

NAPLES ELEMENTARY SCHOOL

School Profile

Naples, Italy



November 2006

Mr. Richard Alix, Principal

Ms. Denise Webster, Assistant Principal

Mr. Jerry Hood, Assistant Principal

December 2007

Mr. Richard Alix, Principal

Ms. Denise Webster, Assistant Principal

Mr. Jerry Hood, Assistant Principal

December 2008

Ms. Mona Morgan, Principal

Mr. Jeremy Simpson, Assistant Principal

Mr. Jerry Hood, Assistant Principal

October 2009

Ms. Mona Morgan, Principal

Mr. Jeremy Simpson, Assistant Principal

Mr. Jerry Hood, Assistant Principal (March 22-EOY)

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SCHOOL PROFILE DEVELOPMENT

Our School Improvement Leadership Team (SILT) is composed of the following:

- Bridget Ruffino, Jerry Edwards, Dan Christian - teacher representatives
- Rich Alix, Denise Webster, Jerry Hood - administrators
- Michelle Timmons, Katie Chausse - parent representatives
- Michelle Kalina, chairperson

We began the development of our school profile in May of 2006. The administration and the SILT chair met and made tentative plans for our August 24, 2006, inservice. We divided the data needed for the profile into 22 separate task groups. Our theory and our motto was that, “If everyone does a little, no one has to do a lot.” Our entire staff of 85+ people was involved in our August 24th inservice. We shared timelines, a School Improvement Plan (SIP) activity map for this school year, a school profile rubric, the table of contents from a sample profile, information about a profile, reviewed a sample profile, and then had the staff break up into four teams. Each team was responsible for assigning a representative from their team to each of the 22 different task groups. By the end of the inservice, we had our 22 task groups formed, with representatives from each team, and a Task Group Facilitator designated.

From August until October 15, the 22 different Task Groups met on their own and worked on their task. Each Task Group had specific data to review and analyze. They were responsible for analyzing and summarizing the data, preparing graphs (if applicable), and preparing a report for our Oct. 20 SIP inservice. They were given data questions to consider, a “Data Analysis Form,” and a template for recording their minutes. Our SIP chair and the administrators were involved in this entire process. The SIP chair met with all of the Task Groups and helped to clarify their task. The chair and the administrators helped gather the data for individual Task Groups and met with the facilitators to provide additional support and information.

All 22 Task Groups had their task completed (data analyzed, summary written, and graphs constructed) by October 15. The chair put all of the information together into a Power Point for our October 20 inservice.

At the October 20 inservice, each Task Group presented its data, analysis, summary, and graphs to our entire staff and led a discussion on their findings. All of the Task Groups also participated in constructing a “Profile Puzzle”...a large puzzle that we posted on the wall. Throughout the day and the sharing of data, two areas of concern for our students began to emerge...reading and writing.

Based on the data analyzed and presented during the day, we chose the two areas for our goals: reading and writing.



MISSION STATEMENT

DoDEA Vision

Communities investing in success for ALL students

DoDEA Mission

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

SY 2009-2010- All DoDEA schools adopted the above Mission Statement.

Mediterranean District Mission

To support schools for the success of *every* student

Naples Elementary School Mission Statement

Naples Elementary School will empower all students to become independent, creative, problem-solvers who demonstrate exemplary character in a global society.

Naples Elementary School Vision Statement

SY 2009-2010: Naples Elementary School will foster a safe and nurturing environment that provides rigorous learning opportunities to empower all students to become independent, creative, problem-solvers who demonstrate exemplary character in a global society.

Core Commitments / Beliefs

At Naples Elementary School, we believe...

- In success for all students
- In trust and respect for others
- In the development of life-long learners
- In a rigorous education that is accessible for all students
- In providing motivating challenges that inspire excellence in all our students
- In providing a safe and stable learning environment
- In having high expectations for all students

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UNIQUE LOCAL INSIGHTS

Data Collection Instruments

1. Parent Focus Group
2. Teacher Demographics
3. Student Demographics
4. School Structure
5. Programs
6. Curriculum
7. Supports
8. Clubs
9. Parent Partnership
10. Military Mission

Presentation / Analysis of Data

1. Parent Focus Group results: Members of SILT met with seven parents and discussed student success, school effectiveness, and school-community partnerships. In general, the parents felt that students at Naples Elementary School (NES) are very successful and doing well overall. However, there was a concern about class sizes, science instruction, and reading in the content areas. Some of the parents present thought that more hands-on science activities were needed and more after school clubs. In addition, they mentioned that writing effectively and writing traits needs to be addressed across all grade levels, and more differentiation of instruction in all grades. The majority of parents present felt that communication between teachers and parents needed to be improved, also. They suggested, “That they are more than willing to help...teachers just need to ask.”

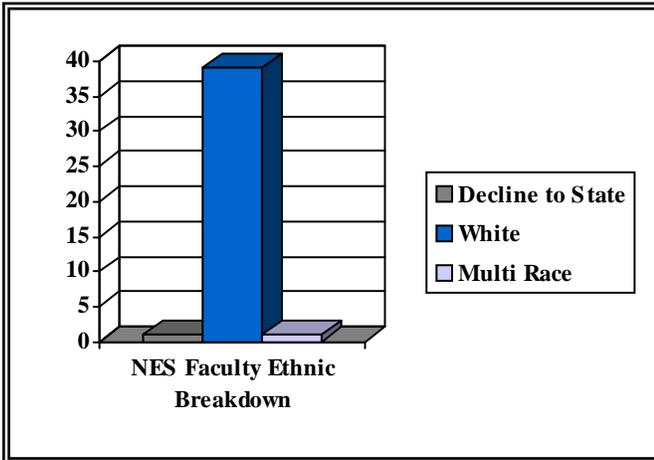
SY 2007-2008 No significant changes with SIP

SY 2008-2009 The SILT has been restructured: Triad Chairs: Pamela Eisele, Cathy Marziali, Maria Oropallo. Administration: Mona Morgan, Jerry Hood, Jeremy Simpson. Members: Ramona Binci, Maddalena Camilleri, Kathy Earhart, Bridget Ruffino, Angela Salicone, Katie Chausse (parent), Thomas Todd (parent). SILT member, Katie Chausse, resigned mid-year due to PCS.

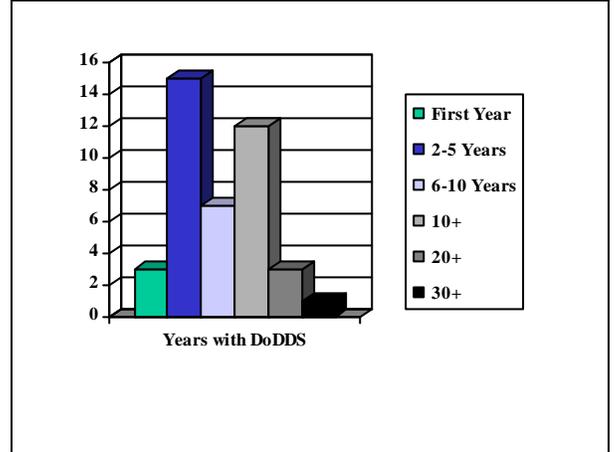
SY 2009-2010- SIP became CSI (Continuous School improvement Process)

The CSILT has been restructured: Co-chairs: Pamela Eisele and Maria Oropallo. Administration: Mona Morgan and Jeremy Simpson. Members: Maddie Camilleri, Marge Lally, Angelia Devezin, Melissa Young, Angela Salicone, Courtney Kellogg (Parent), Mr. Baldwin (SLO, Parent)

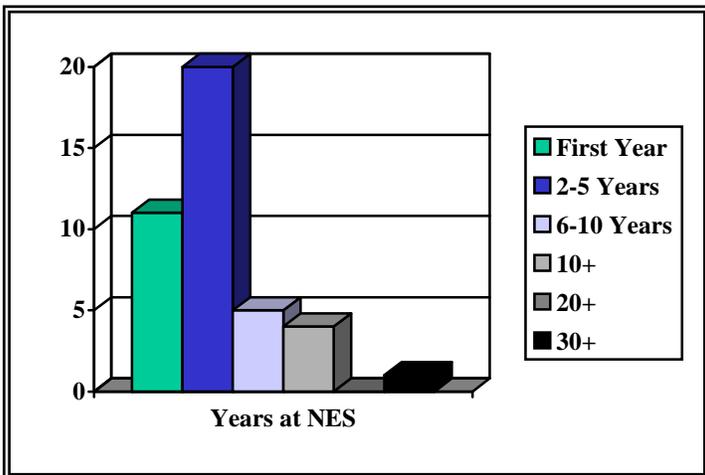
2. Teacher Demographics



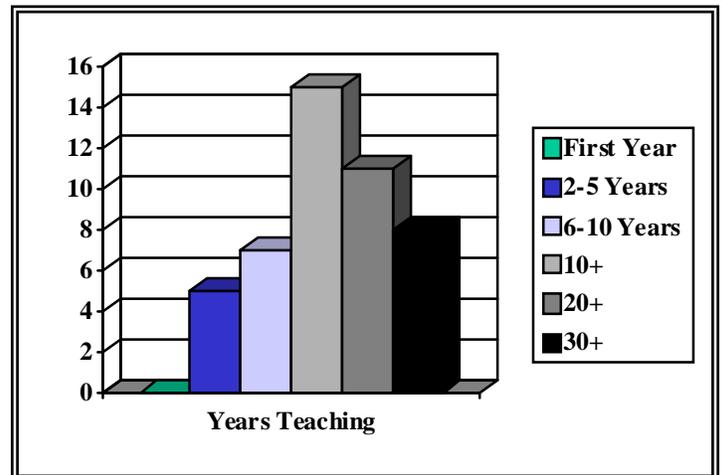
This graph shows the ethnicity of our faculty. A majority of the teachers are Caucasian.



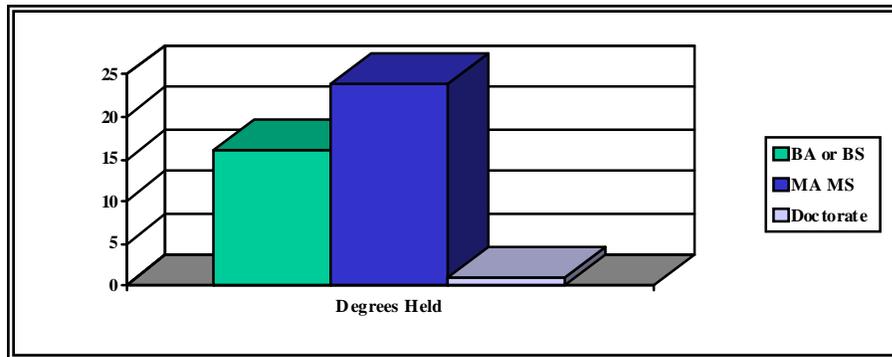
This graph shows the number of years that teachers have been with DoDDS. Most teachers have been with DoDDS for 2 – 5 years, while many have worked for DoDDS for 10+ years.



This graph shows the number of years that teachers have been teaching at NES.



This graph shows the total number of years NES teachers have been teaching.



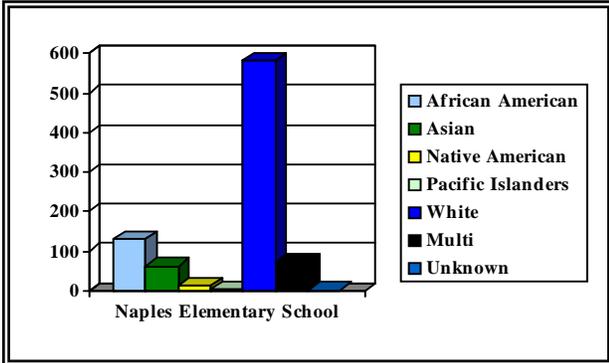
This graph shows the degrees that teachers at NES have. The majority of our teachers have a Master's Degree; many have a Bachelor's degree, and two have a Doctorate's degree.

SY 2007-2008 Ten staff members obtained their Master's Degree this last summer.

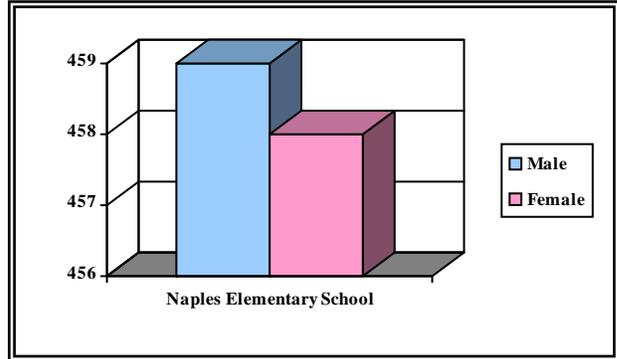
SY 2008-2009 Significant change in faculty and staff. There are 17 new educators. There are two new administrators: Mona Morgan Principal and Jeremy Simpson Assistant Principal.

SY 2009-2010 Naples Elementary School has 14 new teachers to add to the instructional staff. The administration has been reduced from three to two from August 2009-March 2010. Mona Morgan is the principal. Jeremy Simpson is the assistant principal. There was no second assistant principal until March, 2010. Jerry Hood was hired at that time to become the second assistant principal.

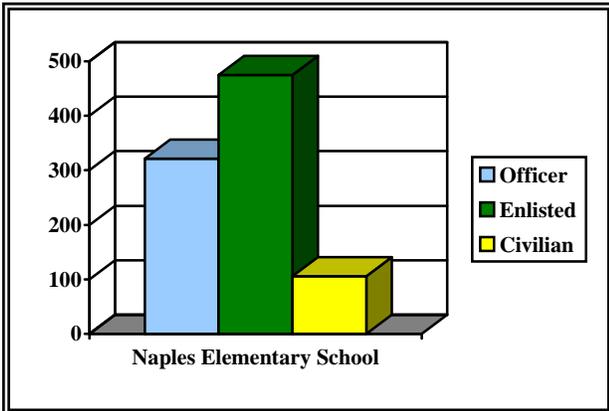
3. Student Demographics



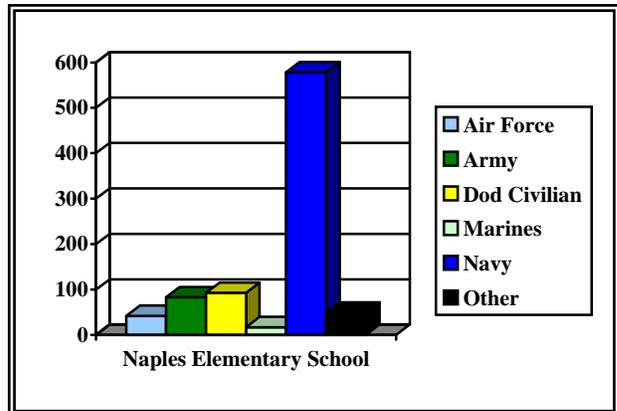
This graph shows the ethnicity of the students at NES. The majority of our population is Caucasian, with African-American being the second largest population.



This graph shows what branch of service our parents are from. The majority of our students have parents in the Navy.



This graph shows the number of students with parents that are officers, enlisted, or civilian. The majority of our students have parents that are enlisted.



This graph shows the males and female students at NES. There are 459 male students and 458 females students (at the time of this graph.).

SY 2007-2008 Enrollment has dropped to 913 students. The number of students identified/serviced by Special Ed increased from 85 to 110. This is 12% of our population.

SY 2008-2009 Enrollment has increased to 963. The number of students identified/serviced by Special Ed increased from 110 to 167 with 30 additional pending students. This is 17% of our population with a possibility of 20% after assessments are finalized.

SY 2009-10 Student Demographics noted below:



Mediterranean District Office

School Profile Summary for Naples Elementary School

School Enrollment by Grade Level

K	1	2	3	4	5	6	Oth	Total
116	135	111	131	110	127	128	60	918

School Enrollment by Gender

Female	Male	Total
425	493	918

School Enrollment by Employer Type

	PK	KA	K	1	2	3	4	5	6	Total
AF Active	1	1	3	6	5	6	4	8	5	39
Amy Active	11	1	13	19	12	14	12	10	15	107
Amy Civ	0	0	1	0	0	1	0	1	0	3
CG Active	0	0	0	1	0	1	0	0	1	3
DECA Civ	0	0	0	1	0	0	0	0	0	1
DoDEA Civ	0	0	3	5	3	3	2	2	2	20
DoDEA Civ SA	0	0	0	1	1	0	0	0	0	2
Foreign Ser	0	0	0	1	2	1	2	1	9	16
MC Active	0	1	2	1	0	2	0	4	0	10
Navy Act SA	0	0	0	0	0	0	1	0	0	1
Navy Active	24	20	87	79	72	85	71	84	79	601
Navy Civ	0	1	7	17	14	11	17	14	16	97
Navy CTR	0	0	0	2	0	3	0	1	1	7
Navy Res SA	0	0	0	0	0	1	0	0	0	1
Navy Reserve	0	0	0	0	2	0	1	1	0	4
NEX/MCX Civ	0	0	0	0	0	1	0	0	0	1

	PK	KA	K	1	2	3	4	5	6	Total
PPF	0	0	0	1	0	2	0	1	0	4
US Citizen	0	0	0	1	0	0	0	0	0	1
Total	36	24	116	135	111	131	110	127	128	918

Special Education Enrollment by Grade Level

	PK	KA	K	1	2	3	4	5	6	Total
Regular Education Students	27	0	98	112	99	116	97	110	115	774
Special Education Students	9	24	18	23	12	15	13	17	13	144
Total	36	24	116	135	111	131	110	127	128	918

SY 2009-2010 Ethnicity demographics

Enrollment by Racial/Ethnic Group, Grade and Gender

This report provides a count of all students in the school by racial and ethnic group, grade, and gender

Grade/Gender	Afr. Amr.	Asian	Nat. Amr.	Pac. Isl.	White	Multi.	Unknown	Total	Hispanic
Race-Ethnic Count by Grade/Gender									
01 - M	6	2	0	0	48	4	1	61	7
01 - F	7	1	0	1	52	10	1	72	9
02 - M	6	3	0	1	47	8	2	67	13
02 - F	10	4	0	0	27	4	0	45	5
03 - M	6	4	0	1	41	11	2	65	12
03 - F	7	5	0	2	44	6	1	65	10
04 - M	7	4	0	1	32	6	1	51	6
04 - F	12	3	0	2	37	3	1	58	9
05 - M	8	5	0	1	60	6	3	83	14
05 - F	3	3	1	0	33	3	1	44	11
06 - M	11	4	2	0	59	9	1	86	12
06 - F	12	1	0	2	57	10	0	82	7
K - M	10	5	0	0	34	10	0	59	16
K - F	8	6	1	1	35	5	0	56	8
KA - M	1	2	0	0	11	3	2	19	4
KA - F	1	0	0	0	2	1	0	4	1
PE - M	2	0	0	0	4	1	1	8	2
PE - F	0	1	0	0	2	1	0	4	0
PK - M	4	3	0	0	10	2	2	21	3
PK - F	2	1	1	2	5	3	0	14	3
Total	123	57	5	14	640	106	19	964	152

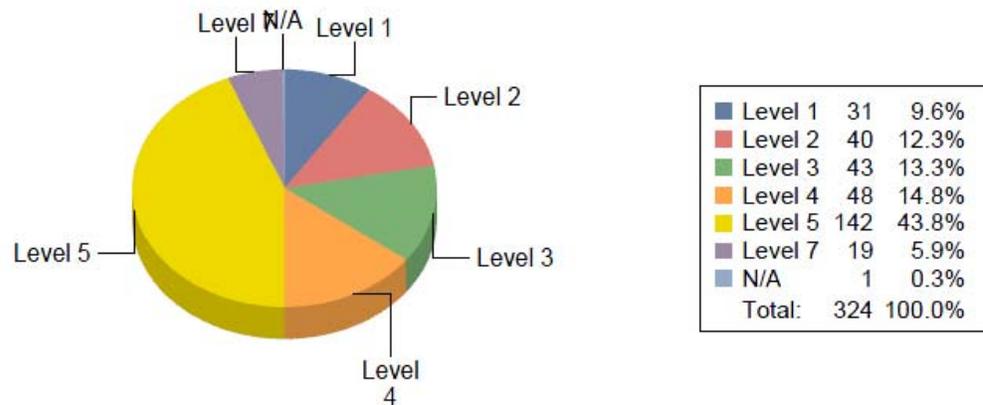
SCD
 Child Find
 Sure Start

SY 2009-2010 ESL demographics:

ESL Enrollment Report

This report provides a count of English Language Learners.

Count of English Language Learners by Level



4. School Structure: NES serves approximately 980 students (at the time we analyzed the data) in grades Pre-K – 6th. In addition, we offer a Preschool Children with Disabilities (PSCD) class.
5. Programs: Together with the DoDEA curriculum, NES offers programs such as Four Blocks, Building Blocks in Kindergarten, Scholastic Reading Inventory (SRI), Developmental Reading Assessment (DRA), Reading Counts!, Literacy Coach model in kindergarten and first grade, Differentiated Curriculum, The Wheel (flexible grouping, differentiated math instruction in 3rd grade), Guided Reading Groups in grades K – 3, Kindergarten phonics program, Read 180 in grades 4 – 6, Books for Breakfast, Jason Project, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Pilot Project, Dr. Seuss celebration, Be Excited About Reading (BEAR) month, and 6th grade Journalism and Drama instruction.
6. Curriculum: NES follows the prescribed DoDEA standards-based curriculum.
7. Supports: We have many different supportive programs in place at NES. Some of these are: Guided Reading leveled book room, books leveled by lexiles in the library, assessment wall for 1st grade by reading level, Guided Reading groups led by English as a Second Language (ESL) teachers, Reading Recovery, Drug Awareness and Resistance Education (DARE), Sure Start Home Visits, Counseling services, tools and assessments provided by our Compensatory Education (Comp Ed.) and Language Arts Reading Specialist (LARS) teachers, school store, enrichment classes for host nations, music, art, and PE, after school clubs, Gifted Education program, Special Education Program, and Student Support Team (SST).
8. Clubs: We offer a variety of after-school clubs to our students. Currently, we are offering Student Council, Instrumental Lessons, Homework Club, National History Day, Tech Advantage, Intramural Sports, Odyssey of the Mind, Italian Language Club, Chess Club, Math Club, Fitness Club, Drama Club, and Sign Language Club.
9. Parent Partnerships: NES has many different parent partnerships. Some of these are: Partners in Education (PIE), Mentorship Program, School Advisory Committee (SAC), parent representatives on SILT, and Parent Teacher Association (PTA). In addition, parent volunteers help with Math Night, Science Expo, Career Fair, Shadow Day, Artist in Residence, Flip Over Books program, Book Fair, PTA volunteer room, and volunteer support in different classrooms.
10. Military Mission: The Mission of Naval Support Activity Naples is to provide support to visiting and home-ported Sixth Fleet Units, Allied Force Command Naples, and shore-based personnel in the Naples and Gaeta Area.

Implications for Student Performance Goals

Areas identified by this data for student performance goals include:

- Reading in the content areas
- Reading for meaning and applying what they learn from that reading
- Writing traits in all grade levels and across the curriculum
- Higher level thinking skills
- Differentiated instruction

SY 2007-2008: We have had some minor changes in the Profile of our school. These changes are:

- We lost Comp Ed/Reading services for 2nd and 3rd grade.
- A few “Club” offerings have changed.
- We no longer have PIE (Partners in Education) and the Mentor Program.

We have had one MAJOR change in our Profile:

- The release time for kindergarten – 2nd grade teachers to do the DRA assessment has been discontinued. This assessment was used as our Baseline Data for kindergarten – 3rd grade students for our Reading Goal.

SY 2008-2009: We lost one Comp Ed/Reading position. We went down from eight .5 positions to seven .5 positions.

- Leveled Literacy Intervention (LLI) has been implemented in this school, causing a shift in services from a ‘Literacy Coach’ model to a ‘Small Group Guided Reading pull-out and in-class demonstration’ model. This new program services grades K-2nd.
- The after school club funding has decreased thereby reducing the offerings of clubs.
- The rubric for the Writing Assessment has been revised since the baseline administration, therefore, the mid-year assessment will serve as the baseline for 2008-2009.
- NES has decided to implement 6+1 Traits Writing model.

SY 2009-2010: The school has committed to embrace the 6+1 Traits writing program in order to improve writing across the curriculum. Time has been devoted to it in-house

INFORMATION FROM FORMER STUDENTS

A representative group of former students attending Naples High School reported that they were very satisfied with their education at Naples Elementary School. An overwhelming majority of the students gave NES an A or a B as an overall grade, while a few students felt NES deserved a C. No student gave NES a grade lower than a C. They felt their teachers worked together and that they helped them learn how to work with each other.

All the students reported that their teachers at NES were always willing to give them extra help. Students were most satisfied with their education in social studies, mathematics, and reading. Many students were satisfied with their education in science, PE, music, art, and Host Nation. However, the same numbers of students were unsatisfied with their education in science, PE, music, art, and Host Nation.

Students were generally dissatisfied with their education in technology. In addition, the students all felt that they did not get enough teaching in health. All students expressed complete agreement that there was not enough focus on learning how to write well, and there was consensus that increased focus on grammar and writing conventions would have helped. The students agreed that that they would have enjoyed more freedom during lunch.

SY 09-10 No further surveys are being conducted for Follow up of Former Students at this time per DoDEA directive.

Implications for Student Performance Goals

Areas identified by this data for student performance goals include:

- Technology
- Health
- Writing

EXISTING SCHOOL DATA: STUDENTS

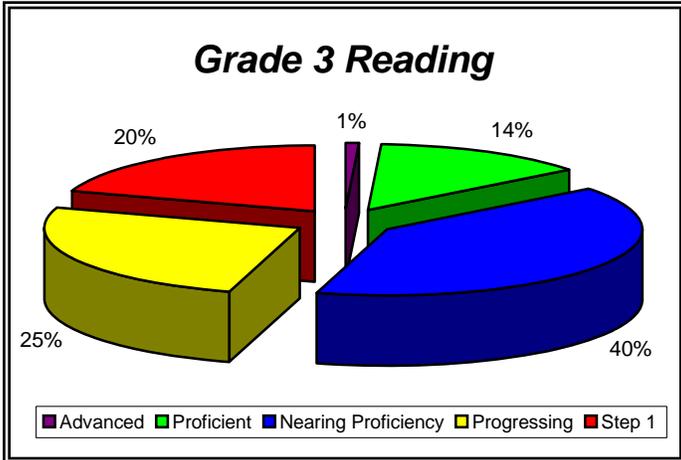
Data Collection Instruments

1. Terra Nova Multiple Assessments, 2nd edition, is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3 – 6.
2. Terra Nova Communication Arts, 2nd edition, is a system-wide, criterion referenced assessment given annually in the spring of each school year to all of our students in Grade 4.
3. Scholastic Reading Inventory (SRI) is a local assessment given several times a year to all students in our school in grades 3 – 6.
4. Developmental Reading Assessment (DRA) is a local assessment given twice a year to all students in grades 1 – 3, and once a year (EOY) to kindergarten.

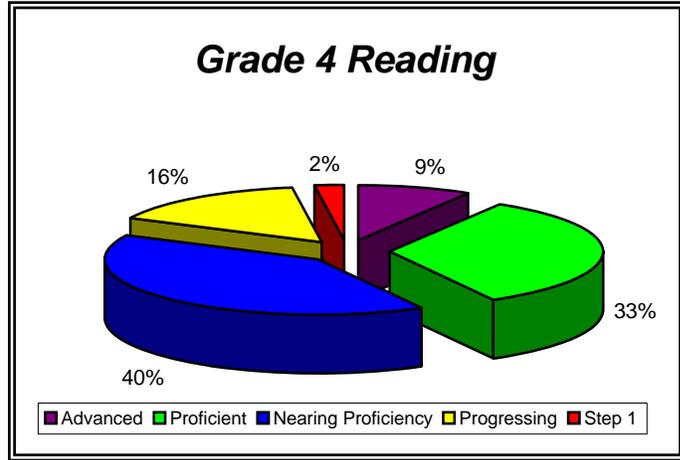
5. Teacher Survey is a local assessment that was given to all teachers in the fall of 2006.
6. DoDEA Customer Satisfaction Survey is a DoDEA sponsored survey offered to all parents and staff in the spring of 2006.

Presentation / Analysis of Data

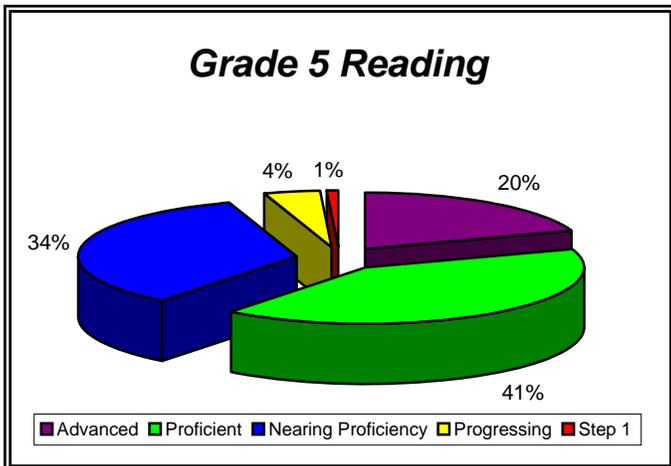
1. Terra Nova Multiple Assessments, Group Performance Level Report, Reading Subtest:



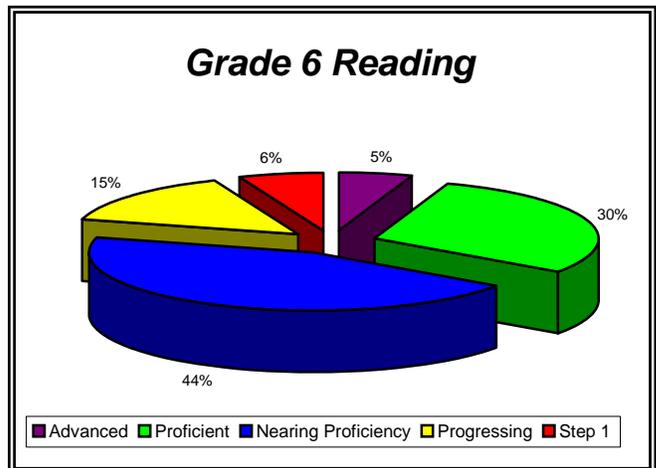
This graph shows that 85% of our third grade students are below the proficient level in reading.



This graph shows that 58% of our fourth grade students are below the proficient level in reading.

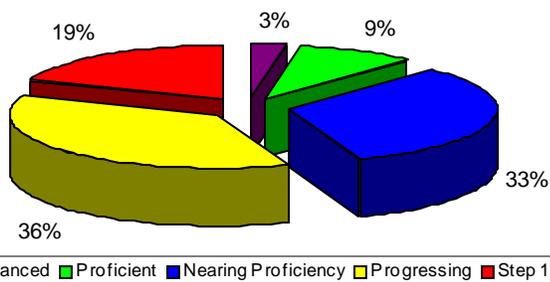


This graph shows that 39% of our fifth grade students are below the proficient level in reading.



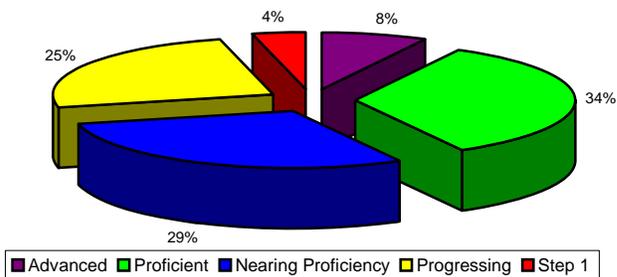
This graph shows that 65% of our sixth grade students are below the proficient level in reading.

Grade 3 Language Arts



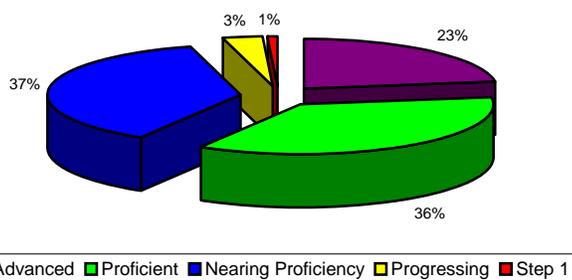
This graph shows that 88% of our third grade students are below the proficient level in writing.

Grade 4 Language Arts



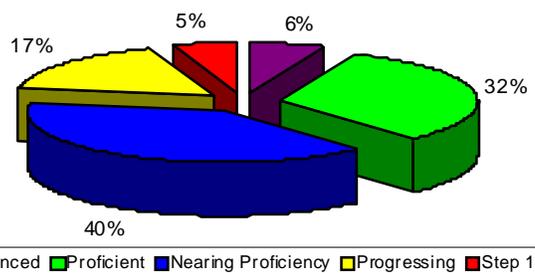
This graph shows that 58% of our fourth grade students are below the proficient level in writing.

Grade 5 Language Arts



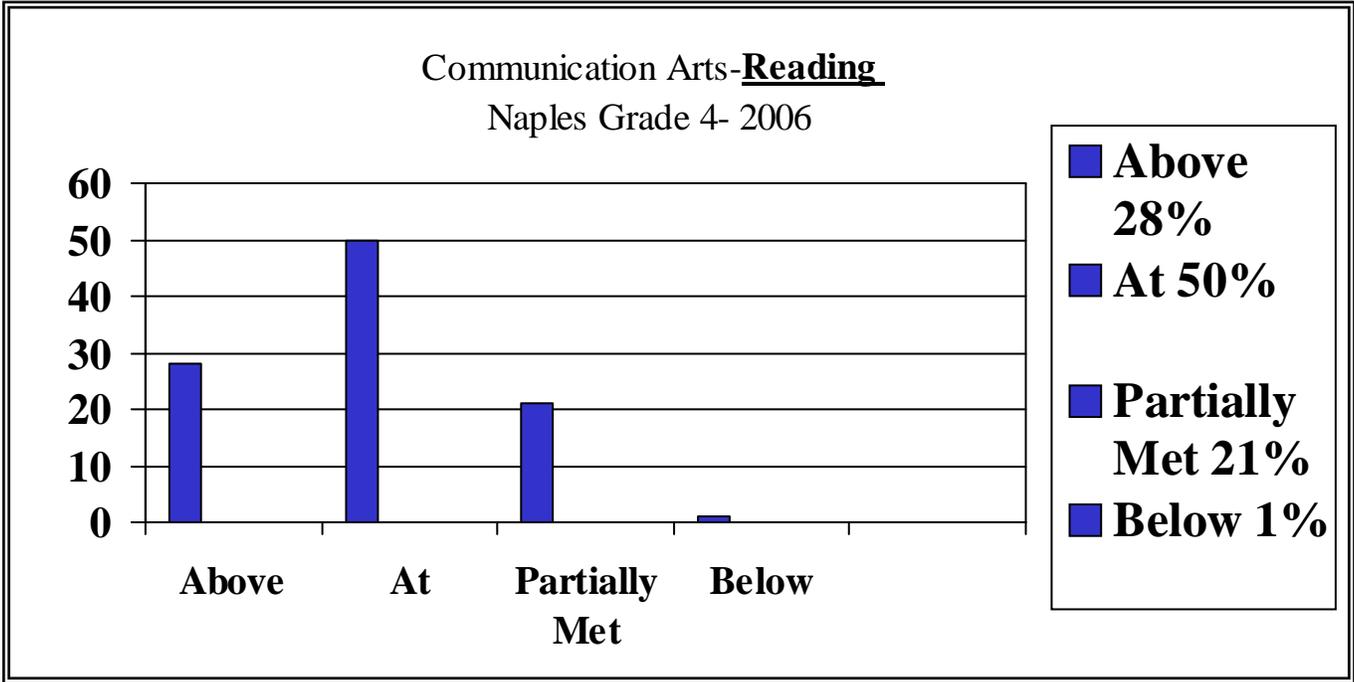
This graph shows that 41% of our 5th grade students are below the proficient level in writing.

Grade 6 Language Arts

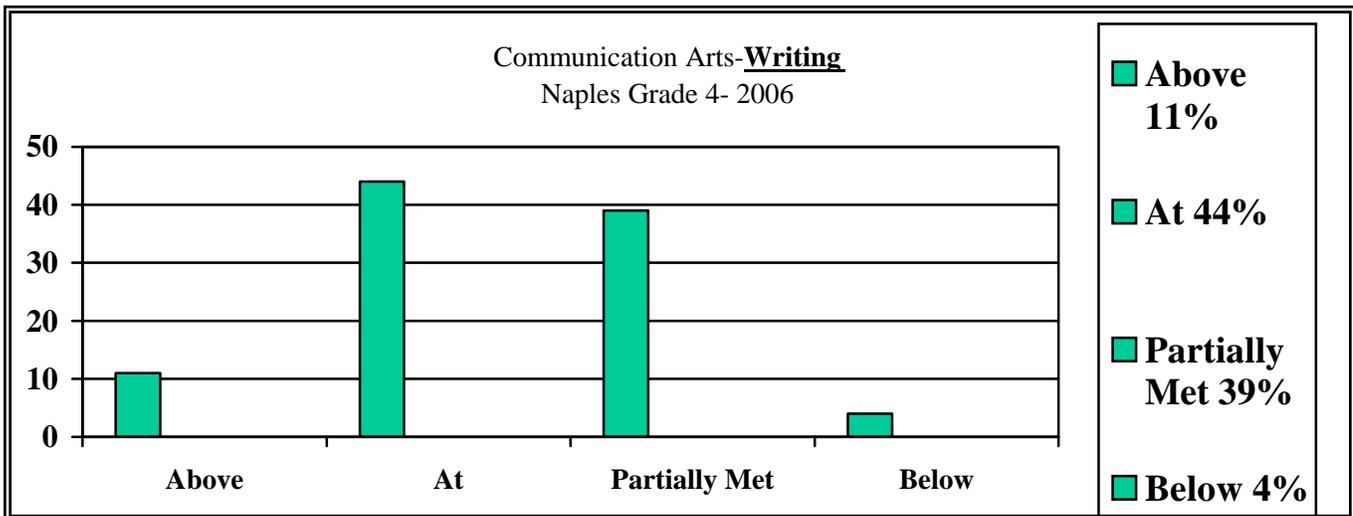


This graph shows that 62% of our 6th grade students are below the proficient level in writing.

2. Terra Nova Communication Arts:

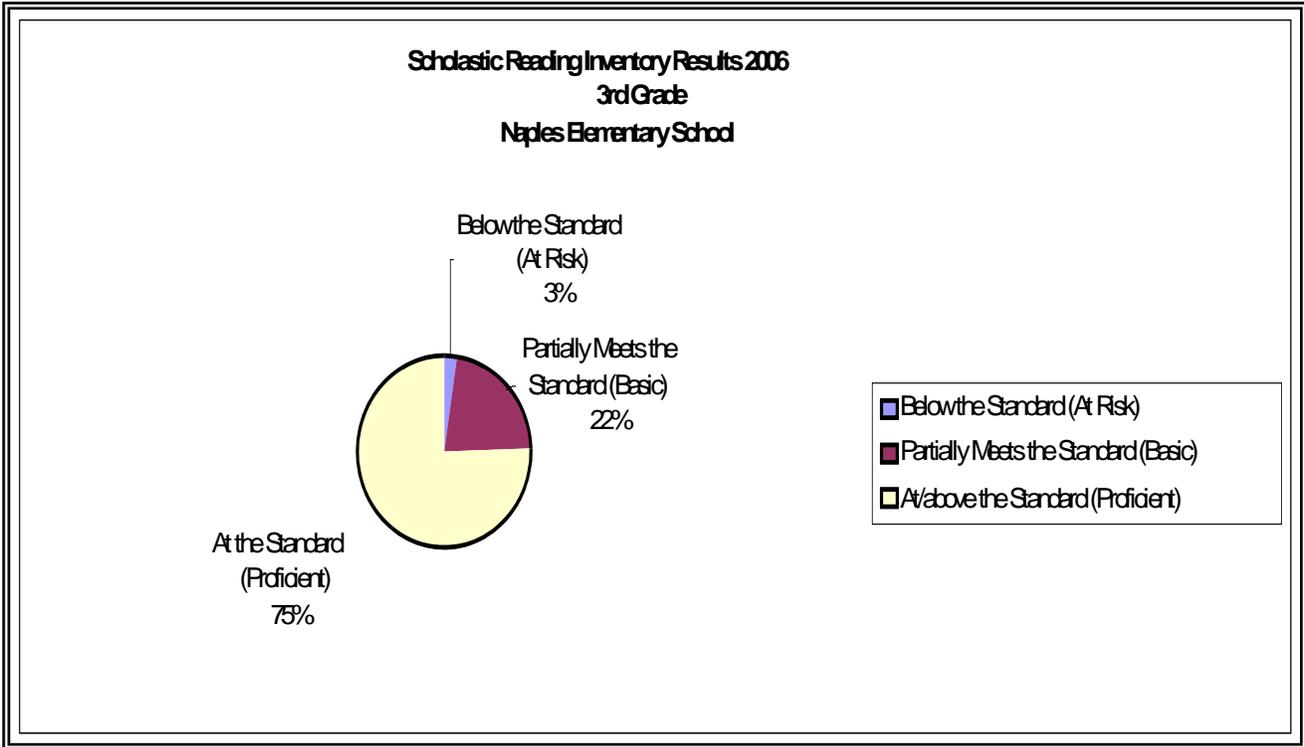


This graph shows that 22% of our fourth grade students are below the standard in reading.

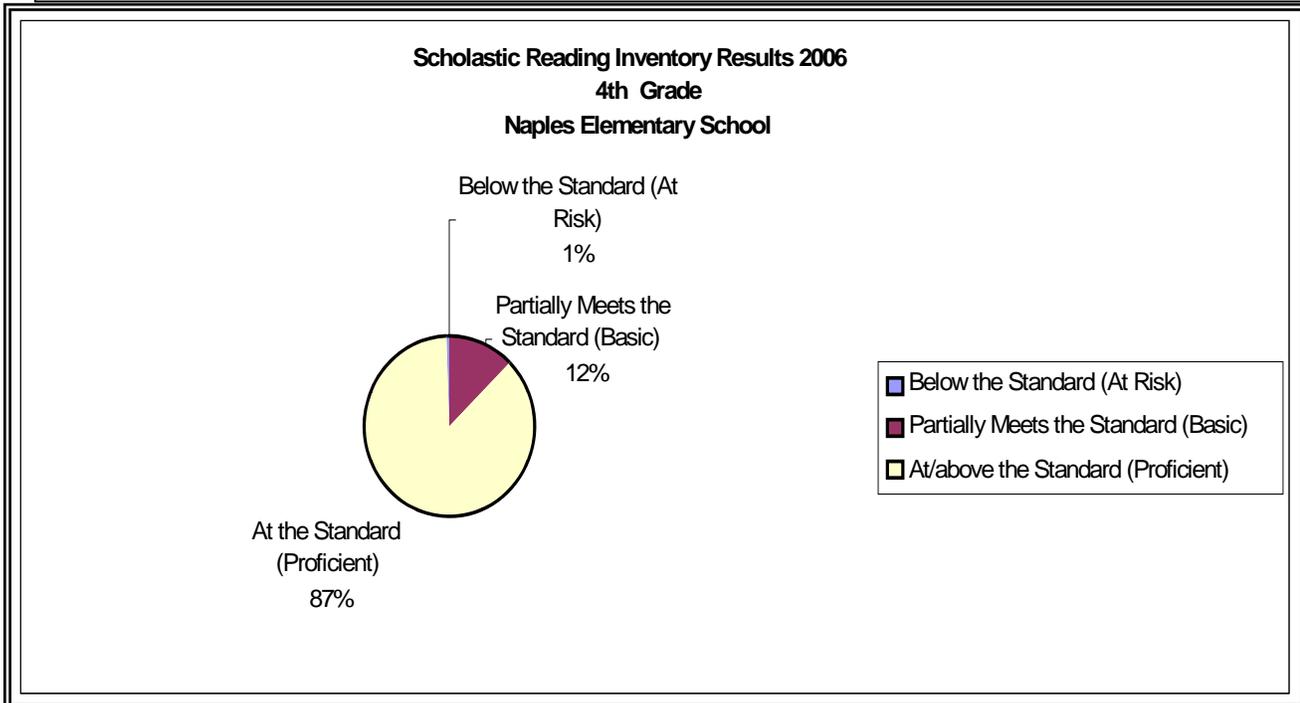


This graph shows that 43% of our fourth grade students are below the standard in writing.

3. Scholastic Reading Inventory (SRI):

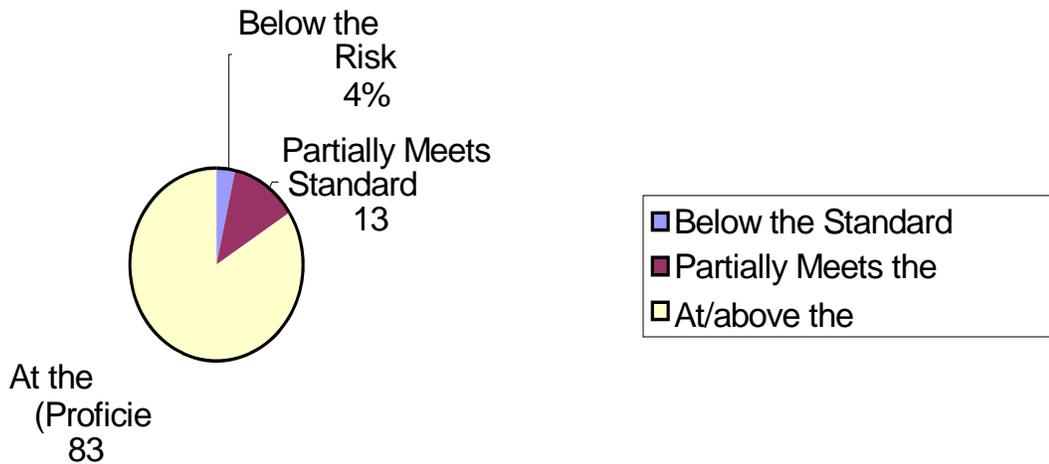


This graph shows that 25 % of our third grade students are not meeting the standard in reading; they are either below or partially meeting the standard. Seventy-five percent of our third grade students are at or above the standard in reading.



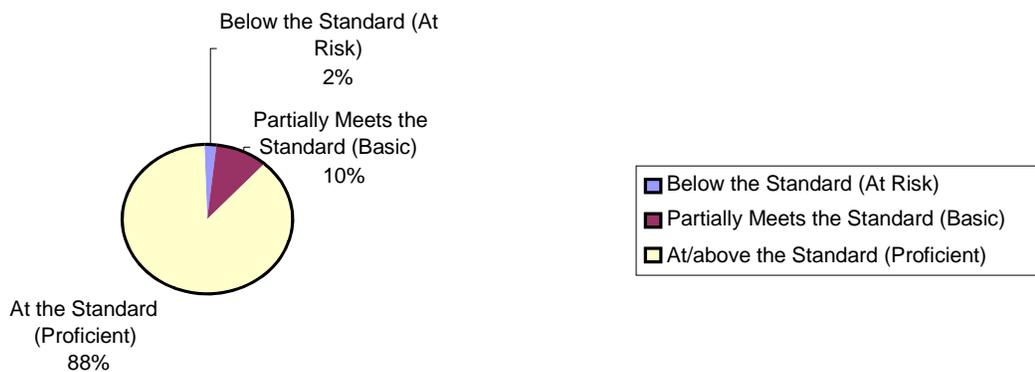
This graph shows that 13% of our fourth grade students are not meeting the standard in reading; they are either below or partially meeting the standard. Eighty-seven percent of our fourth grade students are at or above the standard in reading.

**Scholastic Reading Inventory
5th
Naples Elementary**



This graph shows that 17% of our fifth grade students are not meeting the standard in reading; they are either below or partially meeting the standard. Eighty-three percent of our fifth grade students are at or above the standard in reading.

**Scholastic Reading Inventory Results 2006
6th Grade
Naples Elementary School**



This graph shows that 12% of our sixth grade students are not meeting the standard in reading; they are either below or partially meeting the standard. Eighty-eight percent of our sixth grade students are at or above the standard in reading.

4. Developmental Reading Assessment (DRA):

DRA SY 05-06	Meeting/ Exceeding	Approaching	Below
2 ND	86%	4%	10%
3RD	71%	12%	17%
Differences	15% decrease in 3rd grade.	8% increase in 3 rd grade	7% increased in 3 rd grade.

This chart shows that 14% of our 2nd grade students are approaching or below the standard in reading. The chart also shows that 29% of our 3rd grade students are approaching or below the standard in reading.

5. Teacher Survey: The Naples Elementary School Faculty completed the SIP survey for SY 2006/2007. Forty teachers responded to the survey. The majority of survey respondents feel teachers within the school are actively involved and are committed to the School Improvement Process here at Naples Elementary School. The survey indicates teachers are using a wide variety of assessment strategies in their classrooms to include portfolios, sampling of student work, rubrics, performance tasks, student self-reflection, and student interview/observations. A large majority of teachers surveyed believe the administration here at NES has a clear vision for our school, and has high expectations for staff and students. In regards to our community, teachers believe our school does a good job of communicating with the parents and the community. Teachers believe parents are involved and have an active part in their child's education process. Support and training for technology integration at our school is noted as a need.
6. DoDEA Customer Satisfaction Survey: The results of the DoDEA Customer Satisfaction Survey for NES were:
 - Parents felt that the school used computer technology for instructing students a fair amount; whereas students stated that they did not use the computer in the classroom very much

- Parents and students felt that schools in the United States do a better job of education than Naples Elem. School.
- Instruction should include drug and alcohol abuse, racial and ethnic understanding/tolerance, and environmental issues.
- Parents felt that one of the problems schools had to deal with included getting good qualified teachers.
- Many parents felt that the lines of communication between school and parents would be more effective with school newsletters and school visits by parents.

Implications for Student Performance Goals

Areas identified by this data for student performance goals include:

- Reading in the content areas
- Writing traits across all grade levels and all curriculum areas
- Technology

EXISTING SCHOOL DATA: COMMUNITY

Data Collection Instruments

1. Environment Scan
2. DoDEA Initiatives
3. Community/Parent Support

Presentation / Analysis of Data

1. Environmental Scan: Analysis of this data showed the following characteristics are necessary for our students to be successful:
 - Problem solving and communication skills
 - Solid foundation in reading, writing, and math skills
 - Ability to be lifetime learners
 - Ability to use technology
2. DoDEA Initiatives: These include Math Matters, Early Childhood Initiative, and DoDEA Reads, Technology
3. Community/Parent Support: PIE, Mentorship Program, SAC, parent representatives on SILT, and PTA. In addition, parent volunteers help with Math Night, Science Expo, Career Fair, Shadow Day, Artist in Residence, Flip Over Books program, Book Fair, PTA volunteer room, and volunteer support in different classrooms.

Implications for Student Performance Goals

Areas identified by this data/information for student performance goals are:

- Reading
- Writing
- Technology
- Problem-solving
- Communication
- Math

EXISTING SCHOOL DATA: INSTRUCTIONAL

Data Collection Instruments

1. Parent Academic Partnerships
2. Instructional Techniques
3. Staff Development Opportunities
4. NCA “Next Steps” Report, Fall 2003

Presentation / Analysis of Data

1. Parent Academic Partnerships consists of: PIE, Mentorship Program, SAC, Parent Partnership in SIP, PTA funding for programs such as Artists in Residence, Flip Over Books and guest authors/performers, Math Night, Science Expo, Career Fair, Shadow Day, volunteer support in classrooms, PTA staffing and managing the Parent Volunteer Room, and Book Fair.
2. Different Instructional Techniques implemented at NES include: Flexible groupings, Guided Reading groups in 1st – 3rd grade, Interactive Writing in kindergarten, Journal Writing in kindergarten – 3rd grade, Literature Circles, Centers, Cooperative Learning Team, Curricular Map in 5th and 6th grades, and Differentiated Instruction.
3. NCA “Next Steps” Report, Fall 2003:

I. INVOLVEMENT IN THE SCHOOL IMPROVEMENT PROCESS

Continue to encourage collaboration and peer coaching to ensure full participation in the school improvement process.

Continue data analysis to be certain that skill gaps at each grade level are being addressed.

Continue disaggregating data and communicate the needs of each sub-group of students to staff and parents.

II. LEADERSHIP FOR THE SCHOOL IMPROVEMENT PROCESS

Visible and engaged administrative leadership is invaluable to an effective school improvement process. With transition of administrators, we encourage you to give careful attention to this issue.

The faculty should identify collaborative strategies to promote the sharing of instructional ideas.

III. HIGH EXPECTATIONS FOR SCHOOL IMPROVEMENT

Consider ways to recognize not only outstanding students but also students who show significant improvement.

Continue to identify ways to enhance the communication, comprehension, and implementation of the school improvement plan.

Translate high expectations into specific, tangible targets that teachers can use for both individual students and their class as a whole.

IV. SCHOOL CULTURE AND CLIMATE IN SUPPORT OF SCHOOL IMPROVEMENT

Based on survey results and input during interviews, the school may want to consider implementing more staff member recognition.

To the extent possible, consider following up with transferring students to determine whether or not they were prepared for the next school.

Continue to utilize a variety of means to make all communities aware of the school improvement plan.

V. GENERAL APPRAISAL/NEXT STEPS FOR SCHOOL IMPROVEMENT

Careful attention should be given to visible and engaged administrative leadership, as this is invaluable to an effective school improvement process.

The school should make a concerted effort to utilize data to improve instruction; this may entail additional staff development programs for teachers.

The school should fully integrate technology into the instructional program; this may entail additional staff development programs for teachers.

Our school has addressed many of the concerns that were listed in the “Next Steps” document and that are listed above. Some of the things we have done to address these concerns are:

- We have common collaboration planning time at most grade levels and with most teams.
- We are constantly analyzing data to identify our weak areas, and plan activities and lessons that will address those weak areas and improve our instruction.
- Our administrators are very visible and involved in our SIP. They are active members of our SILT; they participate in all of our planning for SIP; and they provide supportive leadership for all of our staff development.
- We have SIP items on every agenda for our staff meetings, grade level meetings, and team leaders/administration meetings.
- We have “SIP Tips” in the daily bulletin on a regular basis. In additions, our administrators share SIP information at the weekly “Captain’s Call.” SIP information is always included in the weekly newsletter to parents and the community.
- We have a variety of methods to recognize students: Awards Assemblies, Student Council Awards, Flip Over Books awards, and Safety Patrol. In addition, we will be implementing a “Dolphin Award” to recognize students.
- We are constantly encouraging and supporting our staff as they implement standards-based lessons.
- We have solicited information from former students though a “Former Student Focus Group.”

- We have parent representatives on our SILT. They actively participate in our SIP meetings and activities.
- We plan our staff development days based on our SIP and what teachers have identified as areas of need/interest.
- We are constantly trying to fully integrate technology into the instructional program. We have had technology training/sessions on every staff development day.

Implications for Student Performance Goals

Areas identified by this data/information for student performance goals are:

- Technology



Ms. Denise Webster, NES Assistant Principal, (right) and other teachers gave out pencils and SIP flyers to students on Halloween.



Mr. Rich Alix, NES Principal, participating in our SIP "Bagging Day" at the Navy Exchange. In honor of Dr. Seuss and to promote our SIP, we handed out pencils, bookmarks, and SIP flyers.

INTERPRETATION AND TRIANGULATION OF DATA

Student Performance Goal 1: *All students will improve their reading comprehension skills across the curriculum. (Essence – Vocabulary)*

We chose this goal based on triangulating the following data sources:

- Data Point 1: Terra Nova Multiple Assessments, 2nd Edition, Group Performance Level, Reading Subtest, pages 15
- Data Point 2: Terra Nova Communication Arts, 2nd Edition, Reading Subtest, page 17
- Data Point 3: Local Assessments:
 - Parent Focus Group, page 20-21
 - Former Students Focus Group, pages 14
 - DRA, page 20
 - SRI, pages 18-19

Student Performance Goal 2: *All students will improve their writing skills across the curriculum. (Essence – Organization)*

We chose this goal based on triangulating the following data sources:

- Data Point 1: Terra Nova Multiple Assessments, 2nd Edition, Group Performance Level, Language Arts subtest, pages 9 - 10
- Data Point 2: Terra Nova Communication Arts, 2nd Edition, Writing Subtest, page 16
- Data Point 3: Local Assessments, Focus Groups:
 - Parent Focus Group, page 20-21
 - Former Students Focus Group, page 14

RATIONALE FOR STUDENT PERFORMANCE GOALS

GOAL 1: In reviewing the data on our students from different assessments, our staff determined that the area of reading comprehension was weak and needed to be improved. We analyzed standardized data such as the Terra Nova and Communication Arts, and local data such as the DRA and SRI, which all collaborated our findings. Furthermore, when we looked at the OPI from the Terra Nova and the strands within the Communication Arts, the specific areas that were weak were reading and writing. Our discussion with the Parent and Former Students Focus Groups collaborated our findings.

GOAL 2: In reviewing the system-wide assessments (norm and criterion referenced), our staff determined that writing was a weakness in our school. The data from the Communication Arts and the Terra Nova indicated that our students were low in writing. Furthermore, when we looked at the OPI from the Terra Nova and the strands within the Communication Arts, the specific areas that were weak were reading and writing. Additionally, we looked at gender,

ethnicity, and other categories; the consensus of the staff was that writing across the curriculum was weak for all students. This was collaborated with other data points such as the Parent and Former Students Focus Groups and the Environmental Scan data.

SY 2008-2009

- **The Goal #1 Reading essence has been reworded to say:
Vocabulary development and application of word usage towards synthesis of information in a variety of contexts**
- **The Goal #2 Writing essence now says:
The essence of our goal is *organization*....an organizing structure applied to specific purpose, audience, and context**

IN FALL OF SY 2009-2010, CSI GOALS WERE REWRITTEN BY ALL SCHOOLS INTO A "SMART GOAL" FORMAT AS FOLLOWS:

SMART Goal One: By June 2012, all students will improve in reading comprehension skills through increased proficiency in vocabulary development and application of word usage towards synthesis of information in a variety of contexts across the curriculum as measured by the selected system-wide and school-based assessments.

SMART Goal Two: By June 2012, all students will improve in writing, by demonstrating the ability to apply organization to specific purpose, audience and context, in all curricular areas as measured by system-wide and school-based assessments.

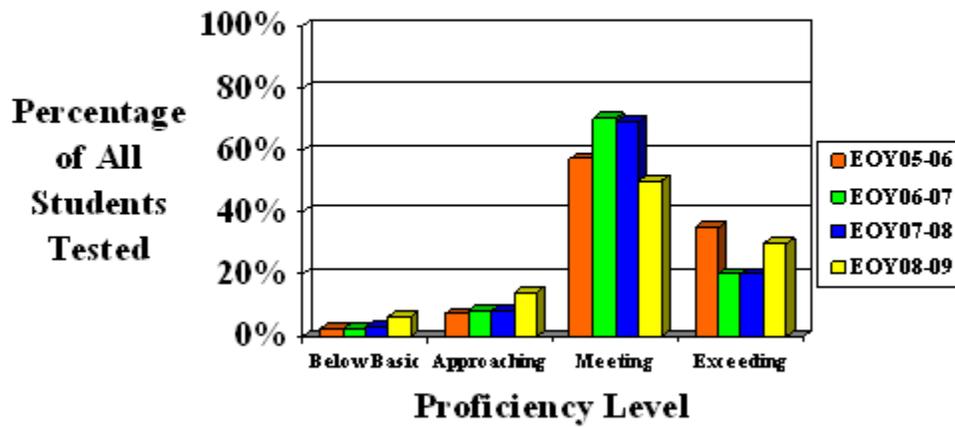
SY 2009-2010

Due to new guidance, it is now recommended that all data, to include assessment results, be incorporated into this document each year. Prior to this, only community demographics were updated. Assessment results were and have been collected for analysis in a separate file on the Common Drive.

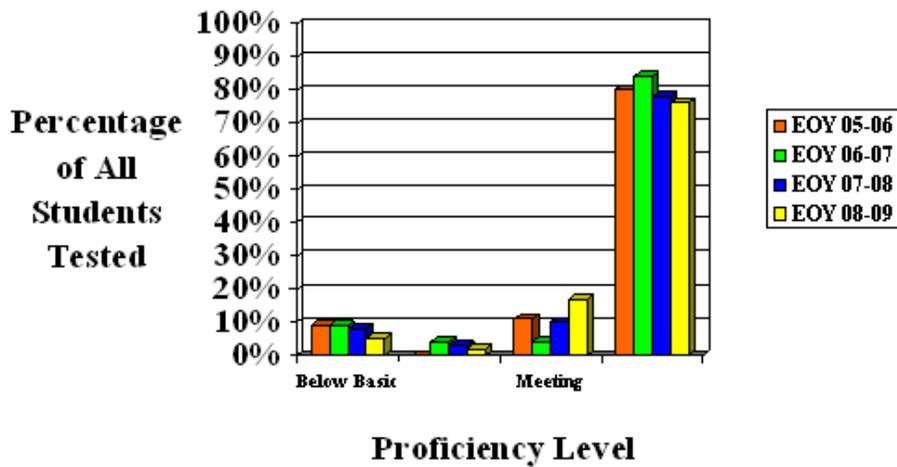
Data Addendum

DRA

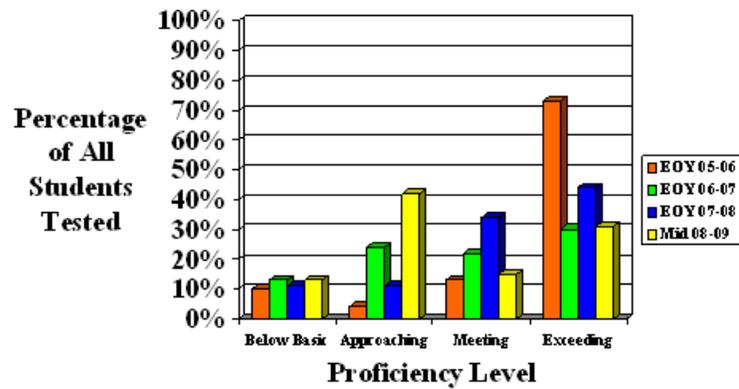
Kindergarten DRA



1st Grade DRA



2nd Grade DRA

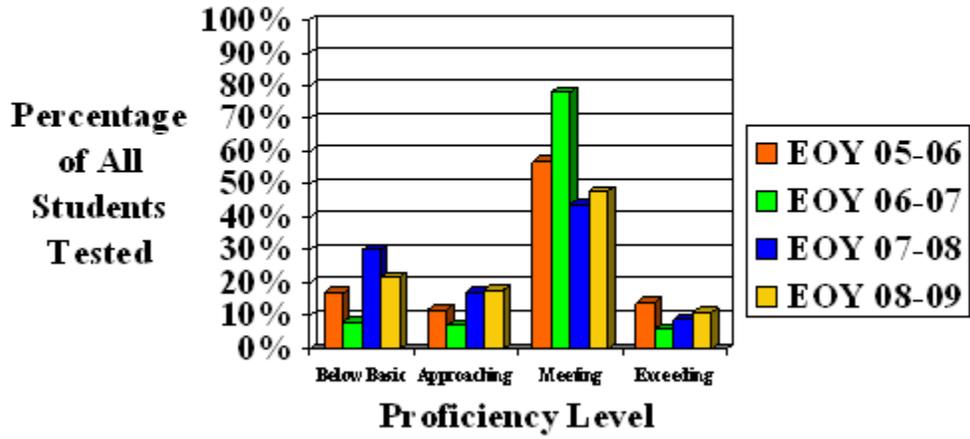


Second Grade

Second grade has diverted from DRA testing to a new Reading Counts based test that will be given three times a year and is parallel in nature. This test will begin in fall 2009. In the meantime, these students will be indicated as meeting or not meeting end of the year 2nd grade reading level which is approximately 28.

Total 135
 Meeting 124
 Not meeting 9.
 Not yet known 2

3rd Grade DRA



Data Analysis

DRA

SY 2006-2007, Kindergarten and first grade teachers began to use the comprehension part of the DRA. Prior to that the students were only assessed on accuracy in their reading. As a result, there was a slight decrease in the number of students at proficiency level 'Exceeding' in the year 2006-2007.

SY 2008-2009, the percentage of students at the proficiency levels of 'Meeting' and 'Exceeding,' in kindergarten and first grade, begins to reach approximately the same percentage of students that scored at those levels in SY 2005-2006 when comprehension was not assessed.

First Grade EOY scores are consistently showing that the majority of students are at proficiency level 'Exceeding.'

Second Grade, SY 2008-2009, scores reflect mid-year DRA. Teachers chose not to give the assessment at the end of the year as a summative form of tracking CSI Goal 1 due to lack of substitute coverage.

Second Grade EOY 2009, teachers gave numbers of students meeting standard and not meeting standard based on their opinions.

Fall 2009, Second grade chose to use SRI as a grade-wide summative assessment in replacement of the DRA.

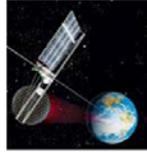
Third Grade SY 2006-2007 There was a high percentage of students at proficiency level 'Meeting' due to extra literacy support focused on third grade.

Third Grade SY 2007-2009 No literacy support. There was a noticeable decrease in overall performance. There is an increase in the percentage of students in the proficiency levels 'Below Basic' and 'Approaching.'

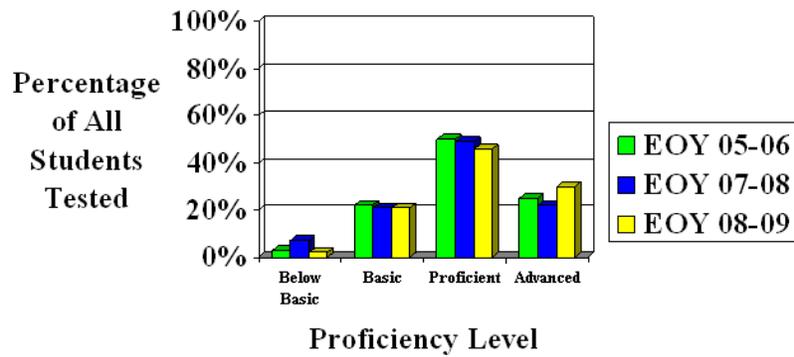
SRI

Where is the SRI Data from 2006-2007?

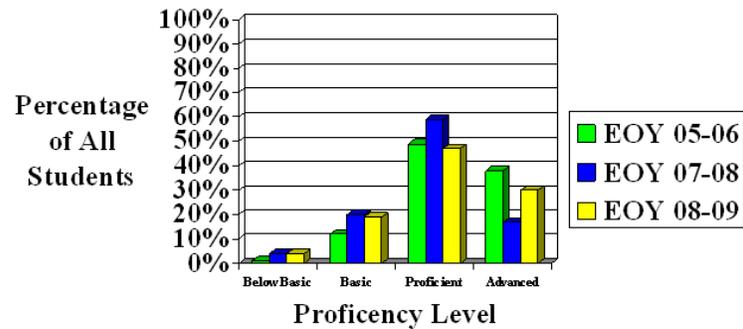
Lost in Space



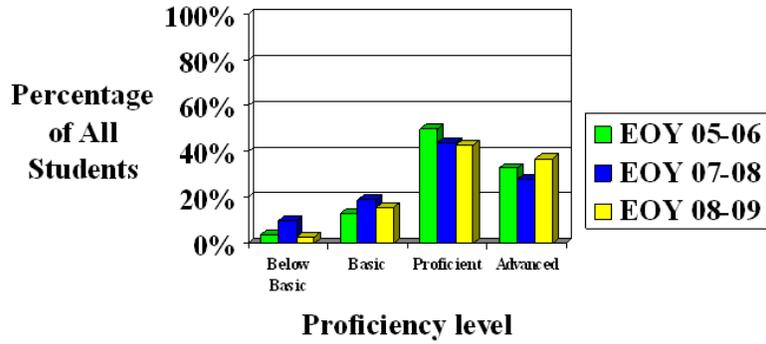
3rd Grade SRI Scores



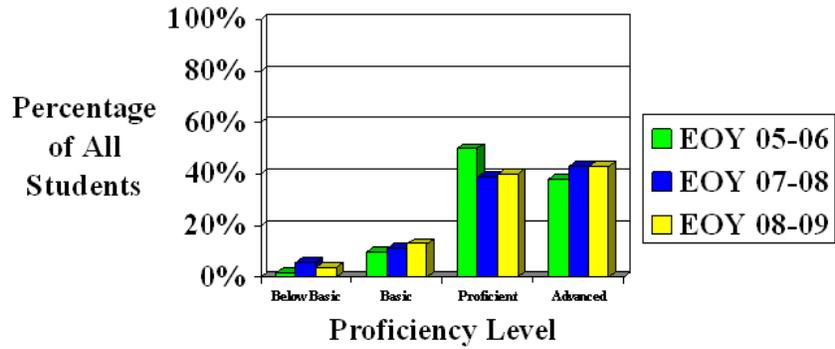
4th Grade SRI Scores



5th Grade SRI Scores



6th Grade SRI Scores



Data Analysis

SRI

SY 2006-2007 Due to the lack of documentation, we are unable to make a true comparison.

Third Grade SY 2006-2007 scores were higher on the Terra Nova Reading and DRA, however, we were unable to see if this trend would continue on the SRI as there were no scores available for this year.

Third Grade There is no noticeable fluctuation in the number of students in the proficiency levels 'Basic' and 'Proficient.' There is a slight increase in SY 2008-2009 in the percentage of students at proficiency level 'Advanced.'

Fourth Grade SY 2007-2008 There is a higher percentage of students at the proficiency level 'Proficient' and a lower percentage are at the proficiency level 'Advanced.'

Fifth and Sixth Grade have no significant changes over the years.

Naples Elementary School National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

Reading

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
3	75% - 100%	30.9	32.7	31.4	36.7		42.4
3	51% - 75 %	35.3	26.4	39.0	30.8		30.5
3	26% - 50%	23.5	20.0	18.6	23.3		15.3
3	0% - 25%	10.3	20.9	11.0	9.2	11.9	
4	75% - 100%	41.9	45.0	39.2	46.7	33.8	
4	51% - 75 %	36.4	27.9	28.9	34.8	32.3	
4	26% - 50%	17.0	22.4	23.7	12.6	25.6	
4	0% - 25%	4.7	4.7	8.2	5.9	8.3	
5	75% - 100%	42.1	46.6	49.6	45.3	42.5	
5	51% - 75 %	38.3	32.2	26.5	34.7	31.5	
5	26% - 50%	15.9	17.8	20.5	7.4	19.7	
5	0% - 25%	3.7	3.4	3.4	12.6	6.3	
6	75% - 100%	39.0	46.1	36.4	42.2	44.7	
6	51% - 75 %	37.5	38.3	39.0	31.9	33.0	
6	26% - 50%	16.1	9.5	20.3	22.4	14.6	
6	0% - 25%	7.4	6.1	4.2	3.4	7.8	

* NOTE: Beginning in Spring 2009, DoDEA replaced the TerraNova Multiple Assessment - 2nd Edition with the TerraNova Multiple Assessments - 3rd Edition. According to DoDEA, the results of the two different assessments are not to be compared. Baseline data therefore, begins with 2009 scores.

Naples Elementary School Quarter Percents from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

Language Arts

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
3	75% - 100%	31.6	32.7	30.5	45.0		41.5
3	51% - 75 %	33.8	31.8	38.1	27.5		28.0
3	26% - 50%	28.7	22.8	22.9	17.5		19.5
3	0% - 25%	5.9	12.7	8.5	10.0	11.0	
4	75% - 100%	49.6	51.2	43.3	40.0	27.8	
4	51% - 75 %	26.4	20.2	30.9	38.5	38.3	
4	26% - 50%	20.9	23.2	15.5	15.6	26.3	
4	0% - 25%	3.1	5.4	10.3	5.9	7.5	
5	75% - 100%	43.9	50.0	49.6	52.6	27.6	
5	51% - 75 %	34.6	33.1	30.8	26.3	40.9	
5	26% - 50%	17.8	13.5	17.1	8.4	24.4	
5	0% - 25%	3.7	3.4	2.6	12.6	7.1	
6	75% - 100%	44.1	50.4	45.8	48.3	41.7	
6	51% - 75 %	35.3	32.2	28.8	30.2	37.9	
6	26% - 50%	14.0	13.1	21.2	18.1	16.5	
6	0% - 25%	6.6	4.3	4.2	3.4	3.9	

* NOTE: Beginning in Spring 2009, DoDEA replaced the TerraNova Multiple Assessment - 2nd Edition with the TerraNova Multiple Assessments - 3rd Edition. According to DoDEA, the results of the two different assessments are not to be compared. Baseline data therefore, begins with 2009 scores.

Data Analysis

Terra Nova

SY 2008-2009 Terra Nova 3rd edition was administered, therefore the scores cannot be compared with previous years.

SY 2008-2009 Both third and sixth grades met DoDEA standard of 75% or more of the students in the top two quarters in Reading and the sixth grade also met DoDEA standard 75% or more of the students in the top two quarters in Language Arts.

Third Grade:

In the 2nd edition of the Terra Nova Third grade never met the DoDEA standard 75% or more of the students in the top two quarters in Reading or Language Arts.

In 2006-2007, Third grade had increased literacy support. During the same time frame their top two quarters increased from 59.1% to 70.4%. And, they decreased their bottom quarter from 20.9% to 11.0%.

Fourth Grade:

In the 2nd edition of the Terra Nova Fourth grade in 2005 and 2008 met the DoDEA standard 75% or more of the students in the top two quarters in Reading or Language Arts.

In addition, fourth grade met the DoDEA standard 7% or less will perform in the bottom quarter in the years 2005, 2006, and 2008 in both Reading and Language Arts.

Fifth Grade:

2007-2008 Fifth grade students showed significantly higher percentage in the bottom quarter than other years. To identify the problem past years student scores were observed and similar results were noticed.

Sixth Grade:

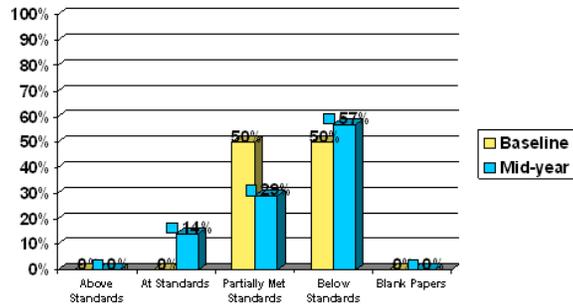
Sixth grade is rather consistent across the board in meeting the DoDEA standard 75% or more of the students in the top two quarters in Reading or Language Arts. They are also consistent in maintaining the DoDEA standard of 7% or less in the bottom quarter in both reading and language arts.

Local Writing Assessment

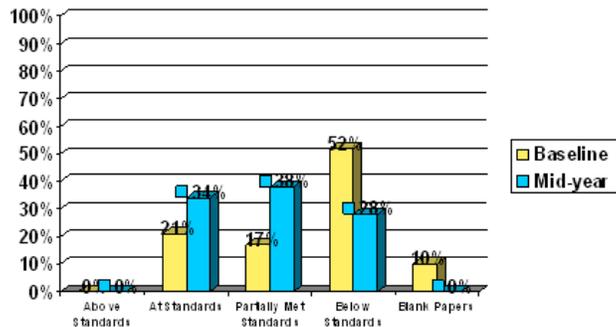
Loosely Based on 6+1 Traits Organization

2009-2010

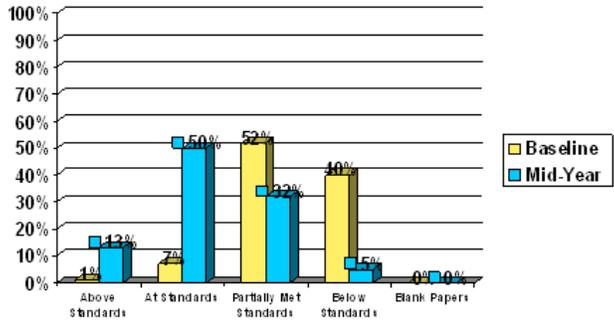
PSCD



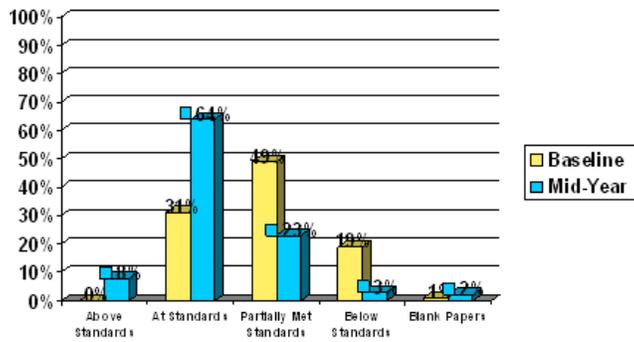
Sure Start



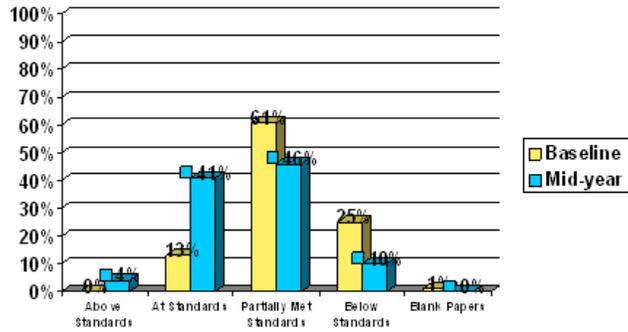
Kindergarten



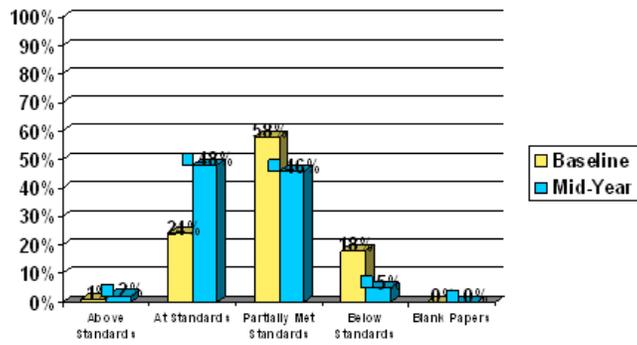
First Grade



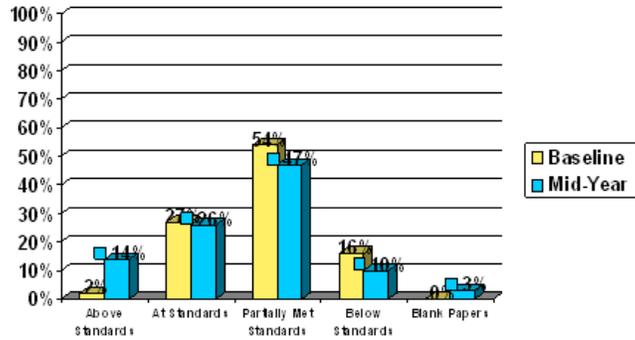
Second Grade



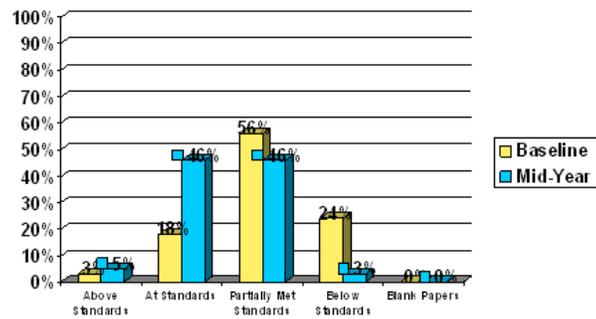
Third Grade



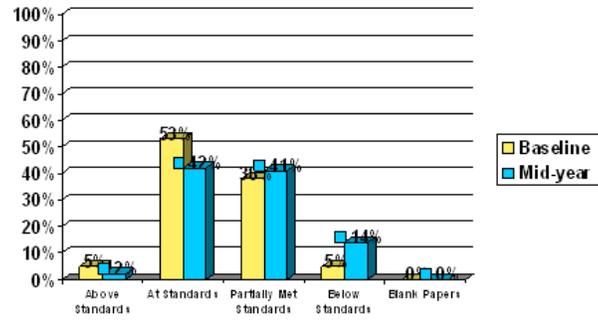
Fourth Grade



Fifth Grade



Sixth Grade



Data Analysis

Local Assessment

2009-2010

The 2009-2010 rubric is not the same as previous years, therefore, data cannot be compared over the years. Furthermore, the rubric will be changed again to reflect the 6+1 Traits Rubric in the fall 2010.

With the exception of Sixth Grade, all grade levels are moving from proficiency level 'Below Standard' toward 'At Standard' and above.

Sixth Grade shows there are more students 'Below Standard' and fewer students 'At Standard' on the mid-year assessment when compared to the baseline.