Aviano Elementary School

School Profile
December 2006

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SCHOOL PROFILE DEVELOPMENT

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

- S. G., L. J., J. R., A. W. - 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 24th in-service. The SIP Team presented the timeline and the table of contents of the School Profile template.

During our September 5th 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 16th 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 30th 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.

DoDEA Mission

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

Mediterranean District Mission

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

Aviano Elementary School Mission Statement

Teaching for the future, learning for a lifetime

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

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UNIQUE LOCAL INSIGHTS

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9. Parent Partnership
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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.

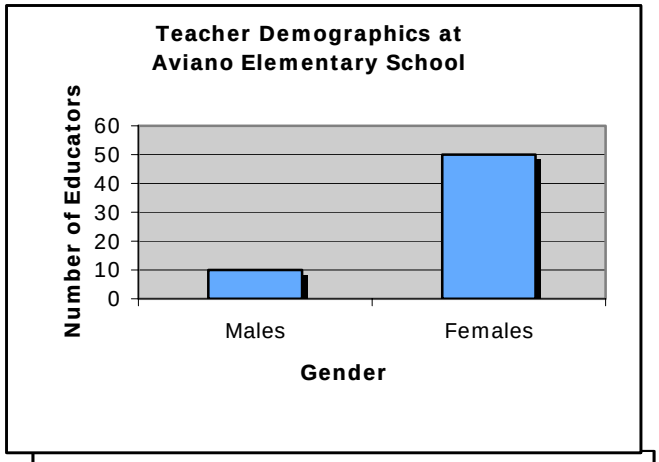
Parents agreed that Aviano ES is a safe place for their children to be. They shared their disappointment in the fact that a variety of safety drills needed to take place, but were relieved and appreciative knowing that we practice a variety of safety drills.
Parents felt that overall home-school communication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

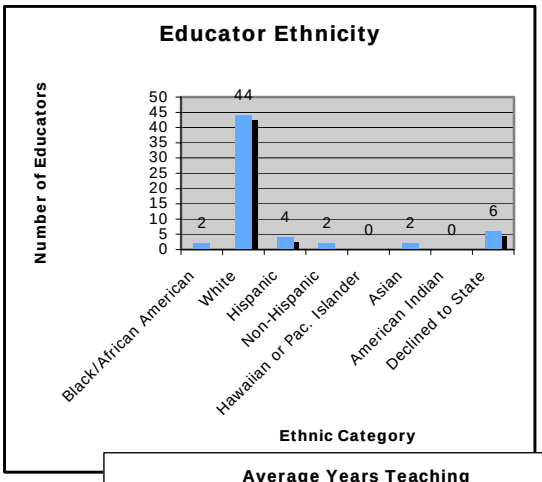
In summary, the focus group was very complimentary about the school and the school's academic programs. Parents praised our support programs, the multi-age classes and the school safety program. The group suggested we continue to look for ways to challenge our high performing students, we continue to 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.

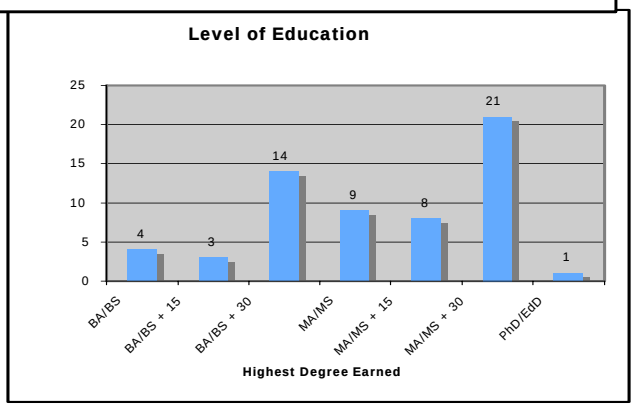
2. *Teacher Demographics*

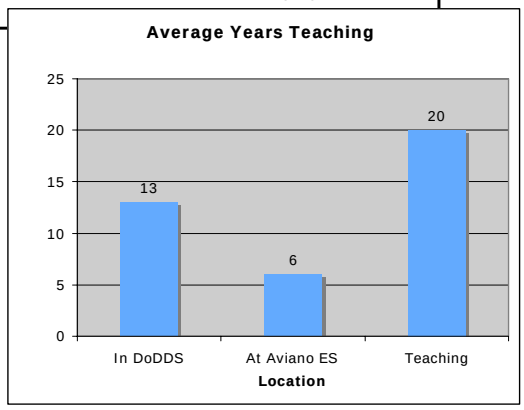
Educator Demographic Data ~ Aviano Elementary School

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









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.

3. *Student Demographics*

Employer Code	1A	1D	1F	1J	1B	3D	4C	1H	3F
Totals	18	666	22	1	0	3	2	1	1

1A	Army
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.

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:

Sure Start (Pre K)	**1**	**PSCD** (Pre School Services for Children with Disabilities)	**2**
Kindergarten	**6**	**First Grade**	**7**
Second Grade	**5**	**Third Grade**	**6**
Fourth Grade	**4**	**Fifth Grade**	**4**
Multi Age (2,3,4)	**1**	**Multi Age (3,4,5)**	**1**

5. *Programs*

- FLES (Foreign Language Elementary School)
- Read 180
- Reading Recovery
- Gifted Education
- Math Lab/Compensatory Education in Math
- LARS (Language Arts Reading Specialist)
- SPED (Special Education)
- ESL (English as a Second Language)
- Speech/Language
- PSCD (Pre-School Services for Children with Disabilities)
- Sure Start

6. Curriculum

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

7. *Supports*

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

- Guided Reading leveled book room available for teacher check-out
- Books leveled by Lexiles in the library,
- Guided Reading groups
- Drug Awareness and Resistance Education (DARE)
- Counseling services
- Learning Buddies
- Reading Buddies
- Deployment Club

8. Clubs

- Odyssey of the Mind
- Homework Club
- Music Club
- Student Council
- Eagle's Eye

9. Parent Partnerships

- PTA
- SAC
- Parent Volunteers (in and out of the classroom)
- Mentors
- Guest Visitors
- Guest Readers

10. Military Mission

Aviano Air Base is home to the 31st Fighter Wing. The 31st 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.

Implications for Student Performance Goals: None of the information gathered from this data was used to select our goals.

Identification of Sub-Groups: None

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

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.

EXISTING SCHOOL DATA: STUDENTS

Our staff reviewed student data to include Mathematics Inventory , TerraNova Multiple Assessments, 2nd Edition, TerraNova Communication Arts, 2nd Edition, Scholastic Reading Inventory, Developmental Reading Assessment, Teacher Opinion/Perception Survey and parent and student focus groups. Staff noted that there was particular weakness in the areas of math. The data collection instruments below demonstrated this area of weakness:

Data Collection Instruments

1. TerraNova Multiple Assessments, 2nd edition, is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3 – 6.

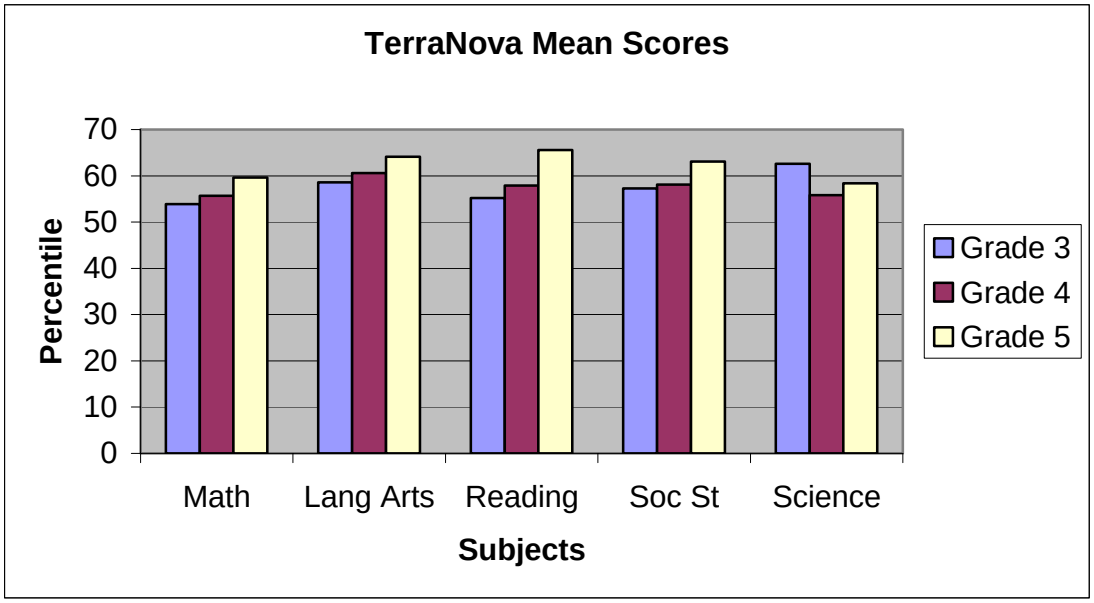
2. Communication Arts Communication Arts, 2nd edition, is a system-wide, criterion referenced assessment given annually in the spring of each school year to all of our fourth grade students.

3. Local assessment, Math Inventory, taken from our math curriculum, McGraw-Hill.

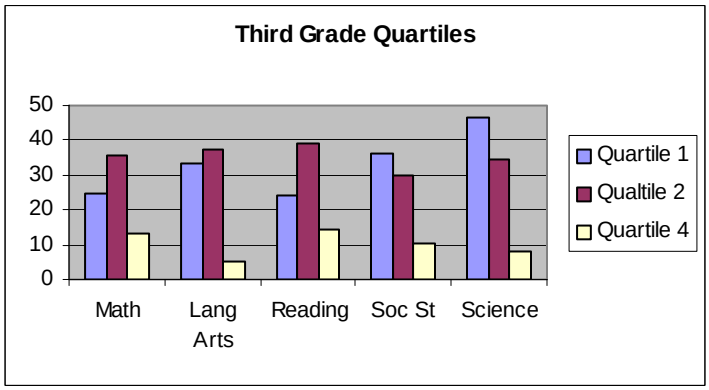
4. Teacher Opinion/ Perception Questionnaire, a local assessment that was given to all teachers in the fall of 2006 expressing their perceptions on academic strengths and weaknesses of their former and current students.

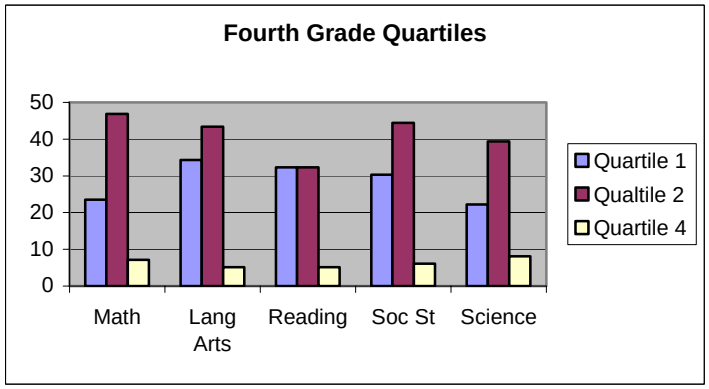
Presentation / Analysis of Data

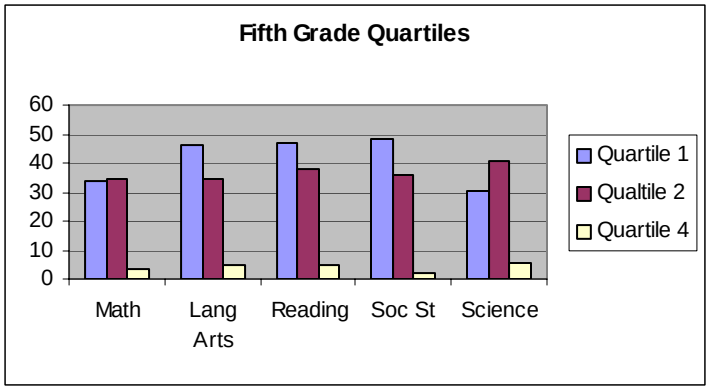
TerraNova Multiple Assessments:



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.

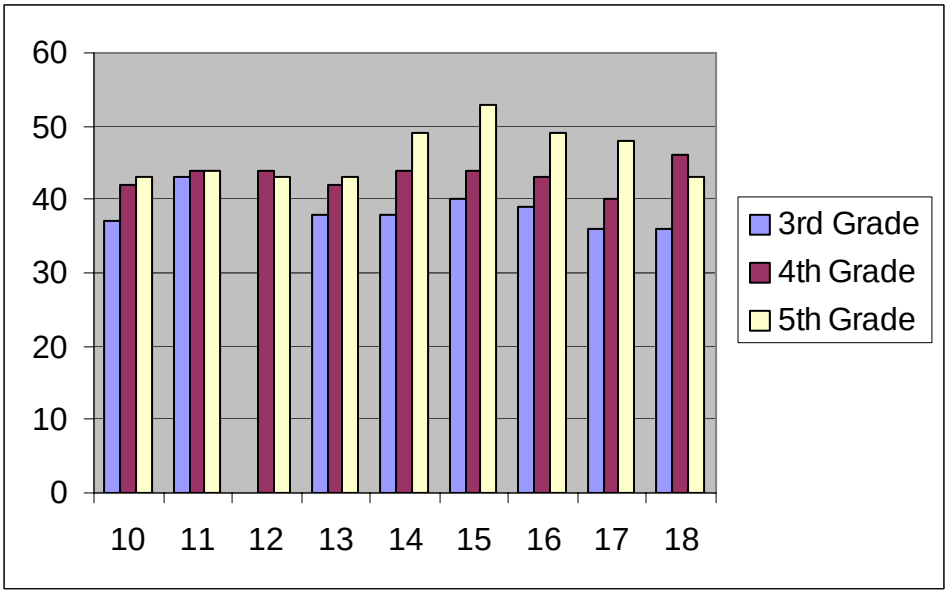






Review of the quartile information showed that math was the only area in which no grade met the DoDEA goal of 75% of students in the top two quartiles.

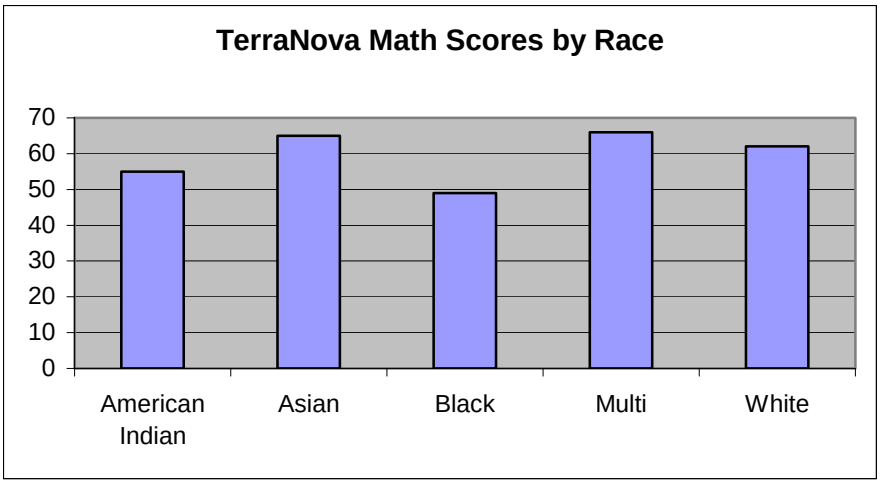
TerraNova Objective Performance Indicators
% of Students Achieving High Mastery



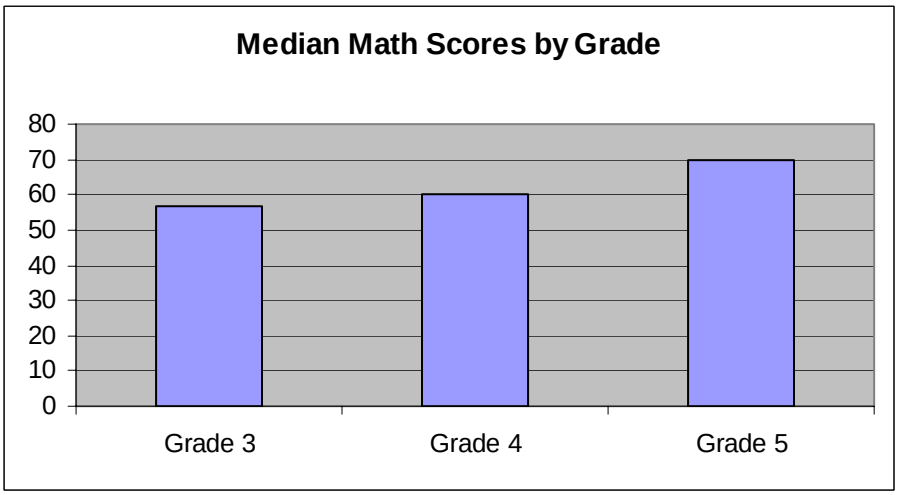
USub-Test Categories

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.

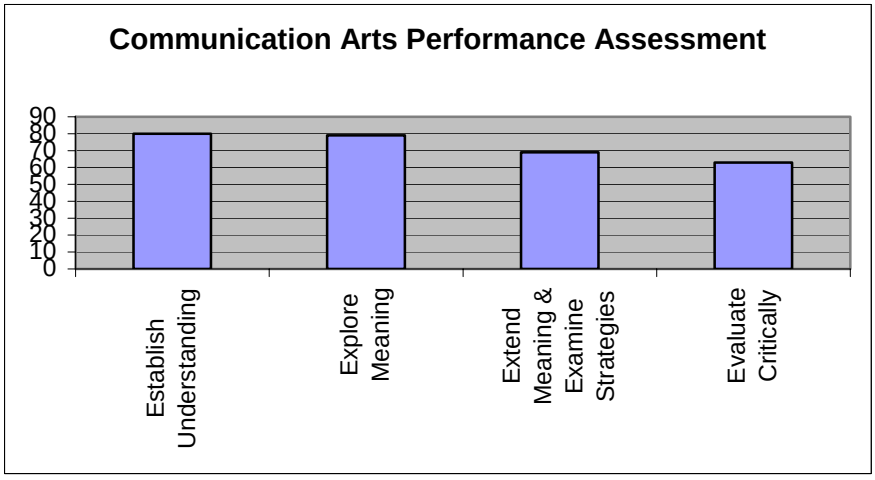


Review of median math scores by race indicates that there is a significant performance gap between our black students and the other groups.



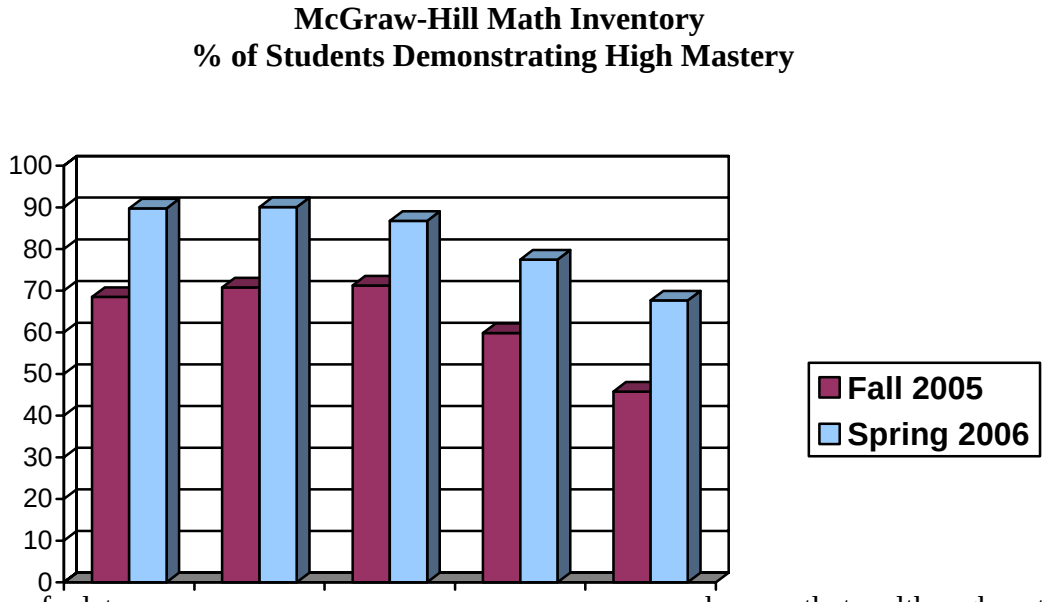
Review of TerraNova math scores by grades revealed a significant performance gap between third/fourth grade and the fifth grade.

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*.

Local assessment, Math Inventory:



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

Teacher Opinion/Perception Questionnaire

Mathematics	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
Problem solving and reasoning	1	4	11	17	12
Communication – Written and Oral	1	4	11	18	9
Critical Thinking	1	1	9	24	9
Math Application	1	3	12	23	2
Relating mathematical concepts to the real world	1	5	10	23	4

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.*

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.

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%.

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.

EXISTING SCHOOL DATA: COMMUNITY

Data Collection Instruments

1. Environment Scan
2. DoDEA Initiatives
3. Community/Parent Support

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.

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

Identification of Sub-Groups: None

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.

EXISTING SCHOOL DATA: INSTRUCTIONAL

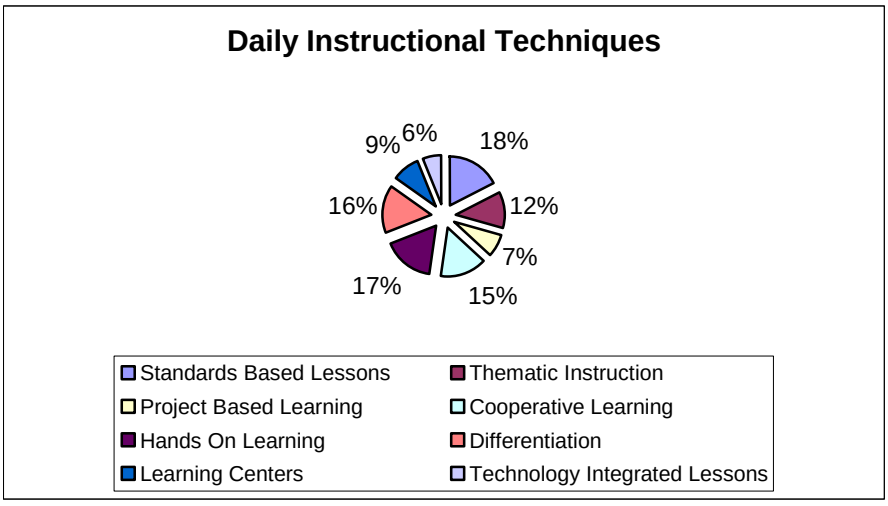
Data Collection Instruments

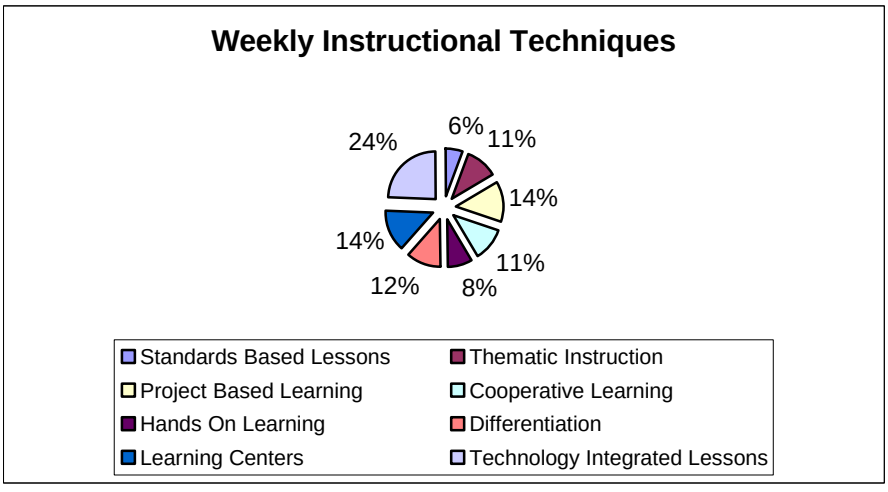
1. Parent Academic Partnerships
2. Instructional Techniques
3. Staff Development Opportunities
4. NCA "Next Steps" Report, Fall 2003

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.

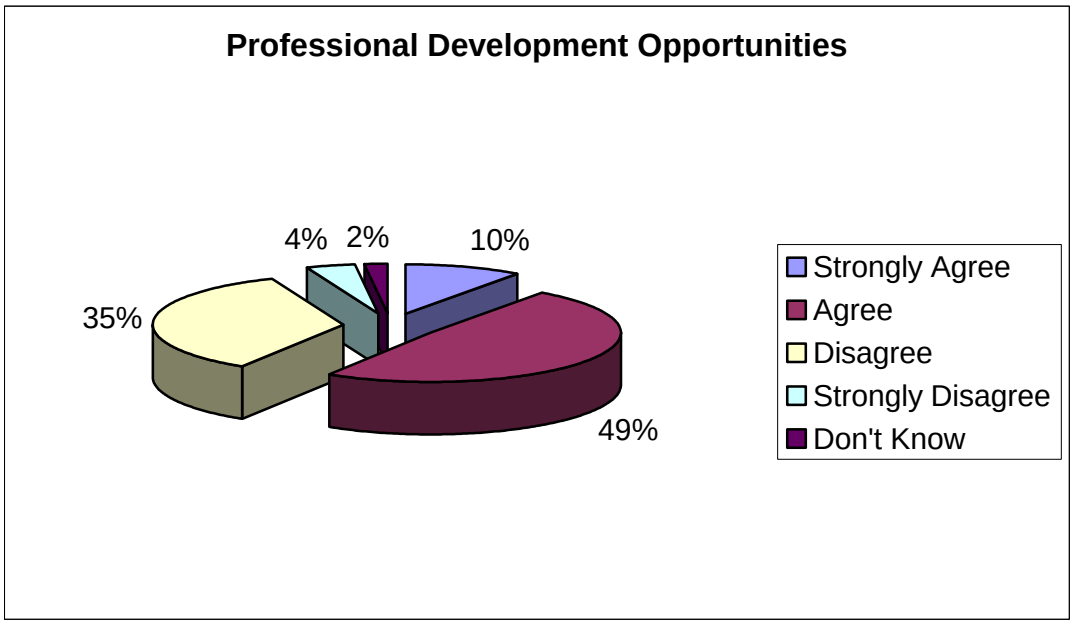




The majority of our teachers use these instructional techniques on a daily basis. The most common types of instruction are Standards-based Lessons, Hands-On Approach to Learning, and Differentiation. Data is from the teacher survey that was given to staff members on October 16, 2006. Survey was administered 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.

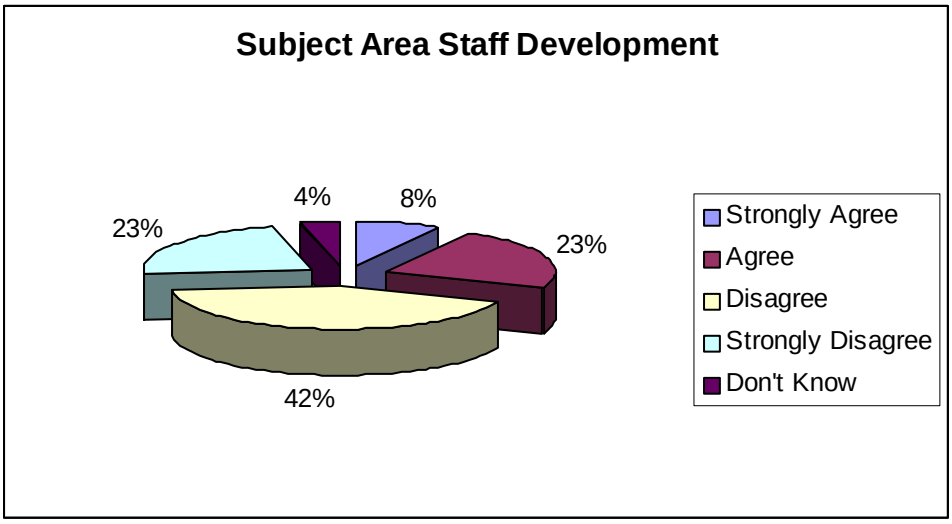
3. Staff Development opportunities at AES include the following: DRA training, Special Education Initiative (SEI), "Scholastic Red" Courses, Technology Workshops, Literature Circles, Reading Counts! training, online classes, Science Implementation, Math Implementation, Educational Technologist (ET) training, 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



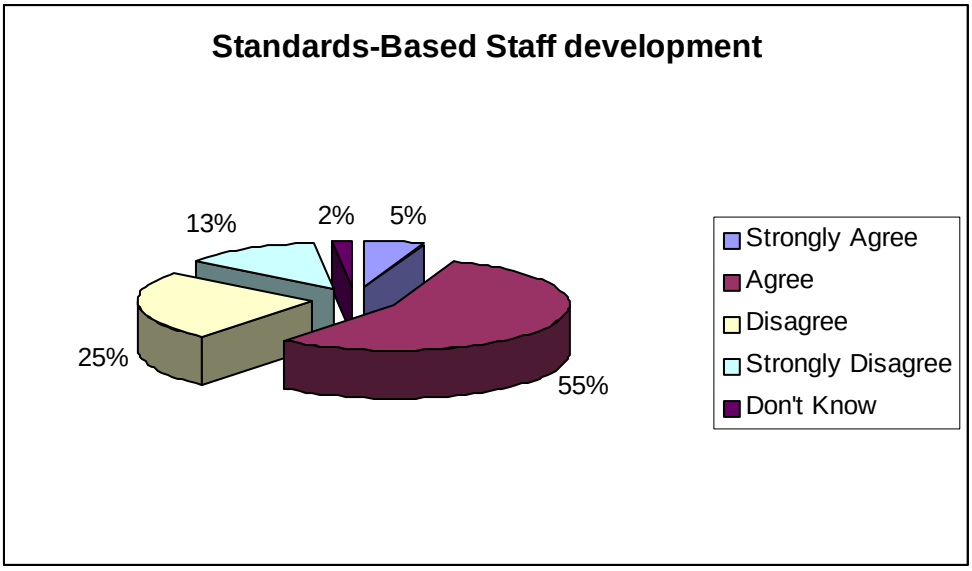
The graph above shows the opinion of professional staff in regards to the amount and value of staff development opportunities as related to school improvement goals.

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.

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*
- *Formalize the general orientation process for all new personnel to include an understanding of SIP.*

II. LEADERSHIP FOR THE SCHOOL IMPROVEMENT PROCESS

- *The school should develop a plan that will provide stable and continuous SILT leadership.*
- *The empowerment of teachers to lead the implementation of the school improvement plan should continue.*

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*
- *The full faculty should examine current data and develop appropriate goals based on the triangulation of the data.*
- *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.*
- *Consider staff development that targets understanding and developing assessments.*

IV. SCHOOL CULTURE AND CLIMATE IN SUPPORT OF SCHOOL IMPROVEMENT

- *Continue to nurture the positive relationships between school, parents, and the community.*
- *Consider vertical articulation meetings to build on and enhance the sharing of instructional ideas.*

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.*
- *Analyze trend data and select more focused goals that are supported by triangulation of data.*
- *Define the goals to ensure a clear understanding for all faculty*
- *As a staff, identify and adopt powerful interventions that can be implemented school-wide.*
- *Select multiple measures that accurately assess the goals.*
- *Involve the district school improvement liaison in the developmental steps of implementing the entire 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

Identification of Sub-Groups: None

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)

INTERPRETATION AND TRIANGULATION OF DATA

Student Performance Goal 1: **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,2nd Edition - Subtests of: Mathematics, Science, and Social Studies (pages 7-8)
- Data Point 2: TerraNova Communication Arts, 2nd Edition – Critical Thinking and Evaluation (Page 9)
- Data Point 3: Teacher Survey and Math Inventory (page 10-11)

Student Performance Goal 2: 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, 2nd Edition Subtests of: Mathematics, Science, and Social Studies (pages 7-8)
- Data Point 2: Math Inventory (page 10)
- Data Point 3: Teacher Survey (page 11)

ESSENCE OF THE GOALS

Goal 1:
Problem – Solving and Reasoning is the process of using information to form conclusions. Using the four-step method will enhance reasoning skills:

1. Understand the problem
2. Plan
3. Solve
4. Check and Justify.

This means:

- Explain and order the four-step problem solving method
- Utilize and accept multiple strategies for solving problems
- Apply problem-solving strategies to real-world situations.

Goal 2:

Number and number relations is the process of understanding numbers, number concepts, representing numbers in equivalent forms, identifying relationships, number systems, place value, number properties, and number theory, and interpreting and applying number concepts.
This means:

- Investigate, analyze, and assess relationships and patterns among numbers
- Explain and demonstrate the understanding of place value in real-world applications
- Examine number relationships that measure problem solving applications of cardinal and ordinal number
- Compare and solve problems using money and other number systems
- Demonstrate an understanding of equivalent representations of numbers, fractional parts, and properties of numbers

RATIONALE FOR STUDENT PERFORMANCE 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 TerraNova Multiple Assessments and Communication Arts and discovered weakness in problem solving and critical thinking. Test results also indicated a grade level and ethnicity gap. We also 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 all students are met.

GOAL 2: Another mathematical concept that was realized to be deficient was number sense and number relationships. Subtest scores on the TerraNova 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 sole 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 throughout the school.