School Name: Crawfordville   Date:

2024-2025 Comprehensive Needs Assessment (CNA)

Data Analysis		Considering Staff Development

Problem Solving

School Improvement Areas of Focus and Activities
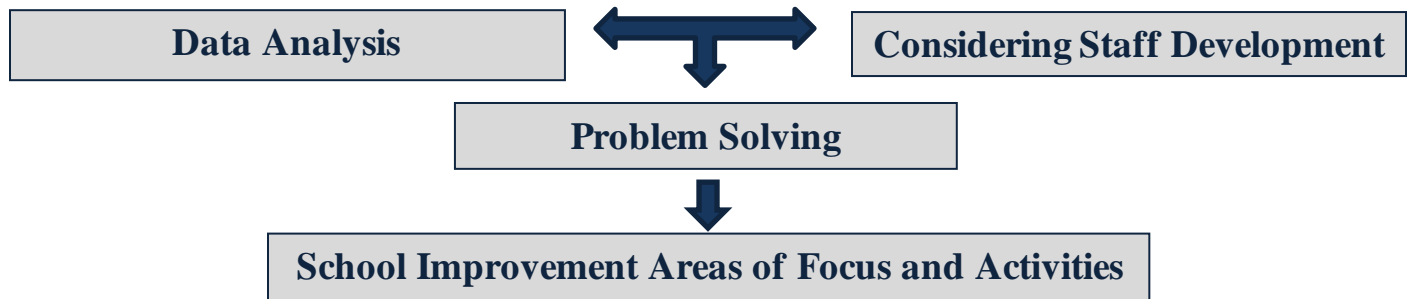
Data Resources

Florida Statewide Assessments Portal
https://www.fsassessments.org
Florida's Continuous Improvement Management System (CIMS)
https://www.floridacims.org/
Know Your Schools: Florida's District and School Report Cards
https://edudata.fldoe.org/
Florida's PK-12 Education Information Portal:
https://edstats.fldoe.org/SASPortal/main.do
Florida School Grades 2023:
https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2023.stml
Historical School Accountability Reports:
http://www.fldoe.org/accountability/accountability-reporting/school-grades/archives.stml

Data Analysis

School Achievement Data

Identify areas of growth or decline. Target the lowest or declining criteria.

Overall Achievement Data									
Summarize the trends and patterns observed by the team while analyzing the data. What are the important trends and patterns that will support the identification of student and teacher needs?									
	ELA		Math		Science		Social Studies		Acceleration Success**	
	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24
Achievement (0% to 100%)	65%	68%	62%	59%	53%	42%				
Grade 3 ELA Achievement*	58%	75%								

Learning Gains (0%-100%)							
Learning Gains L25 (0%-100%)							

Grade 3 ELA Achievement was added beginning with the 2023 calculation

**Acceleration Success—Middle School EOCs or Industry Certification (0% to 100%)*

Areas of Strength	3rd Grade ELA achievement increased by 17%. Overall, ELA increased 3%.
Challenges	Overall, Math decreased by 3% and Science dropped 24%.

Analyze data over a 3-year period by grade level. Identify patterns of growth or decline. Target the lowest indicators and/or areas not meeting proficiency.

Student Performance: ELA **Percentage of Students at Level 3 or Higher**			
ELA	2021-2022	2022-2023	2023-2024
Pre-K (Star Early Literacy)			
VPK (Star Early Literacy)			
Kindergarten (Star Early Literacy)	73%	64%	71%
Grade 1 (Star Reading)	73%	70%	78%
Grade 2 (Star Reading)	66%	77%	78%
Grade 3	59%	58%	75%
Grade 4	67%	64%	65%
Grade 5	73%	52%	61%
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Summarize trends and patterns observed by the team while analyzing student achievement data. What are the important trends and patterns that will support the identification of student and teacher needs?			
Areas of Strength	Overall, all grades increased their ELA scores.		
Challenges	Although there was an increase in scores, 5th grade students were only 61% proficient.		

Student Performance: Mathematics **Percentage of Students at Level 3 or Higher**			
Math	2021-2022	2022-2023	2023-2024
Pre-K (Star Early Literacy)			
VPK (Star Early Literacy)			
Kindergarten (Star Math)		43%	58%

Grade 1 (Star Math)	81%	78%	95%
Grade 2 (Star Math)	86%	77%	91%
Grade 3	59%	62%	72%
Grade 4	67%	61%	54%
Grade 5	73%	53%	46%
Grade 6			
Grade 7			
Grade 8			
Algebra I			
Geometry			

Summarize trends and patterns observed by the team while analyzing student achievement data. What are the important trends and patterns that will support the identification of student and teacher needs?	
Areas of Strength	1-3 Grade were all above 70%.
Challenges	K, 4, and 5 were all below 60%

Student Performance: Science and Social Studies Percentage of Students at Level 3 or Higher			
Science	2021-2022	2022-2023	2023-2024
Grade 5	66%	53%	42%
Grade 8			
Biology			
Social Studies			
Civics			
U.S. History			

Summarize trends and patterns observed by the team while analyzing student achievement data. What are the important trends and patterns that will support the identification of student and teacher needs?	
Areas of Strength	
Challenges	Consistent decline in proficiency from 2021-2022.

Analyze data for subgroup populations. Target the lowest indicators and/or areas not meeting proficiency. **Any subgroup with a Federal Index of 40% or lower <u>MUST</u> be addressed as an Area of Focus in your SIP.**

Student Performance by Subgroup
Summarize trends and patterns observed by the team while analyzing student achievement data by subgroups in ELA, Math, Science, and Social Studies. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student and teacher needs? *If you have less than 10 students in a particular subgroup, type 'Not Applicable'.*

White	51% Science 78% Math – 3 55% Math – 4 49% Math – 5 79% ELA – 3 67% ELA – 4 63% ELA - 5

Black	0% Science 44% Math – 3 40% Math – 4 30% Math – 5 44% ELA – 3 ==60% ELA – 4== 40% ELA - 5
Hispanic	==100% Science== 57% Math – 3 50% Math – 4 ==100% Math – 5== ==86% ELA – 3== 58% ELA – 4 ==100% ELA - 5==
Asian	100% Math – 4 100% ELA - 4
American Indian/Alaskan Native	
Native Hawaiian/Other Pacific Islander	
Multiracial	0% science ==75% Math – 3== 50% Math – 4 20 Math – 5 ==88% ELA – 3== 58% ELA – 4 ==60% ELA - 5==
English Language Learners	0% ELA – 4 0% Math - 4
Students with Disabilities	38% Math – 5 17% Math – 4 ==63% Math – 3== 25% Science – 5 ==69% ELA – 3== 13% ELA – 4 38% ELA - 5
Economically Disadvantaged	
Areas of Strength	White – ELA above 60% 3-5 and 78% Math 3rd grade Black – ELA 60% Hispanic – 100% Science, 100% Math - 5th, 100% ELA - 5th, and 86% ELA – 3r Asian - 100% Math – 4, and 100% ELA - 4 Multiracial – 75% Math – 3rd, 88% ELA – 3RD, 60% ELA – 5TH Students with Disabilities – 63% Math - 3rd, and 69% ELA – 3rd
Challenges	White – 55% Math – 4 49% Math – 5 Black – 0% S, 44% Math – 3, 40% Math – 4, 30% Math – 5, 44% ELA – 3, and 40% ELA - 5 Hispanic – 57% Math – 3, 50% Math – 4, 58% ELA – 4 Multiracial – 0% s, 50% Math – 4, 20 Math – 5, 58% ELA – 4 Students with Disabilities – 38% Math – 5, 17% Math – 4, 25% Science – 5, 13% ELA – 4 38% ELA - 5

Analyze FAA performance for students on Access Points Curriculum. Target the lowest indicators and/or areas not meeting proficiency.

Florida Alternate Assessment Student Performance	
Summarize trends and patterns observed by the team while analyzing FAA student achievement data in ELA, Math, Science, and Social Studies. What are the important trends and patterns that will support the identification of student and teacher needs?	
Areas of Strength	Our 4th grade students taking FAA were 100% proficient in Math and 100% proficient in ELA.
Challenges	Although all our students were 100% proficient in Math and ELA one student achieved a level 3 in ELA.

Analyze other sources of data to identify areas of concern.

School Climate Survey Results
Summarize the trends and patterns observed by the team while analyzing the data. What are the important trends and patterns that will support the identification of student and parent needs?

Areas of Strength	Most teachers feel everyone is welcome, we build relationships with learners, deliver instruction that considers learners needs, provide instructional environment where learners thrive, uphold elevated expectations for learning, learning activities are aligned with both the goals and expectations for student learning. Most parents feel like the kids are safe and loved by all adults at the school. Many students responded that their favorite thing about this school was their teacher, recess, and friends.
Challenges	Many teachers feel we are not able to effectively employ strategies for collaborative decision making. These individuals believe that the school does not create conditions that support productive change, and that school morale is low. Many parents feel like school lunches need to be addressed and there are concerns with communication. Many students feel like their classmates are not kind and they do not like the school lunches.

College & Career Readiness	
Summarize the trends and patterns observed by the team while analyzing the data (digital tools, industry certifications, Advanced Placement, dual enrollment, etc.). What are the important trends and patterns that will support the identification of student and teacher needs?	
Areas of Strength	Our students participate in ICT programs in both 4th and 5th grade, and they are working on keyboarding skills in k-3.
Challenges	Number of devices, time limits due to the number of devices.

Graduation Rate	
Summarize the trends and patterns observed by the team while analyzing the data (retentions, credit recovery, concordant scores, etc.). What are the important trends and patterns that will support the identification of student and teacher needs?	
Areas of Strength	
Challenges	

Mental Health/School Safety	
Summarize the trends and patterns observed by the team while analyzing the data (behavior, school environment, etc.). What are the important trends and patterns that will support the identification of student and teacher needs?	
Areas of Strength	CCYS or New Horizons will be working with students with social;/emotional needs in small groups at school. Monthly threat assessment meetings are conducted to identify students with needs and areas of vulnerability in the school.
Challenges	Parents following up on referrals made to CCYS/New Horizons and lack of mental health service providers in Wakulla are challenges.

Attendance	
Summarize the trends and patterns observed by the team while analyzing the data. What are the important trends and patterns that will support the identification of student and teacher needs?	
Summary of Data	31% of our student population has absences below 90%. To increase attendance, teachers will be calling to check on students after two consecutive absences, and if poor attendance patterns are noticed the administration will call parents. The school will also hold monthly "family basket" rallies for students with good attendance.

Response to Intervention Process	
Summarize the trends and patterns observed by the team while analyzing the RtI process at your school. What are the important trends and patterns that will support the identification of student and teacher needs?	
Areas of Strength	We will use I-Ready for Tier 2 interventions and provide additional support for these students through a part-time remediation teacher. Tier 3 resources provided by ESE resource teachers providing intensive small group reading and/or math support.
Challenges	Staff training for teachers on the RTI process. This will be provided to ensure all teachers understand the RTI process, and this will ensure all students' needs are recognized and addressed.

2024-2025 School Goals and Activities

What are the most critical areas of focus based on your data review? *If needed, tab to add more rows*

1.	Math
2.	ELA
3.	Science proficiency
4.	Mental health / School safety

Staff development is needed to address areas of focus. *If needed, tab to add more rows*

1.	Weekly grade level meetings discussing Science data and hands on experiments
2.	Professional learning communities led by teacher coaches
3.	KAGAN monthly newsletters introducing new structures to use in the classroom
4.	KAGAN coach to provide training for new teachers on KAGAN structures
5.	Instructional coaches to address teachers with needs by providing additional training

For each Area of Focus answer the following:

1. How did you identify this Area of Focus as a critical need? Based on data and proficiency, Math K, 4, and 5 are the greatest areas of critical need.
2. What is your measurable outcome (goal)? Show improvement in Math, ELA, and Science FAST data.
3. How will this Area of Focus be monitored for the desired outcome? We wil monitor student progress via FAST testing throughout the school year.
4. What evidenced-based strategy/strategies will you implement to reach your goal? Data driven instrruction, and/or Kagan and Get Your Teach on strategies.
5. Why are you implementing these strategies? We are implementing these strategies because they are research-based strategies that will improve student growth and performance.
6. What are the steps the school will take to address this Area of Focus? Include how the strategy will be monitored within your action steps.
   - 6.1.1. KAGAN Structures
   - 6.1.2. IReady implemented 45 minutes weekly in grades 2-5
   - 6.1.3. 90-minute math blocks
   - 6.1.4. Small group math instruction incorporated into math centers
   - 6.1.5. High yield math routines
   - 6.1.6. Reflex/Frax Math Programs

Notes: