

# School Profile

## David Glasgow Farragut Elementary

### Rota, Spain



Mary Simmons  
Principal

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## School Profile Development

School Improvement Chairs:

B. P.

M. S.

School Improvement Leadership Team (SILT)

Mary Simmons-Principal

V. P.-Staff Development Facilitator

M. D.-Parent Representative

T. G.-Parent Representative

In August the SIP Co-Chairs began preparing for the new SIP cycle by creating a timeline. The SILT team met to review the timeline and to begin the process of creating task groups. During Teacher Orientation, our staff reviewed the NCA Next Steps from the NCA Report. Task groups were explained, and teachers were allowed to select the task group of their choice.

The next step involved the SILT Co-Chairs preparing work folders, which included pertinent information that each task group needed to accomplish their profile analysis. Each task group met with their facilitator, assigned roles for each member and familiarized themselves with the data they needed to research. The task groups looked at many sources of data. One group researched and analyzed standardized test scores, another researched data from local assessments, such as the DRA and SRI, another researched DoDDS policies along with community and educational needs to include the forecast of the future needs of our students. One group researched the local insights of our community and demographics of our student population. Another reviewed the NCA report, instructional practices, on-line courses and the professional development opportunities of DGF staff.

In early October of 2006, the SILT Chairs from DGF Elementary, DGF High School and Sevilla Elementary along with the DSO SIP Coordinator met for a ‘think tank’ to plan the next steps the task groups would take.

The task groups met again and began working on the school profile. They reviewed, analyzed and collected data pieces for their portion of the school profile. They then prepared an analysis of two possible goals based on the implications of their data analysis. The faculty then met and each task group gave a summary of their findings. Facilitators wrote their portion of the school profile and submitted it to the Co-Chairs. The Co-Chairs then compiled the final school profile from the information submitted by the task groups. The staff then reviewed the school profile before it was submitted to our SIP coordinator for final input.

## 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

### **Mission Statement**

We will provide a standards-based educational program, which creates lifelong learners and responsible citizens.

(Will be reviewed after final goal selection.)

### **Core Commitments / Beliefs**

The vision of DGF Elementary School is to create a reading environment in which all students have the opportunity to improve in reading comprehension in all curricular areas.

(Will be reviewed after final goal selection.)

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## UNIQUE LOCAL INSIGHTS

### **Data Collection Instruments**

Chancery SMS (Student Management Solutions)

Rota Naval Station Mission Statement

School Website

DGF NCA Final Report

Parent Focus Group

### **Presentation / Analysis of Data:**

DGF Elementary is located at Rota Naval Station in southern Spain. The base is known as the Gateway to the Mediterranean. Rota Naval Station is strategically located near the straits of Gibraltar and halfway between the United States and Southwest Asia. The 6,100 acre Spanish owned installation provides vital support to both the US Sixth Fleet and to the US Air Force Mobility Command units transiting into or through the theater.

DGF has a principal and an assistant principal. The assistant principal has been assigned to Sevilla Elementary/Middle School, a satellite school located sixty miles away, and mainly supports that school because of the distance between the two schools. The school has 42 teachers, 9 paraprofessionals and 4 Local National support staff. Seventy three percent of the teachers hold a Masters Degree and twenty seven percent hold a Bachelor of Arts or Bachelor of Science. Seventy eight percent of the staff is female and twenty two percent is male.

DGF Elementary School serves 394 students in Pre-school Handicapped through sixth grade. The student body consists of 394 students, 210 are male and 184 are female. Although we have a diverse multi-cultural population, it is not reflected in the SMS database. The majority of the sponsors serve in the Navy although we have sponsors that serve in the US Marines, Air Force and Army.

Programs support standards based curriculum and DoDDS directives. Our programs include:

- Pre-School for Children with Disabilities (PSCD)
- Sure Start
- Reading Recovery
- Compensatory Education in reading and math
- Speech
- Counseling Services
- READ 180
- Foreign Language in the Elementary School (FLES)
- Host Nation
- Music
- Physical Education
- Art
- Special Education
- English as a Second Language
- Educational Developmental Intervention Services (EDIS)
- Gifted Education

- School Psychologist Services
- Educational Technology
- Registered Nurse
- Information Specialist

Extra Curricular Activities:

- Fun and Fitness Club
- Intramurals
- Math Club
- After School Scholars
- C.A.R.E. Club
- Spanish Language and Dance Club
- Yearbook Club
- Odyssey of the Mind

DGF Elementary School benefits from outstanding community and command support. We have many parent and command sponsored volunteers and programs. The Parent-Teacher-Student Association (PTSA) is involved and active in supporting the educational goals of the school. The local newspaper regularly highlights the school in advertising events and ongoing happenings.

The Base Commander is supportive and encourages commands to support the school.

Community/Command Sponsored Support includes

- Parent-Teacher-Student Association (PTSA)
- Parent Volunteers
- Hospital Day (Hospital)
- After School Scholars (Fleet Family Services)
- Health Week (Dental Clinic)
- Health Fair and 5-A-Day (Hospital)
- Fire Prevention Week (Fire Department)
- Earth Day (Environmental Services)
- Coastline (Base Newspaper that publicizes school events and announcements)
- Morale, Welfare and Recreation (MWR)
- D.A.R.E / Drug Abuse Resistance Education. (Security)
- Base Commander

The Parent Focus group was made up of parents who currently have students in the DGF Middle School and whose children have attended DGF Elementary School. Questions were asked about how our former students were prepared academically and socially to make the transition to the middle school. We also asked how we could better address current and future student needs.

All of the parents indicated that they were very satisfied with the educational program and that their children were prepared for middle school. When asked about possible weakness that we could improve on, some parents felt that their children could have been better prepared in their understanding of math and science concepts. Others indicated that their children had trouble with organizational and communication skills. Most of the parents felt that their children were academically prepared and are doing well in middle school. One suggestion that came up consistently was that students should switch classes

to prepare them for changing classes in middle school. Sixth grade teachers began team teaching the last quarter of spring 2006 to address this parental concern, and are continuing this practice throughout the 2006-07 school year.

**Implications for Student Performance:**

DGF Elementary School should continue to offer the excellent variety of support programs available to students. DoDEA should continue to provide funding for extra curricular activities. DGF is fortunate to have supportive command sponsored and community involvement. These relationships should continue to be fostered to support student learning and enhance the school environment.

Data gathered from parents reveals that a need exists in the following areas;

Students need to improve in understanding concepts in the areas of math and science.

Students need to improve in written communication skills.

Students need to improve in organization skills.

**Identification of Sub-groups:** None

**Other Actions Needed:** None

## INFORMATION FROM FORMER STUDENTS

### **Data Collection Instrument:**

Student Focus Group

### **Presentation/Analysis of Data:**

DoDEA directives would not authorize DoDDS schools to conduct student surveys, however, information was gathered from a Student Focus Group.

The Student Focus group was made up of students who are currently in seventh and eighth grades in the DGF Middle School and had attended DGF Elementary School. They were asked if they were prepared academically and socially to make the transition to the middle school, what they liked best, and what was the most difficult adjustment. They were also asked what overall grade they would give our school.

All of the students indicated that they were prepared academically for middle school but that they weren't prepared for the structure of a middle school (mostly the eighth grade students). They all said they had a lot more projects and that it was harder working with so many teachers. They unanimously agreed that their elementary teachers were great, they liked the class activities more, and they went on more field trips when they were at DGF Elementary. The former students graded us in the A-B range. No one gave us anything lower.

### **Implications for Student Performance:**

DGF teachers should continue to use best practices and project-based learning. Sixth grade teachers are presently implementing a modified middle school model and will continue to adapt their procedures to facilitate the transition of their students to the middle school structure.

**Identification of Sub-Groups:** None

**Other Actions Needed:** None

## EXISTING SCHOOL DATA: STUDENTS

### Data Collection Instruments

Terra Nova Multiple Assessment (TNMA) mean scores by grade levels from 2004-2006  
 Mean scores by gender and race  
 Quartile percents from 2002-2006 across the years and by cohorts  
 OPI scores for all subject areas for the year 2006

### Presentation/Analysis of Data:

#### Mean Scores 2004-2006

Mean scores for grades 3-6 in reading, language arts, mathematics, social studies, and science for the years 2004-2006 were reviewed. Mean scores for subject areas varied from a low of 52 for 4<sup>th</sup> grade science in 2005, to a high of 64 for 5<sup>th</sup> grade language arts in 2004 and 2005. The average of mean scores for all grades varied from a low of 56 to a high of 61, with an average of all scores at all grade levels during all three years being 59.

An analysis of these scores shows that DGF Elementary School students consistently scored from two to eleven points above the national average in all curricular areas, indicating a high level of achievement school-wide with science being the area where students performed lower.

TERRA NOVA MEAN SCORES BY GRADE. S/Y 2004-2006

DATA by Grades <small>Mean scores per grade</small>	Reading			Language Arts			Math			Social Studies			Science		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
3rd	54	55	63	59	61	64	59	57	63	58	59	62	57	60	64
4th	62	58	58	62	58	60	63	54	60	61	56	61	58	52	57
5th	63	63	61	64	64	56	59	60	53	57	67	52	54	55	50
6th	56	61	58	56	62	59	60	59	60	54	62	57	56	57	58
<b>Average scores</b>	60	59	60	60	61	60	60	56	59	58	61	58	56	56	57

Although mean scores for all curricular areas are above the national average, students performed lowest in science

### Gender

Test data shows that females tend to out-score males on the reading, language arts, and mathematics portions of the test, with males scoring slightly higher on social studies tests, and minimal differences of the science scores. These differences in scores are all within one standard deviation from the mean. This is not significant enough to reach any conclusion based on this data.

## Race

The task group questions whether the data accurately reflects the racial profile of our school, and the validity of data sorted by race. It is the feeling of the committee that the number of students declaring themselves as Black (6) and those declaring themselves as Hispanic (1) does not accurately reflect the racial profile of our school. No conclusion could be reached based on this data.

## Quartile Percents

Data was examined horizontally looking at each grade levels over a three-year period from 2004-2006 and, revealed some indication of a weakness in math and science.

An analysis by cohorts reveals that the curricular area with the highest percentage of students scoring in the lowest quartile was mathematics, where the goal for students scoring in the 4<sup>th</sup> quartile was only met 35% of the time over five years and 50% for 2006. This was followed by social studies, at a 40% level over five years, and science with a 50% level over five years. This is compared with the reading goal being met at a 65% level and the language arts goal being met at a 70% level for the same time period.

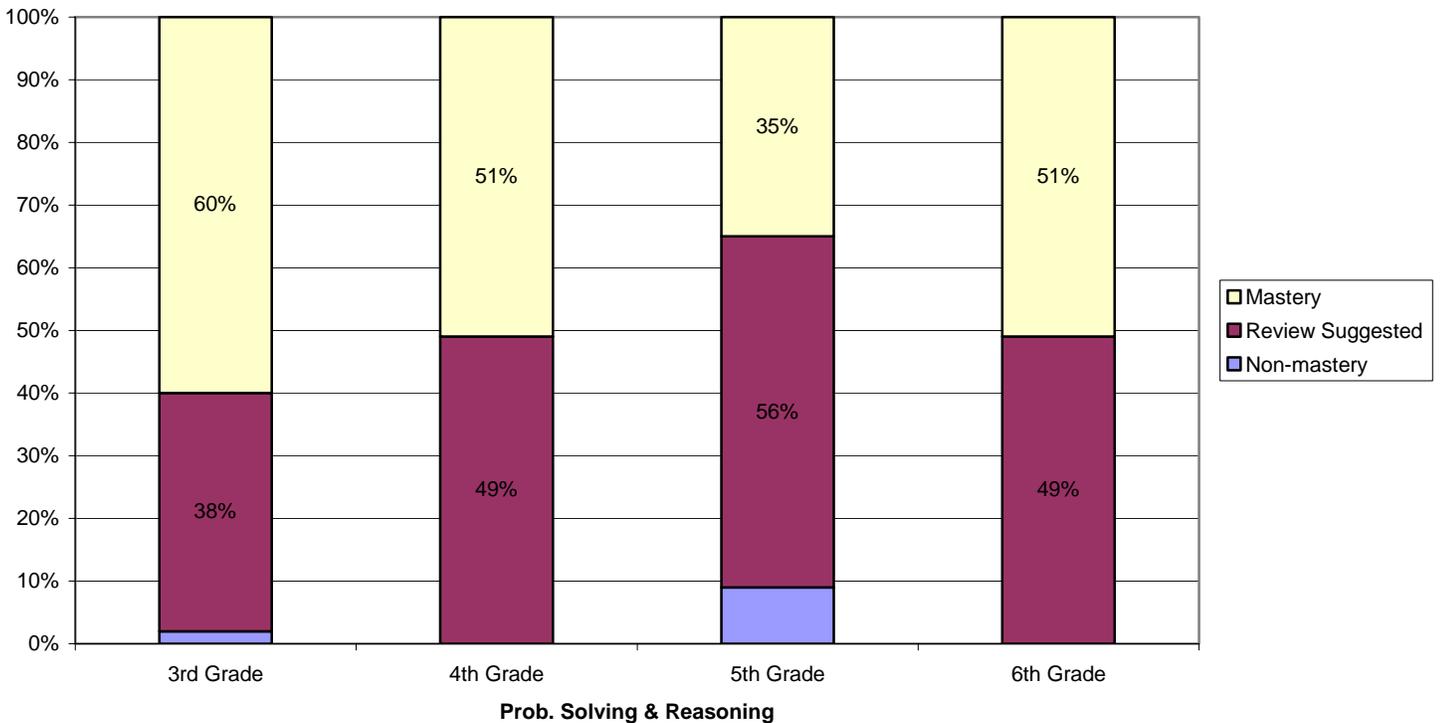
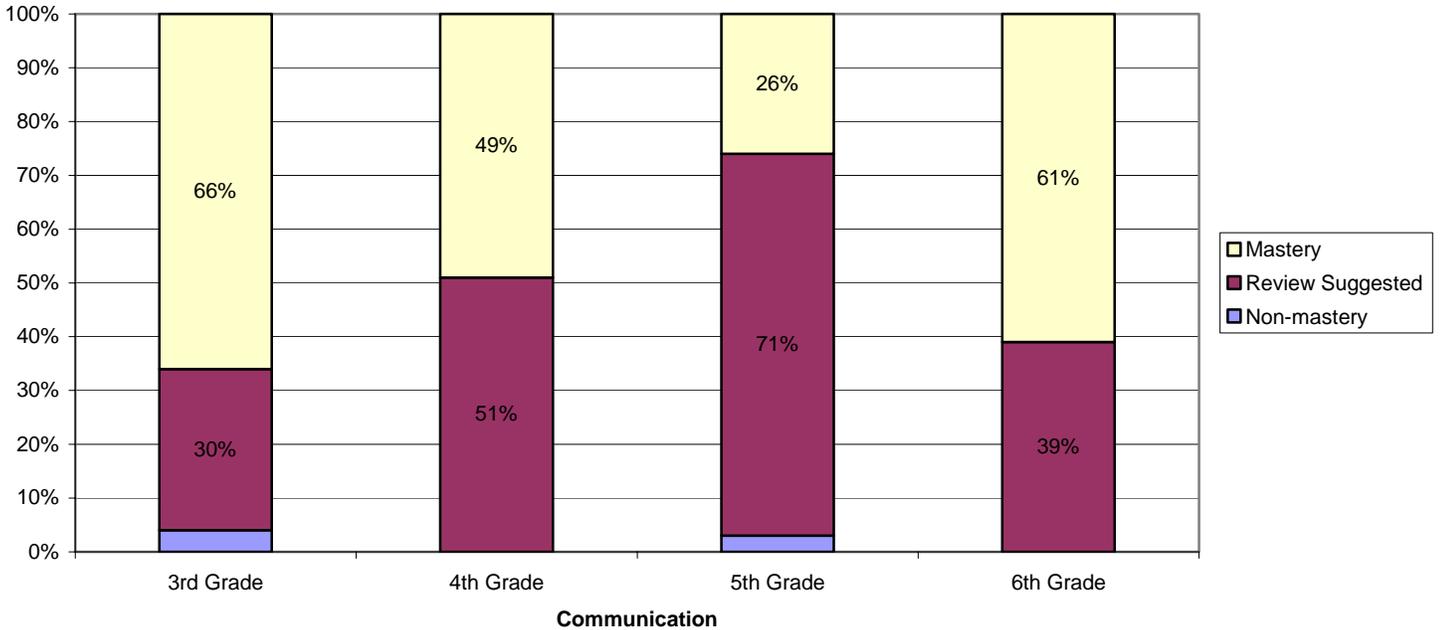
Grade	Quartile	Science 03	Science 04	Science 05	Science 06	Grade	Quartile	Math 03	Math 04	Math 05	Math 06
6	1st	56.2	27.4	25.4	24.4	6	1st	45.2	49.3	38.5	39
6	2nd	21.9	46.6	39.7	48.8	6	2nd	26	24.7	30.8	29.3
6	4th	5.5	6.8	7.9	7.3	6	4th	11	9.6	9.2	4.9
5	1st		34.4	16.7	11.8	5	1st		41.9	23.5	23.5
5	2nd		23.4	39.6	35.3	5	2nd		24.2	35.3	35.3
5	4th		7.8	12.5	14.7	5	4th		14.5	13.7	17.6
4	1st			39	31.7	4	1st			39	39
4	2nd			28.8	39	4	2nd			25.4	34.1
4	4th			3.4	7.3	4	4th			11.9	7.3
3	1st				50	3	1st				48.9
3	2nd				31.3	3	2nd				27.7
3	4th				8.3	3	4th				8.5

The overall analysis of quartile scores reveals a general weakness in the areas of mathematics and science, with more students scoring in the lowest quartile of the test in these two subject areas than in any other subject area.

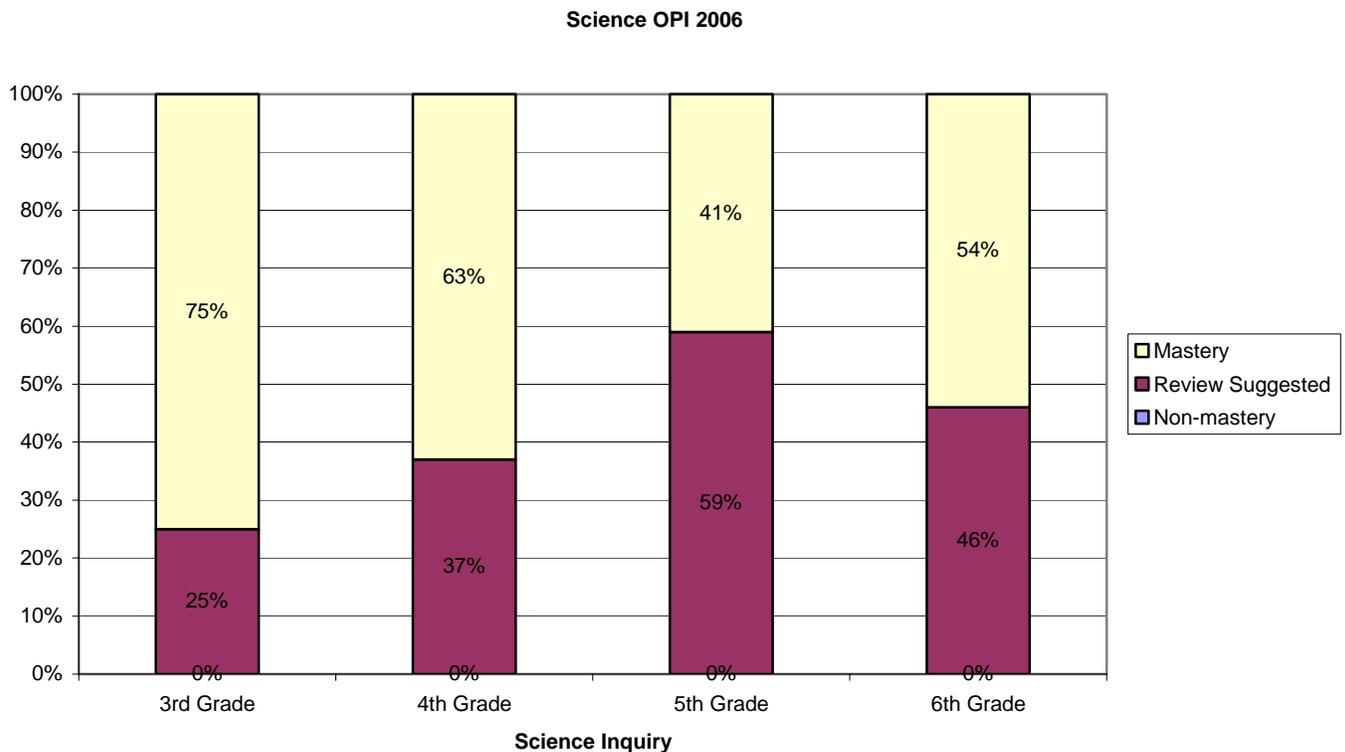
## OPI Scores

The OPI scores were all reviewed in every subject area. The task group found that the majority of DGF students demonstrate mastery or partial mastery of almost all concepts presented in the Terra Nova test. Students did show a weakness in four sub-categories in the areas of mathematics and science. Students demonstrated a lower mastery level in Science Inquiry, Physical Science, Problem Solving and Reasoning, and Communication in mathematics.

Math OPI 2006

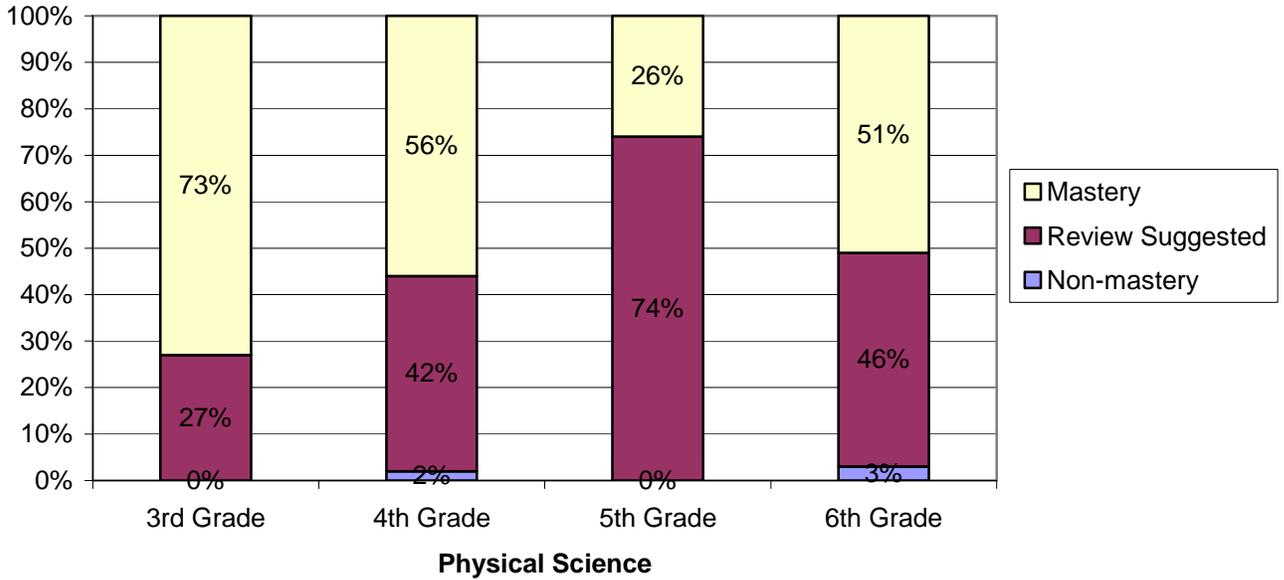


The above graphs indicate that our students showed a weakness in communication and problem solving and reasoning. Mathematical communication requires that students must be able to independently find a strategy and devise a solution to problems having no unique answer. To effectively communicate students must be able to relate daily vocabulary to mathematical terminology; relate models, diagrams and pictures to mathematical ideas. Communication is the ability to describe and evaluate mathematical ideas and situations graphically or in writing. To be successful in problem solving and reasoning, students must be able to combine knowledge of measurement, data analysis, and algebra to formulate and use multi-step strategy that leads to the correct answer. Problem solving requires higher level thinking skills to formulate problems, evaluate mathematical arguments, evaluate and generalize solutions, and justify answers and solution strategies.



The above graph indicates that our students have shown a weakness in demonstrating an understanding of the fundamental concepts of science inquiry. Students demonstrate the ability to perform science inquiry through text, diagrams, and drawings, provide explanations of investigations, analyze investigations, and communicate results.

### Science OPI 2006



This graph shows that our students are weak in physical science. Physical science covers concepts of matter and energy.

#### Implications for Student Performance Goals:

Although DGF Elementary School students consistently perform above the national average in all curricular areas, an analysis of the data reveals that there is a need to improve student performance in the areas of mathematics and science. An analysis of OPI scores indicated the sub-areas, in science and mathematics that students were weakest in. The task group felt that these four sub-areas are all areas that require higher level thinking skills and in which students need to communicate their understanding of concepts effectively. After much discussion, the task group felt that selecting goals related to problem solving and communicating understanding of concepts could help improve student performance.

## Communication Arts Data Analysis

### Communication Arts 2006 for Grade 4

**Value:** Scores were above the national average by ten points for the total of reading and writing. All sub-test scores for both reading and writing were 63% or higher with the highest score of 84% in established understanding.

<b>Reading Strands</b>	<b>Mean Points Earned</b>	<b>Local % Correct</b>	<b>National % Correct</b>
Establish Understanding	5.0 of 6	84	71
Explore Meaning	4.8 of 6	80	73
Extend Meaning and Examine Strategies	4.1 of 6	69	64
Evaluate Critically	3.8 of 6	63	49
Total Reading	17.8 of 24	74	64
<b>Writing Strands</b>			
Write Effectively	11.5 of 18	64	51
Write Fluently	6.5 of 9	72	68
Total Writing	18.0 of 27	67	57
<b>Total Communication Arts</b>	35.8 of 51	70	60

This chart shows the mean score and total number of questions for Grade 4 Communication Arts Test. The percentage shows the comparison between local percent correct with the national percent correct.

**Trends/Patterns:** Since we looked at only 2006 scores for grade four it was difficult to see any trends or patterns. This test is given at this level only and will not be continued.

**Observations:** Looking at the scores, no observable weaknesses are displayed. It was decided that this test must be used in conjunction with other standardized tests to get a clearer picture.

**Implications for Student Performance:** The lowest areas, although still above the national average and the 50 percent were evaluating critically and writing effectively. Students need to be able to communicate the evaluative process between reading and writing.

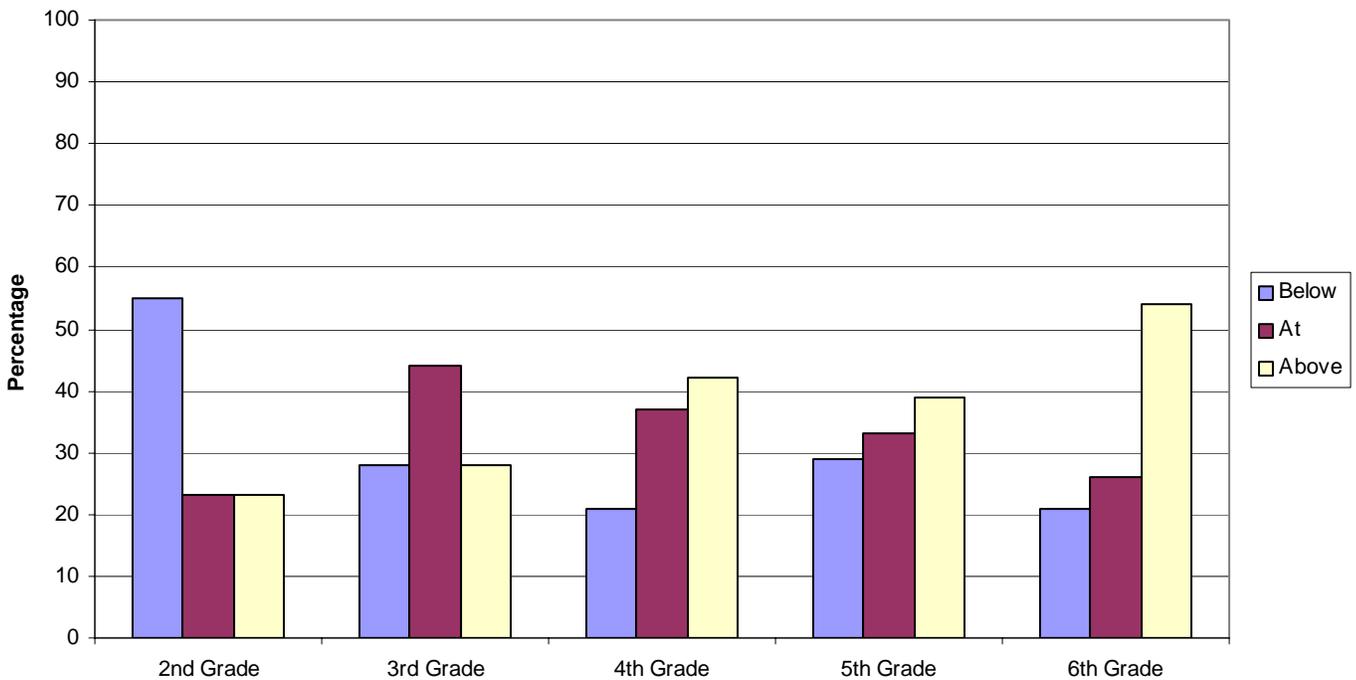
**Data Collection Instruments:**

- Developmental Reading Assessment (DRA) Scores for current school year
- Scholastic Reading Inventory (SRI) Scores for current school year
- Identified current number of English as a Second Language (ESL) students
- Identified current number of students on Individualized Education Plans

**Presentation/Analysis of Data**

The task group researched all the Developmental Reading Assessment (DRA) and Scholastic Reading Inventory (SRI) scores of fall 2006. ESL and IEP students were included in the findings. SRI scores are given to higher readers in first grade and to all students in grades 2-6. SRI scores give lexile levels of independent reading texts using the computer. The SRI reflects reading skills and technology skills. As students gain in reading and technology, their SRI scores increased. Second grade students show the largest discrepancy between SRI and DRA scores because SRI results require technology skills that many of the younger students are still acquiring. The SRI and DRA scores are closely correlated in third grade.

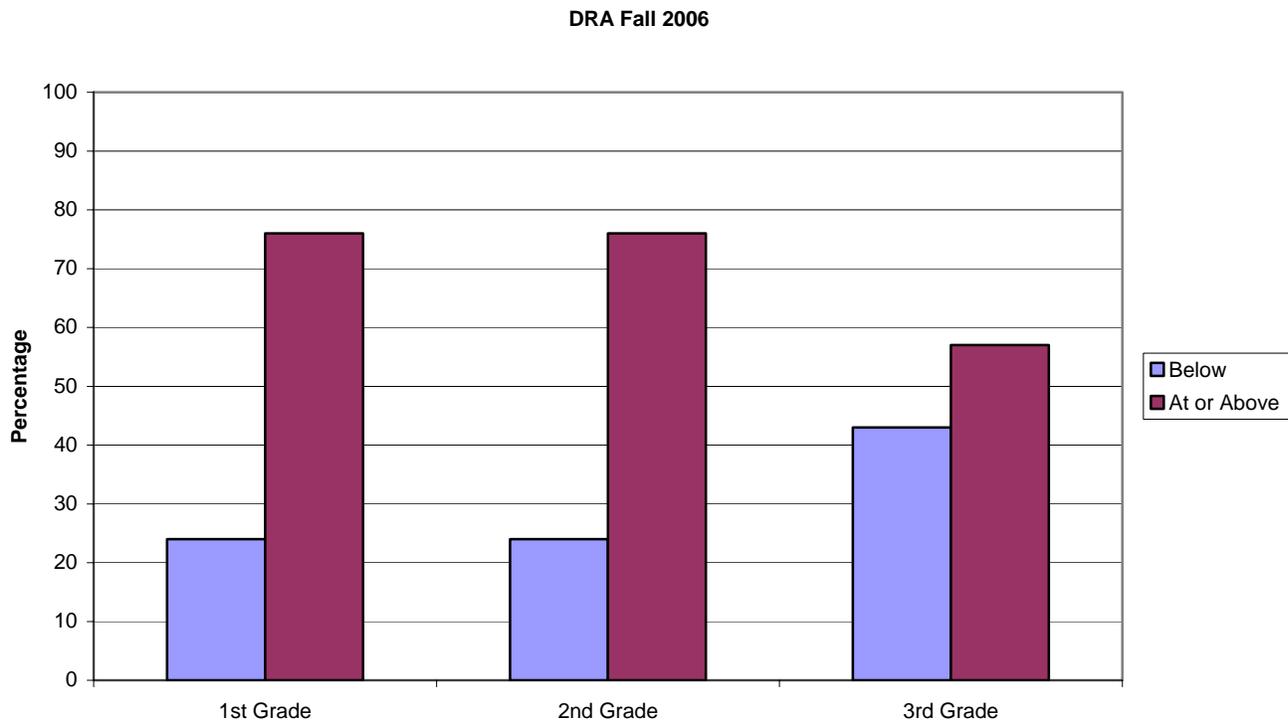
**SRI Scores Fall 2006**



As the students continue to take the SRI test through the grade levels the scores increase.

Lexiles measure a text’s semantic difficulty and syntactic complexity. The semantic difficulty of words is measured by their frequency in standard written text. Researchers have found that the length of a sentence is a good indicator of how hard it is to read. Longer sentences take longer to read and require more concentration to understand. The longer a sentence is, the more likely it is to contain multiple phrases and clauses, which will require the reader to comprehend a number of ideas as well as the relationship between them.

The Developmental Reading Assessment (DRA) is given to kindergarten students at the end of the year, to all first grade students twice a year and to third grade students who are reading below grade level on the Literacy Place assessments and the SRI. The data on DRA scores have been capped at the expected exit level at each grade. Students are only assessed to evaluate that they are performing at grade level. This is to ensure the validity of the DRA because students cannot be tested at the same level twice unless a second DRA assessment kit is available. Therefore, all the data has been recorded to indicate if students are below or at/above grade level.



DRA scores reflect that the majority of students' grades 1 through 3 are at or above grade level.

### **Implications for Student Performance Goals**

An analysis of the data suggests that in order to move students from the basic level to the proficient level and students from the proficient level to the advanced level on the SRI, students need to improve in the areas of vocabulary and analytical skills. Students who perform at the advanced level have strong vocabularies and understand higher-level questions. On going technology skills should continue to be integrated into all curricular areas.

**Identification of Sub-Groups:** None

**Other Actions Needed:** None

## EXISTING SCHOOL DATA: COMMUNITY

### **Data Collection Instruments:**

Teacher Survey

Articles of current and future educational trends

### **Staff Survey**

A survey of the faculty and staff, including support staff, was conducted in October 2006. Of the 47 surveys distributed, 40 were returned. The survey addressed:

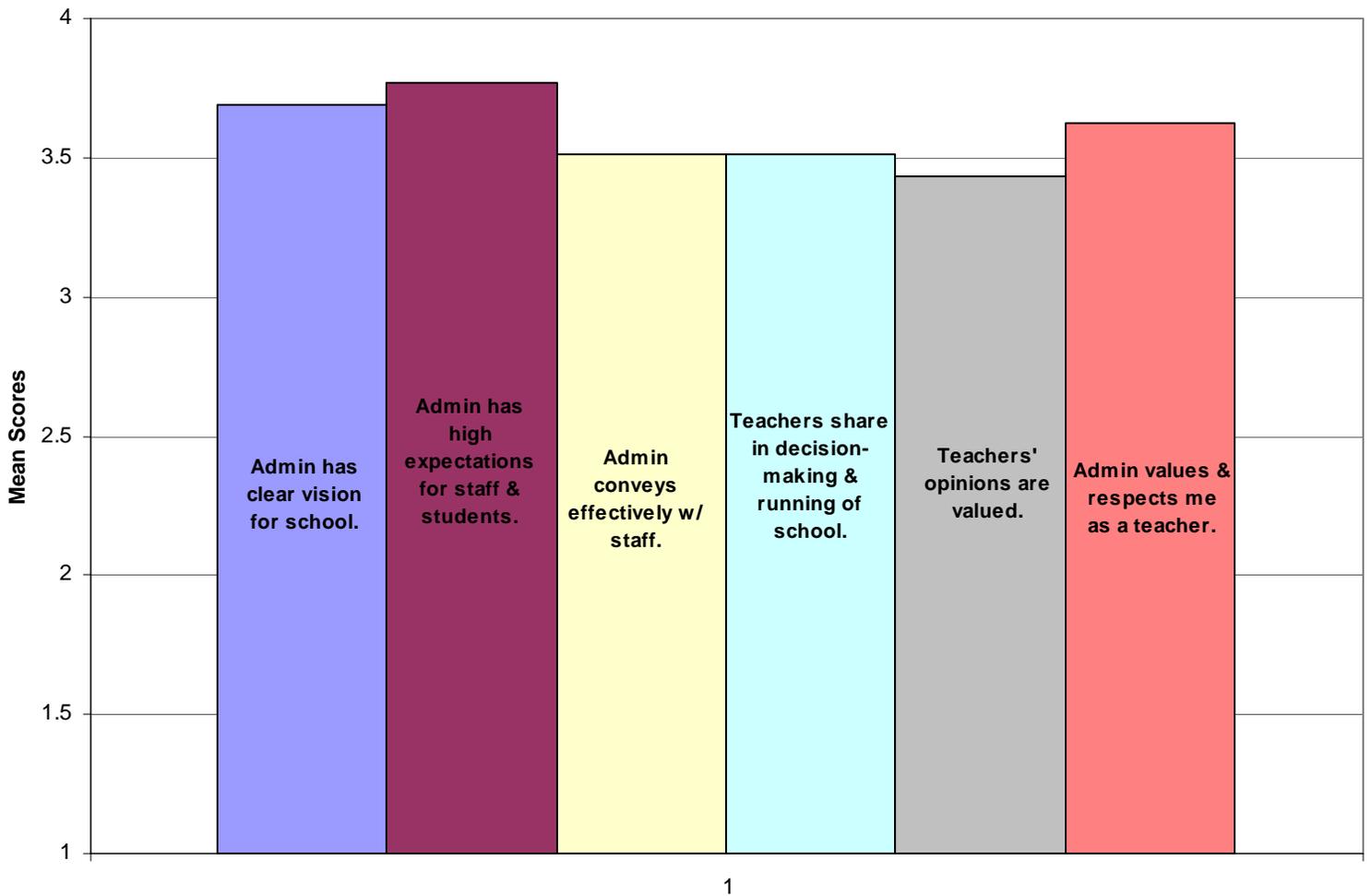
- School Improvement Process
- Curriculum and Instruction
- Support for Instruction and Highest Student Achievement
- Assessment Practices
- School Environment
- Professional Development
- Administration/Leadership
- School-Community Partnership, and
- Technology Integration.

### **Presentation/Analysis of Teacher Survey**

1. Faculty indicated that teachers are actively involved in the School Improvement Process. They feel that the community is aware of the School Improvement Process, but not involved with it.
2. Faculty indicated that teachers have high expectations for all students and that DGF has excellent personnel/programs to support highest student achievement. One point of concern is the alignment of our Student Progress Report with our standards-based curriculum.
3. While a wide variety of teaching strategies were used in the school, hands-on learning, differentiation of instruction, and standards-based lessons were the predominate strategies employed in the classrooms.
4. Assessment strategies of student interviews/observations, samples of student work, and performance tasks were most commonly used.
5. Faculty perceived that DGF ES is a safe and secure environment and that teachers respect diversity. Although they feel there is ample opportunity for professional development related to SIP goals, there is a concern about offering opportunity for professional development related to subject areas, particularly teachers of specialist subjects.
6. Faculty response was very positive regarding administration and school leadership. Some concern was expressed regarding whether teachers' opinions are valued.

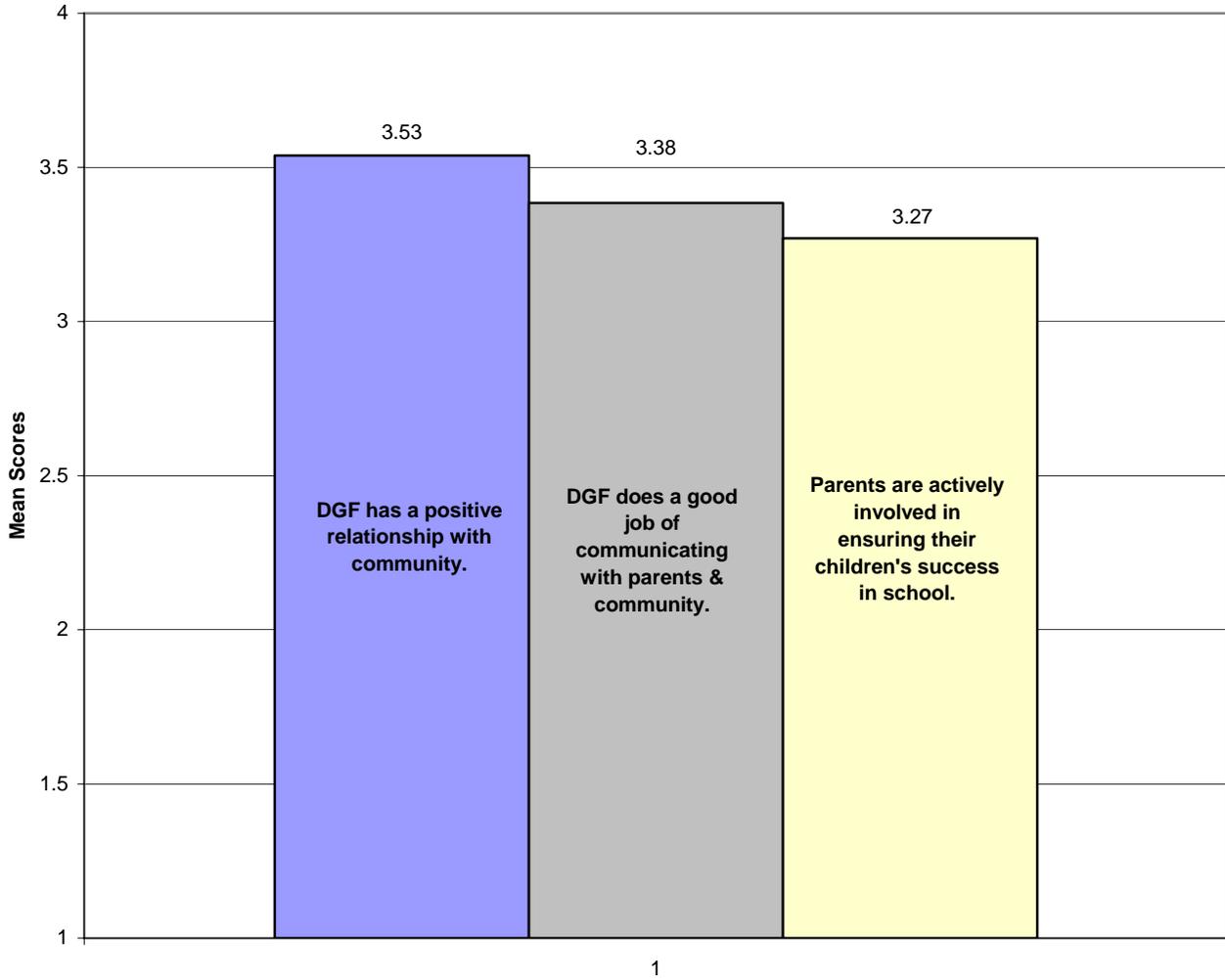
7. While the faculty sees that DGF has a positive relationship with the community, they do not rate “Parents are actively involved in ensuring their children’s success in school” as high.
8. Integration of technology had the lowest mean scores of all areas on the survey. The use of technology is primarily limited to assessment/test taking and skills practice.

**Administration/Leadership**



Our school survey shows a positive attitude between administration and teachers.

### School-Community Partnership



Our staff perceives a positive relationship with our community.

## **Analysis of Articles of Current and Future Educational Trends**

*“Reading Comprehension Requires Knowledge - of Words and the World.” E. D. Hirsch Jr. Scholastic red Professional Article.*

In the earlier grades, tests are heavily focused on evaluating early reading skills and do not try to measure the extent of vocabulary differences. Vocabulary is important!

*“Learning from What Doesn’t Work.” Gay Ivey and Douglas Fisher. Educational Leadership.*

Providing time to read during content area classes raises test scores, improves comprehension, and motivates students to read.

*“2004-2005 Customer Satisfaction Survey Results.” DoDEA Mediterranean District.*

Most parents and teachers want DODDS to provide a balanced curriculum not just the basics (make time for social studies, music, art etc.). Most parents feel the best way to improve our school is a competent, qualified teacher in every classroom. Teachers feel the best way is small class size.

*“Trends and Expectations, Environmental Scan Data.” (A compilation of notes, from many resources, made available to our task group.)*

Technology and Engineering are among the fastest growing occupations. We need to educate ourselves about Multicultural Education, Technology and Character Education.

*“Twelve Jobs That Will Never Disappear.” Candace Corner. CareerBuilder.com writer.*

Doctor, Teacher, Mortician, Waste Disposal Manager, Scientist, Tax Collector, Barber, Soldier, Religious Leader, Law Enforcement Officer, Farmer, and Construction Worker. At the high school or college level we need more courses offered in these fields of possible employment.

*“Drop Everything and Read - But How?” The American Educator*

Discusses the importance of reading and how to improve it. This article calls into question, SSR or DEAR and Round Robin Reading in improving fluency for struggling readers. The author recommends a research-based program, Read Naturally. Fluency may not be an area that is broad enough to be our focus or a goal.

**Implications for Action:****Student Performance Goals**

Teachers are knowledgeable about performance standards. They believe there are multiple instructional strategies that are effective in increasing student achievement. The use of some of these strategies could be included in the design and implementation of school wide goals addressing student learning.

After researching current educational articles and trends, the implications suggest that goals be selected that focus on improving communication skills. Areas to be included should be listening and speaking, writing, and reading with emphasis on enriched vocabulary. This is an area of the curriculum that could be addressed across the curriculum and across grade levels.

**Non-Student Data**

The issue of aligning the Student Progress Report to the DoDDS standards-based curriculum is not something that can be resolved locally.

**Identification of Sub-Groups:** None

**Other Actions Needed:** None

## EXISTING SCHOOL DATA: INSTRUCTIONAL

### Data Collection Instruments:

Teacher Surveys

Curriculum Maps

NCA Reports and school documentation on professional development

NCA reports and school documentation on parent/community partnerships

### Presentation / Analysis of Data

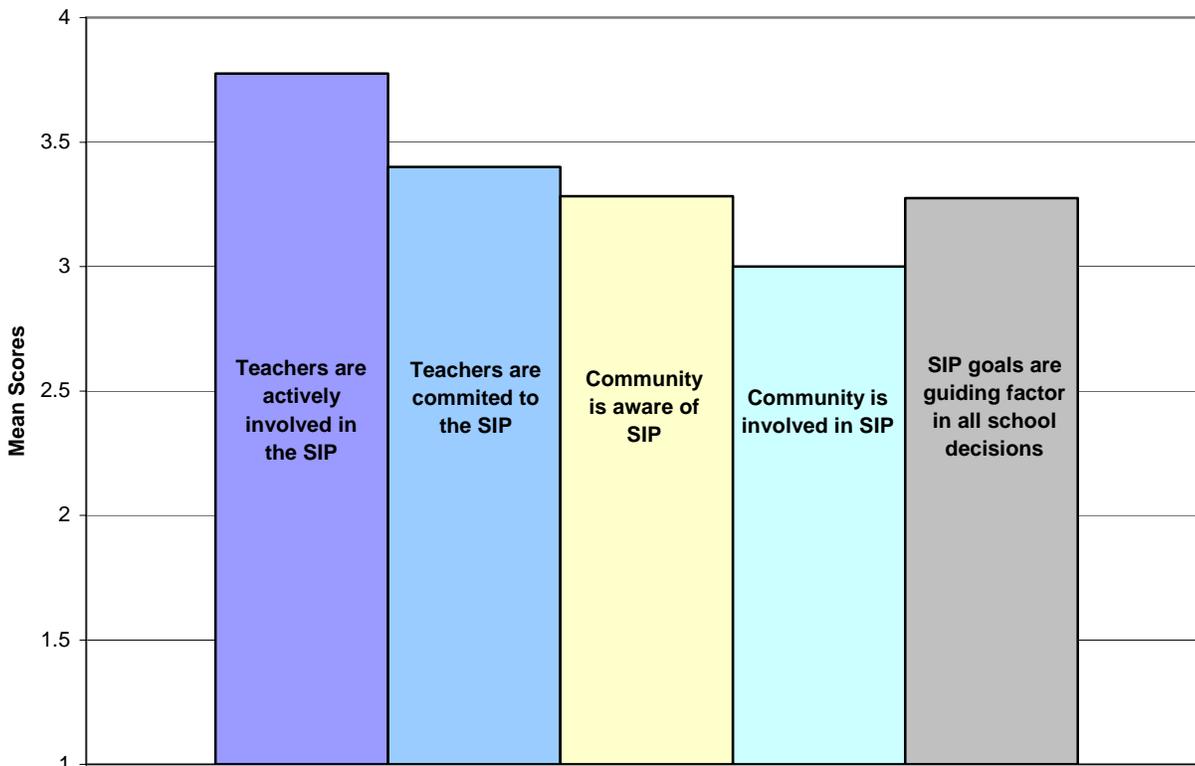
A survey of the faculty and staff, including support staff, was conducted in October 2006.

Of the 47 surveys distributed, 40 were returned. The survey addressed:

- School Improvement Process
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- Support for Instruction and Highest Student Achievement
- Assessment Practices
- School Environment
- Professional Development
- Administration/Leadership
- School-Community Partnership, and
- Technology Integration.

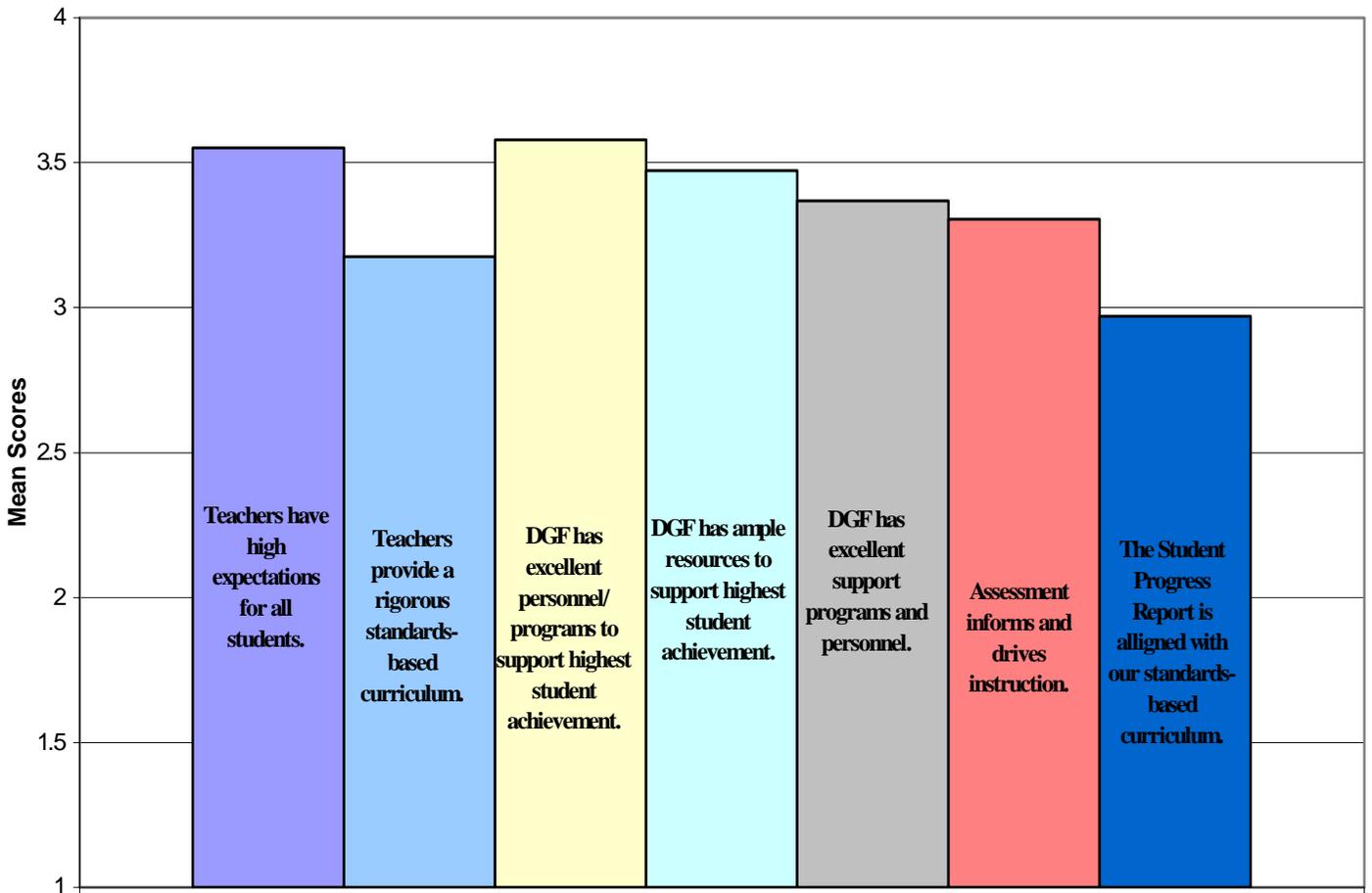
Results and summaries of the teacher survey are displayed in the graphs below.

#### School Improvement Process



The previous chart shows that a general positive attitude was indicated towards the school improvement process and a commitment to the SIP process is a key factor in community involvement and awareness. While teachers are definitely actively involved, there is a lesser degree of commitment. Community awareness of the SIP is higher than community involvement. Parents and community members are regular volunteers in the school and help with many aspects of the program. The school receives considerable support from the military commands and organizations on the base with much explicit support provided by the Base Commander. The graph indicates a downward trend in levels of involvement in the school improvement process.

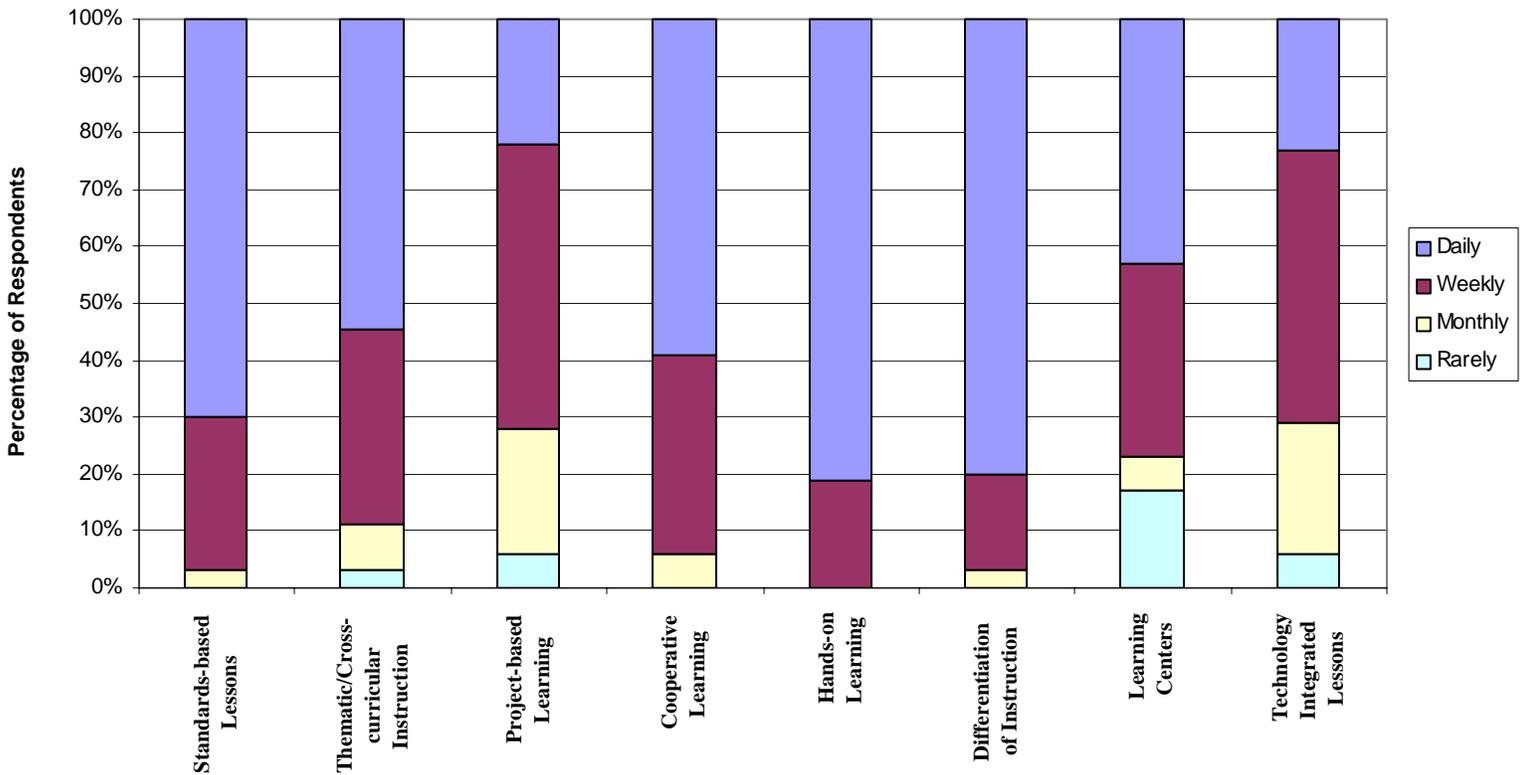
### Curriculum, Instruction, and Assessment



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According to the above information, DGF Elementary School has excellent personnel and programs, ample resources, and excellent support programs. Teachers at DGF have high expectations for all students and use a rigorous, standards-based curriculum. The only area that fell below “Agree” is beyond the control of the school. Teachers feel that the current report card/progress report is not well aligned with the standards-based curriculum currently employed. The school administration is viewed as strongly supporting the staff and adding to the foundation of successful learning.

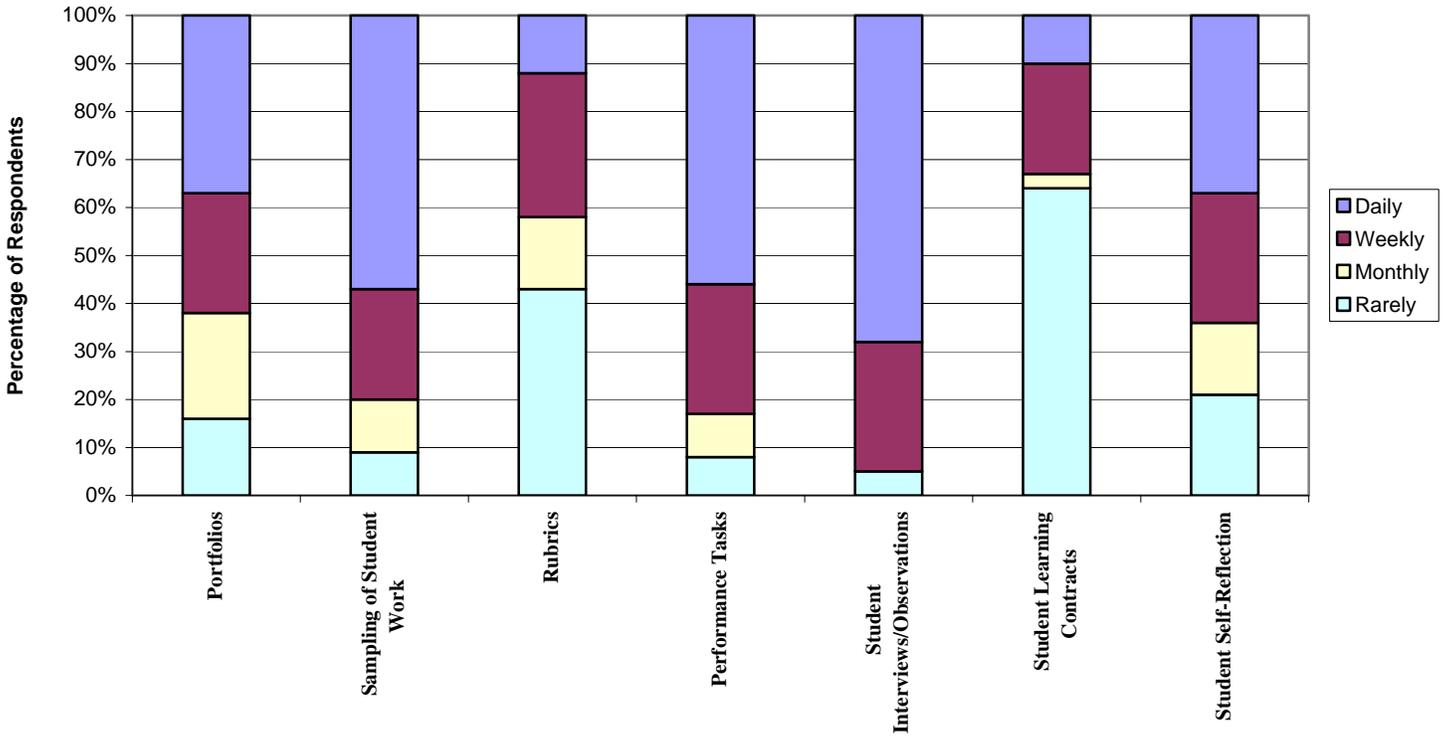
### Classroom Use of Instructional Strategies



The chart shows that the vast majority of staff reports using a wide range of best-practice instructional strategies regularly (daily or weekly). These include standards-based lessons, thematic instruction; project based learning, cooperative learning, hands-on learning, differentiation, learning centers, and integration of technology.

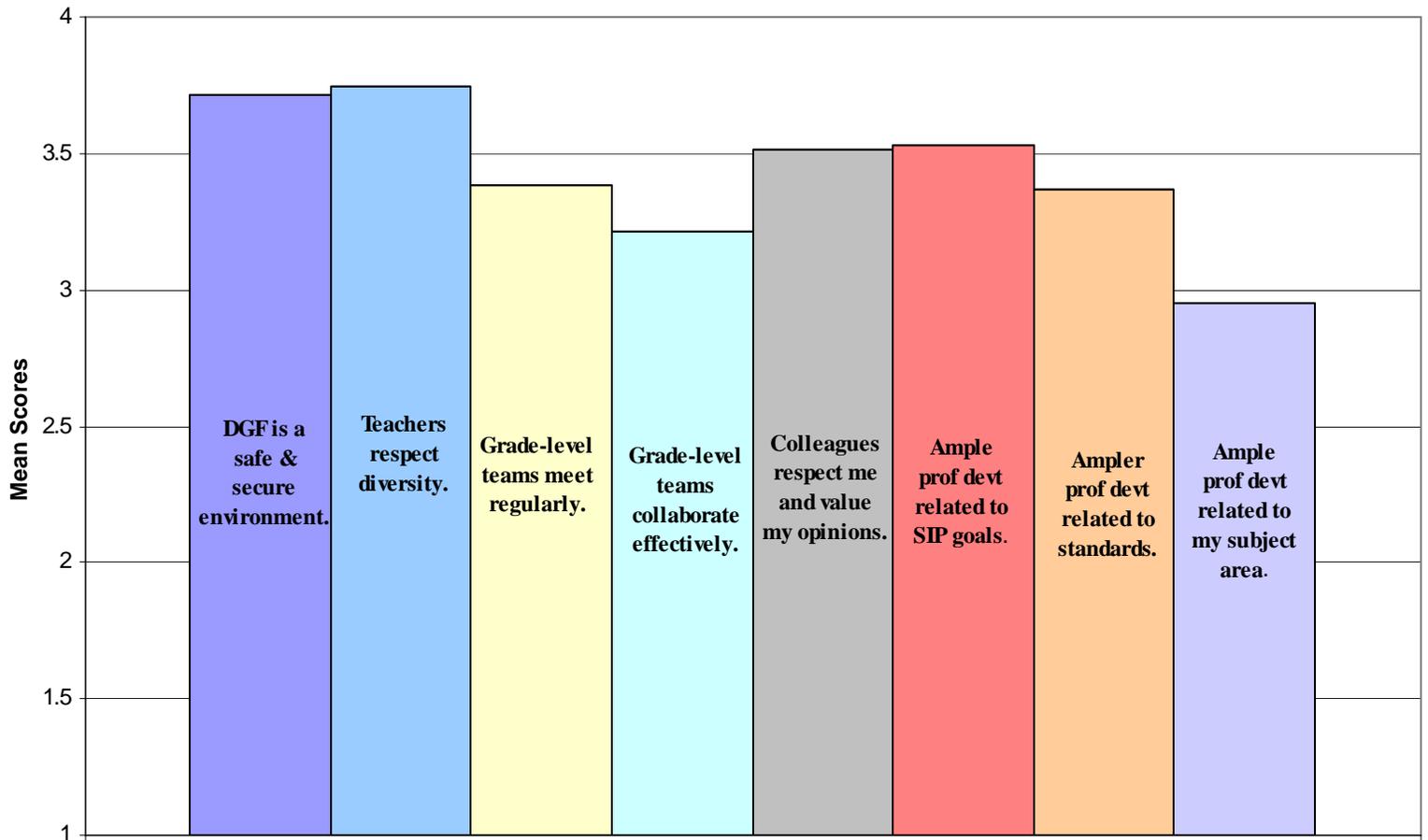
During the last school improvement cycle, which focused on a reading goal, teachers at DGF Elementary actively aligned their curriculum, instruction, and assessment with the DoDEA standards through the development of curriculum maps. The maps were designed to show, on a month-to-month basis, what is being taught at each of the grade levels in reading/language arts, the various assessments being utilized, and the standards and skills that are being emphasized during instruction. Some individuals and grade levels have continued to add to the curriculum maps, but others have not consistently updated them since they were initially developed.

### Classroom Use of Assessment Strategies



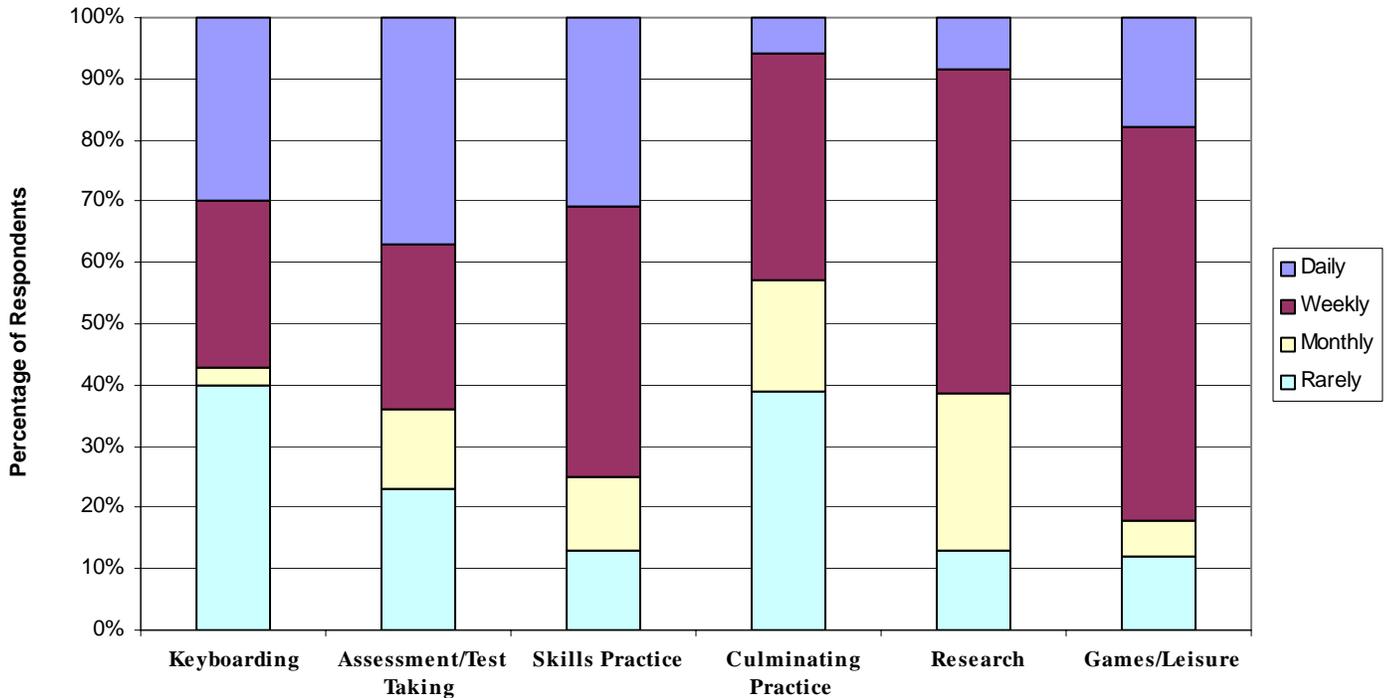
Information from curriculum maps and the teacher survey indicate that teachers use a variety of assessment techniques. However, it was noted that the assessments that lend themselves the most to a student self-reflective component (metacognition), such as rubrics, learning contracts, portfolios, and student self-reflection are the ones teachers report they use less frequently (monthly or rarely).

## Professional Development and Environment



DGF Elementary faces a challenge in terms of professional development in that it is isolated from the District and European offices, isolated from other elementary schools in DoDDS, and has limited opportunities for training from “experts” in the field. However, due to an active, professional staff, we have been able to provide many opportunities for professional development. Many of the staff members participate in District, European, and DoDEA training at various locations with other educators throughout the DoDEA system. These teachers then become local experts on those topics. Many teachers have also participated in local courses offered through Phi Delta Kappa and Scholastic Red Finally, and most notably, for the past three years, the staff at DGF has instituted on-site professional development through the implementation of study groups. These groups, facilitated by staff members, allow teachers the opportunity for in-depth professional development in a topic of their choosing. Study groups have dealt with topics such as early literacy, writing, brain research in learning, authentic assessment, technology, ADHD, and nutrition in learning. Graduate continuing education credit is offered to interested participants. However, while staff generally agrees that we have ample professional development opportunities related to our goals and standards, there is a need for more professional development related to particular subject areas

## Technology Integration



While looking at general instructional strategies, the teacher survey also gave additional focus to the integration of technology. Overall, the mean scores for the use of technology were the overall lowest. Teachers seem to believe that technology is ample, but need more training on integrating this technology into daily instruction. The most common uses of technology were for games/leisure and for skills practice, with test taking and research as the next.

### Implications for Student Performance Goals

The staff spent time developing curriculum maps for reading and language arts. Formative assessments and student self-reflection are areas that should be addressed as new school improvement goals are selected.

The analysis of data indicates the appropriate use of technology as an instructional component of meeting that goal should be considered and included as necessary. Training on the technology itself and also on how to use that technology to address the student learning goals needs to be addressed. Consider the definition of “technology,” the appropriate use of various technological resources and tools with different ages and in different classes, and look at ways to further technology as a tool, rather than as content in itself.

Professional development should be linked to measurable changes in instructional practices that would lead to an improvement in student achievement.

**Identification of Sub-Groups:** None

**Other Actions Needed:** None

## INTERPRETATION AND TRIANGULATION OF DATA

**Student Performance Goal 1:** *All students will increase in communicating understanding effectively in all curricular areas.*

We chose this goal based on the triangulation of the following data sources:

1. Terra Nova – Math and Science: pg. 8, 9, 10
2. Communication Arts: pg. 11
3. Local Assessments
  - Parent Focus Group: pg. 4

**Student Performance Goal 2:** *All students will increase in higher level thinking skills.*

We chose this goal based on the triangulation of the following data sources:

1. Terra Nova – Math and Science: pg. 8, 9, 10
2. Communication Arts: pg. 11
3. Scholastic Reading Inventory Assessment: pg. 12

### ESSENCE OF THE GOAL:

Goal 1: All students will increase in communicating understanding effectively in all curricular areas.

Essence: Rota Elementary defines effective communication as the ability to gather, organize, compose, and present information.

Goal 2: All students will increase in higher level thinking skills.

Essence: Rota Elementary defines higher-level thinking as the ability to compare and contrast, predict, and infer information.

## RATIONALE FOR STUDENT PERFORMANCE GOALS

Goal 1: After analyzing the data and implications for student performance, we found a consistent strand in the Terra Nova, Terra Nova Communication Arts, Existing School Data and the Parent Focus group, that our students need to increase in communicating their understanding of concepts clearly. An analysis by cohorts revealed that the curricular area with the highest percentage of students scoring in the lowest quartile was mathematics and science on the Terra Nova. The Math OPI scores in communication indicated that many of the students need further review in this area. The parent focus group verified a need to show improvement in this area. Furthermore, current educational trends highlight communicating effectively as a need for future success in the job market.

Goal 2: The data in the Terra Nova indicated the greatest areas of weakness among our students are in the areas of math and science. The Communication Arts data showed that our students were weak in evaluating critically and writing effectively. These areas requires higher level thinking skills as students need to be able to synthesize information, process the information and be able to communicate their understanding clearly in writing. SRI assessment indicates that our students need to improve in higher level thinking skills. An analysis of the data indicates that if students are to infer, evaluate critically and to improve in problem solving skills, they need to receive more direct instruction in higher level thinking skills.