

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mrs. Patricia Johnson

Official School Name: Fort Crawford School

School Mailing Address:
255 Third Street
New Kensington, PA 15068

County: Westmoreland County State School Code Number*: 107656303

Telephone: (724) 337-8851 Fax: (724) 337-5550

Web site/URL: nkasd.com E-mail: pjohnson@nkasd.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. George Batterson

District Name: New Kensington-Arnold School District Tel: (724) 335-8581

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Wayne Perry

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 4 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 6 | TOTAL |
2. District Per Pupil Expenditure: 8650

Average State Per Pupil Expenditure: 11000

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 16 Number of years the principal has been in her/his position at this school.
0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	32	33	65	8	0	0	0
1	31	30	61	9	0	0	0
2	20	24	44	10	0	0	0
3	27	28	55	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							225

6. Racial/ethnic composition of the school:
- | | |
|--------------|---|
| 0 % | American Indian or Alaska Native |
| 0 % | Asian |
| 41 % | Black or African American |
| 2 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 46 % | White |
| 11 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 19 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1.	225
(5)	Total transferred students in row (3) divided by total students in row (4).	0.187
(6)	Amount in row (5) multiplied by 100.	18.667

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Chinese

9. Students eligible for free/reduced-priced meals: 85 %

Total number students who qualify: 191

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %

Total Number of Students Served: 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>29</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	3%	7%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

The New Kensington-Arnold School District is a suburban school district serving approximately 2300 students from two cities. The communities of Arnold and New Kensington comprise an area of approximately 5(4.2 New Kensington and .8 Arnold) square miles in the northern tip of Westmoreland County – approximately 20 miles northeast of Pittsburgh. People per square mile for both communities are 4073. Both communities have experienced a decline in economic stability and an increase in the number of families in poverty. The “downtown” areas of both cities have many empty storefronts, even the local hospital recently closed after serving the area for well over 75 years.

Statistics from the 2000 Census reveals Arnold demographic population consists of 5,667 people, 2,589 households, and 1,439 families. The racial make-up of the city is 85% White, 13% African American, and 2% other (including Latino, Native American and Asian American). The per capita income is \$16,631, the median household income is \$26,190 and the median income for a family is \$32,569. Percent of people living below the poverty line is 14.

Statistics from the Census reveals New Kensington demographic population consists of 14,701 people, 6,519 households, and 3,963 families. The racial make-up of the city is 88% White, 10% African American and 2% other (including Latino and Asian American). The per capita income is \$16,152, the median household income is \$30,505 and the median family income is \$37,952. Percent of people living below the poverty line is 8.5

There are four separate low-income housing plans and three senior citizen high-rise buildings within the limits of the two cities. Both communities have an aging population and have experienced an increase in the number of rental properties – as homes are sold they are converted to rentals. This has led to a very transient population. There is a wide variety of social agencies located within the school district due to the large number of clients who receive those services living here. Both communities have a very strong ethnic base – Syrian, Italian, Polish, Czechoslovakian, Russian and Greek are the predominate groups.

The mission of the New Kensington-Arnold School District is to ensure that each student is prepared, inspired, and motivated to be a successful contributing citizen of an ever-evolving global society by engaging and challenging students with personalized instruction, teaching excellence, innovative technology, and high expectations for superior academic achievement while embracing our unique traditions, heritage, and diversity in a safe, nurturing, student centered environment.

At Fort Crawford Elementary we embrace this mission with the belief that all students can learn and achieve and that failure is not an option. The welfare of our students is always of utmost consideration and importance. All decisions are based in the best interest of our students. It is our belief that all individuals can learn and achieve as we accept no excuses for low achievement. Every member of our community is encouraged to accept responsibility to help foster each student’s individual investment in success.

Fort Crawford Elementary offers three classrooms of students in each grade level from K-3. We have two learning support classrooms, one music teacher, two art teachers, two physical education teachers, one nurse and a librarian. Students also receive services from the speech and language teacher and the occupational therapist. Since Fort Crawford is a school-wide building, our students receive the services of three full-time reading specialists. Every child is given the opportunity to work with the reading specialists in one-to-one, small and large group settings. Three classroom aides divide their days between the twelve primary classrooms. Some students also receive the services from the English as a second language teacher (ESL). The classrooms are supported and given staff development from the math and reading literacy coaches. All of these individuals create a connectedness in the environment that strengthens, nurtures, and supports our students. With the support of parents, PTA members, and community, our students are supported and

encouraged to grow, flourish, and learn. The Fort Crawford faculty is a team of focused instructors that are strongly committed to fostering student independence and academic achievement.

Fort Crawford Elementary promotes and encourages positive family involvement to enhance individual student achievement. By celebrating our diversities as a community we strengthen the individual character of all stakeholders. This collaboration of school, community and business allows stakeholders the opportunity for decision making abilities and accountability. By encouraging the Professional Learning Community form of organization, we not only learn together but also instill a love of life long learning and excellence for all.

Through our standards based curriculum, Fort Crawford Elementary builds on student's strengths by facilitating positive change through personalized instruction. We have incorporated differentiated instructional practices into each grade level and across all curricular areas to ensure student learning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Fort Crawford Elementary is the only school wide building in the New Kensington-Arnold School District. This means that every child can receive services from the reading specialists regardless of need. The reading specialists can work with those students which are advanced as well as those performing below basic skills level. Fort Crawford Elementary students participate in one standardized assessment yearly. Students in the third grade are assessed using the Pennsylvania State System of Student Assessment (PSSA). Results can be found on the Pennsylvania Department of Education's webpage. This test measures student performance on standards created by the Pennsylvania Department of Education in the areas of reading and math. Students are grouped into four categories based on their performance on the test. Students are deemed advanced, proficient, basic or below basic based on their assessment scores. The highest level of achievement is advanced. Students scoring on the advanced level have a great understanding of the skills and concepts covered by the state standards. Students who perform on the proficient level have a satisfactory understanding of the skills and concepts outlined in the state standards. Basic level scorers indicate that the student has a general or limited understanding of the concepts and skills according to the state standards. Finally, students scoring below basic have little or no understanding of the skills outlined by the Pennsylvania State Department of Education. Fort Crawford Elementary has maintained Adequate Yearly Progress (AYP status) continually over the past years. Although we have made great strides which are reflected in our scores, there have been years where we have shown a decrease in scores while still exceeding state guidelines. In most cases, the fluctuations were a result of the number of students that were economically disadvantaged as well as in learning support classrooms; the number of students having a hearing and/or speech impairment, and/or the number of children with English as a second language. Some students at Fort Crawford have multiple disabilities. Although they are not classified as students needing an IEP some students at Fort Crawford Elementary have academic concerns that affect their achievement. Although psychological testing is done in a timely manner, some students who scored at the basic and below basic level qualified for learning support after the test was taken. Thus, the remediation which would have been given at a slower pace by learning support teachers was not available for them before taking the test.

An additional concern would be those students with behavioral issues which have impeded their academic progress. The number of students in each category were not enough to make a subgroup however, these students were a contributing factor in our scores. A close analysis of our data reveals that there is a discrepancy between student achievement and test performance. Reading specialists as well as learning support teachers provide extra math and reading instruction for those students with IEP's and/or those students scoring in the basic or below basic range.

Remediation and interventions are also offered based on the results of 4-sight, Dibels, and authentic assessment tests given by the classroom teachers in the areas of reading and math. Third graders are assessed quarterly utilizing the 4-sight test which evaluates strengths and weaknesses in math and reading concepts based on the state standards. Dibels is short for the Dynamic Indicators of Basic Early Literacy Skills. This test measures fluency, phonological awareness and basic literacy skills. Authentic assessments are given quarterly which are based on the material taught by classroom teachers. All of these assessments are tools which the classroom teacher uses to objectively assess student performance and make informed decisions for instruction.

2. **Using Assessment Results:**

Fort Crawford Elementary holds the belief that in order to improve academic success we must know where our students are academically at all times in order to move them where they need to be to succeed. Therefore, Fort Crawford Elementary utilizes a combination of data tools to lead and improve student and school

performance. Assessments such as DIBELS, 4-Sight, and a variety of screening tools are regularly given, analyzed, and discussed by the Fort Crawford Elementary team (administration, teachers, coaches, specialists) to help lead instruction and professional development activities.

Since data analysis is vital for improvement, the community meets bi-monthly to discuss the results of each assessment. These bi-monthly meetings allow for a meaningful evaluation of student and teacher needs. Professional development and needed resources become the focus of the group as they analyze weak areas in the testing results. Through self evaluation the team creates a plan for the direction of the school. This may include coaching in a particular area, workshops, or added resources.

The Fort Crawford team then analyzes the data by concept or area of concentration for flex grouping. By grouping the students according to areas of weaknesses for instruction, the teachers, specialists and coaches can provide the needed instruction to ensure all students succeed. Once the students are grouped as a whole, each student's test results are analyzed for growth, patterns, and weak areas. The team then utilizes the data to create and plan interventions for each student as needed. These interventions involve all members of the community.

Data is further utilized as the teachers, coaches, and specialists meet as a team for a full day of planning after each major assessment. This allows for a sharing of ideas and leads the direction of instruction. In addition, school schedules are set up and allow for daily team planning as teachers utilize weekly assessments to adjust the direction of instruction and/or instructional tools and ensure all students will succeed.

Along with in-school testing, the Fort Crawford Elementary also analyzes the PSSA's yearly for any defined areas of strengths, weaknesses and patterns for the up coming school year. By planning in advance, the team can address any areas of concern, plan for professional development, and/or adjust the teaching methods currently in use within the school.

3. Communicating Assessment Results:

Communication with all stakeholders is a vital component of our Learning Community. By keeping lines of communication open and providing opportunities for participation in decision making, the total community which includes local businesses, parents, family members, administrators, teachers, specialists, coaches, and staff take ownership and therefore become vital components to a successful school. Therefore, Fort Crawford Elementary takes every opportunity to inform and involve families and the educational community in each endeavor, continuously throughout the year.

Although information, transition activities, and summer programs occur at the end or throughout the summer, starting in September, we begin our program of sharing. At the beginning of the year we send letters home to parents/guardians which identify the concepts students will be working on throughout the year. We ask them to review these concepts at home with their child. Informational meetings are set up on a continual basis as needed.

Before our students take the PSSA examination, our parents are invited in for a meeting and lunch with the classroom teachers and their children. The children become the teachers as they demonstrate test taking strategies which have been taught throughout the year for math and reading. By taking on the role of the teacher the students not only gain a better understanding of test taking skills but also imbed them within. The second part of the luncheon addresses the stress some students feel when taking an important test. Family members are shown "Believe, Succeed, and Achieve" which emphasizes strategies they can utilize at home to help reduce their child's stress level during testing week.

Once the students have taken the test and the results are known, the district posts the results in the school, local and regional newspapers as well as the district and individual school web pages. Parents and guardians

also receive individual scores. In addition, the Superintendent of the district explains the PSSA results at an open school board meeting in late September as do principals during their staff meetings.

Communication of assessment results is a priority of Fort Crawford as we strive for a learning community. Graphs and scores for each 4-Sight and Dibels tests are also sent home for parental evaluation. Guardians/Parents can not only see their child's scores but also have a tool for comparison of past test results.

Students are also part of the communication of assessment results as classroom teachers discuss individual results with each student. The principal participates in this sharing by meeting with each student sometime during the semester to discuss his/her results, expectations, and strategies for improvement. Along with the sharing of results, Fort Crawford celebrates its successes through awards, assemblies and incentives throughout the year.

4. Sharing Success:

Fort Crawford bases its beliefs on the Professional Learning Community which involves all stakeholders meeting, discussing and analyzing data and the most effective strategies in our educational system. Along with the in-school community the Fort Crawford team is part of a larger community of learners through the districts remaining two K-3 buildings. Grade level teams from each building collectively meet bi-monthly to discuss strategies, data, resources, successes, professional development and focus of instruction. These teams are accompanied by administrators, coaches, and specialists to ensure all are active participants in the community. Here all share their successes and form an open community where all learn.

Success in the community is also shared through the collaborative environment which has been built with neighboring school districts. Continuous contact through Title One Coordinators, specialists, administration, and coaches, is accomplished as successes as well as a sharing of ideas help improve and ensure student success. Successes are also shared during school board meetings, IU meetings, and at any time one of the community members has the opportunity to attend local, regional, and state conferences with other attendees.

Fort Crawford's Elementary community has recently gone global in their collaborative efforts as we have teamed with Jinin City, China. As part of this partnership our District Superintendent along with teachers, students, and board members spent two weeks in China sharing our successes and strategies while gaining a wealth of knowledge pertaining to the methods currently used there. The collaboration continues to grow as two teachers from China currently teach Chinese in our school. Plans are also in process for a teacher "swap" between the countries in the near future.

Over the past years, Fort Crawford Elementary has had the opportunity to present at two different state conferences. These presentations addressed the successes and achievements of our school wide program. If chosen for the Blue Ribbon award members of the community will continue to build a strong community with neighboring districts and will present at local, state, and regional conferences to help further build a community of learners and ensure all students achieve.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The language arts curriculum is based on the state standards. The curriculum identifies essential skills in reading, writing, speaking, spelling and listening. Phonemic awareness, phonics, fluency, comprehension and vocabulary are all areas in which every teacher in grades K-3 at the Fort Crawford Elementary focuses. In grades K-3, the Dibels test is given every nine weeks and more often for progress monitoring. This test measures fluency, phonological awareness and basic listening skills.

Teachers use the data received from this and other tests to help them identify weaknesses that students have in these main areas as well as helping them to organize areas of instruction. In 3rd grade the students are tested utilizing Dibels and 4-Sight tests. By utilizing these data sources, teachers can better evaluate, intervene and lead instruction.

Students at Fort Crawford Elementary write across all curriculum areas such as math, social studies, and science. Leveled readers are utilized for reading as well as content areas. Reading materials at the instructional level helps students build confidence, fluency and comprehension as they learn informational material from content areas.

Along with leveled readers, teachers utilize a number of materials to allow for visualization, touch and auditory learning. Art, music, and physical education teachers are all part of the learning community and plan with the team to ensure learning across all areas of the curriculum.

The mathematics curriculum also encompasses all content areas as the team plans and implements materials and lessons based on student needs, data, and the state standards. Operational skills, computations, number relationships, problem-solving strategies and practical application form the basis of the curriculum. Math instruction is a sequential process and therefore planning within the community involves vertical and horizontal planning between and within grade levels. Higher level thinking is the focus as teachers utilize a wealth of manipulatives and hands-on participatory learning experiences within the classroom.

Fort Crawford Elementary utilizes math and reading coaches, reading specialists, and special teachers which supply professional development, resources, and support to the classroom teachers. Daily initiatives such as word or problem of the day are discussed with the students by all the community members throughout the day. By all members discussing academics, students become aware of the importance of learning.

The science curriculum uses a hands-on approach to learning and is based on the state standards. Students conduct experiments and are taught in thematic units. Flexible grouping is utilized as teachers differentiate instruction. Since time is a luxury at the primary grades, departmentalization occurs for health, science, and social studies.

Social studies within the Fort Crawford community also utilizes a hands-on approach. Classroom teachers use the social studies curriculum to help children better understand culture and history. When studying the states or countries the art & music teachers reinforce the learning by creating art and music projects such as maps, songs, and plays. The librarian may utilize a research report while the physical education teacher may teach a dance. Parents participate too as ethnic dishes are prepared for luncheons and invitations are sent for presenters from the community. All members of the school plan and initiate a collaborative learning community.

During health class, the children discuss exercise, nutrition, healthy snacks and eating habits. The object of the health class is to promote a healthy life-style. Students discuss various activities such as walking, jumping,

and running that strengthen their gross motor skill development. In addition, the Power-Up Team is brought in to talk about nutrition, exercise, and give everyday tips that students can share at home which will promote a healthy lifestyle.

Art instruction focuses on students' creative abilities while utilizing elements of design and technique. Since planning is conducted in collaboration with all teachers, such things as mapping, pyramids, geometric shapes, etc are interwoven within the lessons. Art history and appreciation along with creativity are encouraged. Self-expression through painting, drawing and creating with a number of tools help young learners flourish into budding artists. The spring art show provides access for young artists to display their work.

Technology education is promoted on all grade levels with the compass learning program. The compass learning software helps differentiate instruction in a creative way for reading and math. Data from a variety of assessments allows teachers to provide interactive lessons that reinforce the skill being taught in the classroom.

2a. (Elementary Schools) Reading:

The Fort Crawford Community holds the belief that failure by any student is not an option. Therefore the community has implemented many systematic steps and intervention tools to ensure learning is occurring in each classroom. Since reading forms the basis of learning from Pre-K throughout life, special consideration and focus has been given to the reading program now in use.

Fort Crawford Elementary's reading program is a collaborative effort between all three K-3 buildings. Here teachers, administrators, specialists, coaches and all stakeholders are involved in the direction of the program as collaborative planning is a continuous process. As our base for reading we utilize the Pennsylvania Academic standards. We then built on this to provide a cohesive curriculum which utilizes a variety of instructional tools including but not limited to our Scott Foresman's basal readers. This along with novels, guided reading, 4-block, kid writing, Title One, and flex grouping help guide our instruction in the five areas of reading instruction.

Fort Crawford Elementary utilizes a block system for scheduling and planning. Each day reading instruction is conducted during a 120 to 160 minute block (depending on grade level). Teacher planning is also synchronized to allow collaborative planning with reading specialists, title one, and special teachers. By planning for planning, the Fort Crawford Elementary utilizes a wealth of resources for learning.

To lead our instruction and insure all teachers and students have the necessary tools, professional development and instruction, Fort Crawford Elementary utilizes DIBELS, 4-Sight, and other diagnostic tools. By using systematic data assessments, the community can diagnose instructional weaknesses as well as each student's individual weaknesses. This collaborative analysis allows for each teacher and student to obtain the needed instruction necessary to achieve.

Through the use of data, students are put in flex groups between and inside of each classroom allowing for more individualized instruction based on the needs of each student. Data is also utilized for interventions which are conducted in a scheduled time block during each day. By providing an intervention period the learning community can address each weakness and differentiate instruction.

3. Additional Curriculum Area:

At Fort Crawford, we see to it that our school's mission resonates throughout our curriculum, to instill in each one of our students that failure is not an option. One area, among many, in our curriculum that this mission is reflected is in our Math program. We understand that our society provides many opportunities to those specifically inclined in the mathematical area. We want our students to be offered these opportunities by

providing them an interactive and enriching program as a stepping-stone to their mathematical journeys. To accomplish this task, our principal, teachers, and specialists work closely with one another to create a math program that is engaging and dynamic to all students at all ability levels. Our students are given the opportunity to gain mathematical knowledge by becoming an active participant in their own learning. Many of the lessons are facilitated using various forms of technology and manipulatives to immediately capture and engage the students. Throughout our program, our students develop higher order thinking skills, which in effect, will begin to prepare them for the ever-changing world of mathematics. Our district has also become participants in the Math and Science Collaborative, a regional approach to strengthening math and science education for all students. Our teachers who attend the numerous Network Connections, coordinated by the Math and Science Collaborative, report back to the district on the various innovative approaches and resources used in the teaching and learning of mathematics. As seen throughout our curriculum, our priority is student success, with the additional focus we have created in our math program, we will continue the success we have had in our mathematical curriculum and continue to go well beyond it, in our school's future.

4. Instructional Methods:

Throughout Fort Crawford, various instructional methods are implemented to ensure that all student needs are being met. Every teacher at Fort Crawford takes a personal interest in selecting instructional strategies that optimizes student achievement. Every year, teachers walk through a vigorous process to ensure that all students are provided the instruction that ensures achievement is gained from each student. Our small class sizes also attribute to each child's success. Our teachers are highly qualified professionals and are committed to being life long learners. The teachers work collaboratively with the principal and specialists to tailor instruction to meet the needs of each student. The staff meets frequently to share and discuss effective methods and strategies used in each of their classrooms. At Fort Crawford, we strongly believe in not taking the approach of "my" classroom, rather "our" classrooms to facilitate that sense of team that echoes throughout Fort Crawford. We know and believe that when we work as a team our students will unquestionably meet with success.

Instruction is differentiated across all curricular areas to guarantee that each student is met with success. As students move through Fort Crawford, teachers are committed to providing each student with the foundation to build on their academic excellence. In walking through Fort Crawford, it is evident that the instruction that is carried out is meaningful, appropriate, and engaging for all students. Teachers actively carry out instruction that is consistently met with enthusiasm and an eagerness to learn more from their students. Fort Crawford holds high expectations of each student that walks through our building and because of this, we are dedicated to providing our students with various instructional methods to meet and go well beyond these expectations. We believe in our mission that failure is not an option and it is quite apparent in the daily lessons instructed by each and every one of our teachers.

5. Professional Development:

At Fort Crawford, we strongly believe that we ourselves must be committed to being life long learners if we are to instill this same belief in each of our students. Many of our teachers have and continue their professional development by gaining a Master's Degree in various areas of education. Our teachers are also provided with several in-service programs throughout the school year. These programs range from a variety of educational topics and provide informative and meaningful material that our teachers carry back to their classrooms with them. Many of our teachers attend workshops or participate in online courses to gain additional knowledge in their specific areas of instruction. The teachers at Fort Crawford also participate in numerous extended days throughout the school year. During this time, various topics are addressed that are relevant to the issues and questions teachers may be experiencing in their classrooms. The atmosphere at Fort Crawford also aids to the success of our professional development. Many of our teachers taking courses and attending workshops are always eager to share their new gained knowledge with their colleagues. We are fortunate at Fort Crawford that our teachers across each grade level share several scheduled prep times

together. During this time, teachers work collaboratively with one another and share information and ideas from the various professional developments they have attended and participated in. The mentoring program our district offers provides various opportunities for our new teachers to gain knowledge and insight from many of our veteran teachers and likewise our veteran teachers learn many of the new and innovated strategies that our new teachers bring with them. Each one of our teachers is dedicated to seeing that our students are met with success and recognize that the best way to ensure this belief is to dedicate themselves to their own professional development.

6. School Leadership:

Fort Crawford Elementary holds the belief that strong leadership, creative thinking and sustainability are essential components for school success. Leaders have to have high expectations for students, teachers and the community in order to obtain student achievement. It is this belief that is instilled in the community as they adopt the vision that all students can learn and that failure is not an option.

The leadership at Fort Crawford encourages others to lead, try new things, and accept responsibility for all students. Strong leaders inspire others, create opportunities and supply support for others to lead. Learning throughout the community is not only encouraged but expected as all strive for the best practices. Leadership is a shared entity as all take on leadership roles, implement and facilitate positive change.

Decisions in the community are a collaborative effort where the principal is the visionary, facilitator, and inspiration of the community leaders. By inspiring others, the leader maintains focus on the true sense of education, student learning, as she moves the community toward success for all.

By having the community collaboratively evaluate student performance, the leader addresses community needs. In this way the community self-evaluates weaknesses and more readily recognizes areas for improvement.

As the instructional leader, the principal must be aware of the latest research results regarding curriculum, instructional tools, and effective strategies in order to make informed decisions for the direction of the school. The principal/leader/visionary is willing to take risks even when they are not popular with administration or the community but are in the best interest of the students.

The leader of the community ensures all district policies are followed by monitoring the school, remaining abreast of current trends and guidelines, and building positive relationships with community, state, and federal educational staff. Providing a check and balance system throughout the school is essential for a positive and successful environment.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PSSA

Edition/Publication Year: Applicable to year

Publisher: PA Dept of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	86	70	93	78	
% Advanced	45	36	32	70	
Number of students tested	49	50	47	44	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No information for 2004. However, did make AYP

Subject: Reading

Grade: 3

Test: PSSA

Edition/Publication Year: applicable for year

Publisher: PA Dept of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	88	55	74	86	
% Advanced	29	15	29	39	
Number of students tested	49	50	47	44	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No statistical information is available 2003-2004 school year. The school did make AYP during that time.