

NY/VA/PR District
West Point Elementary School

School Improvement Status Report 2011-2012



West Point Elementary School

Principal: Nadine Sapiente

EXECUTIVE SUMMARY

The Department of Defense Education Activity (DoDEA) Community Strategic Plan (CSP) contains the strategic direction for the school years 2006-2012. The CSP provides a road map for maintaining DoDEA in the forefront in advancing the Department of Defense's agenda for education and as a leader in the Nation for improving student performance and achievement.

The *NY/VA/PR* district ensures all schools maintain DoDEA's CSP and AdvancED Accreditation by meeting standards for quality schools, engaging in continuous school improvement (CSI), and demonstrating quality assurance through internal and external review.

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In pursuit of improved student achievement and AdvancEd Accreditation, *West Point Elementary School* created a Continuous School Improvement Plan (CSIP) specifying its CSI Goals:

CSI Goal 1- All students will increase reading comprehension by analyzing and applying information read as measured by selected system-wide and local assessments.

CSI Goal 2- All students will increase written communication skills to write clearly and effectively across the curriculum as measured by selected system-wide and local assessments.

To meet its CSI Goals, *West Point Elementary* implemented the following interventions:

Intervention for Goal 1: Students will use graphic organizers across the curriculum to improve reading comprehension.

Intervention for Goal 2: Students will use a variety of activities to learn the traits, assess writing, and to increase written communication skills clearly and effectively across the curriculum.

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REPORT OVERVIEW

The purpose of the End of the Year School Improvement Status Report (SISR) is for *West Point Elementary* to do the following:

- Examine change in student academic performance by comparing current school year data with the schools' Continuous School Improvement (CSI) baseline data.
- Utilize data to make decisions on (1) the effectiveness of interventions; (2) modifications or updates to interventions; (3) determining staff development needs; and (4) the quality or fidelity of implementation processes.
- Develop and maintain a data management system to facilitate the updating of the school CSI profile.

Included in the SISR are the CSI goals, interventions, strategies, assessments, measures, data analysis, next steps in the CSI process and recommendations for future action.

SISR 2011-2012

This section presents an analysis of student performance; it divides the material into several sub-sections. The first sub-section describes the school's goals stated in terms of student outcomes. Sub-section 2 identifies the interventions and strategies the school used to increase student performance. The next section describes the particular assessments and measures that *West Point Elementary* uses to evaluate progress toward achieving the CSI Goals.

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GOALS AND INTERVENTION(S)

CSI Goal 1- All students will increase reading comprehension by analyzing and applying information read as measured by selected system-wide and local assessments.

To meet its CSI Goals, *West Point Elementary* implemented the following interventions:

Intervention for Goal 1: Students will use graphic organizers across the curriculum to improve reading comprehension.

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

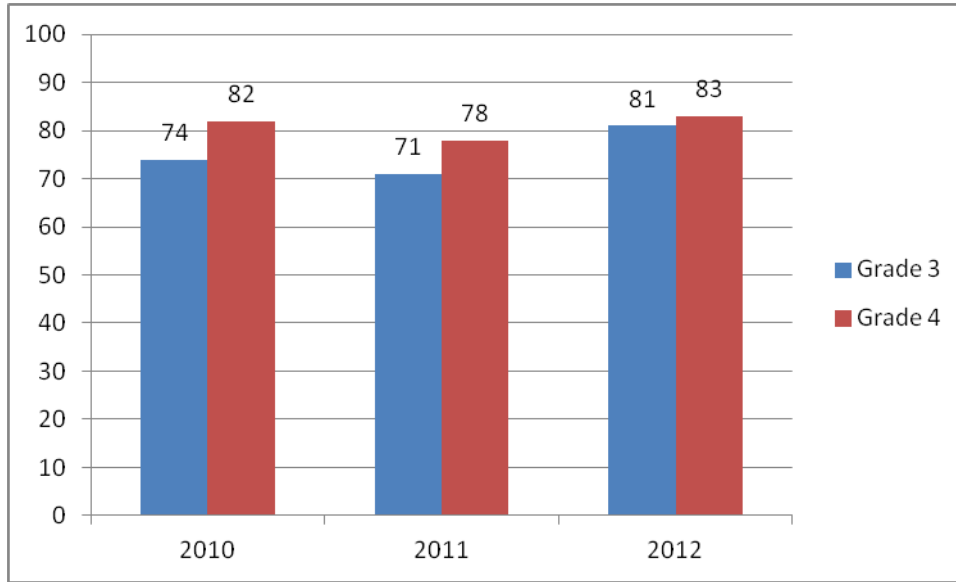
The analysis measures the changes in student achievement by number of students at or above standard on the various selected assessments year over year. The analysis is displayed in a set of bar graphs where each set of bar graphs represents the percentage of students scoring “*At Standard or Above*”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

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



CSI Goal 1: Assessment 1

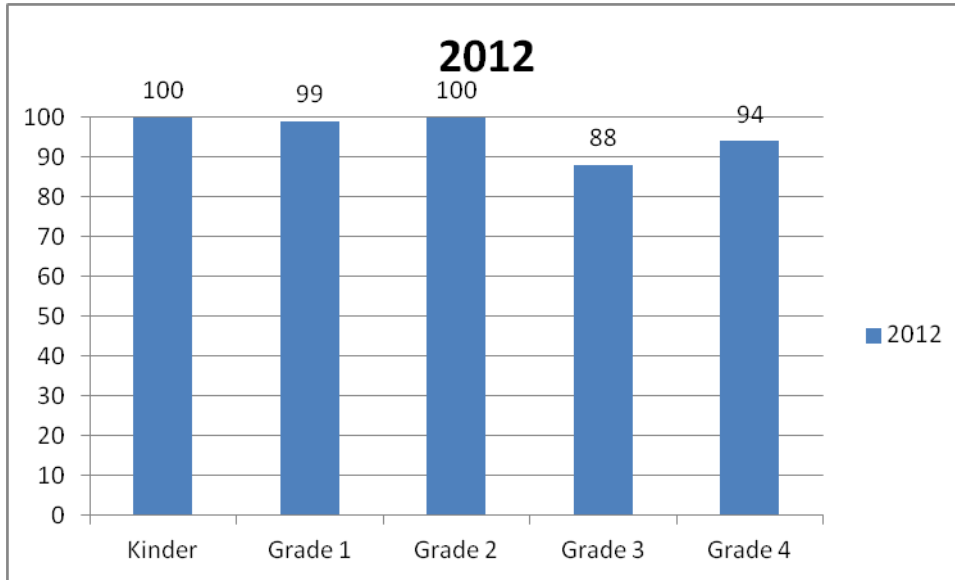
Figure 1 shows data from the *Terra Nova, Third Edition Reading* test for years 2010-2012. The vertical axis represents the proportion of *West Point Elementary School* students performing above the national median (50th percentile) “At or Above Standard” (top two quarters), on this assessment. Comparing 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.

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



CSI Goal 1: Assessment 2

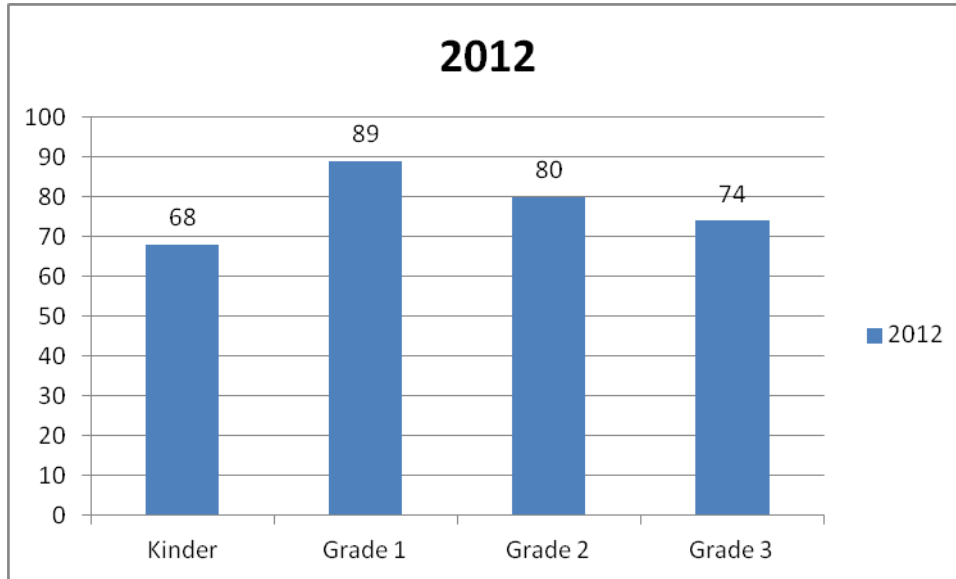
Figure 2 shows data from the Reading Street baseline assessment for year 2012. The 2012 data will serve as the baseline year for the assessment. The vertical axis represents the percentage of students performing “At Standard”. Comparing the height of the bars to each other within each cluster shows the 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.

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



CSI Goal 1: Assessment 3

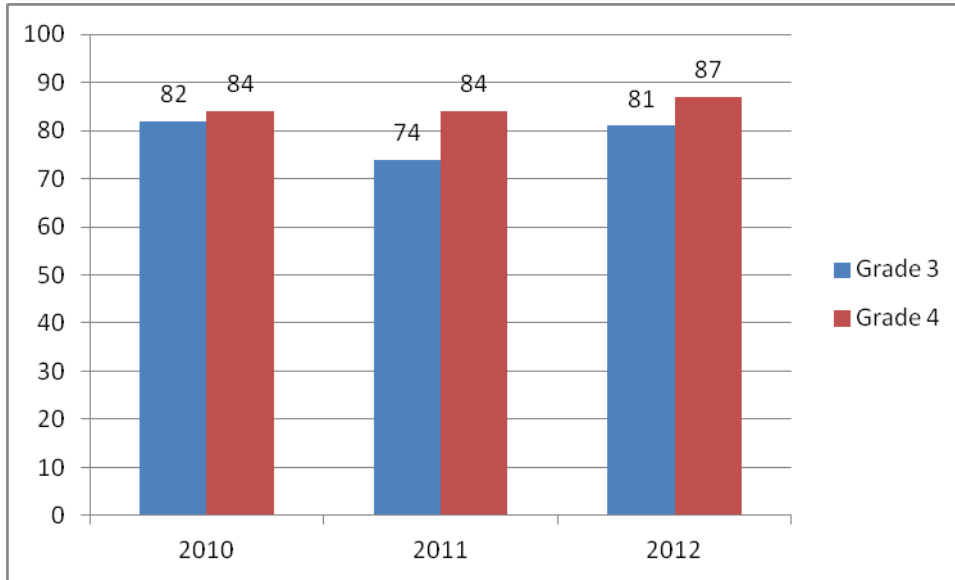
Figure 3 shows data from the BAS for 2012. BAS replaced DRA DoDEA wide. The vertical axis represents the percentage of students performing “At Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade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

STATEMENT OF FINDINGS

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

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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.

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GOALS AND INTERVENTION(S)

CSI Goal 2- All students will increase written communication skills to write clearly and effectively across the curriculum as measured by selected system-wide and local assessments.

Intervention for Goal 2: Students will use a variety of activities to learn the traits, assess writing, and to increase written communication skills clearly and effectively across the curriculum.

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

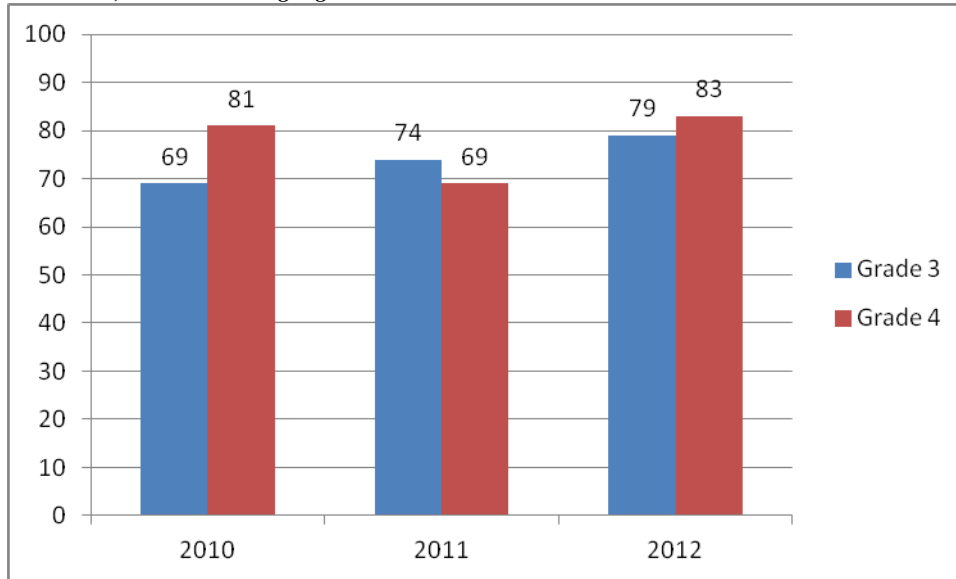
The analysis measures the changes in student achievement by number of students at or above standard on the various selected assessments year over year. The analysis is displayed in a set of bar graphs where each set of bar graphs represents the percentage of students scoring “*At Standard or Above*”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

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



CSI Goal 2: Assessment 1

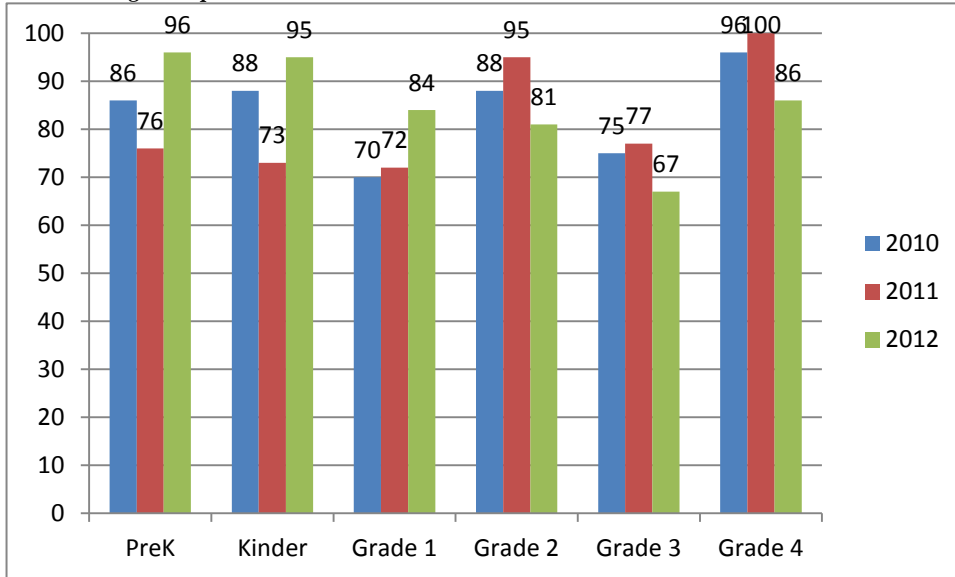
Figure 5 shows data from the *Terra Nova, Third Edition* Language test. The vertical axis represents the proportion of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across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

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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.

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The West Point Elementary has met and exceeded the goals set by DoDEA evidenced by data collected from TerraNova Third Edition Reading Test and TerraNova Language Arts Test.

For **Goal 1**, (increasing reading comprehension across the curriculum), West Point Elementary School was effective in implementing the use of graphic organizers to increase reading comprehension. The following assessments indicate success was achieved as determined by DoDEA standards. These assessments include: *Terra Nova, Reading Sub Test*, (Third Edition), SRI scores, *Reading Streets* Baseline assessment for all grades and *Benchmark Assessment System (BAS)* for grades K-3. Success was measured by the percentage of students at or above the standard. Grades 1 and 2 achieved the goal of 75% of students scoring at or above the standard.

Data Analysis: Terra Nova scores for grade 3 rose from 74% in 2010 to 81% in 2012. Terra Nova scores for grade 4 rose from 82% in 2010 to 83% in 2012. Both grades 3 and 4 met the goal of having 75% of the students at or above the standard. The *Scholastic Reading Inventory (SRI)* was administered to third and fourth grade students. Third grade students had a one point loss from 2010 (82% at or above the standard) to 2012 (81% at or above the standard). Fourth grade experienced a three point increase from 2010 (84% at or above the standard) to 2012 (87% at or above the standard). All SRI scores indicate that WPES met the goal of having 75% at or above the standard.

Another measure of reading achievement, the *Reading Streets Baseline Assessment* for the year 2012, showed that all students were at or above the standard (Kindergarten -- 100%; Grade 1--99%; Grade 2--100%; Grade 3--88%; Grade 4--94%). School year 2011-2012 was the initial year administering the Baseline Assessment. The Benchmark Assessment System (BAS) shows that Grade 1 and Grade 2 achieved the goal of 75% at or above the standard. (Grade 1--89%; Grade 2--80%). Two grade levels did not meet the standard. (Kindergarten--68% and Grade 3-- 74%.)

Next Steps: Our local assessment, the *Benchmark Assessment System (BAS)* shows that grades Kindergarten and Grade 3 did not meet the DoDEA standard of having at least 75% of the students scoring at or above the standard. DoDEA has set a new goal for school year 2012-2013 requiring a 5% increase in student performance at or above the standard, making our goal 80%. We will closely monitor student performance this year in an effort to increase all student performance. Teachers will continue to evaluate student performance based on current data. The data will be used to drive instruction based on student performance. In addition, Kindergarten teachers received guidance in administration of *Concepts About Print (Clay)* as a local assessment by the district Language Arts Instructional Support Staff. Training was conducted in August 2012 for the Kindergarten teachers. Kindergarten initial BAS assessment will be administered in mid-year instead of the beginning of the SY2012-2013.

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In response to the 2011 PreQAR Required Action Report recommendations, West Point Elementary School addressed and developed consistent rubrics for use throughout the school. Grades PreK-4th revised the scoring rubrics for the graphic organizers. Rubrics were standardized using a 4 point scale. These reading comprehension activities provide additional data to support the reading comprehension goal and student performance. Uniformity of rubrics will be evidenced by the display of rubrics, examples of student work related to the goal, and the intervention and the activities displayed on bulletin boards.

In addition, West Point Elementary addressed the PreQAR recommendation of developing a teacher mentoring and training program for all new teachers. In August 2012, each new teacher was assigned a mentor. All new teachers received training in the use of the intervention and the rubric for Goal 1.

Fidelity will be shown in the use of the Graphic Organizer intervention to increase student performance in reading comprehension. Evidence of fidelity will consist of individual student folders with a minimum of two reading comprehension graphic organizer activities monthly across the curriculum. The use of individual student folders was prompted by recommendations of the 2011 Pre-QAR visit.

For **Goal 2**, West Point Elementary School was successful in implementing the use of the **6+1 Traits of Writing** intervention to address the goal of increasing written communication skills across the curriculum. The effectiveness of the intervention was measured using the *Terra Nova Third Edition Language Test* for grades 3 and 4, and the locally developed school-wide writing prompt. Success was measured by an increase of the percentage of students at or above the standard. *Terra Nova* scores for grade 3 rose from 69% in 2010 to 79% in 2012. *Terra Nova* scores for Grade 4 rose from 81% in 2010 to 83% in 2012. Grade 3 showed a 10 point increase and Grade 4 experienced a 2 point increase. Grade 3 and 4 met the goal of having 75% at or above the standard. Teachers will continue to collect data throughout the year using it to guide instruction.

Data Analysis: Our local assessment showed an increased proficiency in writing across the curriculum at PreK, Kindergarten, and Grade 1 levels. PreK scores increased 10 points, Kindergarten scores increased 7 points, and Grade 1 scores increased 14 points from 2010-2012. Adaptation and implementation of journals/writing folders, collaboration of trait specific lessons per grade level, grade level scoring of writing prompts, and consistent use of specific strategies for teaching weaknesses in a specific writing trait across the grade levels contributed to this increase.

Grade 2 lost 7 points, Grade 3 lost 8 points and Grade 4 lost 10 points in the percent of children scoring at or above the standard. We attribute this decrease in scores to the inconsistent writing rubrics.

Next Steps: Kindergarten teachers received guidance in administration of **Concepts About Print (Clay)** as a local assessment by the district Language Arts Instructional Support Staff. Training was conducted in August 2012 for the Kindergarten teachers. In addition, the implementation of a new multiple choice **6+1 Traits Assessments** (Grades

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1-4) were developed with the Language Arts Instructional Staff. In April, teachers from Grade 1, Grade 2, Grade 3, and Grade 4 collaborated with the Language Arts Instructional Staff and developed local assessments. These new assessments will be administered in 2012-2013 and teachers will have additional data to guide their instruction. All teachers will continue to implement the intervention and monitor student data. Collaborative meetings on grade levels, across grade levels and with specialists will be conducted the last Wednesday of the month to discuss the data and results. In response to the 2011 PreQAR Required Action Report recommendations, West Point Elementary School addressed and developed consistent rubrics for use throughout the school. Grades PreK-4th revised the scoring rubrics for the 6+1 Traits of Writing. Rubrics were standardized using a 4 point scale. Uniformity of rubrics will be evidenced by the display of rubrics, examples of student work related to the goal, and the intervention and the activities displayed on bulletin boards.

Fidelity will be shown in the use of the **6 +1 Traits of Writing** to increase student performance in writing across the curriculum. Evidence of fidelity will consist of individual student folders and/or journals. The use of individual student folders was prompted by recommendations by the 2011 Pre-QAR visit.

As evidenced by the increase in scores in writing across the curriculum, West Point Elementary is continuing to implement the intervention and activities presently in place. After seeing positive results of the strategy used (**6 + 1 Traits of Writing**) teachers will continue to collaborate and continue to track the assessment results throughout the year to guide instructional practices.

In addition, West Point Elementary addressed the PreQAR recommendation of developing a teacher mentoring and training program for all new teachers. In August 2012, each new teacher was assigned a mentor. All new teachers received training in the use of the intervention and the rubric for Goal 2.

West Point Elementary is confident the consistent use of 4 point rubrics and the implementation of tiered lessons and differentiation will increase written communication skills. The Professional Learning Teams (PLT) will help support/monitor/ increase student performance in the area of writing by developing lessons, summarizing the data, and reporting the results. Closely analyzing this additional data and selecting samples of students' work will help enrich/support/facilitate better student performance in writing. Discussion of trends across grade levels will increase cross- grade -level articulation as recommended by the 2012 PreQAR team. This extensive collection of data and analysis will improve writing for all grade levels

West Point Elementary's increased use of technology is essential for '21st Century Learners' and will make a positive impact on both Goal 1 and Goal 2. Additional professional development using technology has been requested by the teachers per our needs assessments September 2012.