

**FLORIDA DIFFERENTIATED ACCOUNTABILITY
PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN**

**School Name: CRAWFORDVILLE ELEMENTARY
SCHOOL**

District Name: Wakulla

Principal: Angie Walker

SAC Chair: Pat Calhoun

Superintendent: David Miller

**Date of School Board Approval: School Board
Pending**



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Jeanine Blomberg, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399
Cheri Pierson Yecke, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

VISION STATEMENT

All students will achieve their highest potential as a result of the experiences that are provided by

a team of highly qualified professionals in a positive, caring, healthy and safe learning environment.

PHILOSOPHY

Our school's educational philosophy is grounded in effective schools' research, best practices research and research in instruction of the core academic areas. What distinguishes this school is its comprehensive programming and consistent application of rigorous scientifically-based research to inform all aspects of the school. This includes curriculum instruction and assessment in the core areas, as well as cultural awareness, character education, technology, health, physical education, nutrition, social services, foreign language and the fine arts.

Explicit teacher-directed instruction, guided by continuous progress monitoring, balanced with a constructivist approach to enhance critical thinking, form the backbone of the instructional model. Teachers use a variety of grouping formats to meet the individual needs of the students. Learning opportunities require students' active participation and use of their multiple intelligences.

BELIEF STATEMENTS

We at Crawfordville Elementary School believe all of life is a continuous process of education, both formal and informal.

We believe the curriculum must provide for the maximum development of each student's thinking and reasoning potential as well as the acquisition of fundamental skills.

We believe students are unique in aptitude, stages of maturation, personality, physical, and perceptual development. For these reasons, a variety of instructional materials, teaching methods, and learning experiences should all be used to create a learning environment to help students develop healthy self-concepts through experiencing success in accordance with their abilities and interests.

We believe student learning is enhanced by encouraging wellness through proper nutrition, lifelong fitness, and self-care skills.

We believe students must be prepared to live in a rapidly changing technological world and they need to develop the critical thinking skills that will enable them to perform under new and unfamiliar circumstances.

We believe citizenship in a democratic society involves the assumption of duties and responsibilities in that society, as well as an awareness and appreciation of our diverse backgrounds, traditions, and cultural heritages.

We believe in the continual updating and strengthening of staff members' knowledge and skills in subject areas as well as human relationships and educational theory.

We believe an effective program of education includes constructive participation and open

communication between the school, parents, and the community.

We believe in the continual measurement and evaluation of all programs for effectiveness and suitability within the framework of the total curriculum.

We believe student learning is enriched through participation in the arts.

We believe it is the purpose of Crawfordville School to provide a positive and diverse learning environment commensurate with this philosophy.

SCHOOL PROFILE DEMOGRAPHICS

SCHOOL PROFILE DEMOGRAPHICS Crawfordville Elementary School serves a population of 628 students in grades kindergarten through fifth. Eighty-one percent of the student body is white with nineteen percent being minority, primarily African-American. Forty-three percent of our families qualify to receive free or reduced lunch. Our school is experiencing tremendous growth as land previously zoned agricultural is now being developed and houses built. Crawfordville is a suburb of Tallahassee and many of our parents commute daily to their places of employment by the state, universities, or private enterprise. The instructional staff at Crawfordville consists of forty-one highly qualified teachers and two administrators. Fifty-nine percent hold Bachelors' Degrees and forty-one percent have Masters' Degrees. Fifteen percent of the instructional staff have National Board Certification. Seven percent of the faculty is African-American, two percent American Indian, and ninety-one percent white. At least one teacher per grade level, at Crawfordville Elementary School, has an ESOL endorsement. We also provide two self-contained classrooms for students with varying exceptionalities who need this smaller learning environment. At each grade level, first through fifth, an inclusion class serves students who qualify for ESE services. Physical education, music, media, art, and guidance are special area classes offered to enhance students' physical well being as well as to develop social and cultural skills. Title 1 services are provided in grades 2-5 for students with an identified need in reading. Title 1 services are provided through a pull-out teaching model using highly qualified teachers. We are proud to be recognized as a B school for the 2007-08 school year.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

N/A

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Mrs. Angie Walker serves as principal of Crawfordville Elementary School. She earned her Bachelor's Degree in Elementary Education from the University of Central Florida and her Master's Degree from Nova University. She began her teaching career in Seminole County and taught there for five years. Mrs. Walker moved to Wakulla County in 1992 and began teaching at Wakulla Middle School. She taught technology for twelve years and was the media specialist for three. She moved to Crawfordville Elementary as assistant principal for the 2007-2008 and into the principalship the following year. Mrs. Walker's philosophy is that all children are unique individuals who can learn and succeed with qualified professionals in a safe, caring environment. By embracing the diversity that students offer, we are able to prepare them to be productive, accepting and confident young people. It is the responsibility of educators to assure all children a quality education. At Crawfordville Elementary School, we provide the environment, the enthusiasm, the excellence and the qualified personnel needed for the success of our students.

Students performing in the lower quartile are targeted through the analysis of data. Specific areas of weaknesses are identified and interventions are implemented to address them. Mrs. Walker meets with individual teachers and grade level teams to develop and review strategies and monitor the progress of each student using diagnostic data provided through Snapshot, Dashboard and PMRN several times throughout the school year. She also allocates money to conduct after-school tutoring twice per week for math and reading instruction and provides professional development activities for staff to enhance skill development in these areas.

Ms. Laura Kelley serves as assistant principal at Crawfordville Elementary. She earned her Bachelor's Degree and Masters Degrees in Elementary Education as well as her Specialist Degree in Educational Administration from Florida State University. She began her Wakulla County teaching career in 1987 at Crawfordville Elementary in fifth grade and has also taught Kindergarten, pre-first and first grade at Shadeville Elementary as well as pre-first at Medart Elementary prior to serving the Wakulla Pre-K Program as Staffing Specialist. As assistant principal, She is responsible for facilitating curriculum and professional development, monitoring ESE policies and procedures, student progress as well as coordinating school-wide standardized testing. Ms. Kelley firmly believes that all school personnel are responsible for educating our students. Each professional contributes significantly to the overall growth and development of students – emotionally, socially, physically as well as intellectually.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

100% of the Crawfordville Elementary faculty is certified infield and is highly qualified.

Crawfordville School participates with Flagler College, Florida A&M University, and Florida State University to provide experiences for interns in order to build a pool of highly qualified faculty members. Our school district participates in job fairs and utilizes web based opportunities to advertise positions. The school district facilitates Survival Training for all new teachers in order to provide transitional information and support.

At the beginning of each school year, all parents are provided with professional qualifications of their child's teacher. In the event a non-highly qualified teacher should be hired, parents will be notified if their child has been assigned to, or has been taught for more than four consecutive weeks by a teacher who is not designated highly qualified.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

At Crawfordville Elementary we implement a variety of programs with the help of federal, state and local services coordinated in order to enhance the services and instruction provided to our students.

Services provided through the following programs:

- A. Title I- above and beyond equipment and supplies
- B. Title II- teacher and staff professional development
- C. Title IV- Positive Behavior and Support (PBS) program and classroom guidance instruction;
- D. Federal funds- Safe and Violence Education (SAVE)
- E. State funds – Operation Brainpower Afterschool Remediation
- F. Volunteer program, Mentoring program, Senior Citizen Foster Grandparent program and Before/After School Program

School Wide Improvement Model

Note: Required for Title I

NEEDS ASSESSMENT TOOLS USED

- A. Parents, students, faculty and staff completed District Climate Surveys during the 2007-08 school year.
- B. Results from 2007-08 school year Stanford 10 results were reviewed.
- C. Results from 2007-08 school year Fourth Grade Writing Florida Comprehensive Assessment Test were reviewed.
- D. Results from 2007-08 school year FCAT Reading, FCAT Math and FCAT Science in fifth grade were reviewed.
- E. Diagnostic results/Disaggregated data
- F. Teacher observed behaviors and performances
- G. Harcourt Storytown Reading Series, as well as other research based programs, are used school wide.

NCLB Public School Choice

Note: Required for Title I

An Open House is held annually on the Friday evening prior to the first day of school. At this time or at registration later in the year, every student is provided with a handbook that lists policies/procedures and includes a calendar of events for the year. In addition, a monthly newsletter is sent home chronicling activities and learning events by grade level as well as providing information about upcoming dates. A school website also carries the monthly newsletter and provides program information. Throughout the school year, Parent Nights are held across grade levels, providing the opportunity for teachers to share grade-level expectations and receive feedback from parents. An electronic sign, strategically placed on the school campus is programmed with current information and dates of upcoming events. It is visible to all parents, students and visitors passing by or arriving on campus.

A Parent Resource Library is housed in our media center and consists of books and materials that parents may check out. The Title 1 Parent Involvement Plan is available in the office for review or a copy may be requested. Parents have an opportunity to impact school policies/procedures by sharing strengths/weaknesses on an annual climate survey. The PTA Council meets monthly to plan/coordinate events such as the annual spring festival, parent education activities such as the Boo Hoo Breakfast, and fun activities that bring families together. They also allocate monies

generated by the festival. The School Advisory Council is comprised of a majority of parents working in conjunction with teachers, staff and administrators. Their function is to review climate surveys and assessment data and use results to gauge adequate progress and formulate new school goals annually. The School Advisory Council also allocates School Recognition funds and is involved in the allocation of Title 1 and School Improvement funding.

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

Pre-School Transition

A school administrator visits district early childhood programs to inform parents about kindergarten readiness skills during the spring semester. Students in early childhood programs are invited to visit the kindergarten classrooms at the end of the school year. During the first forty-five calendar days of the beginning of school the FLKRS (Florida Kindergarten Readiness Screener) is administered to each student to assist in meeting students' needs.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Crawfordville Elementary has six National Board Certified teachers on staff and a part time reading coach. These teachers provide mentoring and leadership to their peers in a variety of ways. New teachers will be assigned a mentor who will provide information on becoming a member of the Cougar Instructional Team: such topics include policies/procedures, developing lesson plans, what to expect during observations, classroom management, positive ways to deal with stress, time management, how to interpret test data, and instructional strategies. Train the trainer models for using GradeQuick, Snapshot, Dashboard and Edline programs will be used to provide training as we implement these programs. Twenty-three members of the Crawfordville faculty have completed Clinical Educator Training, making them eligible to supervise internships and practicum experiences under the direction of our highly qualified faculty. A reading coach, shared with one other elementary school, attends inservices on a regular basis and then brings

information back to our entire faculty. She assists in modeling effective reading strategies and provides feedback to peers on delivery of instruction, diagnosing reading problems, prescribing activities, and assessing results.

[Show Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

Students in the lower quartile, grades 2-5, are provided the opportunity to participate in Operation Brainpower, an extended day program that provides 1.5 hours of reading remediation on Tuesday afternoons and 1.5 hours of math remediation on Thursday afternoons. This program runs during the months of October, November, January, February, and March. Fourth graders with a deficit in writing achievement also receive extra instruction time on Tuesday afternoons.

Summer Reading Camp is offered to all students in third grade who score a Level 1 on FCAT Reading. During the camp, students complete a portfolio assessment and are given the Stanford 9 at the culmination to determine learning gains during the camp.

The ORFF Band, composed of third, fourth and fifth graders, performs at local events such as the North Florida Fair, Celebration of the Arts, and a community Winter Celebration. Students utilize percussion instruments developed by Karl Orff in their performance. Art students have selected pieces placed in area businesses and participate annually in a district-wide arts festival.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I
 Scroll down for school data

<p>*Needs Assessment:</p>	<p>On the Stanford 10 administered in the Spring of 2008, 69% of first graders scored above the 50th percentile in Total Reading. At second grade 89% scored above the 50th percentile in total reading. 89% of third graders scored Level 3 or above on FCAT Reading. 71% of fourth graders and 63% fifth graders made learning gains. In the lower quartile, 68% of fourth graders and 43% of fifth graders made learning gains in reading.</p>
<p>*Objective:</p>	<p>Objective 1: 67% of students in grades three through five will demonstrate proficiency in reading by scoring Level 3 or above on FCAT SSS Reading.</p>
<p>*Strategies:</p>	<p>1. Maintain inclusion/Title I pull-out in first through fifth grades for students in the lower quartile. 2. Monitor progress through administration of DIBELS three times each school year for students in the lower quartile in grades K-5. 3. Differentiated instruction will be evidenced by teacher lesson plans/principal observations. 4. Reading instruction will occur during a ninety-minute reading block each day including Title I pull-out for students in the lower quartile. 5. Continue to utilize United Streaming in grades K-5 for vocabulary development. 6. Reading strategies will continue to be developed through the use of content area materials and leveled readers. 7. Teachers will participate in Harcourt Storytown reading inservice. 8. Each grade level will be responsible for hosting a parent information night during the first nine weeks of school, that includes reading, math and writing strategies and information for parents. 9. RTI (Response To Intervention) Team will meet as needed to review strategies for students not making adequate progress. 10. Title I funds will continue to supply resource materials in the media center for parent check out. 11. Monitor student progress by assigning each student to Tier I, II, or III and adjusting instructional strategies to align. 12. Continue 3rd grade Summer Reading Camp. 13. Maintain school based instruction program, grades 1-5, for students requiring remediation in reading as evidenced by test data and classroom performance as funds as available.</p>
<p>*Evaluation:</p>	<p>67% of students in grades three through five will demonstrate proficiency in reading by scoring Level 3 or above on FCAT SSS Reading.</p>
<p>*Evidence-based Program(s):</p>	<p>Harcourt Storytown, SRA Reading Mastery Plus, Kaleidoscope, Pearson Learning Success Maker</p>
<p>*Professional Development:</p>	<p>Teachers will complete a training session in July on implementation of the new Harcourt Storytown Reading series. New reading teachers will attend a training session on utilizing the Pearson Individualized Learning Software to appropriately diagnose student ability levels, prescribe learning activities and assess progress. Teachers will attend a training session on using Dashboard Software to identify students with reading deficiencies. A district-wide reading coach will provide support to all reading teachers on strategies to diagnose and improve instruction in the five areas of reading throughout the school year. Train new teachers in</p>

	grades K-5 on the implementation of United Streaming.
*Objective:	Objective 2: 80% of students in grade 2, will score at or above the 50th percentile on Stanford 10 Total Reading.
*Strategies:	1. Building Better Readers monthly newsletter will be sent to all parents and posted to the school website. 2. Differentiated instruction will be evidenced by teacher lesson plans/principal observations. 3. Reading instruction will occur during a ninety-minute reading block each day including Title I pull-out for students in the lower quartile. 4. Teachers will participate in Harcourt Storytown reading inservice. 5. Identify lower quartile students and use available remediation resources. 6. Continue to utilize United Streaming in K-5 classrooms for vocabulary development. 7. Continue to develop reading strategies through the use of content area materials and leveled readers. 8. Each grade level will be responsible for hosting a parent information night during the first nine weeks of school that includes reading, math and writing strategies for parents. 9. RTI (Response To Intervention) Team will meet as needed to review strategies for students not making adequate progress. 10. Title I funds will continue to supply resource materials in the media center for parent check out. 11. Monitor student progress by assigning each student to Tier I, II, or III and adjusting instructional strategies to align.
*Evaluation:	80% of students, in grade 2, will score at or above the 50th percentile on Stanford 10 Total Reading
*Evidence-based Program(s):	Harcourt Storytown, SRA Reading Mastery Plus, Kaleidoscope, Pearson Learning Success Maker
*Professional Development:	Teachers will complete training on implementation of the new Harcourt Storytown reading series. New teachers will attend a training session on utilizing the Pearson Individualized Learning Software to appropriately diagnose student ability levels, prescribe learning activities and assess progress. Teachers will attend training on using Dashboard Software to identify students with reading deficiencies. The district-wide reading coach will provide support throughout the school year to all reading teachers on strategies to diagnose and improve instruction in five areas of reading. Train new teachers in grades K-5 on implementation of United Streaming.
*Objective:	
*Strategies:	
*Evaluation:	
*Evidence-based Program(s):	
*Professional Development:	
Budget:	
Evidence-based Program(s)/Material(s)	

Description of Resources	Funding Source	Available Amount	
Kaleidoscope, Harcourt Storytown, SRA Reading Mastery Plus, Pearson Learning Successmaker	District Funds	\$30,000.00	

Total: \$30,000.00

Technology

Description of Resources	Funding Source	Available Amount	
United Streaming, Accelerated Reading	School Improvement Funds	\$6,500.00	

Total: \$6,500.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Training for new teachers on DIBELS administration	District Funds	\$1,000.00	

Total: \$1,000.00

Other

Description of	Funding Source	Available	

Resources		Amount	
After-school tutoring and transportation for lower quartile students in reading; Leveled readers (Science, Social Studies); Science enrichment activities; Materials for grade-level parent education nights; Families Building Better Readers	District Funds, Title I, Parent Involvement/School Funds	\$25,000.00	
			Total: \$25,000.00
			Final Total: \$62,500.00

*Non-Highly Qualified Instructors:	All teachers are highly qualified educators who have certifications in-field.
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End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	On Stanford 10 Total Math, 62% of kindergarten/pre-first students, 82% of first graders and 95% of second graders scored above the 50th percentile. On FCAT Math, 73% of third, fourth and fifth graders scored Level 3 or above, with 69% of students in grades 4-5 demonstrating learning gains.
*Objective:	Objective 1: 75% or greater of students, grades 3-5, will score Level 3 or higher on the FCAT Sunshine State Standards math component as evidenced by the following year's FCAT.
*Strategies:	1. Computer lab time will be provided for drill and practice in math concepts (Pearson Learning). 2. Math FCAT Explorer test taking preparation software will be utilized by fifth grade students. 3. Harcourt Math Curriculum will be utilized. 4. Timed tests of basic facts/skills will be administered to students. 5. Students in the lower quartile will be identified and provided with remediation as funding is available. 6. Grade level parent nights will be held during the first nine-week grading period to inform parents of math materials and resources available to them. 7.

	Additional assistance will be provided to students in grades 1-5 as funding is available. 8. Monitor student progress assigning each to Tier I, II or III and adjusting instructional strategies to align.
*Evaluation:	75% or greater of students, grades 3-5, will score Level 3 or higher on the FCAT Sunshine State Standards math component as evidenced on the following year's FCAT.
*Evidence-based Program(s):	Harcourt Math, Pearson Learning Success Maker, FCAT Explorer
*Professional Development:	Beginning teachers will be paired with mentors to develop daily and long-range plans incorporating Sunshine State Standards. New teachers will complete training on components of the Harcourt Math Systems and effective utilization. Teachers will complete training on Snapshot/Dashboard Software as resources allow.
*Objective:	Objective 2: 65% of students, grades 4-5, will demonstrate learning gains on FCAT Sunshine State Standards Math.
*Strategies:	1. Computer lab time will be provided for drill and practice in math concepts (Pearson Learning) 2. Math FCAT Explorer test taking preparation software will be utilized by fifth grade students. 3. Harcourt Math curriculum will be utilized. 4. Timed tests of basic math facts/skills will be administered to students. 5. Students in the lower quartile will be identified and provided with remediation as funding is available. 6. Grade level parent nights will be held during the first nine weeks of school to inform parents of math materials and resources available to them. 7. Additional assistance will be provided to students in grades 4-5, as funding is available. 8. Monitor student progress assigning each to Tier I, II or III and adjusting instructional strategies to align.
*Evaluation:	65% of students, grades 4-5, will demonstrate learning gains on FCAT Sunshine State Standards Math.
*Evidence-based Program(s):	Harcourt Math, Pearson Learning Success Maker, FCAT Explorer
*Professional Development:	Beginning teachers will be paired with mentors to develop daily and long-range plans incorporating Sunshine State Standards. New teachers will complete training on components of Harcourt Math systems and effective utilization. Teachers will complete training on Snapshot/Dashboard Software.
*Objective:	Objective 3: 75% or greater of students in grade 2 will continue to score at or above the 50th percentile on the Stanford 10.
*Strategies:	1. Computer lab time or access to Success Maker programs will be provided for drill and practice in math concepts (Pearson Learning). 2. Timed tests of basic math facts/skills will be administered to students. 3. Students in the lower quartile will be identified and provided with remediation as funding is available. 4. Harcourt Math curriculum will be utilized. 5. Grade level parent nights will be held during the first nine weeks of school to inform parents of math materials and resources available to them. 6. Additional assistance will be provided to students in grades K-3, as funding is available. 7. Monitor student progress by assigning each student to Tier I, II, or III and adjusting instructional strategies to align. 8. All teachers will be trained using Snapshot/Dashboard to access student data.
*Evaluation:	75% or greater of students, in grade 2, will continue to score at or above the 50th percentile on the Stanford 10.
*Evidence-based	Harcourt Math, Pearson Learning Success Maker

Program(s):	
*Professional Development:	Beginning teachers will be paired with mentors to develop daily and long-range plans incorporating Sunshine State Standards. New teachers will complete training on components of Harcourt Math systems and effective utilization. New teachers will complete training on Snapshot/Dashboard.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Harcourt Math text for each student; Pearson Learning Success Maker for grade 1-5;	District Funds	\$5,000.00	
			Total: \$5,000.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
Resources for grade-level parent nights; After-school remediation and transportation services for grades 1-5.	District/School Instructional Funds	\$6,000.00	
			Total: \$6,000.00
			Final Total: \$11,000.00

*Non-Highly Qualified Instructors:	All teachers are high-qualified and hold in-field certification.
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*End of **Mathematics** Goal*

Goal: Writing

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	In order to improve writing scores to be at or above state level, there is a need to implement a spiral writing curriculum using Six Traits, Teach Me Writing and the district writing plan, grades K-5.
*Objective:	Objective 1: 75% of fourth grade students will score at the state average or higher on FCAT Writing.
*Strategies:	1. The Cougar Writing Board will be maintained to emphasize and promote student writing. 2. Continue to provide the opportunity for third and fourth grade students to participate in after-school writing remediation as funding is available. 3. Provide students, grades 3-5, the opportunity to participate in a Creative Writing Bowl and publish winners' writing. 4. Continue to provide the opportunity for students to participate in writing enrichment activities (yearbook, newspaper) as funding is

	available. 5. Continue to utilize the Teach Me Writing software for grades K-5. 6. Continue to utilize lessons and ideas learned from Dr. Orapallo's workshops. 7. Continue to provide writing opportunities for students in grades K-5 via journals, selected prompts, creative expression, Wakulla Writes, etc.
*Evaluation:	75% of fourth grade students will score at the state average or higher on FCAT Writing.
*Evidence-based Program(s):	Six Traits Writing, Four Square Writing, Primary Pizzazz Resource Book, Razzle Dazzle Writing Resource Book, Teach Me Writing
*Professional Development:	Teachers in grades 3-4 will attend a writing workshop provided by Dr. Orapallo.
*Objective:	Objective 2: 75% of students in grades 2-5 will score a 3.5 or higher on the Wakulla Writes Assessment by the end of this school year.
*Strategies:	1. Teachers will administer the Wakulla Writes Assessment once during each nine-week grading period. 2. Teachers will use the Wakulla Writes rubric to assess narrative and expository writing samples. 3. Students' writing will be assessed using the Wakulla Writes rubric by two teachers at the same grade level other than the homeroom teacher. 4. Parents will be informed about Wakulla Writes at grade level parent meetings and students' scores will be noted on report cards each nine-week grading period (grades 2-5).
*Evaluation:	75% of students in grades 2-5 will score a 3.5 or higher on the Wakulla Writes Assessment by the end of this school year.
*Evidence-based Program(s):	Six Traits Writing, Primary Pizzazz Resource Book, Razzle Dazzle Resource Book, Four Square Writing, Teach Me Writing, Wakulla Writes
*Professional Development:	Teachers in grades 3-4 will attend a writing workshop with Dr. Orapallo.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Wakulla Writes Assessment	District/School Instructional Funds	\$1,000.00	
			Total: \$1,000.00
Technology			

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
After-school remediation in writing for grades 3-5 and enrichment for grades 4-5 and transportation services.	District/School Remediation Funds	\$3,000.00	
			Total: \$3,000.00
			Final Total: \$4,000.00

End of Writing Goal

Goal: Science

*Note: Required for Title I

Scroll down for school data

*Needs Assessment:	47% of fifth grade students scored at Level 3 or higher on the 2008 administration of FCAT Science.
*Objective:	Objective 1: 52% of students tested on grade five FCAT Science will score at or above Level 3.
*Strategies:	1. Science will be integrated on a regular basis with core subjects, and a variety of activities incorporating the scientific process will be implemented. 2. A Science Fair committee will plan and organize a science fair and schedule it for the 2008-2009 school year. 3. A liaison will attend scheduled district science meetings and will share information gained with faculty. 4. Implement a science lab to use in grades 3, 4, and 5.
*Evaluation:	52% of students tested on grade five FCAT Science will score at or above Level 3.
*Evidence-based Program(s):	Houghton Mifflin Science
*Professional Development:	
*Objective:	Objective 2: 65% of students in grades 1-5 will score at or above 70% on a grade-level curriculum based Science Vocabulary posttest.
*Strategies:	1. Grade level teachers in grades 1-5 will collaborate to revise if needed, a curriculum based Science Vocabulary pre/posttest by the end of September 2008. 2. Word Walls and Word Wall activities will be utilized to reinforce Science Vocabulary in grades K-5. 3. A variety of learning activities will be incorporated to facilitate the mastery of Science Vocabulary words in grades K-5. 4. Supplemental non-fiction reading materials will be used, if funds are available, to provide practice in applying reading strategies and expose students to Science Vocabulary.
*Evaluation:	65% of students in grades 1-5 will score at or above 70% on a grade-level curriculum based Science Vocabulary posttest.
*Evidence-based Program(s):	Houghton Mifflin Science, Accelerated Reader, Effective Vocabulary Instruction for All Learners (Maria Elena Arguelles-2005)
*Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

AR books	District/School/School Improvement Funds	\$1,500.00	
			Total: \$1,500.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
Science Fair	School Improvement Funds	\$500.00	

Total: \$500.00

Final Total: \$2,000.00

***Non-Highly Qualified Instructors:**

Refer to Quality Staff Page for Highly Qualified In-Field Instructors

End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

***Needs Assessment:**

On school climate surveys administered each December, a need was shown for an increased awareness and participation in the school's volunteer and mentor program.

***Objective:**

Objective 1: The number of volunteers/mentors at Crawfordville School will increase by 5%.

***Strategies:**

1. Continue to host volunteer orientation session during the first week of school to recruit more volunteers. 2. Provide to all stakeholders a volunteer form with beginning of the year packets and again after the first nine-week grading period. 3. Place a link on the school website for the volunteer form and a list the activities throughout the school year for which volunteers will be needed. 4. During Open House, the school's guidance counselor along with current mentors will have a booth to increase awareness and need for mentors. 5. List in the monthly newsletter all upcoming activities for which volunteers/mentors will be needed. 6. Representatives from Crawfordville School will visit various community and civic groups to inform members of volunteer/mentor opportunities available. 7. Investigate the possibility of having members of the Senior Citizen Center become mentors at Crawfordville School.

***Evaluation:**

The number of individuals signing in on the Volunteer Log will reflect a 5% increase.

***Evidence-based Program(s):**

***Professional Development:**

***Objective:**

Objective 2: Participation in completing district climate surveys will increase by 10%.

***Strategies:**

1. Parents will receive a letter stating that the school climate survey can be completed online or they may request a hard copy to be sent home. 2. At the December PTA meeting, greeters will be available to inform parents that the computer lab is open to complete surveys on line. 3. Grade levels will remind parents of the upcoming survey at beginning-of-the-year

	parent information nights. 4. Investigate purchasing incentives for students of parents who complete survey.
*Evaluation:	The number of parents completing district climate surveys will increase by 10%.
*Evidence-based Program(s):	District Climate Survey
*Professional Development:	
*Objective:	
*Strategies:	
*Evaluation:	
*Evidence-based Program(s):	
*Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount
Parent Assessment Surveys	PTA/School Funds	\$3,500.00

Total: \$3,500.00

Final Total: \$3,500.00

End of *Parental Involvement* Goal

Goal: Return on Investment

Needs Assessment:	Based on test data and climate surveys, Crawfordville Elementary demonstrates high levels of student performance and a safe, positive learning environment. This is evidenced through our school grade of "B" for the 2007-2008 school year.
Objective:	Objective 1: Continue academic success as a highly qualified school through proper use of budgeted funds.
Strategies:	1. Measure academic success through surveys, needs assessment and disaggregated data.
Evaluation:	Climate Surveys, Yearly Standardized Test Scores, Disaggregated Data

	,SPARS Report
<i>End of Return on Investment Goal</i>	

ADDITIONAL GOALS

Additional Goal: School Safety and Discipline Strategies	
Needs Assessment:	Based on the Climate Surveys parents, students and teachers feel Crawfordville Elementary is a safe environment with a good discipline policy. The following statistics show how faculty, parents and students feel. Parents K-5: I feel my child is safe at school. 49% agree Students: I feel safe at school. 49% agree Faculty: 64% agree Parents K-5: My child is treated fairly. 45% agree Students: All students are treated fairly. 35% agree Faculty: Students are treated fairly. 52% agree The results indicate 54% of our students, parents and faculty feel Crawfordville is a safe environment; and 44% feel children are treated fairly.
Objective:	Objective 1: 49% of our students, parents and teachers will voice agreement via the Climate Survey that Crawfordville Elementary has a safe environment.
Strategies:	1. Classroom management plans will be developed by each teacher and provided to parents and the administration. 2. School-wide rules and procedures will be posted throughout the school. 3. Fencing placed at the bus loading /unloading area will restrict traffic and ensure that all visitors check-in at the main office. 4. To eliminate accidents and to ensure student safety, grade levels will work together to create a schedule for recess, limiting one grade level per scheduled time. 5. Safety patrol participants in grades 4-5 will serve as additional morning and afternoon hallway monitors. 6. The Safety Committee will meet quarterly to review accident reports and review data involving school safety and will report findings at faculty meetings. 7. School dismissal procedures will be reviewed and revised annually. 8. Positive Behavior Support (PBS) will be used as a proactive approach to disciplinary problems. Data from SWIS will be reviewed monthly by PBS Committee to assess needs and determine areas of concern.
Evaluation:	49% of our students, parents and teachers will voice agreement via the Climate Survey administered in the Spring, 2009 that Crawfordville Elementary has a safe environment.
Evidence-based Program(s):	
Professional Development:	Positive Behavior Support training for faculty, staff and students.
Objective:	Objective 2: Students, faculty and staff will participate in one emergency drill each month (Code Red, Fire Drill, Tornado Drill and Bus Evacuation) during the year to ensure preparedness should an emergency occur.
Strategies:	1. Utilize state, district, and school procedures in monthly emergency drills. 2. Provide inservice to all new faculty and staff in emergency procedures. 3. Include emergency procedures in Faculty/Staff Handbook.
Evaluation:	Students, faculty and staff will participate in one emergency drill each month as scheduled and documented by the Safety Committee.
Evidence-based Program(s):	

Professional Development:

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
Operations Foreman attends quarterly meetings on school safety; PBS Training for faculty and staff.	District, PBS Grant, District/School Funds	\$1,000.00	

			Total: \$1,000.00
Other			
Description of Resources	Funding Source	Available Amount	
Parent Communication (fliers, handbooks, etc.); PBS incentives for faculty and students.	PBS Grant and District/School Funds	\$3,500.00	
			Total: \$3,500.00
			Final Total: \$4,500.00

End of School Safety and Discipline Strategies Goal

Additional Goal: Technology

Needs Assessment:	The Technology Team composed of teachers, non-instructional staff, and administration met throughout the year to identify the following needs via surveys and data collection: Updating student workstations is a high priority. Assistive technology for ESE students. Need to purchase CD Burners, LCD Projectors, Scan Converters, Scanners, Laptops, DVD/VHS players for Media Center, E-beams, and Document Cameras.
Objective:	
Strategies:	
Evaluation:	
Evidence-based Program(s):	
Professional Development:	
Objective:	
Strategies:	

Evaluation:	
Evidence-based Program(s):	
Professional Development:	
Objective:	Objective 1: To provide a technologically rich learning environment that provides for individual student achievement.
Strategies:	1. Continue to seek funding to purchase easily transportable Smart Boards (E-beams) that can be checked-out for classroom use. 2. Continue to seek funding to purchase multi-media projectors for each classroom. 3. Provide inservice for teachers on these instructional tools. 4. Provide a laptop for each teacher
Evaluation:	Progress toward acquisition of above resources as evidenced through purchase orders/donations.
Evidence-based Program(s):	
Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Pearson Learning	Title I, District Funds	\$10,000.00	
			Total: \$10,000.00
Technology			
Description of Resources	Funding Source	Available Amount	
E-beams; Video projectors; Laptop computers; site license for Writing software	Title I, District/School Funds, Business Partnerships,	\$35,000.00	

			Total: \$35,000.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$45,000.00

End of Technology Goal

Additional Goal: Student Health and Fitness and Indoor Air Quality

Needs Assessment:

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount	
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No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00
<i>End of Student Health and Fitness and Indoor Air Quality Goal</i>			

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Kaleidoscope, Harcourt Storytown, SRA Reading Mastery Plus, Pearson Learning Success Maker	District Funds	\$30,000.00
Mathematics	Harcourt Math text for each student; Pearson Learning Success Maker for grade 1-5;	District Funds	\$5,000.00
Writing	Wakulla Writes Assessment	District/School Instructional Funds	\$1,000.00
Science	AR books	District/School/School Improvement Funds	\$1,500.00
Technology	Pearson Learning	Title I, District Funds	\$10,000.00
			Total: \$47,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	United Streaming, Accelerated Reading	School Improvement Funds	\$6,500.00

Technology	E-beams; Video projectors; Laptop computers; site license for Writing software	Title I, District/School Funds, Business Partnerships,	\$35,000.00
			Total: \$41,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Training for new teachers on DIBELS administration	District Funds	\$1,000.00
School Safety and Discipline Strategies	Operations Foreman attends quarterly meetings on school safety; PBS Training for faculty and staff.	District, PBS Grant, District/School Funds	\$1,000.00
			Total: \$2,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After-school tutoring and transportation for lower quartile students in reading; Leveled readers (Science, Social Studies); Science enrichment activities; Materials for grade-level parent education nights; Families Building Better Readers	District Funds, Title I, Parent Involvement/School Funds	\$25,000.00

Mathematics	Resources for grade-level parent nights; After-school remediation and transportation services for grades 1-5.	District/School Instructional Funds	\$6,000.00
Writing	After-school remediation in writing for grades 3-5 and enrichment for grades 4-5 and transportation services.	District/School Remediation Funds	\$3,000.00
Science	Science Fair	School Improvement Funds	\$500.00
Parental Involvement	Parent Assessment Surveys	PTA/School Funds	\$3,500.00
School Safety and Discipline Strategies	Parent Communication (fliers, handbooks, etc.); PBS incentives for faculty and students.	PBS Grant and District/School Funds	\$3,500.00
			Total: \$41,500.00
			Final Total: \$132,500.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The School Advisory Council at Crawfordville Elementary meets the state guidelines for representation of business, teacher, and parent members. The Council meets monthly to evaluate progress toward the current plan, to collect data, and to formulate new goals and objectives. Every member of the faculty serves on a school goal committee and reports to a SAC member who serves as the facilitator for each goal committee. This enhances the communication process between the Advisory Council and faculty. We also have a PTA Council that meets monthly. This parent group is comprised of two parent representatives from each homeroom class. One PTA representative is also a member of the School Advisory Council facilitating the communication process with parents.

SAC Members

Members
1) Angie Walker, Principal
2) Pat Calhoun, SAC Chair
3) Walter Cooper, Teacher
4) Renee Kelly, Teacher
5) Jan Pearce, Teacher
6) Rick Parks, Business Member
7) Tammy Moore, Business Member
8) Frances Picard, Parent
9) Sandy Aguilera, Parent
10) Andrea Nelson, Parent

11) Michelle Norman, Parent

12) Christa Dismuke, Parent

13) Virginia Prestia, Parent

14) O'Quinn Willis, School Support Personnel

IMPLEMENTATION EVALUATION

A final report will be completed in June 2008 after FCAT data is analyzed and data assimilated.

Adequate progress will be achieved on each goal of Crawfordville Elementary's School

Improvement Plan if:

One out of two objectives for Goal One Reading are accomplished.

Two out of the three objectives for Goal Two Math are accomplished.

One out of two objectives for Goal Three Writing are accomplished.

One out of two objectives for Goal Four Science are accomplished.

One out of two objectives for Goal Five Parent Involvement are accomplished.

Adequate progress will be achieved for the entire School Improvement Plan if adequate progress is made on three out of five goals.

REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2												Wakulla CRAWFORDVILLE ELEMENTARY SCHOOL 0031																		
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 402 Math: 402		2007-2008 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?			NO															
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).												This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor or Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	79	Y	72	Y	93	84	N			NA	23	21	NA	32	28	NA	73	NA	66	NA						
WHITE	100	Y	100	Y	81	Y	74	Y	94	83	N			NA	19	19	NA	27	26	NA	75	NA	66	NA						
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA		NA		NA						
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	Y	62	Y	94	80	N			NA	38	33	NA	40	38	NA	67	NA	57	NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA		NA		NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2												Wakulla CRAWFORDVILLE ELEMENTARY SCHOOL 0031											
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 403 Math: 403		2006-2007 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?			YES								

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).												This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007		Y/N	2006		2007	Y/N		2007	Y/N	
TOTAL ⁴	100	Y	100	Y	77	Y	68	Y	88	93	Y			NA	27	23	NA	29	32	NA	76	NA	62	NA		
WHITE	100	Y	100	Y	81	Y	73	Y	86	94	Y			NA	24	19	NA	27	27	NA	78	NA	66	NA		
BLACK	99	Y	100	Y		NA		NA			NA			NA			NA	59		NA		NA		NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA	12		NA		NA		NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA	67		NA		NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	62	Y	60	Y	83	94	Y			NA	39	38	NA	39	40	NA	64	NA	56	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA			NA			NA			NA	53		NA		NA		NA		

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2												Wakulla CRAWFORDVILLE ELEMENTARY SCHOOL 0031								
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 376	2005-2006 School Grade ¹ :		B	Did the School make Adequate Yearly Progress? ⁵		YES				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).												This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007				

	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL ⁴	100	Y	100	Y	78	Y	71	Y	86	88	Y			NA	22	22	NA	31	29	NA
WHITE	100	Y	100	Y	80	Y	73	Y	88	86	NA			NA	20	20	NA	30	27	NA
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	68	Y	61	Y	94	83	NA			NA	30	32	NA	42	39	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA
STUDENTS WITH DISABILITIES	99	Y	98	Y	51	Y	47	N			NA			NA	59	49	NA	61	53	Y

SCHOOL GRADE DATA

Wakulla School District CRAWFORDVILLE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	75%	58%	47%	263	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	60%			129	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5

						<ul style="list-style-type: none"> Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	69% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					516	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Wakulla School District CRAWFORDVILLE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	72%	80%	68%	303	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	80%	56%			136	3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or

						2	
Adequate Progress of Lowest 25% in the School?	54% (YES)	56% (YES)				110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						549	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Wakulla School District CRAWFORDVILLE ELEMENTARY SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	83%	75%	73%	231	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.	
% of Students Making Learning Gains	58%	67%		125	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	49% (NO)			49	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .	

Points Earned				405	
Percent Tested = 100%					Percent of eligible students tested
School Grade				B	Grade based on total points, adequate progress, and % of students tested