

Crawford County Middle School



*"Home of the
Mighty Eagles"*

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 Middle School			District Name: Crawford County		
Principal Name: Dr. Anthony English			School Year: 2014-2015		
School Mailing Address: 401 Lowe Road, Roberta GA 31078					
Telephone: 478-836-3181					
District Title One Director/Coordinator Name: Ms. Rhonda Harris					
District Title One Director/Coordinator Mailing Address: 190 Cruselle Street, PO Box 8, Roberta GA 31078					
Email Address: rhondaharris@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
Heroyline Hatcher		Teacher: Special Education
Linda Locket		Teacher: 8 th Grade
Shannon West		Teacher: P.E.
Penny Powell		Teacher: 7 th Grade
Yvonne Messex		Teacher: Special Education
Alice Adkinson		Teacher: 6 th Grade
Fatima Leggett		Counselor
Jacqueline Colbert		Teacher: 8 th Grade
Andre Carter		Teacher: 8 th Grade
LaTonya Colbert		Teacher: 6 th Grade
Frankie McAfee		Parent
Gloria McAfee		Parent
Debbie Vaughn		Parent
Lynn Douglas		Parent
Anthony English		Principal
Rhonda Harris		Title I Director
Maggie Glennon		Facilitator, MGRESA



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Introduction

Crawford County Middle School is located in Roberta, the largest city in Crawford County. The school serves approximately 450 students in grades six through eight. In the 2014-2015 school year, 22% of those students were self-reported as Black and 73% as White. Sixty-one percent of the students were classified as Economically Disadvantaged (ED) and 16% as Students With Disabilities (SWD).

Crawford County Middle School Belief Statements

1. All students can learn with quality instruction.
2. Effective learning and academic achievement increases through consistent attendance.
3. Positive parental and community involvement is essential to student success.
4. Exposure to current technology is necessary for student growth and preparation to compete on a global scale in 21st Century society.
5. Team work, collaboration, and communication among staff members are critical aspects to our school being successful.

Crawford County Middle School Mission

“Crawford County Middle School's mission is to provide each student with a diverse education in a safe-supportive environment that promotes self-discipline, motivation, and excellence in learning.”

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



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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 and parents.

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 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, we looked at CRCT data by subject and by sub-group. 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



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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.

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 (ED) students
- Students with disabilities (SWD)

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were in reading and language arts where 90%+ students consistently met and/or exceeded standards. Achievement levels were consistent in all three reading domains. In ELA, achievement in the Research/Writing Process domain was slightly higher. Student math achievement was highest in the Measurement domain. Student attendance was also identified as a need that must be addressed.
- The major needs we discovered were to increase the achievement of all students in science and social studies and to close the gaps between SWD and non-SWD students in all math, science and social studies domains. Geometry was the math domain which shows the greatest need for improvement.
- The needs we will address are an increased student ability to read for understanding in the content areas, an increase in the background knowledge of all students, and the ability to use geometry to solve real-world word problems.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be reading comprehension, close reading, and numeracy skills.

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

Problem 1: There is a gap between SWD and Non-SWD in Science and Social Studies

Root Cause/Action: Lack of exposure to Science and Social Studies/Professional Development for Science and Social Studies teachers

Problem 2: Lack of paraprofessionals

Root Cause/Action: Provide content area paraprofessionals to assist our students

Problem 3: Lack of training for paraprofessionals

Root Cause/Action: Provide content area training for paraprofessionals

* 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.

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

CRCT Goals for all students:

	Grade 6 % Pass Rates				Grade 7 % Pass Rates				Grade 8 % Pass Rates			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Reading	95.2	95.8	96.4	97	95.3	95.5	96	96.5	98.5	95	96.6	96
ELA	89.7	93	93.8	94.6	92.9	93.4	93.8	94.6	97.8	94	94.6	95
Math	73.6	88.1	89.4	90.7	90.6	90.8	91	91.2	87	88.1	89.4	90.7
Social Studies	66.7	81.3	83.4	85.5	47.5	66.5	76	85.5	65.2	81.3	83.4	85.5
Science	49.6	82.3	84.3	86.2	87.4	88	88.5	89	73.8	82.3	84.3	86.2

CRCT SWD Goals

	Grades 6-8 % Pass Rates			
	2013	2014	2015	2016
Reading	86.3	87.3	88.3	89.3
ELA	78.4	79	81	83
Math	54	72.9	75.9	78.9
Science	38.2	64.4	68.3	72.3
Social Studies	41.8	62.2	66.4	70.6

Student Attendance

	Zero Absences	1-5 Absences	6-10 Absences	10+ Absences
2012-2013 (Actual)	13%	36%	20%	31%
2013-2014 (Goals)	20%	35%	20%	20%

* 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:

- Reduce interruptions by intercoms and messages
- Increase differentiation, particularly in math classrooms and with SWD
- Response to Intervention (RTI)
- Offer formal math tutoring before and after school
- Offer informal academic tutorials before school
- Increase the quality of co-teaching collaboration and planning
- Implement a technology program such as Study Island

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.

Research shows that students with disabilities do better in co-teach classrooms than in pull-out classes. Both regular education and special education teachers need to be thoroughly trained in the six co-teaching models and in differentiated teaching strategies. They also need to be coached as they get used to using the different models and to have protected planning time where they can practice their collaborative planning skills.

Appendix II lists selected scientifically-based research references that support the effective methods and instructional practices or strategies we have decided to implement.

* 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.

Response:

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

- Reducing interruptions because of messages and intercom announcements
- Offering formal math tutoring before and after school
- Offering informal academic tutorials before school
- Increasing the amount of differentiation used in all classes
- Implementing a technology-based academic program such as Study island
- Develop math lab to assist struggling students during school hours; provided by a highly qualified professional

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.

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***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. 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. These activities are designed to address the root causes of our identified needs. For example, we will:

- Increase the amount of training teachers receive on available technology and how that technology can be integrated into rigorous units and lessons
- Provide additional training in differentiation strategies with a particular emphasis on meeting the needs of the SWD subgroup
- Provide content-area training
- Continue to provide training in CCGPS
- Provide assistance in the development of standards-based social studies and science units and lessons that support high student achievement
- Provide training on behavior management, particularly in the area of oppositional-defiant students.
- Provide opportunities to acquire ESOL endorsement
- Provide opportunities to acquire Gifted endorsement

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 grade-level planning time. Multiple Professional Learning surveys provide the school with information that assists the school in identifying individual and group needs, and school and district needs.

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

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 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 and district web sites.
- 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 flyers 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
 - Providing information about meetings in multiple languages
 - Providing a translator when needed

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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
 - 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
 - Providing access to PowerSchool Parent Portal
- 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.
- We 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 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.
- We will help to create and sustain a comprehensive Parent Resource Room and partially fund a Parent Coordinator whose main role is to develop the capacity of parents to assist their children.
- 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

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- 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.
- Crawford County Middle School coordinates and integrates parental involvement and activities by:
- Involving community members and businesses in Career Days
 - Acting as a conduit for information about extra-curricular activities offered in the county through the recreation department, Boy Scouts, and Girl Scouts
 - Hosting monthly 4H meetings for 6th and 7th grade students
 - Hosting community celebrations and assemblies such as the annual Veteran's Day celebration
- 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
 - Through the telephone call-out system
- 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. We 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
 - Participate in the district-wide ESOL and Migrant Surveys which are used to prioritize needs

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



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- Encourage staff members to pursue ESOL endorsement
- 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

*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.

5th to 6th Grade: The middle school routinely invites the rising 5th 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. A dress code fashion show is held to help parents and students identify appropriate clothing. In the spring, students with disabilities are taken on a private tour of the school.

8th to 9th Grade: The middle and high school counselors coordinate the transition process by scheduling an Open House 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. At least twice per year, spring and fall, the lead high school SWD teacher comes to the middle school to meet individually with the 8th grade SWD teacher and each 8th grade SWD to review their transition plans and answer any questions they may have about the transition to 9th grade. In addition, students with disabilities are taken on a private tour of the school. 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 have input into the annual revision of the Title I plan and the School Improvement Plan

*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:

- Teachers offer before and after school tutoring
- Peer tutoring is available during class time
- Struggling students are assigned to the Study Island lab twice a week during connections
- The RTI and SST processes are used for progress monitoring and to identify and implement specific strategies

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

Response:

Crawford County Middle School ensures that teachers are equipped to identify and respond to the needs of students who are having difficulty by providing the following training:

- Pyramid of Intervention (RTI)
- Differentiated Instructional strategies
- Co-teaching strategies

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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:

Parents of students who attend Crawford County Middle School are able to request conferences with the principal and teachers at any time. In addition, information about their children's progress is provided in a variety of ways, including:

- Regular phone calls from teachers
- Grade reports that are sent home every two weeks
- Progress reports that are sent home every 4 1/2 weeks
- Report Cards that are sent home every 8-9 weeks
- Two Teacher Conference Days
- Providing access to the PowerSchool Parent Portal

Parents are encouraged to take an active part in their child's education by

- Coming into the school as volunteers which enables them to learn how to use instructional strategies
- Using the district's Parent Resource Center
- Using the services of the school's parent Coordinator

*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	

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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, reducing class size, providing content area paraprofessionals, providing teachers with professional learning opportunities and funding for substitute teachers for class coverage during professional learning.

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:

- Sending Grade Report every two weeks
- Issuing Progress Reports in the middle of every grading period.
- Sending Report Cards home every eight to nine weeks
- Holding Parent conferences are held twice per year
- Sending home the official DOE Georgia Milestones Assessment Data report

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 RTI process is used to monitor student progress
- Teachers have access to and use the SLDS system to gather and analyze data on individual students and groups of students
- Teachers receive standardized test 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 School Improvement and 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 standardized test 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 standardized test 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 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 Middle 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 also included support staff, administrators, and parents. Additional input was gathered through surveys and the School Council.

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 located at the Central Office. The plan is also posted on the school's website.

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



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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, the program for exceptional children, 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 Middle School will work with the Title I Director to ensure that schools are in compliance with all requirements of Section 1116 of ESEA. 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: ELA

	Grades 6-8	Grade 6	Grade 7	Grade 8
2010-2011	95.6%	94.1%	97.1%	95.6%
2011-2012	97.6%	98.4%	96.5%	97.9%
2012-2013	93.5%	89.7%	92.9%	97.8%
2013-2014	95.3%	92%	95%	99%
Spring 2015 Target	N/A	N/A	N/A	N/A

CRCT: Reading

	Grades 6-8	Grade 6	Grade 7	Grade 8
2010-2011	94.1%	92.7%	90.6%	N/A
2011-2012	96.6%	N/A	91.5%	98.6%
2012-2013	94.4%	95.2%	95.3%	98.5%
2013-2014	97.7%	100%	93%	99.99%
Spring 2015 Target	N/A	N/A	N/A	N/A

CRCT: Math

	Grades 6-8	Grade 6	Grade 7	Grade 8
2010-2011	84.9%	70.1%	90.6%	95.7%
2011-2012	90.0%	84.8%	96.5%	82.2%
2012-2013	83.8%	73.6%	90.6%	87.0%
2013-2014	87.8%	89%	88.1%	86.3%
Spring 2015 Target	N/A	N/A	N/A	N/A

CRCT: Social Studies

	Grades 6-8	Grade 6	Grade 7	Grade 8
2010-2011	63.5%	63.8%	54.3%	73.9%
2011-2012	64.2%	71.3%	55.2%	66.7%
2012-2013	66.4%	66.7%	47.5%	65.2%
2013-2014	70.2%	69.85%	68%	72.8%
Spring 2015 Target	N/A	N/A	N/A	N/A

CRCT: Science

	Grades 6-8	Grade 6	Grade 7	Grade 8
2010-2011	73.9%	68.1%	85.5%	67.2%
2011-2012	74.5%	70.5%	82.1%	64.6%
2012-2013	70.4%	49.6%	87.4%	73.8%
2013-2014	75.4%	61%	83.58%	81.6%
Spring 2015 Target	N/A	N/A	N/A	N/A

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CRCT: SWD

	2010-2011	2011-2012	2012-2013	2013-2014
Math	68.8%	72.9%	54.0%	54%
Reading	87.8%	87.0%	86.3%	86.3%
ELA	86.3%	87.0%	78.4%	78.4%

CRCT Spring 2014: SWD

	ELA	Reading	Math	Science	Social Studies
SWD	78.4%	86.3%	54.0%	52.1%	40.0%
Non-SWD	95.3%	97.7%	87.8%	79.3%	75.5%
GAP	16.9%	11.4%	33.8%	27.2%	35.5%

Non-Academic Data

Student Enrollment

School Year	06	07	08	Total
2013-2014	144	136	128	408
2012-2013	144	144	160	448
2011-2012	141	160	158	459
2010-2011	147	157	134	438

Student Retentions

	Total #	ED	SWD	Male	Female
2013-2014	2	2	0	2	0
2012-2013	12	10	2	7	5
2011-2012	7	7	2	6	1
2010-2011	5	4	1	4	1

Students Demographics

	Total Students	American Indian	Black	Hispanic	White
2013-2014	408	1	92	19	296
2012-2013	448	10	100	2	325
2011-2012	459	9	101	4	337
2010-2011	438	5	101	4	321

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Student Absences

	0	1-5	6-10	10+
2013-2014	12.9%	42.7%	27.6%	25.9%
2012-2013	12.7%	35.6%	20.0%	31.6%
2011-2012	13.1%	37.9%	22.4%	26.5%
2010-2011	12.7%	33.9%	25.0%	28.4%

Appendix II: Selected References

Coaching and Collaboration

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