

**School Profile**  
**Aviano Elementary School**  
First Developed SY: 2006-07



Administration SY 2007-08:

Tim Erikson, Principal

Phyllis Fuglaar, Assistant Principal

SIP Chair: Shawna McGann

Administration SY 2008-09:

Lillian Hiyama, Principal

Phyllis Fuglaar, Assistant Principal

SIP Co-Chairs:

Vicki O'Brien, Deborah Ingersoll, Judith Olson

Administration SY 2009-2010:

Lillian Hiyama, Principal

Phyllis Fuglaar, Assistant Principal – left in October 2009

Cynthia Murray, Assistant Principal – arrived in February 2010

SIP Co-Chairs:

Elizabeth Pesco, Julie Peressin

Administration SY 2010-2011:

Lillian Hiyama, Principal

Cynthia Murray, Assistant Principal

SIP Co-Chairs:

Julie Peressin, Kelli Heath, Debora Ingersoll

# Aviano Elementary School

Unit 6210, Box 180

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<http://www.avia-es.eu.dodea.edu/>



(SY 2007-08: DARK BLUE TYPE INDICATES UPDATES FOR SY 2007-08)

(SY 2008-09: GREEN TYPE INDICATES UPDATES FOR SY 2008-09)

(SY 2009-2010: VIOLET TYPE INDICATES UPDATES FOR SY 2009-2010)

(SY 2010-2011: RED TYPE INDICATES UPDATES FOR 2010-2011)

## SCHOOL PROFILE DEVELOPMENT (FALL, 2006)

Our School Improvement Leadership Team (SILT) is composed of the following individuals:

- Shawna Gann, Laura Janese, Janyne Roers, Andrea Womack - Chairpersons
- Timothy Erickson, Phyllis Fuglaar - administrators

We began the planning of our School Profile development in August of 2006 and met with the staff during our September 24<sup>th</sup> in-service. The SIP Team presented the timeline and the table of contents of the School Profile template.

During our September 5<sup>th</sup> in-service, the staff signed up for the six task groups, which contained our profile elements. Our puzzle theme for this year included the quote, "Teamwork divides the task and multiplies the success." We emphasized that even with a large staff such as ours, everyone's input matters. Our 6 task groups were:

1. Existing School Data
2. Local Assessment
3. Standardized Test Data (TerraNova)
4. Standardized Test Data (Communication Arts)
5. Local Insights
6. Environmental Scan



Task groups began to meet and record data to share with the staff. During our October 16<sup>th</sup> staff in-service, our district education generalist, Dr. Noni Hoag, worked with our staff to develop our core commitments. Afterwards, the task groups divided to continue to work on reports for findings.

During our October 30<sup>th</sup> in-service, the SIP Team presented the criteria for choosing our two School Improvement Goals for this cycle. Task groups worked in groups to finalize and prepare reports for the staff. In the afternoon, the task groups reported findings. The staff broke into small groups to analyze the information and ranked their top four concerns. Staff looked for commonalities and saw that math was the largest area of concern, with particular concern in the areas of problem solving and reasoning and number relationships.





**DoDEA Vision**

Communities investing in success for ALL students.

Communities committed to success for ALL students!

**SY 10-11 Reviewed with Staff through grade level meetings**

**DoDEA Mission**

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

Due to DoDEA guidance all DoDEA schools adopted the above DoDEA mission as their own.

**SY 10-11 Reviewed with Staff through grade level meetings**

**Mediterranean District Mission**

To support schools for the success of *every* student.

Due to DoDEA guidance, the DoDEA Mission has been adopted by all Districts and Schools SY 2009-2010

**SY 10-11 Reviewed with Staff through grade level meetings**

**Aviano Elementary School Mission Statement**

Teaching for the future, learning for a lifetime

(Due to DoDEA guidance, the DoDEA Mission has been adopted by all Districts and Schools SY 2009-2010 and each school developed their own Vision statement)

### **Aviano Elementary School Vision Statement:**

To provide an exemplary education for all Aviano Elementary School students in a dynamic, enriching environment.

● Teaching for the Future

● Learning for a Lifetime

(SY 09-10 Reviewed by staff and adopted through consensus)

(SY 10-11 Reviewed by staff at grade level meetings; discussion and adoption through consensus to be completed at second staff meeting of the current school year.)

### **Core Commitments / Beliefs**

At Aviano Elementary School, we ROCK...

- We are committed to R- realistic expectations
- We are committed to O- open to new ideas
- We are committed to C- communication
- We are committed to K- kindness

SY 09-10 Reviewed with staff

SY 10-11 Reviewed with staff

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## UNIQUE LOCAL INSIGHTS

### Data Collection Instruments

1. Parent Focus Group
2. Teacher Demographics
3. Student Demographics
4. School Structure
5. Programs
6. Curriculum
7. Supports
8. Clubs
9. Parent Partnership
10. Military Mission

### Presentation / Analysis of Data

#### *1. Parent Focus Group*

Members of the SILT team met with a group of nine parents to discuss a variety of topics related to their perceptions of Aviano Elementary School. All of the parents reported that their children are very happy to be attending Aviano ES and that their children were all successful in their academic programs. The group stated that they felt the school was doing a very good job of meeting the educational needs of low performing to average performing students. They suggested that we look at additional ways in which we can motivate, enrich and challenge our high performing students.

Parents praised the academic support classes being offered in our school. (Read 180, Reading Recovery and Compensatory math classes were all cited) Parents all agreed that we needed to continue to find ways to increase opportunities for students to write across the curriculum. They stated that they felt journal writing should take place in all classes and an emphasis should be placed on handwriting. A concern was expressed about teachers pushing to “cover” the textbook, rather than teaching to mastery.

Parents discussed their feelings about our two multi-age classes. All felt that the Multi-age classes were a great success. The group suggested that we consider adding additional multi-age classes in the future.

Parents agreed that Aviano ES is a safe place for their children to be. They shared their disappointment in the fact that a variety of safety drills needed to take place, but were relieved and appreciative knowing that we practice a variety of safety drills.

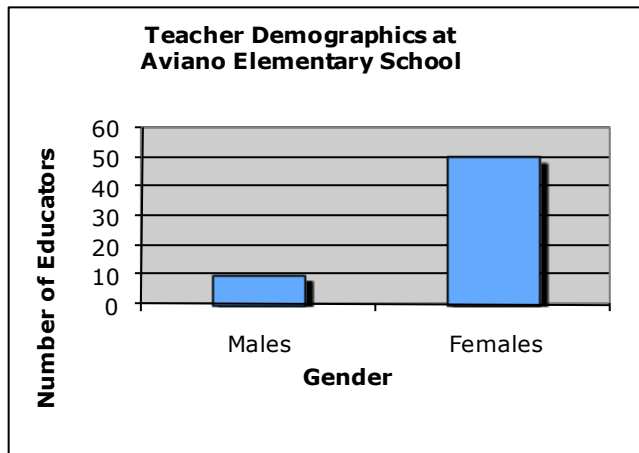
Parents felt that overall home-school communication was “improving” this school year. The group pointed out that there is some discrepancy between how teachers communicate information to families. Examples were cited of both excellent communication taking place, as well as some classes where parents felt they were not informed of what was going on in their child’s classroom.

In summary, the focus group was very complimentary about the school and the school’s academic programs. Parents praised our support programs, the multi-age classes and the school safety program. The group suggested we continue to look for ways to challenge our high performing students, we continue to push our students to write across the curriculum, we consider offering additional multi-age classes, and we work to ensure that all classroom teachers are sharing information about their classes with families.

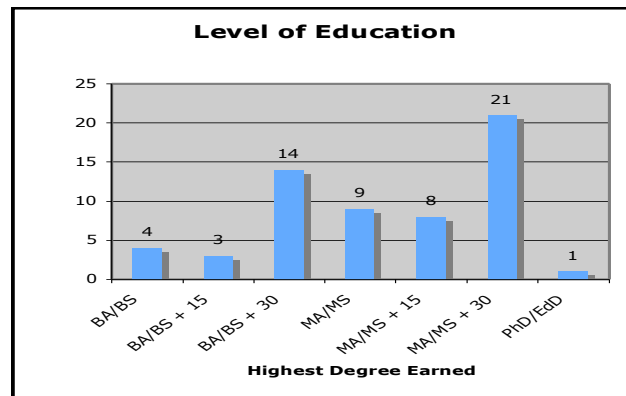
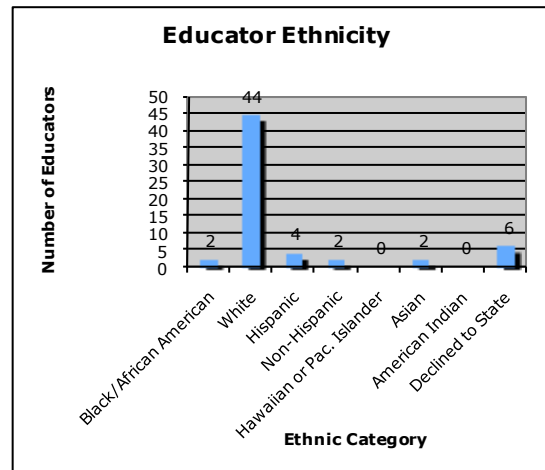
## 2. Teacher Demographics

### Educator Demographic Data ~ Aviano Elementary School

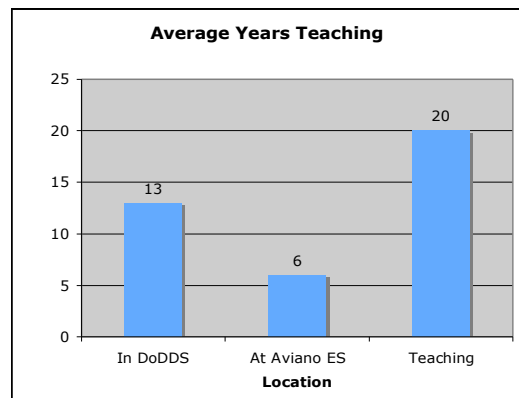
A total of 60 people were surveyed: 36 classroom teachers, 22 specialists/support staff and 2 administrators. We compiled the following data:



There is a 5:1 ratio of females to males.



Two-thirds of our teachers hold a Master’s degree or better.



Our staff is experienced. The average number of years teaching is 20. Of our average total years teaching for DoDDS, about half were spent in Aviano, Italy.



SY10-11 Teacher Demographics

EMPLOYEE NAME	GRADE / JOB TITLE	REMARKS
<b>CLASSROOM TEACHERS</b>		
SALTER-MACK, Susan	Sure Start	
KELLY, Pleshette*	PSCD	Part- Time
WESTLAKE, Kathleen	PSCD	
ANDLER, Lisa	KN	
JONES, Stephanie	KN	
McCORMICK, Heather	KN	
ROSALES, Elizabeth (Peige)	KN	
RUSHING, Carol	KN	
WELLMER, Connie	KN	
DOWNEY, Shelly	1st	
GALLEGOS, Rose	1st	
MORGAN, Christina	1st	
PETTY, Elizabeth	1st	
PIONK, Deborah	1st	
SCOTT, Minnie	1st	
SLINGER, Jane	1st	
EILERT, Ann	2nd	
HOFF, Brenda	2nd	
MORAGNE EL, JoAnn	2nd	
PHAM, Tuanminh	2nd	
ROERS, Janyne	2nd	
WILSON, Jeff	2nd	
SAJO, Susan	Multiage Grades 3-4-5	
DeGIORGIO-HUDSON, Elvira	3rd	
DiLORENZO, Susan	3rd	
HERNANDEZ, Rosa	3rd	
PAXSON, Vicki	3rd	
WOODS, Diana	3rd	
ISLAND, Verdell	Grades 1-3	
BURK, LAURIE	Multiage Grades 4-5	
ANDERSON, Diane	4th	
ENGLAND, Jeff	4th	
HEATH, Kelli	4th	
INGERSOLL, Debora	4th	
DENHAM, Louise	5th	

GAMMILL, Pamela	5th	
SERRANO, Danielle	5th	
WELKE, Bernadine	5th	
<b>SPECIALISTS</b>		
BELTRAME, Maria Grazia	Host Nation	
BOTTECCHIA, Fara	Host Nation	
BREAULT, Donna	Comp ed Math	
COLON, Carmen	FLES / Spanish	
CROSS, Gina	FLES / Spanish	
DeLBOSCO, Pamela	L I (M/M and M/S)	
FRANTZ, Jennifer - Pending	KN Specials / ART	Part- Time
HUHRA, Nancy	IS	
KELLY, Pleshette *	L I (M/M)	Part- Time
KESSLER, Kristine	Counselor	
KISH, Ernest	Gifted Ed	
KNIGHT, Colleen	Speech/Language Pathologist	
LEON, Patricia	LARE	
LUCIDI, Lucia	ESL	
MASON-KIMBROUGH, Antoinette	Nurse	
MEADORS, Terrence	Psychologist	
MILLER, James	Music	
NEIHARDT, Carol	Speech/Language Pathologist	
O'BRIEN, Vicki	Counselor	
PERESSIN, Julie	P.E.	
PETERSEN, Julie	LARS	Part- Time
REED, Antoine	KN Specials /P.E.	Part- Time
ROSAS, Brenda	Speech/Language Pathologist	Part- Time
SCHAUL, Rachel	Art	
SLOAN, Lendal	Read 180	
SMITH, Meryl	Ed.Tech.	
TERRY, Kathryn	Music / LI	
<b>ADMIN / SUPPORT STAFF</b>		
HIYAMA, Lillian	Principal	
MURRAY, Cynthia	Assistant Principal	
CAL, Nello	Supply	
CARRILLO, Rachel	Library Tech	
PERINI, Flavia	Admin Asst - Registrar	
RODRIGUES, Horacio	Supply	
POLEN, Matt	SUPV Management Services Spec.	
VICKERS, Allisynn	Office Aut.	
ZILLI, Rosy	Admin Asst - Personnel	
<b>LUNCH MONITORS</b>		
	<b>Tot. 128Hrs / REMARKS</b>	HRP PPP
FARNSWORTH, Meaghan	1100-1245	17.50
MURRAY, Stephen	0740-0800 and 1100-1245	20.50

PEREZ, Jennifer	1050-1250	20.00
PERRY, Natasha	1100-1245	17.50
KING, Eda -Pending	1100-1245	17.50
VALDEZ, Maricela	1100-1245	17.50
Vacant vice Waldrum	1100-1245	17.50
<b>ED AIDE SS</b>	<b>REMARKS</b>	<b>HRS PPP</b>
GATSON, Carmen	SS	70 Hrs
<b>SE AIDES</b>	<b>Tot. Hrs PPP 280</b>	<b>HRS PPP</b>
CALDERON, Venus	SE	70
HALL, Chelsea	SE PSCD	35
KLINKNER, James	SE	70
PARK, Donna	SE	70
PEREZ, Jennifer	SE PSCD	35
<b>SIS AIDES</b>	<b>Tot. Hrs PPP 115</b>	<b>HRS PPP</b>
CRAVER, Kelley	SE-SIS	45
SMITHHART, Lori	SE-SIS	70
<b>KN AIDES</b>	<b>Tot. 420 Hrs PPP</b>	<b>HRS PPP</b>
BALANON, Olivia	KN (Rushing)	60 Hrs
BAYLOR, Adrienne'	KN (Rosales)	60 Hrs
DALEY, LaTahsa	KN (Jones)	60 Hrs
GRAVES, Yolanda	KN (McCormick)	60 Hrs
MILLER, Wendy	KN (Andler)	60 Hrs
ORTEGA, Shawn	KN (Wellmer)	60 Hrs
<b>STUDENT TEACHERS</b>		<b>PERIOD</b>
GRASSER, Kristi	With Morgan / 1st Gr	30 Aug-17 Dec 10
NYKAZA, Keith	With Burk / M.A. 4-5	30 Aug-17 Dec 10
SKELTON, Emily	With Wellmer / Kn	30 Aug-17 Dec 10
YEE, Kristin	With DiLorenzo / 3rd Gr	30 Aug-15 Oct 10

### SY10-11 Analysis for Teacher Demographics

A master teacher list is designed to identify current staff members and their assigned duties, as well as other support staff.

SY2010-11 Aviano Elementary School – Enrollment Figures

Aviano Elementary School – Enrollment Figures									
GR. LEVEL	F	M	TOT.	H.S.	TOT	TEACHER	M345 Sajo	M45 Burk	TOT.
Child Find	1	2	3		3	CHILD FIND			3
SS	4	11	15		15	SALTER-MACK			15
KP									
AM	2	2	4		4	WESTLAKE, KATHLEEN			
PM	1	4	5		5	WESTLAKE, KATHLEEN			
PM		6	6		6	KELLY, PLESHETT			15
KN	A	9	11		20	ANDLER, LISA			
	B	10	9		19	RUSHING, CAROL			
	C	9	10		19	MCCORMICK, HEATHER			
	D	9	10		19	ROSALES, ELIZABETH (Peige)			
	E	8	10		18	WELLMER, CONNIE			
	F	8	10		18	JONES, STEPHANIE (Lauren)			113
GR.1									
1A	10	10	20		20	PETTY, ELIZABETH			
1B	9	8	17		17	PIONK, DEBORAH			
1C	8	10	18		18	SCOTT, MINNIE			
1D	8	10	18		18	SLINGER, JANE			
1E	8	10	18		18	GALLEGOS, ROSE			
1F	8	9	17	1	18	MORGAN, CHRISTINE			
1G	7	10	17		17	DOWNEY, SHELLY			126
GR.2									
2A	9	9	18		18	PHAM, TUANMINH			
2B	9	9	18		18	MORAGNEEL, JOANN			
2C	8	10	18		18	EILERT, ANNE			
2D	9	10	19		19	ROERS, JANYNE			
2E	9	9	18		18	HOFF, BRENDA			
2F	9	9	18	1	19	WILSON, JEFF			110
GR.3									
3A	10	7	17		17	DEGIORGIO, ELLIE			
3B	11	7	18		18	DILORENZO, SUSAN			
3C	9	8	17		17	HERNANDEZ, ROSA			
3D	10	7	17		17	PAXSON, VICKI			
3E	9	8	17		17	WOODS, DIANA			

<b>M345</b>	4	2	<b>6</b>	1	<b>7</b>	SAJO, SUSAN	7		<b>93</b>
<b>GR.4</b>									
<b>4A</b>	12	9	<b>21</b>		<b>21</b>	ANDERSON, DIANE			
<b>4B</b>	11	10	<b>21</b>		<b>21</b>	ENGLAND, JEFF			
<b>4C</b>	10	10	<b>20</b>	1	<b>21</b>	INGERSOLL, DEBORA			
<b>4D</b>	9	12	<b>21</b>		<b>21</b>	HEATH, KELLI			
<b>M45</b>	8	2	<b>10</b>		<b>10</b>	BURK, LAURIE (Stephanie)		10	
<b>M345</b>	4	3	<b>7</b>		<b>7</b>	SAJO, SUSAN	7		<b>101</b>
<b>GR.5</b>									
<b>5A</b>	11	9	<b>20</b>		<b>20</b>	GAMMILL, PAM			
<b>5B</b>	10	10	<b>20</b>		<b>20</b>	DENHAM, LOUISE			
<b>5C</b>	12	8	<b>20</b>		<b>20</b>	SERRANO, DANIELLE			
<b>5D</b>	11	9	<b>20</b>		<b>20</b>	WELKE, BERNANDINE			
<b>M45</b>	2	7	<b>9</b>		<b>9</b>	BURK, LAURIE		9	
<b>M345</b>	2	3	<b>5</b>		<b>5</b>	SAJO, SUSAN	5		<b>94</b>
	327	339	<b>663</b>	4	<b>7</b>	Total CF / Homeschooled	19	19	
<b>ENROLL.</b>	<b>SS / KP / KN-5</b>				<b>663</b>	Total Attending Full-time			
	Total(Including CF)				<b>670</b>	Total Enrolled			<b>670</b>
<b>** H.S. (Being Home-Schooled)</b>					<b>Date: As of 14 SEP 10</b>				

## SY10-11 Aviano Elementary School – Enrollment Figures

The school's enrollment figures reflect the composition of students by gender at each grade level and are broken down to reflect the number of students within each individual classroom. It also displays the number of students who are being homeschooled. See Demographic report below.

### 3. Student Demographics

Employer Code	1A	1D	1F	1J	1B	3D	4C	1H	3F	1A	Army
Totals	18	666	22	1	0	3	2	1	1	1B	Navy
										1D	Air Force
										1F	DoD Civilian
										1J	NAFI
										3D	Air Force SA
										4C	Other US
										1H	DoD Contract
										3F	DoD Civ SA

DEROS Year	2006	2007	2008	2009
Percentages	7%	32%	29%	26%

Gender	Male	Female
Totals	350	380

Federal Race	Am Ind	Asian	Black	White	Pac Is	Mixed	Decline
Totals	0.8	1.9	12.5	70.6	0.7	13.5	0

Federal Ethnic Categories	Hispanic	Non-Hispanic	Decline
Totals	17.2	82.8	0

Grade Level Population	SS	PSCD	K	1	2	3	4	5	6	7	8
Totals	18	15	124	128	98	136	110	93			

Graph Summary:

- The vast majority of our students are Air Force dependents.
- Approximately one third of our population PCS (Permanent Change of Station) each year. (Turnover rate of 30% each year.)
- There is a slightly higher percentage of female students.
- Approximately 30% of the student population is of an ethnic minority of which 17% are Hispanic.
- The majority of students are in primary grades.



## Mediterranean District Office

School Profile Summary for Aviano Elementary School

Thursday, Apr

### School Enrollment by Grade Level

K	1	2	3	4	5	Oth	Total
135	111	100	97	108	109	40	700

### School Enrollment by Gender

Female	Male	Total
361	339	700

### School Enrollment by Employer Type

	PK	KA	K	1	2	3	4	5	Total
AAFES Civ	0	0	0	2	0	0	0	0	2
AF Act SA	0	0	2	1	1	1	1	0	6
AF Active	15	24	128	102	91	90	103	103	656
AF Civ	0	0	2	5	4	4	2	1	18
AF CTR	0	0	0	0	2	0	0	0	2
Army Act SA	0	0	0	0	0	0	0	1	1
Army Active	0	0	2	0	1	0	0	0	3
DLA Civ	0	0	0	0	1	0	0	0	1
DoDEA Civ	0	1	1	1	0	2	2	3	10
Other US	0	0	0	0	0	0	0	1	1
<b>Total</b>	<b>15</b>	<b>25</b>	<b>135</b>	<b>111</b>	<b>100</b>	<b>97</b>	<b>108</b>	<b>109</b>	<b>700</b>

### Special Education Enrollment by Grade Level

	PK	KA	K	1	2	3	4	5	Total
Regular Education Students	11	0	120	98	91	88	99	100	607
Special Education Students	4	25	15	13	9	9	9	9	93
<b>Total</b>	<b>15</b>	<b>25</b>	<b>135</b>	<b>111</b>	<b>100</b>	<b>97</b>	<b>108</b>	<b>109</b>	<b>700</b>

## Demographic Analysis

### Graph Summary:

- The vast majority of our students are Air Force dependents.
- Approximately one third of our population PCS (Permanent Change of Station) each year. (Turnover rate of 30% each year.)
- There is a slightly higher percentage of female students.
- The majority of students are in primary grades.



## SY10-2011 Student Demographics

Friday, September 10, 2010



### Mediterranean District Office

School Profile Summary for Aviano Elementary School

#### School Enrollment by Grade Level

K	1	2	3	4	5	Oth	Total
113	126	108	93	101	93	34	668

#### School Enrollment by Gender

	Female	Male
	328	339

#### School Enrollment by Employer Type

	PK	K	1	2	3	4	5	Other	Total
AAFES Civ	0	0	0	2	0	0	0	0	2
AF Act SA	0	0	0	0	1	2	0	0	3
AF Active	31	112	119	100	85	91	90	2	630
AF Civ	0	1	2	5	2	4	1	0	15
AF CTR	0	0	0	0	2	0	0	0	2
AF Reserve	0	0	1	0	1	0	0	0	2
Army Active	0	0	3	0	1	1	0	1	6
DLA Civ	0	0	0	0	1	0	0	0	1
DoDEA Civ	0	0	1	1	0	2	2	0	6
Other US	0	0	0	0	0	1	0	0	1
<b>Total</b>	<b>31</b>	<b>113</b>	<b>126</b>	<b>108</b>	<b>93</b>	<b>101</b>	<b>93</b>	<b>3</b>	<b>668</b>

#### Special Education Enrollment by Grade Level

	PK	K	1	2	3	4	5	Othe	Total
	2	1	2	4	1	2	0	0	12
Regular Education Students	12	100	107	92	83	89	86	0	569
Special Education Students	17	12	17	12	9	10	7	3	87
<b>Total</b>	<b>31</b>	<b>113</b>	<b>126</b>	<b>108</b>	<b>93</b>	<b>101</b>	<b>93</b>	<b>3</b>	<b>668</b>

#### SY10-11 analysis of Student Demographics

- The vast majority of our students are Air Force dependents.
- The charts display a slight drop in student population from the previous year.
- The charts show a slight decrease in the Special Education Enrollment from the previous year.

#### 4. School Structure

Aviano Elementary School is a K-5 school that includes PSCD, Sure Start, and multi-age programs. Our classes break down as follows:

	<b>Sure Start (Pre K)</b>	<b>1</b>	<b>PSCD</b>	<b>2</b>
			<small>(Pre School Services for Children with Disabilities)</small>	
<b>SY 09-10</b>	<b>Kindergarten</b>	<b>6</b>	<b>First Grade</b>	<b>7</b>
	<b>Second Grade</b>	<b>5</b>	<b>Third Grade</b>	<b>6</b>
	<b>Fourth Grade</b>	<b>4</b>	<b>Fifth Grade</b>	<b>4</b>
	<b>Multi Age (2,3,4)</b>	<b>1</b>	<b>Multi Age (3,4,5)</b>	<b>1</b>

<b>Sure Start (Pre K)</b>	<b>1</b>	<b>PSCD</b>	<b>2</b>
<b>Kindergarten</b>	<b>7</b>	<b>First Grade</b>	<b>6</b>
<b>Second Grade</b>	<b>6</b>	<b>Third Grade</b>	<b>5</b>
<b>Fourth Grade</b>	<b>4</b>	<b>Fifth Grade</b>	<b>4</b>
<b>Multi Age (1,2)</b>	<b>1</b>	<b>Multi Age (3,4,5)</b>	<b>1</b>
<b>Multi Age (4,5)</b>	<b>1</b>		

#### SY 10-11

<b>Sure Start (Pre K)</b>	<b>1</b>	<b>PSCD</b>	<b>3</b>
<b>Kindergarten</b>	<b>6</b>	<b>First Grade</b>	<b>7</b>
<b>Second Grade</b>	<b>6</b>	<b>Third Grade</b>	<b>5</b>
<b>Fourth Grade</b>	<b>4</b>	<b>Fifth Grade</b>	<b>4</b>
<b>Multi Age (3,4,5)</b>	<b>1</b>	<b>Multi Age (4,5)</b>	<b>1</b>

#### 5. Programs (*See master schedule*)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>❖ FLES (Foreign Language Elementary School)</li> <li>❖ Read 180</li> <li>❖ Reading Recovery (Discontinued)</li> <li>❖ Gifted Education</li> <li>❖ Math Lab/Compensatory Education in Math</li> <li>❖ LARS (Language Arts Reading Specialist)</li> </ul> | <ul style="list-style-type: none"> <li>❖ SPED (Special Education)</li> <li>❖ ESL (English as a Second Language)</li> <li>❖ Speech/Language</li> <li>❖ PSCD (Pre-School Services for Children with Disabilities)</li> <li>❖ Sure Start</li> <li>❖ Compensatory Education (4,5) (Discontinued)</li> <li>❖ SY10-11 Resource Teacher</li> <li>❖ SY10-11: a .5 FTE LARS teacher was added</li> <li>❖ SY10-11: Resource Teacher</li> </ul> |
|--|--|

## 6. Curriculum

- |                  |               |
|------------------|---------------|
| ❖ Reading        | ❖ FLES        |
| ❖ Language Arts  | ❖ Host Nation |
| ❖ Math           | ❖ Music       |
| ❖ Science        | ❖ Art         |
| ❖ Social Studies | ❖ Technology  |
| ❖ Health         | ❖ PE          |

## 7. Supports

We have many different supportive programs in place at AES. Some of these are:

- Math Lab- full time math support/co-teaching model
- Guided Reading leveled book room available for teacher check-out.
- Increased Nonfiction selection
- Books leveled by Lexiles in the library
- Reading Counts Quizzes added to Library
- Guided Reading groups
- Professional Development for Guided Reading
- Drug Awareness and Resistance Education (DARE)
- Counseling services
- Learning Buddies
- Reading Buddies
- Deployment Club
- Love and Logic Program
- Character Building (PSCD-5)
- Character Building Including all Staff
- Peer Mediation (4,5)
- Science Closet
- Career Practicum (Partnership with High School)
- Writing Buddies
- School Liaison Officer (SLO)
- Supervisory Management Supply Specialist (SMSS)
- School Bus Transportation Office
- JROTC Partnership
- SY10-11 Upper level content area resource
- SY10-11 High School Mentors
- SY10-11: The Character Building program was redesigned “Bucket Fillers”

## **8. Clubs**

- Odyssey of the Mind
- Homework Club
- Music Club
- Student Council
- Eagle's Eye
- Physical Education Club
- Book Club
- Jump Rope Club
- Cleaning Committee
- Stair Committee
- Safety Patrol
- Student Health Aides
- Peer Mediators
- Deployment Club
- Welcome/Goodbye Program: Gifts and books provided
- SY10-11 Math Olympiad
- SY10-11 Hail and Farewell
- SY10-11 Cooking Up Stories Club

## **9. Parent Partnerships**

- PTA
- SAC
- Parent Volunteers (in and out of the classroom)
- Mentors
- Guest Visitors
- Guest Readers
- SY10-11 Base Ethnic Heritage Committee partnerships
- SY10-11 Newcomers Fair (Partnership with Airman Family and Readiness Center)

## **10. Military Mission**

Aviano Air Base is home to the 31<sup>st</sup> Fighter Wing. The 31<sup>st</sup> Fighter Wing supports many NATO peacekeeping missions. The overall military mission of the base is to train, deliver, maintain, and support combat air power in support of national objectives. In order to support the Global War on Terrorism the 31<sup>st</sup> Fighter Wing deploys personnel and equipment in support of Operation Enduring Freedom and Iraqi Freedom. (Information obtained from the 31<sup>st</sup> Fighter Wing website 9/21/10).

**Implications for Student Performance Goals: (what?)**

None of the information gathered from this data was used to select our goals.

SY 09-10: None at this time

SY10-11: The CCTs are currently in the process of reviewing student performance data. Areas that will be analyzed will include data on special education students, ESL students, and mobility rates along with any other data the CCTs feel is appropriate to analyze. It is possible that the past four year's troop deployment has impacted student performance. Deployment periods have often exceeded a year away from the family unit. An increase in referrals to Family Advocacy due to upheaval in family dynamics is noted. This circumstance certainly has an impact on student performance.

**Identification of Sub-Groups: (who?) None**

SY 09-10: None at this time.

SY 10-11: New students need to be assessed as to where they fall in reading and math proficiency. As the data is analyzed it is anticipated that specific subgroups needing assistance will be identified.

**Other Actions Needed:** (Next steps) We need to continue to look for ways to increase involvement of the total school community in our School Improvement process.

2007-08: None at this time

2008-09: None at this time

2009-10: Because our students PCS every 3 years we would like to further expand our program to address student arrivals and departures.

SY10-11: The School Liaison Officer (SLO), PTA, and Supervisory Management Services Specialist (SMSS) will be invited to participate in CSI meetings. The Student Council will be tasked to participate in the CSI process by creating a kid friendly Vision statement and giving students a voice in school improvement.

Ensure that new students are referred as appropriate to support and enrichment services.

All staff are addressing CSI goals during appropriate parent contacts, such as Multiage Student/Parent Night, Read 180 Open House, classroom Newsletters, School Open House, etc.

The administrators will continue presentation of school events and programs at monthly meetings with the Mission Support Group (MSG) commander, The SLO, PTA, and SMSS will be invited to participate in all CSI meetings. Student Council will be tasked to participate in the CSI process by creating a kid friendly vision statement and giving students a voice in school improvement.

## INFORMATION FROM FORMER STUDENTS

### List of Data Collection Instruments:

Former Students Focus Group

### Presentation of Data/Analysis:

Members of the Aviano ES SILT visited a sixth grade seminar class at Aviano Middle School to talk with students about their educational experience at Aviano ES. There were 11 former Aviano ES students in the seminar. The vast majority of the group reported that they were satisfied with their Aviano ES education. (2- Very Satisfied, 8- Satisfied, 1- Not Satisfied) The majority of students interviewed gave Aviano ES an overall grade of “B”. (A-1, B-6, C-2, D-1, F-1)

Eight of the students reported that they felt that they were able to get extra help whenever they needed it. Students reported that they felt most prepared for middle school in the areas of language arts (7) math (5) and science (7). The two areas that most students reported as areas they felt least prepared included math (5) and science (5).

In response to what academic areas students wished they had more instruction in four students stated that they felt we needed to provide more hands on science activities and three students felt we should take more study trips. Other areas mentioned were providing more math, writing and reading instruction. A variety of responses were received pertaining to how the school might be improved ranging from requiring students to do more projects, teaching more specific information, going into greater depth with the material to having a longer lunch period, longer specials, improving the school lunch and letting students ride the elevator.

During our discussion all but one student reported the felt they were well prepared for the middle school experience.

**Implications for Student Goals:** Based on the information gathered from former students we need to look at how we are delivering math and science instruction. Students felt they would have benefited from more “hands-on” and “project based” learning experiences.

**Identification of Sub Groups:** None

**Other Actions Taken:** We need to find ways to increase “hands-on” & ”project based” learning activities in classrooms. We need to explore a variety of ways in which we can periodically gather information from former students in the future.

**SY 09-10:** Due to DoDEA regulation we are no longer able to interview former or present students.

**SY 10-11:** Due to DoDEA regulation we are no longer able to interview former or present students.

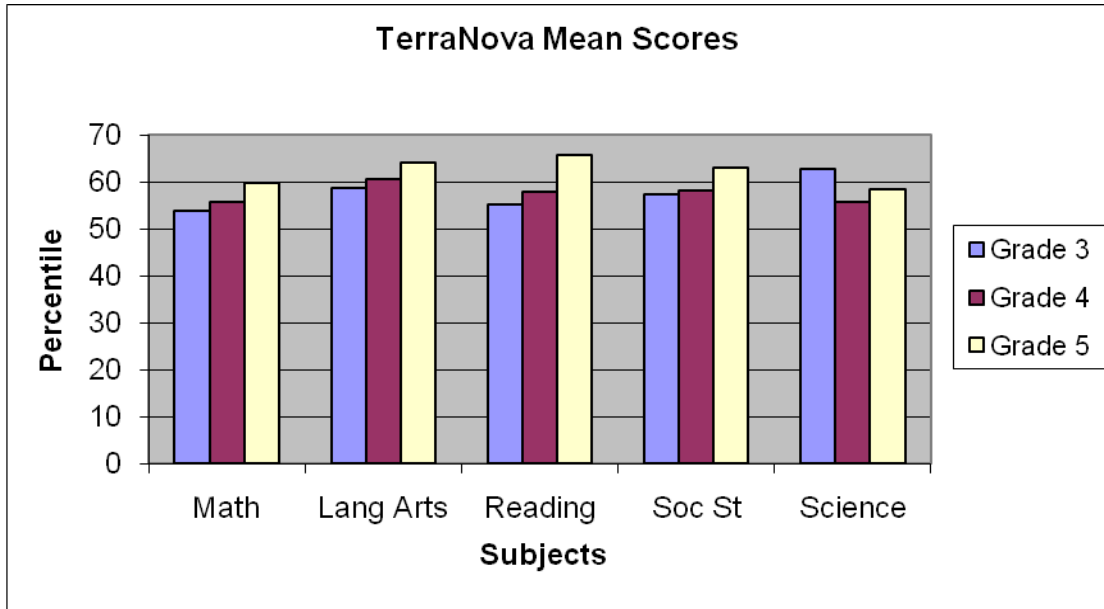
## EXISTING SCHOOL DATA: STUDENTS

### Data Collection Instruments

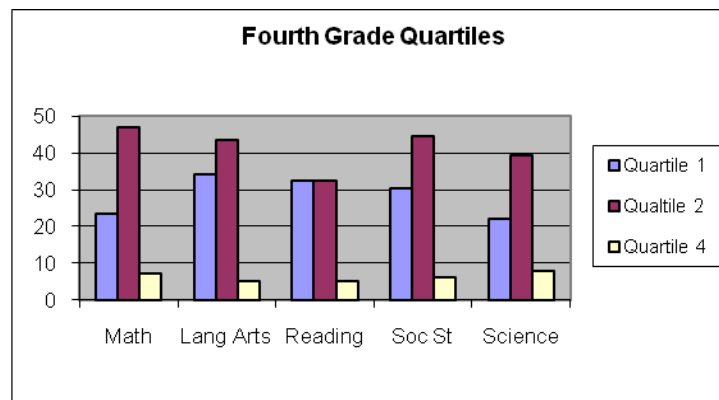
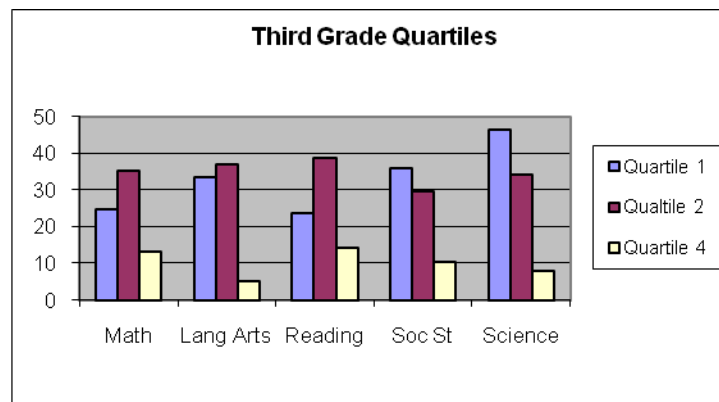
1. TerraNova Multiple Assessments, 2<sup>nd</sup> edition, is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3 – 6.
2. Communication Arts Communication Arts, 2<sup>nd</sup> edition, is a system-wide, criterion referenced assessment given annually in the spring of each school year to all of our fourth grade students.
3. Local assessment, Math Inventory, taken from our math curriculum, McGraw-Hill.
4. Teacher Opinion/ Perception Questionnaire, a local assessment that was given to all teachers in the fall of 2006 expressing their perceptions on academic strengths and weaknesses of their former and current students.
5. Diagnostic Reading Assessment (DRA) (See data addendum at the end of this document)
6. Scholastic Reading Inventory (SRI) (See data addendum at the end of this document)
7. Sure Start Local Assessment (See data addendum at the end of this document)
8. Local Math Assessment (See data addendum at the end of this document)

## Presentation / Analysis of Data

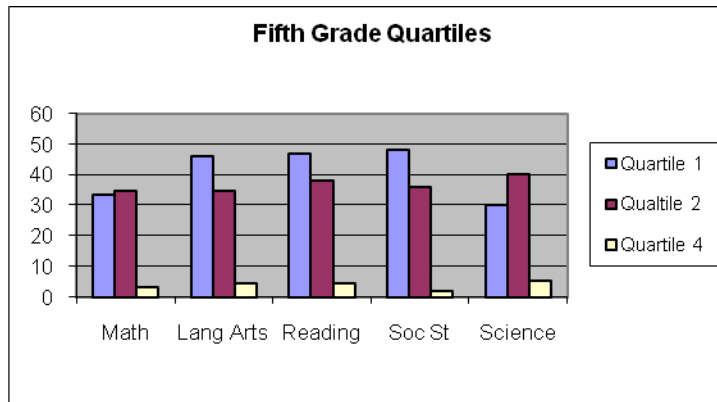
### 1. TerraNova Multiple Assessments:



When looking at the total TerraNova mean scores we noted that all areas in all grades were above the 50% level. We also noted that the lowest scores in all grade levels were in the area of math, with the exception of fifth grade science (58.4) compared to fifth grade math (59.6), a .8 deviation.



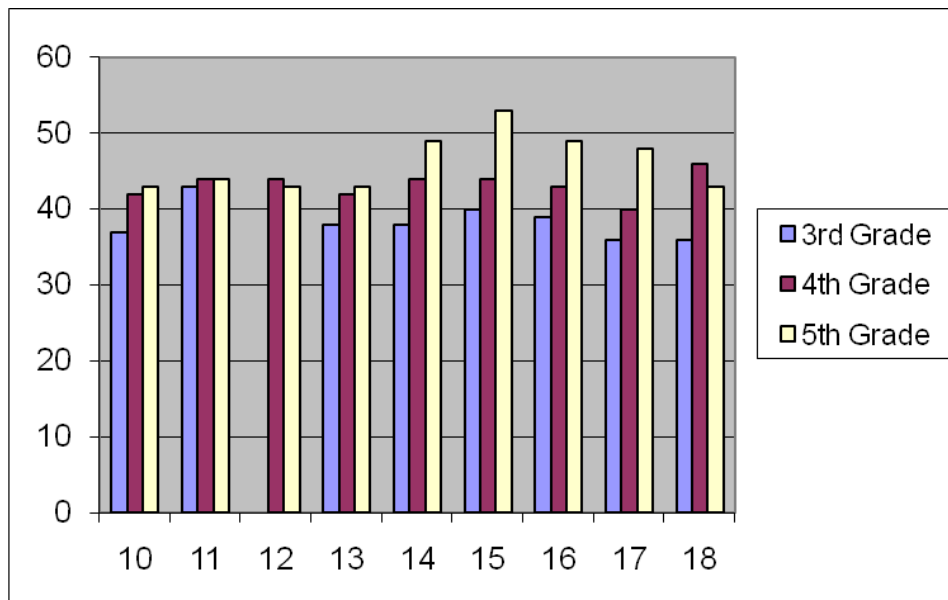




Review of the quartile information showed that math was the only area in which no grade met the DoDEA goal of 75% of students in the top two quartiles.

### TerraNova Objective Performance Indicators

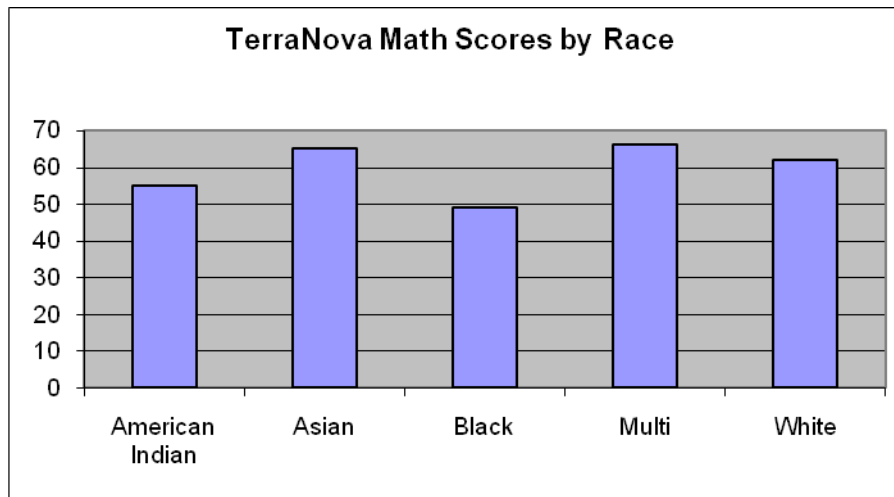
**% of Students Achieving High Mastery**



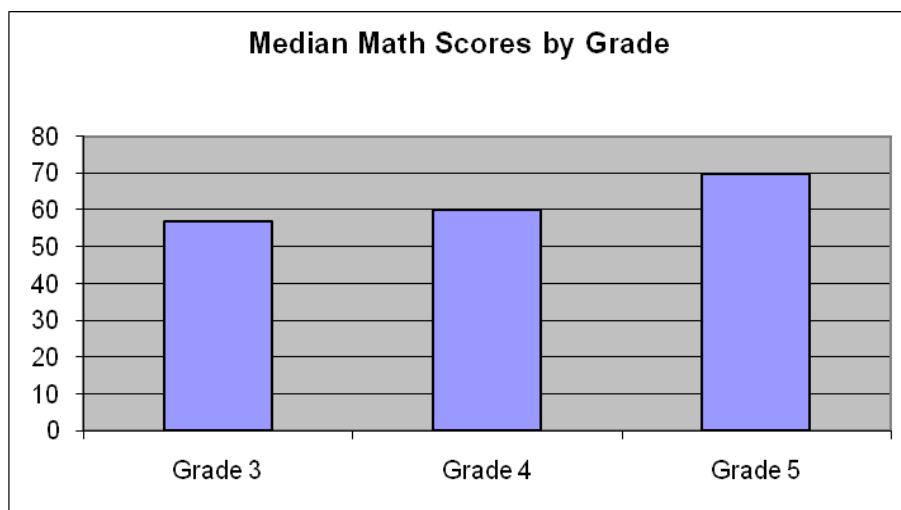
Sub-Test Categories

- 10 = Number Relations
- 11 = Computation & Estimation
- 12 = Operation Concepts
- 13 = Measurement
- 14 = Geometry
- 15 = Data, Stats & Probability
- 16 = Patterns, Functions & Algebra
- 17 = Problem Solving & Reasoning
- 18 = Communication

A review of the OPI information revealed some areas of concern. The 4 lowest categories in math were Number Relations, Measurement, Problem Solving & Reasoning and Communication.

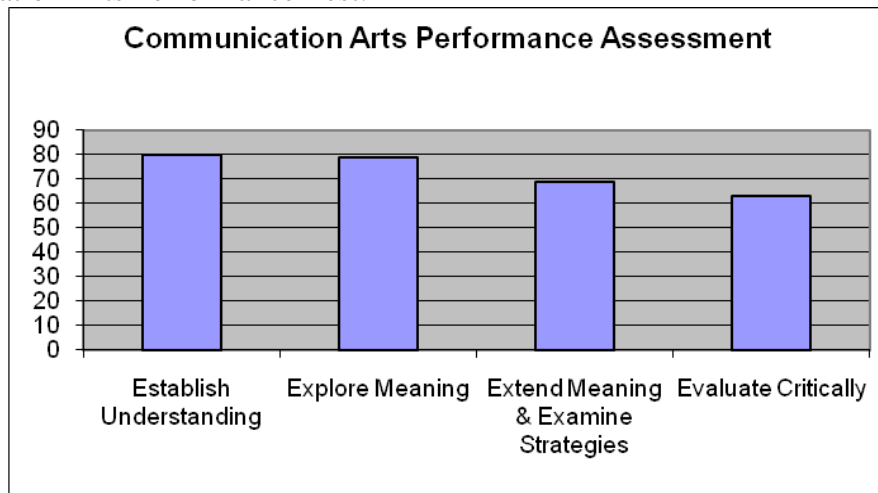


Review of median math scores by race indicates that there is a significant performance gap between our black students and the other groups.



Review of TerraNova math scores by grades revealed a significant performance gap between third/fourth grade and the fifth grade.

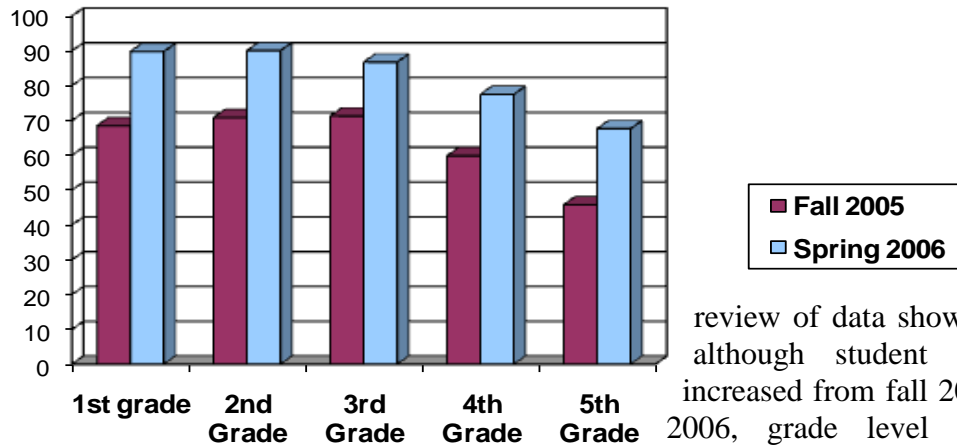
## 2. Communication Arts Performance Test:



Review of the Communication Arts Performance Assessment reading sub-test indicated the two weakest areas to be *extending meaning & examining strategies* and *evaluating critically*.

3. Local assessment, Math Inventory:

**McGraw-Hill Math Inventory  
% of Students Demonstrating High Mastery**



A  
spring  
declined.

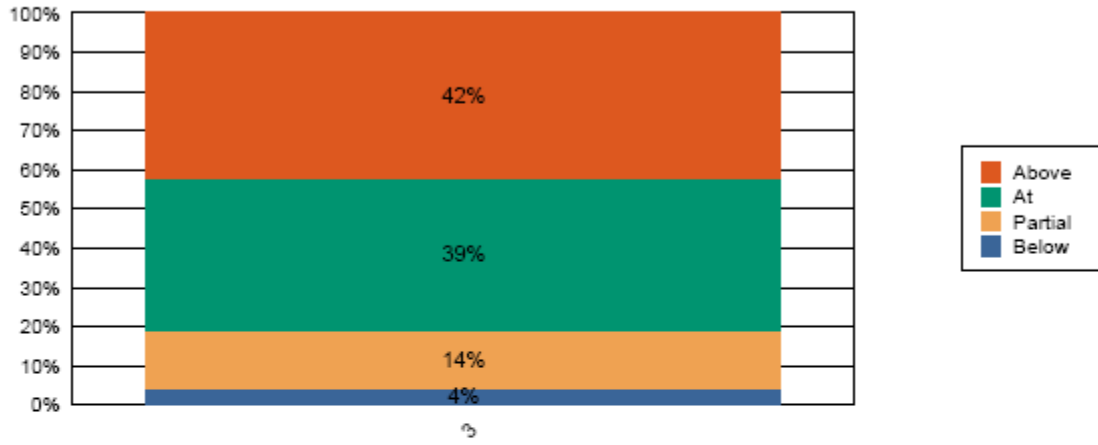
review of data shows that although student scores increased from fall 2005 to 2006, grade level scores

4. Teacher Opinion/Perception Questionnaire

<b>Mathematics</b>	Excellent	Very Good	Good	Fair	Poor
Number and number relations	3	7	18	15	5
Computation and estimation	1	5	13	20	5
Operation concepts	1	4	12	20	6
Measurement	1	2	12	14	11
Geometry and spatial sense	1	6	9	11	9
Data, statistics, and probability	1	8	10	12	11
Patterns, functions, and algebra	3	3	16	17	5
<b>Problem solving and reasoning</b>	<b>1</b>	<b>4</b>	<b>11</b>	<b>17</b>	<b>12</b>
Communication – Written and Oral	1	4	11	18	9
<b>Critical Thinking</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>24</b>	<b>9</b>
Math Application	1	3	12	23	2
<b>Relating mathematical concepts to the real world</b>	<b>1</b>	<b>5</b>	<b>10</b>	<b>23</b>	<b>4</b>

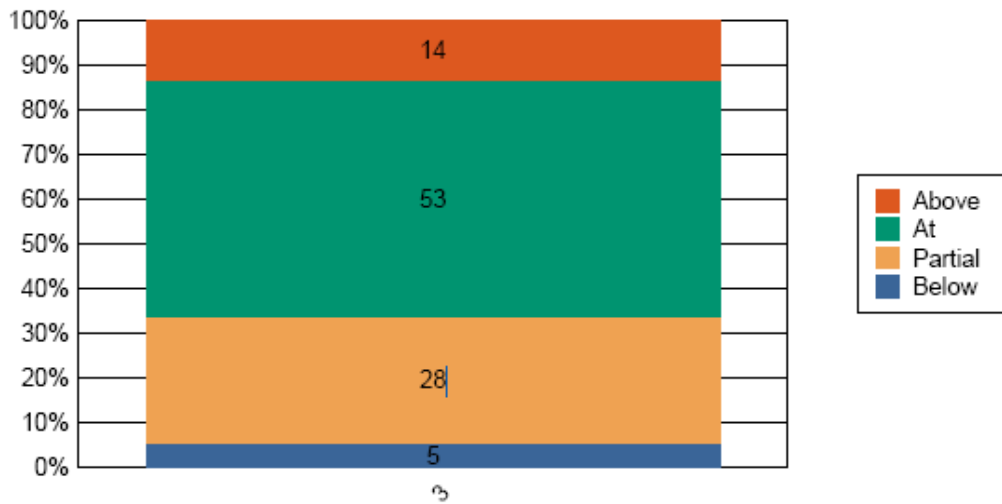
5. DRA

### DRA 3rd Grade Spring 2007-2008



		Above	At	Partial	Below	Total
Aviano Elementary School	3	38 42%	35 38%	13 14%	4 4%	90 100%
	Total	38 42%	35 38%	13 14%	4 4%	90 100%
Total		38 42%	35 38%	13 14%	4 4%	90 100%

## DRA 3rd Grade Spring 2008-2009



		Below	Partial	At	Above	Total
Aviano Elementary School	3	6 5%	31 28%	58 52%	15 13%	110 100%
	Total	6 5%	31 28%	58 52%	15 13%	110 100%
Total		6 5%	31 28%	58 52%	15 13%	110 100%

Teachers reported that their greatest areas of concern in the area of math were: *critical thinking, problem solving & reasoning* and *relating mathematical concepts to the real world*.

Staff noted that there was particular weakness in the areas of math. The data collection instruments below demonstrated this area of weakness:

SY 09-10: Prior to this school year data updates were not included in this document per DoDEA guidance. Data and assessment results were and are collected on the common drive of our school. In this school year, we have been directed to change our procedure and include assessment results in the school profile itself. Therefore, these results can be found at the end of this document.

**Implications for student goals:** A review of existing school data indicates a need for improvement in the area of math. Math was the lowest area of scoring on the TerraNova Basic Skills Assessment. Math was the only area in which no grade met the DoDEA CSP goal of having 75% of students in the top two quartiles. Review of the TerraNova objective performance indicators, the Communication Arts Assessment and the teacher questionnaire all pointed towards the need for students to problem solve and think critically.

SY 09-10: See data addendum at the end of this document

SY 2010-11 See data addendum at the end of this document

**Identification of Sub-Groups:** Data indicates that our black students are underperforming their grade level peers. Third grade is not meeting the DoDEA CSP bottom quartile goal of less than 8%.

SY 09-10: See data addendum at the end of this document

SY 2010-11: See data addendum at the end of this document

**Other Actions Taken:** We need to continue to find ways to provide math support for struggling third grade math students. We need to continue to implement differentiated instructional strategies in all classrooms. We need to continue to ensure that teachers are teaching to the DoDEA content standards.

SY 09-10: See data addendum at the end of this document

SY 2010-11: See data addendum at the end of this document

## EXISTING SCHOOL DATA: COMMUNITY

### Data Collection Instruments

1. Environment Scan
2. DoDEA Initiatives
3. Community/Parent Support
4. Love and Logic Course
5. SY10-11: A Parent Forum occurs periodically. At this time the administration discusses the School Vision, Goals and Programs. Data collected from the Parent Forum will be used to guide decisions regarding Parent Involvement.
6. Newcomer's Fair (Sponsored by Airman and Family Readiness Center)

### Presentation / Analysis of Data

1. Environmental Scan: Analysis of this data showed the following characteristics are necessary for our students to be successful:
  - Problem solving and communication skills
  - Solid foundation in reading, writing, and math skills
  - Ability to be lifetime learners
  - Ability to use technology
2. DoDEA Initiatives: These include Math Matters, Early Childhood Initiative, and DoDEA Reads. In support of the Math Matters initiative we held a math carnival and have hired an additional math support teacher. We have reduced class sizes in grades K-3, have held parenting workshops and are implementing early childhood best practices in the classroom. In support of the DoDEA reads program we have hosted guest readers, storytellers and have sponsored a Celebrate Learning night.
3. Community/Parent Support: SAC, parent representatives on SILT, and PTA. In addition, parent volunteers help with Math Night, Science Expo, Career Fair, Shadow Day, Artist Book Fair, PTA volunteer room, and volunteer support in different classrooms.
4. Counselors have implemented a program for parents and teachers based on the Love and Logic Principles. This program helps provide language that benefits the students and provides a roadmap with language for adults to use. This language and approach helps to empower students in their choices.
5. SY10-11: Data will be analyzed after the Parent Forum
6. Newcomer's Fair: meets every Thursday at the BellaVista Club to introduce newcomers to Aviano Air Base. The school provides information to these newcomers.

**Implications for Student Performance Goals:** Problem solving and reading, writing and math were all identified as areas to be addressed.

**SY 09-10:** Love and Logic Principles support our Goal 2 for Problem Solving including Reasoning Skills.

**SY 2010-11:** To be determined after the Parent Forum

**Identification of Sub-Groups:** None

**SY 09-10** None at this time.

**SY 2010-11:** To be determined after the Parent Forum

**Other Actions Taken:** Review resources to address needs of all students in order to prepare them to be lifelong learners with a focus on problem solving and mathematics.

**SY 09-10** None at this time.

**SY 2010-11:** To be determined after the Parent Forum



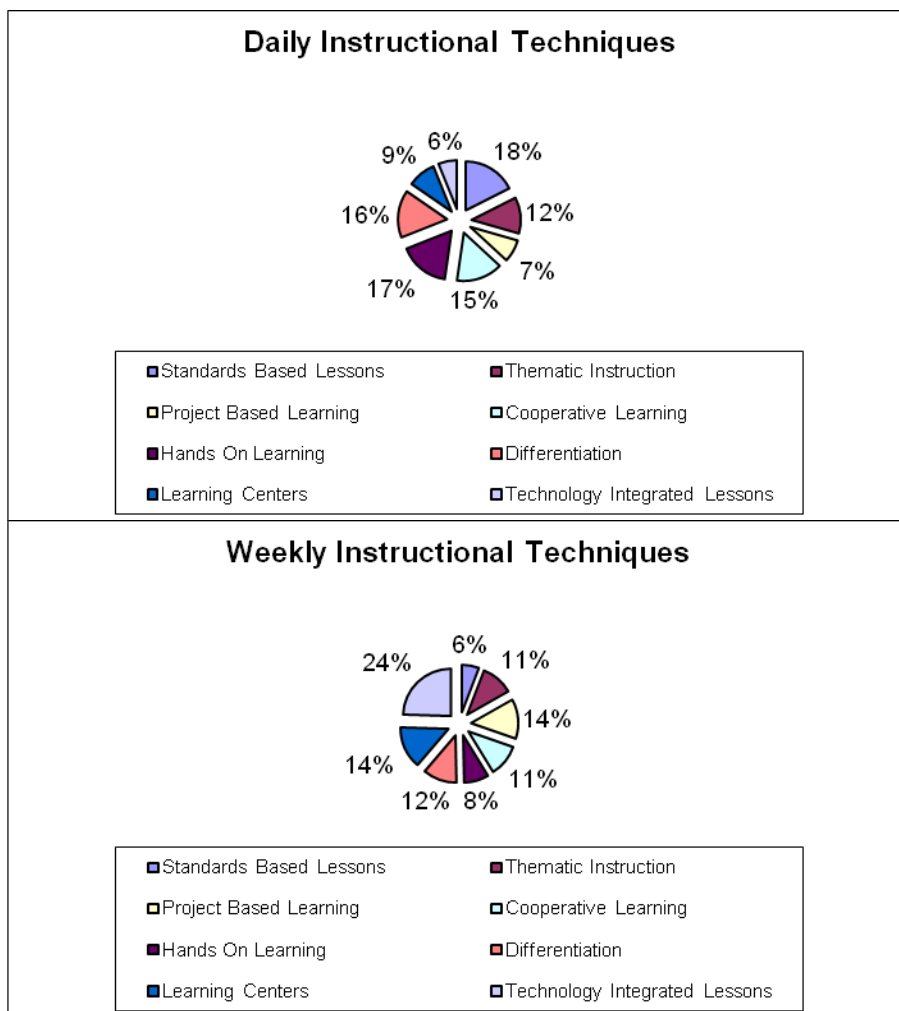
# EXISTING SCHOOL DATA: INSTRUCTIONAL

## Data Collection Instruments

1. Parent Academic Partnerships
2. Instructional Techniques
3. Staff Development Opportunities
4. NCA “Next Steps” Report, Fall 2003

## Presentation / Analysis of Data

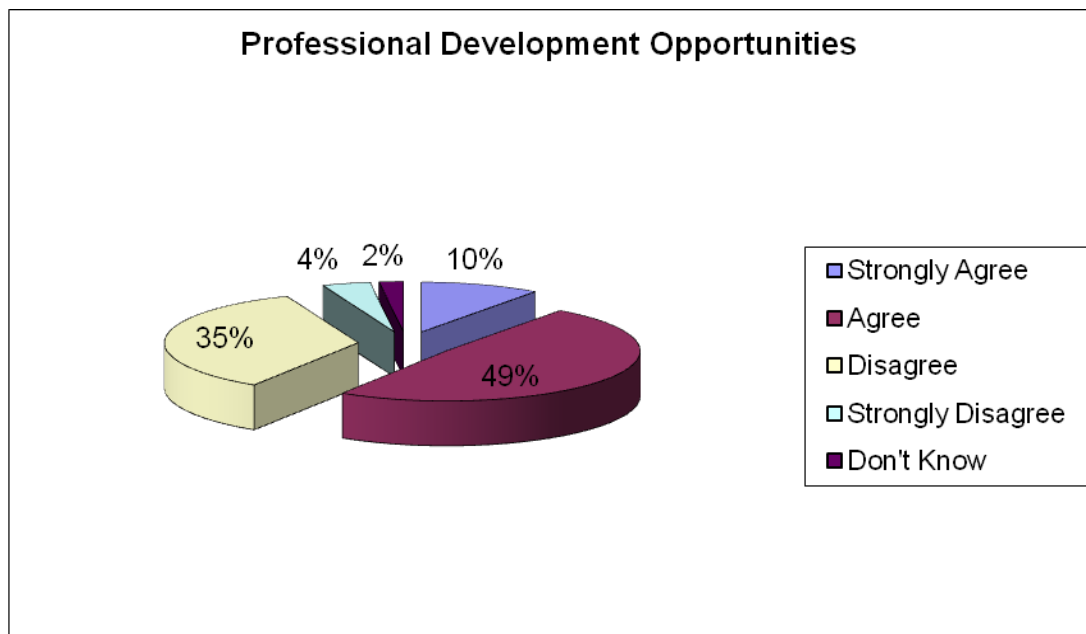
1. Parent Academic Partnerships consists of: SAC, parent representatives on SILT, and PTA. In addition, parent volunteers help with Math Night, Science Expo, Career Fair, Shadow Day, Artist Book Fair, PTA volunteer room, and volunteer support in different classrooms.
2. Different Instructional Techniques implemented at AES include: Standards-Based lessons, thematic instruction, project-based instruction, cooperative learning, hands-on learning, differentiation, learning centers, and technology integration.



The majority of our teachers use these instructional techniques on a daily basis. The most common types of instruction are Standards-based Lessons, Hands-On Approach to Learning, and Differentiation. Data is from the teacher survey that was given to staff members on October 16, 2006. Survey was administered to all classroom teachers, not including paraprofessionals and support staff. Fifty surveys were returned. This section of the survey examines the various instructional tools and strategies used in the classroom setting and how often they are used.

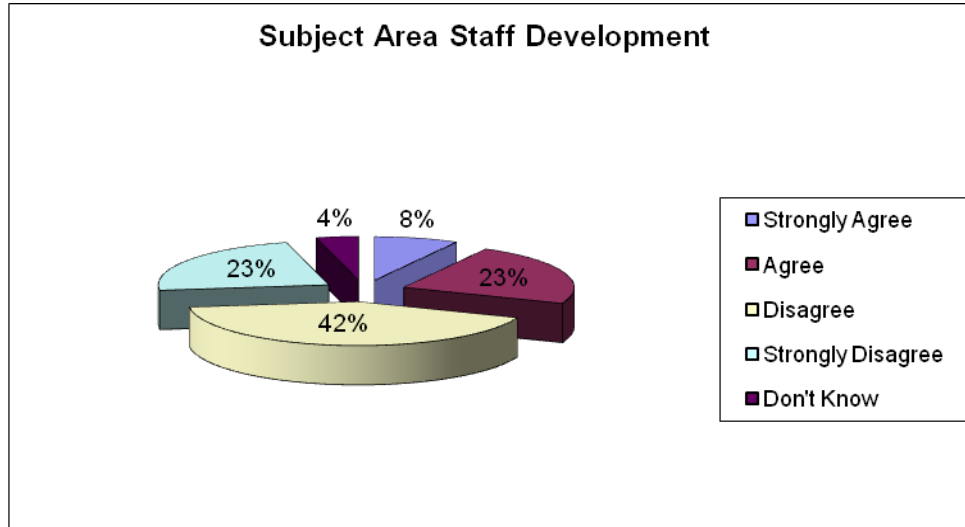
3. Staff Development opportunities at AES include the following: DRA training, Special Education Initiative (SEI), “Scholastic Red” Courses, Technology Workshops, Literature Circles, Reading Counts! Training, online classes, Science Implementation, Math Implementation, Educational Technologist (ET) training, Sure Start training, Student Management System (SMS) training, and School Improvement Plan training.

**Opportunities for professional development are plentiful and meaningful as related to our school improvement goals**



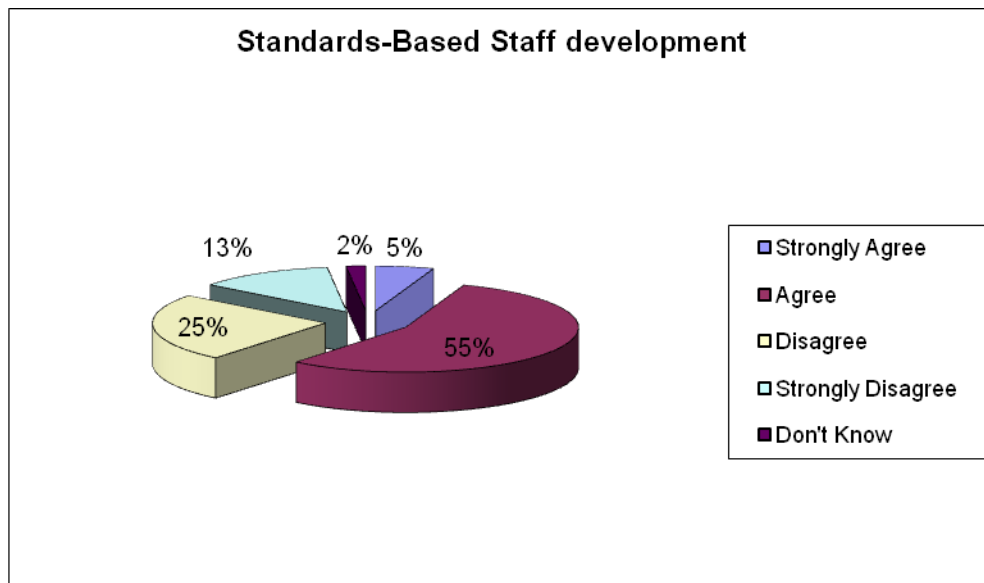
The graph above shows the opinion of professional staff in regards to the amount and value of staff development opportunities as related to school improvement goals.

## Our staff development opportunities relate directly to our specific subject area



The graph above shows that 65% of the staff feels that the staff development that has been offered did not directly relate to their subject area.

## Staff development supports our adopted standards-based curriculum



The graph above shows the opinion of professional staff in regards to the degree to which staff development supports our standards-based curriculum.

SY 09-10: Every first Tuesday our school conducts an Instructional Leaders meeting. This meeting includes all grade level chairs and a representative from the specialists. Administration and CSI chairs lead the meeting to develop upcoming CCT meetings as well as discuss any issues that may need to be addressed.

Every Second Tuesday our school conducts a staff meeting in which we address current best practices.

Every Third Tuesday our school conducts a CCT meeting. At our CCT meetings our math strategist as well as staff members conduct and lead staff on ideas to promote math and generate discussions. Opportunities are given for all grade levels to view what other staff has stated.

SY2010-11:

- Through the CCT meetings and CSI meeting on Sept. 22 it was determined that a new staff professional development survey needs to be distributed to the staff. The CSI Professional Development committee is currently working on developing this instrument. In addition, they are brainstorming ways in which proven techniques and strategies can be shared with the staff, such as at every faculty meeting 10 minutes be devoted to sharing proven ideas for record keeping, etc.
- Development of Math Lab to support CSI Math goal
- Educational Technologist offers training to teachers on SMART BOARD techniques and data entry for graduate level course credit
- Study Groups are being offered by the Language Arts and Reading Specialists for literacy components and instruction to include Running Records, DRA, Reading Streets, Daily 5.
- Implementation of new Language Arts curriculum adoption, Reading Street will begin in November.
- Math Common Assessment Pilot began in Fall, 2010

4. NCA “Next Steps” Report, Spring 2006

I. INVOLVEMENT IN THE SCHOOL IMPROVEMENT PROCESS

- *Appropriate representation of parents and all school personnel should be included on SIP committees*
- SY10-11: At the first faculty meeting of the school year, all teaching staff were expected to sign-up for one of the AdvancED committees. Administration and staff are in the process of recruiting at least one parent for each of these committees. Two parents have already been recruited to be members of the current C-SILT committee.
- *Formalize the general orientation process for all new personnel to include an understanding of SIP.*
- SY10-11: A new staff orientation was held during the first three teacher work days prior to the beginning of the school year. During the orientation the new teachers were given a folder containing the school Vision and Goals. In addition, information regarding the DoDEA Community Strategic Plan, Continuous School Improvement and AdvancED was discussed.

## II. LEADERSHIP FOR THE SCHOOL IMPROVEMENT PROCESS

- *The school should develop a plan that will provide stable and continuous SILT leadership.*
- SY10-11: The school is in the process of looking at various ways to provide continuity to the C-SILT leadership and CSI leadership; possibly a two year rotation will be considered for some positions. A Continuity Binder is a consideration to provide support for positions.
- *The empowerment of teachers to lead the implementation of the school improvement plan should continue.*
- SY10-11: Teachers are continuously encouraged and empowered to be school leaders, especially regarding the implementation of the school improvement plan. The CSI leaders are provided release time for collaboration and planning as needed.

## III. HIGH EXPECTATIONS FOR SCHOOL IMPROVEMENT

- *Expand the professional development by providing opportunities for all staff members to participate in peer observations and visitations. This can serve as a step to develop learning communities*
- SY10-11: The school administration provides coverage for staff members to participate in peer observations and visitations.
- *The full faculty should examine current data and develop appropriate goals based on the triangulation of the data.*
- SY10-11: The administration has developed a plan to release staff members once a month for Collaborative Community Team (CCT) meetings. During these meetings, data is being analyzed and as necessary goals and strategies are being adjusted based on informed decisions. A tentative schedule can be found at the end of this document which includes tentative topics.
- *Local assessments and rubrics should be created to turn student work samples into measurable data. This should include a standardized process that provides a script for administering the local assessments.*
- SY10-11: As a part of the CCT meetings and grade level meetings, local assessments and rubrics will be reviewed and adjusted as needed based on informed decisions. Some grade levels have already started developing Common Formative Assessments (CFA) that address the standards they are teaching.
- *Consider staff development that targets understanding and developing assessments.*
- SY10-11: As a part of the CCT meetings, the staff is being trained in the types of assessments and data. We have already discussed the difference between summative and formative assessments; Effect and Cause data; and developed an understanding of “Continuous School Improvement”. This type of staff development is embedded in the CCT agendas.

#### IV. SCHOOL CULTURE AND CLIMATE IN SUPPORT OF SCHOOL IMPROVEMENT

- *Continue to nurture the positive relationships between school, parents, and the community.*
- **SY10-11: Through the CSI Publicity Committee, the staff is looking at additional ways to build upon the school, parent and community partnerships.**
- *Consider vertical articulation meetings to build on and enhance the sharing of instructional ideas.*
- **SY10-11: The AdvancED committees were designed to have representation from various grade levels and support staff. Representatives share the outcomes of these meetings with their appropriate grade levels and support groups. The C-SILT also has representation from all grade levels and support groups which report back to their respective groups. Administration is discussing additional ways to provide opportunities for vertical articulation.**

#### V. GENERAL APPRAISAL/NEXT STEPS FOR SCHOOL IMPROVEMENT

- *The SILT needs to continue to provide strong leadership and direction as the school transitions to the next steps in the school improvement process.*
- **SY10-11: The C-SILT continues to provide strong leadership and direction in the school improvement process. Grade level chairs are the conduit between the administration and staff. They ensure that each staff member has input into the decisions made at the school and keeps the administration informed regarding grade level concerns and improvement efforts.**
- *Analyze trend data and select more focused goals that are supported by triangulation of data.*
- **SY10-11: The CCT groups are currently analyzing all data and are in the middle of this process.**
- *Define the goals to ensure a clear understanding for all faculty*
- **SY10-11: This is being achieved through the CCT meetings.**
- *As a staff, identify and adopt powerful interventions that can be implemented school-wide.*
- **SY10-11: Continuous school improvement is a process. As the staff completes the analysis of data and makes informed decisions regarding goals, strategies will be researched and implemented. Assessments and strategies may need to be revised based on the data and continuous monitoring of student**
- *Select multiple measures that accurately assess the goals.*
- **SY10-11: This is an ongoing process.**
- *Involve the district school improvement liaison in the developmental steps of implementing the entire process.*
- **SY10-11: The district school improvement liaison for school improvement has been actively involved in this process.**

Our school has addressed many of the concerns that were listed in the “Next Steps” document and that are listed above. Some of the things we have done to address these concerns are:

- We are constantly analyzing data to identify our weak areas, and plan activities and lessons that will address those weak areas and improve our instruction.
- We have SIP items on every agenda for our staff meetings, grade level meetings, and team leaders/administration meetings.
- Our administrators are very visible and involved in our SIP. They are active members of our SILT; they participate in all of our planning for SIP; and they provide supportive leadership for all of our staff development.
- Our Mission Statement and Goals are announced every morning school-wide with the morning announcements.
- We encourage and support our staff as they implement standards-based lessons.
- We plan our staff development days based on our SIP and what teachers have identified as areas of need/interest.

**Implications for Student Performance Goals:** None

SY 09-10 None at this time.

SY10-11: In September the CCTs met and began taking an in-depth look at the assessment data. They recognize deficiencies exist in reading. At the October 2010, data review will be completed and the two current goals will be revised/changed as needed. The collaboration amongst all team members is a critical piece in coming to a school-wide decision. Sustaining a collaborative culture is something we always consider and it is a critical element when making informed decisions that affect all stakeholders.

**Identification of Sub-Groups:** None

SY 09-10 None at this time.

SY10-11: Through the above process, identification of significant sub-groups will be addressed. At this time, we already know we will be looking at student performance based on quartiles. As we look more closely at the data other sub-groups may become evident.

**Other Actions Taken:** Data suggests we need to provide training opportunities for teachers to better align lessons to the standards and student performance goals. We should consider adopting school-wide programs that focus on strategies to meet student performance goals. Teachers need to use a variety of instructional techniques to support student performance goals.

(Additional recommendations by the NCA Team listed above)

SY 09-10: Facilitate Increased use of horizontal and vertical articulation specific to our math goals.

SY10-11: Through discussion in the September the CCT meeting, the staff is looking at specific student engagement strategies that can be implemented systemically across the school.

## INTERPRETATION AND TRIANGULATION OF DATA

**Student Performance Goal 1: All students will demonstrate improvement in the application of number relationships.**

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

- Data Point 1: TerraNova Multiple Assessments, 2<sup>nd</sup> Edition Subtests of: Mathematics, Science, and Social Studies
- Data Point 2: Math Inventory
- Data Point 3: Teacher Survey

**Student Performance Goal 2: All students will demonstrate improvement in mathematical problem solving and reasoning across the curriculum.**

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

- Data Point 1: TerraNova Multiple Assessments, 2<sup>nd</sup> Edition - Subtests of: Mathematics, Science, and Social Studies
- Data Point 2: TerraNova Communication Arts, 2<sup>nd</sup> Edition – Critical Thinking and Evaluation
- Data Point 3: Teacher Survey and Math Inventory

**SY 2008-09: The SILT and staff modified the wording of the goal 2 to reflect the changes below. The change from mathematical problem solving to problem solving is intended to coincide more clearly with the cross curricular school focus and become more inclusive of all teachers and all subject areas.**

**Student Performance Goal 2: All students will demonstrate improvement in problem solving and reasoning across the curriculum.**



## **Rationale for Goals:**

**GOAL 1:** In reviewing the data on our students from different assessments, our staff determined that the area of mathematics was the weakest and needed improvement particularly in problem solving and reasoning. We analyzed data from the Terra Nova Multiple Assessments and Communication Arts and discovered weakness in problem solving and critical thinking. Test results also indicated a grade level and ethnicity gap. Wee further examined local data by looking at the math inventory given each fall and spring. The results of the teacher survey also indicated that mathematics was weak. After reviewing DoDEA Standards and aligning them with Bloom's Taxonomy to ensure higher level thinking skills are being addressed, we chose this goal in order to ensure the needs of our students are met.

**GOAL 2:** Another mathematical concept that was realized to be deficient was that of number sense and relationships. Subtest scores on the Terra Nova assessment also indicated that this was an area in need of improvement. Teachers felt that in order for us to improve our students' ability to problem solve and think critically in mathematics, they had to have a strong understanding of number relationships. All were in agreement that we needed to focus on improving and providing all of our students more opportunities to apply their understanding of number relationships across the curriculum.

## ESSENCE OF THE GOALS

**Goal 1:** All students will demonstrate improvement in the application of number relationships.

SY 2008-09: The essence wording for Goal 1 was modified to the changes below. These changes were more clarifying to the staff as to how to address these skills and concepts in their classrooms and across the curriculum. The result of this change is to make the teaching of this goal more inclusive of all teachers.

**Essence:** Applying number relationships means understanding numbers, number concepts, representing numbers in equivalent forms, identifying relationships, place value, mathematical properties, and interpreting and applying number concepts in real world situations.

Essence: The essence of applying number relationships is defined by Aviano ES as being an understanding of how numbers and their applied functions relate together when used in real world situations.

SY 09-10: Due to DoDEA guidance our goals were rewritten in SMART GOAL Format. The essence is embedded in the goal. It is as follows:

SMART Goal 1:

By 2012, all students at Aviano Elementary School will improve their understanding of application of number relationships as measured by selected system-wide and local assessments. Target skills and concepts are: improvement in application of number relationships; understanding of how numbers and applied functions relate when used in real world situations.

**Goal 2:** All students will demonstrate improvement in mathematical problem solving and reasoning across the curriculum.

Goal 2: All students will demonstrate improvement in problem solving and reasoning across the curriculum.

**Essence:** Problem solving and reasoning is using information and strategies to explain the thinking process to form conclusions and apply them to real world situations.

SY 09-10: Due to DoDEA guidance our goals were rewritten in SMART GOAL Format. The essence is embedded in the goal. It is as follows:

SMART Goal 2:

By 2012, all students at Aviano Elementary School will improve in mathematical problem solving including reasoning skills as measured by system wide local assessments. Target skills and concepts are: improvement in the ability to understand, plan, solve, and look back.

***SY2010-11:*** An analysis of the data results are found at the end of this document, following the Data Addendum with our Next Steps. SY10-11: The staff has analyzed current data to determine the following:

Smart Goals 1 and 2 were rewritten, based on new data from 2010. Specifically, the two mathematical sub skills (application of number relationships and problem solving) were combined in SMART Goal 1. In drilling down into the skills and concepts of math, it became clear that proficient problem solving requires proficiency in number relationships, as seen in part 3 of UPSL. The two approaches are interrelated and not exclusive of each other. As it can be seen in the Data Addendum SY 2010-11 at the end of this document, these two mathematical sub-skills were two of the lowest performance areas as determined in the TNMA OPIs.

A new Goal (SMART GOAL 2) was added to address students' weaknesses in Reading, particularly in Analyze Text and in Vocabulary (identified in TNMA-OPI). These two sub skills were included based on students' TN reading scores and on information obtained from the TerraNova Blue Book. Please see Addendum SY 2010-11 (TerraNova Results in Reading in 2010) for further documentation.

Thus, the two new goals are:

**SMART Goal 1:** All students will demonstrate improvement in math through application of number relationships and problem solving across the curriculum as measured by system-wide and school-based assessments.

**SMART Goal 2:** All students will demonstrate improvement in reading through building vocabulary and analyzing text across the curriculum as measured by system-wide and school-based assessments.

SY 2010-11 Due to DoDEA guidance, the assessment results for this school year is included in the following addendum. In previous years, this information was collected in the Common Drive for analysis.

## Aviano Elementary School National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).  
*Highlighted cells indicate reaching these CSP goals.*

### Reading

Grade Level	Quarter Percent	2009 (Baseline)	2010
3	75% - 100%	30.5	29.8
3	51% - 75%	38.1	34.0
3	24% - 50%	22.0	27.7
3	0% - 25%	9.3	8.5
4	75% - 100%	17.0	27.3
4	51% - 75%	30.4	40.9
4	24% - 50%	34.8	24.5
4	0% - 25%	17.9	7.3
5	75% - 100%	25.7	25.2
5	51% - 75%	37.6	33.6
5	24% - 50%	24.8	28.0
5	0% - 25%	11.9	13.1
		0/6	0/6

## Aviano Elementary School National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

Highlighted cells indicate reaching these CSP goals.

Language Arts			
Grade Level	Quarter Percent	2009 (Baseline)	2010
3	75% - 100%	359	362
3	51% - 75%	274	223
3	26% - 50%	239	330
3	0% - 25%	128	8.5
4	75% - 100%	27.7	30.0
4	51% - 75%	30.4	36.4
4	26% - 50%	28.6	29.1
4	0% - 25%	13.4	4.5
5	75% - 100%	33.7	36.4
5	51% - 75%	35.6	35.5
5	26% - 50%	24.8	19.6
5	0% - 25%	5.9	8.4
		1/6	1/6

## Aviano Elementary School National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

Highlighted cells indicate reaching these CSP goals.

Math			
Grade Level	Quarter Percent	2009 (Baseline)	2010
3	75% - 100%	258	330
3	51% - 75%	350	255
3	26% - 50%	308	309
3	0% - 25%	8.3	10.6
4	75% - 100%	12.4	22.7
4	51% - 75%	28.3	40.0
4	26% - 50%	37.2	25.5
4	0% - 25%	22.1	11.8
5	75% - 100%	31.7	27.1
5	51% - 75%	23.8	30.8
5	26% - 50%	33.7	31.8
5	0% - 25%	10.9	10.3
		0/6	0/6

## Aviano Elementary School

### National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).  
 Highlighted cells indicate reaching these CSP goals.

#### Science

Grade Level	Quarter Percent	2009 (Baseline)	2010
3	75% - 100%	47.5	46.2
3	51% - 75%	33.3	26.9
3	24% - 50%	14.2	24.7
3	0% - 25%	5.0	2.2
4	75% - 100%	20.4	20.9
4	51% - 75%	41.6	46.4
4	24% - 50%	27.4	27.3
4	0% - 25%	10.6	5.5
5	75% - 100%	35.6	33.6
5	51% - 75%	33.7	32.7
5	24% - 50%	21.8	27.1
5	0% - 25%	8.9	6.5
		2/6	2/6

## Aviano Elementary School

### National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).  
 Highlighted cells indicate reaching these CSP goals.

#### Social Studies

Grade Level	Quarter Percent	2009 (Baseline)	2010
3	75% - 100%	55.0	50.0
3	51% - 75%	25.8	29.8
3	24% - 50%	15.0	17.0
3	0% - 25%	4.2	3.2
4	75% - 100%	36.3	41.8
4	51% - 75%	29.2	32.7
4	24% - 50%	26.5	22.7
4	0% - 25%	8.0	2.7
5	75% - 100%	32.0	27.1
5	51% - 75%	37.0	34.6
5	24% - 50%	25.0	31.8
5	0% - 25%	6.0	6.5
		3/6	4/6

**SY 2010-11 Analysis of Quarter Percents: TerraNova test results in the area of Reading reveal the CSP was not met at any grade level; however, 3<sup>rd</sup> and 4<sup>th</sup> grade moved students up from the bottom quarter. Analysis of Language Arts TN percents show 4<sup>th</sup> grade students exceeded the CSP goal in the bottom quarter and all grades showed some degree of improvement at the top quarter. Math TN Quarter Percents revealed grades 3<sup>rd</sup> and 4<sup>th</sup> showed improvement in the top quarter; however, the CSP was not met at any grade level. In the area of Science all grade levels met the CSP in the bottom quarter; however, it was not met in the top two quarters of any grade level. Analysis of Social Studies Quarter Percents reveals 3<sup>rd</sup> grade met the CSP, while 4<sup>th</sup> and 5 met the CSP only in the bottom quarter.**

TerraNova Multiple Assessments (TNMA) – National Percentile (NP) Results Annual Comparison Aviano ES							
Year	Grade	Students	Reading	Lang Arts	Math	Science	Social Studies
2009	3	118	61	65	59	74	79
2010	3	94	63	60	61	72	75
2009	4	112	48	61	43	59	61
2010	4	110	61	63	62	61	70
Analysis:							
2009	5	101	62	65	57	65	65
2010	5	107	59	68	54	62	62

\*highlighted cells indicate increased scores from 2009 to 2010

**SY 2010-11 Analysis of TNMA NP scores: 3<sup>rd</sup> grade showed slight improvement in the curricular areas of Reading and Math; there was a slight decrease in the 3<sup>rd</sup> grade scores in the areas of Language Arts, Science, and Social Studies. 4<sup>th</sup> grade results revealed an increase in student performance in all areas. 5<sup>th</sup> grade results show a slight improvement in the area of Language Arts and a slight decrease in all other areas.**

## TerraNova Results (OPIs) in Reading in 2010

OPIs by GRADE							
Grade:	3rd		4th			5th	
	Average	% High Mastery	Average	% High Mastery	Average	% High Mastery	
<b>Basic Understanding</b>	50	83 %	84	47 %	68	42 %	
<b>Analyze Text</b>	50	76 %	76	48 %	53	36 %	
<b>Evaluate/Extend Meaning</b>	52	74 %	70	50 %	71	36 %	
<b>Reading/Writ. Strat(Vocabulary)</b>	51	68 %	70	45 %	57	41%	

**Analyze text:** In 5<sup>th</sup> grade, this sub skill had one of the lowest percentages of students' High Mastery (together with Evaluate and Extend Meaning). In addition, in 3<sup>rd</sup> and 5<sup>th</sup> grades, the OPIs were the lowest scores within the area of reading. These data, combined with information from the TerraNova Blue Book, showing that Analyze Text is the basis of and precedes Evaluate/Extend Meaning, indicated that this sub skill should be included in the Reading Goal (SMART Goal 2).

**Vocabulary:** Reading and Writing Strategies, which include Vocabulary Strategies, had the lowest percentage of students who achieved High Mastery in Grades 3 and 4. Although in 5<sup>th</sup> grade this was not the lowest achieving area, the percentage of students who obtained High Mastery was still very low. It should be noted that Vocabulary Strategies have the highest number of test items in Reading and Writing Strategies.



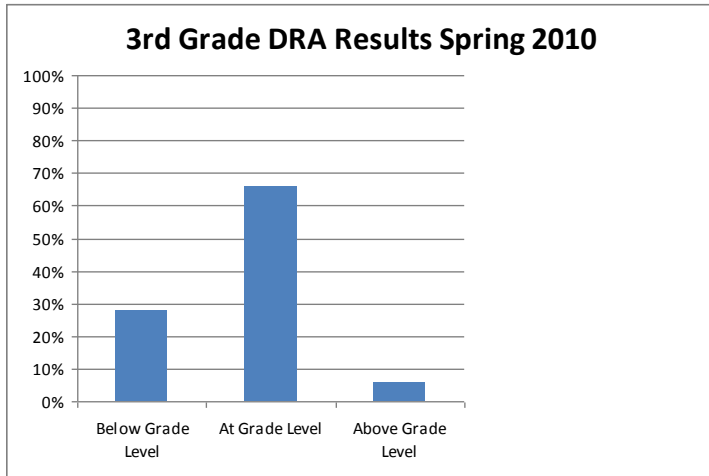
**SY2010-11 SRI Graphs/Scores:**

<b>Percentages of Students</b>		
	FALL	SPRING
SECOND GRADE		
Advanced	20%	47%
Proficient	53%	40%
Basic	27%	13%
Below Basic		
<b>Percentages of Students</b>		
	FALL	SPRING
THIRD GRADE		
Advanced	8%	26%
Proficient	29%	43%
Basic	14%	17%
Below Basic	49%	14%

<b>Percentages of Students</b>		
	FALL	SPRING
FOURTH GRADE		
Advanced	6%	23%
Proficient	35%	52%
Basic	33%	23%
Below Basic	26%	2%
<b>Percentages of Students</b>		
	FALL	SPRING
FIFTH GRADE		
Advanced	8%	19%
Proficient	57%	56%
Basic	32%	24%
Below Basic	3%	

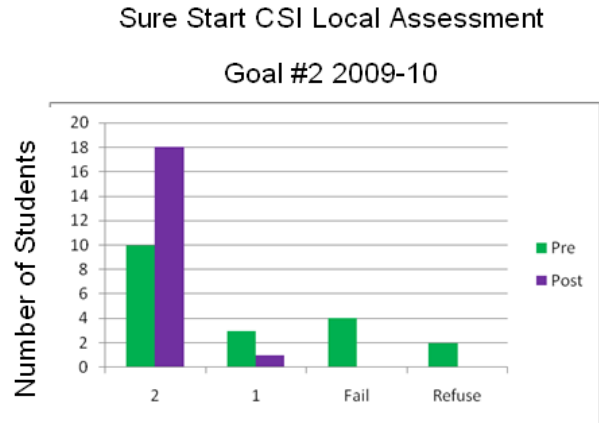
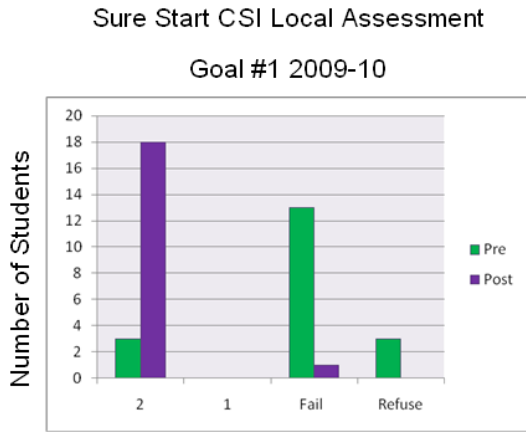
**Analysis of SRI Results: The Scholastic Reading Inventory assessment results show an improvement in student scores between the fall baseline and the spring end of year assessment. The SRI assessment is not given to all students.**

**SY2010-11 3<sup>rd</sup> Grade DRA Results:**



**SY2010-11 3<sup>rd</sup> Grade DRA analysis: The Diagnostic Reading Assessment results revealed a significant number of students scoring below grade level on the end of year DRA assessment.**

**SY2010-11 Sure Start Graphs:**



**SY2010-11 Sure Start analysis: The results of both local assessments given to Sure Start students show a significant improvement between the pre-assessment and post-assessment.**

**SY2010-11 Local Assessment Charts**

**CSI Goal 1: Math Local Assessment Number Relationships**

**Summative Assessment 3: Kindergarten – Fifth Grade Local Assessment**

KDG	Fall		Spring		1st	Fall		Spring	
	# of students	%	# of students	%		# of students	%	# of students	%
90-100%	23	18	91	71	90-100%	1	1	52	50
80-89%	20	16	30	24	80-89%	3	3	21	19
70-79%	28	23	5	4	70-79%	7	7	13	13
60-69%	26	21	1	1	60-69%	12	12	6	6
50-59%	9	7	0	0	50-59%	8	8	6	6
Below 50%	18	15	0	0	Below 50%	69	69	6	6
Total	124		127		Total	100		104	

2nd	Fall		Spring		3rd	Fall		Spring	
	# of students	%	# of students	%		# of students	%	# of students	%
90-100%	15	15	18	19	90-100%	7	7	29	32
80-89%	28	27	26	27	80-89%	10	10	23	26
70-79%	18	18	17	18	70-79%	14	15	21	23
60-69%	16	16	17	18	60-69%	23	24	8	9
50-59%	13	13	11	11	50-59%	12	13	6	7
Below 50%	12	11	7	7	Below 50%	30	31	3	3
Total	102		96		Total	96		90	

4th	Fall		Spring		5th	Fall		Spring	
	# of students	%	# of students	%		# of students	%	# of students	%
90-100%	2	2	8	8	90-100%	0	0	5	5
80-89%	1	1	19	18	80-89%	0	0	4	4
70-79%	5	5	21	20	70-79%	1	1	15	14
60-69%	11	11	16	15	60-69%	4	3	13	12
50-59%	2	2	15	14	50-59%	10	8	22	20
Below 50%	77	79	26	25	Below 50%	106	88	50	46
Total	98		105		Total	120		109	

**SY2010-11 Local Assessment CSC Goal 1 analysis: The results show improvement at all grade levels between the pre and post-assessments. The results also show that 4<sup>th</sup> and 5<sup>th</sup> grades had a large number of students scoring below 50% on the local assessment.**

**CSI Goal 2: Math Local Assessment Problem Solving**  
**Summative Assessment 3: Kindergarten – Fifth Grade Local Assessment**

KDG	Fall		Spring			*1st	Fall		Spring	
	# of students	%	# of students	%			# of students	%	# of students	%
87.5-100%	3	2	75	60		87.5-100%	21	21%	34	33
75-87.4%	15	12	24	19		75-87.4%			6	6
62.5-74.9%	23	18	8	6		62.5-74.9%			15	15
50-62.4%	25	20	17	13		50-62.4%	44	44%	10	9
37.5-49.9%	38	30	3	2		37.5-49.9%			12	12
37.4	20	16	0	0		37.4	35	35	26	25
<b>Total</b>	<b>124</b>		<b>127</b>			<b>Total</b>			<b>103</b>	

2nd	Fall		Spring			3rd	Fall		Spring	
	# of students	%	# of students	%			# of students	%	# of students	%
87.5-100%	37	37	37	39		87.5-100%	5	6	6	7
75-87.4%	4	4	10	10		75-87.4%	2	2	15	17
62.5-74.9%	6	6	16	17		62.5-74.9%	4	4	15	17
50-62.4%	12	12	9	10		50-62.4%	9	9	13	15
37.5-49.9%	11	11	11	12		37.5-49.9%	5	5	7	7
37.4	30	30	11	12		37.4	71	74	33	37
<b>Total</b>	<b>100</b>		<b>94</b>			<b>Total</b>	<b>96</b>		<b>89</b>	

4th	Fall		Spring		5th	Fall		Spring	
	# of students	%	# of students	%		# of students	%	# of students	%
87.5-100%	0	0	8	8	87.5-100%	0	0	6	6
75-87.4%	2	2	4	4	75-87.4%	0	0	4	4
62.5-74.9%	5	5	14	13	62.5-74.9%	4	3	23	21
50-62.4%	14	14	12	11	50-62.4%	1	1	1	1
37.5-49.9%	19	20	16	15	37.5-49.9%	12	10	36	33
37.4	58	59	51	49	37.4	104	86	39	36
Total	98		105		Total	121		109	

**SY2010-11 Local Assessment CSC Goal 2 analysis: The analysis showed improvement at all grade levels; however, the number of students scoring below 50% is significant at all grade levels except for Kindergarten.**

## **SY 2010-11 Synthesis of Assessment Results as displayed and analyzed above:**

1) Our Math Goals are not showing significant improvement. In discussions with the staff regarding this reality, we have surmised that our two Math Goals should be merged into one Math Goal which that will provide staff with a more powerful, clear, and direct school-wide focus.

We also determined that the four step problem solving model (UPSL) as currently used is not proving to be an effective intervention *in isolation* for the following reasons: The students do not have the critical math skills required to proceed successfully from each step through this problem solving model. Furthermore, it was discussed that the critical problem solving strategies required in Step 3 of the problem solving model have not been targeted as the focus of this intervention. A decision was made that these problem solving strategies should be emphasized and taught with additional emphasis in class and in the Math Lab. We also decided that number relationships and number sense should be improved through instruction that focuses more on concept development through use of manipulatives, and visual representations. The co-teaching model in conjunction with the Math Lab will greatly support this change in instruction. This school-wide approach, we believe, will contribute to the successful use of this four step model. Therefore, our data review based on current results contributed to our decision to re-write our CSI Math Goals as follows for SY 2010-11:

**SMART CSI Goal 1: By 2014, all students at Aviano Elementary School will demonstrate improvement in mathematical problem solving through application of number relationships and reasoning across the curriculum as measured by system-wide and school-based assessments.**

2) In reviewing all data, an additional academic need was clearly identified, specifically Reading. None of the grade levels assessed in the TNMA, have reached the CSP goals for two consecutive years of having 75% of the students or above in the top two quarters, or of having 7% or below of our students in the bottom quarter. SRI and DRA scores corroborate this finding. Therefore, based on these data results, consensus was reached to adopt a school wide Reading Goal with an emphasis on vocabulary development and text analysis as follows:

**SMART Goal 2: BY 2014, all students at Aviano Elementary School will demonstrate improvement in reading through *building vocabulary and analyzing text* across the curriculum as measured by system-wide and school-based assessments.**

**The process will begin with staff to identify skills and concepts for instructional focus, followed by selection of appropriate interventions, formative assessments and three summative assessments to measure student growth.**