

Sigonella Elementary School Profile

SY 2010-2011



PSC 812 Box 2630
FPO, AE 09627
(+39) 095-56-4406; DSN 624-4406
<http://www.sigo-es.eu.dodea.edu/>

Ms. Kim Bertola, Principal

Table of Contents

DoDEA Mission Statement & School Vision Statement	4
Unique Local Insights	5
Parent Perceptions/Opinions	5
Student Perceptions/Opinions	6
Staff Perceptions/Opinions	6
School Student Data	7
Standardized Test Data (e.g., TerraNova, SRI, DRA, US History, PSAT)	8
School Assessments (e.g., local assessments/final exams/etc.)	16
School Instructional Data	27
Teacher Instructional Practices Surveys	27
Student Learning Practices Surveys	28
Student-engaged time	29
Staff Development	30
School Organization (e.g., grade level, departmentalized, block, interdisciplinary)	33
Support Programs (e.g., media, tutoring, special-needs programs, support classes)	33
Enrichment programs (e.g., AP programs, gifted, honors)	34
Community Data	34
Demographics	34
Community Programs	37
School/Community Partnerships	38
Recent Community Change Patterns	39
Summary	40
Appendix A: Goal Statement & Triangulation of Data	41

MISSION and VISION STATEMENTS

DoDEA's Mission: Provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Signonella Elementary School's Vision:

The Signonella Elementary School community will move every child from where he/she is to his/her next level of achievement while developing respectful, responsible global citizens who continually strive to achieve their personal best. An atmosphere of mutual respect, cooperation, and collaboration will be fostered between all students, staff, parents, and the community in support of highest student achievement.

Unique Local Insights Parent, Student, and Staff Perceptions

Data Collection Instruments

We selected the following instruments to collect data regarding the perception/opinion of parents, students, and teachers about this school and the education of the students at this school:

1. Customer Satisfaction Survey Parent Results
2. Customer Satisfaction Survey Student Results
3. Teacher Perception of Student Achievement Questionnaire

1. Presentation of Parent Survey:

2008-2009 Customer Satisfaction Survey Parent Results

74% of respondents: A or B overall.

76% of respondents: A or B in Reading.

66% of respondents: A or B in Writing.

61% of respondents: A or B in Mathematics.

30% of respondents: first improvement should be raising academic standards

Go to <https://webapps.dodea.edu/CSS0809/report/report.cfm> to view the entire survey

Description and Analysis of Parent Survey Data:

DoDEA gives the online Customer Satisfaction Survey every two years. A total of 149 parents/sponsors or 42% responded to the 2008-2009 survey. According to the surveys, the academic areas of most concern for the parents were Writing and Mathematics. Parent perception is that their children are less prepared in writing and mathematics than reading.

Implications of Parent Survey Data:

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

- Writing
- Math

2. Presentation of Student Survey:

2008-2009 Customer Satisfaction Survey Student Results

- 87% of respondents: A or B overall.
- 92% of respondents: A or B in Reading.
- 96% of respondents: A or B in Writing.
- 85% of respondents: A or B in Mathematics.

Go to <https://webapps.dodea.edu/CSSo809/report/report.cfm> to view the entire survey

Description and Analysis of Student Survey Data:

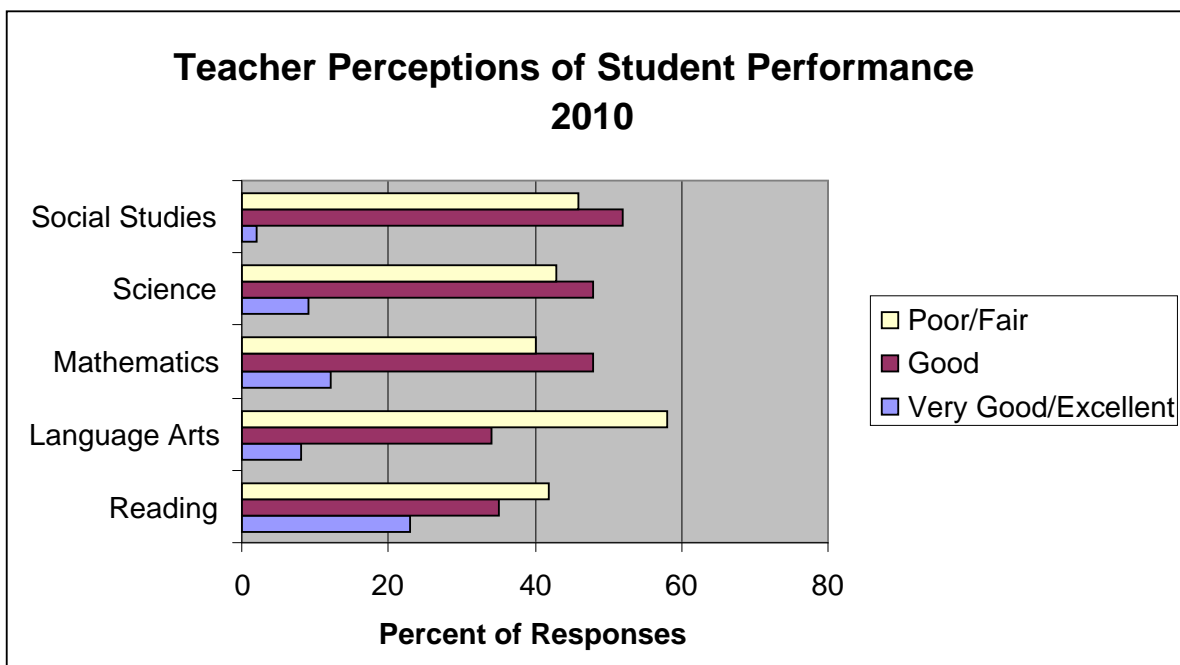
DoDEA gives the online Customer Satisfaction Survey every two years. A total of 79 4th and 5th grade students or 81% responded to the 2008-2009 survey. According to the surveys, the academic area of most concern for the students is mathematics. Student perception is that they are less prepared in mathematics than reading or writing.

Implications of Student Survey Data:

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

- Math

3. Presentation of Staff Survey



Description and Analysis of Staff Survey Data:

Teachers were surveyed in November 2010 regarding their perceptions of their students' level of skill in each subject area. Twenty classroom teachers (88%) completed the survey. The results indicate that reading is strength. Language Arts is shown to be the weakest area.

Implications of Staff Survey Data:

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

- Language Arts

School Student Data

Standardized Data Collection Instruments

We selected the following instruments to collect information regarding Student Data:

1. Terra Nova Multiple Assessments, 3rd edition
 - a. Terra Nova National Quarters
 - b. Terra Nova National Percentiles
 - c. Terra Nova Objectives Performance Index (OPI)
2. Scholastic Reading Inventory (SRI)
3. Developmental Reading Assessment (DRA)
4. Writing Prompt
5. Writing Conventions Task
6. Final Math Test
7. STAR Math

1a. Presentation of TerraNova National Quarters Data:

Reading: Grades 3, 4, 5 by Quarter 09/10

Grade Level	Quarter Percent	2005	2006	2007	2008	2009 (Baseline)	2010
3	75% - 100%	26.7	40.0	36.2	36.4	34.2	32.7
3	51% - 75 %	32.2	32.3	27.5	36.4	27.4	34.5
3	26% - 50%	26.7	21.5	27.5	13.6	24.7	25.5
3	0% - 25%	14.4	6.2	8.7	13.6	13.7	7.3
4	75% - 100%	25.4	33.8	41.7	21.7	26.2	25.8
4	51% - 75 %	25.4	33.8	29.2	45.0	38.1	35.5
4	26% - 50%	35.8	26.2	27.1	25.0	28.6	24.2
4	0% - 25%	13.4	6.2	2.1	8.3	7.1	14.5
5	75% - 100%	43.2	35.4	27.4	48.9	30.0	35.6
5	51% - 75 %	35.8	29.2	32.3	27.7	36.0	31.1
5	26% - 50%	16.1	27.1	30.6	21.3	28.0	26.7
5	0% - 25%	4.9	8.3	9.7	2.1	6.0	6.7

Language Arts: Grades 3, 4, 5 by Quarter 09/10

Grade Level	Quarter Percent	2005	2006	2007	2008	2009 (Baseline)	2010
3	75% - 100%	30.0	43.1	42.0	34.1	35.6	27.3
3	51% - 75 %	25.6	29.2	31.9	40.9	26.0	34.5
3	26% - 50%	34.4	26.2	18.8	13.6	17.8	25.5
3	0% - 25%	10.0	1.5	7.2	11.4	20.5	12.7
4	75% - 100%	23.9	27.7	41.7	33.3	26.2	29.0
4	51% - 75 %	31.3	41.5	27.1	30.0	40.5	35.5
4	26% - 50%	26.9	18.5	27.1	28.3	23.8	25.8
4	0% - 25%	17.9	12.3	4.2	8.3	9.5	9.7
5	75% - 100%	44.4	37.5	33.9	48.9	28.0	33.3
5	51% - 75 %	32.1	29.2	37.1	31.9	32.0	37.8
5	26% - 50%	16.1	22.9	24.2	17.0	34.0	20.0
5	0% - 25%	7.4	10.4	4.8	2.1	6.0	8.9

Math: Grades 3, 4, 5 by quarter 09/10

Grade Level	Quarter Percent	2005	2006	2007	2008	2009 (Baseline)	2010
3	75% - 100%	25.6	49.2	48.6	42.2	34.2	32.7
3	51% - 75 %	31.1	27.7	28.6	28.9	26.0	38.2
3	26% - 50%	26.6	18.5	15.7	13.3	20.5	16.4
3	0% - 25%	16.7	4.6	7.1	15.6	19.2	12.7
4	75% - 100%	31.3	35.9	47.9	31.7	21.4	27.4
4	51% - 75 %	34.3	25.0	35.4	35.0	26.2	35.5
4	26% - 50%	24.0	29.7	16.7	26.7	31.0	22.6
4	0% - 25%	10.4	9.4	0.0	6.7	21.4	14.5
5	75% - 100%	38.3	29.2	27.4	46.8	32.0	26.7
5	51% - 75 %	33.3	33.3	30.6	31.9	34.0	28.9
5	26% - 50%	18.5	25.0	30.6	17.0	26.0	37.8
5	0% - 25%	9.9	12.5	11.3	4.3	8.0	6.7

Science: Grades 3, 4, 5 by Quarter 09/1

Grade Level	Quarter Percent	2005	2006	2007	2008	2009 (Baseline)	2010
3	75% - 100%	37.8	72.3	54.3	53.3	45.2	34.5
3	51% - 75 %	28.9	20.0	27.1	24.4	32.9	40.0
3	26% - 50%	25.5	6.2	14.3	13.3	19.2	20.0
3	0% - 25%	7.8	1.5	4.3	8.9	2.7	5.5
4	75% - 100%	19.4	29.7	36.7	26.7	31.0	29.5
4	51% - 75 %	31.3	32.8	49.0	40.0	35.7	36.1
4	26% - 50%	31.4	29.7	14.3	25.0	28.6	21.3
4	0% - 25%	17.9	7.8	0.0	8.3	4.8	13.1
5	75% - 100%	28.4	16.7	29.0	44.7	52.0	33.3
5	51% - 75 %	40.7	25.0	30.6	29.8	28.0	42.2
5	26% - 50%	27.2	43.7	33.9	19.1	16.0	17.8
5	0% - 25%	3.7	14.6	6.5	6.4	4.0	6.7

SS: Grades 3, 4, 5 by Quarter 09/10

Grade Level	Quarter Percent	2005	2006	2007	2008	2009 (Baseline)	2010
3	75% - 100%	32.6	47.7	47.1	34.1	47.9	43.6
3	51% - 75 %	28.1	38.5	28.6	34.1	28.8	38.2
3	26% - 50%	30.0	12.3	17.1	22.7	17.8	14.5
3	0% - 25%	9.0	1.5	7.1	9.1	5.5	3.6
4	75% - 100%	22.4	39.1	41.7	38.3	35.7	44.3
4	51% - 75 %	37.3	37.5	43.8	33.3	38.1	29.5
4	26% - 50%	28.4	20.3	14.6	26.7	19.0	21.3
4	0% - 25%	11.9	3.1	0.0	1.7	7.1	4.9
5	75% - 100%	29.6	22.9	24.2	46.8	40.0	53.3
5	51% - 75 %	40.7	29.2	37.1	36.2	40.0	28.9
5	26% - 50%	23.5	39.6	25.8	12.8	14.0	11.1
5	0% - 25%	6.2	8.3	12.9	4.3	6.0	6.7

Description and Analysis TerraNova National Quarters Data:

The TerraNova Multiple Assessments, 3rd Edition (first given in 2009) is a system-wide, norm-referenced assessment administered to all of our students in grades 3-5. The table above shows the percentage of students scoring in each of the national quarters in the subject areas of reading, language arts, math, science and social studies.

The quarter data suggests that we have a relative weakness in Reading, Language Arts, and Math. The DoDEA-wide goal of having 75% of students scoring in the top two quarters was not met in any of these areas; however, most grades did show a gain in the number of students scoring in the two quarters from 2009 to 2010. Only the areas of fifth grade reading and math met the goal of having less than 7% of students scoring in the lowest quarter. Therefore, there may be a need to for a student performance goal in the area of math, language arts, and or reading.

Implications of TerraNova National Quarters Data:

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

- Language Arts
- Reading
- Mathematics

1b. Presentation of TerraNova National Percentiles Data:

Year	Grade	Number of Students	Reading	Language Arts	Math	Science	Social Studies
2009	3	73	62%	66%	59%	71%	75%
2010	3	55	59%	61%	60%	65%	70%
2009	4	43	60%	64%	50%	63%	70%
2010	4	62	62%	62%	64%	58%	71%
2009	5	50	59%	56%	62%	77%	74%
2010	5	45	66%	69%	57%	65%	76%

Description and Analysis TerraNova National Percentiles Data:

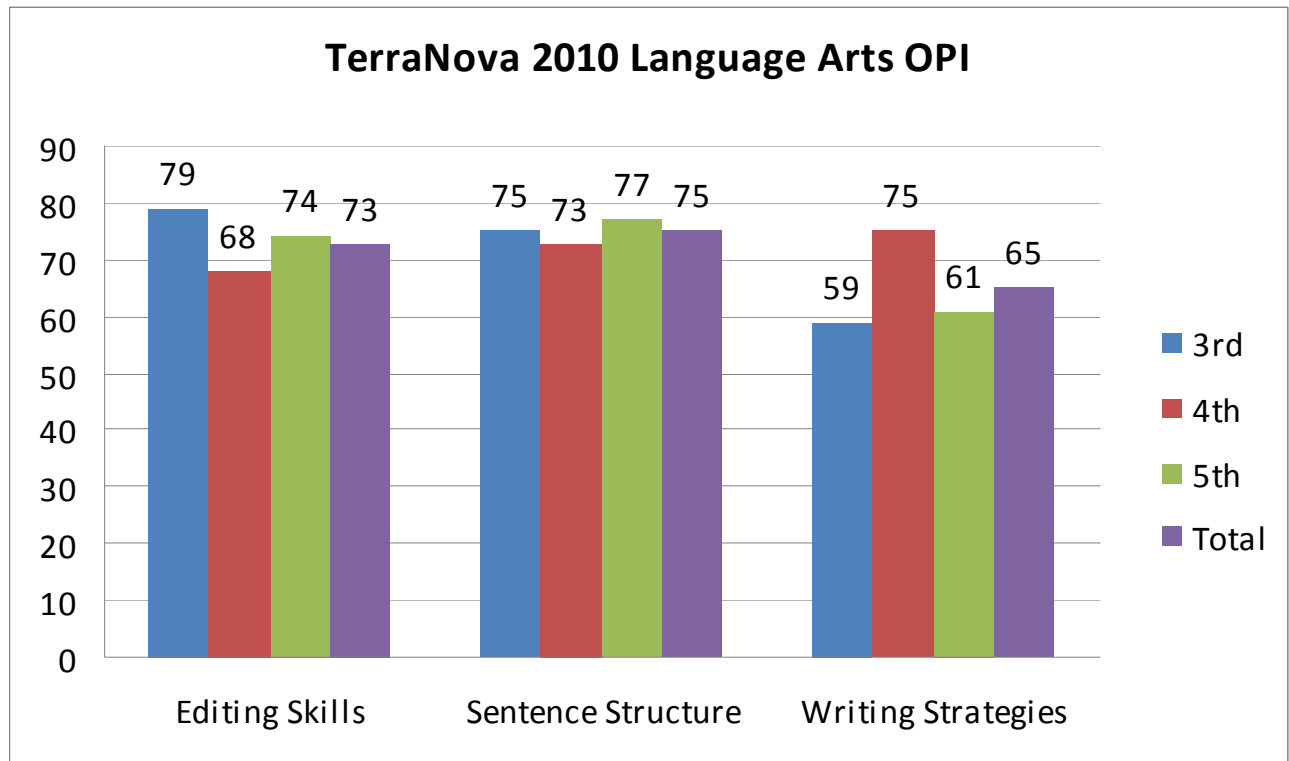
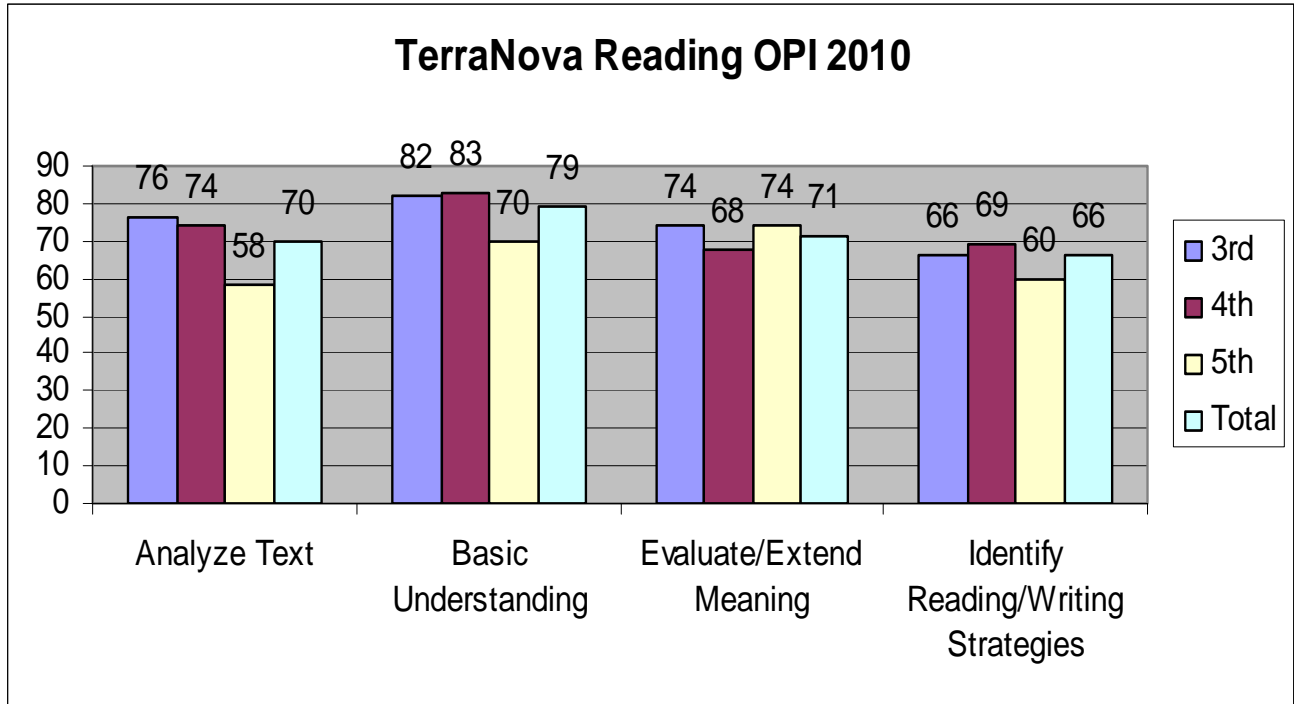
The TerraNova Multiple Assessments, 3rd Edition (first administered in 2009) is a system-wide, norm-referenced assessment given to all of our students in grades 3-5. The table above shows the percentile scores for students in grades 3-5 in reading, language arts, math, science and social studies in 2009 and 2010. A percentile is a measure of comparison that ranks one score against the scores of all other test takers. For example, a 75 percentile score means that 75 percent of all other test takers nationally scored below and 25 percent scored above that score. The national average is always the 50th percentile.

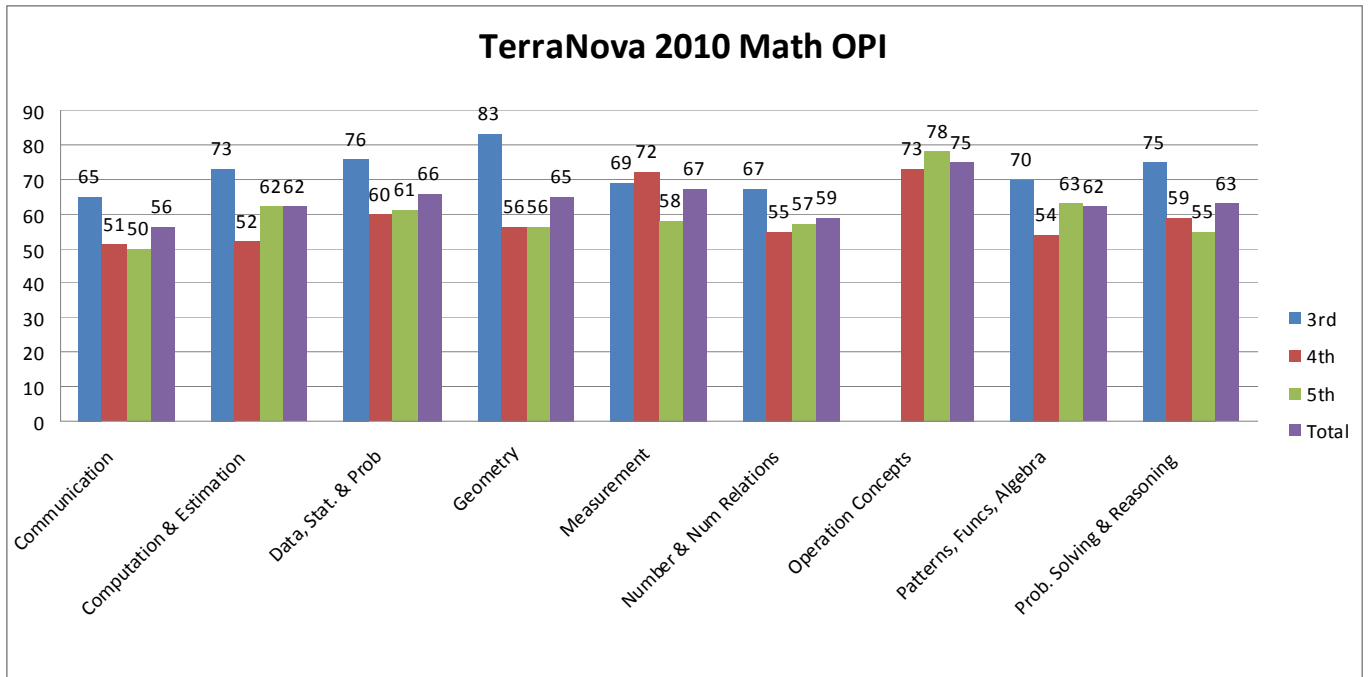
The percentile rank data suggests that student performance is weakest in the areas of math, reading and language arts as there are no percentile scores above the 69th percentile, and there are several scores that fall at 59th percentile or below in these three areas. Therefore, there may be a need to for a student performance goal in the area of math, language arts, and or reading.

Implications of TerraNova National Percentiles Data:

<p>Areas identified by this data for student performance goals could include:</p> <ul style="list-style-type: none"> • Language Arts • Reading • Mathematics

1c. Presentation of TerraNova Objectives Performance Index (OPI) Data:





Description and Analysis TerraNova Objectives Performance Index (OPI) Data:

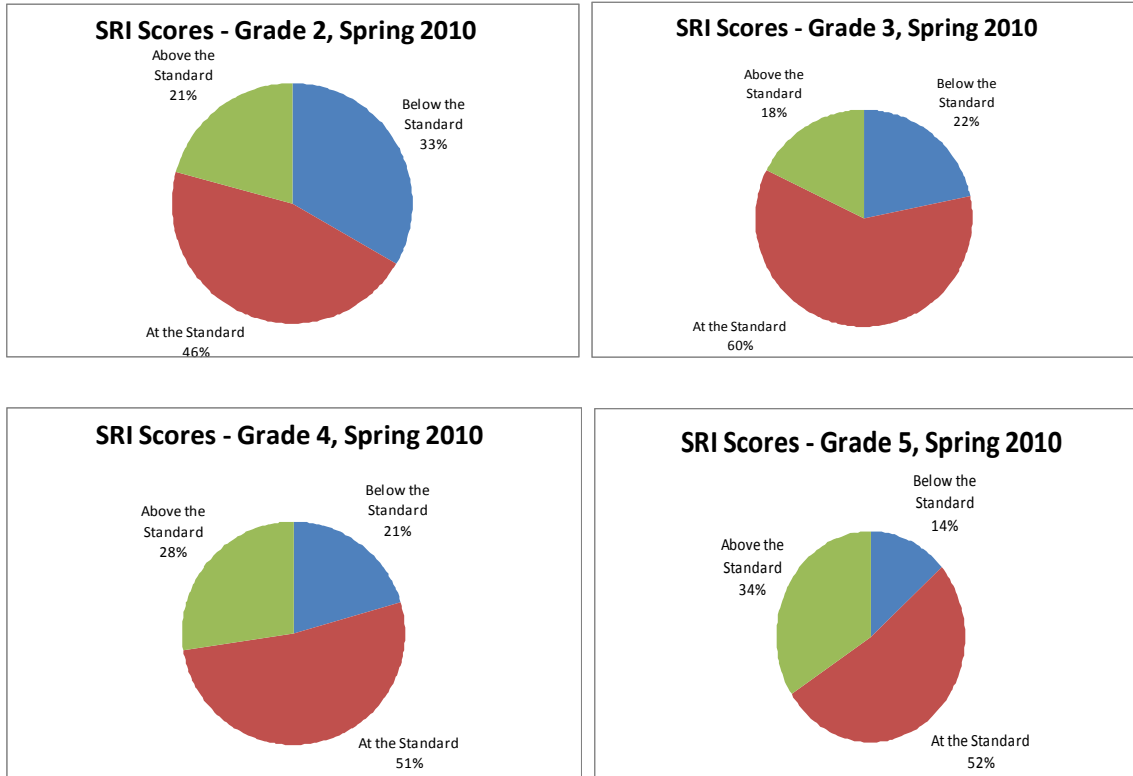
The TerraNova Multiple Assessments, 3rd Edition (first administered in 2009) is a system-wide, norm-referenced assessment given to all of our students in grades 3-5. The Objectives Performance Index (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 such items for that objective. The above graphs show the OPI scores for reading, language arts, and mathematics, the three subject areas demonstrating most significant weakness (as shown through the analysis of the national quarters and national percentiles).

The OPI data suggests that student performance is weakest in identifying reading/writing strategies, writing strategies, and mathematics communication and number and number relations. The OPI scores, in the areas of reading and language arts, suggest that students would benefit from deeper focus on the following subskills: writing process, writing development, supporting sentences, connective/transitional words, writing strategies, and topic selection and narrowing. The OPI scores in mathematics suggest that students could benefit from additional instruction in the following subskills: number sense, interpreting numbers in real-world situations, making conjectures, explaining thinking, and explaining solution process.

Implications of TerraNova Objectives Performance Index (OPI) Data:

- Areas identified by this data for student performance goals could include:
- Language Arts
 - Mathematics

2. Presentation of *Scholastic Reading Inventory (SRI) Data:*



Description and Analysis *Scholastic Reading Inventory (SRI) Data:*

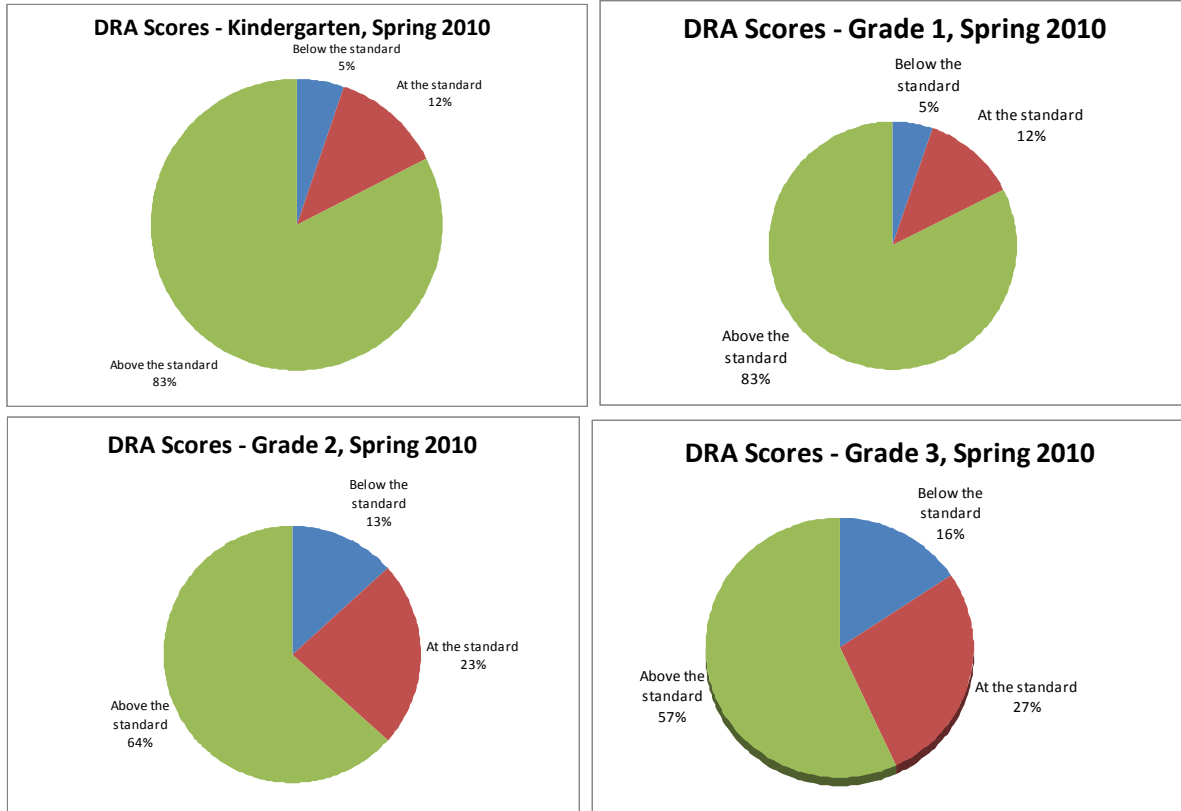
Administered locally in grades 2-5, the *Scholastic Reading Inventory (SRI)* is a research-based, computer-adaptive reading assessment program that measures reading comprehension on the Lexile Framework[®] for Reading. The above graphs show the percentage of students in grades 2-5 that scored *above, at* and *below* the DoDEA grade-level standard for the SRI.

The data suggests that students are making significant gains in reading as they progress through the grades and that, by fifth grade, most students are at or above the standard (86%). Given these results, we may conclude that reading comprehension is not a area of significant weakness.

Implications of *SRI Data:*

None at this time.

3. Presentation of *Developmental Reading Assessment (DRA)* Data:



Description and Analysis *Developmental Reading Assessment (DRA)* Data:

The *Developmental Reading Assessment (DRA)* is a locally-administered, one-on-one assessment of a students' independent or instructional reading level. The above graphs show the percentage of students in grades K-3 that scored *above*, *at* and *below* the DoDEA grade-level standard for the DRA.

Given that the percentage of students at or above standard in each grade level is above 75%, the data does not suggest a significant weakness in the area of reading comprehension.

Implications of DRA Data:

None at this time.

4. Presentation of Writing Prompt Data:

Grade K- Spring-2010

Local Assessment Score Sheet

Rubric Score	Writing Prompt		
	Ideas	Organization	Conventions
5	0 or 0%	0 or 0%	0 or 0%
4	0 or 0%	0 or 0%	0 or 0%
3	6 or 12%	1 or 2%	5 or 10%
2	38 or 73%	50 or 96%	43 or 82%
1	8 or 15%	1 or 2%	4 or 8%
Total: 52 students			

Grade 1- Spring-2010

Local Assessment Score Sheet

Rubric Score	Writing Prompt		
	Ideas	Organization	Conventions
5	5 or 9%	3 or 5%	1 or 2%
4	11 or 19%	9 or 16%	12 or 20%
3	25 or 43%	22 or 38%	25 or 43%
2	16 or 27%	24 or 41%	19 or 33%
1	1 or 2%	0 or 0%	1 or 2%
Total: 58 students			

Grade 2- Spring-2010

Local Assessment Score Sheet

Rubric Score	Writing Prompt		
	Ideas	Organization	Conventions
5	10 or 18%	5 or 9%	3 or 5%
4	24 or 43%	20 or 35%	23 or 41%
3	20 or 36%	30 or 54%	23 or 41%
2	2 or 3%	1 or 2%	7 or 13%
1	0 or 0%	0 or 0%	0 or 0%
Total: 56 students			

Grade 3- Spring-2010

Local Assessment Score Sheet

Rubric Score	Writing Prompt		
	Ideas	Organization	Conventions
5	4 or 9%	2 or 4%	1 or 2%
4	11 or 22%	9 or 18%	8 or 16%
3	21 or 43%	18 or 37%	18 or 37%
2	11 or 22%	17 or 35%	13 or 27%
1	2 or 4%	3 or 6%	9 or 18%
Total: 49 students			

Grade 4- Spring-2010

Local Assessment Score Sheet

Rubric Score	Writing Prompt		
	Ideas	Organization	Conventions
5	5 or 9%	3 or 5%	2 or 3%
4	9 or 15%	5 or 9%	11 or 19%
3	24 or 41%	23 or 39%	28 or 48%
2	12 or 20%	15 or 25%	16 or 27%
1	9 or 15%	13 or 22%	2 or 3%
Total: 59 students			

Grade 5- Spring-2010

Local Assessment Score Sheet

Rubric Score	Writing Prompt		
	Ideas	Organization	Conventions
5	4 or 9%	3 or 7%	3 or 7%
4	8 or 17%	7 or 15%	12 or 26%
3	28 or 61%	21 or 45%	25 or 54%
2	5 or 11%	11 or 24%	6 or 13%
1	1 or 2%	4 or 9%	0 or 0%
Total: 46 students			

Description and Analysis Writing Prompt Data:

The writing prompt is a locally-developed assessment administered annually in grades K-5. The writing prompts were selected by grade-level teams from a list of McREL writing prompts. Students complete the writing assessment in one sitting, and the assessments are scored locally by grade-level assessment teams using the 6+1 Traits of Writing rubric. The rubric in grades K-2 is progressive rubric in which mastery is expected by the end of second grade (as reflected in the K-2 scores), whereas the 3-5 rubric allows for mastery at each grade-level. Students' writing is assessed in the areas of ideas, organization and conventions.

The data suggests that student performance is weakest in the area of organization. Therefore, there may be a need for a student performance goal that focuses on writing, with a particular emphasis on organizational skills.

Implications of Writing Prompt Task Data:

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

- Language Arts

5. Presentation of Writing Conventions Task Data:**Grade 1- Spring-2010****Local Assessment Score Sheet**

Writing Conventions Task (10 items)			
Level	Score	Number of Students	Percentage of Students
Above Standard	9-10	39	67%
At Standard	7-8	17	29%
Standard Partially Met	5-6	2	4%
Standard Not Met	0-4	0	0%
Total Students: 58			

Grade 2- Spring-2010**Local Assessment Score Sheet**

Writing Conventions Task (9 items)			
Level	Score	Number of Students	Percentage of Students
Above Standard	8-9	7	13%
At Standard	6-7	11	20%
Standard Partially Met	5-6	26	46%
Standard Not Met	0-4	12	21%
Total Students: 56			

Grade 3- Spring-2010

Local Assessment Score Sheet

Writing Conventions Task (16 items)			
Level	Score	Number of Students	Percentage of Students
Above Standard	15-16	1	2%
At Standard	12-14	3	6%
Standard Partially Met	9-11	14	27%
Standard Not Met	0-8	34	65%
Total Students: 52			

\

Grade 4- Spring-2010

Local Assessment Score Sheet

Writing Conventions Task (34 items)			
Level	Score	Number of Students	Percentage of Students
Above Standard	31-34	0	0%
At Standard	26-30	1	2%
Standard Partially Met	18-25	18	29%
Standard Not Met	0-17	43	69%
Total Students: 62			

Grade 5- Spring-2010

Local Assessment Score Sheet

Writing Conventions Task (54 items)			
Level	Score	Number of Students	Percentage of Students
Above Standard	49-54	0	0%
At Standard	41-48	0	0%
Standard Partially Met	28-40	6	13%
Standard Not Met	0-27	39	87%
Total Students: 45			

Description and Analysis Writing Conventions Task Data:

The writing conventions task is a locally-developed assessment administered two times a year in grades 1-5. The writing prompts were selected by grade-level teams from Evan-Moor *Daily Paragraph Editing* books. Students complete the writing conventions task in one sitting, and the assessments are scored locally by grade-level assessment teams.

The data suggests that editing and conventions skills represent a significant weakness for our students, given the fact that less than 10% of students in grades 3-5 met or exceeded the grade-level standard. In grade two, only 33% met or exceeded the grade-level standard. In grade one, only 4% of students were below grade-level standard.

Implications of Writing Conventions Task Data:

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

- Writing

6. Presentation of Final Math Test Data:**Grade K- Spring-2010****Local Assessment Score Sheet**

Final Math Test (20 items)			
Level	Score	Number of Students	Percentage of Students
Above Standard	19-20	24	46%
At Standard	15-18	22	42%
Standard Partially Met	10-14	5	10%
Standard Not Met	0-9	1	2%
Total Students: 52			

Grade 1- Spring-2010**Local Assessment Score Sheet**

Final Math Test (20 items)			
Level	Score	Number of Students	Percentage of Students
Above Standard	19-20	9	16%
At Standard	15-18	37	64%
Standard Partially Met	10-14	12	20%
Standard Not Met	0-9	0	0%
Total Students: 58			

Grade 2- Spring-2010

Local Assessment Score Sheet

Final Math Test (20 items)			
Level	Score	Number of Students	Percentage of Students
Above Standard	19-20	0	0%
At Standard	15-18	10	18%
Standard Partially Met	10-14	30	52%
Standard Not Met	0-9	17	30%
Total Students: 57			

Description and Analysis *Final Math Test* Data:

The *final math test* is a local assessment administered two times a year in grades K-2. The final math tests were selected by grade-level teams from the Scott Foresman Math DoDEA-wide curriculum series. Students complete the final math test in one sitting, and the assessments are scored locally by grade-level assessment teams.

The data suggests that, while the majority of students are performing at or above the grade-level standard in grades K-1 (88% and 80%, respectively), a significant percentage of students in grade 2 (82%) are performing below grade-level. These results suggest a possible need for a student performance goal in the area of mathematics.

Implications of *Final Math Test* Data:

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

- Mathematics

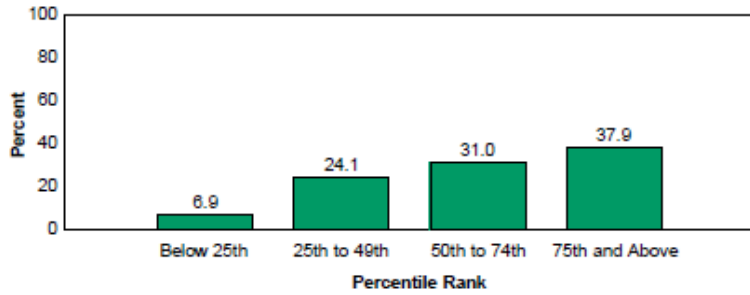
7. Presentation of Star Math Data:

Grade 1:

PR Distribution Summary

Percentile	Students	Percent
Below 25th	4	6.9
25th to 49th	14	24.1
50th to 74th	18	31.0
75th & Above	22	37.9
Number of Students: 58		

Percentile Rank Distribution Summary

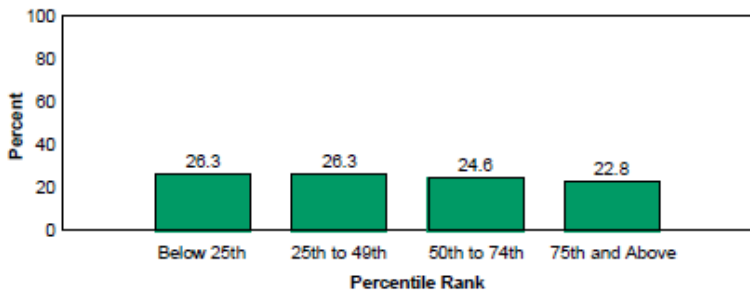


Grade 2:

PR Distribution Summary

Percentile	Students	Percent
Below 25th	15	26.3
25th to 49th	15	26.3
50th to 74th	14	24.6
75th & Above	13	22.8
Number of Students: 57		

Percentile Rank Distribution Summary

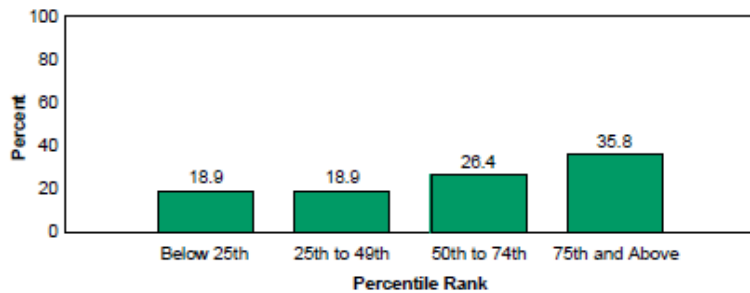


Grade 3:

PR Distribution Summary

Percentile	Students	Percent
Below 25th	10	18.9
25th to 49th	10	18.9
50th to 74th	14	26.4
75th & Above	19	35.8
Number of Students: 53		

Percentile Rank Distribution Summary

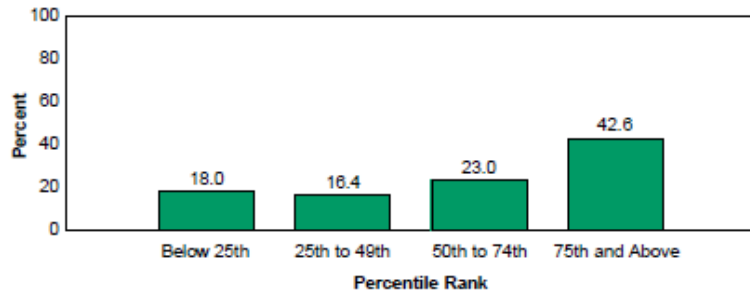


Grade 4:

PR Distribution Summary

Percentile	Students	Percent
Below 25th	11	18.0
25th to 49th	10	16.4
50th to 74th	14	23.0
75th & Above	26	42.6
Number of Students: 61		

Percentile Rank Distribution Summary

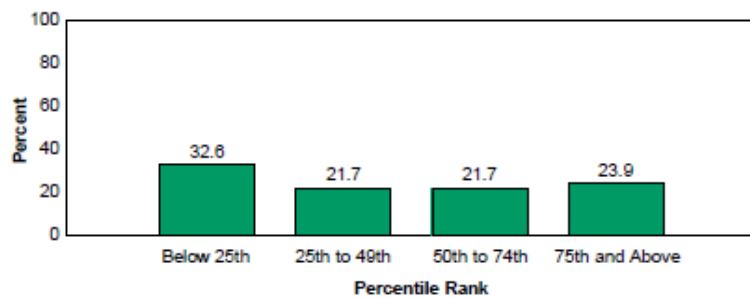


Grade 5:

PR Distribution Summary

Percentile	Students	Percent
Below 25th	15	32.6
25th to 49th	10	21.7
50th to 74th	10	21.7
75th & Above	11	23.9
Number of Students: 46		

Percentile Rank Distribution Summary



Description and Analysis *Star Math* Data:

The *STAR Math* assessment is a local assessment administered two times a year in grades 1-5. The *STAR Math* test is a norm-referenced, research-based, computer-adaptive math assessment program. Students complete the *STAR Math* assessment in one sitting, and scores are generated automatically by the software program.

In all grade-levels, there are no more than 69% of students in the top two quarters. This result suggests the need for a student learning goal in the area of mathematics.

Implications of *Star Math* Data:

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

- Mathematics

School Instructional Data

Data Collection Instruments

We selected the following instruments to collect data regarding Instructional Data:

1. Teacher Instructional Practices Surveys
2. Student Instructional Practices Surveys
3. Student-engaged Time
4. Staff Development Survey
5. Staff Development Opportunities
6. School Organization
7. Support Programs
8. Enrichment Programs

1. Presentation of Teacher Instructional Practices Survey Data:

Instructional strategies used in the past quarter:	Everyday	1-3x/week	1x/month-Never
Provide instruction to the class as a whole.	20	2	1
Demonstrate a concept using the board or overhead projector.	15	6	1
Work with individual students.	23	1	0
Demonstrate a concept using a computer, videotape or other electronic medium.	8	13	2
Lecture.	6	11	6
Work with a small group of students.	19	5	0
Lead question and answer session.	17	7	0
Demonstrate a concept using manipulatives, models, other tools or objects.	16	7	0
Allow students to work in small groups.	19	4	0
Uses flexible grouping.	19	5	0
Differentiation of assignments	15	8	1

Description and Analysis of Teacher Instructional Practices Survey Data:

This survey is a district-created tool used to ascertain the frequency of teacher instructional practices among educators at our school. The response rate was 90%. The chart above summarizes teacher perceptions of instructional practice.

The instructional practices used with the least frequency are lecture and demonstrating a concept using technology. The instructional practices used with the greatest frequency are working with individual students and whole-class instruction.

Implications of Teacher Instructional Practices Survey Data:

None

2. Presentation of Student Learning Practices Survey Data:

How frequently in the past quarter did STUDENTS:	Everyday	1-3x/week	1x/month- Never
Explain how what they learned in class related to the real world.	4	17	2
Worked individually on projects or presentations.	3	11	8
Worked on projects that required at least one week to complete.	2	5	15
Evaluated and improved their own work.	6	11	4
Worked on problems for which there were several appropriate answers.	5	12	4
Put events or things in order and explained why they were organized that way.	4	14	3
Discussed with the whole class solutions developed in small groups.	1	12	7
Explained their thinking in writing.	6	12	3
Applied concepts or principles to different or unfamiliar situations.	3	12	6
Worked on a project, gathered data and conducted an experiment.	2	12	8

Description and Analysis of Student Learning Practices Survey Data:

This survey is a district-created tool used to ascertain the frequency of student learning practices as reported by educators at our school. The response rate was approximately 90%. The chart above summarizes teachers’ perception of student learning practices at our school.

The student learning practices used with the least frequency are completing long-term project tasks. The student learning practices used with the greatest frequency are explaining thinking in writing and explaining learning as it relates to the real world.

Implications of Student Learning Practices Survey Data:

None

3. Presentation of Student-engaged Survey Data:

Planned in class activities in the past quarter.	Everyday	1-3x/week	1x/month- Never
Respond orally to questions testing recall.	17	6	0
Lead whole group discussions.	8	9	6
Listen to or observe teacher presentations.	15	5	1
Use hands-on materials or objects.	19	5	0
Complete a worksheet or workbook emphasizing routine practice.	9	13	1
Use a textbook.	10	7	6
Engage in discussion primarily with teacher.	14	9	1
Use supplementary printed materials other than textbooks.	17	5	0
Respond orally to open-ended questions.	18	5	0
Use school computers for writing.	2	14	5
Engage in discussions primarily with other students.	7	15	2

Description and Analysis of Student-engaged Survey Data:

This survey is a district-created tool used to ascertain the activities in which students are engaged most frequently as reported by educators at our school. The response rate was approximately 90%. The chart above summarizes teachers’ perception of student engagement at our school.

The students engage in the following activities with the least frequency: student-led whole group discussions and using computers for writing. The students engage in the following activities with the greatest frequency: responding orally to open-ended questions and using hands-on materials or objects.

Implications of Student-engaged Survey Data:

None

4. Presentation of Staff Development Survey Data:

Professional Development Survey 2010-2011

RESULTS

General Classroom Topics

Active participation and engaged student learning (cooperative learning structures that get all student involved)	10
Differentiation in the classroom	10
Responsive classroom – Building classroom communities/positive learning environments	8
Classroom management techniques	7
Using assessments to inform instruction	5
Creating meaningful research projects working with the IS & ET	11
Integrating children’s literature into instruction	7
Making the most of online databases: SIRS, Kids Info Bits, Culture Grams, Discovery Education, etc.	14
Using the standards to design instruction	7

Literacy

The Daily 5	5
The CAFÉ	4
Literacy Centers	6
Guided Reading	5
Comprehending nonfiction text (science, social studies, health, etc...)	2
Writer’s Workshop basics	10
Writer’s Workshop mini-lessons	11
Writer’s Workshop conferencing	6
Writer’s Workshop sharing/author’s chair	7
Writer’s Workshop revising & editing	6
Writer’s Workshop incorporating technology	8
6+1 Traits	6
Reading Assessment	2
Writing Assessment	4

Math

Math Questioning basics	11
Math Questioning and differentiation	9

Math Questioning Effective Practices	12
Best Practices in mathematics instruction	9
Integrating technology in mathematics	8
Math standards/strategies to teach challenging math concepts	4
Making your classroom a “problem-based” environment	9
Math Assessment	3

Additional professional development topics:

MATH FACTS, KAGAN Cooperative Learning TECHNIQUES

What format of professional development do you prefer? (Book study groups, workshops, video, online, etc...) (you may list several)

Book Study Groups	16
Workshops	19
Video	4
Online	7

Description and Analysis of Staff Development Survey Data:

The professional development survey was completed by educators in September, 2010. This locally-developed survey asked educators to indicate areas of interest for further professional development. The response rate was approximately 90%. The chart above summarizes teachers’ perceived needs in the area of staff development.

Teachers expressed a preference for further professional development in the following areas: online databases, creation of research projects, writer’s workshop mini-lessons, math questioning basics and effective practices in mathematics instruction.

Implications of Staff Development Survey Data:

The data suggests that teachers would benefit from further development in the areas of information literacy, writing, and math instruction.

5. Presentation of Staff Development Opportunities Data:

Staff Development is being provided to staff on the following instructional practices:

- Using Data to Differentiate Instruction (UDDI)
- Using Data to Inform Instruction
- TerraNova Blue Book
- Math Questioning Strategies
- Writer’s Workshop
- Technology Staff Development
- Literacy Work Stations
- ELA new material review
- DoDEA Standards review
- AdvancED Standards overview

Release- time Structures have been created to provide on-site teacher sharing and collaboration:

- CSI Days, early release days, after school meetings
- Team meetings will share best practices, review data to monitor results

Schedule of Monthly Meetings is established to provide staff development opportunities

- 1st Tuesday- Faculty Meeting
- 2nd Tuesday- C-SILT Meeting
- 3rd Tuesday- CSI Committee Meetings
- 4th Tuesday- Meetings scheduled as needed

Staff ongoing interactions with colleagues provide embedded staff development

- Mini-Workshops: teachers teach and learn from each other
- Vertical and horizontal articulation
- Team and grade level developed and exchanged lesson plans and assessments
- Team Teaching to include ET and IS
- Subject Area Collaboration

Leadership provided support and guidance for staff development

- CSILT team guides agendas and meetings to incorporate CSI implementation and training/modeling required to complete tasks
 - Yearly schedule of meetings is established which include sharing best practices, review of data and further collaborative interactions to provide support and ongoing training within our school
 - DSO and DoDDS-E personnel assist to guide and offer support as identified by our staff and requested by administration.
 - Principal serves as a valuable staff developer
-

Description and Analysis of Staff Development Opportunities Data:

The data suggests that there are multiple opportunities for professional development, with a clear and well-developed structure for horizontal and vertical articulation.

Implications of Staff Development Opportunities Data:

None

6. Presentation of School Organization Data:

<p>Curriculum</p> <p>Signonella Elementary School is a K-5 elementary school with additional programs for Sure Start (Pre-K) and Pre-school Services for Children with Disabilities (PSCD).</p> <p>The school follows the prescribed DoDEA standards-based curriculum offering instruction in Reading, Language Arts, Math, Science, Social Studies, Health, Art, Music, Physical Education and Host Nation Study.</p>
--

7. Presentation of Support Programs Data:

<p>SES offers a full spectrum of support programs with a combination of inclusion and pull-out instruction: Gifted Education, Special Education Program (including Learning Impaired, Speech and Language Pathology and Pre-School Services for Children with Disabilities), English as a Second Language (ESL), and Reading Support Services.</p> <p>SES also has a full-time Educational Technologist, Information Specialist, School Nurse, and School Counselor and a half-time School Psychologist. Additionally, a Student Support Team is in place to assist teachers with students who are having difficulties.</p>

8. Presentation of Enrichment Programs Data

Co-Curricular/Extracurricular Opportunities

A wide variety of co-curricular and extra-curricular activities are offered after school at SES including Art Club, Singing Knights Chorus, Violin Class, Math Olympiads, Chess and Strategy Games, Drama and Theatre Production, PE Club, Video Club, Junior Librarians and Student Council.

Bus transportation is provided for after-school activities three days a week.

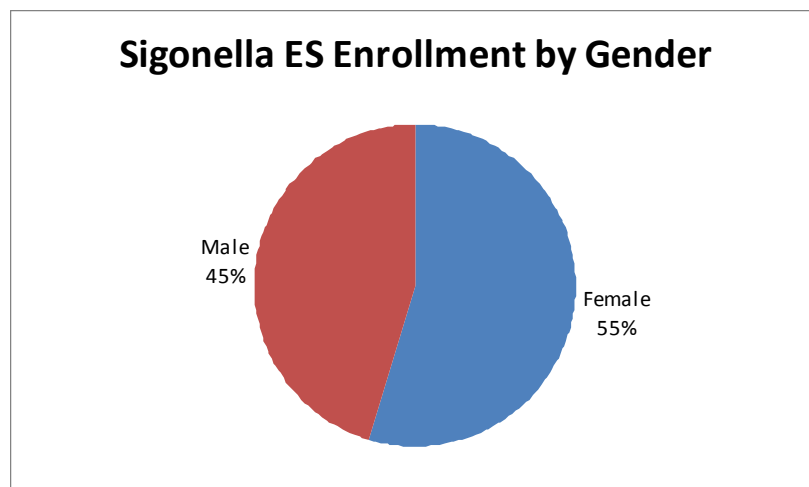
Existing School Data: Community Data and Information

Data Collection Instruments

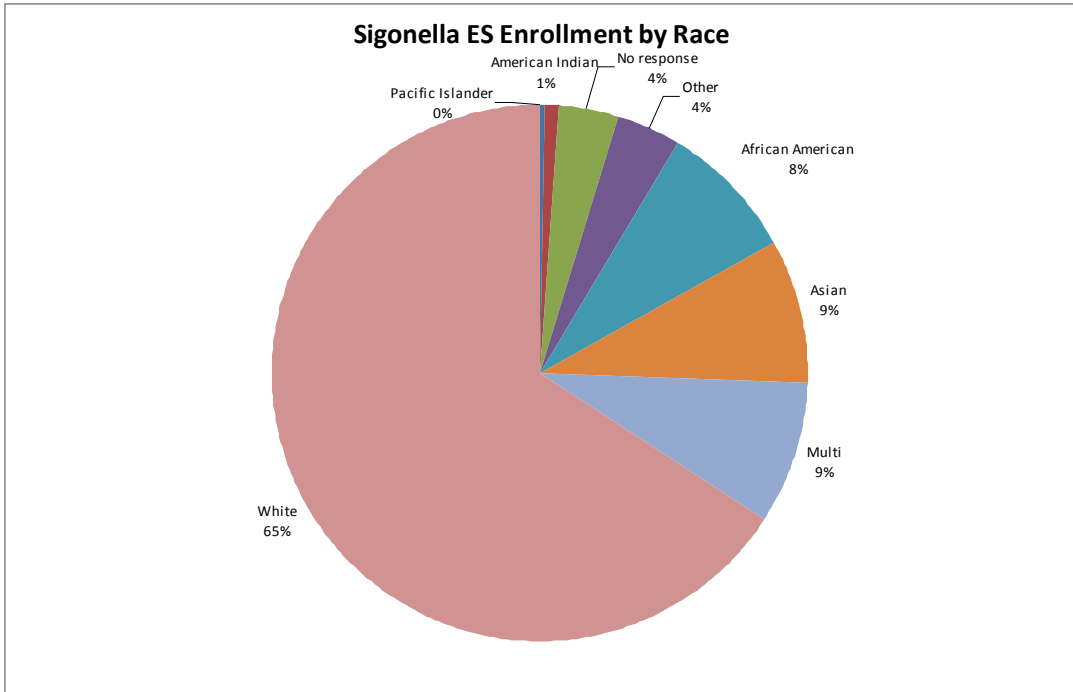
We selected the following instruments to collect data regarding Community Data and Information:

1. Demographics
2. Community Programs
3. School/Community Partnerships
4. Recent Community Changes

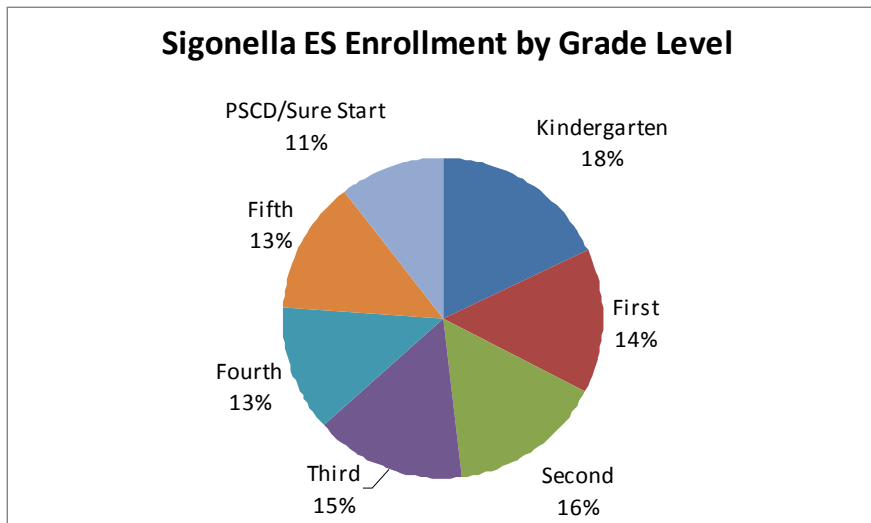
Presentation of Demographics Data (Population by Gender, Race/Ethnicity, Grade-level, Rank and Employer Type):



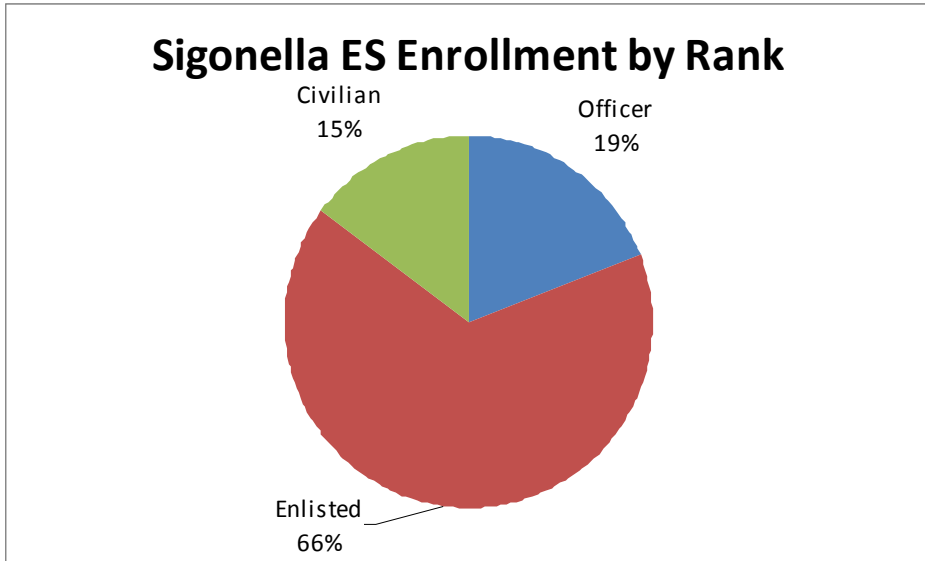
The graph above indicates that girls represent majority of our school population.



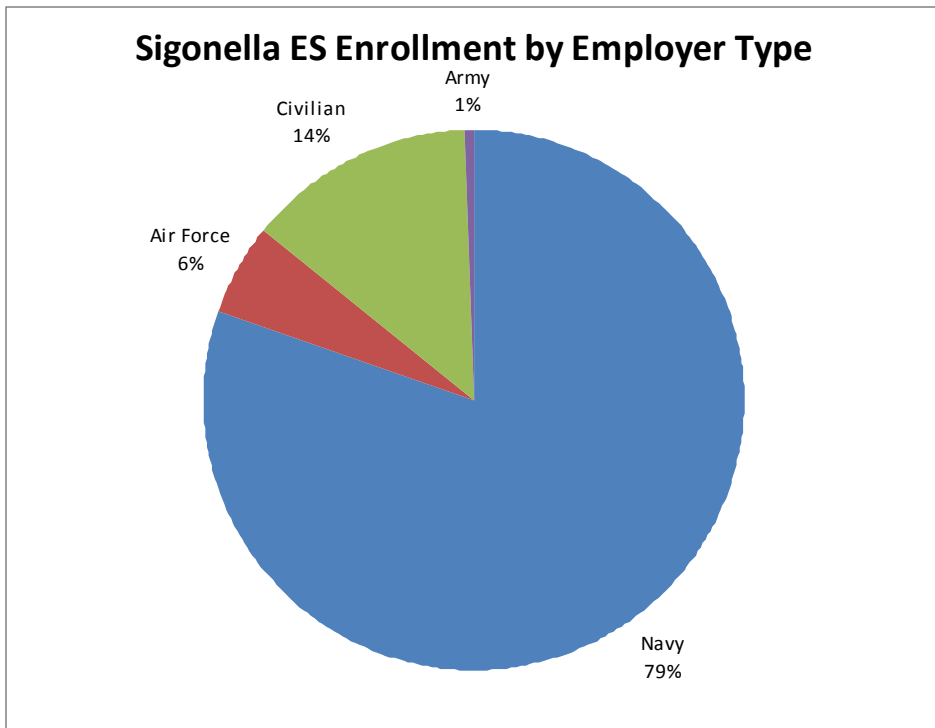
The graph above shows that, although the majority of students are white, other ethnicities are well represented.



Signonella Elementary School serves approximately 350 students of military and civilian families stationed at Naval Air Station Signonella. The graph above shows the percentage of students by grade-level as of September 30, 2012.



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



The above chart shows that the overwhelming majority of SES students come from Navy families.

Presentation of Community Programs Data:

Naval Air Station Signonella offers the community a wide variety of programs through the Morale, Welfare, and Recreation service (MWR) and other organizations. Programs offered to children include: soccer, flag football, basketball, baseball, cheerleading, dance classes, piano/violin lessons, Girl/Boy Scouts, swimming, and self-defense classes.

Additional services are provided through Educational and Developmental Intervention Services (EDIS) to include an audiologist, pediatric psychologist, speech language pathologist, social worker and physical and occupational therapist.

The base Youth Center offers before and after school enrichment programs for school age children. The Child Development Center (CDC) provides childcare services for infancy through age four children.

The following support organizations are available to parents: Fleet and Family Services, Ombudsman Program, New Parent Support Group, Filipino-American Club, All Officers Spouses Club, Enlisted Spouses Club, Chief Petty Officer's Organization, Protestant Women of the Chapel and Mom's Club.

Presentation of School/Community Partnerships Data:

Parents play a vital role in the SES learning community, working closely with school staff to ensure their children have a meaningful educational experience. Parents are involved in school activities through the School Advisory Committee (SAC) and the Parent Teacher Organization (PTO). SES also has a thriving parent volunteer program supporting many special events such as Math Night, Author's Week, grade level musical productions and concerts, Read Across America Week/Dr. Seuss Celebration, Storybook Parade, PE Field Days, Multi-Cultural Programs and many grade-level culminating activities. Each year a school-community musical production features students and community members of all ages.

The Drug Awareness Resistance Education (DARE) program is offered to Kindergarten and fifth grade classes through the NAS Base Security Forces. The Fire Department sponsors Fire Prevention Week activities for all elementary classes. The Dental Clinic offers dental health education and screenings for SES students. The community is also involved in a career education program in which base agencies such as the Post Office, the Hospital and the Commissary are visited by student groups.

Community Service Outreach Partnerships

Our school participates in a variety of community service projects to promote responsible global citizenship. Navy Marine Corps Relief Society partners with the SES student council to conduct a food drive for a nearby Sicilian community. The school partners with the Dental Office in the Candy Buy-back Program to improve morale for our troops in Africa. Classes participate in the Adopt-a-Soldier Program to send care packages to soldiers in Afghanistan and Iraq. SES classes participated in the Help for Haiti Program helping to raise funds for earthquake victims and partnering with the Girl Scouts to send coloring books and

Presentation of Recent Community Changes Data:

The base community has recently undergone changes with departure of the Explosive Ordnance Disposal Unit, triggering a significant decrease in enrollment. The arrival of a new Air Force detachment has changed the military base-wide population; however, the school enrollment has not been affected.

The closure of the Mineo Housing Unit, which at one time represented 50% of the base housing population, has caused a large number of families to move off-base thus reducing community cohesiveness.

Summary

1. *How long did it take to collect the data for the profile?* The data used in this profile was collected from October 2010-December 2010.
2. *How many people were involved with the collection and presentation of the data?* The entire staff was involved in completing surveys, analyzing achievement data, and offering input for the profile. A Profile Committee composed of the principal, the CSI chairs, and the Data Committee chairperson, compiled and analyzed the data.
3. *What process was used to describe, analyze and determine the implications of the data?* The profile critically examined each data set and determined if there were any broad curricular areas which were in need of improvement.
4. *How many parents, actual number and %, were involved in these activities?* While a total of 149 parents participated in the Customer Satisfaction Survey 2008-2009, no parents participated in the writing of the School Profile. Next year, it is recommended to include a parent representative on the Profile Committee.
5. *Describe the process used to determine the goals area?* After analyzing the unique local insights, school student data, school instructional data, and community data, the areas of greatest need were identified.

Appendix A: Student Performance Goals (SMART format) Supporting Data

Student Performance Goal #1: All students, by June 2012, will improve in **writing**, as defined as the ability to clearly **communicate ideas by effectively using organization and writing conventions**, in all curricular areas as measured by the selected system-wide and school-based assessments.

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

1. *Terra Nova Multiple Assessments (TNMA)*
2. Writing Prompts Assessment
3. Writing Conventions Task

Student Performance Goal #2: All students, by June 2012, will improve in **math**, as defined as the ability to **solve problems using appropriate strategies and justify solutions using representations and vocabulary**, in all curricular areas as measured by the selected system-wide and school-based assessments.

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

1. *Terra Nova Multiple Assessments (TNMA)*
2. STAR Math Assessment
3. Final Math Test