiQ. Parents have been notified of the status of the two non-HiQ teachers according to the defined procedures. When the school

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



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

reaches its target of 100%, the principal will continue to work with the Human Resource department to thoroughly screen all new hires to ensure 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. We will continue to attend job fairs to develop a pool of quality hires. 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 that are designed to address the root causes of our identified needs.

- Differentiated Instructional strategies by content area
- Literacy integration during Science and Social Studies
- Classroom management procedures
- CCGPS by content area
- TKES training
- Technology for new hardware and/or software
- Additional co-teach training
- CCRPI training
- Math workshops and summer academies
- Science workshops (Physical Science and Biology)

B. We will align professional development with the State's academic content and student academic achievement standards by providing job-embedded Professional Development opportunities, including Professional Learning Communities during regularly scheduled department meetings after school. 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

* 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.

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 have used 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 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



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***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.
- 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 in call-outs to parents.
- 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
 - Providing information about meetings in multiple languages
 - Providing a translator and/or interpreter 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:

- Using a Parent Survey every spring to identify needs
- Prioritizing parent needs based on the results of the survey
- Including information with Report Cards that are sent home four times a year
- Including information with Progress Reports that are sent home 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.

This will be accomplished by holding 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 schedule parent workshops, events, and informational sessions that will give parents 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.

The school will do this in a variety of ways. The district has created a Parent Resource Center which is available to all Crawford County High School parents. The school also partially funds 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 out to teachers
 - Scheduling sessions during teacher planning time 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 invites and encourages participation from all business and community groups.
 - The school provides and encourages parents to take advantage of materials provided in 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 website
 - Notes sent home to parents
 - Flyers distributed around the community
 - Telephone call-outs
- 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.
- Crawford County High School will:
- Schedule regular meetings with registrars and clerical staff to review registration and other important processes that support the career and college readiness of students

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



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- Coordinate with Migrant and ESOL Directors to determine what, if any, updates to parent informational packages are needed
- Participate in the district-wide ESOL and Migrant Surveys which are used to prioritize needs
- Monitor all written procedures to ensure that they are in place and are working to support student success
- Attend regional training sessions to ensure that school personnel are up-to-date on process and procedures
- Request technology support from GDOE personnel when needed

*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.

8th to 9th Grade: The middle and high school counselors coordinate the transition process by scheduling an 8th grade tour of the high school and an Open House specifically for rising 9th graders where parents and students meet teachers and learn about the high school's structure and course offerings. Informational packages are developed and sent home with students. In the spring, students with disabilities are taken on a private tour of the school

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 monitor student progress through the SST process

*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:

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

Those activities include:

- National Honor Society peer-to-peer individual tutoring that is provided by request and appointment
- After-school tutoring provided by all teachers for students who are experiencing difficulty in any subject or class
- Offering pull-out sessions after the spring EOCT administration where students can use technology such as Study Island or EXPRESS to improve their core competencies.
- Using the 504 and SST processes to monitor student progress

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

Response:

The school ensures that teachers are involved in:

- Formative assessment professional learning
- DOE webinars
- RESA workshops
- Math and ELA summer academies

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



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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:

The school

- Utilizes a Parent Resource Center located at the Board of Education
- Offers a Parent Involvement Day in the spring
- Holds Early Dismissal Days when teachers stay until 7:00 for parent conferences
- Hold TAA sessions every Wednesday for 45 minutes with a separate curriculum for each grade level
- Website postings designed to inform parents of pertinent issues

*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	
Progress Funds	

* 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 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, including the CTAE Director, 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
- Parent conferences are held twice per year on Early Dismissal days
- Official DOE assessment reports are sent home in a timely manner
- Parents are able to use the Parent portal in PowerSchool to access information about their children and the school

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:

- The SST process is used for progress monitoring
- Teachers have access to and use the SLDS system to gather and analyze data on individual students and groups of students
- Teachers receive EOCT 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 EOCT and graduation 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 EOCT reports are published in the local newspaper. Parents receive information through newsletters, conferences, meetings, and the website. Moving forward, CCRPI and Georgia Milestones 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 through facilitation 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 High school's plan was developed with input from a variety of internal and external stakeholders. The Planning Team was comprised of representatives from every department and also included the CTAE director, support staff, administrators, and parents. Additional input was gathered through surveys.

* 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 district's 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 High 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.

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Appendix 1: Selected Academic and Non-Academic Data

I. Academic Data

ELA EOCT: ALL Students

EOCT Subject	Pass Rate	EOCT Subject	Pass Rate
9th Literature 2010-11	71.8%	Am. Literature 2010-11	70.3%
9th Literature 2011-12	79.2%	Am. Literature 2011-12	76.9%
9th Literature 2012-13	80.1%	Am. Literature 2012-13	81.5%
2013 Performance Target	85.2%	2013 Performance Target	89.8%
9 th Literature 2013-14	82%	Am. Literature 2013-14	84%
2014-15 Perf. Target	87.5%	2014-15 Perf. Target	89.5%

Math EOCT : ALL Students

EOCT Subject	Pass Rate	EOCT Subject	Pass Rate
Math I 2010-2011	32.2%	Math II 2010-2011	41.9%
Math I 2011-2012	74.3%	Math II 2011-2012	48.0%
Coord Algebra 2012-2013	30.9%	Math II 2012-2013	57.0%
Performance Target 2013	67.8%	Performance Target 2013	64.3%
Coord. Algebra 2013-14	40%	Anal. Geometry 2013-14	25%
2014-15 Perf. Target		2014-15 Perf. Target	

Science: ALL Students

EOCT Subject	Pass Rate	EOCT Subject	Pass Rate
Biology 2010-2011	48.5%	Physical Science 2010-11	65.7%
Biology 2011-2012	57.8%	Physical Science 2011-12	69.6%
Biology 2012-2013	59.2%	Physical Science 2012-13	73.6%
Performance Target 2013	74.4%	Performance Target 2013	79.2%
Biology 2013-14	65%	Physical Science 2013-14	71%
2014-15 Perf. Target	76.5%	2014-15 Perf. Target	82%

Social Studies: ALL Students

EOCT Subject	Pass Rate	EOCT Subject	Pass Rate
Economics 2010-2011	71.4	US History 2010-2011	42.4
Economics 2011-2012	67.3	US History 2011-2012	55.6
Economics 2012-2013	63.3	US History 2012-2013	60.9
Performance Target 2013	77.3	Performance Target 2013	70.8
Economics 2013-14	67%	US History 2013-14	58%
2014-15 Perf. Target	78.5%	2014-15 Perf. Target	75%

ELA EOCT: SWD

EOCT Subject	Pass Rate	EOCT Subject	Pass Rate
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* Required component of SWP as set forth in section 1114 of ESEA



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9th Literature SWD	42.1%	Am Literature SWD	22.2%
9th Literature Non-SWD	86.2%	Am Literature Non-SWD	86.9%
Gap	44.1%	Gap	64.7%
SWD Performance Target 2014-15 Perf. Target	57.6% 60%	SWD Performance Target 2014-15 Perf. Target	62.7% 60%

Math EOCT: SWD

EOCT Subject	Pass Rate	EOCT Subject	Pass Rate
Coord Algebra SWD	12.5%	Math II SWD	25.0%
Coord Algebra Non-SWD	34.8%	Math II Non-SWD	57.0%
Gap	22.3%	Gap	32.0%
SWD Performance Target 2014-15 Perf. Target	41.8% 2014-15 Perf. Target	SWD Performance Target 2014-15 Perf. Target	37.7% 2014-15 Perf. Target

Science EOCT: SWD

EOCT Subject	Pass Rate	EOCT Subject	Pass Rate
Biology SWD	21.1%	Physical Science SWD	45.0%
Biology Non-SWD	86.9%	Physical Science Non-SWD	78.7%
Gap	65.8%	Gap	33.2%
SWD Performance Target 2014-15 Perf. Target	50.1% 52.5%	SWD Performance Target 2014-15 Perf. Target	54.8% 62.5%

Social Studies EOCT: SWD

EOCT Subject	Pass Rate	EOCT Subject	Pass Rate
Economics SWD	16.7%	US History SWD	0.0%
Economics Non-SWD	68.5%	US History Non-SWD	66.0%
Gap	51.8%	Gap	66.0%
SWD Performance Target 2014-15 Perf. Target	47.4% 52.5%	SWD Performance Target 2014-15 Perf. Target	51.4% 47.5%

Graduation Rate

School Year	
2012-2013	
2011-2012	
2010-2011	

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II. Non-Academic Data

Student Enrollment

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2013-2014	145	132	96	92	465
2012-2013	175	126	136	126	563
2011-2012	152	150	141	119	562
2010-2011	206	176	119	134	635

Student Demographics

2013-2014 Total Students	Black	Hispanic	White	ED	SWD
465	27%	3%	69%	69%	16.5%

Student Retentions

	Total	ED	SWD	Male	Female
2012-2013	49	42	12	36	13

Student Retentions by Grade

	Grade 9	Grade 10	Grade 11	Grade 12
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2012-2013	14%	9%	9%	13%
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Student Absences

Grade	0	1 - 5	6 - 10	10+
9	25.60%	51.70%	12.50%	10.20%
10	23.80%	50.00%	18.30%	7.90%
11	32.10%	51.10%	8.80%	8.00%
12	25.40%	46.00%	16.70%	11.90%
Total	26.70%	49.90%	13.80%	9.60%

Student Discipline

August-September 2013	Tobacco	Weapons	Bus	Dress Code	Elect. Device	Profanity
	1	1	4	105	2	2

Post High School Enrollment: Technical Colleges in Georgia

Technical College	HS Graduation Year	Total Students Enrolled	ED	SWD
Central Georgia	2009	26	14	2
	2010	20	14	1
Flint River	2009	1	1	0
Middle Georgia	2009	6	5	1
	2010	9	7	1
Savannah	2009	1	0	0
	2010	1	1	0
	Totals	64	42	5

Post High School Enrollment: University System of Georgia

College or University	HS Graduation Year	Total Students Enrolled	ED
Abraham Baldwin Agricultural College	2009	2	0
	2010	2	0
Darton College	2009	1	1
Fort Valley State University	2009	5	4

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	2010	4	2
Gainesville State College	2009	1	1
Georgia College & State University	2010	1	1
Georgia Southern University	2010	2	1
Georgia Southwestern State University	2009	2	0
	2010	1	0
Gordon College	2009	4	2
	2010	4	2
Macon State College	2009	24	10
	2010	10	6
Middle Georgia College	2010	1	1
University of Georgia	2009	1	0
University of West Georgia	2010	1	1
Valdosta State University	2009	4	1
	2010	3	2
Waycross College	2010	1	0
	Totals:	74	35

Teacher Educational Level

2013-2014	Bachelor	Masters	Specialist	Doctorate
All Teachers	16	11	3	1

Appendix II: Selected References

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