School Profile

LIVORNO UNIT SCHOOL

Livorno, Italy

Cathy Magni, Principal
Carol Paulsen, Assistant Principal

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SCHOOL PROFILE DEVELOPMENT

The Livorno Unit School Community Strategic Plan Committee is composed of the following members:

- M. M. (ES Departmental Chair) and J. K. (HS Departmental Chair)
- A. F., Teacher Representative
- B. W. (Educational Technologist)
- Cathy Magni (Principal) and Carol Paulsen (Assistant Principal)
- M. S. and B. D. (Co-Chairpersons)

Step 1: Livorno Unit School followed the general guidelines for the School Profile sent to us by our DSO Liaison. Our DSO liaison also visited our school during the August workdays to assist with the introduction of the guidelines for the year to include both the writing of the school profile and the upcoming visit from NCA.

Step 2: Our unit school has time built into the daily schedule that allows one half-day in-service per month. At the first September in-service, the co-chairs, B. D. and M. S., prepared six sign-up sheets listing the six different task categories we wished to research for our profile. We wanted our staff to choose their own task groups rather than assigning them.

Step 3: The individual task groups met immediately and chose their own leaders and selected their individual jobs. This encouraged them to gain a sense of ownership of the finished product. Everyone adopted a positive attitude about their task groups and research, and, except for some minor "overlaps," our groups meshed together well. The exact titles of our task groups were: (1) Environmental Scan and Survey, (2) Standardized Test Data Crunchers, Group A (Terre Nova), (3) Standardized Test Data Crunchers, Group B (Communication Arts), (4) Local Assessment Data Crunchers, (5) Local Insights, (6) and Existing School Data-Instruction.

Step 4: A computer file location was selected on the common drive, and task groups were assigned folders in this computer file in which to store their data and results.

Step 5: Committees were assigned work locations with computer access at the ES for all three in-services. Blank "minutes of meetings" forms were inserted in each folder, and task group members received instruction on how to fill out the minutes, how and where to store data, and how to convey their materials and findings directly to the computer folders.

Step 6: In addition to half-day in-service time, we receive regular released time for in-services allowed by our DSO. Two of our half-day in-services (September 22 and October 6, 2006) and one full day in-service (October 27, 2006) were dedicated to working on the Profile. Task group work was completed by 11 AM on October 27 and task groups began reporting. Task groups met additional times before and after school and during their lunchtimes in order to complete tasks on time. Final drafts were submitted into folders and results presented to the entire faculty.

All task group folders are available to view online.

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

Livorno Unit School Mission Statement

The mission of the Livorno Unit School is to guide, facilitate, and empower students. In partnership with the community, we will prepare all students to become lifelong learners using a challenging, standards-based curriculum.

Core Commitments/Beliefs

We believe all students should:

- Meet their individual needs within a multi-cultural setting
- Embrace challenges in a safe and supportive environment
- Develop physical, emotional and social health
- Accept responsibility for their learning and actions
- Become active and enthusiastic participants as lifelong learners
- Use technology and other resources to enhance their knowledge
- Exercise tolerance and appreciate diversity

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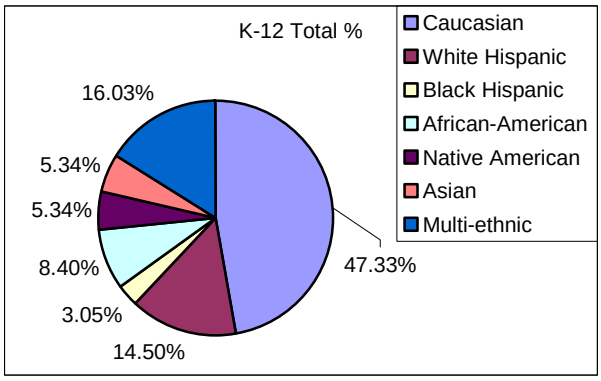
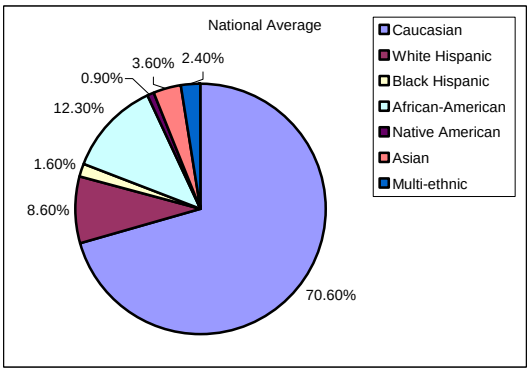
Presentation/Analysis of Data

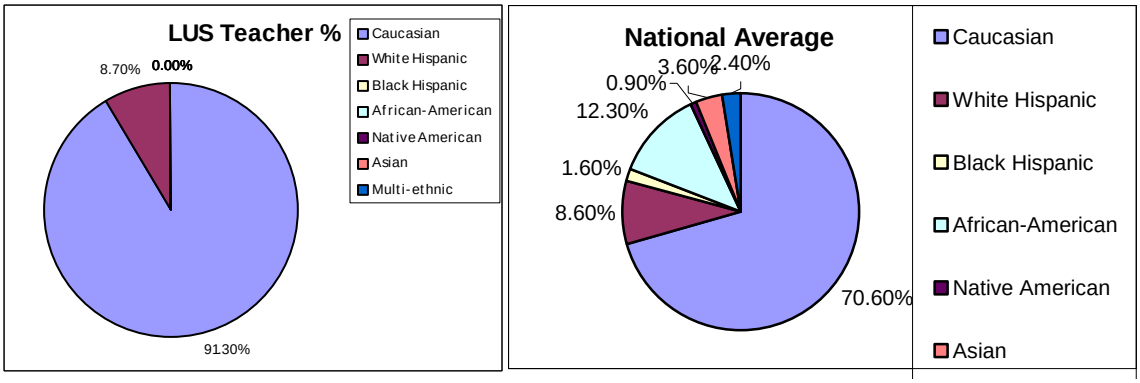
Student Demographics





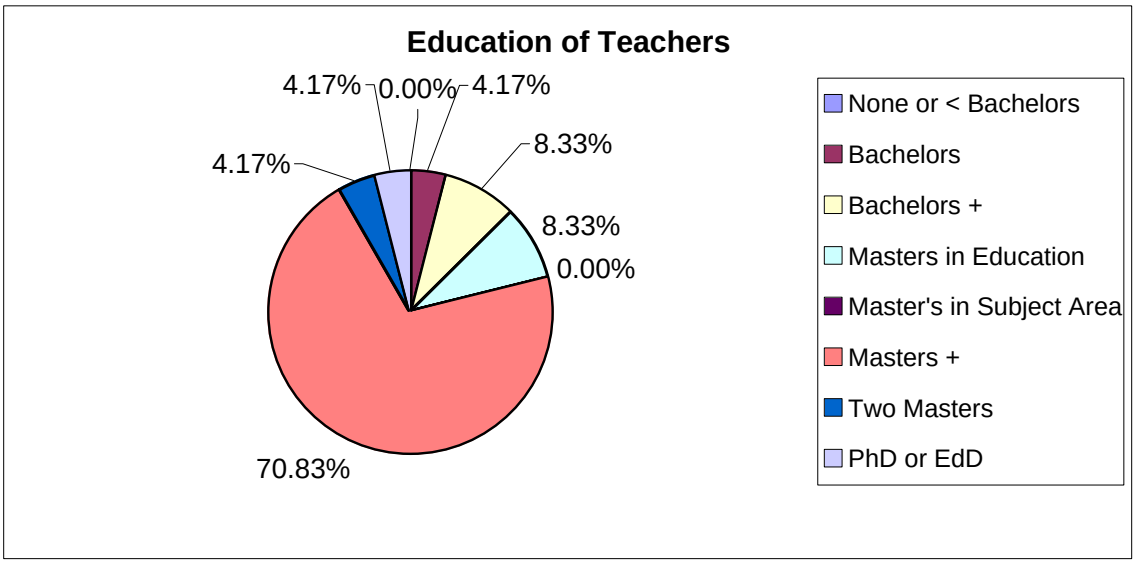
Livorno Unit School has far fewer Caucasians than the national average. A large percentage of the students are multi-ethnic and many who claimed one ethnicity are also multi-ethnic.

Teacher Demographics



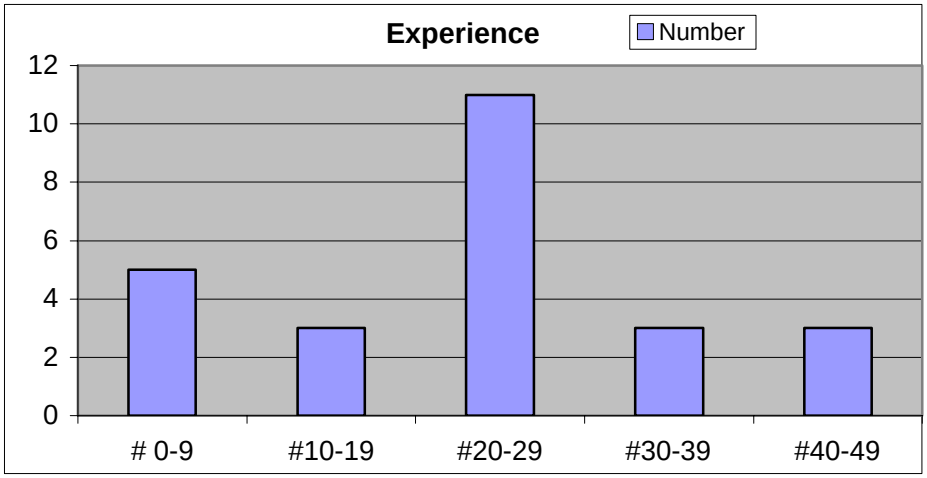
•The proportion of Caucasian teachers exceeds the national average. This far exceeds the average of our student body

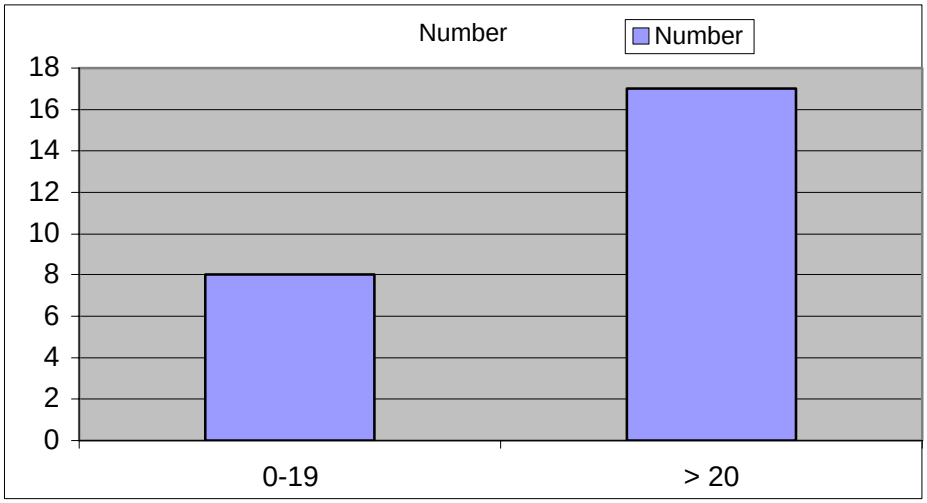
Education of Staff



The staff is highly educated. Over 70 % have Masters+ certification. In addition, there are five educators with Bachelors to Masters degrees and there is one educator with two Masters and one with a PhD. Within this group, over 55% chose teaching as a first career. The non-teaching support staff is made up of 42% non-degree holders, 28% Bachelors degree holders, 14% Master degree holders and 14% with two Masters degrees.

Experience Categories





The staff is composed of a large majority (17) of educators with more than 20 years of experience.

School Structure

LUS serves approximately 125 students in Grades Kindergarten through Grade 12. The elementary school is located at the southern end of Camp Darby. The high school is located at the opposite northern end of the base. A Preschool Children with Disabilities (PSCD) class is offered at the Elementary School. Beginning in the fall of 2007, the high school will be closed and Grades K-8 will be located in the elementary complex.

Curriculum

LUS follows the prescribed DoDEA Standards-based curriculum for Grades K-12. Even though our unit school is small and the elementary building is at one end of the base and the high school at the other, our specialists run back and forth throughout the day providing services in music, information center, art, talented and gifted, and Italian. Both schools offer support programs for language arts and math. The elementary school offers a special lunch program allowing parents to dine with their children with special arrangements. The high school (Grades 6-12) has a unique split-block program that offers two block periods each day from 07:55 to 11 AM after which time, a daily program moves into place. Most academic subjects are scheduled into the two block periods, and the remaining (mostly electives) fill out the other three periods of the school day. There is a special WHEEL program for the middle school classes Period 3 with a selection of courses for each grade level changing every 9 weeks. Some special WHEEL offerings are Clay Animation, Map Skills, Creative Thinking, and Adventure Education. Our Adventure Education Program is exemplary and that instructor was chosen Teacher of the Year for the Mediterranean District for the 2006-2007 school year.

Clubs, Sports, After School Programs

Sports currently offered at LUS are boys volleyball, boys basketball, and boys and girls tennis. Current club titles are National Honors Society and National Junior Honor Society, Student Council, after school band, Drama, Robotics Club, Art Club, and Math Counts.

The USAG Livorno Mission Statement

- Provide Logistical and force protection security support to Garrison and Tenant Units.
- Provide base operations support and quality of life services to the Military Community, families, and civilian workforce.
- Liaison with host nation military and civilian authorized to negotiate/coordinate mission requirements in the Pisa/Livorno AOR.

Implications for Student Performance Goals:

- Special attention to school improvement goals should be taken into account when staffing is developed for the school transition from a K-12 to a K-8 complex.
- Additional extra-curricular programs need to be offered at the elementary and middle school level with emphasis on support for improvement of reading and thinking skills

INFORMATION FROM FORMER STUDENTS

"Due to DoDEA directives that would not authorize DoDDS schools to conduct student surveys, we were unable to collect this information."

EXISTING SCHOOL DATA: STUDENTS

Data Collection Instruments

- Developmental Reading Assessment (DRA) is a local assessment given twice a year to all students in Grades One to Three.
- Terra Nova Multiple Assessments, 2nd edition is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in Grades 3-11.
- The Scholastic Reading Inventory (SRI) is a local assessment given to all students in our school in grades 3-6.
-
- Terra Nova Communication Arts, 2nd Edition, is a system-wide, criterion referenced assessment given annually in the spring of each school year to all of our students in Grades 4-8-10.

Presentation / Analysis of Data

Developmental Reading Assessment, Years 2003-2006, K-2

Kindergarten	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Above Grade Level	33	9	0	27
On Grade Level	47	36	55	40
Below Grade Level	20	55	45	33

DRA Grade 1	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Above Grade Level	0	5	12	0
On Grade Level	62	55	53	69
Below Grade Level	38	33	35	31

Grade 1	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Above Grade Level	0	50	24	64
On Grade Level	60	22	41	0

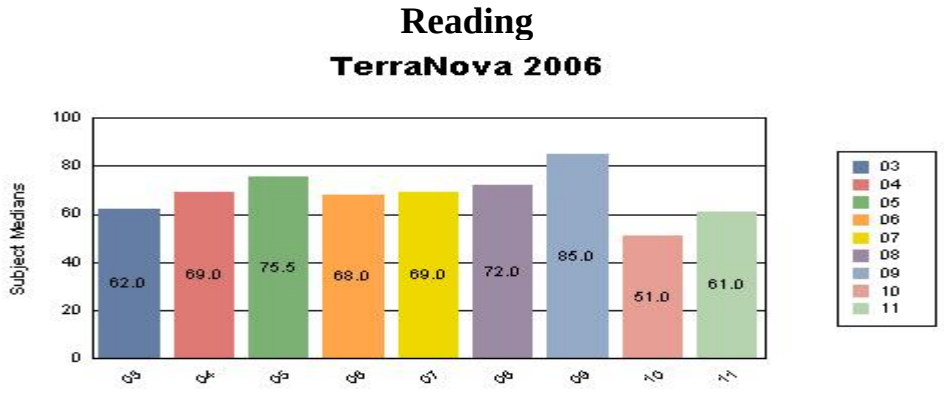
Below Grade Level	40	28	35	36

DRA Grade 2	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Above Grade Level	14	24	70	52
On Grade Level	71	65	6	10
Below Grade Level	14	12	24	37

Grade 2	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Above Grade Level	0	19	47	42
On Grade Level	83	69	23	31
Below Grade Level	17	12	30	26

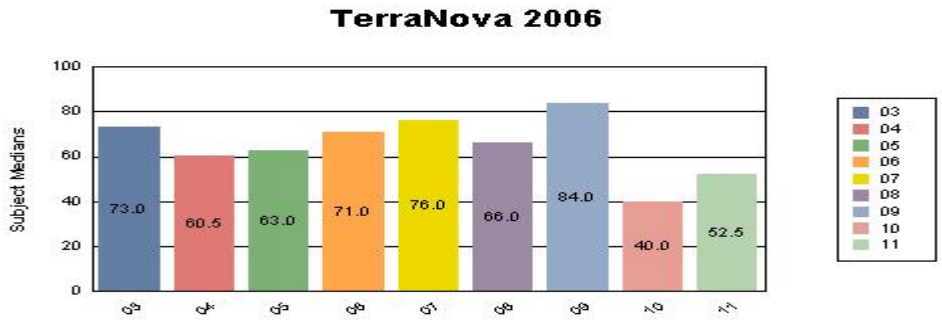
As we analyzed the DRA results for fall and spring of last school year (2005-2006) for Kindergarten, Grades 1 and 2, we found that at least 25% of the students continually stayed below grade level.

Evaluation of Terra Nova 2006 Reading and Math Scores by GRADE LEVEL



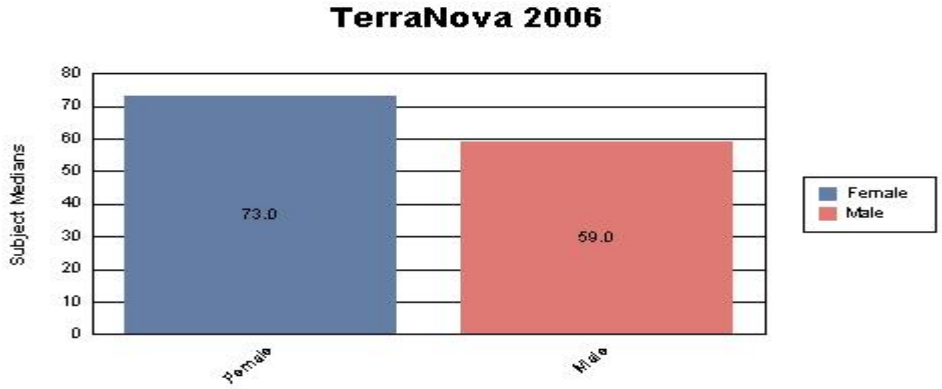
Even though all classes scored above the 60th percentile in reading (except Grade 10), they still do not meet DoDEA standards.

Mathematics



Even though all but grades 10 and 11 scored above the 60th percentile, they still do not meet DoDEA standards.

Evaluation of Terra Nova 2006 Language Arts Scores by gender.
Language



There is a significant gap (14%) between females (73%) and males (59%) in the area of Language Arts.

Terra Nova Quartile Percents, 2002-2006

Reading 3-8

Grade Level	Quartile Percents	Reading 2002	Reading 2003	Reading 2004	Reading 2005	Reading 2006
3	1st	25.0	55.6	55.6	25.0	35.7
3	2nd	50.0	22.2	11.1	31.3	35.7
3	4th	8.3	22.2	0.0	6.3	7.1
4	1st	36.4	25.0	53.8	33.3	26.3
4	2nd	36.4	31.3	23.1	66.7	47.4
4	4th	9.1	12.5	0.0	0.0	0.0
5	1st	40.0	12.5	28.6	75.0	50.0
5	2nd	60.0	50.0	35.7	8.3	16.7
5	4th	0.0	12.5	7.1	16.7	0.0
6	1st	37.5	63.6	33.3	31.3	33.3
6	2nd	25.0	27.3	41.7	50.0	33.3
6	4th	12.5	0.0	8.3	0.0	0.0
7	1st	40.0	45.5	58.3	11.1	38.5
7	2nd	33.3	27.3	16.7	66.7	38.5
7	4th	6.7	27.3	8.3	0.0	0.0
8	1st	60.0	58.3	40.0	42.9	44.4
8	2nd	30.0	33.3	40.0	57.1	55.6
8	4th	10.0	8.3	20.0	0.0	0.0

Green depicts areas where DoDDS standards were met in the bottom quartiles.

Blue indicates areas where LUS students met DoDDS standards in the upper two quartiles.

White areas indicate where those standards were not met.

Terra Nova Quartile Percents, 2002-2006

Language Arts 3-8

Grade Level	Quartile Percents	Language Arts 2002	Language Arts 2003	Language Arts 2004	Language Arts 2005	Language Arts 2006
3	1st	8.3	66.7	33.3	50.0	28.6
3	2nd	33.3	0.0	44.4	18.8	35.7
3	4th	0.0	11.1	0.0	6.3	7.1
4	1st	18.2	25.0	46.2	33.3	42.1
4	2nd	63.6	31.3	53.8	33.3	36.8
4	4th	9.1	6.3	0.0	0.0	5.3
5	1st	50.0	37.5	28.6	66.7	41.7
5	2nd	50.0	12.5	57.1	16.7	25.0
5	4th	0.0	12.5	14.3	8.3	16.7
6	1st	25.0	72.7	33.3	37.5	40.0
6	2nd	50.0	27.3	41.7	37.5	40.0
6	4th	0.0	0.0	8.3	0.0	0.0
7	1st	46.7	54.5	58.3	55.6	38.5
7	2nd	33.3	27.3	33.3	33.3	38.5
7	4th	6.7	0.0	8.3	0.0	7.7
8	1st	70.0	50.0	70.0	71.4	33.3
8	2nd	20.0	25.0	10.0	14.3	66.7
8	4th	0.0	8.3	10.0	0.0	0.0

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White areas indicate where those standards were not met.

Terra Nova Quartile Percents, 2002-2006

Mathematics 3-8

Grade Level	Quartile Percents	Mathematics 2002	Mathematics 2003	Mathematics 2004	Mathematics 2005	Mathematics 2006
3	1st	25.0	55.6	60.0	17.6	46.7
3	2nd	41.7	11.1	0.0	52.9	46.7
3	4th	0.0	0.0	0.0	5.9	0.0
4	1st	16.7	6.3	61.5	50.0	25.0
4	2nd	41.7	56.3	23.1	10.0	40.0
4	4th	25.0	6.3	0.0	20.0	10.0
5	1st	60.0	33.3	14.3	72.7	38.5
5	2nd	20.0	44.4	57.1	18.2	23.1
5	4th	0.0	11.1	0.0	0.0	7.7
6	1st	40.0	54.5	50.0	31.3	46.7
6	2nd	10.0	27.3	16.7	37.5	13.3
6	4th	40.0	0.0	8.3	12.5	6.7
7	1st	26.7	63.6	41.7	55.6	53.8
7	2nd	46.7	9.1	25.0	22.2	15.4
7	4th	20.0	18.2	8.3	0.0	0.0
8	1st	70.0	33.3	70.0	57.1	33.3
8	2nd	30.0	33.3	0.0	42.9	44.4
8	4th	0.0	8.3	10.0	0.0	0.0

Green depicts areas where DoDDS standards were met in the bottom quartiles.

Blue indicates areas where LUS students met DoDDS standards in the upper two quartiles.

White areas indicate where those standards were not met.

Terra Nova Quartile Percents, 2002-2006

Science 3-8

Grade Level	Quartile Percents	Science 2002	Science 2003	Science 2004	Science 2005	Science 2006
3	1st	41.7	55.6	60.0	17.6	33.3
3	2nd	33.3	22.2	30.0	47.1	40.0
3	4th	0.0	22.2	0.0	5.9	6.7
4	1st	16.7	18.8	38.5	50.0	30.0
4	2nd	33.3	62.5	38.5	10.0	50.0
4	4th	8.3	12.5	7.7	20.0	5.0
5	1st	30.0	22.2	14.3	27.3	23.1
5	2nd	40.0	33.3	42.9	36.4	46.2
5	4th	0.0	22.2	7.1	0.0	15.4
6	1st	10.0	45.5	8.3	18.8	33.3
6	2nd	20.0	18.2	50.0	43.8	26.7
6	4th	30.0	0.0	8.3	6.3	13.3
7	1st	40.0	27.3	33.3	11.1	15.4
7	2nd	13.3	36.4	50.0	77.8	53.8
7	4th	13.3	9.1	8.3	0.0	0.0
8	1st	80.0	33.3	50.0	57.1	33.3
8	2nd	20.0	33.3	20.0	42.9	44.4
8	4th	0.0	8.3	30.0	0.0	0.0

Green depicts areas where DoDDS standards were met in the bottom quartiles.

Blue indicates areas where LUS students met DoDDS standards in the upper two quartiles.

White areas indicate where those standards were not met.

Terra Nova Quartile Percents, 2002-2006

Social Studies 3-8

Grade Level	Quartile Percents	Social Studies 2002	Social Studies 2003	Social Studies 2004	Social Studies 2005	Social Studies 2006
3	1st	25.0	75.0	50.0	23.5	20.0
3	2nd	58.3	12.5	30.0	58.8	46.7
3	4th	0.0	12.5	0.0	5.9	6.7
4	1st	25.0	25.0	30.8	30.0	25.0
4	2nd	58.3	62.5	46.2	40.0	45.0
4	4th	0.0	0.0	0.0	10.0	10.0
5	1st	20.0	33.3	28.6	66.7	23.1
5	2nd	70.0	44.4	28.6	8.3	46.2
5	4th	0.0	11.1	0.0	8.3	7.7
6	1st	10.0	54.5	25.0	31.3	40.0
6	2nd	40.0	27.3	33.3	37.5	13.3
6	4th	10.0	9.1	8.3	6.3	6.7
7	1st	20.0	36.4	66.7	33.3	23.1
7	2nd	40.0	36.4	16.7	33.3	46.2
7	4th	6.7	9.1	8.3	0.0	0.0
8	1st	60.0	41.7	40.0	42.9	22.2
8	2nd	30.0	25.0	40.0	42.9	44.4
8	4th	0.0	0.0	10.0	0.0	0.0

Green depicts areas where DoDDS standards were met in the bottom quartiles.

Blue indicates areas where LUS students met DoDDS standards in the upper two quartiles.

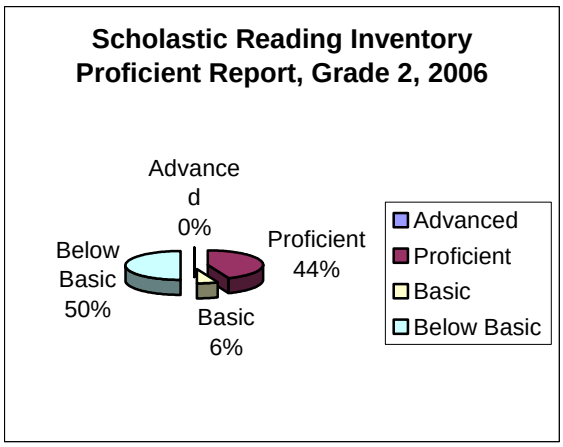
White areas indicate where those standards were not met.

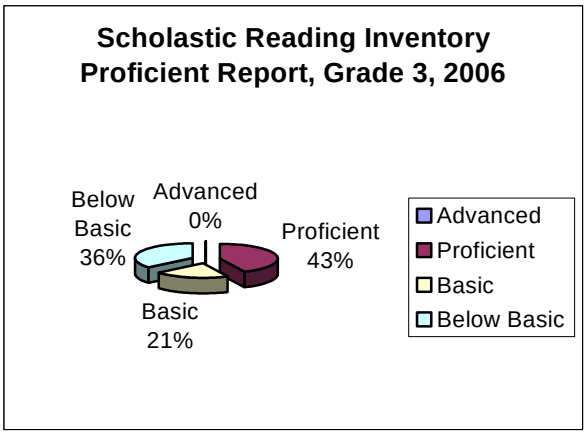
Overall Information on Meeting Standards:

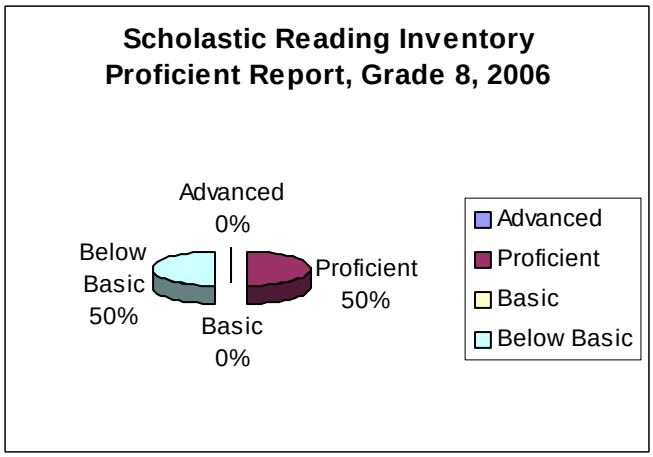
Reading Scores: Of 30 standards, 16 were met during the 5-year period.

Math Scores: Of 30 standards, 10 were met during the 5-year period.

Scholastic Reading Inventory Proficient Report, 2006

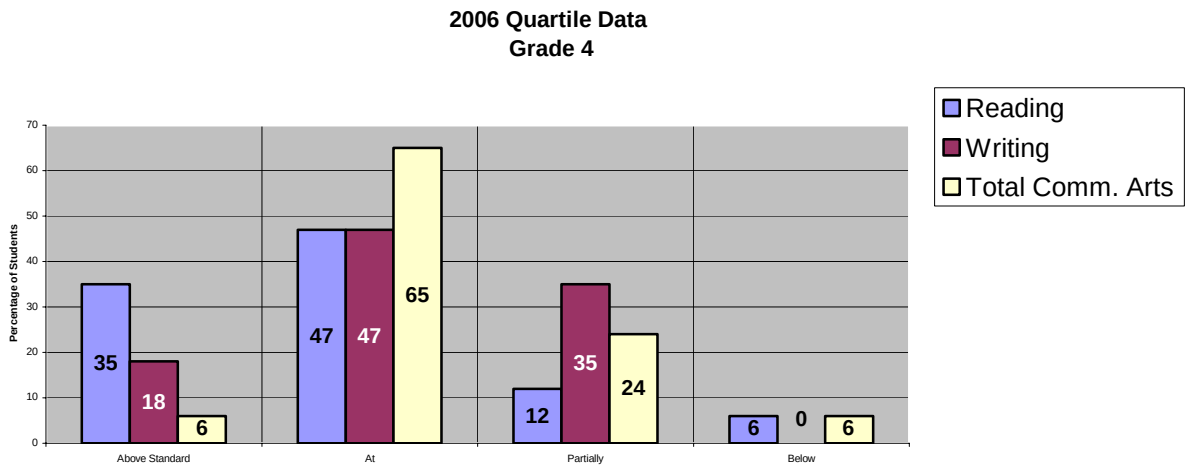


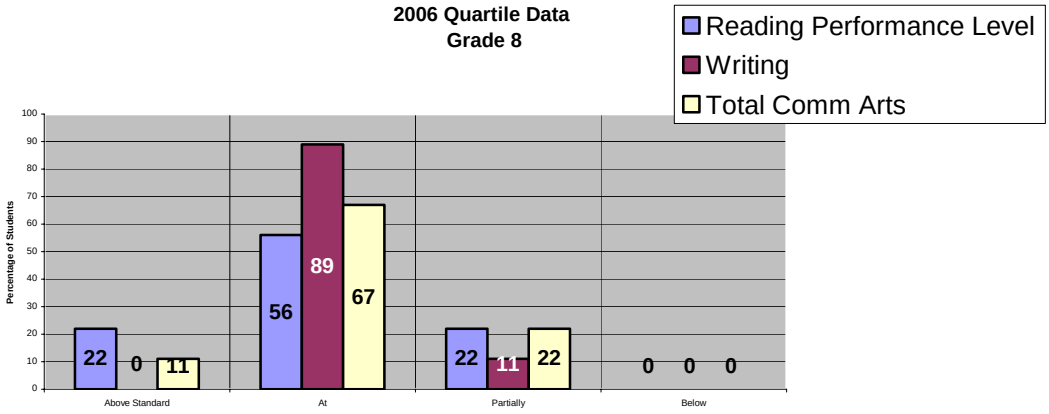




These graphs show that at least 50% of the students in Grades 2, 3 and 8 are reading at the basic or below basic level. Standards were met in other grades not shown.

Terra Nova Communication Arts





These graphs show that at least 18% of students in Grade 4 and Grade 8 scored "partially" or "below" the standard in reading.

Livorno Communication Arts Totals

Grade 4

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	5.2 of 6	86	71
Explore Meaning	4.8 of 6	80	73
Extend Meaning and Examine Strategies	**4.0 of 6**	**67**	**64**
Evaluate Critically	**3.6 of 6**	**60**	**49**
Total Reading	17.4 of 24	73	64
Writing Strands			
Write Effectively	10.8 of 18	60	51
Write Fluently	6.8 of 9	75	68
Total Writing	17.6 of 27	65	57
Total Communication Arts	35.0 of 51	73	60

Grade 8

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.7 of 6	78	65
Explore Meaning	4.1 of 6	69	63
Extend Meaning and Examine Strategies	4.1 of 6	69	60
Evaluate Critically	3.2 of 6	54	56
Total Reading	16.1 of 24	67	61
Writing Strands			
Write Effectively	11.8 of 18	65	59
Write Fluently	6.6 of 9	73	78
Total Writing	18.3 of 27	68	65
Total Communication Arts	34.4 of 51	68	63

This graph shows that students in Grades 4 and 8 have scored low in the critical thinking areas highlighted above.

Implications for Student Performance Goals

Based on the Terra Nova, DRA, SRI, and Communication Arts assessment data across the years studied, our group recommends emphasizing core reading skills and strategies of instruction across the content areas beginning in the elementary and continuing throughout middle school. We recommend continued SRI testing and use of those scores in guiding student reading across all subject areas.

To enhance thinking skills, we further suggest incorporating reading strategies specifically designed for informational reading. Based upon the various testing data in the years studied, our group recommends adopting stronger writing practices throughout elementary and middle school to enhance thinking skills. Some points of emphasis could include developing main ideas and building support in paragraph structure.

These recommendations, we believe, will support improvement in student reading and thinking skills.

EXISTING SCHOOL DATA: COMMUNITY

Collection Data Instruments

- **Community Programs and Support**
- **Parent Partnerships**
- **Evolving Technology And Future Job Requirements**
- **Teacher Survey**

Presentations and Analysis of Data

Community Programs and Support

Camp Darby offers a wide variety of programs and support for LUS students to include all YS programs, Mess Hall, AAFES, CDS, ACS, an evening shuttle bus, commissary, dental clinic, Fire Department, DARE, Global Bank (5 Kilometer Run), Friends of Camp Darby, and yearbook support from Red Horse, Red Horse Flight. In addition to the programs listed above, students also have all of the DoDDS Europe Student Activities available to them. (Complete lists in data files)

Parent Partnerships:

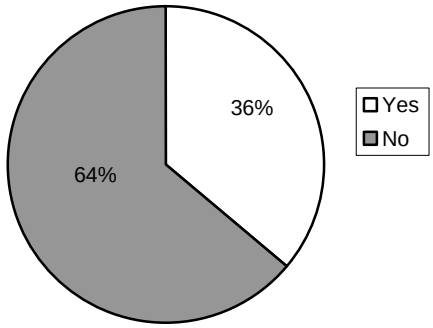
LUS has many different partnerships. Some of these are Mentorship Program, School Advisory Committee (SAC), and Parent Teacher Association (PTSO). Besides these programs, parents are also involved in Math Mania, Science Fair, History Day, Book Fair, Teacher Substitutes, and volunteer support in different classrooms.

Evolving Technology And Future Job Requirements

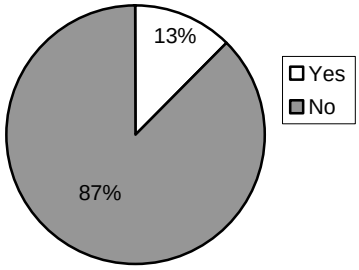
The growing use and need for constantly evolving technology calls for education of both students and teachers in technology. Even though only 52% of students in the US have Internet at home, 91% use it. Bringing new technology into the classroom is also growing increasingly important. We looked at the needs of society, and took into consideration what makes a given society successful. Certain characteristics like cultivating strong leaders, promoting responsible and financially sound citizens were highlights. Although robotic technology will surely create a new generation of high-tech jobs, service jobs like movie theatre workers and golf course attendants will remain. As new engineers will be needed to design and build newer technology, there will still exist the need for barbers, soldiers, and artists. to name a few, possibly reinstating the need for vocational education programs

Results of Teacher Survey

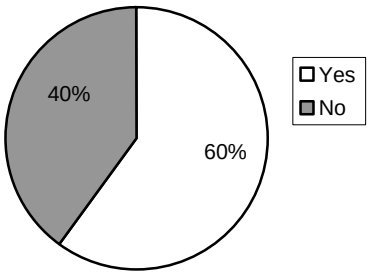
Teachers: Do you feel there is enough technology training provided to you? (N=25)



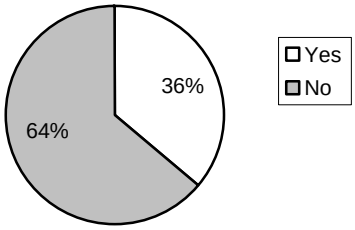
Teachers: Do you feel that you are given enough time in the duty day to master/practice the technology training you receive? (N=24)



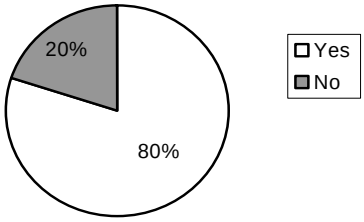
Teachers: Do you feel there is enough training in your discipline? (N=25)



Teachers: Do you feel there is enough time in the duty day to master/practice the training you received in your discipline? (N=25)



Teachers: Are you interested in differenitated instruction (ability level/familiarity) during future technology training? (N=25)



These graphs reflect results from the teacher survey and illustrate the desire of teachers for (1) additional time for mastery of technology training, (2) for differentiated technology training, and (3) additional training in curriculum areas.

School Closure

In 2007, after over 50 years, our high school will be closing. The remaining school will be a K-8 facility located in the current Livorno Elementary School complex. The psychological repercussions of this upcoming change for both teachers and students has been considerable—and will continue to be through the final school days of June, 2007. Livorno students in grades 9-12 will have only one option for a formal education (other than home schooling)--Florence International School. This will be a considerable commute, a much different and more-regimented curriculum, with a completely different philosophy and style of teaching. Many of our teachers will not be returning to this school and are facing a permanent transfer to a new location. Despite this fact, everyone worked hard to supply the most accurate, up-to-date information possible for this profile.

Implications for Student Performance Goals

Technical training for both students and teachers will be required to meet future job requirements. Teachers need to acquire these skills in order to pass them along to students. Reading and following written directions will become even more important for students in the future than it is at present. Our survey indicates that teachers want the training, but they also need time to practice what they have learned.

Implications from this task group are that additional time and training for teachers in areas where improved technology skills will be demanded of students will be extremely beneficial for all. Improving technology skills will also improve reading and thinking skills.

EXISTING SCHOOL DATA: INSTRUCTIONAL

Data Collection Instruments

- **Academic and Instructional Support**
- **Academic Partnerships**
- **Staff Development**
- **Administration/Staff Survey**
- **Instructional Strategies**
- **Distance Learning Courses**
- **School Improvement Final "2001-2006" Report**

Presentation / Analysis of Data

Academic and Instructional Support:

AVID Programs, D.A.R.E Program, Battle of the Books, Finishing School, ES Homework Club with transportation, Italian Tutoring, Mentor Tutoring, P.E. Central Challenge, Young Authors, Academic Extra-Curricular, Art Enrichment, Drama Club, Literature Club, Math Counts, Robotics, Student Council, Yearbook Club, After school band and choir, Electronic Music. **Annual Events:** Community 5K Fun Run, Creative Writing, Elementary Field and Fitness Day, Elementary Health and Fitness Day, Math Mania Night, Medieval Fest

Academic Partnerships:

Career Mentoring, Community 5K Fun Run, Elementary Fitness Field Day, Elementary Health and Fitness Day, Mentoring Program, National History Day, Parent Teacher Student Organization (PTSO), Performing Arts, Student Advisory Committee (SAC), Visual Arts

Staff Development:

2002-03: Available New Techniques and Software, Cognitive Tutor Tech for math and science, Leap Pads, Library World/Read 180, Outlook Applications. **2003-04:** Big 6/Super 3 Teaching Strategy, Differential Learning, Rubric Assessments. **2004-05:** Digital Sender Training, DoDDS Standards Mandatory Training, Health and Fitness Integration Training, Inspiration (HS), Kidspiration (Elementary). **2005-06:** Adventure Education Presentation, Blood Borne Pathogen, Continued DoDDS Standards Mandatory Training, Cross Curricular, Instruction, Differential Learning, Family Advocacy, Intranet/webpage—District Office, Photoshop Training, SMS Gradebook Training.

Results of Administration/Staff Survey (In-Service Evaluation)

IN-SERVICE EVALUATION

November 9, 2006

Thank you for your attention and support today. Please take time to fill out the following questions in reference to today's in-service.

Researching and investigating school data often leads to discoveries about our school that may have been noticed before. Please list one or two new discoveries you might have drawn from process.

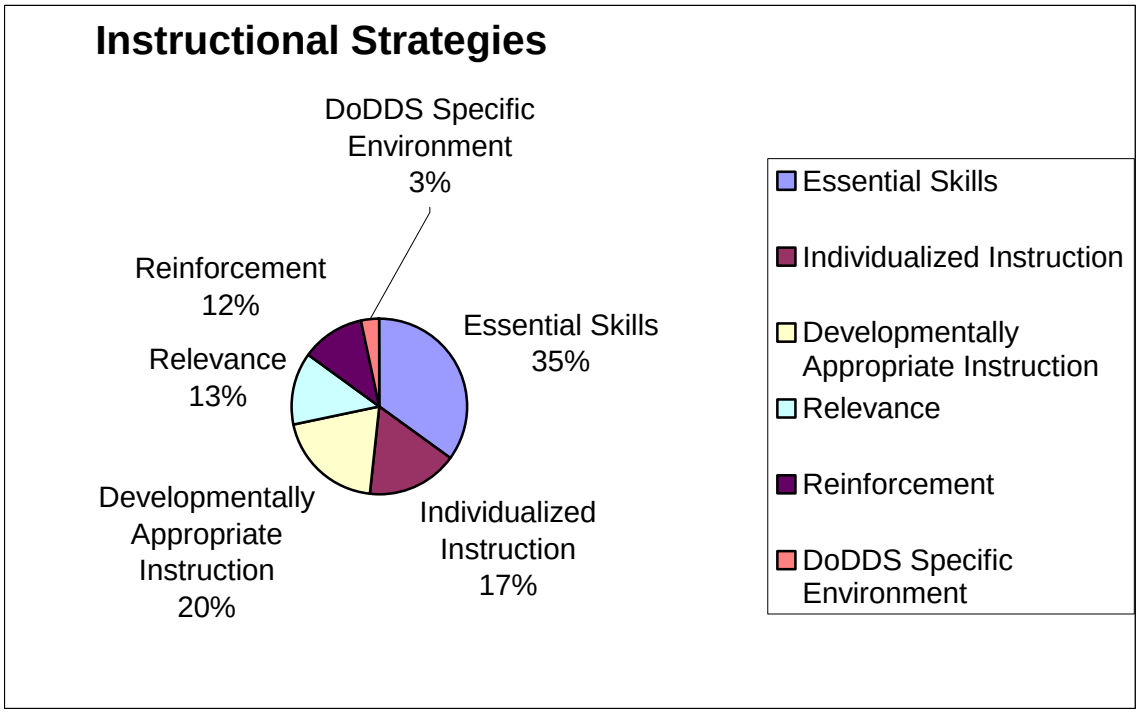
- Writing skills and grammar are lacking/ what do the scores show?
- We need to work towards better reading comprehension
- Reading comprehension across all curricular areas
- Reading or Writing in content areas/how tech can increase reading and writing
- Improve reading scores across grade levels
- More Science study at the elementary
- Our reading scores are lower than expected

Time was given today to discuss possible student goals that could eventually become goals for our school improvement plan. If you have any more ideas that were not discussed today please list them below.

- I like reading as a goal
- Grammar and writing skills
- I do appreciate the philosophy of not adding an undue amount of new work
- Expand on reading
- I feel strongly about the reading ability to explain. Summary is a great start to goal development

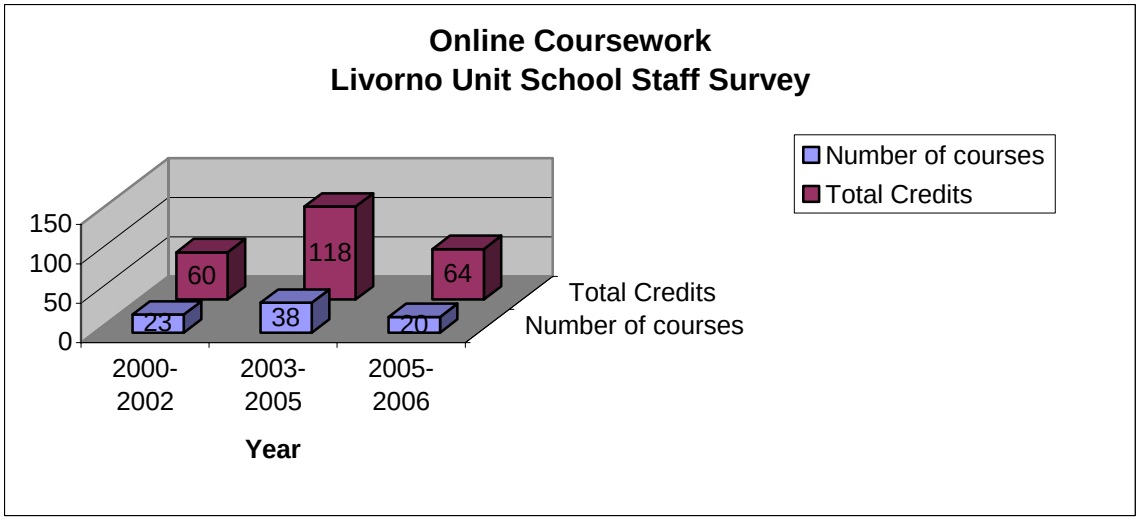
In their responses above, over 50% of the 18 faculty members recommended reading as a possible target goal. Some responses mentioned thinking skills (writing and explaining) as a goal.

Instructional Strategies



This graph depicts the most frequently used instructional strategies and the average amount of time our staff uses these strategies.

Distance Learning Coursework



The chart illustrates annual participation in distance learning by members of the certified staff during years 2000-2006. It indicates the number of classes taken and credits earned during those years.

School Improvement Final "2001-2006" Report

Grade 6-12, Math (Comments from the report regarding progress meeting our goals for processing information, and final implications)

1. "The 6th, 8th, and 10th grades all showed a decline in 2004 following relatively high 2003 scores."
2. "Most disturbing, however, are the very low scores consistently shown by the 10th and 11th Graders, which were as low as 25% and never exceeded 50%."
3. Recommendations: From the answers above, however, one could take note of the implications that:
    - Students can always use improvement in learning how to process data.
    - Students can improve skills in processing data by writing out their logic for answers in any given subject area.

Implications for Student Performance Goals

All of the categories listed in this section promote improved instruction and learning for any goals that are chosen. Many of them relate directly to providing improved instruction in both reading and thinking skills. This group recommends that the above programs that relate to elementary and middle school continue to be offered as academic support following our transition from a K12 to a K-8 School.

INTERPRETATION AND TRIANGULATION OF DATA

Student Performance Goal 1: All students will improve their reading skills across grade levels K-8.

- Data Point 1 – Terra Nova Multiple Assessments, 2nd Edition, Group Performance Level, Reading Totals (Page 8), Gender gap, Page 9, Quartiles (Page 10, 11, 12, 13, 14)
- Data Point 2 – Developmental Reading Assessment (Page 7-8), Scholastic Reading Inventory Proficiency Report (Page 15)
- Data Point 3 –Teacher Survey—Evaluation (Page 23)

Student Performance Goal 2: All students will improve their thinking skills across grade levels K-8.

- Data Point 1-- Terra Nova Multiple Assessments, 2nd Edition, Group Performance Level, Math Totals (Page 9).
- Data Point 2— Communication Arts Quartiles (Page 16), Communication Arts Totals, Subtests: Extended Meaning and Evaluate Critically, (Page 17)
- Data Point 3— Teacher Survey (Page 23), School Improvement Final "2001-2006" Report, Page 25.

ESSENCE OF THE GOAL

Goal 1: All students will improve their reading comprehension across grade levels K-8.

Essence: We define reading comprehension as: vocabulary, retelling/summarizing.

Goal 2: All students will improve their thinking skills across grade levels K-8.

Essence: We define thinking skills as evaluating and extending meaning.

RATIONALE FOR STUDENT PERFORMANCE GOALS

Goal 1: When all reports and discussions were in from all of our task groups, the staff decided that **reading skills** should be our priority student performance goal. The DRA and SRI scores for past years indicated that reading was low in some areas. Task groups evaluating the Terra Nova and Communications Arts also found evidence that reading was low in some grades but could be improved through all grades, K-8. This was also confirmed by our teacher survey from the final profile evaluation in-service.

Goal 2: We have chosen **thinking skills** as our second student performance goal. It is our desire to help our students improve both in thinking about what they read as well as expressing those thoughts in writing. Results from our teacher survey also showed that even when students read well, they often are at a loss to explain orally or write about what they had just read—especially in the areas of math and science. LUS has invested the past five years working on the improvement of problem-solving skills (processing data across the curriculum); however, final analysis indicated that we should continue emphasizing thinking skills in coming years. Further research for this profile, both in Terra Nova Language Arts Tests and in the Communication Arts Tests, confirmed that LUS students were still somewhat weak in writing—a further expression of low thinking skills.