

**SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN**

NAME OF SCHOOL/PRINCIPAL: Crawford County High School / Ed Mashburn	
NAME OF DISTRICT/SUPERINTENDENT: Crawford County / Brent Lowe	
<input type="checkbox"/> Comprehensive Support School <input type="checkbox"/> Targeted Support School <input checked="" type="checkbox"/> Schoolwide Title I School <input type="checkbox"/> Targeted Assistance Title I School <input type="checkbox"/> Non-Title I School <input type="checkbox"/> Opportunity School	

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

Needs Assessment/ Data Review Results (swp 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Improve the academic performance of all students, with a focus on ELA (writing), Math, Science, Social Studies, and SWD.</p>	<p>GA Milestones Results, including Lexile levels (2015-16) (see attached)</p>	<p>Administration, Leadership Team, Teachers, School Council</p>	<p>Kiosk, phone notifications, website, PowerSchool Parent portal, phone logs, newspaper</p>
<p>Improve students' writing proficiency across content areas.</p>	<p>GA Milestones Results, including Lexile levels (2015-16) (see attached)</p>	<p>Administration, Leadership Team, Teachers, School Council</p>	<p>Kiosk, phone notifications, website, PowerSchool Parent portal, phone logs, newspaper</p>
<p>Improve the graduation rate of students by targeting attendance issues.</p>	<p>Attendance data</p>	<p>Administration, Leadership Team, Teachers, School Council</p>	<p>Kiosk, phone notifications, website, PowerSchool Parent portal, phone logs, newspaper</p>

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)
 (SWP 2, 7, 9, 10)

Decrease the percentage of Beginning Level students in Coordinate Algebra and Analytic Geometry from 30% to 15%, according to the 2016-17 Milestones results. Decrease the percentage of Beginning and Developing Level students in Physical Science and Biology by 5%. Increase the percentage of Proficient and Distinguished Level students in United States History and Economics by 13%. Increase the Lexile level of students by 25% as evidenced by increasing Lexile levels on GA Milestones scores.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Standards 1, 2, 3 Assessment Standards 1, 3, 4 Instruction Standards 3, 6, 7 Professional Learning Standard 1	All students, parents, teachers	CCHS developed a PLC plan to ensure content area teachers have collaborative, common planning. We work within vertical teams and content area teams to align units, establish common expectations, and design and review curriculum documents and common assessments. We will use Performance Matters software to create standards-aligned assessments and to gather and analyze data. We have established learning targets and success criteria aligned to curriculum standards. We will use Write Score's specific, timely, and descriptive feedback to determine student weaknesses and strengths in order to provide instruction specific to each student™S needs; this feedback will also be used to communicate to students their strengths and weaknesses. Chromebooks will be used to administer Write Score and STAR 360 Custom assessments. CCHS aligns professional learning with needs identified through a variety of data. The Academic Coach will be utilized for planning and implementing PL and PLCs and monitoring curriculum, instruction, and assessment. Math interventionist will be utilized for instructional support in math.	<p>Leaders: Learning Walk feedback forms, TKES, PLC agendas, data notebooks, curriculum documents, PL surveys</p> <p>Teachers: Curriculum maps, revised unit plans, learning targets, common assessments, data notebook, PLC sign-in sheet, implementation of PL learning</p> <p>Students: Learning Walk feedback forms</p> <p>Parents: Parent compact, Parent Portal access, progress reports and report cards, sign-in sheets from school events</p>	<p>School Leaders Demonstrate: Participation in Learning Walks, conducting of TKES Walkthroughs, lead PLC teams, analyze data, monitor curriculum documents, design PL</p> <p>Teachers Demonstrate: Knowledge of content and standards, creation of curriculum documents, participation in PLC teams</p> <p>Students Demonstrate: Articulation of learning targets</p> <p>Parents Demonstrate: Knowledge of school procedures and expectations</p>	Scheduling of common planning; monitoring of and revising unit plans; accessing and analyzing data from STAR 360, Write Score, and Performance Matters assessments; reviewing pre- and post-assessment data and using it to inform instruction; Learning Walks; TKES; data notebook	Academic Coach (\$47,158.90), Math Interventionist (\$12,000), summer unit revision stipends (approx. \$8,000), STAR 360 Custom (\$6,491.75), Write Score (\$5,314.41), materials for unit revisions (\$1,000), professional learning expenses (approx. \$15,000), Performance Matters (\$2,500 for district license)

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10) Improve students' writing proficiency in all content areas.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies <i>Include description of SWP 2, 7, 9, 10)</i>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Standards 1, 2, 3 Assessment Standard 3 Instruction Standard 3, 6, 7 Professional Learning Standard 1	All students, parents, teachers	CCHS developed a PLC plan to ensure content area teachers have collaborative, common planning. We work within vertical teams and content area teams to align units, establish common expectations, and design and review curriculum documents and common assessments. CCHS worked during summer 2016 to update/revise ELA units with an emphasis on writing. We have established learning targets and success criteria aligned to curriculum standards. We identified and obtained resources needed to support writing (Write Score). We will use Write Score's specific, timely, and descriptive feedback to determine student weaknesses and strengths in order to provide instruction specific to each student™s needs; this feedback will also be used to communicate to students their strengths and weaknesses. Chromebooks will be used to administer Write Score and STAR 360 Custom assessments. Science, Social Studies, ELA, Math, and CTAE courses will incorporate a constructed response item on each assessment. CCHS aligns professional learning with needs identified through a variety of data. The Academic Coach will be utilized for planning and implementing PL and PLCs and monitoring curriculum, instruction, and assessment.	<p>Leaders: Knowledge of the standards and expectations of GA Milestones writing. Knowledge of literacy standards.</p> <p>Teachers: Constructed response writing item on assessments. Learning Walk feedback forms, data notebook, curriculum documents, PLC alignment sheets.</p> <p>PL implementation: PLC learning, common rubrics, Write Score class data trends, Write Score individual student descriptive feedback.</p> <p>Students: Write Score descriptive feedback, progress according to common rubrics.</p> <p>Parents: Parent compacts, Parent Portal access, progress reports and report cards, sign-in sheets from school events.</p>	<p>School Leaders Demonstrate: Participation in Learning Walks, conducting TKES Walkthroughs, lead PLC teams, analyze data, monitor curriculum documents, design PL</p> <p>Teachers Demonstrate: Knowledge of course content and standards, knowledge of literacy standards</p> <p>Students Demonstrate: Writing progress according to common rubrics</p> <p>Parents Demonstrate: Understanding of the importance of proficiency in writing</p>	Scheduling of common planning, monitoring of and revising unit plans and assessments, accessing and analyzing data from Write Score assessments, reviewing pre- and post-assessment data and using it to inform instruction, common evaluations of student writing, Learning Walks, TKES, data notebook	Write Score (\$5,314.41), Academic Coach (\$47,158.90), summer unit revision stipends (approx. \$8,000), materials for unit revisions (\$1,000), professional learning expenses (approx. \$15,000)

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10) Improve students' graduation rate by targeting attendance issues.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies <small>Include description of SWP 2, 7, 9, 10)</small>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 1 Leadership Standards 1, 4 Planning and Organization Standard 5 Family and Community Engagement Standard 4 School Culture Standard 3	All students, parents, teachers	<p>Clear expectations of attendance policies and procedures are established and communicated to students, parents, and stakeholders. Rules, policies, schedules, and procedures are continuously reviewed and revised. Progress reports and report cards are sent home twice a quarter.</p> <p>Parent Portal access information is provided to parents and students. School staff builds relationships to foster student success through the Teachers-as-Advisers (TAA) program. Attendance data is analyzed for schoolwide trends and individual student trends. Accountability measures are established for attendance and course credit. Students enrolled in Move-on-When-Ready program and attend local technical schools and colleges for high school credit and postsecondary credit.</p>	<p>School Leaders Demonstrate: Completion of the process, implementation of accountability measures, implementation of Teachers-as-Advisers, continuous review of student progress, schedules, and procedures, student progress reports, schedules, and procedures, TAA enrollment, TAA verification.</p> <p>Teachers Demonstrate: Progress reports and report cards, TAA enrollment, TAA verification, TAA implementation, parent liaisons, student contracts.</p> <p>Students Demonstrate: Student feedback, signed progress reports and report cards, signed parent-teacher-student contracts, signed parent-teacher-student contracts, signed student-teacher contracts, signed parent-teacher-student contracts, signed parent-teacher-student contracts.</p> <p>Parents Demonstrate: Signed forms, signed contracts, signed parent-teacher-student contracts, signed parent-teacher-student contracts, signed parent-teacher-student contracts.</p>	<p>School Leaders Demonstrate: Completion of the process, implementation of accountability measures, implementation of Teachers-as-Advisers, continuous review of student progress, schedules, and procedures, student progress reports, schedules, and procedures, TAA enrollment, TAA verification.</p> <p>Teachers Demonstrate: Progress reports and report cards, TAA enrollment, TAA verification, TAA implementation, parent liaisons, student contracts.</p> <p>Students Demonstrate: Student feedback, signed progress reports and report cards, signed parent-teacher-student contracts, signed parent-teacher-student contracts, signed parent-teacher-student contracts.</p>	Advisers maintain file of signed forms; attendance clerk, teachers, and advisers monitor attendance on a routine basis; administrators review and revise student handbook as needed; teachers maintain log of parent contacts; parents monitor PowerSchool for updated grades; registrar monitors Move-on-When-Ready participants	Materials (approx. \$1,000)

Professional Learning Plan to Support School Improvement Plan
(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
Job-embedded PL; utilization of Middle Georgia RESA staff and training; ELA and Math unit revisions	Weekly PLCs with PL; PL at MGRESA when it aligns with need; workdays during summer and PL days during school year	Ed Mashburn, Principal; Cynthia Dickey, Asst. Principal; Holly DeFore, Academic Coach	Review of units; TKES walkthroughs; Learning Walks; learning walks feedback form; review of PLC initiatives; access to and analysis of Write Score, STAR 360 Custom, and Performance Matters data	GA Milestones results; data from Write Score, STAR 360 Custom, and Performance Matters assessments	Academic Coach (\$47,158.90), summer unit revision stipends (approx. \$8,000), STAR 360 Custom (\$6,491.75), Write Score (\$5,314.41), materials for unit revisions (\$1,000), professional learning expenses (approx. \$15,000)
Implementation of content-area teams, vertical teams, and leadership team	Every Wednesday during planning (content-area and vertical teams) and monthly (leadership team)	Ed Mashburn, Principal; Cynthia Dickey, Asst. Principal; Holly DeFore, Academic Coach	Review of units; TKES walkthroughs; Learning Walks; learning walks feedback form; review of PLC initiatives; PLC agendas; PLC sign-in sheets; data notebooks; access to and analysis of data	GA Milestones results; data from Write Score assessments	Academic Coach (\$47,158.90), Write Score (\$5,314.41), materials for unit revisions (\$1,000), professional learning expenses (approx. \$15,000)
Implementation of attendance initiative	Every four weeks (progress reports and report cards)	Ed Mashburn, Principal; Cynthia Dickey, Asst. Principal; Teachers; Leadership Team; Richard Childres, Attendance Clerk	Review attendance data routinely; review attendance policies and procedures; monitor CCRPI data	Correlation between attendance, student achievement, and graduation rate according to GA Milestones, STAR 360 Custom, Write Score, Performance Matters, and pre- and post-assessment data	Materials (approx. \$1,000); STAR 360 Custom (\$6,491.75), Write Score (\$5,314.41), Performance Matters (\$2,500 for district license)

Highly Qualified Staff
(SWP 3.5)

All courses are taught by highly qualified staff. No ____ (Yes or no)
If no, explain

One non-highly-qualified teacher is teaching two resource math classes during the 2016-17 school year. He was tutored by a highly-qualified math teacher during the 2015-16 school year and attempted the Mathematics GACE three times; he passed one of the two required Mathematics GACE tests. The teacher continues to co-teach with his peer tutor and implements the lesson plans that are developed by the math department.

List efforts to recruit highly qualified teachers to your school.

Crawford Co. School System has three schools (elementary, middle and high school levels), all of which serve Title I students in the schoolwide model; therefore, highly-qualified teachers are critically needed for strong student support. During the 2016-17 school year, 96.65% of CCSS teachers are highly qualified.

CCSD has worked diligently to re-assign SPED classes into co-teaching/inclusion models, which are allowable placements that will benefit the SWD population as well as the general ed population. In the 2016-17 school year, 100% of CCSS paraprofessionals are highly qualified. CCSS has a high retention rate (95%) and therefore does not face the need to frequently recruit new staff; however, when acquiring new staff becomes necessary, the interview process includes questions about the potential employee's highly qualified status. Additionally, all job openings are posted on teachgeorgia.org.

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 – <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) – <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) – <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>