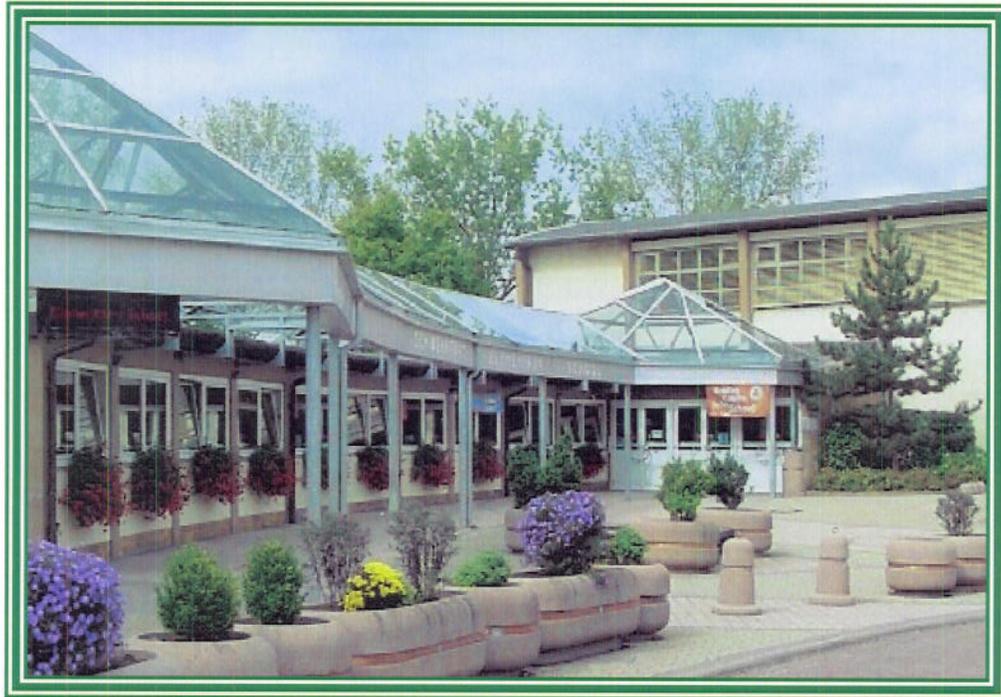


Schweinfurt Elementary School



School Profile

SY 06/07



BAVARIA DISTRICT

SCHWEINFURT ELEMENTARY SCHOOL

Department of Defense Dependents School (DoDDS) School - Schweinfurt, Germany

Principal: Wilma Holt Assistant Principal: Beverly Erdmann

CMR 457, APO AE 09033

Phone: 011-49-9721-81893 FAX: 011-49-9721-803905

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

SCHOOL PROFILE DEVELOPMENT

The following timeline of activities have been followed during SY 06/07 as part of the initial phase of the new cycle of continuous school progress (CSP) process to date.

1. CSP/SIP Training Bamberg – Sept. 06
2. Faculty discussion/review of DATA – Oct. 06
3. Grade levels reviewed DATA and other assessments used in the classroom to rank students at, above, or below standards in reading, writing, and math. Grade levels also wrote 2 general goal statements and reviewed and wrote a new mission statement. - Oct. 06
4. CSP Chairs met with DSO to discuss CSP process and new guidelines. Oct. 06
5. CSP In-service: Oct 06
 - Reviewed Mission statements and voted on a new statement.
 - Collectively looked at each grade levels goals
 - Worked in groups to sort and group goals into categories (Reading, Writing, and Math).
6. Staff worked in small groups to review profile data and provide input in response to specific CSP questions for the profile. Nov. 06
7. Grade levels met and reviewed all DATA and wrote 2 CSP goals with an essence for each goal. Nov. 06
8. CSP committees met and reviewed the grade level goals with essences. Nov. 06
9. Staff met and reviewed, discussed and voted on 2 goal statements with essences. Dec. 06

CSP CHAIRS	
➤ Stephanie Ferch	➤ Susan Cissell
SILT MEMBERS	
⇒ Cathy Steele	⇒ Steve Reinfurt
⇒ Steve Ferch	⇒ Gloria Reinfurt

Other Actions Needed

Parent and community members have been invited and encouraged to become involved in the CSP process. However, we recognize the need to explore ways to get consistent parent and community involvement and input. We will continue to share information and encourage involvement through a variety of forums.



Kids are Our Business



MISSION STATEMENT

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.

Bavaria District Mission

It is the mission of the Bavaria District to guide and facilitate educators to increase and improve the use of the DoDEA content and performance standards. These standards will serve as their foundation for selecting and implementing effective instructional strategies and appropriate assessments activities that will be used to guide and inform instruction to maximize learning and achievement for all students.

Schweinfurt Elementary School Mission Statement

The mission of Schweinfurt Elementary School is to help all students become respectful, responsible citizens and life-long learners.



Core Commitments / Beliefs (Guiding Principles)



Be Responsible



Be Respectful



Be Ready



TABLE OF CONTENTS

School Profile Development	1
Mission Statement	2
Table of Contents	3
Unique Local Insights	4
Information from Former Students	6
Existing School Data: Students	7
Existing School Data: Community	13
Existing School Data: Instructional	15
Interpretation and Triangulation of Data	16
Rationale for Student Performance Goals	16





Unique Local Insights

DATA COLLECTION INSTRUMENTS

- School/Community/Military Mission Description
- School Survey Information provided by staff members as part of a reflection activity conducted at the end of the five-year SIP Cycle. The input was collected at an inservice in June 2006.
- Recommendations from the Next Steps section of the last NCA Visit Report conducted during SY 04/05.
- Input from staff members based on a review of local assessments in relationship to the DoDEA Curriculum standards.

Presentation of Data

SCHOOL AND COMMUNITY DESCRIPTION

Schweinfurt Elementary School (SES) is a Department of Defense Dependents School (DoDDS) located in Schweinfurt, Germany. The school serves 650 students in grades PREK to 5. SES is part of the Bavaria District, which is made up of 22 schools (10 ES, 3 E/MS, 3 MS, and 6 HS). The school is located on a U.S. Military Installation in the housing area. Students' families reside in the housing area and in residences located in the surrounding German towns. Approximately 42% of the students ride buses. The average commute time is 50 minutes. The community is made up of U.S. military and civilian personnel assigned to support the military mission. Currently 85% of the military sponsors are assigned to a yearlong deployment in Iraq.

The school, built in 1955, is a large one and two-story facility, which originally included students through grade eight. The facility has a large Information Center, multiple technology labs, kitchen facilities and all classrooms have Internet access. In 2002-2003, a new wing with six classrooms opened for full-day Kindergarten. Four-year-old students in our two Sure Start classes receive instruction in a separate portable building.

The Schweinfurt Elementary School has 27 general-purpose classrooms for pupils in grades one through five. Primary classrooms (Grades 1 and 2) are located in two corridors with some exterior access to play areas. Co-located are special education classrooms and a nurse's office. Pre-school Handicapped students have one classroom adjacent to the Kindergarten wing and the Sure Start building. This allows students from these three programs to move between classrooms as needs dictate.

PARENT/CIVIC INVOLVEMENT

Community agencies provide support services to the school and community parents. The Army Community Service agency (ACS) provides mental health, child welfare, drug and alcohol counseling and other support. EDIS works with pediatricians and school personnel to address 'child find' dependents (youth with special needs between 3 and 21 years of age).

The local spouses club supports community activities and provides funds as requested to the local schools. Parent teacher organizations and booster clubs also support both students and staff members. Staff and parent members are elected to the School's Advisory Committee each year and act as advocates for the school. This body serves to support schools initiatives and address programs and policy. Many parents volunteer in the school, amassing over 1000 hours per year, which supports direct instruction and improved student programs as co-learners and co-teachers.

INTEGRATION OF SCHOOL WITH SOCIAL AND COMMUNITY AGENCIES

The local community newspaper willingly includes articles, which promote school activities. Hospital medical personnel (e.g. community health nurse) work closely with the school nurse to provide health and



dental screenings, and immunizations each year. All staff members are provided free influenza immunizations each year. Military personnel, as well as parents provide volunteer hours to work in classrooms, read to children, work with the P.E. instructor to provide school-wide field days and 'fun runs' and assist teachers in setting up classrooms and acquiring special material or equipment.

The local German police provide bicycle safety training to all American fourth grade students. Our local commissary and post-exchange support our student council and student scholars with coupons for food or occasionally providing treats which teachers can give to their students.

SIP SURVEY RESULTS

DATA SOURCE	SY	<u>SUMMARY OF RESULTS</u>
As we begin a new 5-Year Cycle next year I believe the School Improvement Goal should focus on:		
12% Reading	49% Language Arts/Writing	38% Math

NCA REPORT SY 04/05 NEXT STEPS

- When the reading strategies are institutionalized, consider adding a writing goal with research-based, best practice strategies that support the reading strategies.

SUMMARY OF STAFF INPUT

- Each grade level met several times in the fall of 2006 to conduct examine and discuss best practices in curriculum, instruction, and assessment. The DoDEA Curriculum Standards, the DoDEA Quality Indicator Map, and classroom assessment results guided their discussions. Overall, all grade level groups identified math as an area of concern. The areas of math communications and problem solving were identified as specific areas of concern.

Analysis of Data

- The majority of staff members endorse the recommendation from the last NCA team. An analysis of classroom writing samples compared with writing samples contained in the Early Literacy, Reading and Writing Standards publication support a need to help children increase their writing skills.

Implications for Student Performance Goals

- Based on their classroom observations and knowledge of the reading and writing connection; staff members have recognized the need to expand the reading focus to include a writing component.

Identification of Sub-Groups

- Students with deployed parents
- Students with a commute time that exceeds 50 minutes

Other Actions Needed

- Begin a review of possible assessment instruments and instructional strategies that support student achievement in reading and writing.
- Continue deployment support activities.

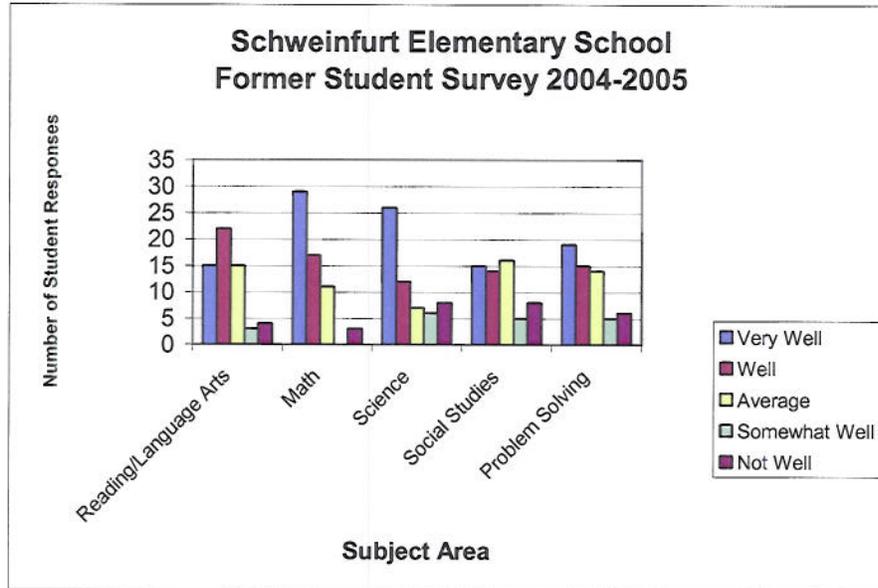


INFORMATION FROM FORMER STUDENTS

DATA COLLECTION INSTRUMENTS

Schweinfurt Elementary School staff conducted a survey in SY 04/05 to collect data from students who matriculated to SMS.

Presentation of Data



ANALYSIS OF DATA

SY 04/05 Survey Results: Former Schweinfurt Elementary School students attending the Schweinfurt Middle School completed surveys at the end of the first quarter. Forty-one students completed the survey. Students were asked to rate their level of preparedness in all subject areas. According to the results, at least fifty-eight percent of students perceived themselves as being “well prepared” to “very well prepared” in all subject areas. Seventy-three percent of students felt they were most prepared in the subject of science. Twenty-four percent of students felt “somewhat prepared” or “not well prepared” in the area of social studies.

Implications for Student Performance Goals

- Although students rated their level of preparation for overall math instruction as being strong, their rating in the area of problem solving was not equally strong. More emphasis on the problem solving aspect of the math program may be needed.

Identification of Sub-Groups

- None at this time.

Other Actions Needed

- Once a DoDEA student-exit survey has been developed and released, utilize the instrument to gather information from former students.

EXISTING SCHOOL DATA: STUDENTS

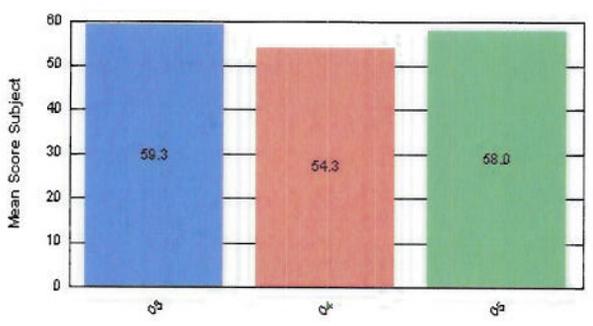
DATA COLLECTION INSTRUMENTS

- The 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 3-5.
- TerraNova Objectives Performance Index (OPI) is a report that breaks down subject areas into objectives.
- The Scholastic Reading Inventory (SRI) is a local assessment given to all students in grades 3-5.
- The Developmental Reading Assessment (DRA) is a required local/system assessment given biannually to all third grade students. Although not a requirement, many K – 2 grades also use the DRA.
- Communication Arts was a system-wide, criterion referenced assessment given annually to 4th grade students from 2002 -2005. The assessment was discontinued in 2005.
- Balanced Assessment for Mathematics (BAM) was a system-wide, criterion referenced assessment given annually to 4th grade students from 2002 -2005. The assessment was discontinued in 2005.

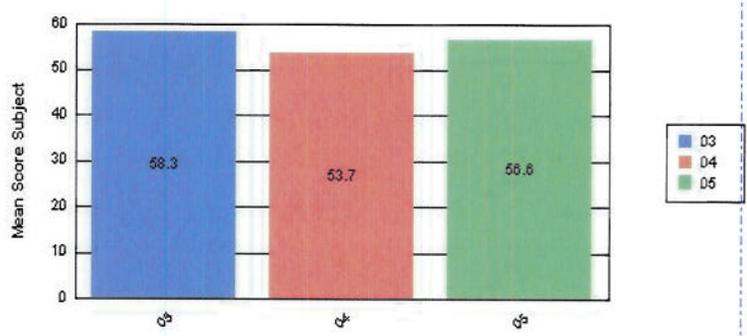
Presentation of Data

TERRANOVA SCORES 2006

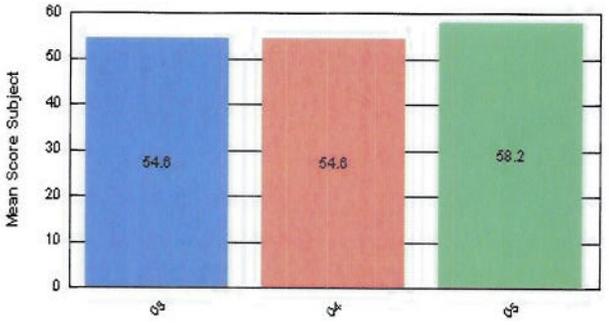
NCE TOTAL SCORES



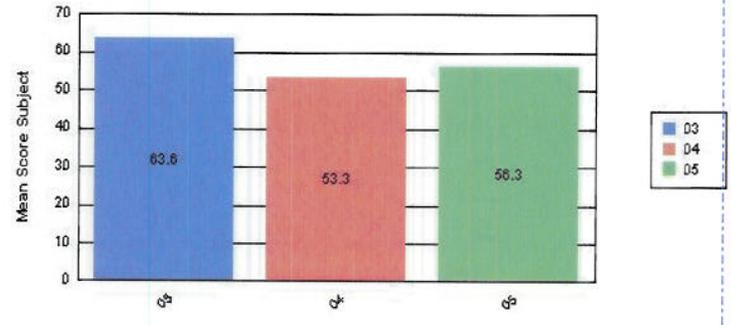
NCE TOTAL LANGUAGE SCORES



NCE TOTAL READING SCORES

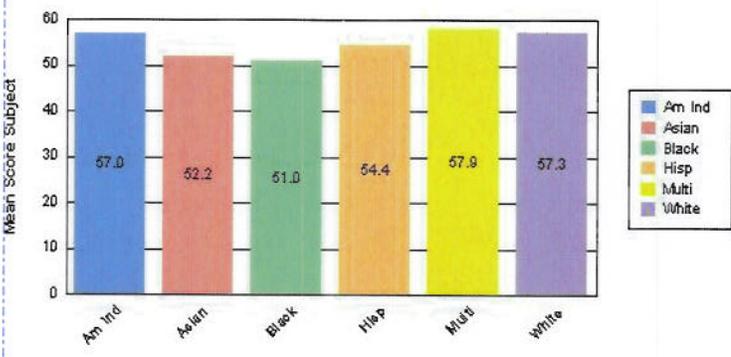


NCE TOTAL MATH SCORES

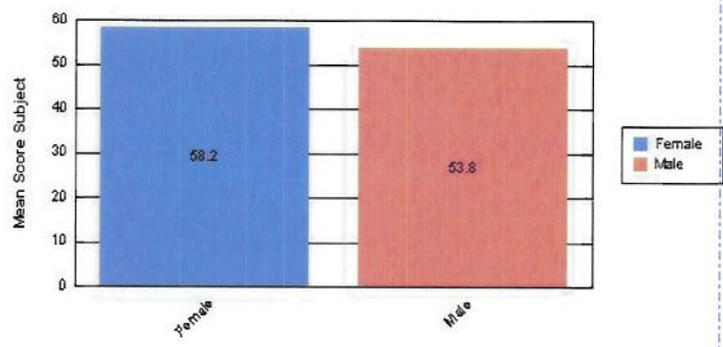


DISAGGREGATED TERRANOVA SCORES 2006

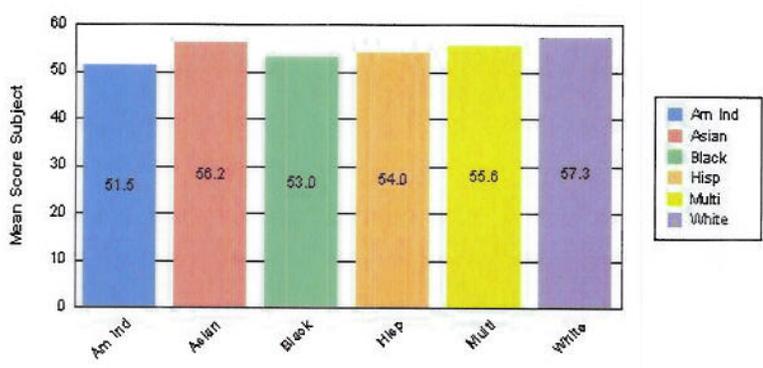
TOTAL READING SCORES - RACE



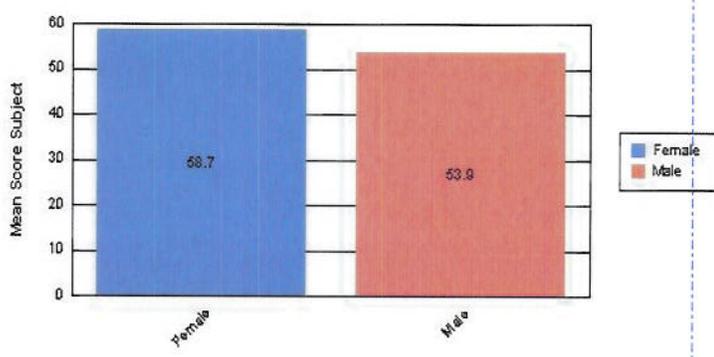
TOTAL READING SCORES - GENDER



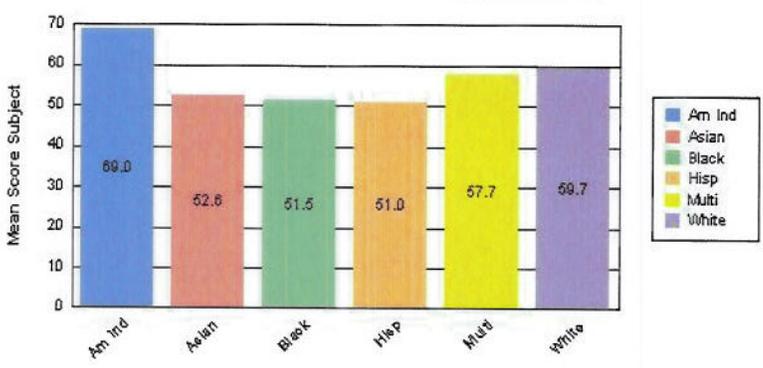
TOTAL LANGUAGE SCORES - RACE



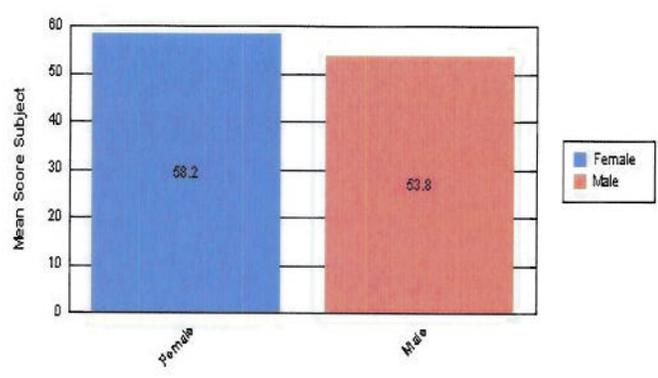
TOTAL LANGUAGE SCORES - GENDER



TOTAL MATH SCORES - RACE



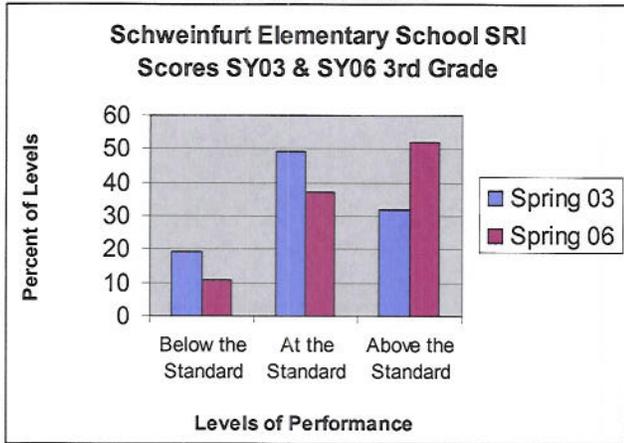
TOTAL MATH SCORES - GENDER



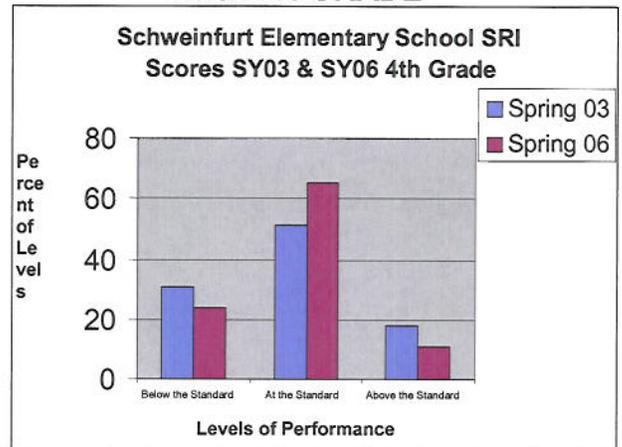
TERRANOVA OPI	SY	Objectives Performance Index (OPI) – Sub Categories
READING OPI	03 - 06	Lowest areas: Reading Strategies and Extending Meaning
WRITING OPI	04 - 06	Lowest areas: Writing Strategies, Sentence structure, & Editing
MATH OPI	04 - 06	Lowest areas: Communication, Problem Solving, Geometry & Algebra.

SCHOLASTIC READING INVENTORY (SRI) DATA

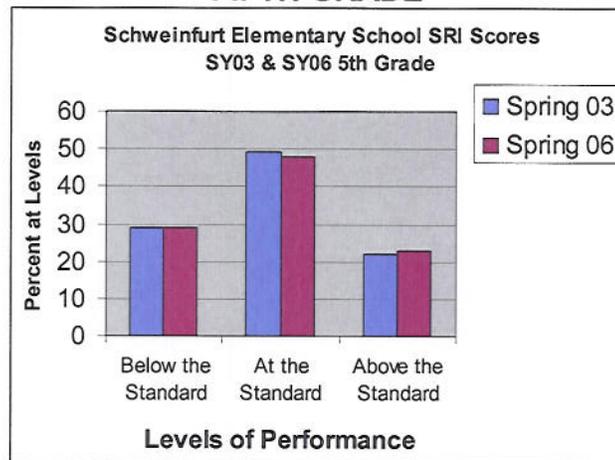
THIRD GRADE



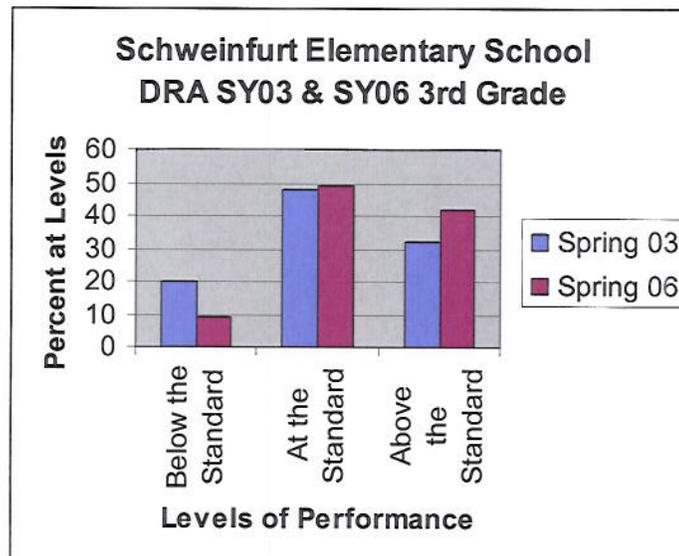
FOURTH GRADE



FIFTH GRADE



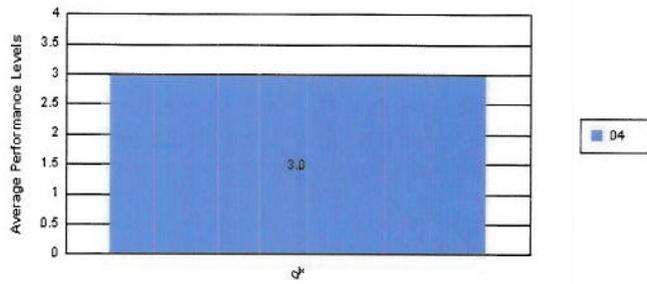
DEVELOPMENTAL READING ASSESSMENT (DRA)



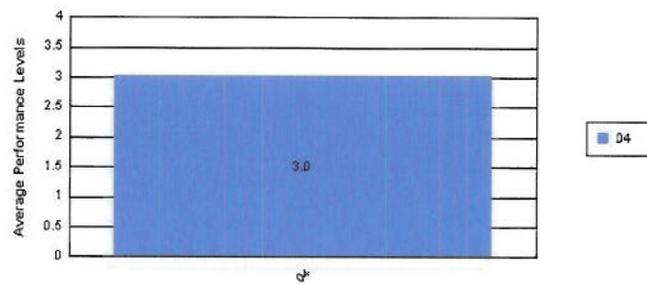
COMMUNICATION ARTS

2005

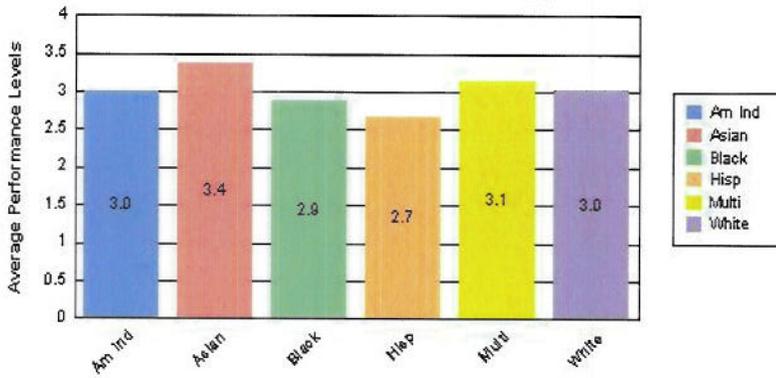
READING 4TH GRADE TOTAL



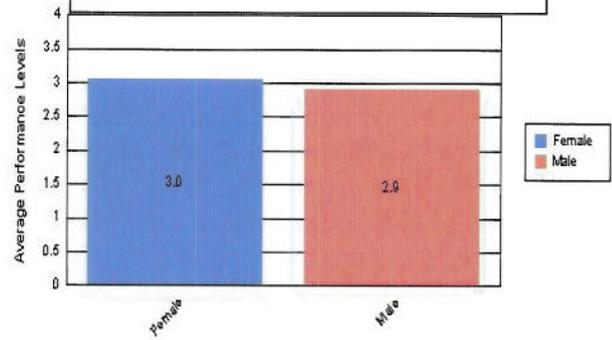
WRITING 4TH GRADE TOTAL



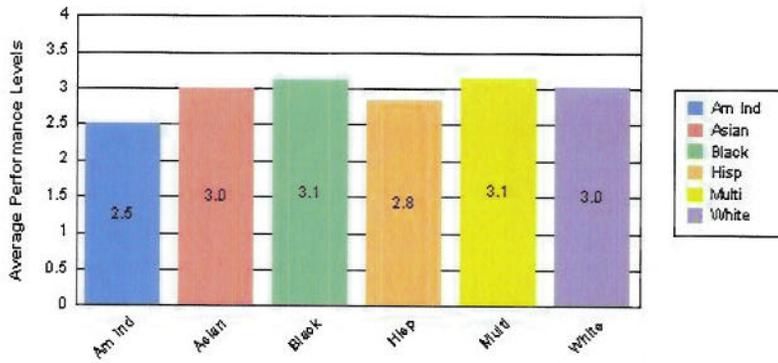
READING - RACE



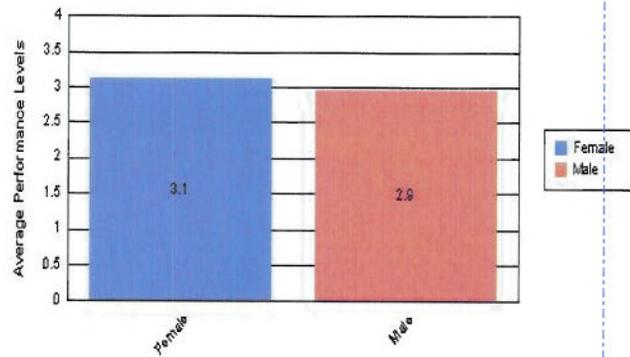
READING - GENDER



WRITING - RACE



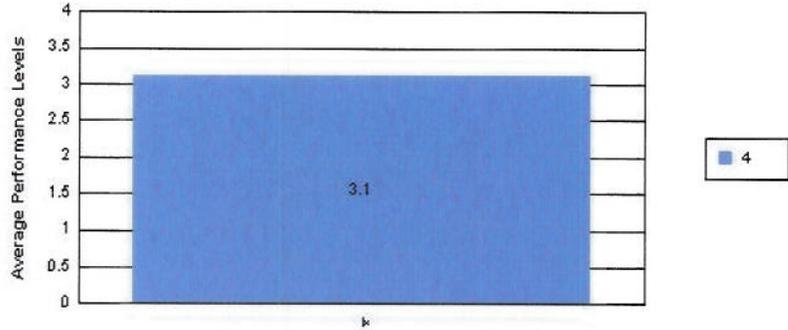
WRITING - GENDER



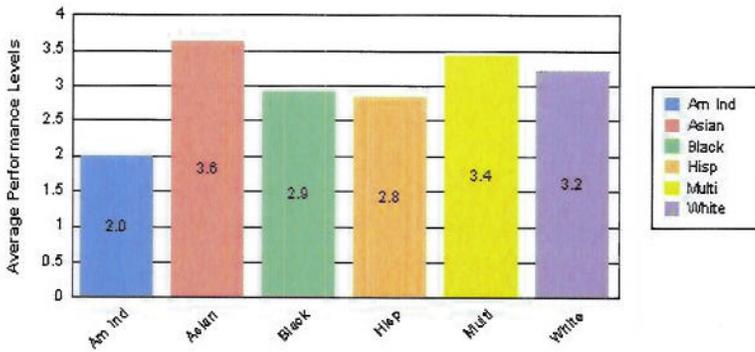
BALANCED ASSESSMENT FOR MATHEMATICS

2005

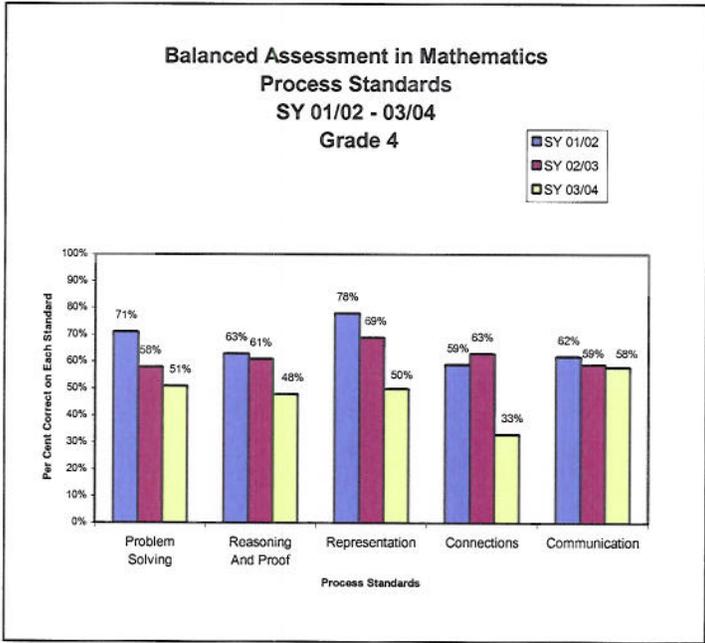
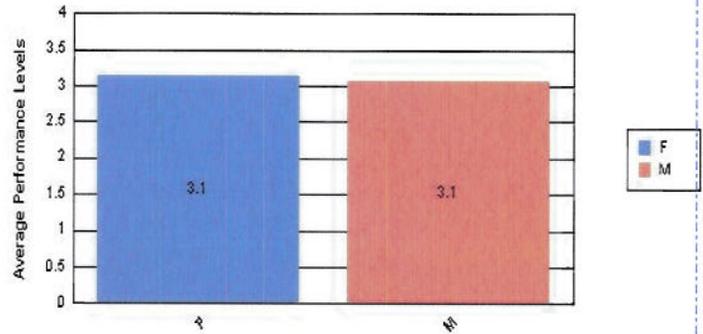
BAM - TOTAL 4TH GRADE SCORES



BAM TOTAL SCORES - RACE



BAM TOTAL SCORES - GENDER





Analysis of Data

- Overall, the NCE TerraNova scores have remained in the range of 52 –55 in all curricular areas over the past three years. When the scores are broken down in the OPI Report, there is a clearer indication of the areas of greatest need in each of the subject areas. Although the overall scores for the Communication Arts and Balanced Assessments for Mathematics are in the average range, further examination of the sub categories of the assessments indicate that the students need to increase their written communication skills and math processing skills of problem solving, reasoning, and communication.

Implications for Student Performance Goals

- The data is consistent with the staff's perceptions that there is a need to need to expand the literacy focus to include a writing component and improve students' mathematics process skills.

Identification of Sub-Groups

- ESL Students
- Students with language processing problems
- Male students

Other Actions Needed

- Begin a review of possible assessment instruments and instructional strategies that support student achievement in reading, writing, and math.
- Examine ways to institutionalize the effective practices in assessment and instruction while transitioning into the new CSP cycle.
- In particular, it was noted by staff members, that there is a need for assessment instruments that provide teachers with pertinent information to guide their mathematics instruction.

Other Actions Needed

- Begin a review of possible assessment instruments and instructional strategies that support student achievement in the areas of reading, writing, and math.





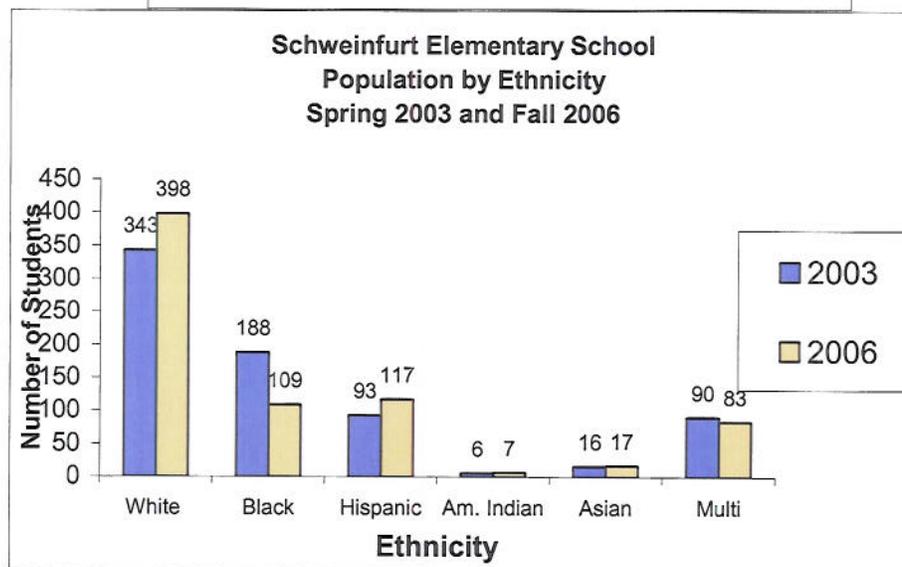
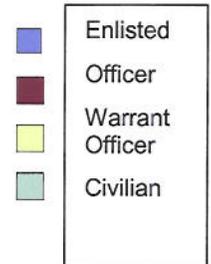
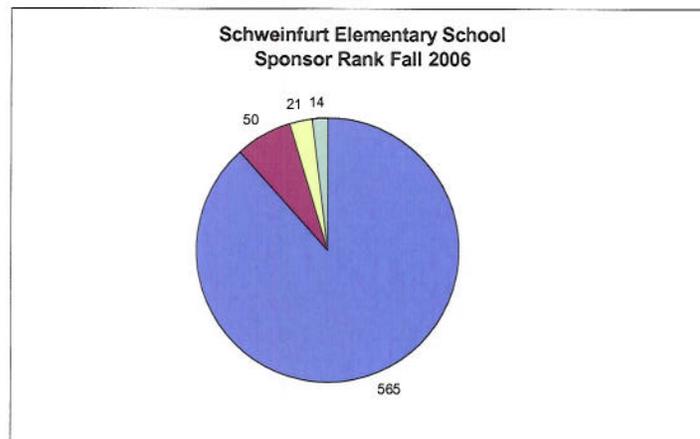
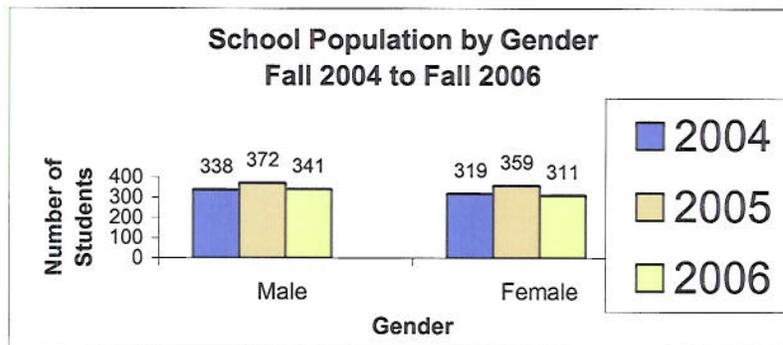
EXISTING SCHOOL DATA: COMMUNITY

The following data collection instruments were utilized to collect data for unique local insights:

- DoDEA School Information System (SIS) Demographic Data
- School Personnel Files
- Parent & Student Input - Due to DoDEA directives that would not authorize DoDDS schools to conduct student surveys, we were unable to collect this information for the current school year.

PRESENTATION OF DATA

DEMOGRAPHICS DATA



RESOURCE SERVICES

SERVICE	# OF STUDENTS	% OF STUDENTS
SPED	81	12 %
READING SUPPORT (READ 180, Literacy Coach, Reading Recovery)	70	11 %
GIFTED EDUCATION	12	2%
ENGLISH AS A SECOND LANGUAGE	96	15%

EDUCATION BACKGROUND OF PROFESSIONAL STAFF

BA	BA + 15	BA + 30	BA + 45	MA	MA + 15	MA + 30	MA + 45
8	4	5	3	10	7	11	14

Analysis of Data

The parents of our students spend a great deal of time away from home due to training or deployments. This may negatively impact students' school performance, as parents are not available to support academic practice and activities. Currently 85% of our students' sponsors are deployed to Iraq.

Implications for Student Performance Goals

- Currently, 85% of the sponsors are in the beginning stages of a yearlong deployment to Iraq.
- 88% of students have a parent or parents in the enlisted ranks. Approximately 72% of students qualify for free or reduced lunch. Approximately 7 –10% of our students take advantage of a supplemental breakfast program. SES is one of two schools in DoDDS-E who have this program.
- Due to the nature of military mission at overseas locales, many of the families are separated from extended family.
- At SES community 85% of the active military members are enlisted.
- The military is currently in the process of restructuring. This has led to downsizing of support services for the families i.e. the closure of the American Military Hospital.

Identification of Sub-Groups

- ESL Students
- Students with language processing problems

Other Actions Needed

- Continue deployment support programs and services.



EXISTING SCHOOL DATA: INSTRUCTIONAL

Data Collection Instruments

- Input from staff members based on a review of best practices as defined in the DoDEA Quality Indicator Map. Grade levels met to review their student data and identify most commonly used instructional practices.
- Training Data collected by the CSP Professional Development Committee.

Presentation / Analysis of Data

MOST COMMON INSTRUCTIONAL TECHNIQUES USED

READING	WRITING	MATH
PREK – 3rd GRADES		
<ul style="list-style-type: none"> ❖ Guided Reading ❖ Various Size Groups (whole & small) ❖ Centers – Work Stations ❖ Conferencing with Students 	<ul style="list-style-type: none"> ❖ Whole Class Writing ❖ Small Group ❖ Peer Writing & Editing 	<ul style="list-style-type: none"> ❖ Hands on math ❖ Centers – Work Stations ❖ Small and Whole Instruction ❖ Use of Computer Software
4th & 5th GRADES		
<ul style="list-style-type: none"> ❖ Teacher Modeling ❖ Direct Instruction ❖ Chimed Reading ❖ Guided Reading ❖ Use of Computer Software 	<ul style="list-style-type: none"> ❖ Teacher Modeling ❖ Direct Instruction ❖ Small Group Editing 	<ul style="list-style-type: none"> ❖ Manipulatives ❖ CCC Program ❖ Direct Skill Instruction ❖ Individual Practice ❖ Use of Computer Software

PROFESSIONAL DEVELOPMENT TOPICS

CURRICULUM	ASSESSMENT	INSTRUCTION
<ul style="list-style-type: none"> ❖ E/LA Standards ❖ Math Standards ❖ Science Standards 	<ul style="list-style-type: none"> ❖ Developmental Reading Assessment ❖ Rigby PM Assessments ❖ Using Assessment for Instruction 	<ul style="list-style-type: none"> ❖ Guided Reading ❖ Scholastic Red - Reading Courses ❖ Differentiated Instruction

Implications for Student Performance Goals

- Develop a plan that is inclusive of strategies that apply to Specialist teachers to ensure that effective instructional strategies are used throughout the day in all classes in support of the school's goals.

Identification of Sub-Groups

- None at this time

Other Actions Needed

- Continue with ongoing professional development opportunities that support individual educator's professional growth
- Continue and expand on the use of effective, research-based instructional strategies.



INTERPRETATION AND TRIANGULATION OF DATA

GOAL ONE

- ❖ All students will improve reading and writing skills across the curriculum.

ESSENCE OF READING AND WRITING GOAL

Reading will be defined as the ability to decode written language and understand its meaning.

Writing will be defined as the ability to relate thoughts, feelings and information in a visual format (pictures, symbols, and scripting).

Data Point 1 – NCA Next Step Recommendation (PG 4)

Data Point 2 – SRI Scores (PG 8)

Data Point 3 - Communication Arts (PG 9) / NCE TerraNova Total Scores & Objectives Performance Indicators (PG 7)

GOAL TWO

- ❖ All students will improve their problem solving skills in math.

ESSENCE OF PROBLEM SOLVING GOAL

Problem Solving will be defined as the ability to apply logic and reasoning skills and adapt a variety of appropriate strategies to solve problems.

Data Point 1 – Staff Survey (PG 4)

Data Point 2 – NCE TerraNova Total Scores and TN Objectives Performance Indicators (PG 7)

Data Point 3 – BAM Scores (PG 10)

Rationale for Student Performance Goals

GOAL ONE - All students will improve reading and writing skills across the curriculum.

Throughout the previous cycle of school improvement efforts, the focus was on improving reading comprehension. Local assessment information in combination with TerraNova and Communication Arts data was collected and analyzed throughout the cycle. This information was used in combination with teacher reflection and input from the last NCA team. Although significant gains were made in reading comprehension, the staff and community are very focused on ensuring that students continue to increase their reading comprehension. There has been much discussion about institutionalizing the best practices established in the last cycle. Due to the high correlation between reading and writing, the staff feels that a writing component needed to be included as part of the goal for the current cycle. After many discussions and data reviews, the staff reached consensus on a goal to improve reading and writing skills across the curriculum.

GOAL TWO - All students will improve their problem solving skills in math.

The counselor for 3rd – 5th grades has facilitated an annual review of the TerraNova OPI report that has consistently indicated the need to focus on math processing skills. Additionally, staff members have observed student work that indicates that students have difficulty identifying and solving multiple step problems. The available data supports these observations, although the staff has also recognized the need to identify assessment tools that will provide additional data that will document student progress, as well as guide instruction in the area of mathematics.