

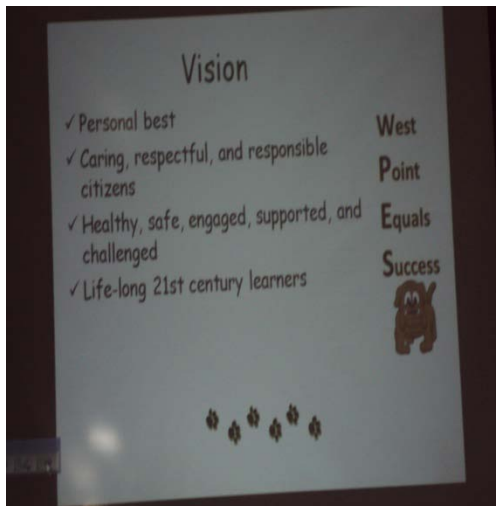
West Point Elementary

2006-2013

West
Point
Equals
Success



Schools Profile



Nadine Sapiente, Principal

School Improvement Plan School Profile Table of Contents

School Improvement Team.....	4
DoDEA Mission.....	6-10
WPES Vision & Beliefs.....	11-13
Overview of the Community and School.....	14-18
WPES School Cheer.....	19
6+1 Traits Song.....	20
Unique Local Insights.....	21-22
Unique Aspects of WPES.....	23-26
Existing School Data.....	27
 Student Data.....	 27-28
 Instructional Data.....	 30-32
CAPA.....	33-37
<i>TerraNova</i>	28-33
SRI.....	38
DRA.....	39-41
Follow-up of Former Students.....	42-44
Community Data and Information.....	45-46
Environmental Scan (October 2010).....	47
Student Goal#1.....	
<i>TerraNova3rd</i>	48-50
SRI.....	51-52
DRA.....	53
Average Rubric Scores- Reading Comprehension	54
BAS	60
Student Goal#2.....	

<i>TerraNova3rd</i>	61-63
Average Rubric Scores-Writing Prompt.....	65
Appendix A: Environmental Scan Log/Summary.....	69-70
Appendix B: Capacity Assessment.....	71-72

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Teaching & Assessing for Learning

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DoDEA Mission Statement

DODEA MISSION STATEMENT

The Department of Defense Education Activity provides, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.

DoDEA Community Strategic Plan 2012-2016

CSP

Developing DoDEA's 2012-2016 Community Strategic Plan

The Department of Defense Education Activity (DoDEA) has begun the process of developing a new Community Strategic Plan (CSP) for 2012-2016, which will be critical in refining the mission, vision, guiding principles, goals, and initiatives that DoDEA will undertake to deliver a high quality, student-centered education.

An important part of the process of developing a new CSP, DoDEA is gathering information from parents, students, teachers, principals, and staff members regarding their thoughts and opinions about the education students are receiving and improvements. Some information has already been gathered from interviews that have been conducted with more than 75 stakeholders, including teachers, principals, counselors, administrators, teacher association representatives, headquarters staff, and non-profit partners. The interviews were conducted at scheduled DoDEA leadership and administrator conferences and via telephone to minimize cost and maximize efficiency.

DoDEA is interested in the thoughts and opinions of not only parents, teachers, military leadership, and individuals directly impacted by DoDEA schools, but of those that attend non-DoDEA schools and serve military families and their children. Topics of interest to DoDEA are the consistency of communication from schools and to identify possible strategies to improve support for students and families through transitions and how to support these students, as well as feedback on the curriculum, instruction and assessment in DoDEA schools. The site to provide feedback is <http://cspfeedback.dodea.edu/>.

Recognizing the need to reach out to the field, teachers and principals have constituted the largest proportion of interviews, and will constitute the largest representation on the CSP Steering Committee, which is a committee tasked to develop the CSP. The Steering Committee will also be comprised of representatives from each of the three DoDEA areas, the Services, the Joint Chief of Staff, the office of Military Community & Family Policy, the U.S. Department of Education, and a handful of key DoDEA headquarters staff and will meet in Arlington, VA the last week in September. All of the information obtained from DoDEA stakeholders will help ensure the new CSP is aligned with the Department of Defense's overall strategic goals and objectives related to education.

DoDEA is committed to supporting military families and improving the academic achievement of their children in this global environment. Children of military families face unique challenges, not the least of which is the number of transitions they undergo during their school years, moving on average from six to nine times. It is our shared responsibility to do all we can to support the social, emotional, and academic well-being of these children by providing a high quality education.

NY/VA/ Puerto Rico District Mission Statement

District Mission Statement

Educate, Engage, and Empower Each student to succeed in a dynamic world.
(September 2012)

West Point Elementary School Vision Statement

Vision

West Point Elementary School provides opportunities for all students to achieve their personal best and to become caring, respectful, and responsible citizens. Our school strives to create a differentiated learning environment to ensure that every child is healthy, safe, engaged, supported, and challenged. We work with the community to motivate and enable all students to be life-long 21st century learners. (Reviewed 8/15/12)

Student Friendly

**West
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West Point Elementary School Beliefs Established by WPES Faculty and Staff October 2009

1. **Work Ethic**

We will strive to provide innovative challenging leadership to foster the realization of high goals for our learning community.

2. **Healthy and Physically Active**

We strive to promote an environment conducive to physical and mental wellness.

3. **Relationships**

We will maintain and continue to develop personal and professional relationships fostered by respect, tolerance, empathy, and patience leading to a positive school climate of cooperation and growth.

4. **Communities**

We will engage in open exchanges that will include listening and understanding for individual ideas.

Overview of the Community & School

History of West Point Elementary School

West Point Elementary School was established prior to 1816 and authorized by Congress in 1821 to serve the children of personnel residing on the West Point Military Reservation who, in turn, served the United States Military Academy (USMA). It is a member of the Department of Defense Elementary and Secondary Schools (DDESS).

The current West Point Elementary School is located on a common campus with the middle school and a separate gym facility. USMA is a closed post which provides a secure and safe environment for the campus. The school has been relocated many times since it was established. In the 1850's the school was located in the basement of the Soldiers Chapel and then in 1877 moved to a one-story brick school house. After several other locations, a new school was erected in 1965 at its current location. In 1987 an addition was added and in 2003 a new, but separate gymnasium was completed.

For School Year 2008-2009 there have been changes that have affected our students. Our student body no longer includes children of civilian personnel living on post, but is restricted to military children. However, in 2011 our student body now includes children of civilian personnel living on post such as coaches. West Point has become a receiving facility for wounded warriors and their families. At any given time, our student body may include children of these soldiers. Currently, six percent of our students have parents who are deployed.

School Community Description

West Point Elementary is federally funded under PL2164 and is administered by the Department of Defense Education Activity (DODEA) Domestic Dependent Elementary and Secondary Schools (DDESS).

West Point Elementary School is tailored to meet the individual needs of the mobile military child. To support the needs of the USMA Community, the school calendar conforms to the cadet calendar. With a wide range of students from a variety of state-side and foreign schools, special attention is paid to meet all their needs. Children of deployed parents and children who will be attending this school for a limited time are part of the norm.

In addition, West Point Elementary School is staffed with specialized teachers to meet the specific needs of the mild to moderate and moderate to severe special education child. All of the special education needs are addressed on campus in the least restrictive environment.

- ❖ Availability of hospital staff
- ❖ Proximity of hospital
- ❖ State of the art OT/PT complex
- ❖ Early Developmental Intervention Services (0-3)
- ❖ Transitional Programs for children three years of age
- ❖ Preschool Child Development Program on Campus
- ❖ Youth Services Center (less than a half block from the school) which offers after school care and activities for students K-12, which includes homework centers/tutors, computer skills, reading centers and physical education.

The school functions under the leadership of a Principal. WPES is, at present, a Pre-Kindergarten through Grade 4 school of approximately 488 students. The Pre-K program consists of two 1/2 day sessions per class 5 days per week.

The current enrollment for West Point Elementary is 488. Enrollment by grade is Pre-K: 100, Kindergarten: 82, First Grade: 89, Second Grade: 93, Third Grade: 69, Fourth Grade: 55.

There are 25 classroom teachers at West Point Elementary with a student enrollment between 18-25 students per class. There are 24 special area teachers including Special Education personnel and special subject areas. There are a total of 49 teachers + 1 vacancy (.5ESL). In addition, there are 26 aides + 3 vacancies. Of the teachers and specialists at West Point Elementary School 44 teachers have Masters Degrees. There are many teachers that have graduate credits beyond their Masters Degrees and 2 teachers with Doctorate Degrees. The number of years experience for the teachers and specialists are:

- Number that have 5-10 years experience 15
- Number that have 11-20 years experience 8
- Number that have 21-30 years experience 7
- Number that have 30 plus years experience 8
- Less than 5 years 6

Enrollment of the children by Ethnicity is as follows: African American, Asian, Native American, Pacific Islander, White, Hispanic and Other Race.

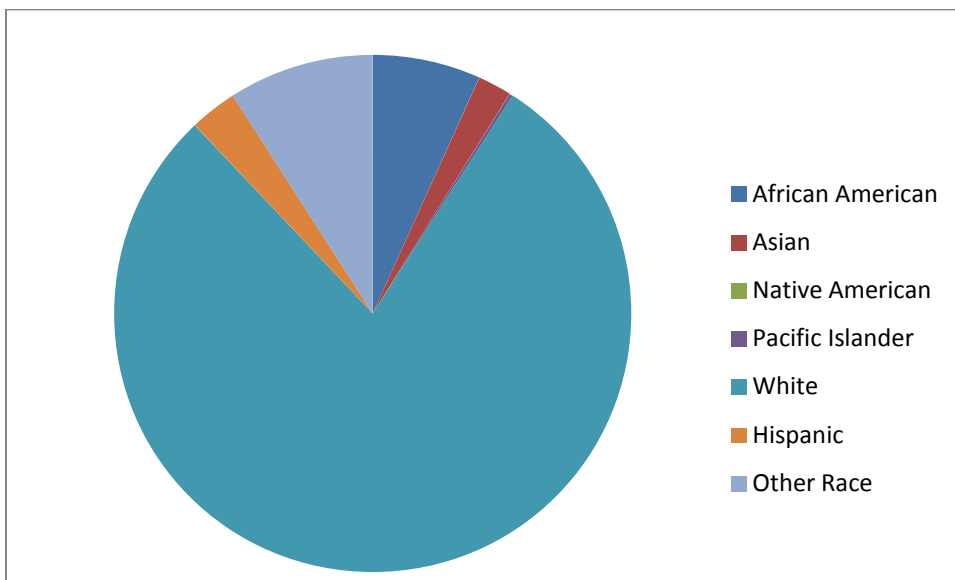
- Population at West Point including cadets and family members 8,287 – includes active duty military, family members, and cadets.

Teachers during their weekly grade level meetings meet as teams and are working as professional learning communities to enhance differentiation, track data, and develop lessons to meet the needs of all children. To promote more effective 21st century learning, additional technology has been added in the form of SMARTBoards, Elmos, and extensive subscriptions to internet programs that support our two goals. Teachers are provided opportunities for on-line and on-site graduate courses.

The “War on Terror” in the Middle East has increased the number of active duty parents who are being deployed for long periods of time. Traditionally, West Point parents have not been deployed for long periods of time. Guidance has established a “deployment group” which meets with the children whose parents are deployed. Presently, there are 30 children that participate in the deployment groups. It is important to have organizations on post that support the students and the school. Some of these include: Parent Teacher Organization, West Point Dental Activity, West Point Women’s Club, Daughters of the American Revolution, Dept. of Public Works and Housing, and Youth Services.

Enrollment of the children by Ethnicity is as follows: African American, Asian, Native American, Pacific Islander, White, Hispanic and Other Race.

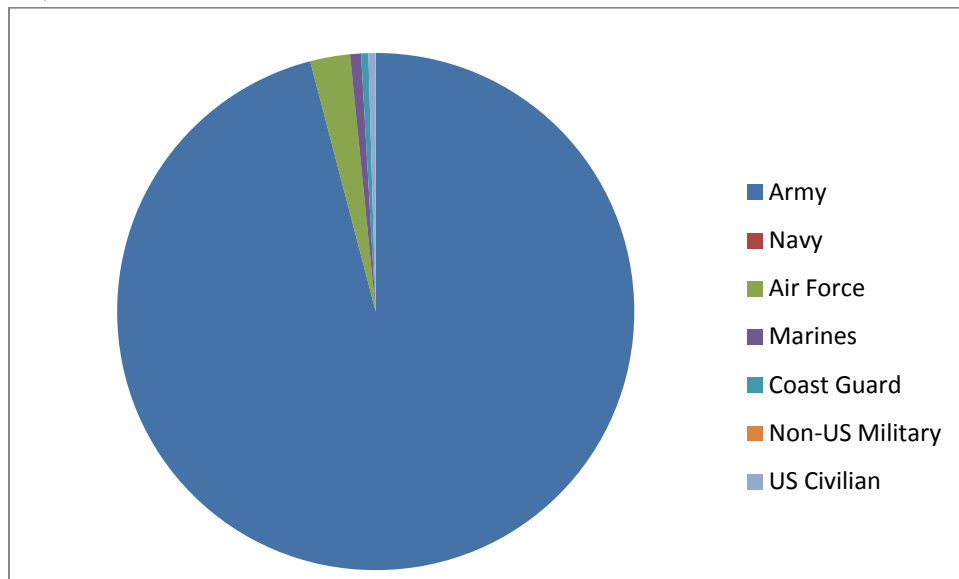
West Point Enrollment by Race/Ethnicity



Military Representation by Service

Army	424
Navy	0
Air Force	11
Marines	3
Coast Guard	2
Non-US Military	2
US Civilian	25

Enrollment by Department Agency



Residents of West Point

According to the US Census Bureau, the median household income for West Point is \$69,821. The population is 8,287. This includes cadets and family members.

West Point Elementary School is tailored to meet the individual needs of the mobile military child. There is an elected school board that serves in an advisory capacity to the Superintendent of the NY/NA/Puerto Rico district of DDESS.

WPES School Cheer

We learn how to read!

We learn how to write!

West Point Equals

Success,

THAT'S _____ RIGHT!

Graphic Organizers

6 Plus 1

We use them to make

Learning FUN!

6 + 1 Traits Song

Sung to “Are You Sleeping”

When you're using

6 plus 1 traits

Keep in mind, you will find

Ideas, voice, organization,

Word Choice, fluency, conventions

Use them all, use them all.

When you're writing your ideas

Keep them clear, you will hear!

Then your voice will shine through

Organize your thoughts too

Use them all, use them all. (Repeat line. Move during music interlude.)

With your word choice, paint your picture

Make it flow, you should show

All of the conventions

Like capitals and periods

Use them all, use them all. (Repeat line Move during music interlude.).

When you're finished

With your 6 traits

It's for sure-there's one more!

Presentation is the way

To put your writing on display

You've had fun, now you're done! (Go back and repeat first verse)

Unique Local Insights

School Culture and Teaching Models Surveys

Data Collection Instrument

School Culture Survey: March 22, 2006

Presentation and Analysis of Data:

The following results are provided based on a School Culture Survey given to the school faculty.

Teachers believe:

1. School administrators keep meetings and paperwork to a minimum in order to protect teachers' instructional and planning time.
2. The school culture values caring, celebrating, and humor.
3. This school encourages and supports experimentation with new ideas and techniques.
4. The school has traditions in both curriculum and recurrent events that are significant and known by all.
5. Good teaching is recognized and appreciated by the school and community.

They do not believe:

1. Time and resources are available to support doing their best work.
2. School leaders consistently involve teachers in discussing and making decisions about most school issues.
3. Open communications exist among staff members.

Implications:

1. Time should be made available for collaboration with peers and administration.
2. More teacher involvement in decision making of school issues.
3. Develop a safe forum for open communication among staff members.

Data Collection Instrument

Teacher Model Survey: January, 2006

Presentation and Analysis of Data

Teachers were given an additional survey March 22, 2006 to determine their comfort with a variety of teaching models. Teachers expressed the most (96%) comfort with Whole Group Instruction- 88% of respondents use this model on a daily basis, (92%) Small Group Instruction-80% use this model on a daily basis, and (88%) Integrated Units-61% use this model on a daily basis. The least amount of comfort was expressed for Inquiry-based Lessons (42%)-35% each use this model daily or weekly, Peer Tutoring (58%)-35% each use this model daily or weekly, and Guided Practice (65%). Other models include Cooperative Groups, Projects, and Learning Centers.

While the percentages indicate that Inquiry-based Lessons is the area of the least comfort and most need, the graphics show scatter in several areas. Cooperative Group and Learning Center Instruction show a scatter across four levels. Differentiation of Instruction and Inquiry-based Lessons scatter across three levels with significant “limited comfort” to implement these practices

Implications:

1. Additional staff development for Cooperative Learning, Differentiation of Instruction, Inquiry-Based and Learning Center Lessons.
2. Implement a mentor program.
3. Provide time for teachers to share areas of expertise of instructional strategies with other staff members.

Unique Aspects of West Point Elementary School 2011-2012

Students participate in a variety of activities before, after, and during the school day. This provides opportunities for children to explore their interests, develop their talents, and experience social interactions. This encourages staff and peer mentoring. Below are present clubs and clubs that were previously offered.

Clubs

- Spell Well
- Special Olympics
- Science Club
- Math Olympiad

Enrichment

- Art for Concerts
- Chorus
- School Wide Assemblies
- Field Trips
- Author's Visit

Activities

- Move 2 Learn
- Theatre Week
- Student Council
- Math Magician
- Walk-A-Mile
- Morning News
- Talent Show
- Music Concerts
- Jingle Bell Run
- Iditarun
- Community Exercise Days
- Field Day
- Cadet Readers
- Cross Country
- Kids on the Block

Students' Community Service

- Special Olympic Coaches

- Letters to Soldiers

Cross Grade Mentoring

- Cross Grade reading groups
- 3rd/4th Grade /Kindergarten Pals
- 1st and 3rd Peer Reading
- Middle School Student/ Peer Mentoring : Student Assist Program with Guidance Counselor/Kindergarten

Home-School Communication

- WPES Web Page
- Bulldog Blast
- Gym Shorts
- PTO Newsletters
- Community Awareness Information

The West Point Military Community supports the elementary school through various activities. They are very willing to share their time, expertise, and talents which create a community of learners.

- USMA Band Presentation
- Dental Clinic Presentations
- Health Screening by Hospital Staff
- Academic Presentations by USMA Professors
- Fire Safety Presentations
- Field Trips on Post
- Guest Speakers/Instructors
- Demonstrations
- Guest Readers
- Cadets – Units Weekly
- Grade level presentations

School Celebrations promote academic achievement.

- Read –A-Thon Sponsored by PTO
- Native American Poster Contest
- Fire Safety Poster Contest
- Presidential Physical Fitness Awards
- Dental Health Poster Contest
- Author Visit
- Assembly Programs

Unique Aspects of West Point Elementary School Clubs

- Yearbook
- Special Olympics

- Author's Visit
- Chorus
- School Wide Assemblies
- Safety Patrol
- Morning News
- Broadway Review
- Music Concerts
- Hispanic Heritage Day K- 4
- Cadet Readers
- Cross Country
- Kids on the Block
- Staff Management Council

Cross Grade Mentoring

- 3rd/4th Grade /Kindergarten Pals

Home-School Communication

- WPES Web Page
- Bulldog Blast
- Community Awareness Information

Parent volunteers provide critical support during the school day. They provide services that support the academic programs.

- PTO
- Library Assistants
- Classroom Volunteers
- Field Day Team Leaders
- Directing and Choreographing for the Broadway Review
- Parent representatives on the School Improvement Team
- Health Screening
- Hispanic Heritage Day

School Celebrations promote academic achievement.

- Hispanic Heritage Day K- 4
- Presidential Physical Fitness Awards
- Dental Health Poster Contest
- Author Visit
- Assembly Programs

*Due to budget cuts for SY 2006-2007, many of our clubs and activities could not be organized as in previous years. For SY 2008-2010 many new clubs have been organized and established due to increased funds. For SY2009-2012 no late bus is provided therefore clubs are limited. Most activities are sponsored by Youth Services; children and parents prefer to participate in the variety of activities offered by Youth Services on the West Point Campus.

Existing School Data

Student Data

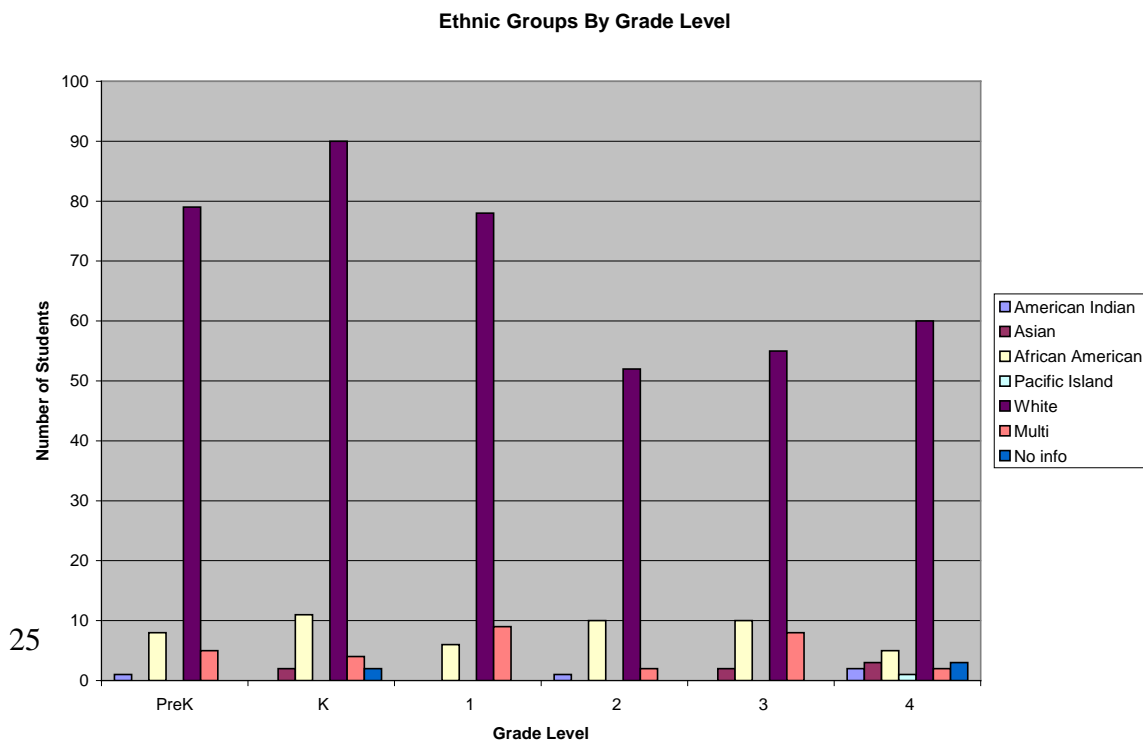
West Point Elementary School Data
School Year 2006-2007

Student Data

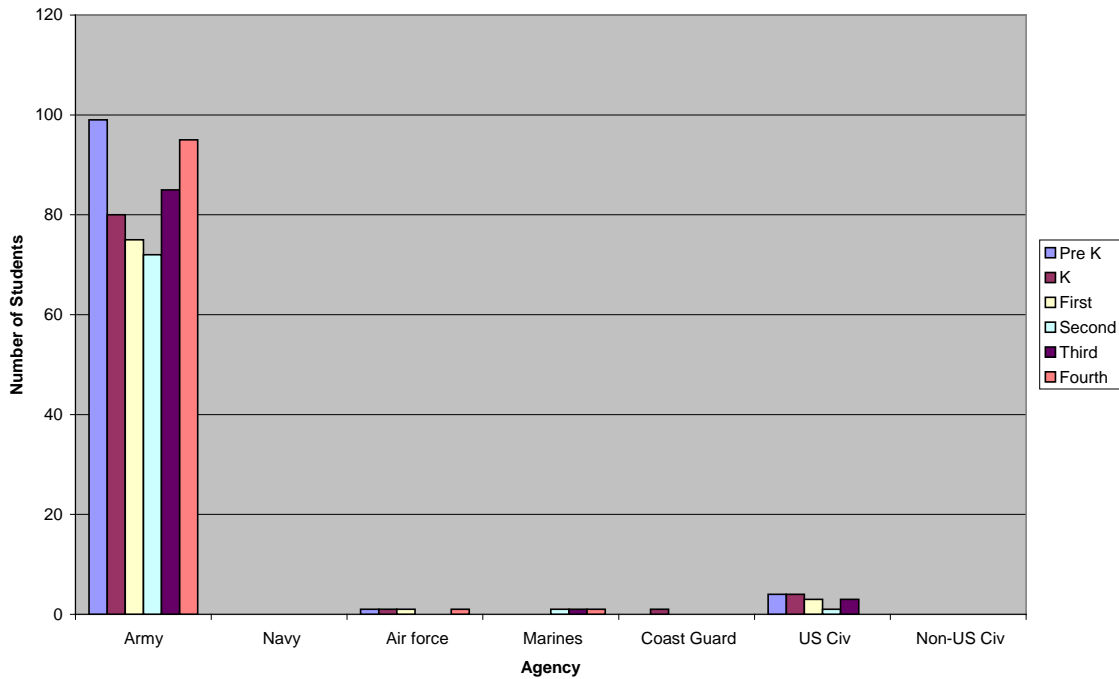
Data Collection Instruments

We used the following instruments to collect data regarding Student Data:
Chancery SMS

Presentation of Data:



Enrollment by Agency 2008-2009



Analysis of Data:

West Point Elementary School, despite having a student population made up of a variety of ethnic groups, is primarily composed of Caucasian students. The second largest groups are made of students who are Hispanic or a mix of two or more ethnicities. Across grade levels, the balance of ethnic groups is basically the same.

West Point Elementary School, despite being primarily an Army post, does have students who come from Navy, Civilian and Special Case agencies.

Implications for Action: Existing School Data: Community Data

The data indicates that West Point has a wealth of knowledgeable resources within the members of our own community.

The West Point Community members are quite qualified to be volunteers, mentors, tutors, guest speakers, and role models for our student population.

Increased community awareness is needed to meet interventions. The following are ways to increase community awareness:

- “OneCall” System
- Command TV Channel

- School Board Meetings
- Pointer View
- Bulldog Blast
- Teacher Newsletters

Instructional Data

Instructional Data

Data Collection Instruments

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

CAPA

TerraNova

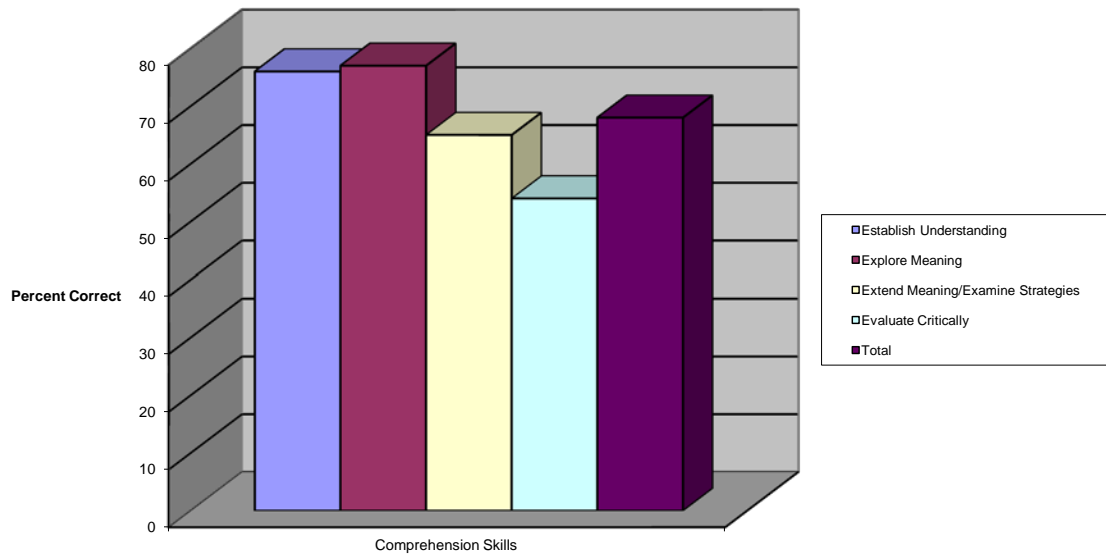
SRI

DRA

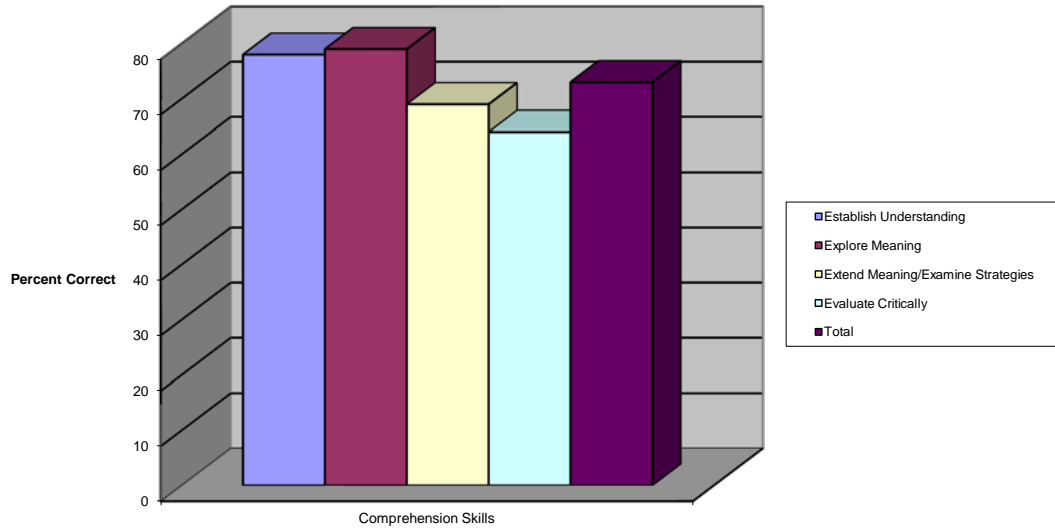
Presentation of Data:

CAPA (Five years)

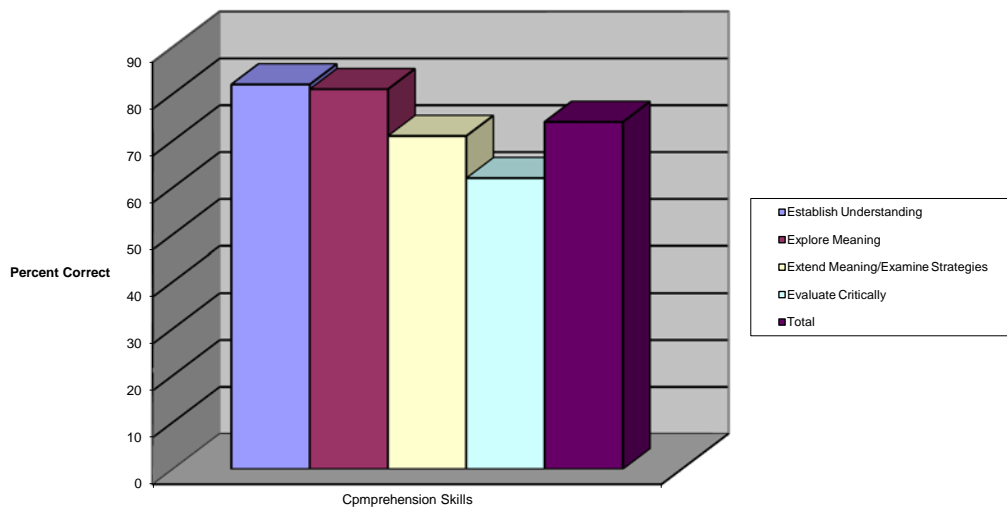
Performance Scores on 4th Grade CAPA 2002



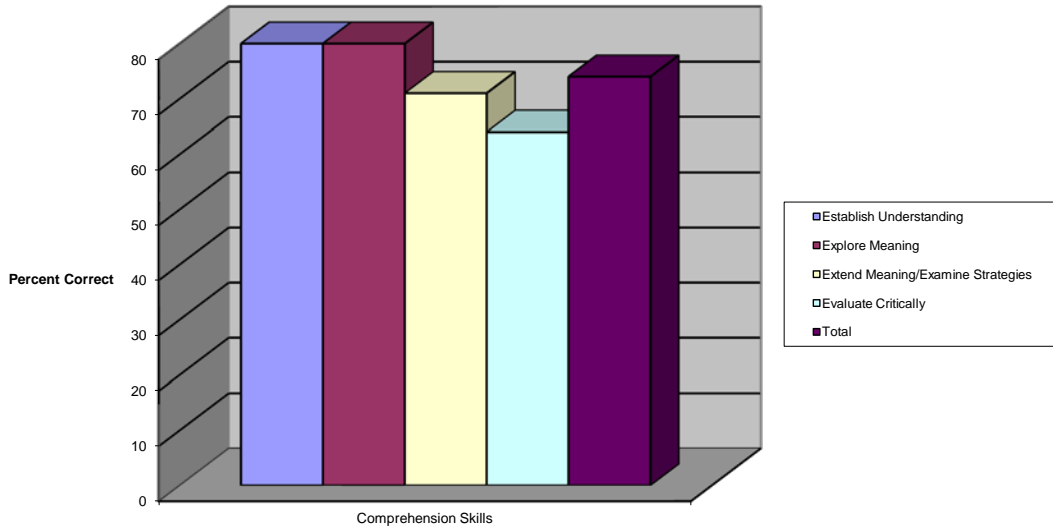
Performance Scores on 4th Grade CAPA 2003



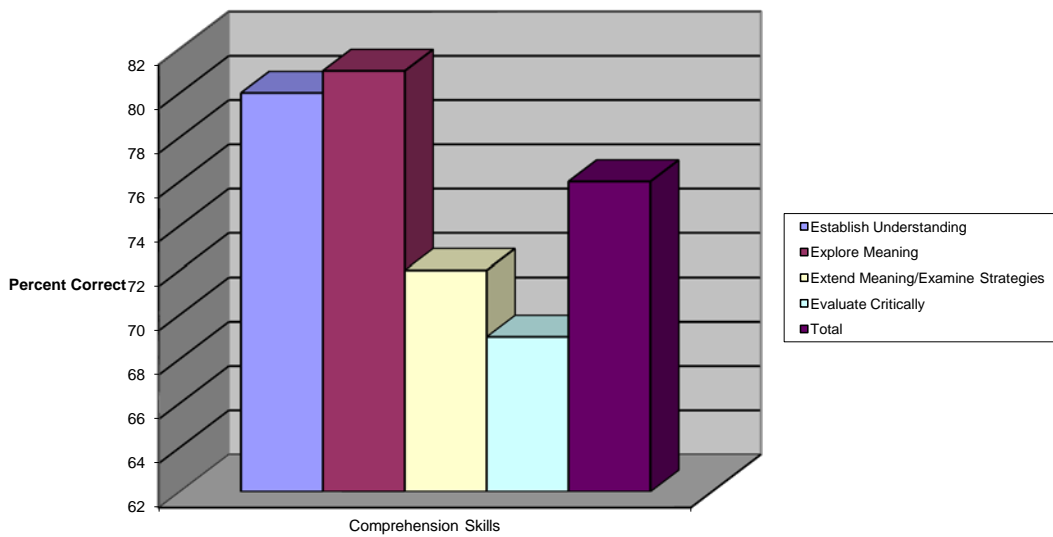
Performance Scores on 4th Grade CAPA 2004



Performance Scores on 4th Grade CAPA 2005

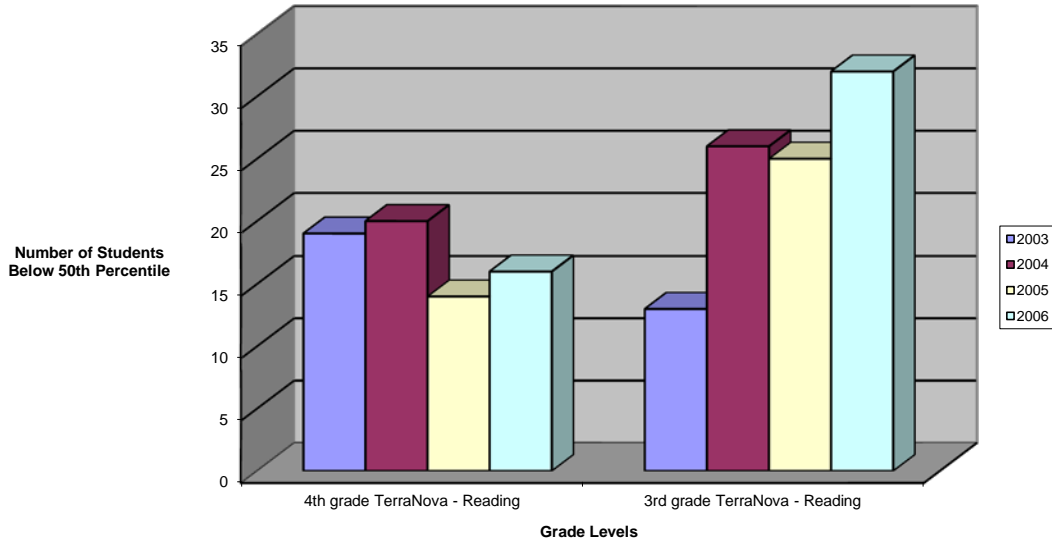


Performance Scores on 4th Grade CAPA 2006

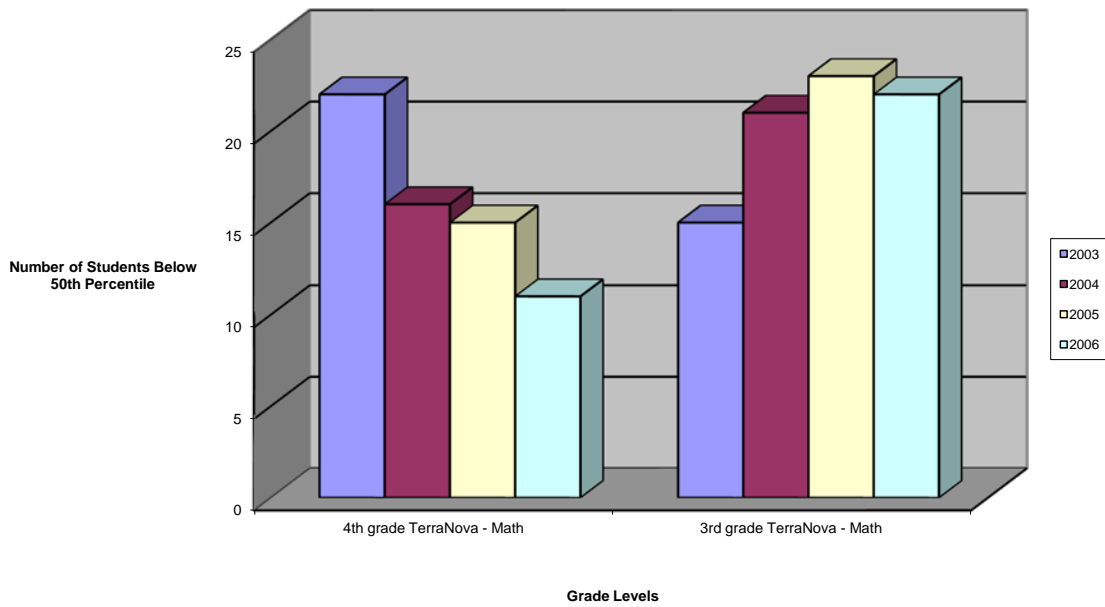


TerraNova

TerraNova Reading Scores 2003-2006

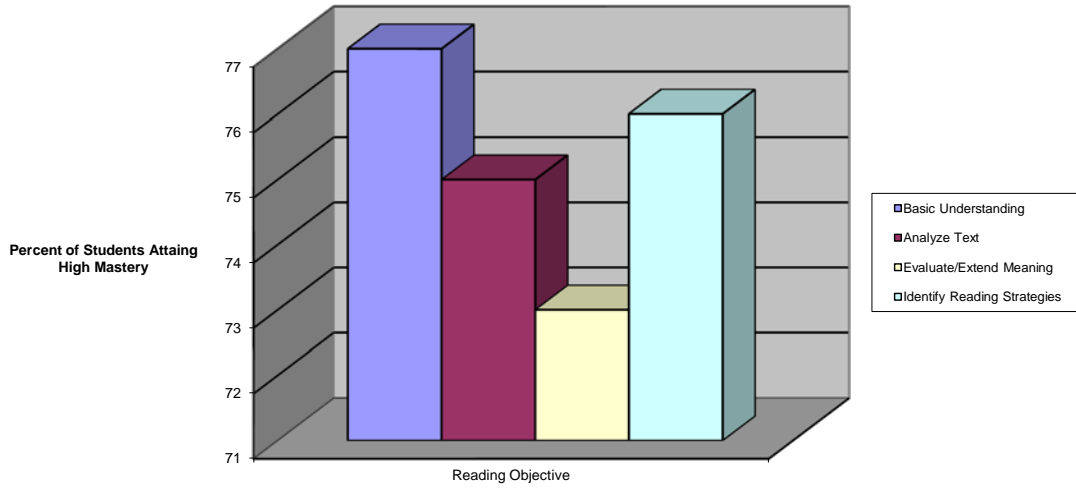


TerraNova Math Scores 2003-2006

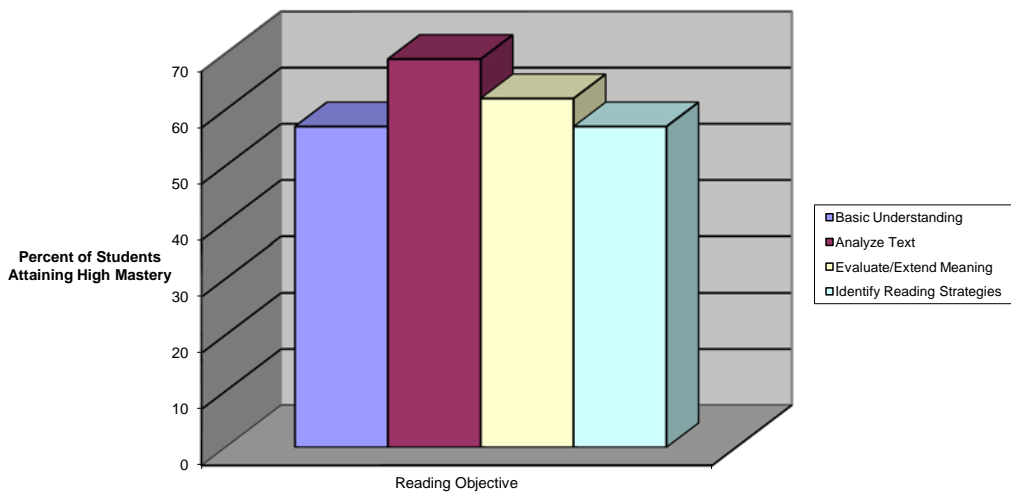


Grade 3 TerraNova

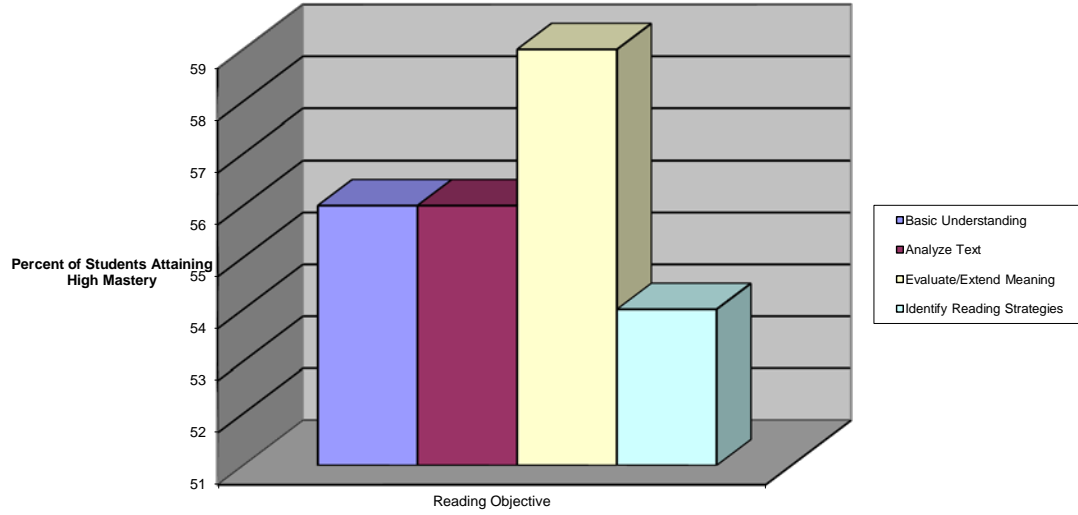
TerraNova 2003 Grade 3 Reading Objectives Summary



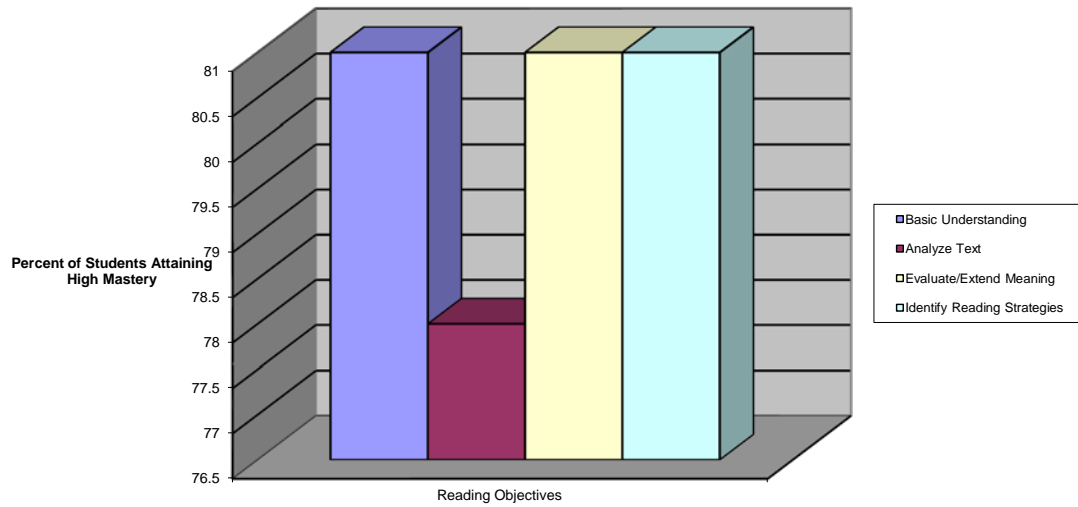
TerraNova 2004 Grade 3 Reading Objectives Summary



TerraNova 2005 Grade 3 Reading Objectives Summary

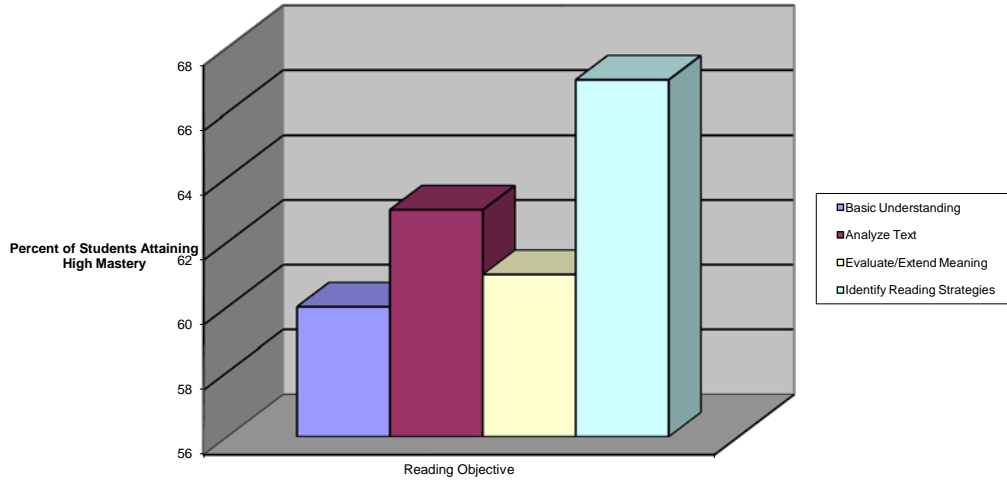


TerraNova 2006 Grade 3 Reading Objectives Summary

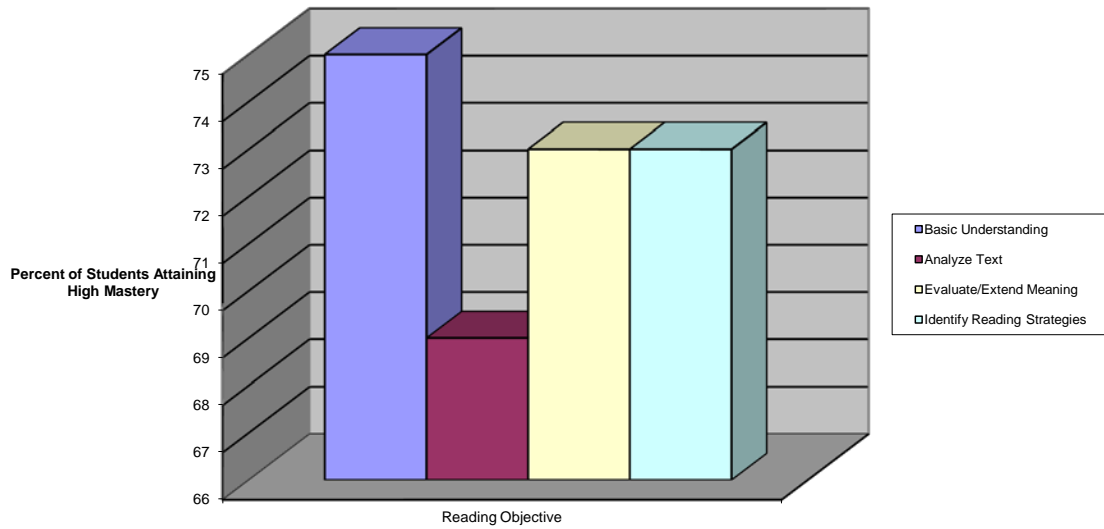


Grade 4 *TerraNova*

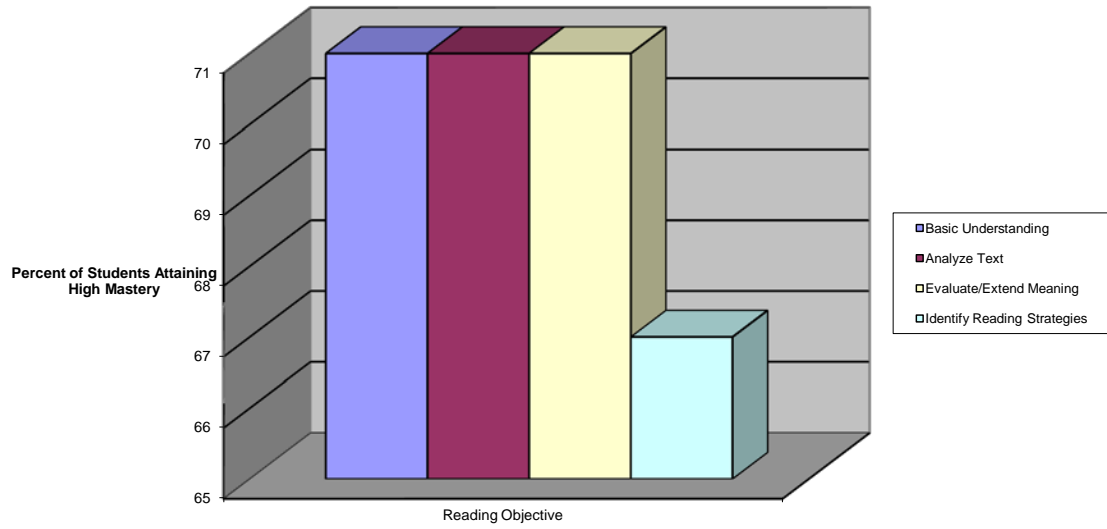
TerraNova 2003 Grade 4 Reading Objectives Summary



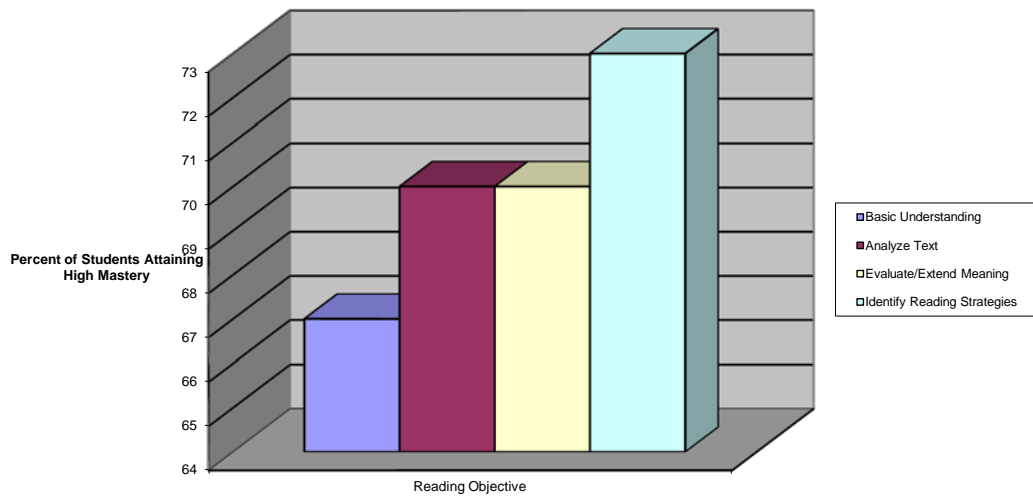
TerraNova 2004 Grade 4 Reading Objectives Summary



TerraNova 2005 Grade 4 Reading Objectives Summary

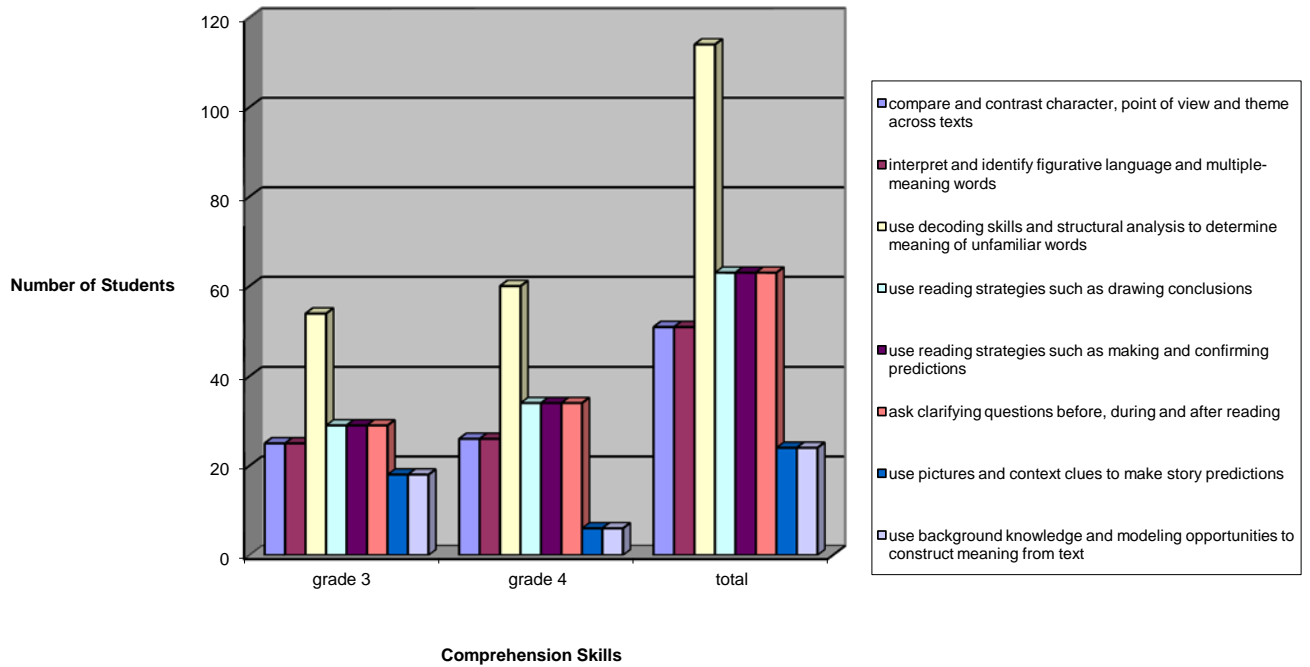


TerraNova 2006 Grade 4 Reading Objectives Summary



SRI

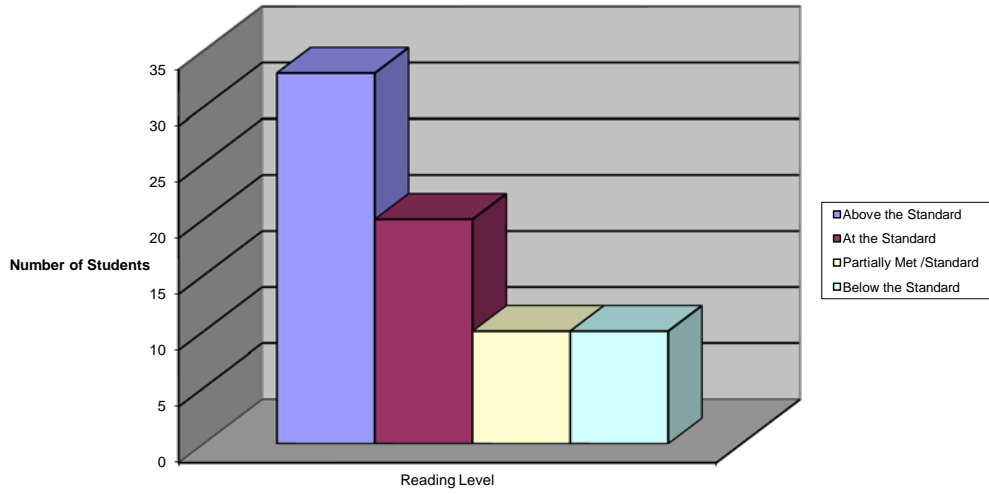
Comprehension Skill Recommendations from 2005-2206 SRI



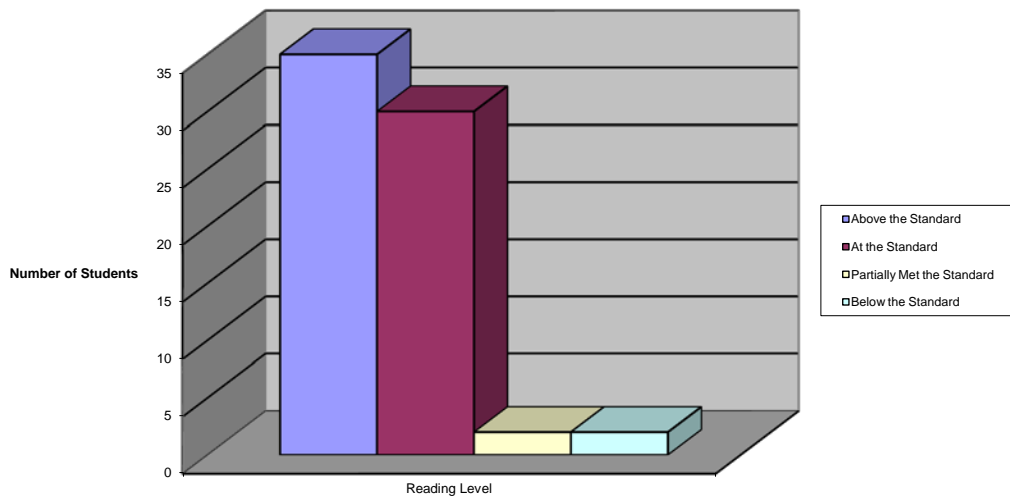
Comprehension Skill Recommendations from SRI	# students	# students	# students
	grade 3	grade 4	total
1. Compare and contrast character, point of view and theme across texts	25	26	51
2. Interpret and identify figurative language and multiple-meaning words	25	26	51
3. Use decoding skills and structural analysis to determine meaning of unfamiliar words	54	60	114
4. Use reading strategies such as drawing conclusions	29	34	63
5. Use reading strategies such as making and confirming predictions	29	34	63
6. Ask clarifying questions before, during and after reading	29	34	63
7. Use pictures and context clues to make story predictions	18	6	24
8. Use background knowledge and modeling opportunities to construct meaning from text	18	6	24
Skills 1 & 2- Above Grade Level			
Skill 3 - Above Grade Level and On Grade Level			
Skills 4-6 - On Grade Level			
Skills 7 & 8- Below Grade Level, Far Below Grade Level			

DRA

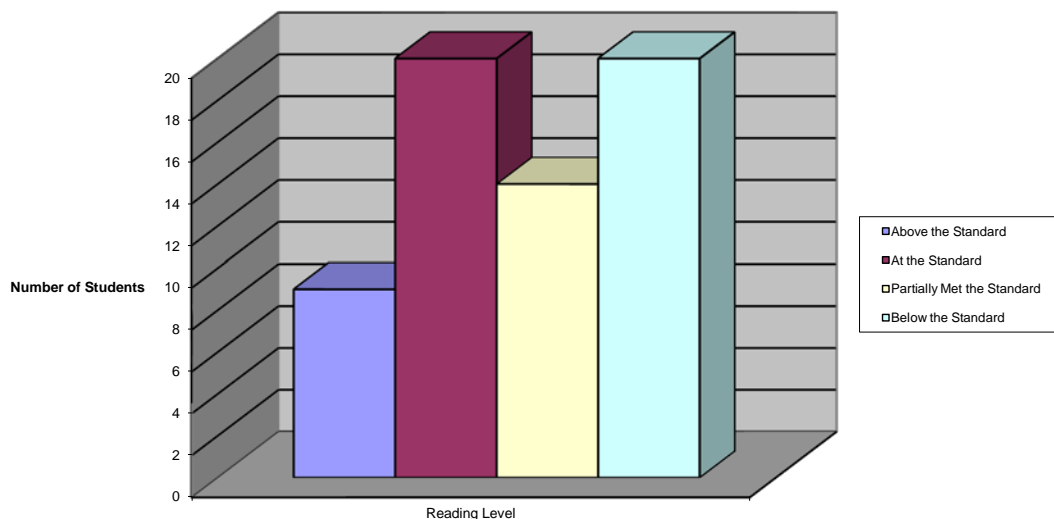
DRA Grade 3 Scores Fall 2005



DRA Grade 3 Scores Spring 2006



DRA Grade 3 Scores Fall 2006



Analysis of Data:

When analyzing the CAPA which is administered to grade 4 only we find an improvement from the first year of administration to the second. However, from the second to the fifth years we find that there is not much, if any, improvement. The scores appear to level off with no decline or improvement. The skills measured are higher level comprehension skills and again might indicate an area of focus. We used data from the CAPA to assist in determining our school improvement goal, however, the CAPA will no longer be administered as of SY 2006-2007.

When analyzing the data from the *TerraNova* for the last four years we found that the area of Mathematics showed a steady improvement over the years. Reading scores, however, showed inconsistency across the grade levels with fluctuation of improvement or decline. We decided to take a closer look at our Reading data and looked at the Reading Objectives Summary from the *TerraNova* which breaks Reading down into skill areas. We also considered data from the CAPA, SRI and DRA, grade three scores only.

The *TerraNova* Reading Objectives Summary showed a steady decline in the area of “Identifying Reading Strategies”. There was fluctuation in “Analyzing Text” and an increase in “Evaluating/Extending Meaning” and “Basic Understanding”. Understanding and identifying higher level comprehension skills might be an area of focus.

The SRI tests comprehension skills from basic comprehension to higher level comprehension skills. In looking at these results we find that more children are in need of improvement in the higher level comprehension skills than in the basic comprehension skills. This correlates with the findings of the *TerraNova* and the CAPA.

The DRA results provided do not break the test down into comprehension scores, but shows the movement of students from one level of reading ability to another. From the fall to the spring most students were “at the standard” or “above the standard” for each grade level. There were fewer students at the “partially met” and “below the standard”.

Implications for Action

- **School should focus school improvement on reading comprehension, particularly higher comprehension skills**
- **School should focus school improvement on teaching and identifying reading strategies**
- **School should provide training for teachers on identifying reading strategies**
- **Direct instruction of reading strategies should begin at the kindergarten level and move through fourth grade with common vocabulary being reinforced**

Follow-Up of Former Student

Follow-up on Former Students

Data Collection Instrument

We created the following instrument to collect data regarding Follow-up on Former Students. In the transition for NCA, DODEA guidelines would only allow us to interview and survey a maximum of eight children.

NCA Former Student Survey 2005-2006 (eight 5th grade students)

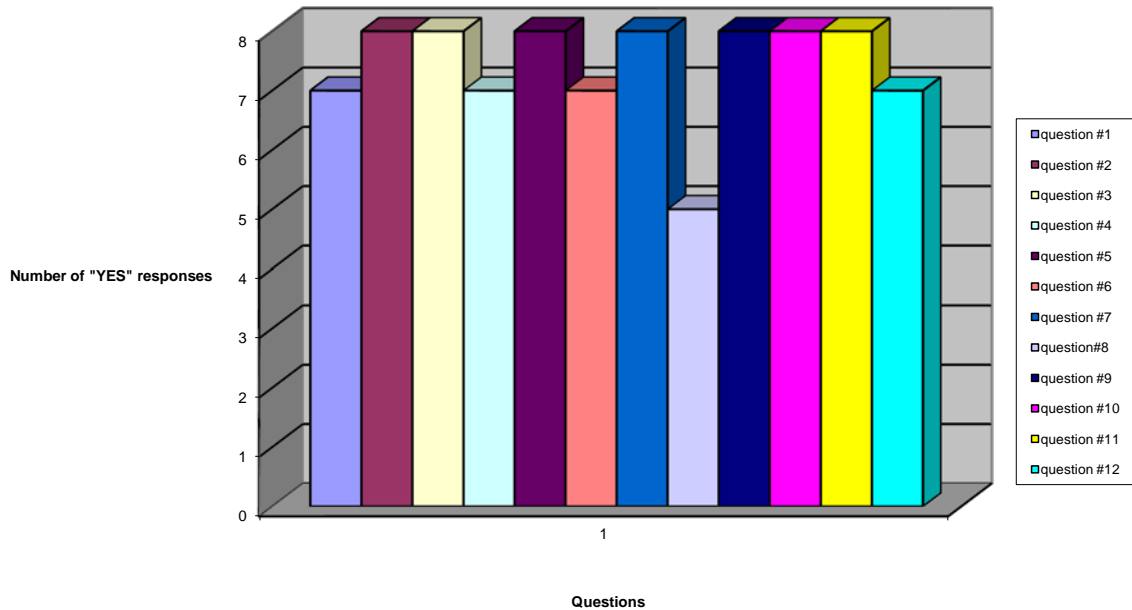
On January 11, 2006 we met with eight former WPES fifth grade students to talk about their experiences in the West Point Elementary School. We discussed their feelings on teacher support, class work, homework, safety and experiences. The students were asked to respond honestly and anonymously to the questions. We focused on the following twelve questions:

1. Were you taught basic skills and subject matter at WPES needed to prepare you for middle school?
2. Did your classes help you to develop problem solving skills?
3. Were you given the opportunity to use technology and computers?
4. Did WPES help you to develop a good system of values that would support you in middle school?
5. Did you feel safe at school?
6. Were you given the opportunity to work with other students in your classes?
7. Was homework considered an important part of school?
8. Did your teachers keep you informed of your progress and grades?
9. Did your teachers share with you what their expectations were for your schoolwork?
10. Did your teachers share with you what their expectations were for your behavior?
11. Did your teachers give help to any student who needed it?
12. Do you feel you had enough physical activity during the day to help you be prepared for the programs and expectations of middle school?

Presentation of Data: Follow-up on Former Students:

The results are noted in the graph pictured below (the number of “YES” responses to the above questions):

Number of "YES" Responses to NCA Former Student Survey 2005-6 (5th graders)



Summary:

The former students surveyed have a positive view of their experiences at the West Point Elementary School. Seven of eight or eight of eight students responded favorably to eleven of the twelve questions. Question number eight, “Did your teachers keep you informed of your progress and grades?” received only five favorable responses. Students felt they could have been better informed of how to make improvements to their grades and progress. Overall, the students felt that West Point Elementary School had prepared them for the differences and challenges of a middle school program.

Implications for Action: Follow-up on Former Students

- Based on the student response to question #8 which showed a weakness, teachers should be more aware and attentive to explaining how activities and assignments will be evaluated. Ongoing, monitoring of activities will provide students continuous information regarding their progress and final grade.

Student Performance Goals

None at this time

Interventions

None at this time

Other Actions Needed

None at this time

Community Data and Information

Community Data and Information

Date Collection Instruments

Customer Satisfaction Survey

Presentation and Analysis of Data

In the Spring of 2005, an on-line **Customer Satisfaction Survey** was made available to all parents of West Point Elementary School. Twenty-two percent of parents (114) responded to the survey. The survey asked questions concerning the following areas:

1. Purpose of DODEA Schools
2. Inclusion of social issues in the curriculum
3. Areas of need within the school
4. Student assessment and technology

Most parents responded they believed the purpose of the schools was to provide an environment to prepare students to become responsible citizens through the implementation of a balanced curriculum in which basics are only one factor. The most significant trend relates to lack of instruction in areas such as:

1. Drug and Alcohol Abuse (61%)
2. Racial Ethnic Understanding (60%)
3. Environmental Issues (58%)

While 40% regard this instruction equally important as other academic subjects, 58 % regard them as additions/supplements to academic subjects.

Parents believe the students are provided an environment that is safe and welcoming for their children.

When asked to determine the three biggest problems in the school 35% of the respondents indicated financial support/funding/money, 31% cited poor/outdated buildings and grounds, and 32% other. 90% of the respondents believe the school is striving to form stronger partnerships between parents, the community and the schools to

improve student achievement. They believe neighborhood discussion groups and internet chat rooms would further improve this partnership.

Parents further believe (72%) that achievement testing is given the appropriate amount of emphasis. They also believe that a fair amount of computer instruction is provided (62%) to students and that this has improved instruction (58%).

When asked to determine avenues for improving the school 32% responded “a qualified, competent teacher in every classroom.” 38% responded “reduced class size in K-3.” We currently have reduced class size in grades 1-3.

In School Year 2010-2011 we reduced the Kindergarten class size to twenty children.

Implications

1. Maintain the current level of quality educators.
2. Continue to provide staff development consistent with current trends and identified needs.
3. Establish neighborhood discussion groups and Internet chat rooms.

Environmental Scan Summary (October 2010)

Notes from faculty meeting on Oct. 6th, 2010

Article was given to staff to read on 21st century schools, from http://www.21stcenturyschools.com/What_is_21st_Century_Education.htm

Two items were presented for discussion among small groups, divided by grade levels, with specialists interspersed:

1. Implications from the article:

- *project-based curriculum
- *curiosity in children
- *teach to the whole child
- *address real-world problems
- *collaboration among the learning community
- *student-driven learning
- *effective time management
- *need to be up to date on real world problems and issues important to humanity

2. Things determined to be important to consider in the future:

- *interpersonal communication and social interactions
- *multiple literacies for 21st century:
 - financial, “eco” (think green), arts, health and fitness, multi-cultural, social, emotional, media, communication (reading, writing, speaking, listening). mathematical
- *role of teacher = orchestrator of learning instead of “teller” or information
- *facilities and materials (i.e. laptops) must be available
- *teacher training must be held
- *funding for the future—from where will it come?
- *what do we sacrifice so that we can fit everything in?
- *no isolated individuals (there is no “I” in team)
- *everyone must be on board
- *physical design of schools may need to change; collaboration of design

This report was compiled by the West Point Elementary School Improvement Leadership Team.

Student Goal #1

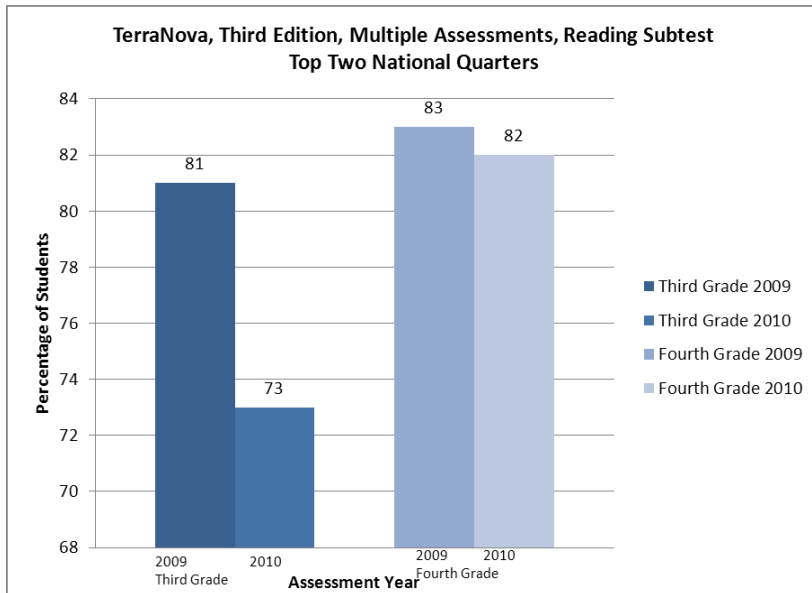
Goal 1: By 2013, all students will increase reading comprehension by analyzing and applying information read as measured by the selected system-wide and local assessments.

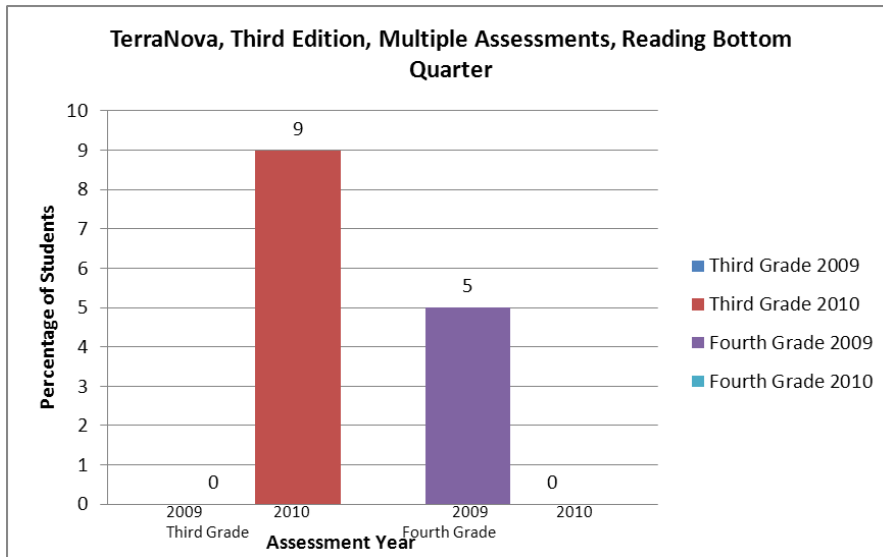
We chose this goal based on the triangulation of the following data sources:

- *TerraNova Reading 3rd Edition*
- *DRA*
- *SRI*

DATA DISPLAY: ASSESSEMENT TerraNova 3rd Edition, Reading Subtest

Top Two National Quarters and Bottom National Quarter





Findings:

TerraNova, Third Edition, Multiple Assessments, is an updated version of the test administered for the past seven years, the Terra Nova, Second Edition, Multiple Assessments. Since 2009, Terra Nova Third Edition, normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova results from previous years.

Therefore, our baseline became the 2009 TerraNova 3rd Edition Reading Subtest scores which reflected:

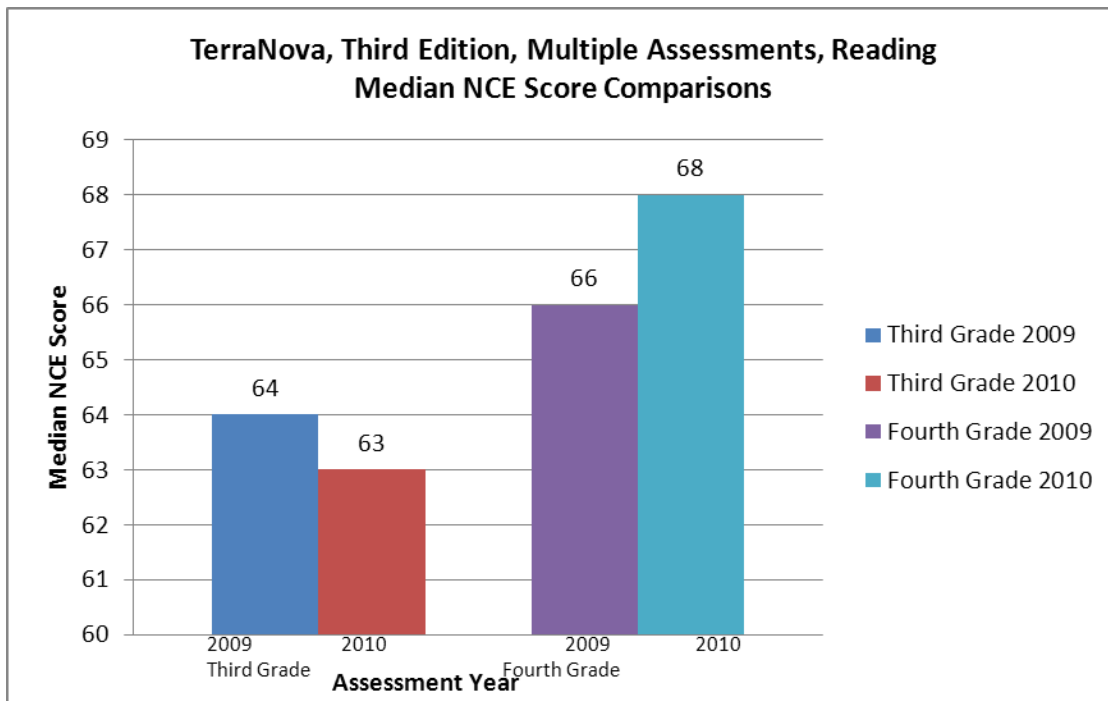
Top 2 National Quarters

1. Third Grade: The results show a decline. The difference in performance between the third graders in SY 09-10 has declined in comparison to the third graders in SY 08-09; it shows a decline enough to mention.
2. Fourth Grade: The results show a decline. The difference in performance between the fourth graders in SY 09-10 has declined in comparison to the fourth graders in SY 08-09; it shows a decline that is enough to mention.

Bottom Quarter

1. 3rd Grade: The performance of the group shows an increase that is enough to mention. There is an increase in the percent of students in the bottom quarter.
2. 4th Grade: The performance of the group shows a decrease that is enough to mention. There is a decrease in the percent of students in the bottom quarter.

TerraNova, Third Edition, Multiple Assessments, Reading Subtest Median National Percentile Score Comparisons



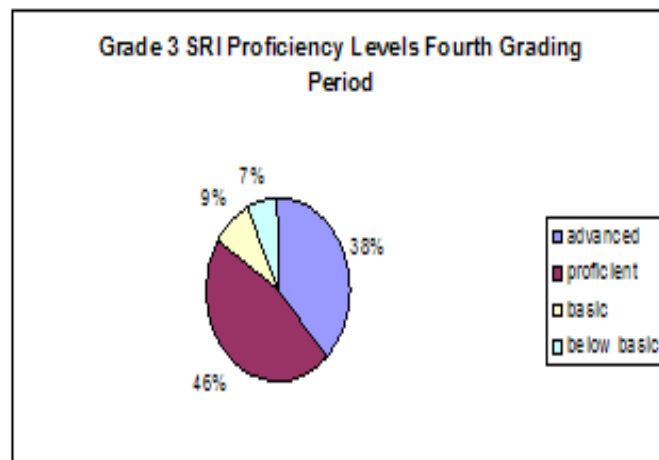
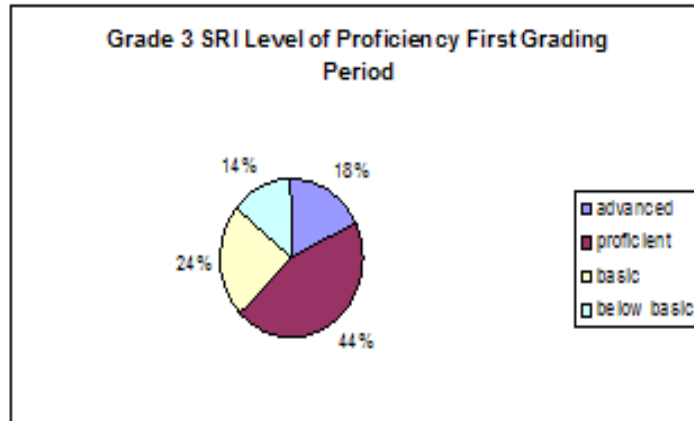
Findings:

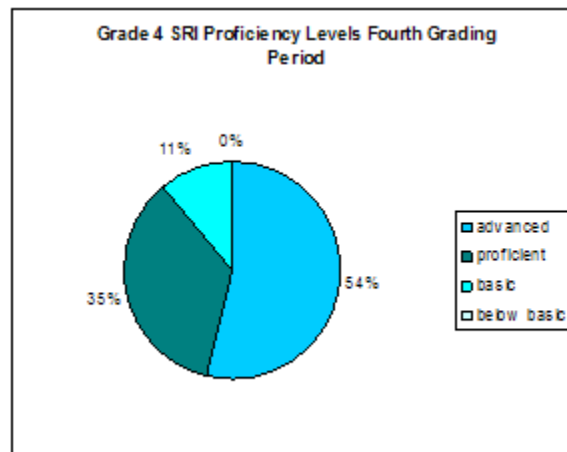
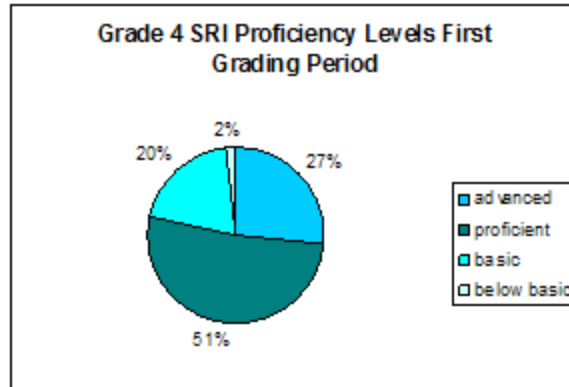
TerraNova, Third Edition, Multiple Assessments, is an updated version of the test administered for the past seven years, the Terra Nova, Second Edition, Multiple Assessments. Since 2009, Terra Nova Third Edition, normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova results from previous years.

Therefore, our baseline became the 2009 TerraNova 3rd Edition Reading Subtest scores which reflected:

1. 3rd Grade: The performance of the group shows a decrease in student performance that is not enough to mention.
2. 4th Grade: The performance of the group shows an increase in student performance that is enough to mention.

DATA DISPLAY: SCHOLASTIC READING INVENTORY
1ST AND 4TH Grading Period
Grades 3 and 4



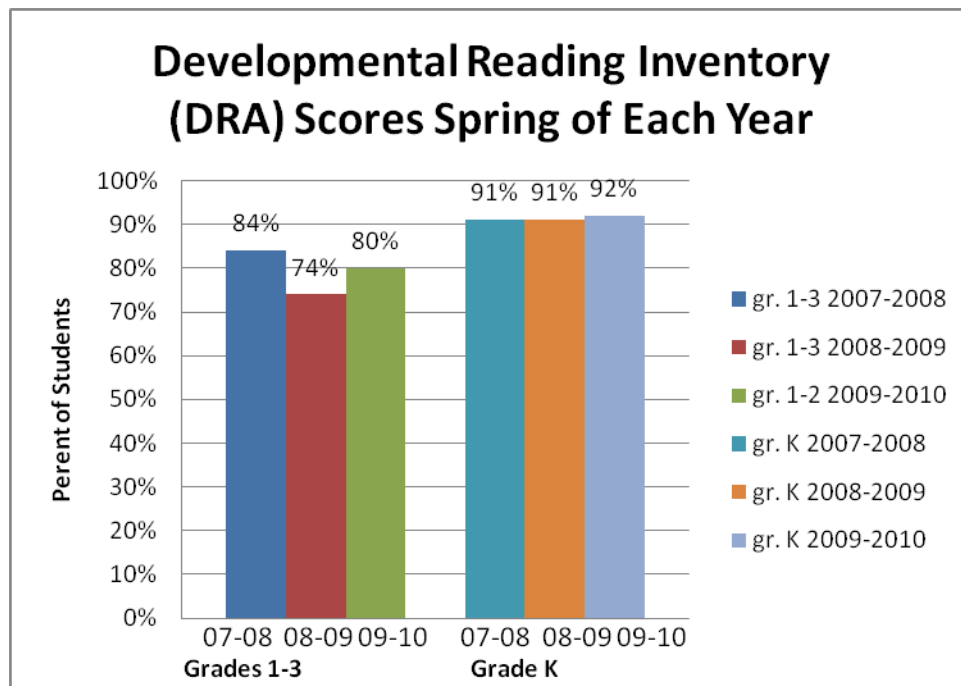


Findings:

1. **Third Grade:** The results show that 3rd grade students are at the *Basic* to *Advanced levels* with no students remaining in the *Below Basic* level by the end of third grade. All third grade students have demonstrated growth in reading.
2. **Fourth Grade:** The results show that 4th grade students are at the *Basic* to *Advanced levels* with no students remaining in the *Below Basic* level by the end of fourth grade. All fourth grade students have demonstrated growth in reading.

DATA DISPLAY:

Developmental Reading Assessment (DRA)



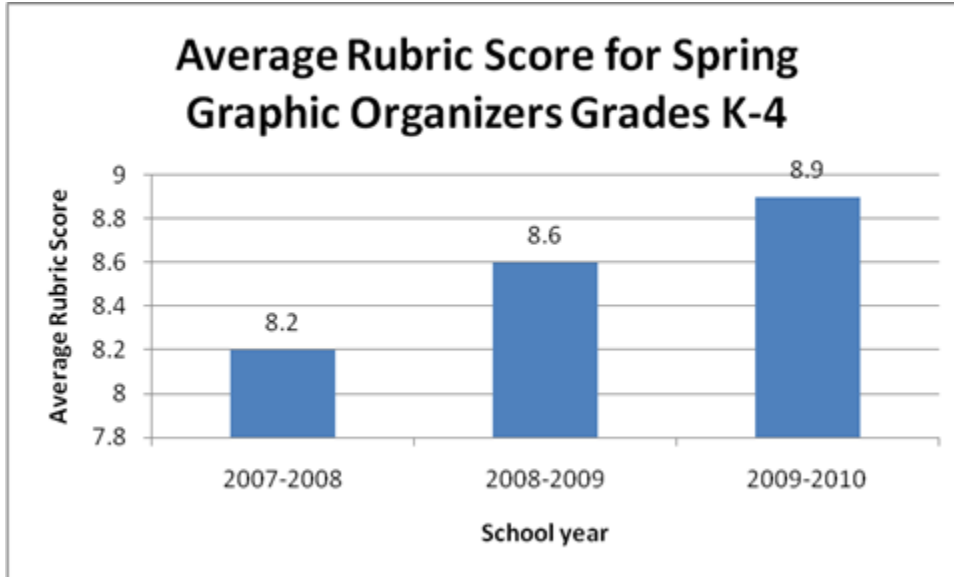
Indicator of Success:

There will be a meaningful increase of percentage of students “At / Above the Standard” for grades 1-3. In Kindergarten, there will be a meaningful increase in the percentage of students “At/ Above the Standard” from students “Below the Standard”. (DRA only administered in the spring)

Findings:

- **Kindergarten**, 92% of the students were “At or Above the Standard”.
- **Grades 1-3**, 80% of the students were “At or Above the Standard”.

Graphic Organizers



Findings:

Pre-K – 4th Grade: The performance of the group was substantially better in the spring 2010 than in the spring 2009.

ANALYSIS

Overall student performance in reading, as measured by our local assessment (DRA) shows increases that were enough to mention for Grades K-3. At grades 1-3, 80% of the students were “Above or At the Standard”. In kindergarten, 92% of the students were “Above or At the Standard”.

At the beginning and end of school year 2009-2010 all third and fourth grade students were administered the SRI. Seventy-four 3rd grade students took this test at the beginning and sixty-six at the end of third grade. Sixty-seven 4th grade students took this test at the beginning and sixty-two students took the test at the end of the year. All students in the

third grade are at the ***Basic to Advanced levels*** with no students remaining in the ***Below Basic level*** by the end of third grade. All students in the fourth grade are at the ***Basic to Advanced levels*** with no students remaining in the ***Below Basic level*** by the end of fourth grade. All third and fourth grade students have demonstrated growth in reading.

On the *TerraNova* Reading subtest, third grade students' scores and fourth grade students' scores reflected declines. When analyzing scores in relation to quarters, 3rd grade and 4th grade had declines in students scoring in the top two quarters. 3rd grade did not meet the CSP goal of less than 7% of students scoring in the bottom quarter in reading. However, 4th grade met the CSP goal of less than 7% of students scoring in the bottom quarter in reading.

Graphic Organizers (PreK-4)

The results of the graphic organizer scores indicate a substantial growth from spring 2009 to spring 2010 for the grades Pre-K – 4th.

School Year 2011-2012

ASSESSMENTS AND MEASURES

West Point Elementary School used the below listed assessments to measure progress toward meeting Goal 1.

Standardized Assessments

1. TerraNova, Reading SubTest, 3rd Edition

Local Assessments

1. Reading Street Baseline
2. BAS
3. SRI

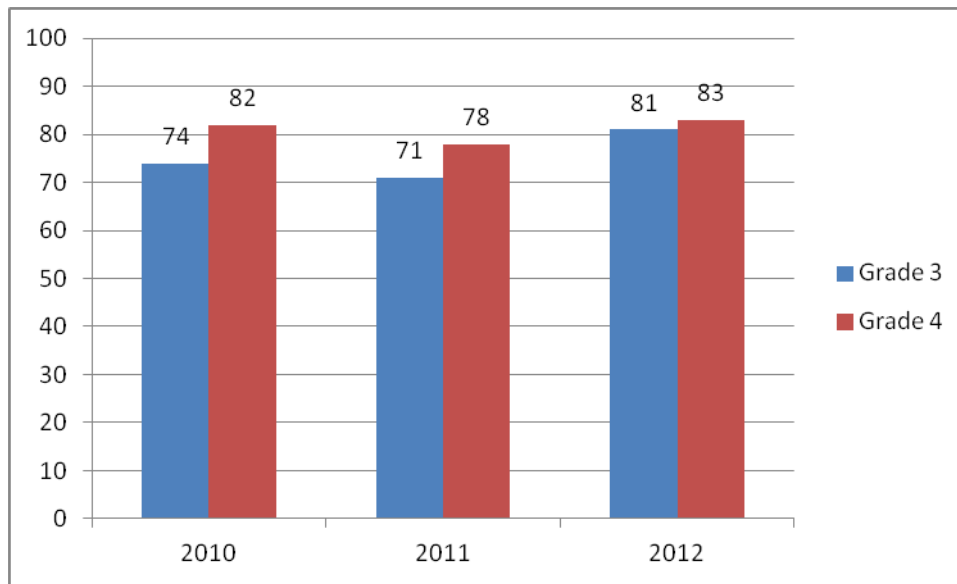
DATA ANALYSIS

The analysis measures the changes in student achievement by number of students at or above standard on the various selected assessments year over year. The analysis is displayed in a set of bar graphs where each set of bar graphs represents the percentage of students scoring “*At Standard or Above*” for a particular school year.

INDICATOR OF SUCCESS

Success is measured by a meaningful increase in the percent of students performing “At or Above Standard”. DoDEA has set a goal of having at least 75% of students scoring at or above standard.

**Figure 1: Percent of Students Performing “At and Above Standard” (top two quarters)
TerraNova, Third Edition Reading**



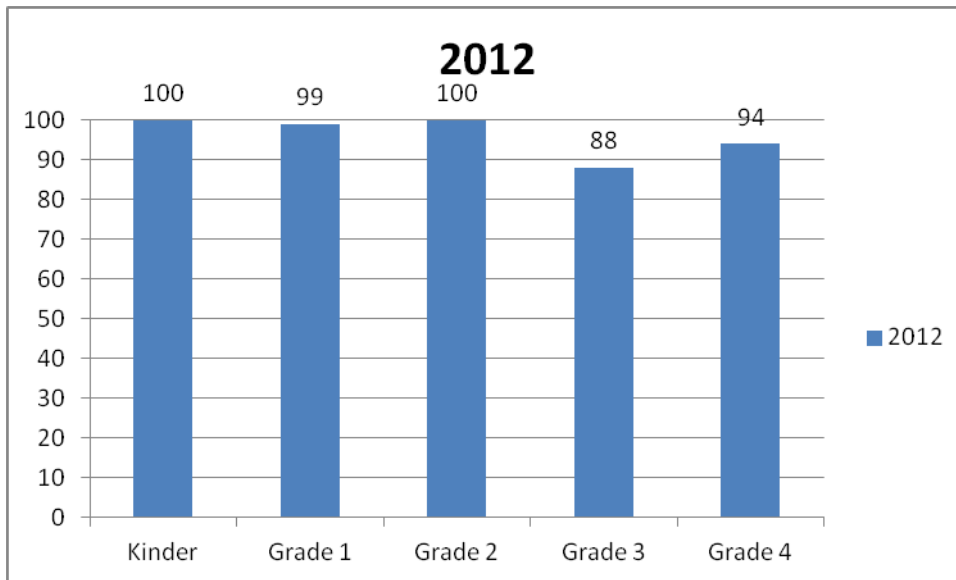
CSI Goal 1: Assessment 1

Figure 1 shows data from the *Terra Nova, Third Edition* Reading test for years 2010-2012. The vertical axis represents the proportion of *West Point Elementary School* students performing above the national median (50th percentile) “*At or Above Standard*” (top two quarters), on this assessment. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

From 2010 to 2012, Grade 3 experienced a 6 point increase in the percentage of students scoring at or above standard and Grade 4 experienced a 1 point increase in same.

Figure 2: Percent of Students Performing “At or Above Standard” (High Mastery) Reading Street baseline



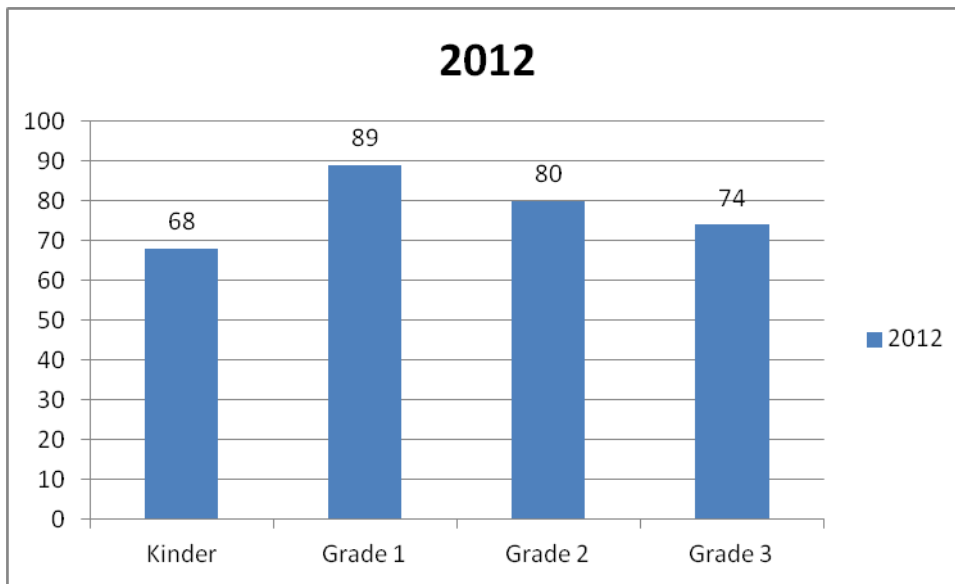
CSI Goal 1: Assessment 2

Figure 2 shows data from the Reading Street baseline assessment for year 2012. The 2012 data will serve as the baseline year for the assessment. The vertical axis represents the percentage of students performing “At Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

2012 serves as the baseline year for this particular assessment.

Figure 3: Percent of Students Performing “At or Above Standard” (High Mastery) BAS



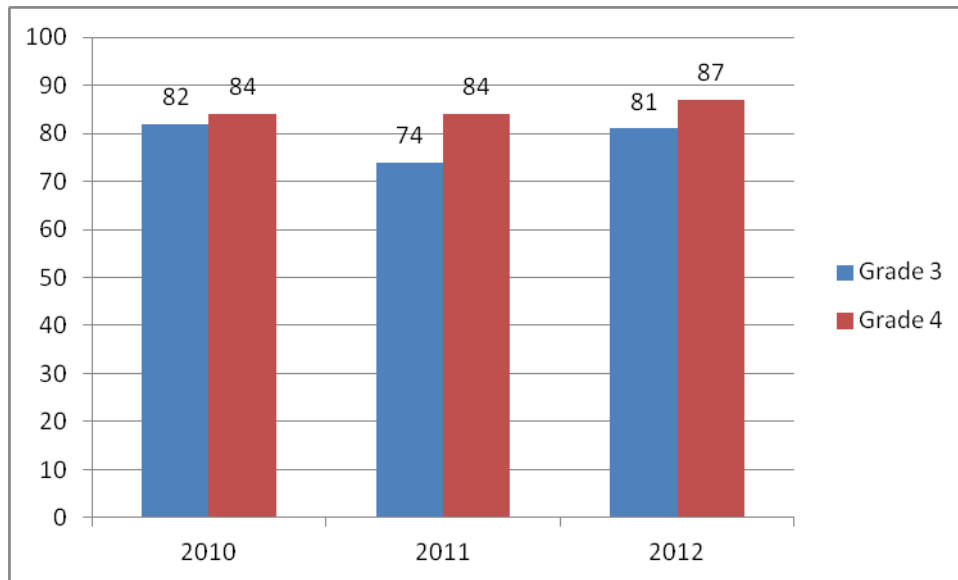
CSI Goal 1: Assessment 3

Figure 3 shows data from the BAS for 2012. BAS replaced DRA DoDEA wide. The vertical axis represents the percentage of students performing “At Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

PreK and 4th grade students do not take BAS. All data for 2012 is baseline data for this assessment.

Figure 4: Percent of Students Performing “At or Above Standard” (High Mastery) SRI



CSI Goal 1: Assessment 4

Figure 4 shows data from the SRI for 2010- 2012. The vertical axis represents the percentage of students performing “At Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

Only 3rd and 4th grade students take the SRI. 3rd grade students experienced a 1 point drop in the percentage of students at or above standard between 2010-2012 and 4th grade experienced a 3 point increase during the same time period.

Student Goal #2

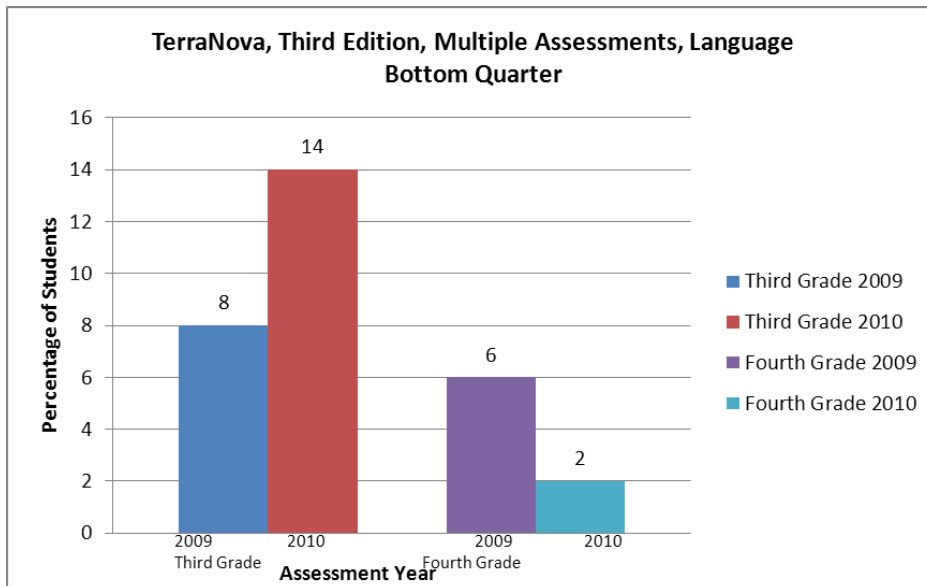
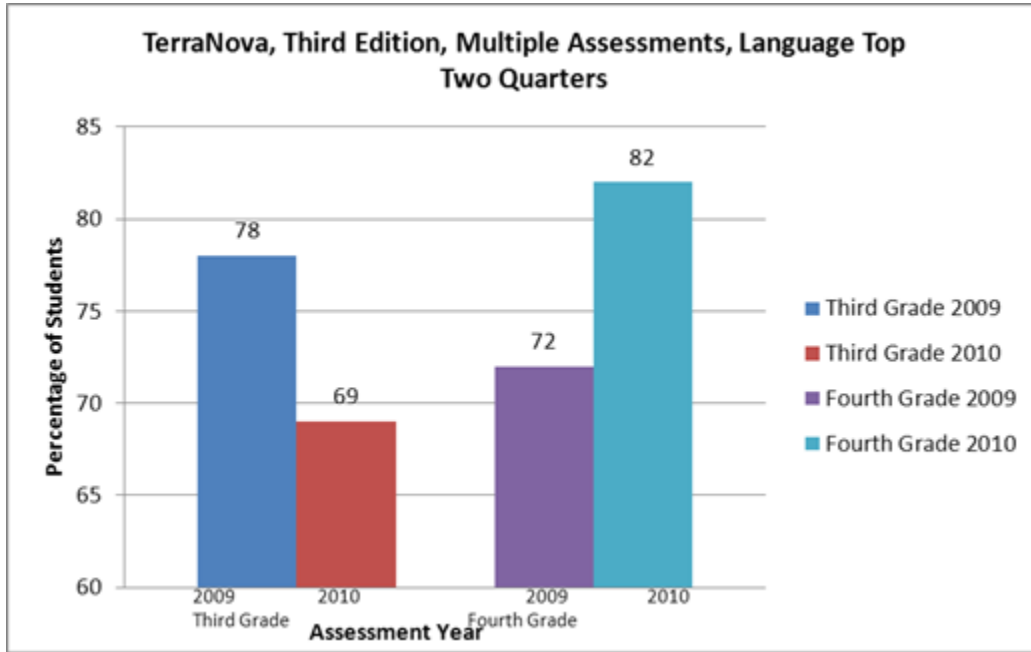
Goal 2: By June 2013, all students will increase communication skills through the use of the Six +1 Traits of Writing Model to write clearly and effectively across the curriculum as measured by selected system-wide and local assessments.

We chose this goal based on the triangulation of the following data sources:

- *TerraNova Language Arts 3rd Edition*
- *TerraNova Objective Performance Indicator (OPI)*
Language Subtest - Writing Strategies (3rd grade)
Sentence Structure (4th grade)
- Former Student Survey

DATA DISPLAY: ASSESSEMENT
 TerraNova 3rd Edition, Language Subtest

Top Two National Quarters and Bottom National Quarter



Findings:

TerraNova, Third Edition, Multiple Assessments, is an updated version of the test administered for the past seven years, the Terra Nova, Second Edition, Multiple Assessments. Since 2009, Terra Nova Third Edition, normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova results from previous years.

Therefore, our baseline became the 2009 TerraNova 3rd Edition Language Subtest scores which reflected:

Top 2 National Quarters

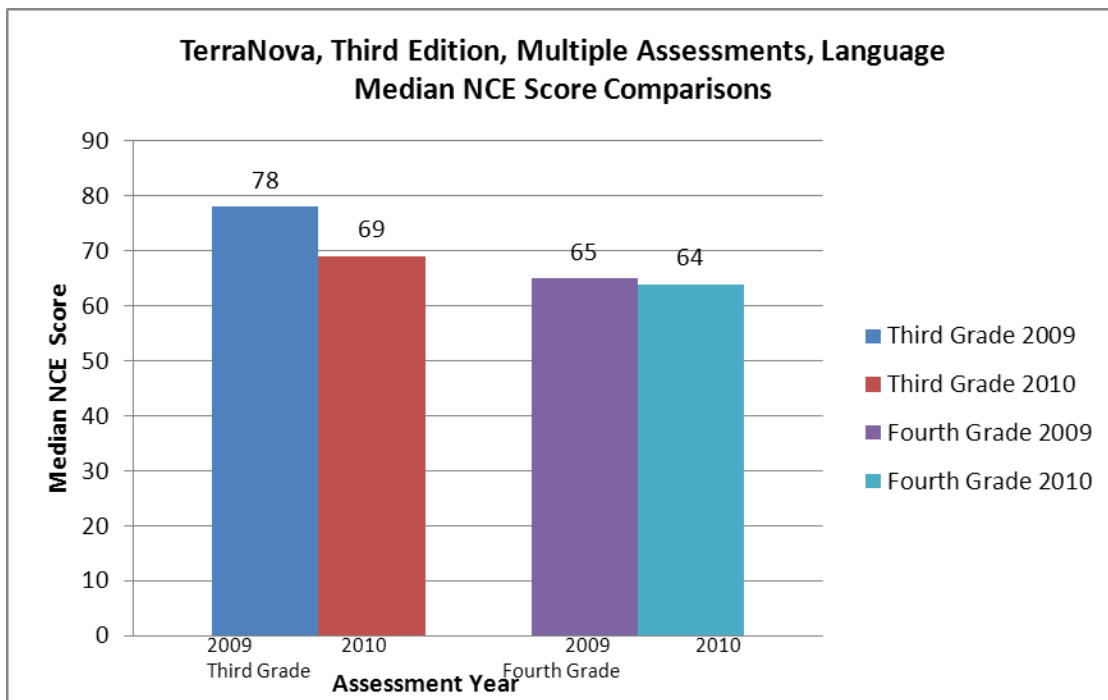
- 1. Third Grade:** The results show a decline. The difference in performance between the third graders in SY 09-10 has declined in comparison to the third graders in SY 08-09; it shows a decline enough to mention.
- 2. Fourth Grade:** The results show an increase. The difference in performance between the fourth graders in SY 09-10 has increased in comparison to the fourth graders in SY 08-09; it shows an increase that is enough to mention.

Bottom Quarter

1. 3rd Grade: The performance of the group shows an increase that is enough to mention. There is an increase in the percent of students in the bottom quarter.

2. 4th Grade: The performance of the group shows a decrease that is enough to mention. There is a decrease in the percent of students in the bottom quarter.

DATA DISPLAY: ASSESSEMENT TerraNova, 3rd Edition, Multiple Assessments, Language Median NCE



Findings:

TerraNova, Third Edition, Multiple Assessments, is an updated version of the test administered for the past seven years, the Terra Nova, Second Edition, Multiple Assessments. Since 2009, Terra Nova Third Edition, normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova results from previous years.

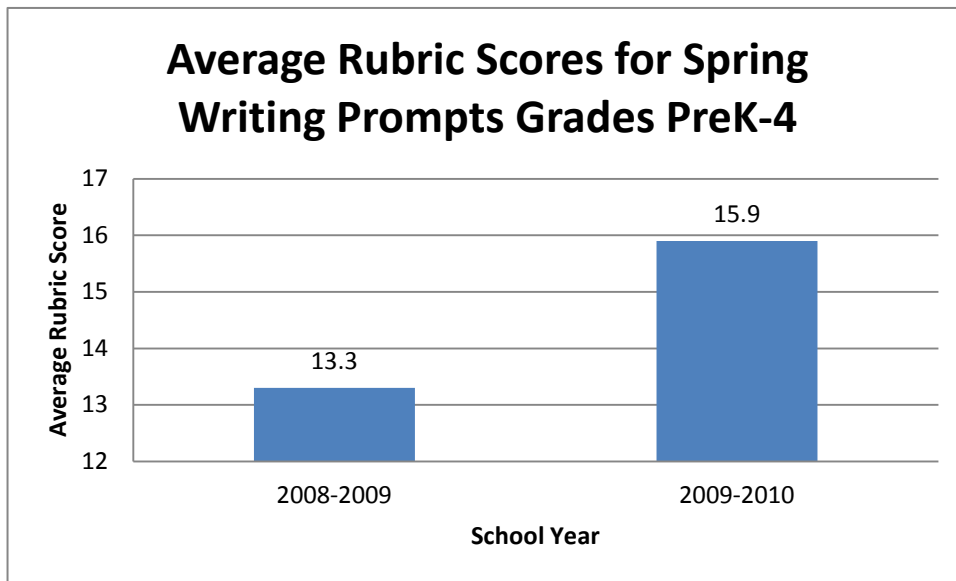
Therefore, our baseline became the 2009 TerraNova 3rd Edition Language Subtest scores which reflected:

1. 3rd Grade: The performance of the group shows a decrease in student performance that is not enough to mention.

2. 4th Grade: The performance of the group shows a decrease in student performance that is not enough to mention.

DATA DISPLAY:

6 +1 Writing 2008-2010



Findings:

Pre-K – 4th Grade: The performance of the group was substantially better in the spring 2009 than in the spring 2010.

ANALYSIS

Overall student performance in language arts, as measured by our local assessment (Pre and Post Writing Prompts) show substantial increases for Grades PreK-3.

On the *TerraNova* Language subtest, third grade students' scores reflect a decline and fourth grade students' scores reflect increases. When analyzing scores in relation to

quarters, 3rd grade had a decline and 4th grade had gains in students scoring in the top two quarters, exceeding the CSP goal. 3rd grade did not meet the CSP goal of less than 7% of students scoring in the bottom quarter in language. However, 4th grade met the CSP goal of less than 7% of students scoring in the bottom quarter in language.

6+1 Writing Prompts (PreK-4)

The results of the *Writing Prompts* indicate a substantial growth from spring 2009 to spring 2010 for grades Pre-K – 4th.

Findings:

Pre-K – 4th Grade: The performance of the group was substantially better in the spring 2009 than in the spring 2010.

School Year 2011-2012

ASSESSMENTS AND MEASURES

West Point Elementary School used the below listed assessments to measure progress toward meeting Goal 2.

Standardized Assessments

2. TerraNova Language Subtest, 3rd Edition.

Local Assessments

4. Locally developed school-wide writing prompt

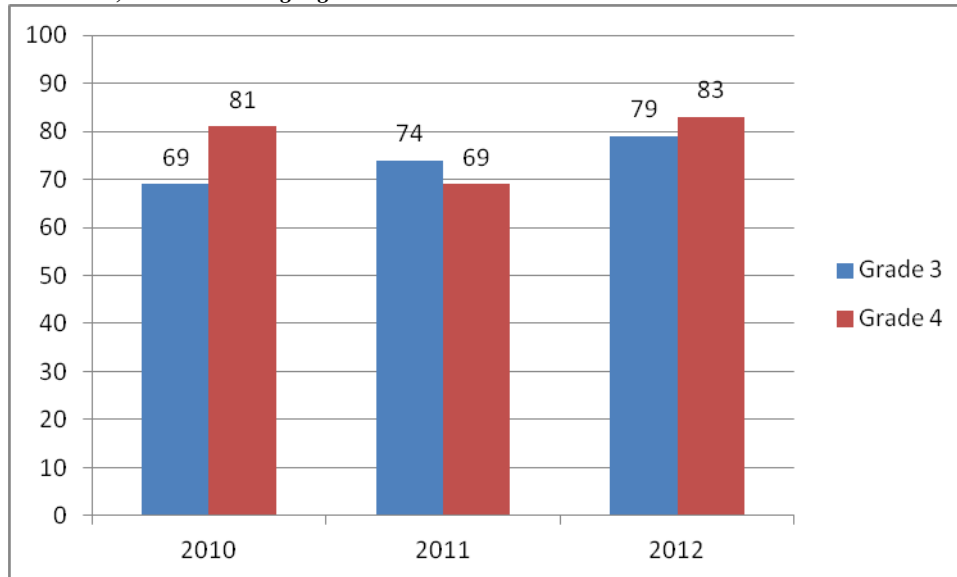
DATA ANALYSIS

The analysis measures the changes in student achievement by number of students at or above standard on the various selected assessments year over year. The analysis is displayed in a set of bar graphs where each set of bar graphs represents the percentage of students scoring “*At Standard or Above*” for a particular school year.

INDICATOR OF SUCCESS

Success is measured by a meaningful increase in the percent of students performing “At or Above Standard”. DoDEA has set a goal of having at least 75% of students scoring at or above standard.

Figure 5: Percent of Students Performing “At or Above Standard” (High Mastery)
Terra Nova, 3rd Edition Language



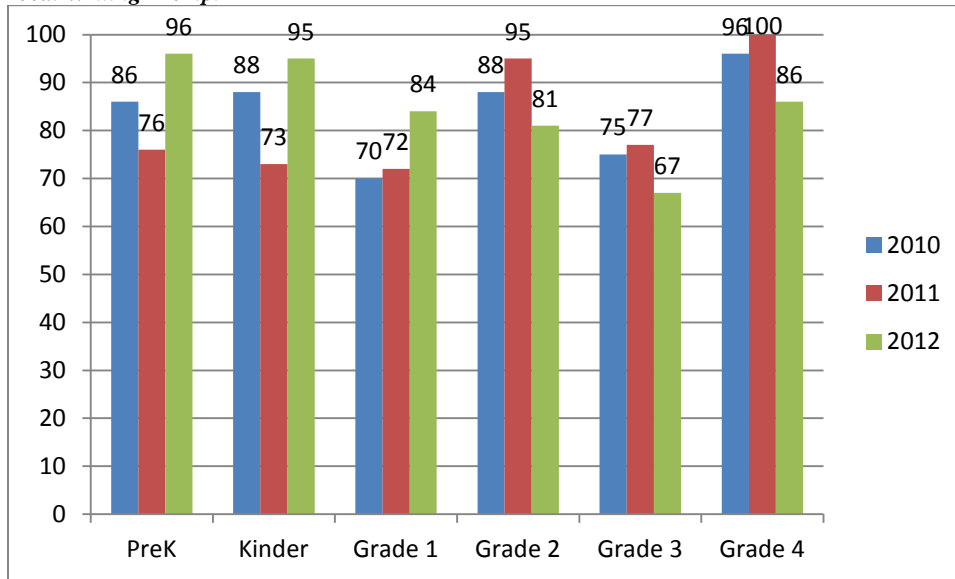
CSI Goal 2: Assessment 1

Figure 5 shows data from the *Terra Nova, Third Edition Language* test. The vertical axis represents the proportion of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

From 2010 to 2012, Grade 3 had a 10 point increase in the percentage of students scoring at or above standard. Grade 4 experienced a 2 point increase in the percentage of students scoring at or above standard.

Figure 6: Percent of Students Performing “At or Above Standard” (High Mastery) Local Writing Prompt



CSI Goal 2: Assessment 2

Figure 6 shows data from the local writing assessment. The vertical axis represents the proportion of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

From 2010 to 2012, PreK students gained 10 points in the percentage of students scoring at or above standard. Kindergarten students experienced a 7 point increase and 1st graders gained by 14 points. 2nd grade lost 7 points in the percent of kids scoring at or above standard, 3rd grade lost 8 points and 4th grade lost 10 points.

Appendix A: Environmental Scan

Appendix A: Environmental Scan Summary

Every month we held staff meetings devoted specifically to school improvement and the NCA process. These meetings were held the second Wednesday of each month. The staff either met as a whole or divided into the individual committees devoted to the School Improvement Plan. On November 10, 2005 the staff met to complete an environmental scan. Before the meeting the staff was given several articles to read about the current trends in education and/or the future of education. The staff members separated into their school improvement committees and each committee was given two of the “trends” from the article, *“Ten Trends: Educating Children for Tomorrow’s World”*, to read, discuss, and develop implications for education. Each group considered the changes and challenges facing educators today and how they would impact the education of our students today and into the future. The following is a list of the implications that were produced at the meeting:

- Schools must prepare students for the future
- 2.2 million teachers are needed by 2010
- Application of technology
- Schools must help students understand importance of cross generational communication
- Students need to learn tolerance through understanding diversity and work with people whose heritage is different than theirs
- Educators will need to stay in touch with developments in society so that they can know what knowledge and skills students will need to be prepared for the future.
- Students need to know how to collaborate with others and work in teams.
- Grasp both their rights and responsibilities as citizens in a democratic society
- Management skills
- Educators will be expected to personalize education.
- Schools will move toward performance based testing and educate their communities about the benefits and limits of testing.
- Schools will need to intensify their efforts to help students become civil, responsible citizens, with a good sense of self and the ability to seek peaceful change
- Educators need to be engaged in continuous improvement with their own institution and community
- For schools to be effective they need to work in collaboration with many outside organizations

The following things were determined to be important to consider in the future:

- Importance of collaboration

- Importance of technology
- Importance of personal responsibility
- Importance of tolerance towards differences
- Importance of continuous improvements in educators and education
- Importance of focusing on individual needs and learning styles
- Importance of the need to process and sort a wealth of available information
- The future of students today will be very different from the world educators today have known and in order to prepare students for their future we must keep in touch with the advances in technology and communication and with new developments in society.

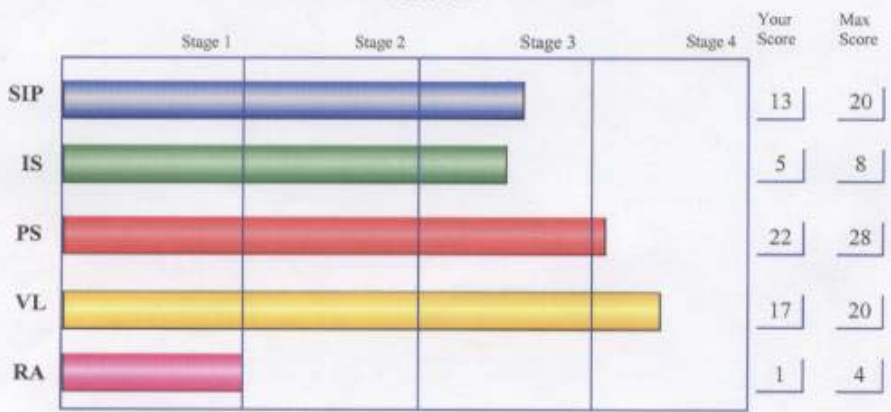
Appendix B: Capacity Assessment

Capacity Assessment Summary

During our monthly School Improvement meeting, on October 12, 2005, teachers, staff and administrators completed the NCA Capacity Assessment. Teachers, staff, and administrators were organized in groups and discussions took place on each question. The results were collated and the following is a summary of the Capacity Assessment:

- There were no capacities in Stage 1.
- Resources and Allocations were at the end of Stage 2 and the weakest of the five capacities. We as a faculty and staff have continually implemented and served on school improvement teams at WPES. We have gathered, analyzed, and documented data for student performance. As teachers we feel our request for staff development will drive our student performance. Staff development is continuously needed.
- Information System was at the middle of Stage 3 and this could infer that some information needs to be disseminated to faculty and staff in a timely fashion so confusion or misinterpretation don't occur.
- School Improvement Plan was also at the middle of Stage 3 which is significant since School Improvement is an integral part and an on going process in our school.
- Vision, Leadership,-Governance, and School Community were our highest at the middle of Stage 4. This is very significant since these are some of the guiding principles of USMA and this strong culture is conveyed throughout the school and community.

West Point Elementary
6/12/2006



- SIP School Improvement Plan
- IS Information System
- PS Process of Schooling
- VL Vision, Leadership-Governance, and School Community
- RA Resources and Allocation

6/12/2006

*Capacity Assessment was completed October 12, 2005
 *Capacity Assessment was graphed with NCA software, June 12, 2006