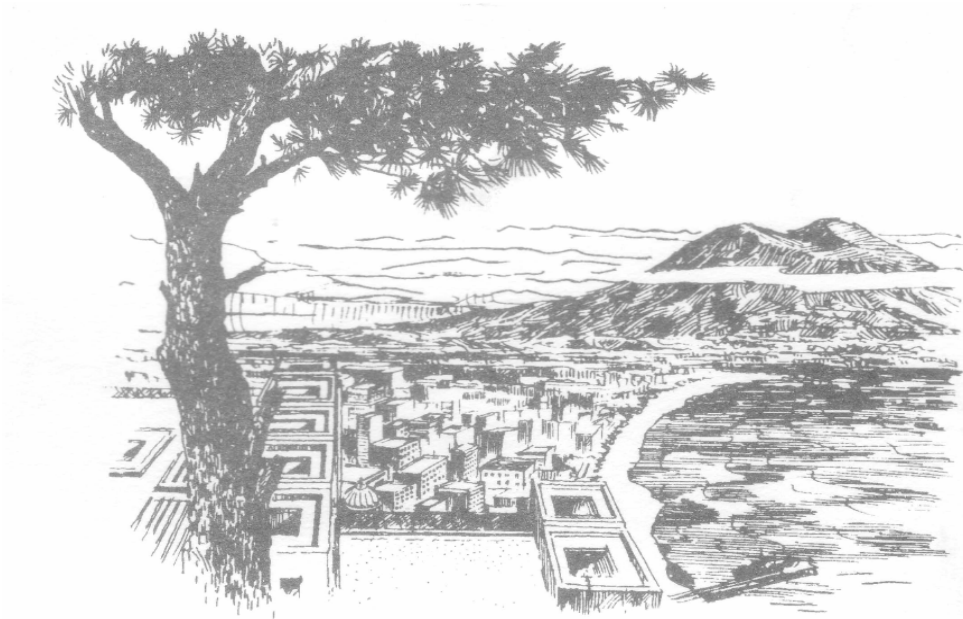


January, 2008

# NAPLES HIGH SCHOOL

Naples, Italy



Sandra Daniels, Principal

Daisy Weddle, Assistant Principal

PSC 808 BOX 15

FPO, AE 09618

<http://napl-hs.iweb.eu.ds.dodea.edu/>

# School Profile Development

## School Leadership Committee

By Department:

English: R. P.

Social Studies: J. B. and R. G.

Science: J. T.

Professional Technical Studies: R. U.

Fine Arts: M. K.

Math: D. W.

Foreign Language: M. W.

Chairpersons

C. L.

R. U.

## School Improvement Timeline:

### 2006-2007

- Develop School Profile
- Create/Revise **Mission/Vision** statements
- Select **2 Target Goals** by December 1, 2006
- Develop **Action Plan** to implement goals and measure success:

**Assessments**

**Interventions**

**Strategies**

**Staff Development**

### 2007-2008

- Implement, Monitor and Document
- Research possible strategies to support the target goal
- Select school strategies that align to the target goal
- Develop action plan to include assessments and activities to implement and document use of the strategies
- Compile baseline data for system wide assessments
- Develop a staff development plan
- Conduct staff development on using a rubric to assess student work

### 2008-2009

- Implement, Monitor and Document
- Review data with staff
- Staff development training for local assessment
- Administer Fall and Spring Local Assessment
- Staff development training for learning strategies, up-dated data on students

### 2009-2010

- **Implement, Monitor and Document**

### 2010-2011

- **Implement, Monitor and Document**
- **Complete cycle**

## Mission Statement

### **DoDEA Vision**

Communities investing in success for ALL students

### **DoDEA Mission**

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

### **Mediterranean District Mission**

To support schools for the success of *every* student

### **Naples High School Mission Statement**

Students will be prepared to be critical thinkers, effective communicators, and accountable members in a global society.

### **Core Commitments / Beliefs**

The faculty and staff of Naples High School will provide a safe and nurturing environment in which each student is expected to:

- Acquire self-discipline
- Develop academic skills
- Access, process, and communicate information
- Improve physical abilities and wellness
- Develop a positive attitude toward self, family, country, environment, and the global community

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## **UNIQUE LOCAL INSIGHTS**

### **Data Collection Instruments**

Student Handbook

Teacher Survey

SIS

### **School Profile Summary**

Naples High School is located at the US. Navy Support Site, located at Gricignano di Aversa, 15 miles north of Naples, Italy. It is one of many new structures of the Naples Improvement Initiative. More than 500 families reside at the Support Site. The Support Site was begun in the mid 1990's and is currently fully operational with a Navy Exchange, commissary, hospital, hotel and other support activities.

Naples High School serves students in grades 7-12 and during SY 2007-2008 the student population has averaged 592 students. Of this total, 265 are seventh and eighth grade middle school students. Approximately, 296 or 50% of the students are bussed to the Support Site each day with travel time on the Gaeta route (24 students – 4%) exceeding one hour.

A Navy Exchange, DECA Commissary and base hospital are available at the Support Site. In addition, base recreational facilities such as bowling alley, pool and fitness center, theater and food court are open and operational.

The school is a two-story facility co-located with the Elementary School. The school is divided into several areas, including cafeteria (the kitchen is shared with the elementary school), gymnasium, and library, and has modern, well-equipped classrooms and computer labs. Approximately 35 students are tuition paying and represent a cross section of American, Italian, NATO-Canada, Albania, Turkey, and the UK.

The school and community serve the dependents of military and civilian members of the US Army, US Air Force, US Marine Corps, and US Navy, who are assigned to over 100 US and NATO units in the greater Naples-Gaeta area.

The curriculum offers college preparatory as well as a variety of vocational (Professional Technical Studies – PTS) courses including the Cisco Networking Academy, Microsoft Certification Program, computer technology, computer repair, culinary arts, hotel management, video technology, and a rich variety of business classes.

## **Parent Partnerships**

Naples High School has a variety of parental groups that foster a positive cooperation between the community and school. Following is a list of groups:

- ❖ PTSA (Parent, Teacher, Student Association)-The PTSA is a group of parents, teachers and students who provide educational programs, volunteer, and conduct various fundraisers to help support school programs. Some of the programs sponsored by the PTSA are Reflections, Teacher Appreciation, School Pictures, Lunch Ticket Program, Scholarship Program and School Volunteer Program.
- ❖ SAC (School Advisory Committee) – Advises the principal on all matters that affect the operation of the school.
- ❖ IAC (Installation Advisory Committee) – An IAC addresses areas of common concerns to both schools (elementary and high). Representatives on this committee are selected from the School Advisory Committee with the addition of the NSA Commander.
- ❖ SILT (School Improvement Leadership Team) – The SILT guides the major activities of the School Improvement Process. It ensures that appropriate procedures and monitoring occur to reach the school improvement goals. The completed plan and summary are revised and approved by the district superintendent and a district improvement plan summary is forwarded to the Area Superintendent.
- ❖ Booster Clubs – The booster clubs are a committee of parents that conduct various fundraisers to help support all activity programs.
- ❖ Parent – Teacher Conferences –Provide a direct communication between parents and teachers involving the student. Open and frequent communication between the home and the school is one of the most important factors in minimizing concerns and preventing misunderstandings.
- ❖ Wildcat Profile is our electronic newsletter to inform parents and provide for feedback.
- ❖ Chain of Command – Used to resolve any issues.
- ❖ AAP (Academic Advisory Period -Seminar) and Mentoring Program – The AAP period is used by students for:
  - Individual research in the Information Center,
  - Extra help from a teacher or a community mentor.
  - Student Council and class meetings,
  - Concerts, guest lectures, pep rallies, assemblies, and
  - Club meetings.

## School Structure

Within the school, there are two administrators, six administrative assistants, three counselors, ASACS counselor, nurse, five bus transportation officers, AVID tutor, SPED paraprofessional, information center aide, food services specialist, and 48 staff members.

## Student Demographics – Gender

Naples High School						
Student Demographics, School Year 2006-2007						
	Grade					
	7	8	9	10	11	12
Male	58	47	40	47	45	38
Female	53	59	64	40	40	29
Total	118	114	113	97	96	79

## Student Demographics – Race/Ethnicity

- 65% Caucasian
- 11% African American
- 8% Hispanic/Latino
- 7% Asian
- 6% Mixed
- Less than 1% Pacific Islander
- Less than 1% Native American

## Curriculum

**Curriculum.** The goal of the curriculum that is employed at NHS is aligned with DoDEA’s philosophy that “*All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.*” The use of DoDEA’s standards in the classroom is fully endorsed by NAS teachers and is used on a daily basis in order to sculpt and guide lessons. The use of a standards based curriculum is present in every classroom and is represented by the standards posted in each room. In addition to this posting, each teacher has and uses a curriculum binder, which gives specific details and guidance when addressing standards. Via the use of the curriculum binder, teachers are offered and can use a self-assessment program that monitors the implementation of standards in the classroom.

A variety of courses are offered in a broad academic program. The curriculum included college preparatory as well as vocational courses. Course offerings include AP classes in biology, English language, English literature, calculus, psychology, U.S. History, and studio art. Special education courses place an emphasis on reading, English, algebra, and geometry. Also available to students are classes in (AVID) Advancement Via Individual Determination, language arts, culinary arts, math support, the Cisco Networking Academy, computer programming, computer technology, computer repair, and a variety of business courses. At grades 9 and 10, students may take Honors World History and Literature courses.



## **Programs**

AVID	Gifted Ed
CISCO Academy	JROTC
School Transportation Program	Lunch Program
Mentoring Program	ESL
AP Math, English, History, Psychology, Spanish	Computer – Distance Learning
Reading Lab	Math Lab

## **Supports**

ASACS -	MS Girl's Group
HS Anger Management	MS Boy's At Risk Group
MS Girl's At Risk Group	Life Skills
Smart Girls	Algebra and Geometry Labs
International Thespian Society	DoDDS-E Drama Festival
SHOWCASE	ISLI – International Student Leadership Institute
Marching Band	National History Day
MUN – Model United Nations	Model US Senate
Hispanic Heritage Celebration	Knowledge Bowl/Academic Games
Peer Mediation	Peer Meeters and Greeters
Seminar tutoring	Lunchtime tutoring
Creative Connections	DoDDS-E Jazz Festival
Honors Music	Junior Science and Humanities Symposium
Mentoring Program	

## **Clubs and Organizations – Middle School**

\*\*Not all activities are offered every year

Spanish Club	Student Mentors
Italian Club	NJHS – National Junior Honor Society
Chess Club	International Thespian Troupe
Student Council	Environmental Club
Peer Mediators Group	Math Counts
Meeters and Greeters	

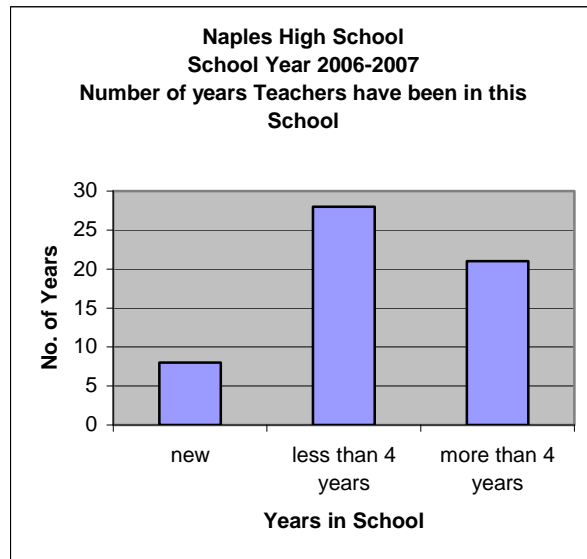
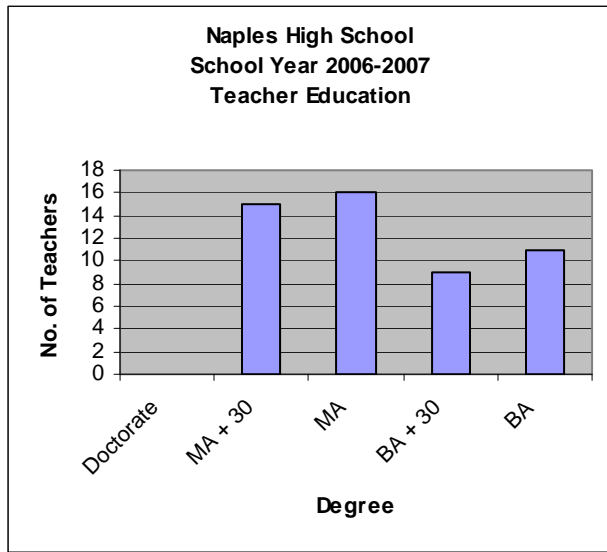
## **Clubs and Organizations – High School**

\*\*Not all activities are offered every year

MUN – Model United Nations	Technology Club
Model United States Senate	Environmental Club
Yearbook Staff	Chess Club
FBLA – Future Business Leaders of America	Spanish Club
FEA – Future Educators of America	Italian Club
	NHS – National Honor Society

**Teacher Demographics /Teacher Education**

The Naples High School staff is comprised of 51 full-time, 0 part time teachers, 3 counselors, 1 ASACS contracted counselor, and 2 administrators. From this group of teachers, 0 have a Doctorate Degree, 15 have a MA+30, 16 have MA, 9 have BA + 30, and 11 have a BA.



**Teacher Longevity at Naples**

Of the entire staff of 57 people, 28 have been here less than four years, and 21 have been here in excess of four years. There are 5 members of our support staff inclusive of secretaries and supply clerks.

**Additional Staff Information**

There are five members of our support staff inclusive of secretaries and supply clerks. The numbers of Italian nationals on staff are 1 teacher and 2 support staff (Transportation). The breakdown by ethnicity for the faculty and staff is 5 Afro-Americans, 3 Spanish-Americans, 4 Asians, 41 Anglo-Americans, and 4 Italian.

## **Military Mission**

The Department of Defense has long understood the value of caring for children of service members. Naples teachers and staff are uniquely positioned to appreciate the military child, as our mission is to provide exemplary educational programs, in military communities worldwide, that inspire and prepare all students for success in the global environment.

The military community provides support through the use of a variety of means, of which volunteers from the military community work in partnership with various school organizations. This close partnership encompasses every area of the school.

The NSA (Naval Support Activity) provides support for:

**Music Programs** – The military band community provides technical assistance to our students through large-scale concerts. Skilled musicians also work with students to enhance their musical skills and talents. The bands also provide musical instruments that are no longer needed within the military band community. The naval air community has provided airlift support for the band to attend various musical events and competitions within Europe.

**US Naval Hospital** – The hospital staffs provide the Teen Health Center and Dental Van located behind the school. It provides sports physicals, mouth guards, medical supplies and coverage at contact sporting events. The hospital has provided when available some supplies and equipment that are no longer needed (i.e.) furniture, scrubs etc... The hospital provides our NJROTC unit with drill mentors for drill competitions.

**ASCOMED** – Has provided airlift support for NJROTC to attend boot camp and attend team competitions in Europe.

**DECA** – Provides drinks and water for various school events, (i.e.) sports and band activities.

**NCTAMS** - Provides volunteer coaches for athletic programs.

**Naples Overseas Spouses Club (NOSC)** – Provides scholarships to graduating seniors in addition, supports financially 50% of our student planners.

**Public Works** – Provides unique support to the school's athletic, band, and drama programs.

### **Overall supports the school in a variety of areas:**

- ❖ Provides semi-annual inspections: Bioenvironmental, Physical Security, Disaster Preparedness, Fire (weekly/monthly and Non-Combatant evacuation procedure.
- ❖ MWR provides services for teen's programs, youth activities for middle school and high school students' use of Carney Park for many events.
- ❖ Provides extra weight lifting and cardio-vascular training.
- ❖ Provides free and reduced price lunch

- ❖ Security provides “sniffer” dog services and many volunteer coaches for academic, band and athletic events.
- ❖ Mentoring Program

### **D/F List**

Mr. M., our 11/12 grade counselor provided the number of 10th and 11th grade students with a GPA of 2.0 or below. Mr. R. D., from the district office provided the list of seniors with a GPA of 2.0 or below.

Mrs. D. C., our 9/10 grade counselor provided and updates the list of D/F students. These students are counted and tallied for each grade.

### **Discipline and Suspension reports**

The Assistant Principal, Ms. Daisy Weddle, keeps discipline reports.

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

Detention students are sent to detention for a number of reasons, these include, academic as well as behavior. For those students that are sent to detention to do homework, detention serves as a benefit to promote increased student performance.

Counselors and teachers monitor student performance with a D/F list. With an increased level of students on the D/F list performance of students is at a minimum.

### **Other Actions Taken:**

It would be helpful if students on the D/F list were assigned detention in order to improve. Also, when the detention list appears, the reason for the student’s detention should also be indicated.

**Sub-groups identified: None**

## INFORMATION FROM FORMER STUDENTS

### **Data Collection Instrument:**

Student Focus Group

### **Presentation of Data and Analysis**

The following questions were posed to a group of former Naples High School students. All graduated from NHS for at least two years. The comments following each question represent a composite analysis of the students' responses.

What have you found to be the most helpful in terms of the classes you took while students at NHS?

Every respondent mentioned computer classes as being helpful, if not required, in both academic settings and the work place. Other individual classes mentioned related to a specific career path or major.

What skills that you acquired while at NHS were the most helpful? (for example: study skills, math skills, computer skills, critical thinking & problem solving)

While all the skills suggested in the question were acknowledged by the focus group as important, problem solving/reasoning skills, critical thinking and computer skills topped the list.

What additional classes would you have found beneficial?

More computer and PTS classes would have been useful.

What instruction of any kind would have been helpful?

More projects that involved critical thinking and problem solving skills and more time spent working in teams to tackle more complex problems would have been useful.

Please make additional comments on what you took with you from NAHS that you found to be helpful or what things you wish we had offered or expanded upon.

Some expressed surprise at the importance math played in their work or studies, and almost all mentioned either problem solving/reasoning skills, critical thinking, working in a team, or time management as areas they felt could not be over-emphasized.

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

Former students were of the opinion that their preparation in high school should have included more projects that involved problem solving and reasoning skills with critical thinking. More time should have been spent working in teams to tackle more complex problems.

**Sub Groups Identified: None**

**Other Actions Taken: None**

## EXISTING SCHOOL DATA: STUDENTS

### Data Collection Instruments

The following is a list and description of all data or sources reviewed:

- **The Terra Nova Multiple Assessments** is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3-11. The assessment is given each spring during the 27<sup>th</sup> week of the school year. Students are assessed in the areas of reading, language arts, mathematics, science and social studies. The data reported is the percent of students in each quartile. By looking at the disaggregates of data we were able to determine weaknesses, needs, and identification of specific at risk groups of students. This assessment is scored by CTB-McGraw Hill. It contains both direct response and opened-ended questions.

- **BAM**

Balanced Assessments in Mathematics is a National Science Foundation project charged with developing new approaches to the assessment of mathematical competence in the elementary and secondary grades. This is criterion-referenced. This project has created a type of mathematics assessment that contrasts sharply with traditional forms of testing, which rely primarily on multiple-choice questions. Balanced Assessment focuses on rich, mathematically complex work that requires students to create a plan, make a decision, or solve a problem -- and then justify their thinking.

**The emphasis is on assessing student performance on worthwhile tasks involving practical contexts and substantial chains of reasoning**

With the Balanced Assessment in Mathematics you can:

- Measure mathematics achievement against international standards.
  - Build on an existing system to develop a comprehensive mathematics assessment.
  - Track student, school, and district progress
  - Guide school, classroom, and individual instruction to meet established goals.
  - Use practice tests in instruction to introduce students to complex mathematics.
- **AP Reports**
  - **AVID Reports**
  - **PSAT (Preliminary Scholastic Aptitude Test)** The Pre Scholastic Aptitude Test is a system-wide, norm referenced assessment given annually in the spring to only 10 and 11<sup>th</sup> grade students. Students are assessed in the areas of reading, language arts, mathematics, science and social studies. The data reported is the average percentile score of each student.

- **Communication Arts Performance Assessment.** The Communication Arts previously tested 8<sup>th</sup> and 10<sup>th</sup> graders in reading and writing. The test has been discontinued. Its results, however, play a role in the School Improvement Plan for the next cycle 2006-2011.

**Presentation / Analysis of Data**

**Terra Nova**

**Naples High School  
TerraNova 2006  
Math Quartiles Scores**

Grades	7	8	9	10	11
Q1	46%	54%	52%	58%	44%
Q2	31%	24%	32%	26%	24%
Q3	17%	18%	13%	11%	21%
Q4	5%	4%	3%	5%	10%

Analysis for all grades

- 11<sup>th</sup> grade scores appear to be lower than any other grade
- Bottom two quartiles are of concern in Mathematics
- Third quartile is larger than we would like

**Naples High School  
Terra Nova Scores 2005-2006  
OPI Math Gr. 7-11**

	Grade 7	8	9	10	11
Number-Number Relations	72	69	68	62	Not tested
Computation Estimation	79	75	77	69	71
Measurement	74	72	72	60	43
GeoSpatial Statistics	58	68	71	62	45
Data SP	71	73	75	61	73
PatternsFuncAlg	68	66	75	62	55
Problem Solving/Reasoning	61	66	69	52	48

Analysis for all grades:

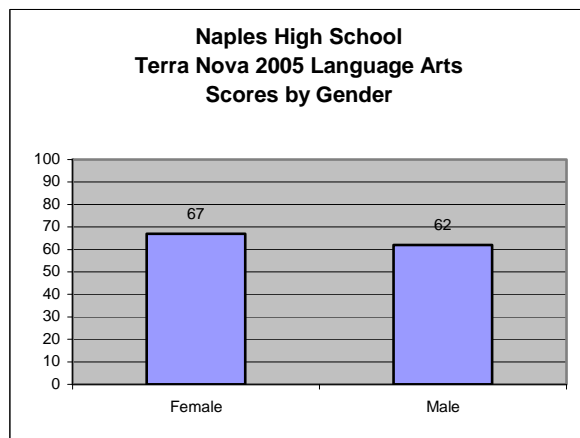
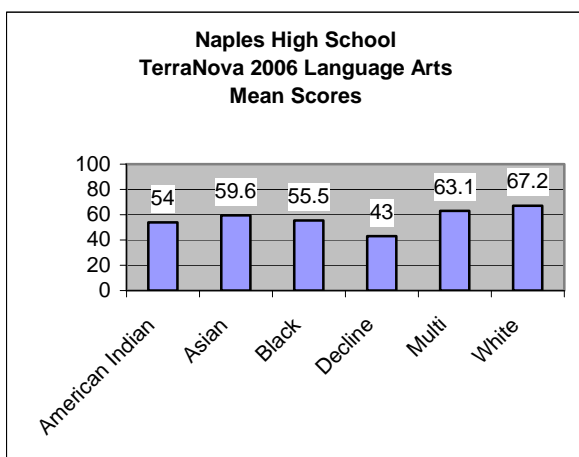
Problem Solving/Reasoning is the lowest OPI math score for all grades on the Terra Nova.

**Naples High School**  
**Terra Nova OPI-Language Arts**  
**2005-2006**  
**Grades 7-11**

Grade	Sentence Structure	Writing Strategies	Editing Strategies
7	76	78	70
8	75	77	67
9	74	79	65
10	74	78	68
11	80	64	57

Analysis for all grades:

Editing Strategies is the lowest OPI varying by 8-13% in grades 7-11.

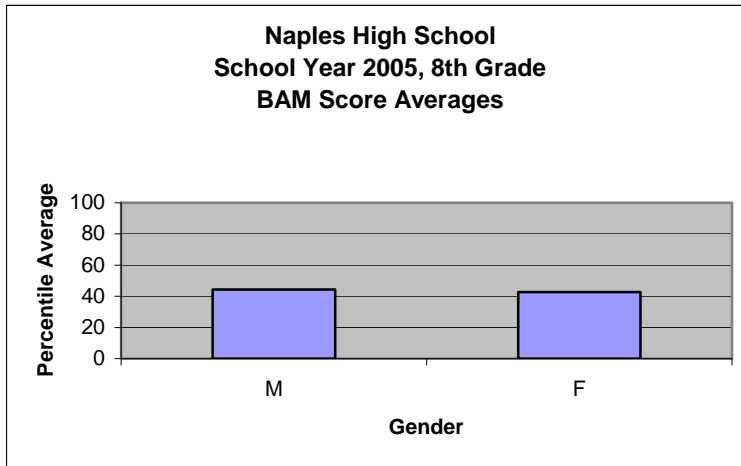


Analysis for all students:

There is an apparent gender gap and ethnicity gap among students. Females have a higher score than males and white students have a higher mean score than other ethnicities.



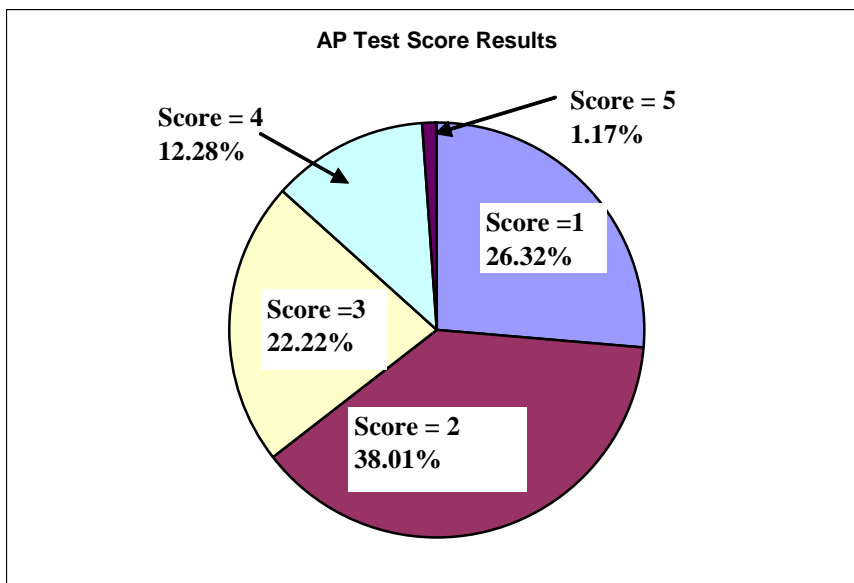
## BAM



BAM score analysis and data from school year 2005. Only eighth graders take the BAM test, a math test. Average scores were as follows: females scored an average of 44.4% and males scored an average of 42.7 percent. Although there is not a significant difference between females and males, scores in general appear to be relatively low.

## AP scores

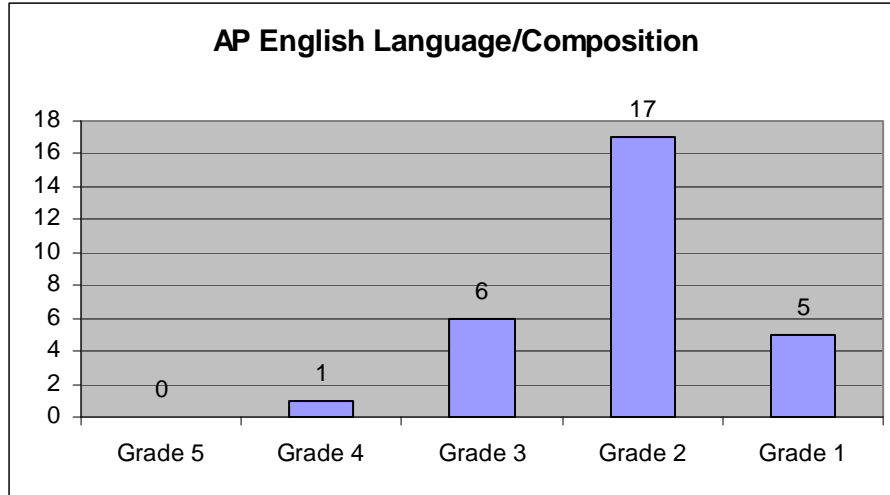
The significance of the data collected for AP scores at Naples High School points to the weakness of the educators, students, and system. The data showed the total percentage of 1's (26.32%) exceeds the percentage of 4's (12.28%) and 5's (1.17%) combined. The bulk of the AP scores came for students taking English Language, English Literature and U.S. History. Of the 50 students taking English Language, 28, over 50% earned a 2. Once the weakness is found, only then can NHS improve on the educational system it provides.



## AP CLASSES / TEST SCORES

13 Subject Tests were administered

7 Subject Classes were taught locally: Biology, Psychology, Calculus AB, Studio Art, English Language, US History and English Literature



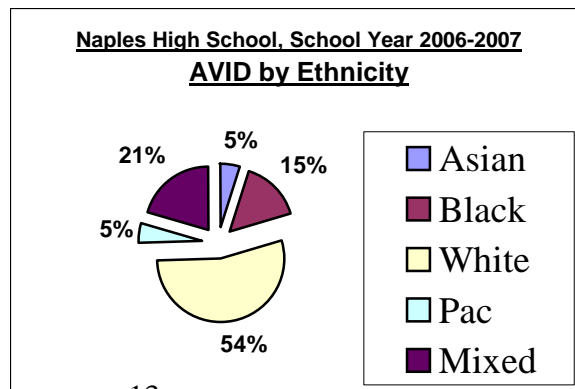
Analysis:

A breakdown of the AP English Language/Composition scores revealed that more than half of the students that took the test have a Grade of 2 or 1. This is extremely low considering that only a grade of 4 or 5 is acceptable for colleges.

## AVID

The AVID Program mandated that 10% of the student body participates in the AVID Program if the school wants to be Certified with Distinction. 7% of the student body is currently enrolled in the AVID program and more needs to be done during the AVID Recruitment in order to increase the number of students participating in the program. There are 39 Total Students enrolled in AVID. Thirty eight percent are male and 62 % are female.

Although there is a lack of data from last year, anyone here last year can attest to the fact that in-school suspensions and detentions were high. This year shows there is a high level of students attending detention and there are already suspensions in the short time we have had already. Again, motivation to come to school to achieve appears to be lacking.



updated: January, 2008

## PSAT

### PSAT-analysis of performance

Reading 2008: NAHS is on or below the national average in the following areas:

- Making connections between information in different parts of a passage
- Recognizing a definition when it is presented in a sentence
- Understanding sentences that deal with abstract ideas

Reading 2009: NAHS is below the national average in the following areas:

- Comparing and contrasting ideas presented in two passages
- Making connections between information in different parts of a passage
- Understanding difficult vocabulary
- Understanding sentences that deal with abstract ideas
- Comprehending long sentences

Math 2008: NAHS is not below the national average in any area

Math 2009: NAHS is on or below average in every area:

- Using basic concepts and operations in arithmetic problem solving
- Understanding geometry and coordinate geometry
- Dealing with probability, basic statistics, charts, and graphs
- Creating either figures or algebraic equations, inequalities, or expressions to help
- Using basic algebraic concepts and operations to solve problems
- Making connections among mathematical topics
- Organizing and managing information to solve multistep problems
- Using logical reasoning
- Recognizing patterns and equivalent forms
- Recognizing logical key words
- Using answer choices to help solve the problem

Writing 2008: NAHS is below average in only one area:

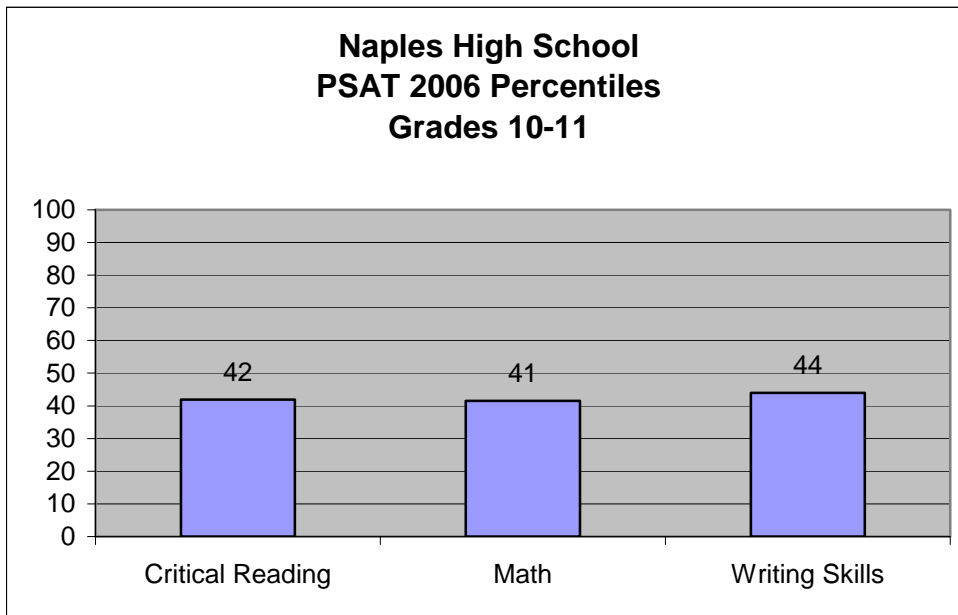
- Recognizing improper pronoun use

Writing 2009: NAHS is below the national average in the following areas:

- Being precise and clear
- Recognizing logical connections within sentences and passages
- Recognizing improper pronoun use
- Understanding the structure of long sentences
- Understanding the structure of sentences with abstract ideas

Analysis of the PSAT-analysis of performance: The scores for the class of 2008 were much higher than those of 2009. The students were older and may have been taking the PSAT for the second time. Also, these students could conceivably be more serious about the test because it is a forerunner to the SAT college entrance test. Colleges and universities look at the PSAT scores when deciding to give scholarships.

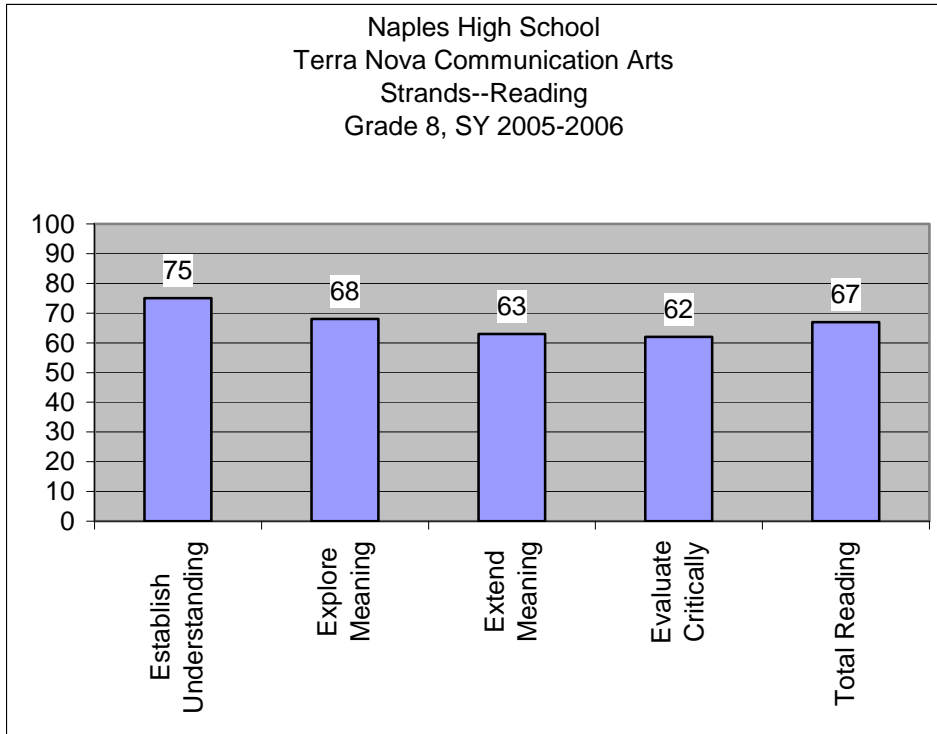
Overall averages for scores on the PSAT



Analysis: The PSAT test scores were low in all areas: Critical Reading, Math and Writing, with the lowest score in Math at 41%.

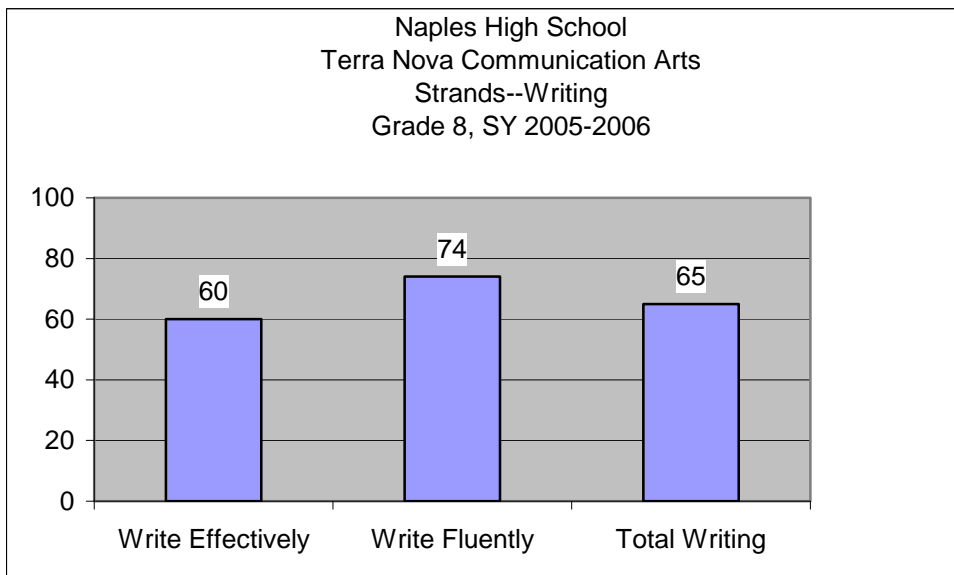
Analysis for all students: Scores are low for all areas according to the percentiles.

## Communication Arts Performance Assessment



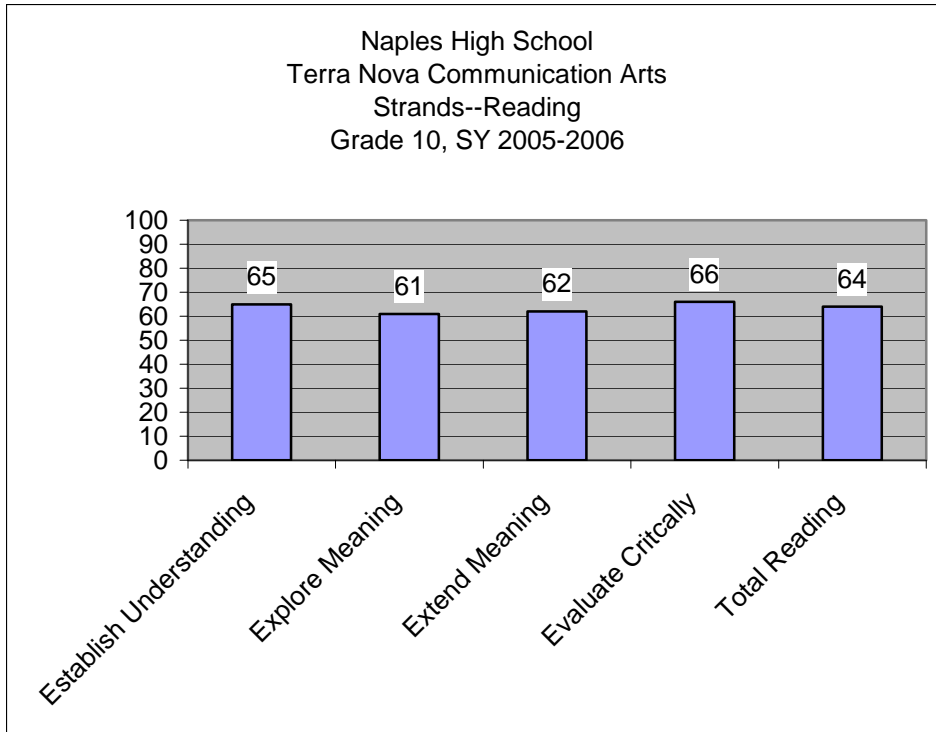
Analysis:

Evaluate Critically and Extend Meaning are the two lowest reading strands in the 8<sup>th</sup> grade.



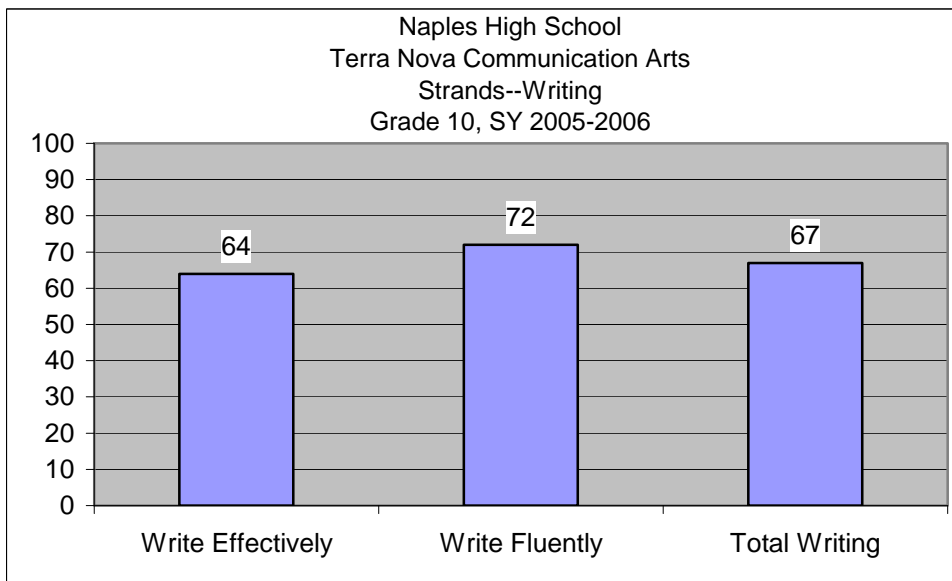
Analysis:

Write Effectively is the lowest writing strand in the 8<sup>th</sup> grade.



Analysis:

Explore Meaning and Extend Meaning are the two lowest reading strands in the 10<sup>th</sup> grade.



Analysis:

Write Effectively is the lowest writing strand in the 10<sup>th</sup> grade.

Analysis for all grades:

Extend Meaning and Write Effectively are clearly the two lowest strands on reading and writing in the 8<sup>th</sup> and 10<sup>th</sup> grades on the Terra Nova Communication Arts test.

**Implications for Student Performance Goals:**

The TN 05-06 OPI scores show that Problem Solving / Reasoning is the weakest overall area. NAHS should consider to focus on critical thinking.

BAM shows that NAHS scores are low in mathematical functions that are performance based with problem solving and thinking skills infused throughout.

AP scores are low. Half the students who took the test scored a 1 or 2 out of a possible 5. A student must receive a 4 or 5 in order to count for college.

PSAT shows that math scores were the lowest, an area of concern for NAHS. It also shows areas of weakness in reading and writing. The specific low areas that lead to the two goals were making connections, high level comprehension skills, abstract ideas, logical reasoning, and clarity in writing.

The Communication Arts Performance Assessment shows that Extend Meaning and Write Effectively are the two lowest areas in reading and writing.

**Identification of Sub-Groups: None**

Other Actions Needed: None

## **EXISTING SCHOOL DATA: COMMUNITY**

### **Data Collection Instruments**

1. Local survey
2. Environmental Scan
3. DoDEA initiatives and mandates
4. Demographics

### **Presentation of Data and Analysis**

#### **Local Survey:**

E-Mails were sent out to the teachers, former students and parents of Naples High School in October 2006 asking for their response to the question “What is needed to make our educational program better?”

Most teachers responded that more resources for each academic discipline was needed to bring and to keep current the technology and research of the subject. Also that class size is reduced such that the teacher to student ratio is lowered. This would allow more time the teacher could spend with students on an individual level. Another response included the use of some of the AVID program methods. These being that each student is required to have a 3 ring binder with subject dividers and the they are instructed how to take Cornell notes, and keep portfolios. All of the preceding would help the student be more organized with their work.

The reestablishment of a tutoring program on certain afternoons, teachers felt would help the at risk students. Further comments from teachers included a booklet, class or brochures on how to help your student study and test taking study skills be available to parents. Parents would be given ideas on how to create a “study place” for the student and what type of study skills have proven successful for academic learning. A parent E-Mail address should be valid and be usable from the start of school and should be always current such that there would be a pathway to and from parent and teacher whenever needed.

Teachers are often given new technology programs that would be beneficial for student learning in their classes. Although these programs do exist at NHS, they are limited to their practical application in the individual classrooms. In some cases, the physical aspect of the classroom does not accommodate the technical program needs. Nor, are there enough pre-implementation experiences offered to the teacher. The IT and ET are very approachable to answer and to help when asked but often the teacher does not know what to ask.

In summary the teachers would like to have more current technology and training for the technology, fewer students per class, more direct contact with parents and a tutor program to help students at risk. Lastly, a response included the hiring of a school



psychologist to test the student ability to learn and what type of instruction is needed for that student.

Students' responses were all concerned with relating real life experience to their classes. These included field trips more often, speakers on the subject and more current material. Any hands on were preferred rather than just book review. Here NHS is limited due to funds.

Little or no responses were obtained from parents. This can be seen as to the status of the relationship with NHS and the parents. Here the gap must be closed.

### **Environmental Scan**

Computers in the classroom have increased from 3 percent in 1994 to 93% in 2008.

#### **Society Considerations:**

Diversity in higher education - demographic shifts

The link between education and the economy - earning power by education level

Participation - financial costs, enrollment, retention, graduation, and forecasts

Additional considerations - first generation students, distance learning and remedial coursework

### **DoDEA Initiatives and Mandates:**

**DoDEA Reads:** We believe that reading enriches students' lives and is essential to our attainment of Goal 1 in the DoDEA Community Strategic Plan. Research tells us that the more students read, the better readers they become. With students, teachers, and parents working together, we can all make a difference in helping children learn and achieve.

**Math Matters:** DoDEA believes that students should be interacting with each other, as well as working independently, just as adults do at work. DoDEA teachers use textbooks as only one of many resources. Other resources include technology such as calculators and computers are useful tools that professionals use on a daily basis.

**DoDEA Technology:** In Department of Defense Dependents Schools, technology in the classroom takes many forms and is supported by a variety of initiatives. The goal for classroom technology in all grades is integration as a support tool into the curriculums. Thus, technology is not taught as a subject; it is a strategy used to enhance lessons and units.

### **National Demographics:**

According to the U.S. Census Bureau the total number of citizens in geographic area of the United States of America in 2000 was 281,421,906. The total number of middle and high school students (age 13-18) in 2004 was 25,535,000. As far as the ethnicity is concerned, the data shows that 75.1 percent of the total population is White; 12.3 percent are African American or Black. The Asian portion is 0.9 percent; the Native Hawaiian or Pacific Islander is 0.1 percent. 12.25 percent is Hispanic or Latino (of any race) and 69.1 are White alone, not Hispanic or Latino. The Hispanic/Latino population has just surpassed African American/Black population as the greatest minority group in the United States. These data refer to the year 2000 census conducted by United States Department of Education.

Parent organizations, (PTSA, SAC, climate / culture influences (deployment, school closure, restructure) are listed on page 5.

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

Areas identified by this data for student performance goals include:

- Technology
- Higher level thinking skills
- Problem solving and reasoning (Student focus group, p.8; TN p.11)

**Identification of Sub-Groups:** On the TN, females scores 5% better than males. The TN Mean Scores show white students performing the highest, then multi-racial, Asian, Black, and finally American Indian on the bottom. The lowest scores were from the category that chose not to declare a race.

**Other Actions Needed: None**

## **EXISTING SCHOOL DATA: INSTRUCTIONAL**

### **Data Collection instruments**

Teacher Survey

DoDEA Customer Satisfaction Survey

### **Presentation of Data and Analysis**

#### Teacher survey

A teacher survey was developed and distributed to all teachers. Survey results are based on the responses recorded from thirty-seven (37) completed teacher surveys. The survey was divided into ten headings or sections, each of which is discussed below.

##### Curriculum and Instruction

Teachers overwhelmingly agree that we have high expectations for our students and that we provide challenging, standards based curriculum.

##### Support for Instruction and Highest Student Achievement

Our faculty agrees that we have excellent personnel and programs to support high student achievement in all our students including those with special needs. Although not a majority, there were a significant number of respondents who felt we did not always have ample resources available.

##### Technology Integration

The faculty was evenly split on the questions of whether we have ample hardware and software available at our school and whether we have ample training and support for technology integration. About half of the faculty felt that we did and the other felt that we were lacking in this area. The majority believed that technology was not infused in the day-to-day instruction of all classrooms at our school. Technology was used most frequently for skills practice, assessment and research. It was used least frequently for keyboarding, test taking and culminating projects.

#### DoDEA Customer Satisfaction Survey

##### *Student and Parent Responses*

The DoDEA administered Customer Satisfaction Survey was used to begin our analysis of parent and student opinions regarding overall educational issues, school/community partnership, student expectations, student assessment, student support and technology in our schools. Because of this, some of the findings may not apply directly to Naples American High School. We feel, however, that the overall impressions expressed in the survey are worth noting.

According to the survey, teachers in the Mediterranean District feel that the most professional growth can be achieved by providing opportunities to integrate technology into instruction and by using powerful instructional strategies and practices. Below are some of the findings as a result of the survey.

## **Student Responses**

### Overall Educational Issues

Student responses in this area are summarized below. More careful analysis of the survey may bring other points to light, but these are the issues that drew the highest percentage responses from the students.

Students feel that:

- Overall our school is doing a good job 68%
- DoDEA schools exist to provide a balanced education in which the basics are only one factor 73%
- The most important thing for schools to do is prepare students for college or work 73%

### Expectations of Students

When asked who has the greatest effect on a student's level of achievement in school; the student, the student's teachers, or the student's parents, the highest percentage said they themselves had the biggest impact. 60%

### Technology

When asked if they used computers a great deal, a fair amount, not much or not at all in their classrooms, the highest percentage said they used computers a fair amount. 40%.

### Partnerships with Parents & Community

When asked to grade how well the schools were doing with forming stronger partnerships with parents and the community to improve student performance, the majority of parents gave us high marks. 65%

The three most mentioned vehicles for improving communication were:

- School visits by parents 54%
- School newsletters 63%
- School open houses 44%

Parents indicated that the most promising possibilities for improving our schools were having a qualified, competent teacher in every classroom and having rigorous academic standards.

Assessment

The parents were asked if they felt that there was too much emphasis on achievement testing and the highest percentage responded that they felt the amount was “just about right” 61%.

When asked if they felt that using technology had improved instruction, most said yes, they felt it had: 47%.

**Compare Teacher-Student-Parent Responses**

**STUDENT AND PARENT DATA:**

\*All information used in the Student and Parent Data section was compiled from the Department of Defense Education Activity “SY 2006-2007 Customer Satisfaction Survey Results”

Your child’s school is striving to form stronger partnerships between parents, the community and the schools to improve student achievement. Grade how well your child’s school is meeting this goal right now.

Percentage of **Parents** responding: A or B: 65%

DoDEA schools are working hard to open the lines of communication with parents and community members. How effective do you think each of these would be at your school?

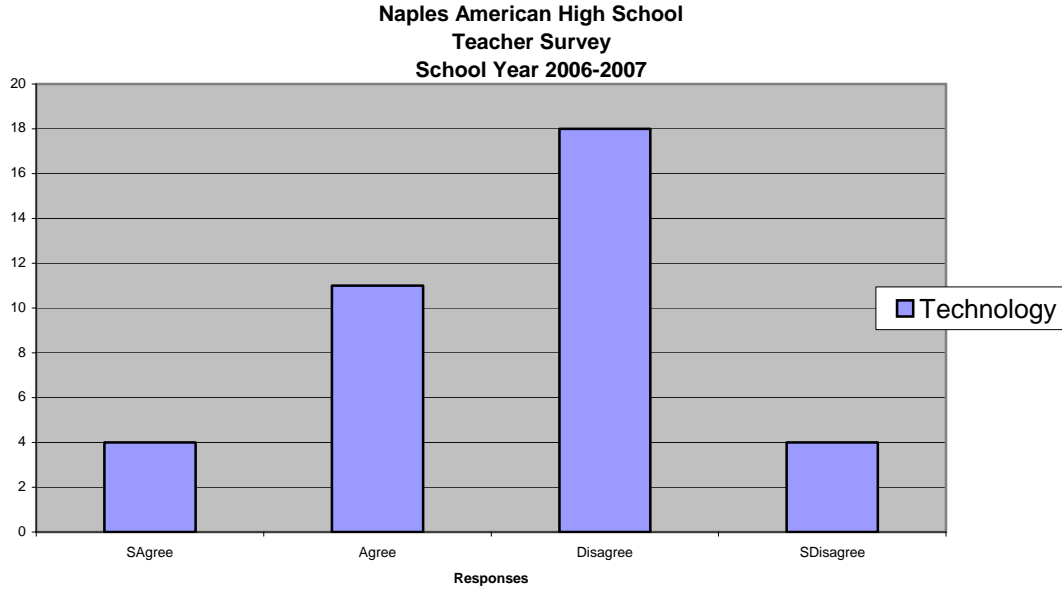
Percentage of **Parents** responding “Very Effective”:

School newsletters: 63%

School visits by parents: 54%

**TEACHER DATA:**

Question # 34 Technology is infused in the day-to-day instruction of all classrooms at our school.



15/37 = 40% (Agree)

22/37 = 60% (Disagree)

**STUDENT AND PARENT DATA:**

Does your school use computer technology for instructing students a great deal, a fair amount, or not at all?

	<b>Students</b>	<b>Parents</b>
Great Deal:	26%	15%
Fair Amount:	40%	61%
Not Much:	28%	24%
Not At All:	05%	00%

Do you think the use of computer technology improved the quality of instruction in your school:

	<b>Students</b>
Yes- teachers teach better:	47%
No- teachers do not teach better:	31%
Don't know:	22%

**Implications for Student Performance Goals:**

Areas identified by this data for student performance goals include:

- Technology

**Other Actions Taken: None**

**Sub Groups Identified: None**

## INTERPRETATION AND TRIANGULATION OF DATA

### Student Performance Goal 1:

All students will improve their critical thinking across the curriculum.

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

- Data Point 1 – Terra Nova Multiple Assessments
- Data Point 2 – Communication Arts
- Data Point 3 – Student Focus Group
- Data Point 4 – PSAT, analysis of performance

### ESSENCE OF THE GOAL

The staff at Naples High School defines critical thinking as synthesizing, integrating information and developing conclusions.

### Student Performance Goal 2:

All students will improve effective communication skills across the curriculum.

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

- Data Point 1 – Terra Nova Multiple Assessments, Language Arts subtest,
- Data Point 2 – PSAT
- Data Point 3 – Communication Arts, Reading, Writing Strands

### ESSENCE OF THE GOAL

The staff at Naples High School defines communication skills as expressive and receptive learning with clarity and focus using a variety of media.



## **RATIONALE FOR STUDENT PERFORMANCE GOALS**

**GOAL 1:** In reviewing the data on our students from different assessments, our staff determined that the area of problem solving was weak and needed to be improved. We analyzed the TerraNova, BAM, PSAT, Communication Arts, and data collected from former students, which all collaborated our findings. Furthermore when we looked at the OPI strands from the TerraNova, the specific areas that were weak were problem solving and reasoning in math. Analysis of the Terra Nova Teacher's Guide helped us to determine what types of skills are required to answer these OPI's sufficiently. Communication Arts shows that Evaluate Critically is an area of concern. Overall, the skills needed are those connected to problem solving skills and thinking skills; thus leading us to a target goal of critical thinking.

**GOAL 2:** In reviewing the data on our students from different assessments, our staff determined that the area of communication needed to be improved. We analyzed from the TerraNova, Communication Arts, and PSAT test scores, which all collaborated our findings. Furthermore when we looked at the Language Arts subtest, there was a weakness in the students editing ability as well as an ethnicity and gender gap. The strands from the Communication Arts Performance Assessment revealed the specific areas that were weak were writing effectively and extend meaning. Overall, the skills needed are those connected to communication skills.