Standards Assessment Report

Introduction & Purpose of Report

Welcome to the AdvancED Standards Assessment Report.

The Standards Assessment Report is designed to serve as a valuable self-assessment instrument and concomitantly as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation for the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self-assessment helps the school identify areas of strengths and additional opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is designed for online completion. This Microsoft Word version has been streamlined for easy viewing and sharing. This streamlined version includes two sections: 1) indicators rubric and 2) focus questions.

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The online version of the Standards Assessment Report includes two additional sections: 1) considering the evidence; and 2) overall assessment rubric.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows how well it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results that are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?" You can access examples of evidence on the online version by simply clicking on the "considering the evidence" link for each standard.

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?" In addition to this section being integrated into the online Standards Assessment Report, we have made the overall assessment rubric available as a standalone Microsoft Word document that can be downloaded in conjunction with this document.

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school six weeks to six months prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school community participate in completing this report. The completed report is submitted to AdvancED for use by the QAR team.

Directions for Completing the Report

Complete the Indicators Rubric, indicating the option that most accurately reflects the progress your school has made toward meeting the standards and indicators. Answer the focus questions related to the Quality School Indicators for each standard. Using the overall assessment rubric (separate downloadable document), indicate the option that most accurately reflects the school's overall assessment of meeting the standard.

Vision & Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders.   These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS In fulfillment of this standard, the school:	Not Evident	Emerging	Operational	Highly Functional
1.1 Establishes a vision for the school in collaboration with its stakeholders			X	
1.2 Communicates the vision and purpose to build stakeholder understanding and support			X	
1.3 Identifies goals to advance the vision			X	
1.4 Develops and continuously maintains a profile of the school, its students, and the community			X	
1.5 Ensures that the school's vision and purpose guide the teaching and learning process			X	
1.6 Reviews its vision and purpose systematically and revises them when appropriate			X	

Definitions of Indicators Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

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Focus Questions:

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1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

The process for establishing and building understanding of and commitment to the vision statement among stakeholders at C.T. Joy School is done annually. Stakeholders convene to look at environment scan data contained in the following: data collected from former students, current students, parents and staff, along with academic data from the system/school-wide assessments of student performance. Military command representatives, students, parents, community leaders, school staff and administration, are all involved in the process. Each year stakeholders review the statement and arrive at a consensus as to whether the statement reflects current thinking or needs to be changed.

 The school staff in order to build understanding and commitment communicates the vision statement in a variety of ways. During the base commander's department meetings, the principal articulates the vision of our school. Newsletters, the school website, Parent/Student Guides, and the Faculty Handbook contain the vision statement. At PTO, SAC meetings, and Parent/Teacher/Student conferences, the school staff discusses student performance as it relates to the vision statement with stakeholders. The vision statement is also posted throughout the school. Students are able to articulate their understanding of the vision statement and how it impacts their education at C.T. Joy.

2. What is the school's process for developing a profile and systematically maintaining and using specific information that describes the school, its students, and their performance?

The process for developing a school profile involves continuously collecting and analyzing demographic and academic data that appears in the existing school data. The contents include student academic and demographic data, instructional data that describes the teaching/learning process, and community data that describe the uniqueness of the community. The data is used to make decisions about student performance.

In order to systematically maintain the school profile, demographic information about the school community is collected and analyzed annually and updated from former students, current students, parents, and staff. The stakeholders review the existing school data, which includes student data, instructional data, and community data and information. This data is maintained in the school profile. The school uses this information for identifying strengths and weaknesses in student performance and developing a plan to increase student performance. This cycle is repeated annually and is crucial to continuous school improvement.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the instructional and learning processes?

The Continuous School Improvement Leadership Team (CSILT) annually revisits and reevaluates the school's vision and goals with the community. Data from system-wide and local testing are continuously collected, analyzed and used to inform the instructional and learning processes. The data are used in identifying the strengths and weaknesses of students. Teachers collaboratively plan differentiated learning activities to improve student academic achievement. The staff again reassesses instructional strategies and interventions. This is a cyclical process throughout the school year.

The administrator monitors the teaching/learning processes for all grade levels. The administrator ensures that the school is conducive to learning. The administrator ensures on-going dialog between teachers and parents as well as teachers and administer.

The teachers assess the teaching/learning processes within their classrooms to ensure that all students are learning and meeting or exceeding the standards within the framework of the vision statement. Instruction is differentiated to meet the needs of all students. Student work is displayed in each class to provide examples of how students are meeting the targeted academic goals.

The leadership team identifies the professional development needs of the staff and designs a plan for providing the needed training. A monitoring plan includes an accountability aspect to ensure that the training is used correctly and the results are analyzed to determine whether the approach helps students improve their achievement. The entire staff devotes time to CSI Goal one and two by *Looking at Student Work (LSW)* to determine whether the interventions result in improved student achievement.

The principal provides training in how to prepare students for Terra Nova testing, and training for teachers in "*Understanding How to Use Data to Differentiate Instruction*". Teacher lesson planning is designed to DoDEA Standards and student learning is assessed on a continuous basis. The staff is encouraged to develop Professional Growth Plans that increase teacher knowledge, skills, and competencies to promote student success. As part of the professional growth process, the principal visits classes often and collaborates with the teachers.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

Each year the CSI leadership team convenes stakeholders to ensure that the vision and purpose of the school remains current and aligned with the school's expectations for student learning. Teachers and administrators consider all stakeholders' input when decisions and revisions are made. This occurs through SILT/ SAC meetings, parent-teacher conferences, and informal discussions with parents and community leaders.

The principal meets with the parents and stakeholders to discuss their perceptions of how the school is serving their students. Data from current and former students is sought and reviewed to see if the education process provided has prepared students for their next step.

Governance & Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning.   Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:	Not Evident	Emerging	Operational	Highly Functional
2.1 Establishes policies and procedures that provide for the effective operation of the school			X	
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school				X
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations			X	
In fulfillment of this standard, the school has leadership that:				
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness			X	
2.5 Fosters a learning community				X
2.6 Provides teachers and students opportunities to lead				X
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			X	
2.8 Controls curricular and extracurricular activities that are sponsored by the school				X
2.9 Responds to community expectations and stakeholder satisfaction				X
2.10 Implements an evaluation system that provides for the professional growth of all personnel				X

Definitions of Indicator Rubric

Not Evident   Little or no evidence exists

Emerging   Evidence indicates early or preliminary stages of implementation of
practice

Operational   Evidence indicates practices and procedures are actively implemented

Highly Functional   Evidence indicates practices and procedures are fully integrated and
effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support
the school's implementation of the practices outlined in the indicators rubric. Responses to these
questions should support the school's self-assessment on the indicators rubric.

*1. What is the process for establishing, communicating, and implementing policies and
procedures for the effective operation of the school?*

The process for establishing, communicating, and implementing polices and procedures for the
C.T. Joy school starts with regular communication among our school's stakeholders. C. T. Joy
complies with federal laws, standards and regulations as evidenced by annual reviews of C. T.
Joy's administration, a curriculum audit, military installation safety and security inspections.
Policies and procedures and their implementation are communicated through the school website
and emails to parents. The policies and procedures are also included in the parent/student and
faculty handbook.

Through staff meetings, teacher development training sessions, and in-services, policies and
procedures and their implementation are discussed. The Union representative meets with
teachers monthly in addition to sending frequent emails to discuss school policies and
procedures. Parent-Teacher conferences, monthly Parent-Teacher Organization (PTO) meetings,
and the Installation/School Advisory Committee (I/SAC) enable all stakeholders to be informed.
Two parents and two teacher representatives make up the I/SAC committee. The base
commander and principal attend meetings and act in the role of advisors. Open Forum is held so
that anyone can bring issues to the committee. The committee meets four times per school year,
and recorded minutes are disseminated to all stakeholders.

School policy is initiated and possibly changed when the SAC Committee makes a written
recommendation to the principal. The principal then implements the new policy. In the rare case
where the principal believes the policy to be unsound pedagogically, she does have the option of
not implementing it or modifying the new policy. The principal and Base Commander
cooperatively collaborate to insure that a recommendation is in fact sound policy before it is
approved and implemented.

2.   What process does the school's leadership use to evaluate school effectiveness and student performance?

The C.T. Joy teachers and leadership have status report meetings to review the types of assessments that are correlated with implementation of interventions. The team reviews reports, surveys, evaluations, and staff/parent feedback to assess school effectiveness and student performance.

Standardized or formal assessments such as the TerraNova, the Scholastic Reading Inventory, (SRI), and the Developmental Reading Assessment (DRA), are completed each school year to provide, objective information to review student performance in several areas. Data derived from local school developed, teacher driven assessments, is disaggregated by the CSILT team in order to make informed decisions about student achievement. Quarterly report cards, progress reports, and portfolios also provide additional information on individual student performance.

The leadership ensures that the school staff receives targeted in-service and professional development training annually. The Instructional Support Specialist from the DSO and the CSI chair who has the background for Literacy Support Specialist/Literacy Facilitator (LSS/LF) provides trainings for the staff as needed.

3.   In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

C. T. Joy provides stakeholders with many opportunities to provide leadership and to contribute to the decision-making process. The Parent Teacher Organization (PTO) presents both parents and teachers with leadership opportunities to support school programs. The Installation/School Advisory Committee has two parent representatives and two teacher representatives, which give their constituencies a voice in school policy decisions. Members gain leadership experience as well as pride and a sense of ownership in C. T. Joy Elementary School mission and function.

The Continuous School Improvement Leadership Team (CSILT) consists of teachers, parents, students, command representatives, and an administrator. The CSILT members facilitate, monitor, and oversee the Continuous School Improvement process at C. T. Joy. Parents are involved in the process of evaluating the school's effectiveness and student performance through participation on the Installation/School Advisory Committee (I/SAC), attending conferences, and completing on-line surveys, such as the DODEA Customer Satisfaction Survey.

Teachers act as instructors for teacher-led in-services, and participate in the Continuous School Improvement process. The teachers and the administration make decisions as part of a professional team for students with various needs. Teachers serve as mentors to one another. Teachers regularly look at student work to insure that the CSI interventions are effective in terms of improving student achievement.

4.   What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

The school uses Language Home Surveys as one part of the process to determine whether a second language is impacting a child's educational experience. Records are reviewed by

administration upon a new student's transferring into the school to determine if special services are required to ensure equity of learning opportunities.

Different staff members at C. T. Joy have been trained to provide specialized services. Additionally, the District Superintendent's Office and the Daegu American School provide additional staff and services as needed on an itinerant basis. Thereby, C. T. Joy has a full complement of staff available to provide all needed services.

Overall Assessment:
The school has a teaching team and administration that are both advocates for the school's mission and improvement efforts. The administration provides direction and systematically allocates resources to implement curricular programs that enable students to achieve expectations for their learning. The administration encourages collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. These processes and conditions are being implemented to varying degrees in all grades. The preponderance of the evidence supports an overall assessment of "Highly Functional" and is substantiated in the responses to the Indicators Rubric.

Teaching & Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The teachers use proven instructional practices that actively engage students in the learning process. The teachers then provide opportunities for students to apply their knowledge and skills to real world situations. The teachers give students feedback to improve their performance.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS In fulfillment of this standard, the school:	Not Evident	Emerging	Operational	Highly Functional
3.1 Develops and implements curriculum based on clearly defined expectations for student learning			X	
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning				X
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices			X	
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice			X	
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity				X
3.6 Allocates and protects instructional time to support student learning				X
3.7 Provides for articulation and alignment between and among all levels of schools			X	
3.8 Implements interventions to help students meet expectations for student learning			X	
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning			X	
3.10 Provides comprehensive information and media services that support the curricular and instructional programs			X	

3.11	Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program				X

Definitions of Indicator Rubric

Not Evident   Little or no evidence exists

Emerging   Evidence indicates early or preliminary stages of implementation of
practice

Operational   Evidence indicates practices and procedures are actively implemented

Highly Functional   Evidence indicates practices and procedures are fully integrated and
                         effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support
the school's implementation of the practices outlined in the indicators rubric. Responses to these
questions should support the school's self-assessment on the indicators rubric.

*1.   How does the school ensure that the curriculum, instructional strategies, and
assessments are aligned and articulated across grade levels in support of the expectations for
student learning?*

Teachers ensure that DoDEA grade level standards are adequately addressed and covered
through the content areas. Teachers use differentiated instructions to ensure that all students are
given learning opportunities. Instructional strategies may vary among the teachers as the needs of
students differ, but assessments are aligned with the curriculum taught. Teachers' instructional
strategies are in support of the Continuous School Improvement goals and the support of student
learning.

Teachers assess students through: essays, journals, reports, homework, and research projects.
Teachers use a wide range of formative and summative assessments, including pre and post,
objective and subjective, interactive, observational, and authentic assessments.

Monthly staff, CSI meetings, and weekly Thursday afternoon collaborative time is used to build
an understanding of the vertical curricular activities. Any modifications to the instruction that
need to be made are discussed regularly and articulated to the administrator and stakeholders.

2. *In what ways does the school ensure the implementation of research-based instructional
strategies, innovations, and activities that facilitate achievement for all students?*

Teachers' instructions are based on research that teachers conducted and shared. The literacy
instructions focus on skills that are related to alphabetic principle, fluency, vocabulary, and

reading comprehension. Students, after their readings, submit Reading Response Journals and the staff reviews these artifacts. This ensures the implementation of instructional strategies, innovations, and activities that are aligned and support the improving of students' reading comprehension levels.

Teachers' instructions on writing focus on strategies; such as writing for different purposes (*to include information, persuasion, or description*) and to a specific audience or person, adjusting tone and style as necessary. Students' writing samples are reviewed by the teachers monthly using Writing Rubrics. Teachers use the feedback from their colleagues to make necessary improvement in lesson planning, instructional delivery, and assessment for writing.

Students have the option of seeking help from their teachers either before or after school. **Differentiated instruction is offered when necessary to students who are observed as needing extra instructional support.

3. *What processes are implemented to ensure that teachers are well prepared and effectively implementing the curriculum?*

Teachers are engaged in continued professional development through their Professional Growth Plan. Teachers have the opportunity to learn instructional skills through in-services, from each other, and at various workshops provided by the School District. Annual in-services including Writer's Workshop and Guided Reading are offered by the CSI Goal Team Leaders to ensure that all faculty members are coached in the interventions used in the CSI process.

The principal monitors instruction by visiting classrooms daily and conferencing with teachers often. Teachers continuously use teacher-generated assessments as well as norm-referenced and criterion-referenced tests to assess student academic growth and needs.

Teachers collect classroom artifacts for the purpose of review with other teachers to ensure the interventions are implemented correctly and that the CSI goals are being met. The feedback from the collaborative assessment of the student artifacts is used for modification, to alter instruction, and improve instructional skills.

4. *How does the school provide every student access to comprehensive information, instructional technology, and media services?*

C.T. Joy students have exposure to teachers with different expertise who can provide them with comprehensive information. Classroom teachers are a great source from which to gain a basic, solid understanding of the subject. Special support teachers provide them the information that is consolidated and complete, and Korean Host Nation teacher provides them with inter-cultural information. C.T. Joy students participate in the monthly base-wide multicultural celebrations where they perform and create thematic posters, poetry, and prose to help celebrate the diversity of the American population.

C. T. Joy students have access to Microsoft software applications, inter-net resources, science equipment (probes, calculators, graphical interfaces, visual aids, and other software programs), language software, multimedia applications, and other educational related technologies.

Students and teachers have access to the distance learning lab that features 12 computers, two ceiling-mounted In-focuses, and an instructor computer. Each classroom is fitted with a TV, DVD player, and stereo. Some teachers use Web-based instruction such as Brain Pop, Annenberg Media, and "How Stuff Works" to reinforce student learning. Each classroom is equipped with a Smart-board, In-Focus, and laptop to assist targeted teaching.

Documenting & Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS In fulfillment of this standard, the school:	Not Evident	Emerging	Operational	Highly Functional
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			X	
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning			X	
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes			X	
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance			X	
4.5 Communicates the results of student performance and school effectiveness to all stakeholders			X	
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness			X	
4.7 Demonstrates verifiable growth in student performance			X	
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			X	

Definitions of Indicator Rubric

Not Evident   Little or no evidence exists

Emerging   Evidence indicates early or preliminary stages of implementation of
practice

Operational   Evidence indicates practices and procedures are actively implemented

Highly Functional   Evidence indicates practices and procedures are fully integrated and
                     effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support
the school's implementation of the practices outlined in the indicators rubric. Responses to these
questions should support the school's self-assessment on the indicators rubric.

*1.   How is the assessment system currently used in your school to analyze changes in
student performance?*

C.T. Joy School uses assessment tools that are established by the Department of Defense
Dependent Schools (DoDDS), and local assessment for the Continuous School Improvement
(CSI). The school measures student performance and student learning gains through the use of
several performance measurement tools: Scholastic Reading Inventory (SRI), Literacy Place
Unit tests, TerraNova, and Developmental Reading Assessment (DRA).

Some of these assessments tools include a norm-referenced test (TerraNova) and criterion-
referenced tests (Literacy Place Unit tests). The DRA is used as a way to determine the level of
reading comprehension and fluency of kindergarten through third grade students. SRI is used as
a way to determine the reading comprehension of fourth grade through eighth grades students.
The results from the norm-referenced test and criterion-referenced tests provide specific
information on skills and sub-skills that students understand and have mastered, as well as the
skills that the students have yet to learn. The test results are computed, analyzed, and reported on
the CSI Status Reports. The staff development, monitoring, and assessment plans for the goals
one and two are based on the data from the CSI Status Reports. The literacy instruction and
facilitation of guided reading groups using appropriate leveled texts is also based on the data
from the CSI Status Reports.

*2.   What are you doing to ensure that assessment results are timely, relevant, and
communicated in a way that can be used by teachers, students, parents, and external
stakeholders to aid the performance of individual students?*

C. T. Joy Elementary has a comprehensive testing system that is documented through a school-
wide database in order to access and compare results. Students' academic abilities are assessed
once a year on Scholastic Reading Inventory (SRI), two times a year on DRA, and four times a
year on Literacy Place Unit test. Students are assessed on ongoing benchmark mastery tests
through the DoDDS adopted reading, math, social studies and science series. The Read 180

program is used as a differentiated instructional tool. The diagnostic analysis from the program is used for students who are identified as struggling readers and needing help with reading strategies.

Assessments are scheduled periodically, quarterly, and annually corresponding to dates previously given. Student assessment data is the basis for making curriculum decisions and adjustments at C. T. Joy. This is evidenced by the way teachers immediately connect the test results to individual students and/or groups of students in order to make changes in their teaching strategies. This includes abandoning, modifying, or altering ineffective methods, based on individual student needs. It is normal to see teachers volunteering their time before and after-school hours for tutoring students. Teachers take the extra time to try to get to know any new students that arrive in school, through teacher collaboration, data review, and observation.

All stakeholders in the C. T. Joy Elementary School community are made aware of students' performance through monthly scheduled Continued School Improvement Leadership Team meetings, faculty meetings, yearly awards assemblies, parent letters, SAC and PTO meetings, Reading Nights/parent nights, quarterly student report cards, and parent-teacher conferences.

3.   *How are data used to understand and improve overall school effectiveness?*

The student data is compared to trends in DoDDS-Korea School District using TerraNova results, and demographic reports on SRI and DRA. The C. T. Joy School's yearly Continuous School Improvement Plan includes all goals, objectives, strategies, staff development plans and timelines for improving teaching and learning at the school. The school maintains accurate and complete student records in compliance with DoDDS-Korea School District requirements concerning student information. Individual student cumulative folders include IEP, TerraNova Core Battery, and the final copies of report cards. All parent and personal information is updated annually and all files are maintained in a secure area.

The CSILT interprets students' test data and uses them to plan and implement specific action plans. To better serve students in need of improving reading comprehension, the stakeholders recommended "Guided Reading" (teaching strategy), and to help students increase their writing skills, "Writers Workshop" was recommended. Classroom teachers collect student artifacts each month and bring them to the monthly "Looking At Student Work" meetings to review them with the other teachers. Teachers assess students' work using a rubric, then give feedback to classroom teachers on the effectiveness of each intervention.

4.   *How are teachers trained to understand and use data in the classroom?*

The school principal trained the faculty on the TerraNova 3rd Edition's assessment language, and Critical Thinking Frameworks such as the Depth of Knowledge protocol, and Thinking Skills (TerraNova Modules One, Laying the Foundation; and Module Two, Speaking the Language). The purpose of trainings was to familiarize the staff with the design of TerraNova 3rd Edition and to encourage the use of TerraNova language in assessments and classroom instruction throughout the school year. Faculty also received training on *Using Data to Differentiate Instruction*. This program is designed to increase student achievement for all students, by assisting educators to

proactively plan varied approaches aligned to what students need to learn, how they will learn, and how they will show what they have learned.

The school administrator and the CSI Chair meet with all the teachers on a regular basis to discuss the effectiveness of the school improvement plan and academic interventions. Student academic data are presented and interpreted, analyzed, and evaluated by the faculty.

The administrator arranges for in-house training by seasoned teachers. DoDEA trained personnel offer various workshops that benefit classroom teachers by helping them to implement and enhance teaching strategies or programs. The administrator, CSI Chair, and District educational staff, effectively train teachers to analyze and use data to develop differentiated instruction that is correlated to DoDEA standards.

Resource & Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates a staff that is well qualified for its various assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS In fulfillment of this standard, the school:	Not Evident	Emerging	Operational	Highly Functional
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities			X	
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)			X	
5.3 Ensures that all staff participate in a continuous program of professional development			X	
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			X	
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement			X	
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system			X	
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			X	
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders			X	
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning			X	
5.10 Provides appropriate support for students with special needs			X	

Definitions of Indicator Rubric

Not Evident   Little or no evidence exists

Emerging   Evidence indicates early or preliminary stages of implementation of
practice

Operational   Evidence indicates practices and procedures are actively implemented

Highly Functional   Evidence indicates practices and procedures are fully integrated and
                       effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support
the school's implementation of the practices outlined in the indicators rubric. Responses to these
questions should support the school's self-assessment on the indicators rubric.

*1.   What is the process for recruitment, induction, placement, development, evaluation,
and retention of qualified teachers, administrators, and support staff?*

The process for recruitment, induction and placement of qualified teachers, administrators, and
support staff follows the nationwide reciprocity agreement arranged by the National Association
of State directors of Teacher Education and Certifications (NASDTEC). DoDEA Headquarters
has a database of qualified teachers from which new teachers from the U.S. are hired and placed.
In addition, the Korea District Superintendent's Office maintains a list of qualified local
applicants. The Staff has to have the documentation of teacher credentials, including
certification, licensure, a highly qualified status or baccalaureate degree in the area of
assignment. Only currently employed DoDEA professional educators are eligible to receive
DoDEA Licensure. Specifically, one must have a Bachelor's degree with a major in the subject
one plans to teach, 18 Semester Hours in teacher preparation course work, student teaching
experience, and teacher testing. Position Categories and Requirements define specific required
classes.

The process for development, evaluation, and retention of qualified teachers, administrators, and
support staff is written out meticulously in the faculty handbook. During the first two teaching
years in the DoDEA system, teachers are considered to be at the provisional level. At this level
formal observations occur throughout the year to include pre and post conferences. After the
second teaching year in DoDEA, teachers at the professional level write Professional Growth
Plans targeted to promote student achievement and expand their instructional expertise. All
teachers, regardless of level, must demonstrate mastery of the performance elements in the
DoDEA Performance Appraisal System. The evaluation of staff includes focus on best practice
in their areas of responsibility, professional development expectations, professional development
plans and/or opportunities, and data regarding faculty retention and recruitment. Written
processes describing how facilities are regularly inspected and maintained are evident.

2.   How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

The leadership ensures that the allocation of financial resources is supportive of the school's vision, educational programs and its plans for school improvement, according to the annual budget. There is a written process describing how facilities are regularly inspected and maintained. There is data demonstrating the quality of these processes via financial audits.

Resource allocation to educational programs and school improvement plan requirements are aligned. There is a degree of satisfaction among stakeholders regarding resource allocation for educational programs and school improvement. The faculty is knowledgeable that policies and procedures (audits) are in place to safeguard financial transactions from fraudulent practices via e-mails, written notices and regular faculty meetings.

3.   How does the leadership ensure a safe and orderly environment for students and staff?

The leadership ensures a safe and orderly environment for students and staff. There is a written handbook available for the faculty, parents and students for the proper procedures concerning student disciplinary violations. The student disciplinary violations and nature of discipline infractions are reported and carried out according to the school discipline plan.

The school maintains the following plans: Evacuation Plan, Security Plan, School Communication Plan, and Competency Based Counseling Plan. There are long range facility plans for the continual updating of facilities to maintain a safe and orderly environment. These plans are budgeted for maintenance and facility development. There are also regular updates to building evacuation and crisis management plans. Facility maintenance history is documented.

4.   What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

Student referral process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student. Career planning and advisory programs are available to students to aid their academic success and transition to the next grade level. All faculty members belong to the School Improvement Leadership Team and to one of the three Continuous School Improvement committees.

To meet the special needs of students, specialists from Seoul and Daegu provide service in English as Second Language, Special Education, Speech/Language, and Media and Technology when it is necessary. School counselors and psychologists visit the school on an as needed basis. An inclusion policy for students with special needs is planned and implemented. Violation and/or citations from state agencies, if any, should be available on site.

Stakeholder Communications & Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS In fulfillment of this standard, the school:	Not Evident	Emerging	Operational	Highly Functional
6.1 Fosters collaboration with community stakeholders to support student learning			X	
6.2 Has formal channels to listen to and communicate with stakeholders			X	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school			X	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			X	
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders			X	

Definitions of Indicator Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

1.   How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

C.T. Joy gives stakeholders numerous forums in which to express their expectations of the school and its activities. The school and classroom newsletters are sent via email to concerned parties. Parents are invited to attend monthly Parent Teacher Organization (PTO), School Advisory Committee (SAC), and the Continuous School Improvement Leadership Team (CSILT) meetings. The School Advisory Committee (SAC) allows for stakeholders to bring to the table any items of concern, either in an open forum or as an agenda item. Also the CSILT includes members of the community, so that they can be vested in the goals of the school.

The DoDEA Customer Satisfaction Survey results from SY 2008-2009 were inconclusive. It appears that there may have been a technology problem that resulted in the loss of data for SY 2008-2009. A plan has been developed to insure successful communication of the respondents' input for SY 2009-2010.

To increase the opportunity for the community to share with the school, the principal of C.T. Joy maintains an open door policy. The goal is to communicate to the participants that their opinions and feedback are valued. If concerned individuals do not feel that their needs are being taken care of within the school, the formal grievance procedure and chain of command is detailed on newsletters that are sent home.

2.   How does the school's leadership foster a learning community?

The leadership at C.T. Joy maintains a close relationship with the community to ensure that both school and community work together to foster a highly successful learning community. Parents and other concerned parties are invited to attend events throughout the year including student presentations at PTO Meetings, PTO Book Fair, Field Day, Science Fair, Chusok (Korean Thanksgiving), Lunar New Year Celebrations and other teacher-sponsored classroom events. Students are able to take part in optional extracurricular activities such as the Student Book Club. The staff meets every Thursday afternoon for training and collaboration, as well as looking at and discussing CSI Goal one and two, student artifacts, and interventions to improvement student learning. During SY 2009-2010 the staff will form a study group to increase knowledge and skills in Differentiated Instruction and Assessment for/of Learning.

3.   What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

C.T. Joy faculty and administration frequently use both emails and telephone calls to parents to invite them to CSILT and SAC meetings. At every CSILT meeting, the school has both student and parent representatives. It is at these meetings that all data and statistical graphs are presented regarding standardized testing and the effectiveness of the CSI. Any issues that are brought to the

school by stakeholders are also addressed at the SAC meetings. C.T. Joy CSI goals and procedures are announced at both SAC and CSILT meetings.

Upon registering at C.T. Joy, both students and parents receive a handbook that has detailed academic and behavioral expectations of the student. Parents are invited to a Parent-Teacher conference each year and every parent is given the email addresses of each teacher to which to direct any questions or concerns throughout the year. The school and classroom newsletters also keep parents up to date on scheduled meetings, CSI developments, and any up-coming school events. "Gradespeed" is an online "parent portal" grading system, that enables parents to monitor their child's academic progress. Teachers also send home mid-term and quarterly progress reports. In addition, parents and teachers are encouraged to have additional conferences as needed.

Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS In fulfillment of this standard, the school:	Not Evident	Emerging	Operational	Highly Functional
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)			X	
7.2 Engages stakeholders in the processes of continuous improvement			X	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning			X	
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals			X	
7.5 Monitors and communicates the results of improvement efforts to stakeholders			X	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement			X	

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                       effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

1.   What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

The Continuous School Improvement Team members have used the existing data to develop Student Performance Goal #1 and Goal #2. Goal #1 was based on triangulating the following data sources: TerraNova Multiple Assessments, 2nd Edition – Reading, Developmental Reading Assessment, and TerraNova Performance Assessments Communication Arts- Reading. Goal #2 was based on triangulating the following data sources: TerraNova Multiple Assessments, 2nd Edition – Language, Literacy Place on End of Year Test, TerraNova Performance Assessments Communication Arts- Writing.

The stakeholders have been systematically collecting data for the past two school years; school years 2007/2008 and 2008/2009. The Staff successfully completed a comprehensive survey with questions on instructional strategies/leadership, school environment, academic achievement, curriculum needs, and home-school connection.

The results from the post test data and the baseline data were compared and were graphed for all teachers and stakeholders to review. The first post-test indicated increased student achievement for both goals one and two, but the second post-test result showed a decrease in reading comprehension. The goal one has a supplemental intervention added starting SY 2009/2010.

2.   What steps are taken to ensure that the improvement goals reflect student-learning needs are aligned with the vision and purpose of the school?

The CSI Team reviewed the school's vision statement and decided to keep the original vision However, the eight principle statements were eliminated. The C. T. Joy vision is utilizing standards based instruction to foster students' ability to anticipate, adapt, and work ethically, and to ensure their success in an ever diversifying, technologically advancing global community.

The CSI Plan Committee analyzes the data and writes-up a status report for each goal. The report is presented to all stakeholders (C.T. Joy staff, district staff, military command representatives, parents, and students) for review. Based on the 2007/2008 Status Report, the current CSI goals-reading and writing continue to be academically effective. Based on the 2008/2009 Status Report, the Goal one intervention, Guided Reading, needed a supplemental intervention to improve student achievement. The supplemental intervention for the Goal one is the Reading Response Journal. Teachers continually review the schools TerraNova, DRA, and SRI scores to find areas of greatest need. Differentiation is used based on the data, to provide a challenge for each student along with providing opportunities for independent thinking. Student learning needs are met through differentiated instruction and before and after-school tutoring service that is provided by teachers.

3.   What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

The School Improvement Plan provides for Results-Based Development activity. This is a critical element of ameliorative communication that enables staff members to further exchange ideas and specific concerns regarding goal strategies and re-examine in greater detail effective and non-effective content and new designs, either traditional or innovative, in areas thought to be in need of update.

 Monthly CSI progress meetings are held as part of scheduled staff meetings. This time is used for discussing CSI goals and interventions. This involves reviewing student work and discussing the effectiveness of the interventions in relation to understanding the content taught. In addition, teachers ask for help if needed and receive the necessary training to teach and use the interventions in their classrooms including writer's workshop, guided reading, educational technology, differentiated instruction, and authentic assessment in portfolios.

4.   How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The monitoring plan for Goal one "Reading across the Curriculum" requires teachers to collect student work such as the Reading Response Journal. The entire staff uses the Reading Response Rubric to review the student samples. Feedback is given to the classroom teacher for necessary improvement in lesson planning, instructional delivery, and assessment for reading. The monitoring plan for Goal two "Writing across the Curriculum" requires teachers to collect samples of student writing, and these are reviewed by the entire staff using the "Examining Student Work Protocol" form and the Writing Rubrics. Feedback is given to the classroom teacher for necessary improvement in lesson planning, instructional delivery, and assessment for writing.

The principal takes part the monthly CSI Progress meetings (time is used for discussing CSI goals, interventions, and CSI progress). Teachers look at students' work samples to help guide instruction along with showing how to use the rubric. The Principal encourages the CSI plan and

status reports that are shared during a SAC meeting, and adds CSI information to be published in the monthly classroom newsletters.

The Leadership Coordinator encourages the use of CSI bulletin board for displaying CSI action plans, status report, and student works. In addition, she invites district Staff Members to participate/help with the CSI intervention when available.

The CSI monitoring team chair monitors CSI activities to ensure that teachers are implementing the CSI interventions in their classrooms.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

1.   As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Three trends emerged: All seven standards are operational or highly functional. Stakeholders have high expectations for all students and are continually improving effectiveness and differentiation of instruction, especially regarding the standards of Governance and Leadership, Teaching and Learning, Documenting and Using Results. All Stakeholders are involved with the education of all students and they communicate openly and effectively.

2.   Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

The school's greatest strengths are the same as the three trends: standards are operational or highly functional, all professional participants have high expectations, and all concerned/designated individuals are involved.

3.   What would you consider to be your school's greatest challenges?

The school's greatest challenge is to keep communication among all participants open and continuous and to continue to meet the needs of the individual student.

4.   How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The faculty and staff of CT Joy ES will continue to work hard to maintain the three strengths. They will devise and implement a plan to maintain maximum communication among all members of the faculty, the community, the military, the parents and the host nation, in order to maximize the total educational experience for the students, in fullest accordance with the mission directives of DoDEA.