



Continuous School Progress Status Report (SY- 2007-08 - 09)



This End of the Year Status Report below can be divided and completed by different groups according to the committee structures in your school. It is important, however, that all information is heard by everyone, in faculty report-outs for the following reasons:

- This will provide a summary (validation) of the accomplishments of the year for all teachers
- It will provide for input from everyone for next year's focus and challenges
- It will familiarize all teachers with the AdvancEd Standards and the Accreditation Review process
- It will provide a whole school data analysis and discussion
- It will contribute to the building of your SAR report
- It will create a historical timeline of your School Improvement efforts
- It will provide valuable information for incoming staff and administrators

Please attach any data displays and analysis pertaining to student achievement in the goal areas to complete this report.

Purposeful ☆ Deliberate ☆ Evident

STANDARD 1. VISION AND PURPOSE

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

FOCUS QUESTIONS	
What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?	What are areas for improvement, questions, or concerns? (Next Steps?)
What are our strengths? (Accomplishments?)	<ul style="list-style-type: none">▪ Ensuring that our stakeholders in the community are aware of and have opportunity to provide input▪ Our school mission statement is announced every morning during announcements▪ The mission statement is a product of our staff and is revisited in every opportunity

What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?	
What are our strengths? (Accomplishments?)	What are areas for improvement, questions, or concerns? (Next Steps?)
<ul style="list-style-type: none"> ■ As a joint team effort, we developed our school profile in Year five in preparation for our NCA Visit. We revisit it on an as needed basis to change or modify. The profile provides our focus for academic direction 	<ul style="list-style-type: none"> ■ Parents need to be more actively involved in the upkeep of our profile to help ensure that it is an accurate representation of our school and stakeholders
<p>What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?</p> <p>What are our strengths? (Accomplishments?)</p>	
<ul style="list-style-type: none"> ■ We revisit our vision when all school wide test scores are completed to ensure that we are focused in the right direction and to change that focus if necessary 	<ul style="list-style-type: none"> ■ Ensure that we have parent stakeholders that hold a permanent place on the CSP team

STANDARD 2. GOVERNANCE AND LEADERSHIP

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and share responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

FOCUS QUESTIONS	
What process does the school's leadership use to evaluate school effectiveness and student performance?	What are areas for improvement, questions, or concerns? (Next Steps?)
<ul style="list-style-type: none">▪ Common planning time is given in master schedule for teachers to collaborate▪ Wonderful Wednesday afternoons are used to work together towards common goals for CSP such as 6 + 1 Writing traits▪ Each quarter, all report cards and progress reports are reviewed by administration▪ There is an ongoing Student Support Team available to address individual student needs▪ We have an active School Advisory Committee	<ul style="list-style-type: none">▪ We feel that the new grading program will provide our teachers and parents with a more effective means of communication directly concerning student performance and school effectiveness

that addresses student needs and concerns	<p>In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?</p>	<p>What are our strengths? (Accomplishments?)</p> <ul style="list-style-type: none"> ■ We break into small teams and divide CSP tasks among our staff which allows everyone to have a voice and direct input ■ We take advantage of our staff's expertise and strengths to learn from each other ■ Our staff is very cohesive and supportive of each other in all areas <p>What are areas for improvement, questions, or concerns? (Next Steps?)</p> <ul style="list-style-type: none"> ■ Continue to build upon staff strengths by having them provide training and support to other staff members
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STANDARD 3. TEACHING AND LEARNING

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for student to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

FOCUS QUESTIONS	
How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?	What are areas for improvement, questions, or concerns? (Next Steps?)
What are our strengths? (Accomplishments?)	<ul style="list-style-type: none">▪ We need to identify students with problems at an earlier age and develop a plan for their continual development.▪ We need to have more planning days devoted to staff development regarding the new DoDEA wide math and science scope and sequence strategy.▪ Because we have a small student population we are able to network with each other about our students in informal as well as formal settings.▪ We are able to individualize and personalize the instruction more easily in our small classes. Small class size allows us to be more aware of

- Students' strengths and weaknesses.
- Parents are very involved with their children in our community.
- Our use of the Accelerated Reader program continues to improve our students' reading level and interest in reading.

- We strongly believe that we need to add more rigor to all of our curricula. We need to raise our expectations for our students so that the Terra Nova scores soar even higher.
 - We believe that our students' scores on the Terra Nova dictate that our children have the capacity to achieve even higher results.
 - We need to explore more possibilities of adding incentives that will motivate students towards higher achievement. For example, in many communities, at the high school level, students are required to maintain a certain grade point in order to compete in athletics or participate in extra curricular activities. Perhaps more communication and coordination with the Teen center and Youth Services. We feel this should be a "positive" reward for doing well. For example, the Teen Center does a monthly trip for a handful of kids who meet a certain goal.
 - There is a tendency in the community and the school to "coddle" our children. Therefore they don't have a realistic view of the outside world. This gives them a false sense of reality.
 - Another way to raise the expectations is to hold the students' "feet to the fire" as far as handing in assignments. If an assignment isn't done, they can be required to complete homework in

<ul style="list-style-type: none"> ▪ a homework detention during lunch (“lunch bunch”.) There is a prevailing attitude in our community that “I don’t have to do my homework” or “this is good enough.” ▪ As a staff, we need to work together to raise the bar, change the students attitude about the quality of work, their ethic, and their pride in their work. This would need to be not only a coordinated effort within the school, but a community/parent/child cooperative endeavor. ▪ One idea that we discussed would be a school/family agreement that a certain common period be set aside every evening for study/reading/homework by all students in the community. This might promote the idea that students have an “obligation” to learn. 	<p>In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?</p>
<p>What are our strengths? (Accomplishments?)</p> <ul style="list-style-type: none"> ▪ We have devoted part of each faculty meeting studying and sharing information from the book: The Art and Science of Teaching. WE have worked as a faculty on the Six Writing Traits. 	<p>What are areas for improvement, questions, or concerns? (Next Steps?)</p> <ul style="list-style-type: none"> ▪ We need to broaden our access and share literature about research-based instructional strategies. ▪ A report at each faculty meeting by a different group of teachers would allow us to share the latest research.

<ul style="list-style-type: none"> Institute a “writing time” just as we have a “reading time” with Accelerated Reading. The 6 writing traits can be taught and then implemented during the school year for all assignments. 	<p>What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?</p> <table border="1"> <tr> <td data-bbox="474 86 567 2031">What are our strengths? (Accomplishments?)</td><td data-bbox="567 86 1139 2031">What are areas for improvement, questions, or concerns? (Next Steps?)</td></tr> <tr> <td data-bbox="567 86 1139 2031"> <ul style="list-style-type: none"> We have had math and science training from the district and the school which introduced us to the scope and sequence. </td><td data-bbox="1139 86 1454 2031"> <ul style="list-style-type: none"> Better articulation from the top levels of DoDEA as to what is expected of teachers in regards to implementing the curriculum. Will the materials we cover necessarily lead to better Terra Nova scores? Does DoDEA deem this important? Is this a concern of DoDEA? There is some confusion as we move in the direction of standardization of the scope and sequence of math and science as to whether this standardization will help students achieve better results on the Terra Nova. </td></tr> <tr> <td data-bbox="1139 86 1454 2031"> <p>How does the school provide every student access to comprehensive information, instructional technology, and media services?</p> <table border="1"> <tr> <td data-bbox="1258 86 1351 2031">What are our strengths? (Accomplishments?)</td><td data-bbox="1351 86 1454 2031">What are areas for improvement, questions, or concerns? (Next Steps?)</td></tr> <tr> <td data-bbox="1351 86 1454 2031"> <ul style="list-style-type: none"> The full time educational technologist and </td><td data-bbox="1454 86 1478 2031"> <ul style="list-style-type: none"> We need to explore the possibility of finding </td></tr> </table> </td><td data-bbox="1454 86 1478 2031"></td></tr> </table>	What are our strengths? (Accomplishments?)	What are areas for improvement, questions, or concerns? (Next Steps?)	<ul style="list-style-type: none"> We have had math and science training from the district and the school which introduced us to the scope and sequence. 	<ul style="list-style-type: none"> Better articulation from the top levels of DoDEA as to what is expected of teachers in regards to implementing the curriculum. Will the materials we cover necessarily lead to better Terra Nova scores? Does DoDEA deem this important? Is this a concern of DoDEA? There is some confusion as we move in the direction of standardization of the scope and sequence of math and science as to whether this standardization will help students achieve better results on the Terra Nova. 	<p>How does the school provide every student access to comprehensive information, instructional technology, and media services?</p> <table border="1"> <tr> <td data-bbox="1258 86 1351 2031">What are our strengths? (Accomplishments?)</td><td data-bbox="1351 86 1454 2031">What are areas for improvement, questions, or concerns? (Next Steps?)</td></tr> <tr> <td data-bbox="1351 86 1454 2031"> <ul style="list-style-type: none"> The full time educational technologist and </td><td data-bbox="1454 86 1478 2031"> <ul style="list-style-type: none"> We need to explore the possibility of finding </td></tr> </table>	What are our strengths? (Accomplishments?)	What are areas for improvement, questions, or concerns? (Next Steps?)	<ul style="list-style-type: none"> The full time educational technologist and 	<ul style="list-style-type: none"> We need to explore the possibility of finding 	
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- information specialist who are involved in developing project based learning activities with teachers have helped to raise student achievement.
- We have a computer lab which is used by all grade levels. The Computers on Wheels are used daily by many classes. We have sufficient technology available for student use such as graphing calculators, SmartBoards, Computers on Wheels (COW).
- We have had training in the use of all of the technology that has been introduced in the school. The information specialist training in research skills that incorporates traditional research and computer based research.

- more individualized instruction programs using technology to assist students who are struggling with concepts (e.g. multiplication tables, addition facts.) One possibility might be something more interactive than the current Accelerated Math program that we own.
- Three years ago, we put a period of 60 minutes in the schedule for middle schoolers where students in a particular class were involved for an entire quarter in a project based course that directly supported the curriculum. Students would meet for one quarter as a class along with the teacher, the educational technologist, and the information specialist to work on the project. This provided the students with the opportunity and the expectation to delve deeper into a subject than they would be able to do in a typical classroom environment. We feel that the reinstitution of this block of time would benefit students academically and technologically.
- We need to spend some time in faculty meetings where we can be creative in our thinking about what we can offer the students in our school.

STANDARD 4. DOCUMENTING AND USING RESULTS

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

FOCUS QUESTIONS	
How is the assessment system currently used in your school to analyze changes in student performance?	What are our strengths? (Accomplishments?) What are areas for improvement, questions, or concerns? (Next Steps?)
<ul style="list-style-type: none">▪ Terra Nova scores are used to evaluate our programs, students, and give us instructional direction and strategies.▪ Accelerated Reader and STAR testing are two reading assessments we use to monitor student progress throughout the year. We individualize reading goals and instruction throughout the year based upon the data gained from these two programs.	<ul style="list-style-type: none">▪ Communication▪ Comprehensive math assessments and programs to correct math deficiencies▪ School-wide teacher made assessments are needed for continuity of programs.

- Read 180 and SRI are other data driven programs that monitor student progress and allow for modified individualized instruction throughout the year.
 - The developmental reading assessment (DRA) is used to evaluate third graders in comprehension, vocabulary, and fluency.
 - Guided reading/literacy circles.
 - As per our school improvement plan, writing across the curriculum, we have developed a writing assessment rubric. We collect a writing sample at the beginning and end of the school year.
 - Math chapter tests are used to assess student progress.
 - STAR math is given at the beginning and end of the school year to track growth and provide instructional direction.
 - Literacy place unit assessments.

What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

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| What are our strengths? (Accomplishments?) | What are areas for improvement, questions, or concerns?
(Next Steps?) |
| <ul style="list-style-type: none"> ■ Every classroom teacher sends home a weekly newsletter to communicate with parents about | <ul style="list-style-type: none"> ■ Communication ■ Expectations of student performance at a |

upcoming tests and quizzes as well as other assignments.

- Report cards and progress reports are sent home at regular intervals.

- Quarterly accelerated reader results are sent home.

- Every teacher has access to the data in the STAR reading assessment and the AR program for use to plan instruction.

- All students are assessed using STAR math and this is shared with teachers and parents.

- Regularly scheduled parent/teacher conferences to discuss student progress.

- Staff meets and discusses Terra Nova results to look for deficiencies in school programs.

- Parent teacher focus groups that meet at regular intervals to discuss individual and overall student progress.

How are data used to understand and improve overall school effectiveness?

What are our strengths? (Accomplishments?)

What are areas for improvement, questions, or concerns?
(Next Steps?)

- Terra Nova scores are evaluated to determine areas needed for improvement.
- Accelerated Reader and STAR is used to track individual student progress over time. This
- More staff development days are needed to evaluate the data and create strategies to address deficiencies.
- Understanding the significance of the data due

<p>data is used to individualize instruction to maximize growth.</p> <ul style="list-style-type: none"> ■ SRI and Read 180 are used to evaluate and provide remedial instruction for students who qualify. This data is used to remediate student reading and language arts skills. ■ DRA data is used to create guided reading/literacy circles. This allows for guided instruction in the areas of comprehension, vocabulary, and fluency. ■ SIP writing samples provide data for us to evaluate school wide writing progress. This data is used to modify our SIP to maximize student growth and to guide teachers in developing their writing programs. ■ Pre and post math assessments are used to determine areas of focus for instruction. ■ Algebra aptitude test is given to determine eligibility for 8th grade algebra. 	<p>to our small sample size.</p> <ul style="list-style-type: none"> ■ More school-wide assessment tools are needed for math, social studies, and science.
<p>How are teachers trained to understand and use data in the classroom?</p> <p>What are our strengths? (Accomplishments?)</p>	<p>What are areas for improvement, questions, or concerns? (Next Steps?)</p>

STANDARD 5. RESOURCE AND SUPPORT SYSTEMS

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

FOCUS QUESTIONS	
What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?	What are areas for improvement, questions, or concerns? (Next Steps?)
What are our strengths? (Accomplishments?) <ul style="list-style-type: none">■ Writing Samples■ 6+1 writing traits■ Read 180■ A.R.■ Pathways Careers■ Student Support Team (SST)■ Peer Tutoring	<ul style="list-style-type: none">■ Reinstate reading recovery or reading intervention for younger grades.■ Writing training or in-services■ Ways/means of tracking individual students from year to year

STANDARD 6. STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

FOCUS QUESTIONS	
How does the school's leadership foster a learning community?	What are our strengths? (Accomplishments?) What are areas for improvement, questions, or concerns? (Next Steps?)
<ul style="list-style-type: none">■ Constant distant ed learning and after school courses.■ Teachers have the opportunity to take on site graduate level courses■ Smart board training■ 6+1 writing training■ Cross grade level cooperative learning■ Student exchange■ Parent involvement for lower elem. Reading.	<ul style="list-style-type: none">■ Recruit community members to present their special talents■ Institute career day■ Parent shadowing day
What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?	

<p>What are our strengths? (Accomplishments?)</p> <ul style="list-style-type: none"> ■ Grade level newsletters weekly and/or bi-weekly ■ Quarterly/ bi-quarterly progress reports ■ Frequent email from teacher to home and vice-versa ■ PTA newsletter and meetings ■ SAC meetings ■ Webpage 	<p>What are areas for improvement, questions, or concerns? (Next Steps?)</p> <ul style="list-style-type: none"> ■ Have a main calendar accessible by staff and viewable by all stakeholders ■ Attach said calendar to web page ■ Ask parents to attend in-service meetings and possible classes for improvement of our CSP
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STANDARD 7. COMMITMENT TO CONTINUOUS IMPROVEMENT

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

FOCUS QUESTIONS	
What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?	
What are our strengths? (Accomplishments?)	What are areas for improvement, questions, or concerns? (Next Steps?)
<ul style="list-style-type: none">▪ Based on the needs determined by our School Profile assessment information and parent input, the goals for the schools were developed. From these goals the interventions and activities were developed▪ From this process, student performance/school effectiveness is continually monitored	<p>Next year we will review the interventions and activities already established and make changes/modifications where needed</p>

What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

What are our strengths? (Accomplishments?)	What are areas for improvement, questions, or concerns? (Next Steps?)
■ See above	■
What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?	What are areas for improvement, questions, or concerns? (Next Steps?)
What are our strengths? (Accomplishments?)	■
■ Common planning time given ■ Wonderful Wednesday professional development afternoons for ten consecutive weeks in the Winter ■ Opportunities for staff to take graduate level courses ■ Faculty meetings/CSP trainings	What are areas for improvement, questions, or concerns? (Next Steps?)
How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?	What are areas for improvement, questions, or concerns? (Next Steps?)
What are our strengths? (Accomplishments?)	What are areas for improvement, questions, or concerns? (Next Steps?)

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| <ul style="list-style-type: none">■ Every staff member has a CSP notebook with all up to date information■ Goals and mission statement are posted throughout the school■ Student talk about our vision every day during morning announcements | <ul style="list-style-type: none">■ Continue to communicate frequently about the school's improvement efforts |
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