

School Profile

Stephen Decatur Elementary School

NAS Sigonella, Sicily



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School Profile Development

Stephen Decatur Elementary School SILT

E. K., SIP Co-chair

L. S., SIP Co-chair

L. B., Standardized Assessments Data Task Group Chair

K. H., Local Assessments Data Task Group Chair

S. M., Demographics Task Group Chair

M. M., Surveys Task Group Chair

D. R., Environmental Scan Task Group Chair

S. R., SIP Awareness Group Co-chair

T. B., (parent) SIP Awareness Group Co-chair

M. E., NCA Readiness Task Group Chair

SDES began year one in our new school improvement cycle with a meeting of the two new SIP co-chairs and the school administrators. Together we formed a proactive partnership dedicated to establishing a positive culture in which the staff and community would feel empowered and motivated to actively participate in the School Improvement Process. Throughout the process, the BLT (Big Leadership Team) has worked together to foster cooperation, collegiality and buy-in from the entire learning community providing time and the necessary resources to accomplish our tasks.

In August, the co-chairs unveiled a plan and timeline for completion of the two main School Improvement tasks for SY 06-07: Development of the new School Profile (with two new Performance Goals); and Development of the Action Plan to support the new goals. After completing a brief personality index, the staff was organized into seven balanced diverse Task Groups. Five groups were given the tasks of researching, analyzing and reporting data for the profile: Standardized Assessments Data; Local Assessments Data; Environmental Scan; Demographics; and Surveys. Two additional groups were formed. The SIP Awareness Task Group was tasked with increasing the Sigonella community awareness of and participation in the School Improvement Process. The NCA Readiness Task Group was tasked with ensuring the school was ready for our NCA visit. Each Task Group was rounded out with representation from the paraprofessional staff, office staff, parents and community members thus ensuring all stakeholders had a voice in the process.

In early September, the School Improvement Leadership Team (SILT) consisting of the SIP co-chairs, administrators, and the leaders of each Task Group met to finalize the plan for developing the profile. Subsequently, each Task Group met to organize and begin their work. In mid-September, the BLT's goal of empowering the staff and community was furthered by a ½ day workshop on Core Commitments aimed at establishing a positive school culture. A week later, during a full SIP workday, this process was augmented further as the staff came to consensus on four core commitments: Collaboration, Communication, Relationships and

Respect. Further refining of these commitment statements resulted in a set of expectations for working together.

At a ½ day SIP In-service in October, the Profile Task Groups continued their process of analyzing and writing. On October 31st during a workshop, each group presented their findings to the staff for discussion and review. Several days later the twelve-member SILT “Think Tank” met to further discuss the implications of the findings of the Task Groups. After a presentation on how to write performance goals and meaningful discussion of the data, the committee drafted several goals to be brought back to the staff. At the November ½ Day SIP In-service, the staff reviewed, discussed, and came to consensus on two new performance goals: literacy and mathematics.

Additionally, that afternoon, the staff participated in a Mission Statement Workshop. At the October SIP workday and at the November Task Group meetings, a series of belief statements and core values were drafted and refined. After agreeing on twelve “Guiding Principles” –and five core values, the task groups each “built” a new mission statement from sets of color-coded nouns, infinitives and adjectives. The seven possible mission statements were taped to the wall and through a process of “voting” with stickers, and intensive “editing by consensus,” our new mission statement was born.

With the Task Group work on data and analysis finished, the SIP Co-chairs then put together and edited the new School Profile. The development of the profile has been a team effort. In a spirit of collegiality and with true dedication to the process, the learning community has been actively and diligently engaged in ensuring that tasks have been completed in a timely manner. At all junctures everyone has cheerfully gone above and beyond. At SDES, “Together, We Can!” and together, we have!



Together, We Can!

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

Mediterranean District Mission

To support schools for the success of *every* student

Stephen Decatur Elementary School Vision

A Learning Community Committed to Success for ALL Students

Our Mission

To provide opportunities for all children to reach their full potential

Our Guiding Principles

The following beliefs guide us in our mission:

- Education is a cooperative effort and is the responsibility of the entire learning community: teachers, administration, school staff, students, parents, and the community.
- All students are capable of growth and should be held to high expectations.
- Each child has strengths, challenges, and unique ways of learning.
- Students must be actively engaged in and take responsibility for their own learning.
- In order to meet the unique needs of each child, our instructional strategies should be diverse and emphasize active learning.
- Our assessment practices should be authentic, consistent and guide instruction.
- Children's social and emotional development is as important as their academic progress.
- Children thrive in a safe, supportive, and disciplined environment.
- It is important to foster a life-long love of learning and a culture of continuous improvement.
- It is important to promote the development of respectful relationships among students and staff by teaching, practicing and modeling kindness, honesty and respect for diversity.
- In our rapidly changing world, it is essential for children to develop literacy in information and communication technologies.
- Adaptability, flexibility, creativity, cooperation, and problem-solving skills are essential for success.

At Stephen Decatur Elementary School we value:

Respect ~ Responsibility ~ Diversity ~ Cooperation ~ Commitment

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Unique Local Insights

Data Collection Instruments

1. Military Mission
2. School Structure
3. Student Demographics
4. Teacher Demographics
5. Curriculum
6. Support for Instruction
7. Extracurricular Opportunities
8. Parent Partnerships

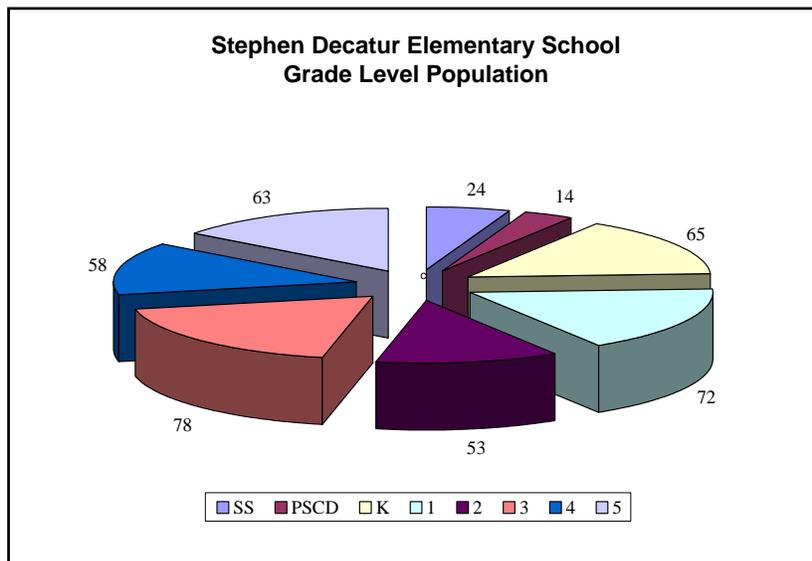
Presentation / Analysis of Data

1. Military Mission

Naval Air Station Sigonella, “The Hub of the Med,” is home to over 5,000 military and civilian personnel and family members. Sigonella plays host to a bustling naval air station conducting round-the-clock operations and also acts as a NATO maritime airfield. Due to its crucial location, Sigonella plays a vital role in supporting joint and combined military operations in the Mediterranean, Middle East, and Africa.

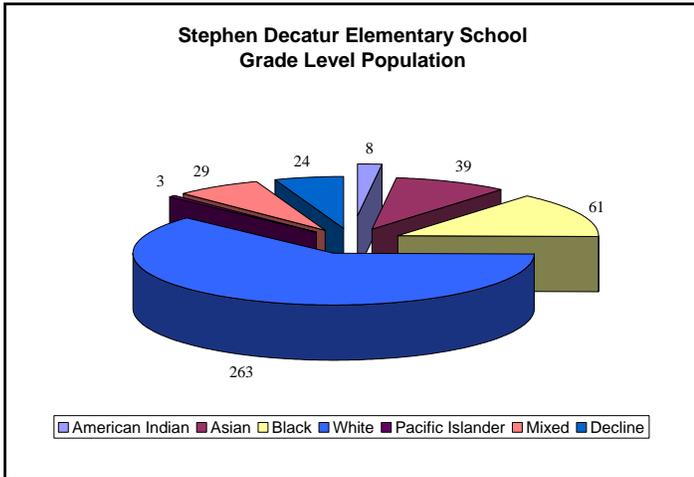
2. School Structure

Stephen Decatur Elementary School serves 427 students of military and civilian families stationed at Naval Air Station Sigonella. The school offers a complete standards-based curriculum for Sure Start, PSCD, and Grades K – 5.

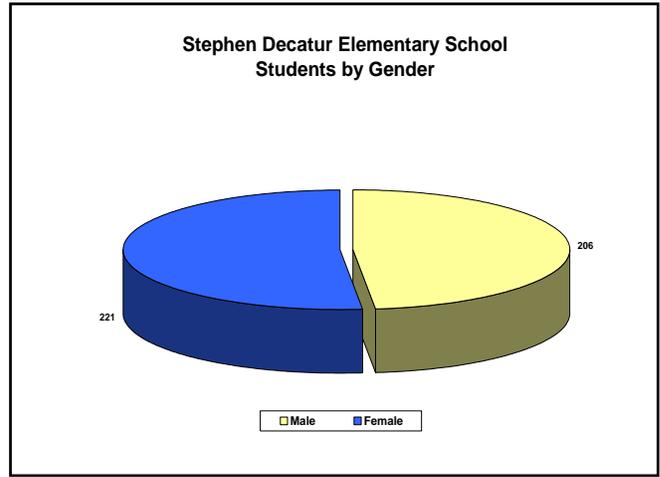


The graph above shows the total number of students by grade level as of September 30th, 2006.

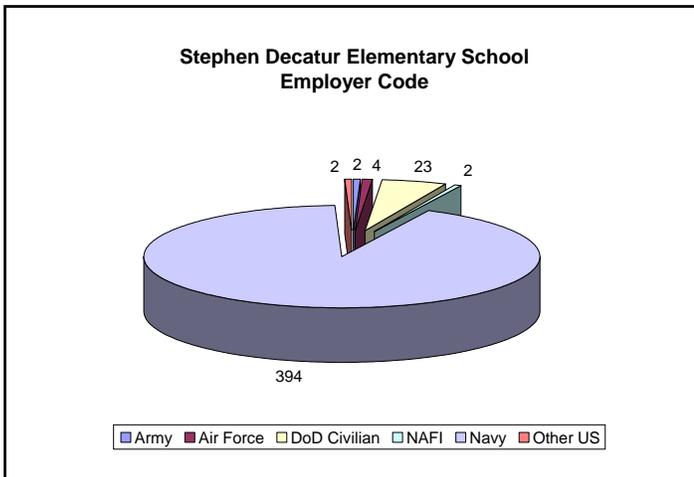
3. Student Demographics



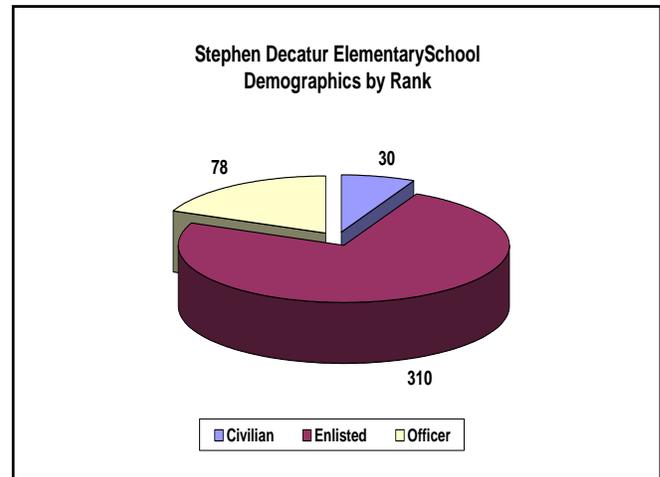
The graph above shows that, although the majority of students are white, other ethnicities are well represented.



The graph above indicates that boys and girls are almost equally represented.



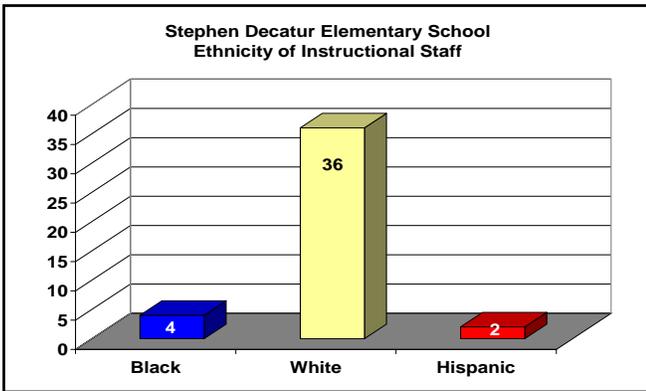
This chart shows that the overwhelming majority of SDES students come from Navy families.



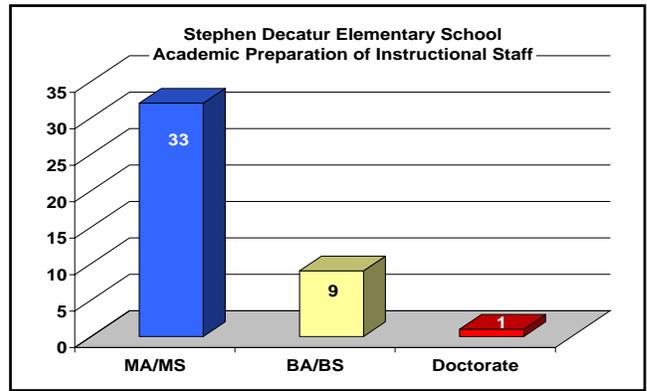
The above chart indicates that the majority of SDES students' parents are enlisted.

4. Teacher Demographics

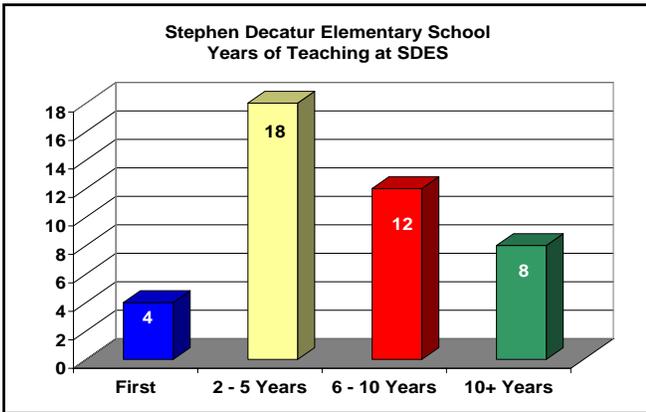
Stephen Decatur Elementary School has forty-two full-time instructional staff with a combined total of 865 years teaching experience.



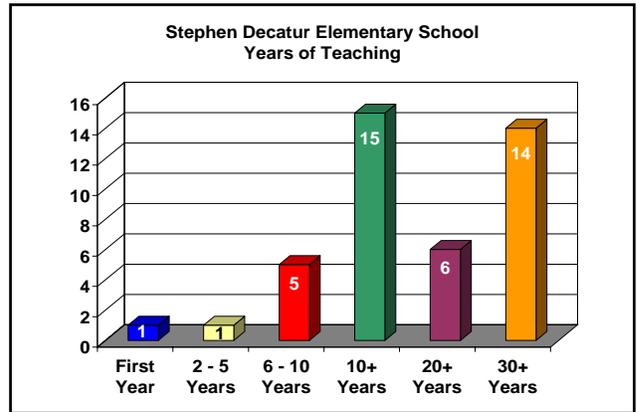
This graph indicates that the majority of SDES teachers are white.



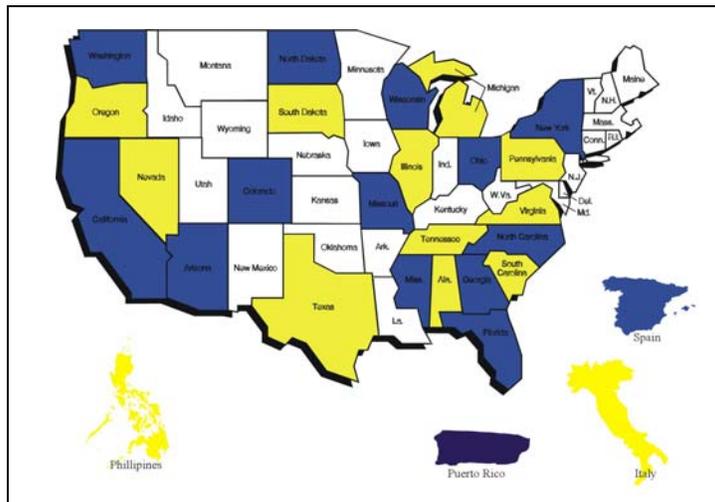
This graph indicates that the majority of SDES teachers have a Master's Degree.



The graph above shows that a majority of our teachers have been teaching at SDES between two and ten years.



This graph shows that most of the SDES instructional staff have been teaching for ten to thirty years.



SDES staff which also includes sixteen paraprofessional and administrative staff, hails from 24 of the 50 states and 4 countries.

5. Curriculum

Stephen Decatur Elementary School follows the prescribed DoDEA standards-based curriculum offering instruction in Reading, Language Arts, Math, Science, Social Studies, Health, Art, Music, Physical Education and Host Nation Study.

6. Support for Instruction

SDES offers a full spectrum of support programs with a combination of inclusion and pull-out instruction: Gifted Education (26 students), Special Education Program (53 students including Learning Impaired, Speech and Language Pathology, Emotionally Impaired, Occupational Therapy, Physical Therapy), English as a Second Language Program (47 students), Reading Recovery (32 students), Read 180 (38 students), Compensatory Education Reading (47 students), Math Coaching Program (20 students).

SDES also has a full time Educational Technologist, Information Specialist, School Nurse, School Psychologist and two Counselors. Additionally, a Student Assistance Team is in place to assist teachers with students who are having difficulties.

7. Co-Curricular/Extracurricular Opportunities

A wide variety of co-curricular and extra-curricular activities are offered after school at SDES including Yearbook Club, Art Enrichment, Garden Club, Singing Knights Chorus, Math Olympiads, Board and Strategy Games, Drama and Theatre, PE Enrichment, Science Enrichment, Journalism Club, Whiz Kids (Computer club), Eco Kids, Bus Safety Patrol, and Homework Club.

8. Parent Partnerships

Parents play a vital role in the SDES learning community, working closely with school staff to ensure their children have a meaningful educational experience. Parents are actively involved on School Improvement Task Groups, the School Improvement Leadership Team (SILT), the School Advisory Committee (SAC), and the Parent Teacher Organization (PTO). SDES also has a thriving parent volunteer program supporting many special events such as the Science Fair, musical productions, Dr. Seuss Celebration, PE Field Days, Multi-Cultural Programs and many grade-level culminating activities.

Implications for Student Performance Goals

None

Identification of Sub-Groups: None

Other Actions Needed: None

Information from Former Students

Data Collection Instruments

Former Students Focus Group

Presentation/Analysis of Data:

SIP Co-chairs met with a focus group of nine sixth grade students. The randomly chosen group included five boys and four girls of various races and ethnicities. The students had been at Stephen Decatur Elementary School for an average of 3.21 years. Questions addressed the following topics: Safe and Secure Environment, Academic Preparation, Technology Skills, Homework and Study Skills Preparation and Teacher Assistance.

Notably, eight out of nine students reported that they felt “quite safe” with one student who felt “usually safe.” When asked whether teachers were willing to assist them outside of class, five said they were helped “anytime I needed” and four “occasionally.”

Regarding study skills, six felt “very well prepared” for middle school, two, “somewhat prepared” and one, “not prepared.” In the area of Homework Preparation, responses were divided evenly between “very well prepared,” “somewhat prepared” and “not prepared.”

ACADEMIC PREPARATION

	Very well prepared	Somewhat prepared	Not prepared
READING	8	1	
WRITING	4	5	
MATH	5	4	
SCIENCE/HEALTH	2	5	2
SOCIAL STUDIES	1	7	1
TECHNOLOGY	6	3	
ART	5	4	
MUSIC	5	4	
PHYSICAL EDUCATION	7	2	
FOREIGN LANGUAGE	1	5	3

The above table shows high student efficacy in Reading, Technology and Physical Education. Notably, only half the students felt well prepared in Writing, Math, Art and Music. Students felt least prepared in Science, Social Studies and Foreign Language.

TECHNOLOGY PREPARATION

	Very well prepared	Somewhat prepared	Not prepared
KEYBOARDING	3	4	2
WORD PROCESSING	8	1	
INTERNET RESEARCH	8	1	
PRESENTATION (PP)	6	1	2

Responses to technology preparation show high efficacy in all areas except keyboarding. It should be noted that a keyboarding program is now in place in accordance with DoDEA technology initiatives and the National Educational Technology Standards.

Implications for Student Performance Goals

Areas identified by this data for student performance goals could include:

- Writing
- Math
- Science
- Social Studies

Identification of Sub-Groups: None

Other Actions Needed:

- Collect data annually from exiting 5th grade students.

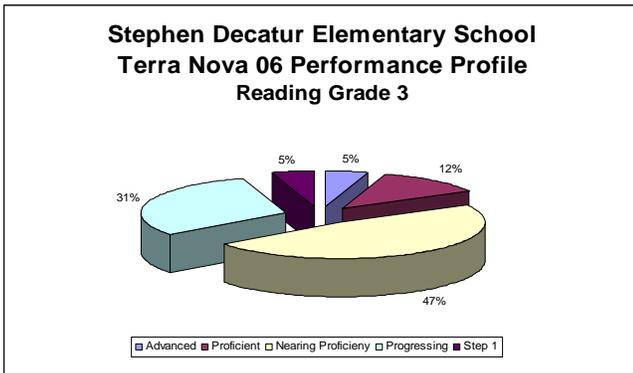
Existing School Data: Students

Data Collection Instruments

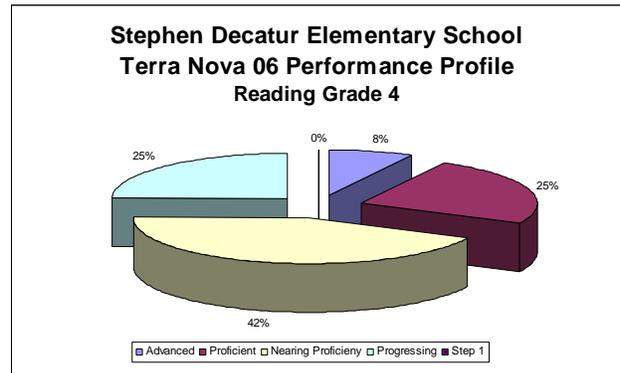
1. Terra Nova Multiple Assessments, 2nd edition is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3-5.
2. Terra Nova Communication Arts, 2nd edition is a system-wide, criterion referenced assessment given annually in the spring of each year to all of our students in grade 4.
3. Balanced Assessment in Math (BAM) is an assessment given to 4th grade students based on a 4-point rubric measuring Content and Process in mathematics.
4. Scholastic Reading Inventory (SRI) is a local assessment given to grades three through five three times a year to assess comprehension, word recognition and vocabulary.
5. Teacher Survey: Perception of Student Skills

Presentation / Analysis of Data

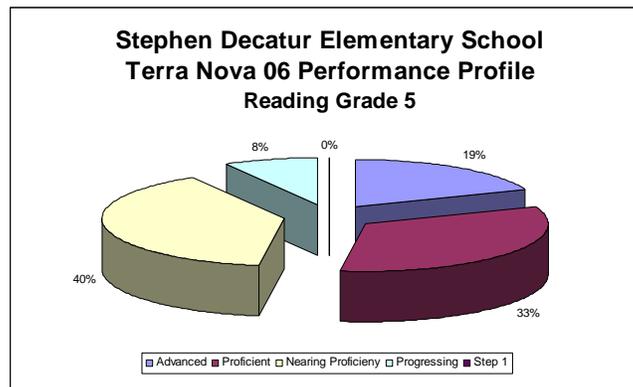
1. Terra Nova Multiple Assessments, Group Performance Level Report, 2006, Reading, Language Arts and Math Subtests



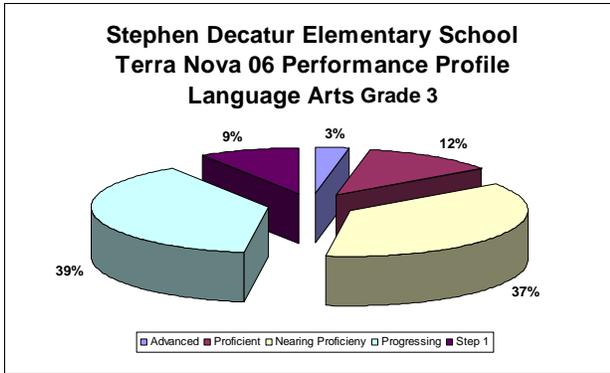
The graph above indicates that 83% of 3rd grade students are below proficient level in reading using the Terra Nova rubric.



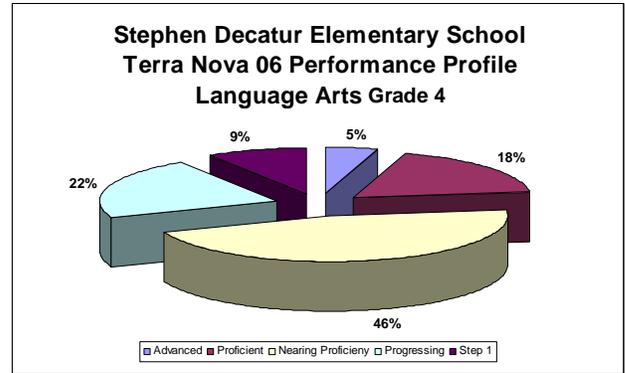
The graph above indicates that 72% of 4th grade students are below the proficient level in reading using the Terra Nova rubric.



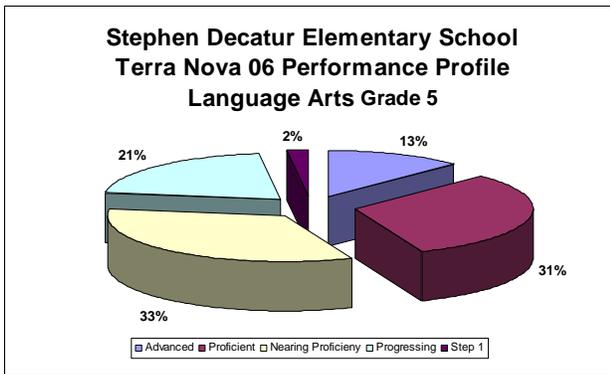
The graph above indicates that 48% of 5th grade students are below the proficient level in reading using the Terra Nova rubric.



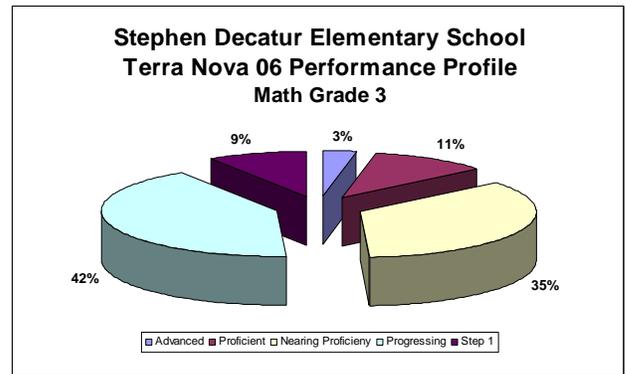
The graph above indicates that 85% of 3rd grade students are below the proficient level in Language Arts using the Terra Nova rubric.



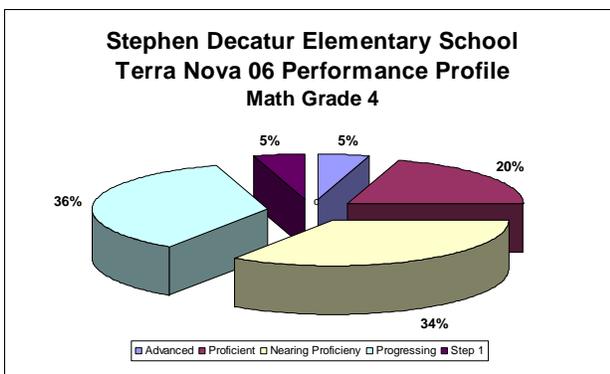
The graph above indicates that 77% of 4th grade students are below the proficient level in Language Arts using the Terra Nova rubric.



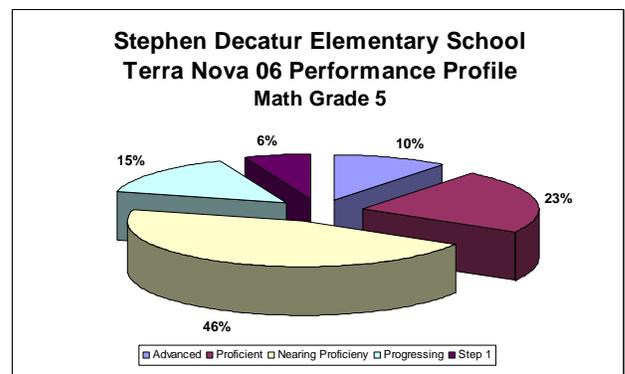
The graph above indicates that 85% of 5th grade students are below the proficient level in Language Arts using the Terra Nova rubric.



The graph above indicates that 86% of 3rd grade students are below the proficient level in Math using the Terra Nova rubric.

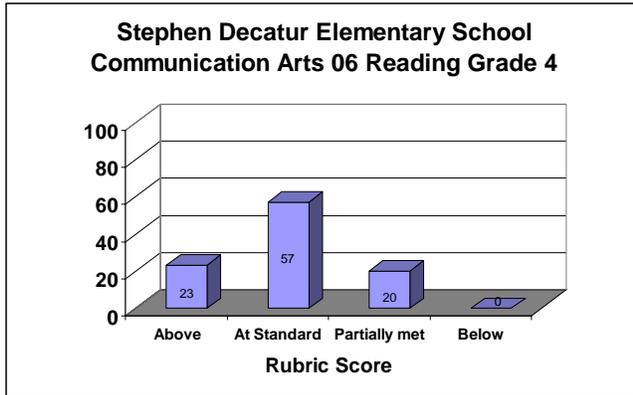


The graph above indicates that 86% of 4th grade students are below the proficient level in Math using the Terra Nova rubric.

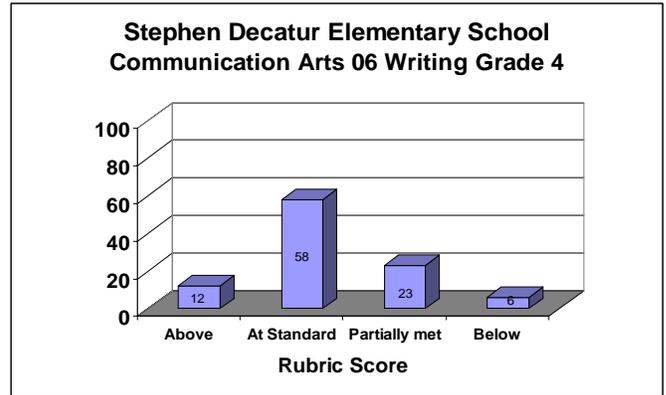


The graph above indicates that 67% of 5th grade students are below the proficient level in Math using the Terra Nova rubric.

2. Terra Nova Communication Arts, Grade 4 2006

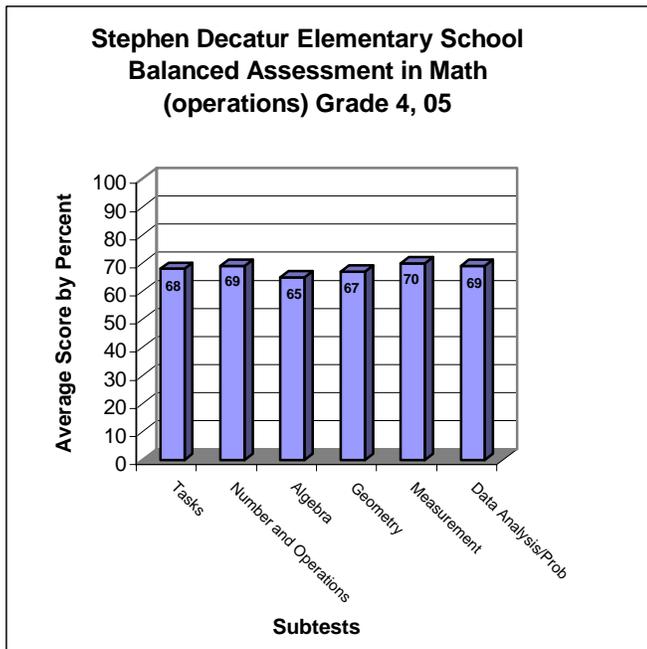


The graph above indicates that 20 % of 4th grade students are below the standard in reading.

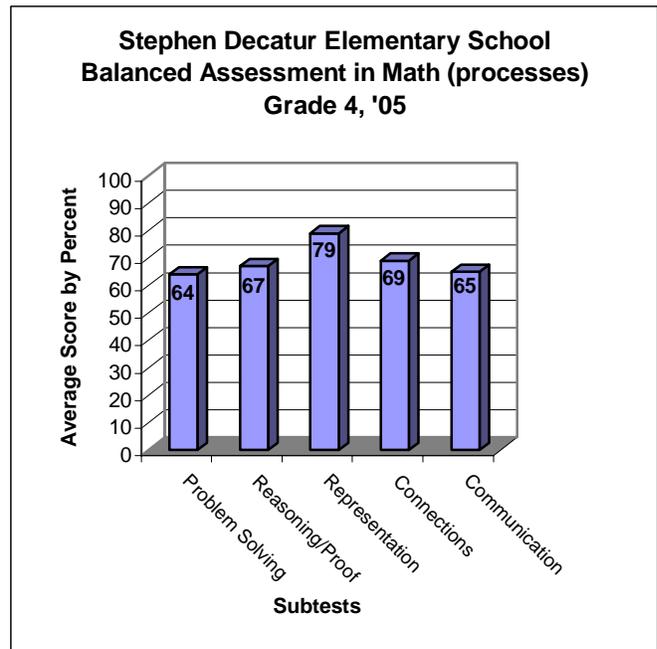


The graph above indicates that 29 % of 4th grade students are below the standard in writing.

3. Balanced Assessment in Math, (BAM) Spring 05, Grade 4

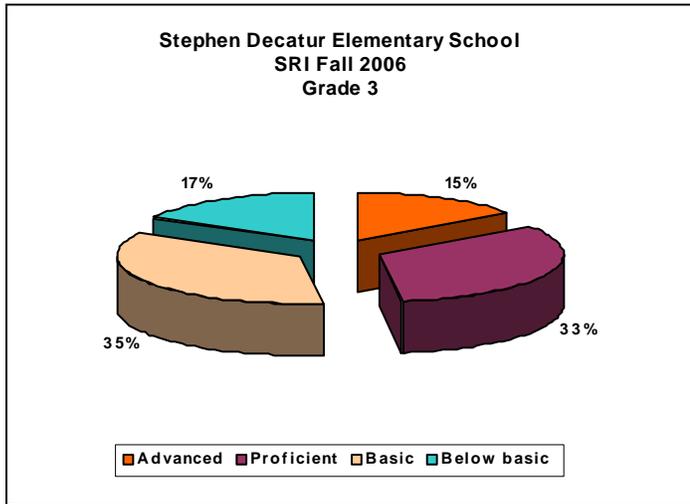


The graph above shows that 4th grade students are weakest in Algebra and Geometry.

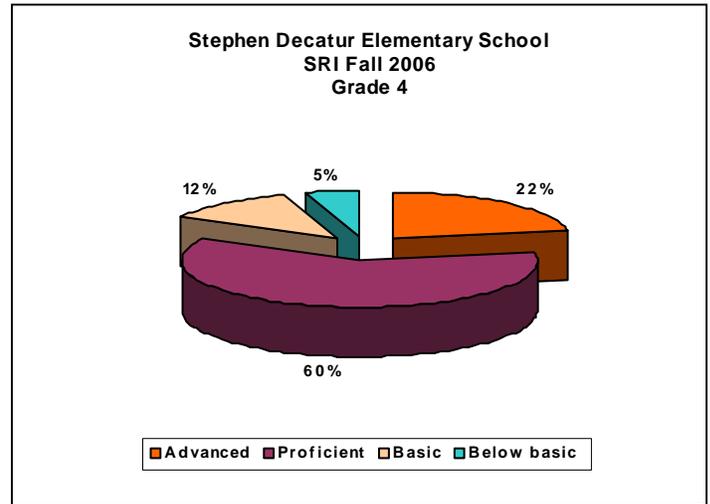


The above graph indicates that 4th grade students scored lowest in problem solving, communication and reasoning.

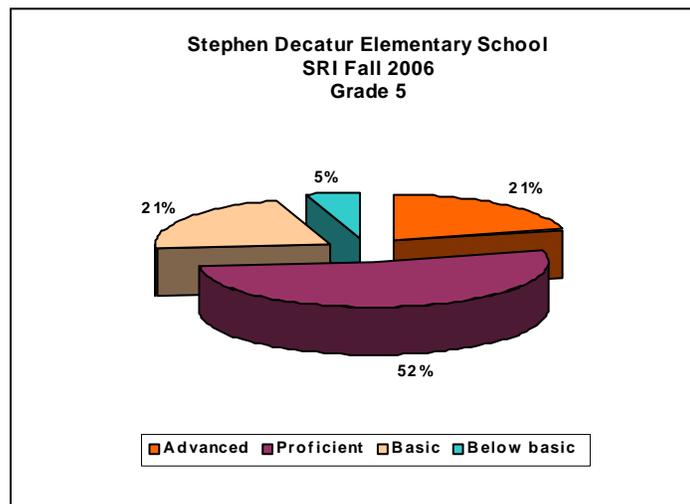
4. Scholastic Reading Inventory (SRI) Grades 3, 4, and 5, Fall 2006



The above graph illustrates 52% of third grade students scored below the proficient level on the Scholastic Reading Inventory.



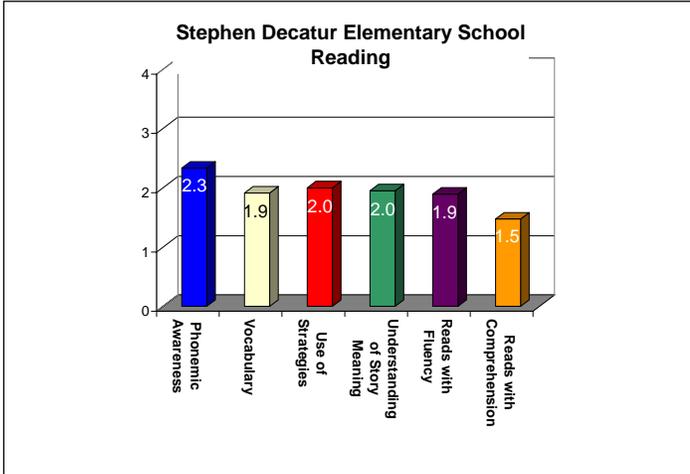
The above graph illustrates 17% of fourth grade students scored below the proficient level on the Scholastic Reading Inventory.



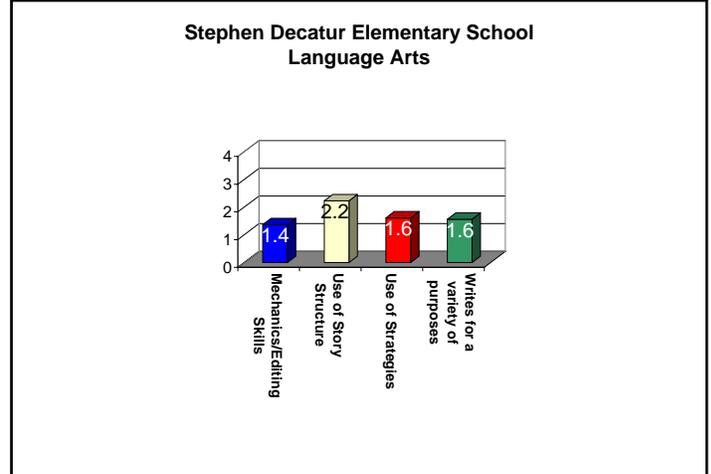
The above graph illustrates 26% of fifth grade students scored below the proficient level on the Scholastic Reading Inventory.

5. Teacher Survey: Perception of Student Skills

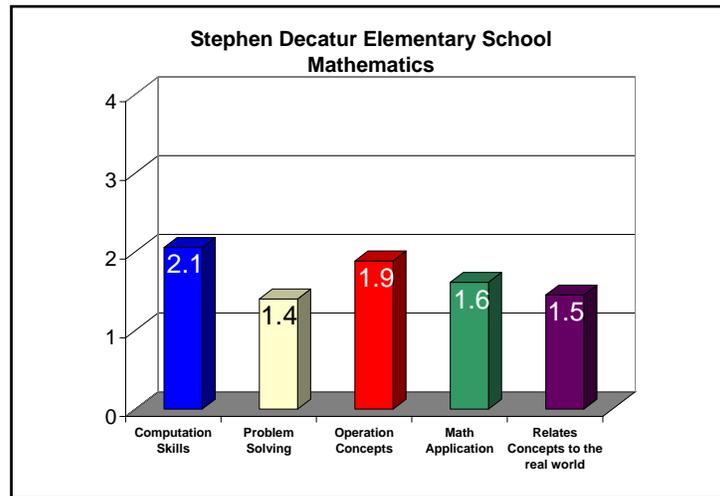
Teachers in grades K – 5 were asked to rate their students’ reading, language arts and math skills. The graphs below show the average score on a four- point scale.



The above graph shows students were rated lowest in reading comprehension.



The above graph shows students were rated low in all areas of writing except use of story structure.



The above graph shows students were rated lowest in problem solving, math application and relating concepts.

Implications for Student Performance Goals

Areas identified by this data for student performance goals could include:

- Reading
- Writing
- Math

Identification of Sub-Groups: None

Other Actions Needed:

- Future local assessments developed should include gender and race/ethnicity data.

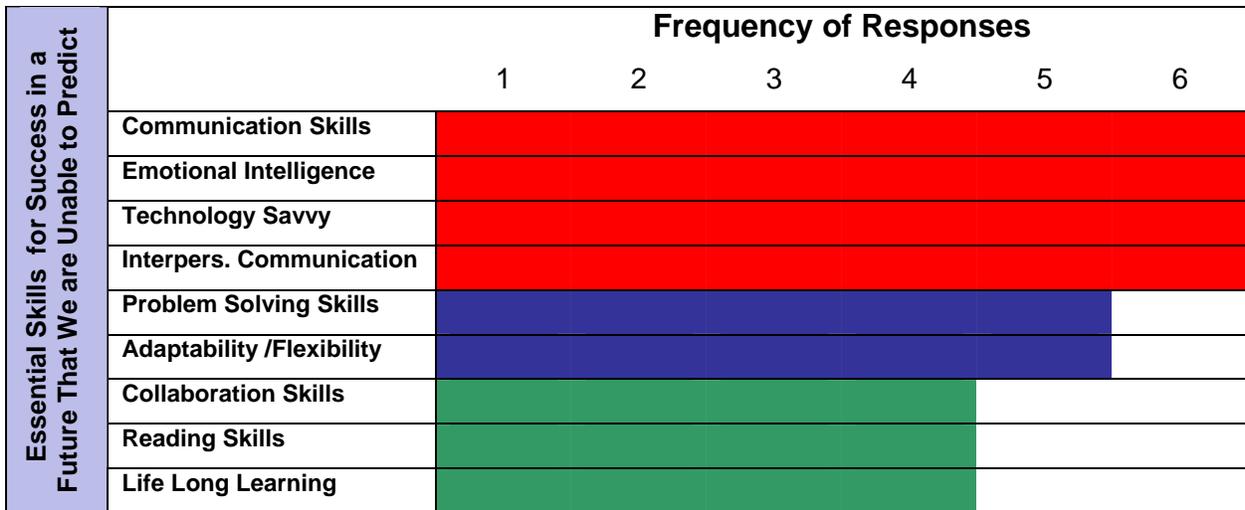
Existing School Data: Community

Data Collection Instruments

1. Environmental Scan Report: Essential Skills Teacher Survey
2. Environmental Scan Report: Future Educational Trends
3. DoDEA Initiatives
4. Parent Focus Group
5. Teacher Survey: Culture and Climate
6. Community Support Programs
7. Climate/Culture Influences

Presentation / Analysis of Data

1. Environmental Scan Report: Essential Skills Teacher Survey



Teachers worked in small groups to answer the query: “What essential skills do our students need to be prepared for a future that we are unable to predict?” The above graph shows frequency of response.

2. Environmental Scan Report: Future Educational Trends

The environmental scan task group used a variety of sources to predict trends for the next five to ten years to determine the direction and needs of Stephen Decatur Elementary School.

- Teaching Core Subjects: Math, Reading, Language Arts, Science, Social Studies and Fine Arts

- Teaching 21st Century Content: Economics, Business, Civic Literacy, Political Science, Health and Wellness, Global Awareness, Diversity and Cultural Awareness
- Developing life-long learning, thinking and problem solving skills
- Improving literacy in information and communication technologies
- Developing life skills: ethics, values, social and civic responsibility, leadership, accountability, career planning, collaboration and teamwork skills and fitness

3. DoDEA Initiatives

Stephen Decatur School supports DoDEA academic initiatives *Math Matters* and *DoDEA Reads* as well as DoDEA's *Community Strategic Plan*.

4. Parent Focus Group

SILT Leadership met with a randomly selected focus group of SDES parents representative of our diverse school population. Parents were queried regarding aspects of the school and their children's education.

Parents were very positive about the school. They felt that communication between the school and home is good. They reported their children were happy in school and liked their teachers. Parents were happy about the small class sizes and individual attention that their children received from teachers. They voiced approval for the balance of text book learning and project based learning and indicated support for collaborative family projects assigned at some grade levels. Additionally, parents voiced approval for the school's intense *focus on reading*.

Some parents indicated a need for more *emphasis on math and science*. They voiced concern that not all students were being challenged to their abilities. Parents would like to see more challenging, rigorous learning opportunities focusing on *problem solving, in-depth thinking and investigative learning*. They would also like to see more *emphasis on writing, story-telling and creativity*.

5. Teacher Survey: Culture and Climate

Teachers were asked to complete an on-line survey about their perceptions of climate, leadership, and collegiality at Stephen Decatur Elementary School. One hundred percent of the forty-two instructional staff completed the survey. The results of the survey show that ninety percent of the respondents either agree or strongly agree that teachers are involved in, and committed to, the SIP process. Over eighty-five percent of the teachers have high expectations for all students and provide a rigorous and challenging standards-based curriculum. Eighty-six percent of teachers meet regularly and collaborate with their teams to plan instruction. There is a high level of collegiality and cooperation amongst the staff.

Although sixty-nine percent of teachers feel that school administrators have high expectations for staff and students, only thirty percent feel that the administration communicates effectively with the staff. In addition, only twenty-five percent feel

that teacher's opinions are valued and taken into consideration in the decision-making and day-to-day running of the school.

6. Community Support Programs

Naval Air Station Sigonella offers the community a wide variety of programs through the Morale, Welfare, and Recreation service (MWR) and other organizations.

Programs offered to children include: soccer, flag football, basketball, baseball, dance classes, piano/violin lessons, Girl/Boy Scouts, swimming, and self-defense classes.

The following services are available to parents: new parent support group, early intervention (EDIS), Child Development Center, Filipino-American Club, All Officers Spouses Club, Enlisted Spouses Club, and Mom's Club.

7. Climate/culture Influences

On a daily basis, the students and staff at Stephen Decatur Elementary School contend with a number of factors, which impact our school climate and culture.

As with military populations throughout DoDDS, our student turnover is about 33 percent each year. We also have families with one or both military parents deployed. Seventeen of our students have at least one parent who is currently deployed. Thirty-four had a parent deployed during the last six months and thirty-four will have a parent deploying within the next six months.

The on-base housing situation at Sigonella is very unique. The majority of our students reside in one of two housing communities: Marinai, located within a fifteen-minute bus ride and, Mineo, a forty-five minute bus ride from the school. Currently, only three students walk to school.

One final, but very significant, influence that impacts our climate is the ongoing construction of a new school complex through a two-phase building project being constructed on the current site. Phase one of this project, which began in the summer of 2005, resulted in the elementary school having to move to a temporary building and multiple portable classrooms. Phase Two is projected to begin in February of 2007 with a completion date of June 2008. At that time, the elementary school will finally move into our new facility.

Implications for Student Performance Goals

- Writing/Communication
- Math
- Science

Identification of Sub-Groups: None

Other Actions Needed: None

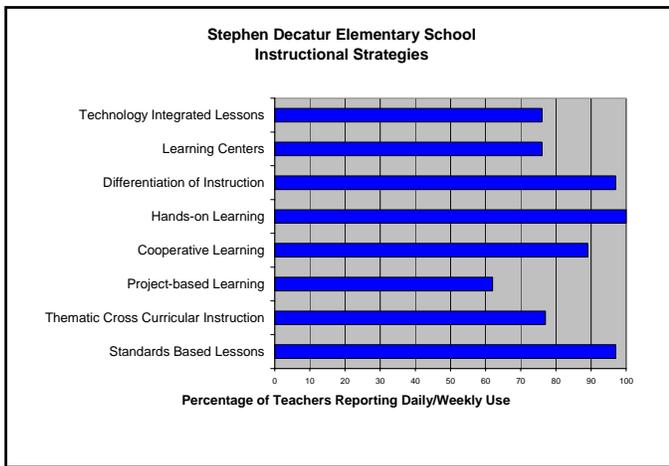
Existing School Data: Instructional

Data Collection Instruments

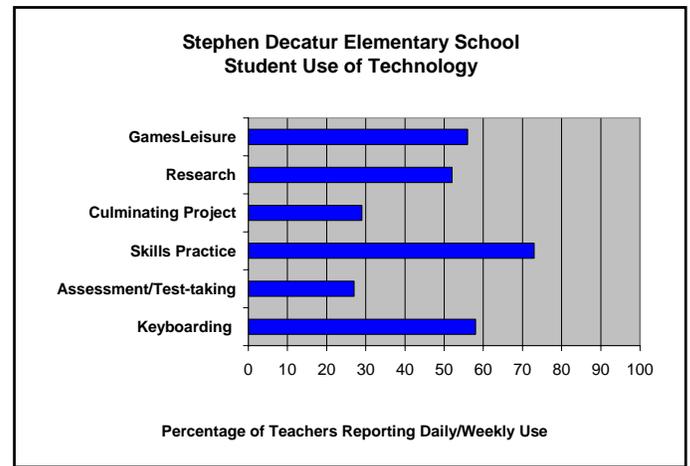
1. Teacher Survey Results: Instructional/Assessment Data
2. Staff Development
3. Staff Development DoDEA
4. NCA review report outcomes and follow-up

Presentation / Analysis of Data

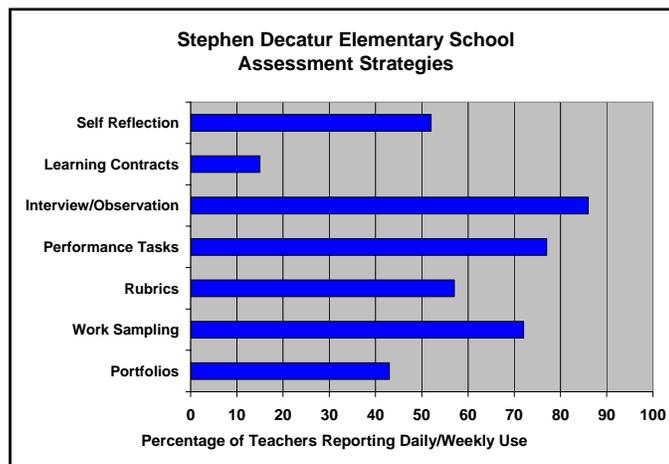
1. Teacher Survey Results: Instructional/Assessment Data



The above graph indicates the instructional strategies utilized by teachers on a daily or weekly basis.



The above graph indicates how SDES teachers infuse technology into instruction and learning.



The above graph indicates the assessments used by teachers on a daily or weekly basis.

2. Staff Development

Staff Development opportunities at SDES include the following: DRA Training, STAR Early Literacy Training, Administration and Interpretation of Running Records training, Technology mini-sessions, Hamline University courses, Guided Reading training, Read 180 training, and SRI training, and on-line classes.

3. Staff Development DoDEA

The following staff development opportunities were offered in support of DoDEA textbook adoptions, standards implementation and DoDEA initiatives: Building the Primary Classroom, Literacy Place training, Reading Recovery Continuing Contact, Differentiated Instruction, “Scholastic Red” Courses, Science Implementation, Math Implementation, Special Education Initiative (SEI), Student Management System Training (SMS), Early Childhood Best Practices in Literacy, Instructional Training for Math, Science and Health implementations, and Educational Administration coursework.

4. NCA review report outcomes and follow-up

Our last NCA review was in February of 2002. At that time the school was a unit school serving approximately 1,000 students Pre-K – 12 under the leadership of one principal and one assistant principal. In Fall of 2002, the school split into separate elementary and secondary schools. Since that time we have made incredible progress. The following is a list of recommendations from the last report and the steps that we have taken to address them.

The School Improvement Process: There is evidence of minimum ownership and participation in the school improvement process. The team found no documentation of steering committee meetings. Parents and other constituents should be included in the decision-making process.

Our current school improvement process is thriving with enthusiastic participation and support from all stakeholders: school personnel, parents and community members. (See pages ii and iii for a complete description.)

School Leadership: Teachers and parents indicated a concern for the lack of leadership in the daily operation of the school. Teachers expressed a concern about their lack of influence regarding school issues, consistent implementation of policies and internal communication.

Our progress in this area started with appointment of separate administrators for the elementary school. Establishing a vision and high expectations for the school has been a priority. Extensive work with the staff on school climate issues and governance is ongoing. Recently the staff participated in an intensive workshop focusing on Core Commitments.

Communication: Communication is lacking or ineffective at all levels of the organization.

The school has made extensive progress towards improving communication at all levels. Our improved Daily Bulletin facilitates brief and timely internal communication. The weekly Knightly News is sent to all families via email. The

school has an Intranet web page and will soon have an Extranet site that parents can access from home. Teachers' Web pages and weekly newsletters facilitate constant consistent communication between school and home. At the November focus group meeting, parents were very positive about communication they received from the school.

Data Collection and Use: Teachers' perception of student abilities does not correlate with the data from students' achievement scores. The school should base their development of goals on the actual analysis of the data not staff perceptions of student ability. In kindergarten, first, and second grades, data on math skills should be collected. The school should begin collecting follow-up data on former fifth grade students.

In our last five years since the separation of the school, our SIP process has been data driven. The past five years we have been focused on reading across the curriculum and have in place excellent local data instruments to support reading. In examining data for our new profile, we realized that we had not followed the recommendation of the NCA report regarding collecting math data for the primary grades. We have now started to collect base-line data and have plans to develop local assessments to support our new math goal. This year we did conduct a focus group with sixth grade students to collect data from former students and plan to do so annually.

Implications for Student Performance Goals

None

Identification of Sub-Groups: None

Other Actions Needed:

- Continue to improve communication at all levels of the school.
- Continue to focus on governance issues, ensuring that staff is empowered by influence in the decision-making process at the school.
- Continue to make decisions based on data.

Interpretation and Triangulation of Data

Student Performance Goal 1: *All students will improve literacy across the curriculum.*

- Data Point 1 – Terra Nova Multiple Assessments, Reading and Language Arts Subtests, pages 7 and 8
- Data Point 2 – Terra Nova Communication Arts, Reading and Writing Subtests, page 9 and Scholastic Reading Inventory (SRI), page 10
- Data Point 3 – Surveys/Focus Groups
 - Former Students Focus Group, pages 5 and 6
 - Teacher Survey of Student Skills, page 11
 - Parent Focus Group, page 14

Student Performance Goal 2: *All students will improve math skills across the curriculum.*

- Data Point 1 – Terra Nova Multiple Assessments, Math Subtests, page 8
- Data Point 2 – Balanced Assessment in Math (BAM), Operations and Processes sub-tests, page 9
- Data Point 3 – Surveys/Focus Groups
 - Former Students Focus Group, pages 5 and 6
 - Teacher Survey of Student Skills, page 11
 - Parent Focus Group, page 14

Essence of the Goal:

Goal 1: All students will improve writing skills across the curriculum.

Essence: At SDES, we define writing skills as the ability to clearly communicate ideas by effectively using organization and writing conventions.

Goal 2: All students will improve math skills across the curriculum.

Essence: At SDES, we define math skills as the ability to solve mathematical problems by applying appropriate strategies and to justify solutions using representations and appropriate vocabulary.

Rationale for Student Performance Goals

Rationale for Goal 1

In reviewing the Terra Nova Multiple Assessments (TNMA) subtests, it was determined that our students scores in reading and language arts were low and in fact, not progressing significantly in meeting the DoDEA Goal of having more than 75% of our students in the top two quartiles, and less than 8% in the bottom quartile. In looking closely at the disaggregates of data, we determined that within those scores, our male students are performing much lower than the female students in both of those areas. When considering the skills that are necessary to perform well in the TNMA, we determined that literacy skills such as evaluating and extending meaning, analyzing text, editing skills and writing strategies are essential. The Objectives Performance Summary (OPI) data revealed that our students are weak in editing skills, sentence structure and writing strategies indicating that literacy skills need to be addressed.

Furthermore, the students' scores in the Communication Arts Performance Assessment (CAPA) verified our findings as well. Our students' scores reveal that a significant number of students are performing below the proficiency level. In reviewing the CAPA Strands sub-skills, we found that specific weak areas for our fourth graders are "Extending Meaning and Examining Strategies" as well as "Writing Effectively", all important skills for successful literacy.

Additionally, our surveys and focus groups revealed that teachers, parents and former students feel that more emphasis should be placed on communication and writing which further points towards a performance goal addressing literacy, which corroborated our findings above. This information verified the Environmental Scan information regarding what skills are required in the future for our students and set the focus for our instruction.

It was the consensus from reviewing all the data, that our students would benefit now and in the future from a student performance goal of improving literacy across the curriculum.

Rationale for Goal 2

In reviewing the Terra Nova Multiple Assessments (TNMA) subtests, it was determined that our students scores in math were low and in fact, not progressing significantly in meeting the DoDEA Goal of having more than 75% of our students in the top two quartiles, and less than 8% in the bottom quartile. In looking closely at the disaggregates of data, we determined that within those scores, our grade level median scores ranged from 58 to 75, declining with each grade level. Also, our female students are performing much lower than the male students according to median scores of 59 and 71, respectively. When considering the skills that are necessary to perform well in the TNMA, we determined that skills such as problem solving, reasoning and communication are essential. The Objectives Performance Summary (OPI) data revealed that our students

are weakest in geometry, problem solving and number relations indicating that math and application skills need to be addressed.

Furthermore, the students' scores in the Balanced Assessment in Math (BAM) verified our findings. In reviewing the sub-skills, we found that specific weak areas for our fourth graders were algebra, geometry and problem solving indicating a need for more emphasis on math.

Additionally, our surveys and focus groups revealed that teachers, parents and former students see a need for an emphasis on math, which corroborates our findings above. This information verified the Environmental Scan information regarding that math and problem solving skills are required in the future for our students and set the focus for our instruction.

It was the consensus from reviewing all the data that our students would benefit now and in the future by improving their math skills across the curriculum.