

NCA CASI School Profile

Compiled 2007-2008



Shirley Lanham Elementary School

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Mrs. Hattie Phipps, Principal

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MISSION STATEMENT

We are preparing all students to be responsible, positive contributors within a diverse, global community.

- Students will be responsible for their own academic and social choices
- Students will develop into life-long learners
- Students will develop an understanding of the responsibilities of living in a global community
- Students will respect individual differences
- Students will do their personal best
- Students will develop critical thinking skills to make positive contributions to their local and global communities
- Students will participate in local and global community service

Unique Local Insights – Parent, Student, and Staff Perceptions

Data Collection Instrument(s)

- Teacher Survey
- Parent Survey
- Student Survey

Presentation of Data: Unique Local Insights – Parent, Student, and Staff Perceptions
Teacher Survey

37 Teachers Surveyed Shirley Lanham Elementary School Fall 2007		Strongly Agree	Agree	Disagree	Strongly Disagree
Quality of Instructional Programs					
1.	The school does a good job teaching the core subjects (language arts, mathematics, science, social studies.)	35%	59%	3%	0%
2.	The school has high expectations for student learning.	46%	49%	5%	0%
3.	Students see strong relationships between school lessons and everyday life.	19%	62%	19%	0%
4.	Instruction offered to students is of high quality.	30%	62%	5%	0%
5.	Curriculum taught is based on DoDEA standards.	51%	49%	0%	0%
6.	A variety of instructional strategies are used to help students learn.	43%	49%	5%	0%
7.	Students are motivated to do their best work.	24%	62%	11%	3%
School Climate and Environment for Learning					
1.	Teachers are respected by students and parents.	22%	73%	5%	0%
2.	Students and teachers are respectful of each other.	22%	70%	3%	0%
3.	The school has a safe and orderly environment for learning.	49%	46%	5%	0%
4.	School discipline is appropriately maintained.	19%	68%	14%	0%
5.	I am satisfied with the school.	19%	65%	11%	0%
School Organization and Administration					
1.	The school is committed to continuous improvement.	49%	46%	5%	0%
2.	The school uses data and research when making decisions about teaching and learning.	49%	43%	8%	0%
3.	Teachers are involved in decisions impacting on the quality of teaching and learning.	41%	49%	11%	0%
4.	There are positive working relationships between teachers and administrators.	22%	49%	19%	11%
Support for Student Learning					
1.	Teachers are willing to give students individual help outside of class time.	35%	49%	11%	3%
2.	Students are provided learning opportunities that support the full range of student abilities.	32%	57%	8%	0%
3.	Our school effectively communicates with parents.	32%	54%	8%	5%
4.	Technology is used to help students learn.	32%	65%	3%	0%

Description of Data: To determine teacher perceptions of the quality of our school, survey data was collected from faculty in September 2007. At Shirley Lanham, 37 surveys were collected. The chart above summarizes responses given regarding School Climate and Environment for Learning and School Organization and Administration by percent.

Analysis of Data: Overall, a majority of the teachers surveyed agree or strongly agree that our school has a positive climate and environment for learning, is committed to school improvement, and supports student learning.

Parent Survey

Shirley Lanham Elementary School Parent Survey September 2007						
Safe Environment	number of parent responses					
How safe do you think your child feels	Very Unsafe	Unsafe	Neither safe nor unsafe	Safe	Very Safe	Does Not Apply
in the school hallways?	1	1	8	113	86	1
in classrooms?	1	0	2	96	111	0
school lunchroom	2	1	17	115	69	2
on the school playground?	2	8	19	135	47	1
in the school parking lot?	1	8	50	102	41	0
in the school restrooms?	1	2	19	115	54	1
on school buses?	0	0	19	46	28	103
walking to and from school?	1	1	16	76	67	41

School Partnerships	Most of the time	Sometimes	Rarely	No Answer	
My child's school makes me feel welcome when I visit.	168	27	4	9	
The staff at my child's school listens carefully when I express my opinions and concerns.	136	38	6	28	
How often does the school communicate with you?	At least once a week	At least once a month	Once or twice a year	No answer	
	152	32	8	14	
Who usually initiates the communication between you and the school?	Parent/Sponsor	Teacher	Principal	Someone Else	No Answer
	66	137	0	3	0
My child's school encourages parent/guardian involvement at school related events.	Yes	No	No Answer		
	198	2	11		

Description of Data: To determine student perceptions of the quality of our school, survey data was collected and compiled by the Continuous School Improvement Survey Community in September 2007. The chart above summarizes parent perceptions regarding School Environment, School Partnerships, and Communication with Parents.

Analysis of Data: According to the chart, overall, the parents who returned the survey are satisfied with the safety, partnership, and communication with the school.

Student Survey

Shirley Lanham Elementary School Student Survey September 2007						
Safe Environment	umber of student responses					
How safe do you feel	Very Unsafe	Unsafe	Neither safe nor unsafe	Safe	Very Safe	Does Not Apply
in the school hallways?	6	9	31	166	184	0
in classrooms?	2	3	7	128	242	0
school lunchroom	7	14	36	140	187	0
on the school playground?	18	23	52	137	136	0
in the school parking lot?	55	44	65	107	75	0
in the school restrooms?	17	13	51	129	143	6
on school buses?	9	10	18	74	104	176
walking to and from school?	15	9	27	99	140	52

Discipline	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
My school maintains good discipline.	175	163	42	10	9	4
My school deals appropriately with students who bully other students	155	110	98	26	17	0
Discipline problems are handled quickly at my school	149	130	87	28	11	0
Discipline problems are handled fairly at my school	144	120	95	24	17	0
What can teachers and administrators do to help stop bullying?	Supervise the playground and halls better	Establish rules against bullying	Enforce rules against bullying	Teach kids how to get along better	Other	No Response
	162	119	144	184	45	0

School Partnerships	At least once a week	At least once a month	Once or twice a year	No answer
How often does the school communicate with your parents or guardians?	202	62	39	86
	Yes	No	No Answer	
My school invites parent/guardian to take part in school-related events	349	7	49	

Description of Data: To determine student perceptions of the quality of our school, survey data was collected and compiled by the Continuous School Improvement Survey Community in September 2007. The chart above summarizes student perceptions regarding School Environment, Discipline, and Communication with Parents.

Analysis of Data: According to the chart, overall, the students who returned the survey are satisfied with the safety, discipline, and communication with the school.

Implications for Action: Unique Local Insights – Parent, Student, and Staff Perceptions

Student Performance Goals

Other Data and/or Actions Needed

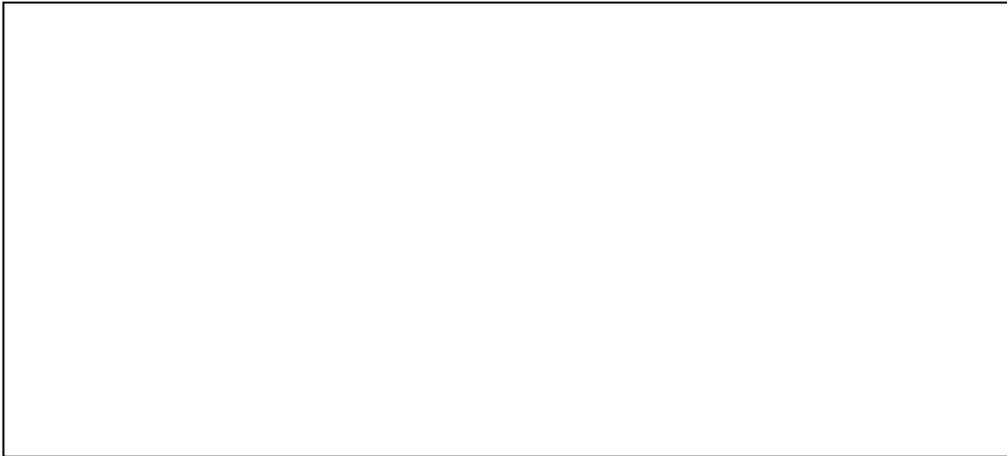
- Continue to improve communication among all stakeholders
- Continue to encourage the participation of parents and community members in the school

Follow-up on Former Students

Data Collection Instrument(s)

Due to Department of Defense restrictions related to the collection of data from students, the school was not able to obtain the perception of former students prior to the selection of new student performance goals. When approval is provided by the Department of Defense, data collected from former students will be added to the School Profile.

Presentation of Data: Follow-up on Former Students



Implications for Action: Follow-up on Former Students

Student Performance Goals

Other Data and/or Actions Needed

Existing School Data – Student Data

Data Collection Instrument(s)

We selected the following instruments to collect information regarding Student Data:

- Terra Nova Reading
- Terra Nova Language
- Terra Nova Math
- Terra Nova Science
- Terra Nova Social Studies
- DoDEA Science Online Assessment
- DoDEA Social Studies Online Assessment
- Developmental Reading Assessment (DRA)
- Scholastic Reading Inventory (SRI)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Body Mass Index

**Presentation/Analysis of Data: Student Data
Terra Nova Top Two National Quarters**

Percentage in Top Two TerraNova National Quarters							
<i>Lanham ES</i>							
Underlined values meet or exceed the DoDEA goal of more than 75% in the top two national quarters.							
Grade	Year	Total # Tested	Percent in Top Two National Quarters				
			Reading	Language	Math	Science	Social Studies
3	2003	81	51	64	63	57	49
3	2004	89	44	49	52	52	53
3	2005	68	44	57	55	66	68
3	2006	75	52	72	64	73	65
3	2007	68	66	74	63	72	65
4	2003	100	62	67	63	54	67
4	2004	69	61	64	61	49	68
4	2005	88	55	60	53	45	62
4	2006	60	57	68	67	58	72
4	2007	66	73	71	61	48	60
5	2003	94	68	62	57	44	56
5	2004	90	70	71	71	64	68
5	2005	55	73	73	53	65	67
5	2006	78	71	71	59	53	71
5	2007	57	67	72	70	63	70
6	2003	83	<u>75</u>	65	<u>80</u>	67	65
6	2004	77	62	66	70	57	53
6	2005	76	66	62	72	68	57
6	2006	46	65	72	61	67	54
6	2007	59	61	61	58	56	53

Description of Data: The *TerraNova* Multiple Assessments 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-6. The table above shows the percentage of students scoring in the top two national quarters.

Analysis of Data: In looking at the *TerraNova* data display about the percentage of students in the top two national quarters, we notice that the school has not consistently met the DoDEA Community Strategic Plan (CSP). Although our students tend to score above the national norm group average, the CSP requires that 75% of our students score in the top two national quarters. Areas of the curriculum that show the greatest deficit are in the subjects of math, science, and social studies; therefore, student performance goals may need to be identified in those areas.

Student Performance Goals:

Broad subject areas that could be addressed are:

- Improve student performance in mathematics
- Improve student performance in science
- Improve student performance in social studies

Terra Nova Bottom National Quarter

Percentage in the TerraNova Bottom National Quarter							
<i>Lanham ES</i>							
Underlined values meet or exceed the DoDEA goal of fewer than 8% in the bottom national quarter.							
Grade	Year	Total # Tested	Percent in Bottom National Quarter				
			Reading	Language	Math	Science	Social Studies
3	2003	81	20	11	15	14	11
3	2004	89	21	17	15	18	15
3	2005	68	18	10	12	9	10
3	2006	75	17	9	13	<u>7</u>	13
3	2007	68	15	<u>7</u>	18	12	10
4	2003	100	12	12	15	14	8
4	2004	69	13	<u>6</u>	13	15	15
4	2005	88	13	8	15	17	9
4	2006	60	<u>7</u>	10	12	12	8
4	2007	66	8	11	14	14	9
5	2003	94	11	14	18	23	14
5	2004	90	9	10	10	<u>7</u>	9
5	2005	55	<u>7</u>	<u>6</u>	15	11	<u>2</u>
5	2006	78	12	13	14	18	12
5	2007	57	<u>7</u>	11	11	13	<u>7</u>
6	2003	83	<u>2</u>	<u>5</u>	<u>5</u>	<u>7</u>	<u>5</u>
6	2004	77	17	<u>7</u>	12	16	18
6	2005	76	11	11	9	8	9
6	2006	46	<u>4</u>	<u>0</u>	<u>4</u>	9	17
6	2007	59	19	20	22	29	25

Description of Data: The *TerraNova* Multiple Assessments 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-6. The table above shows the percentage of students scoring in the bottom national quarter.

Analysis of Data: The above data indicates that our students do not consistently meet the DoDEA Community Strategic Plan (CSP) goal of 7% or fewer scoring in the bottom national quarter in the areas of reading, language, mathematics, science, and social studies. The greatest percentages of students scoring in the bottom quarter occurred in the subjects of science, math, and language.

Student Performance Goals:

Broad subject areas that could be addressed are:

- Improve student performance in science
- Improve student performance in math
- Improve student performance in language

DODEA Online Science and Social Studies Assessments

<p style="text-align: center;">Online Assessments for Science and Social Studies Spring 2007 SLES Student Performance Compared to the Standard</p>				
	% Below the Standard	% Partially Met the Standard	% At the Standard	% Above the Standard
3rd Grade Social Studies	8%	46%	32%	14%
6th Grade Social Studies	13%	40%	38%	10%
5th Grade Science	6%	49%	41%	4%

Description of Data: The system-wide assessments Online Social Studies Student Assessment, was given to 3rd and 6th grade students and the Online Science Student Assessment was given to 5th grade students in May 2007. This assessment compares student performance levels with DoDEA Social Studies and Science Standards. The chart above shows the percentage of students who performed below the standard, partially met the standard, who are at the standard, and who are above the standard.

Analysis of Data: Slightly more than half of our students are not performing at or above the standard; therefore, student performance goals may need to be identified in these areas.

Student Performance Goals:

Broad subject areas that could be addressed are:

- Improve student performance in science
- Improve student performance in social studies

Developmental Reading Assessment (DRA)

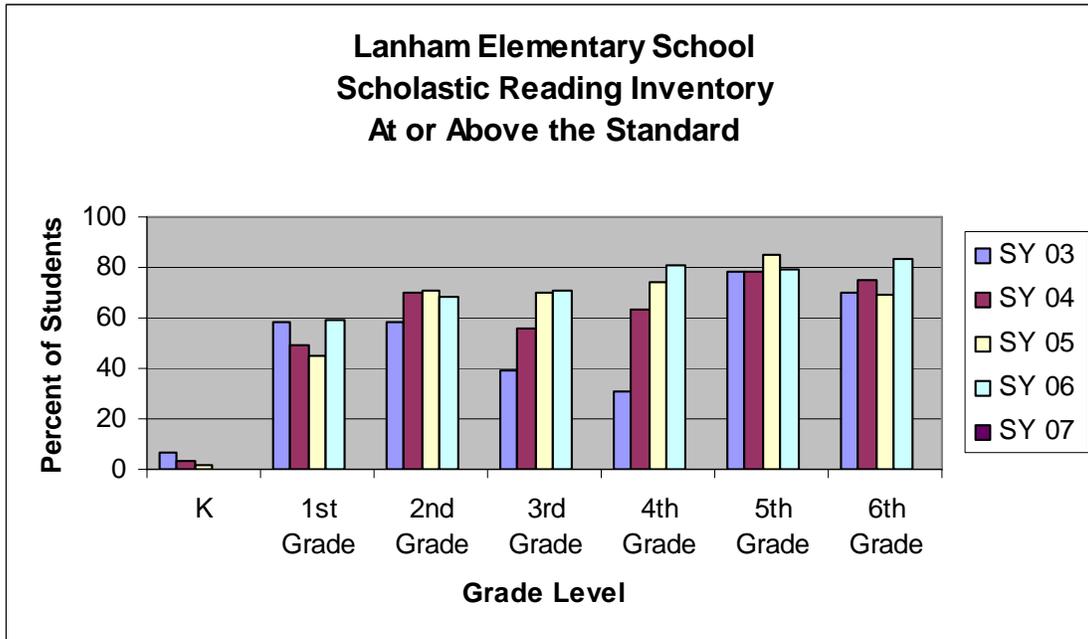
Percentage of Children at or above Grade Level
Developmental Reading Assessment (DRA)

Grade Level	2005-2006	2006-2007
Kindergarten	79%	81%
First	43%	60%
Second	54%	72%
Third	78%	92%

Description of Data: The Developmental Reading Assessment (DRA) is a system-wide assessment for K - 3rd grade students. The scores reflect students' reading accuracy and fluency. The data reflects the percentage of students at or above the grade level standard.

Analysis of Data: Students in grades K-3 have increased student performance on the DRA. This data may indicate the need for a goal other than reading.

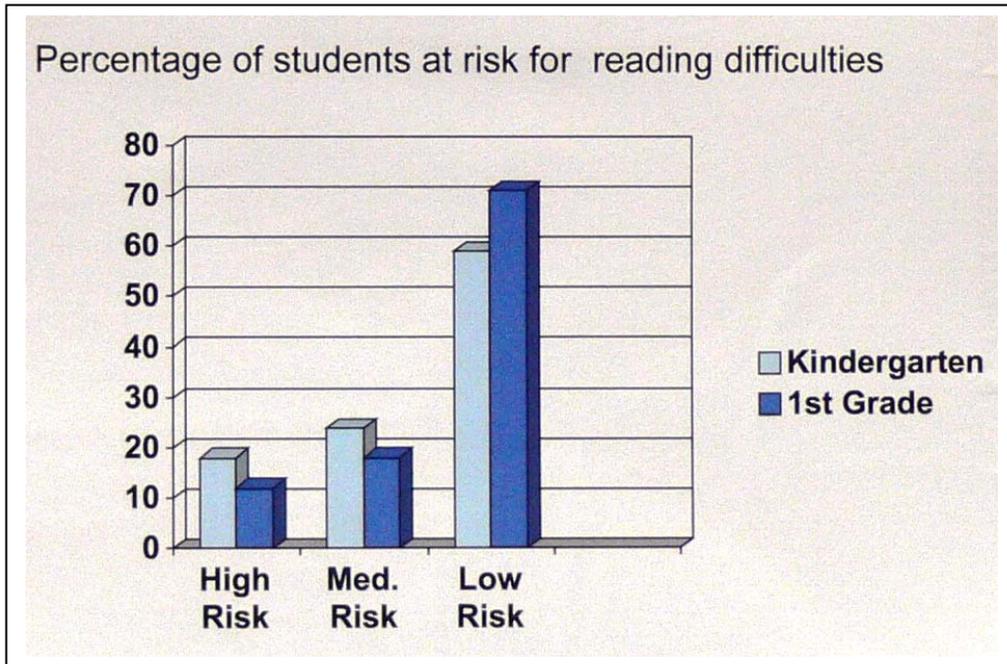
Scholastic Reading Inventory (SRI)



Description of Data: The Scholastic Reading Inventory (SRI) is a local assessment given to all students in our school in grades K-6. The graph above shows the percentage of students scoring at or above the standard.

Analysis of Data: Our students have shown an overall increase in performance on the SRI. This data may indicate the need for a goal other than reading.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)



Description of Data: The system-wide assessment of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of standardized, individually administered measures of early literacy development. They are used to regularly monitor the development of pre-reading and early reading skills. DIBELS can be used to predict later reading proficiency to aid in the early identification of students who are not progressing as expected. DIBELS was used with Kindergarten and 1st grade students for the first time in school year 2006- 2007.

Analysis of Data: Although more Kindergarten students are at risk than 1st grade students, a majority of students at both grade levels are low risk when compared to the medium or high risk students. This data may indicate the need for a goal other than reading.

Body Mass Index (BMI)

**At Risk for Over Weight BMI \geq 85th &
Overweight BMI \geq 95th percentile**

Age	Percent \geq 85th percentile	Percent \geq 95th percentile
4 years	22 %	0.5%
5 years	21%	0.8%
8 years	35%	21%
10-12 years	43%	20%
Staff	46%	15%

SLES Total = 250 with 72 “at risk for overweight” = 28.8%

Description of Data: The school nurse weighed, measured, and calculated Body Mass Index for four different grade levels at our school. The data is broken down by age groups.

Analysis of Data: Based on the Body Mass Index, the data indicates that 21-53% of our students are at risk for being over weight or are currently overweight.

Student Performance Goals:

Broad subject areas that could be addressed are:

- Improve student performance in health
- Improve student performance in physical education

Implications for Action: Student Data

Student Performance Goals

Areas identified by this data for student performance goals could include:

- Algebraic Thinking Skills
- Effective communication across the curriculum
- Writing skills in all genres across the curriculum
- Inquiry Skills
- Science Inquiry Skills
- Health & Physical Activity

Other Data and/or Actions Needed

Existing School Data - Instructional Data

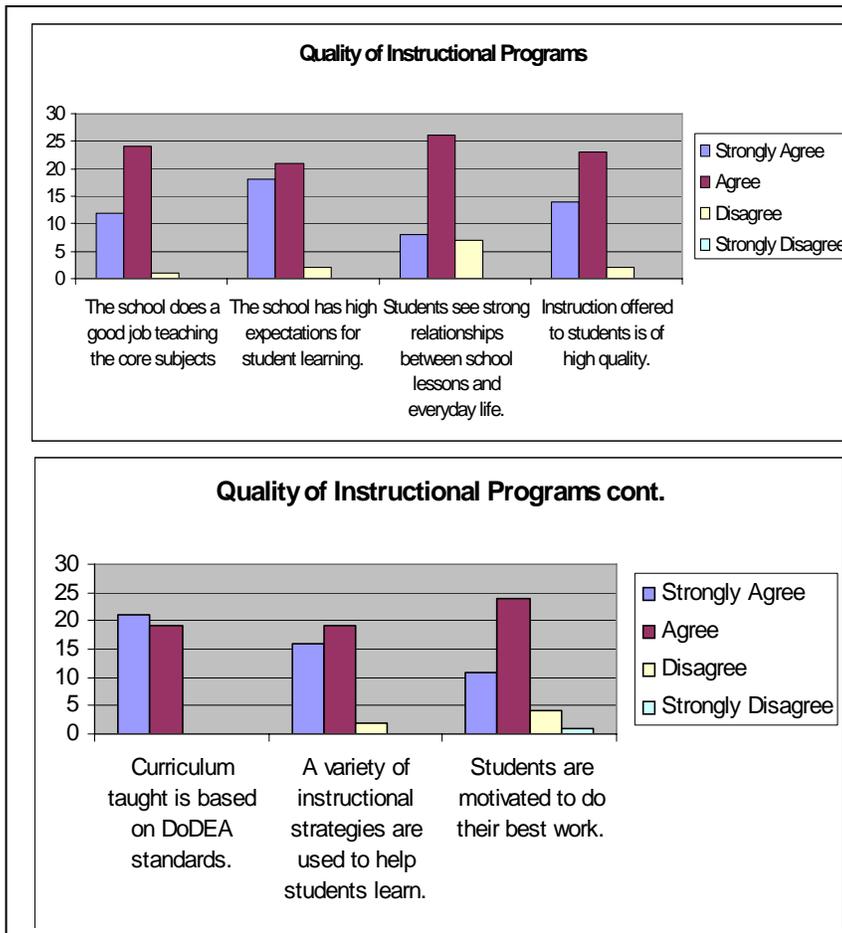
Data Collection Instrument(s)

We selected the following instruments to collect data regarding parent, student, and staff perceptions:

- Teacher Survey
- Student Survey
- Parent Survey

Presentation/Analysis of Data: Instructional Data

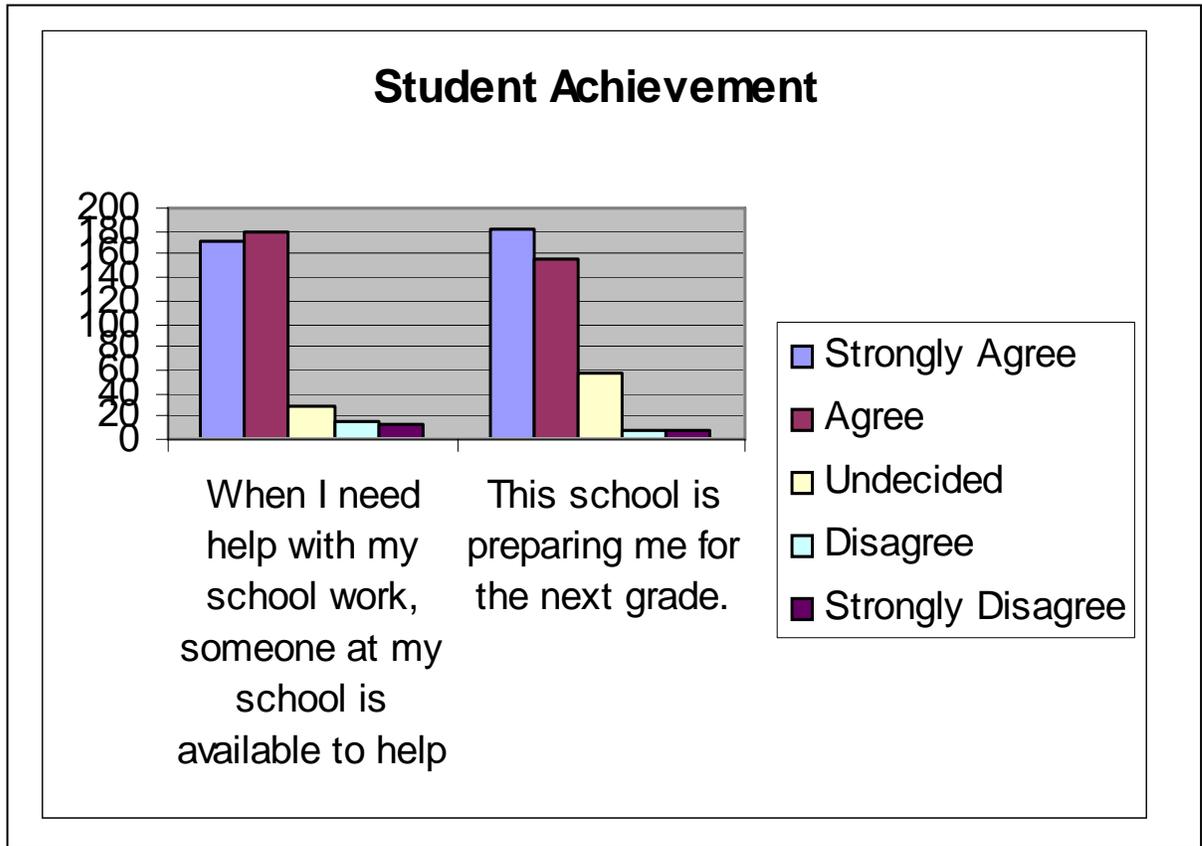
TEACHER SURVEYS



Description of Data: To determine teacher perceptions of the instructional practices, a survey was collected by the CSI Survey Community in September of 2007. The graph above summarizes teacher perceptions regarding school climate and learning environment.

Analysis of Data: The data indicates that the majority of Lanham teachers agree that the school has a quality instructional program.

STUDENT SURVEYS

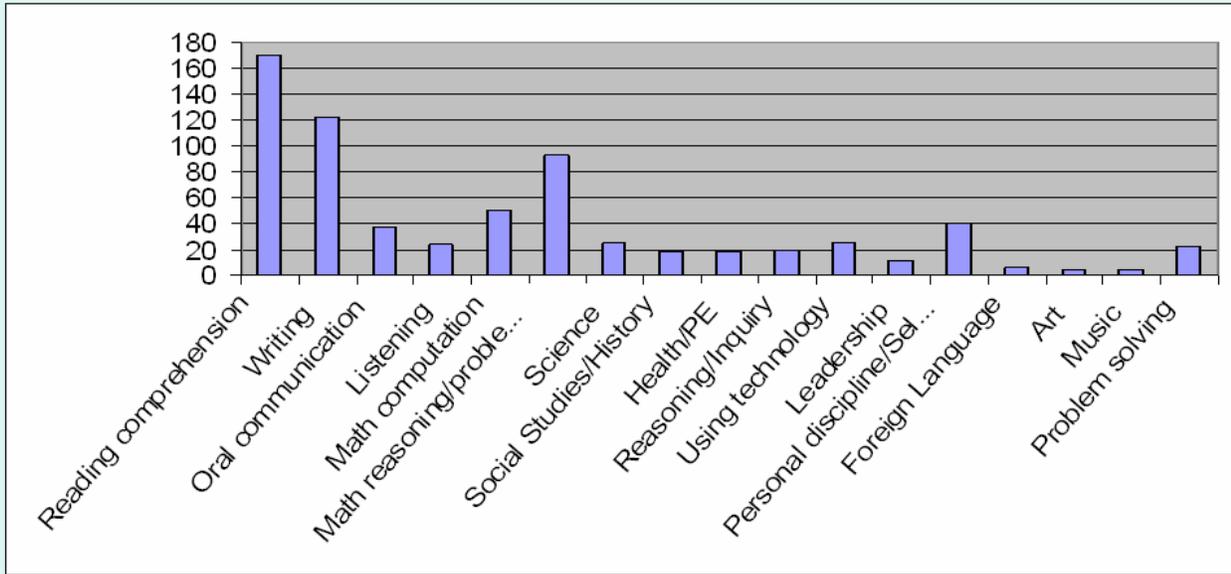


Description of Data: To determine teacher perceptions of the instructional practices, a survey was collected by the CSI Survey Community in September of 2007. The graph above summarizes student perceptions regarding school work and academic preparation for the future.

Analysis of Data: Overall, the students agree or strongly agree that they are able to receive help with their school work and that they are well prepared for the next grade level.

PARENT SURVEY

On which THREE of the following areas do you think your child's school should place the most emphasis?



Description of Data: To determine teacher perceptions of the instructional practices, a survey was collected by the CSI Survey Community in September of 2007. The graph above summarizes parents' perceptions regarding curricular areas they feel should receive the most emphasis at school.

Analysis of Data: Parents felt that reading comprehension, writing, and math reasoning / problem solving should receive the most emphasis at school.

Student Performance Goals:

Broad subject areas that could be addressed are:

- Improve student performance in reading comprehension
- Improve student performance in writing
- Improve student performance in mathematical reasoning
- Improve student performance in mathematical problem solving

Implications for Action: Instructional Data

Student Performance Goals

Areas identified by this data for student performance goals could include:

- Algebraic Thinking Skills
- Effective Communication Across the Curriculum
- Reading Comprehension
- Writing Skills in all genres
- Reasoning Skills
- Problem Solving

Other Data and/or Actions Needed

Existing School Data: Community Data and Information

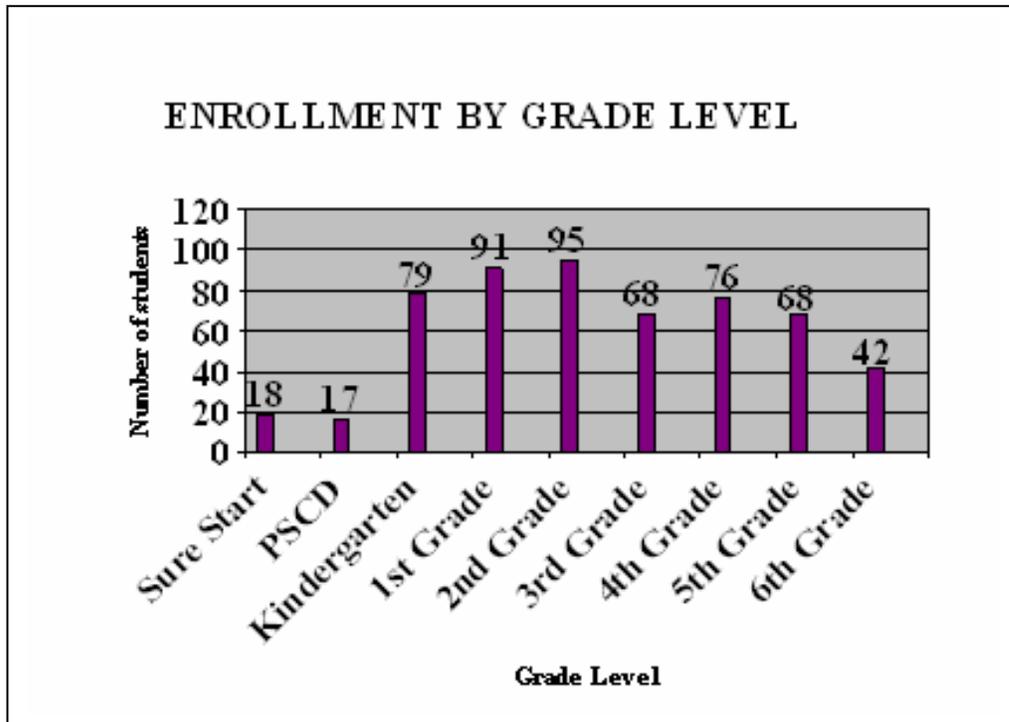
Data Collection Instrument(s)

We selected the following instruments to collect data regarding Community Data and Information:

- School Information System Database (SIS)
- Teacher Profile

Presentation of Data: Unique Local Insights – Community Data and Information

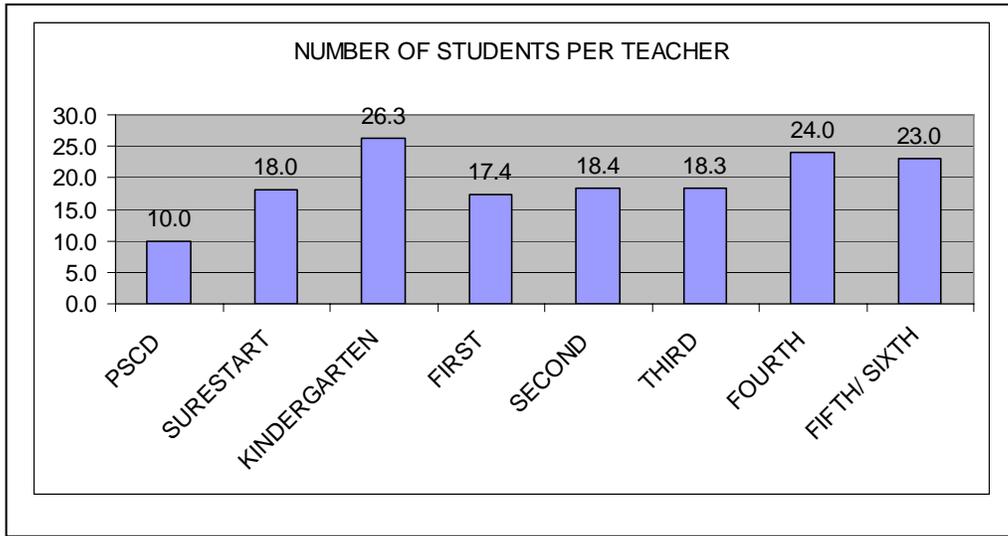
Enrollment by Grade Level



Description of Data: A School Information System report was generated to collect information about Shirley Lanham’s 554 students by grade level.

Analysis of Data: The data indicates that 66% of our students are in the early childhood age group. Of the 554 students at Shirley Lanham, 46% take the *TerraNova* Assessment.

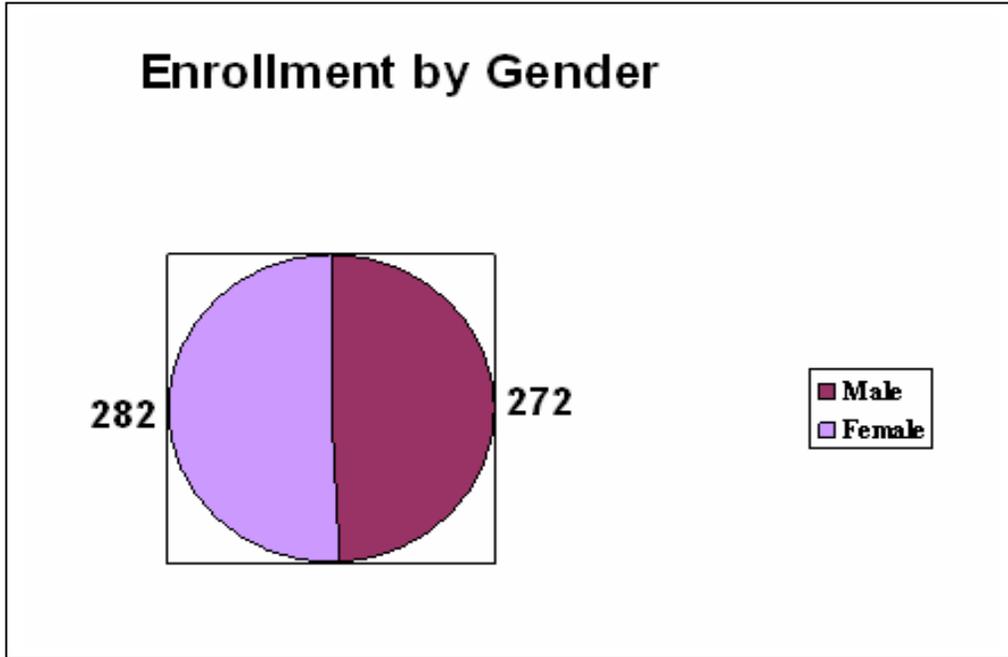
Number of Students Per Teacher



Description of Data: A School Information System was used to collect information about the student teacher ratio at Shirley Lanham.

Analysis of Data: Kindergarten and 4th – 6th grades have a significantly higher student to teacher ratio than other grade levels.

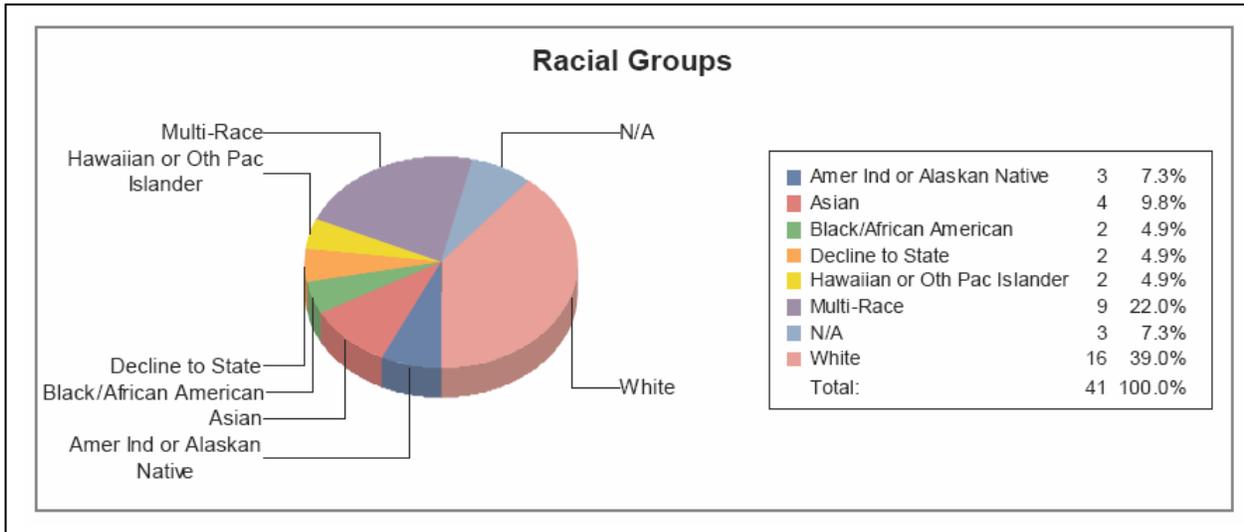
Enrollment by Gender



Description of Data: A School Information System was used to collect information about students' gender.

Analysis of Data: The graph above indicates that 51% of the student population at Shirley Lanham is female and 49% is male.

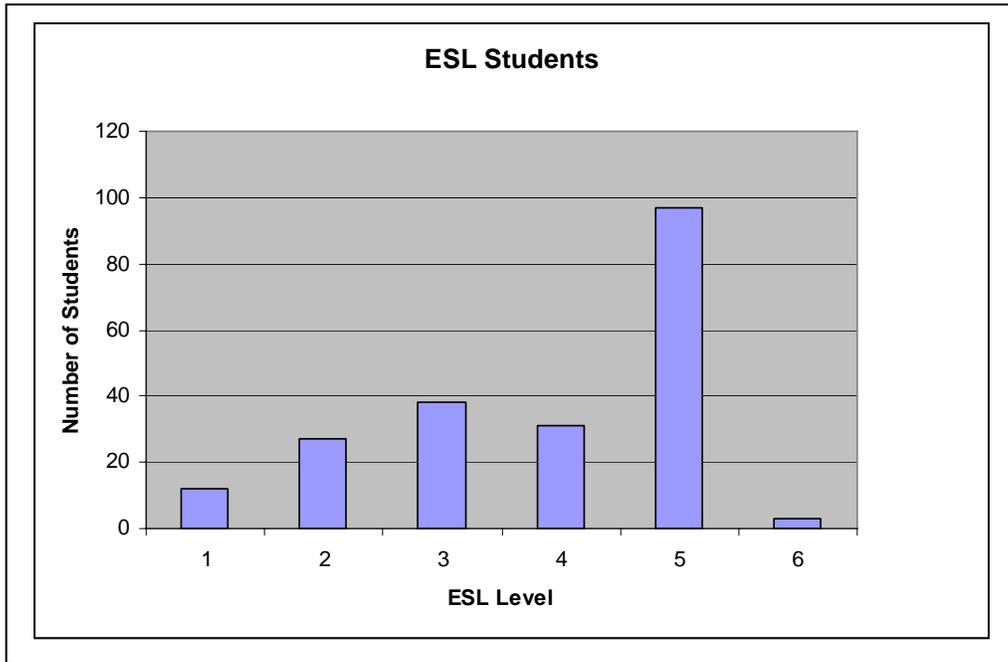
Racial Groups



Description of Data: A School Information System report was generated to collect information about the racial make-up of students at Shirley Lanham.

Analysis of Data: The data indicates that the largest racial group at Shirley Lanham is white although they only make up 39% of our student population. The next largest racial group is that of students with a multi-race origin. The majority of our student body belongs to other various minority races.

English as a Second Language Student Population



Description of Data: A School Information System report was used to collect information on the number of students at Shirley Lanham who qualify for English as a Second Language (ESL) services. Students at level 5 either exited the program or did not qualify for services although a foreign language is spoken at home. Students at level 6 qualify for the ESL program but the services were refused by the sponsor.

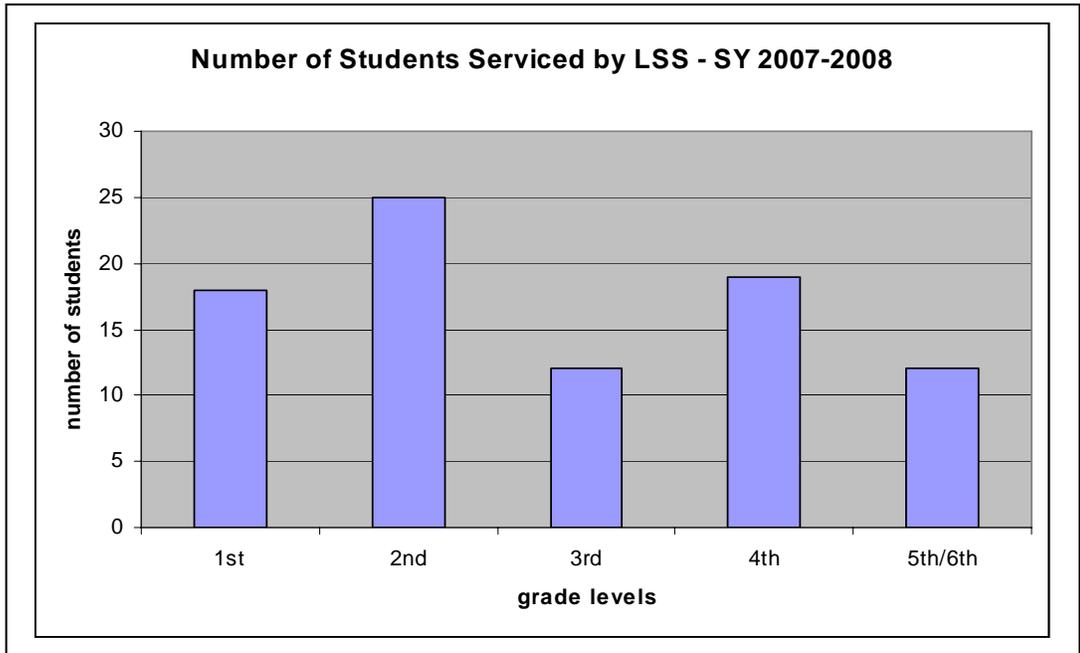
Analysis of Data: The graph above indicates of the 208 students who were tested for the ESL program, 111 qualified for services. Of the total student population at Shirley Lanham, 20% qualify for ESL services.

Student Performance Goals:

Broad subject areas that could be addressed are:

- Improve student performance in reading
- Improve student performance in writing
- Improve student performance in communication

Literacy Support Services Student Population



Description of Data: Literacy Support Services (LSS) are part of the Pacific Literacy Project (PLP). Students qualify for this program based on scores on the *TerraNova*, DRA, SRI, and/or teacher recommendations.

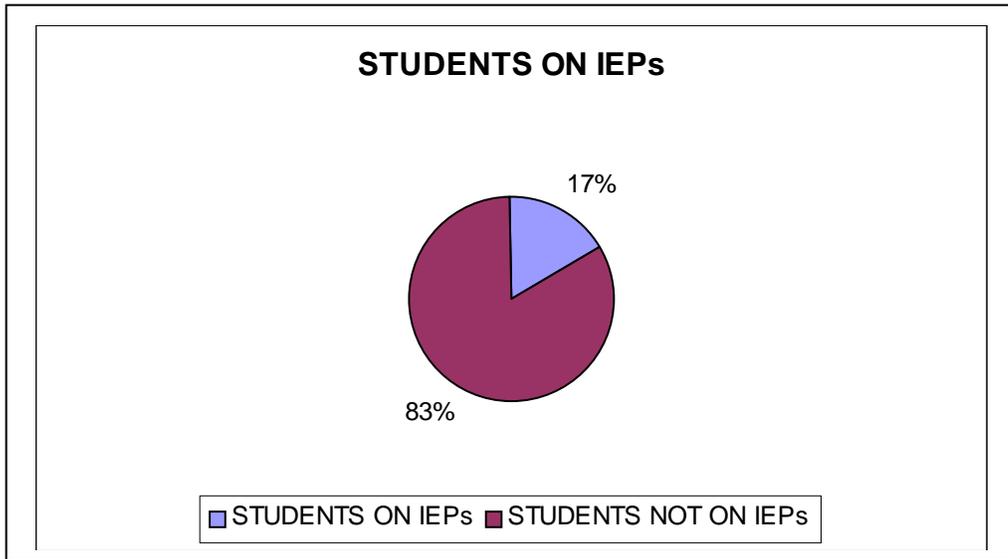
Analysis of Data: The chart above indicates that there are a total of 86 students at Shirley Lanham receiving Literacy Support Services. This is 16% of the total student population at Shirley Lanham Elementary.

Student Performance Goals:

Broad subject areas that could be addressed are:

- Improve student performance in reading
- Improve student performance in writing
- Improve student performance in communication

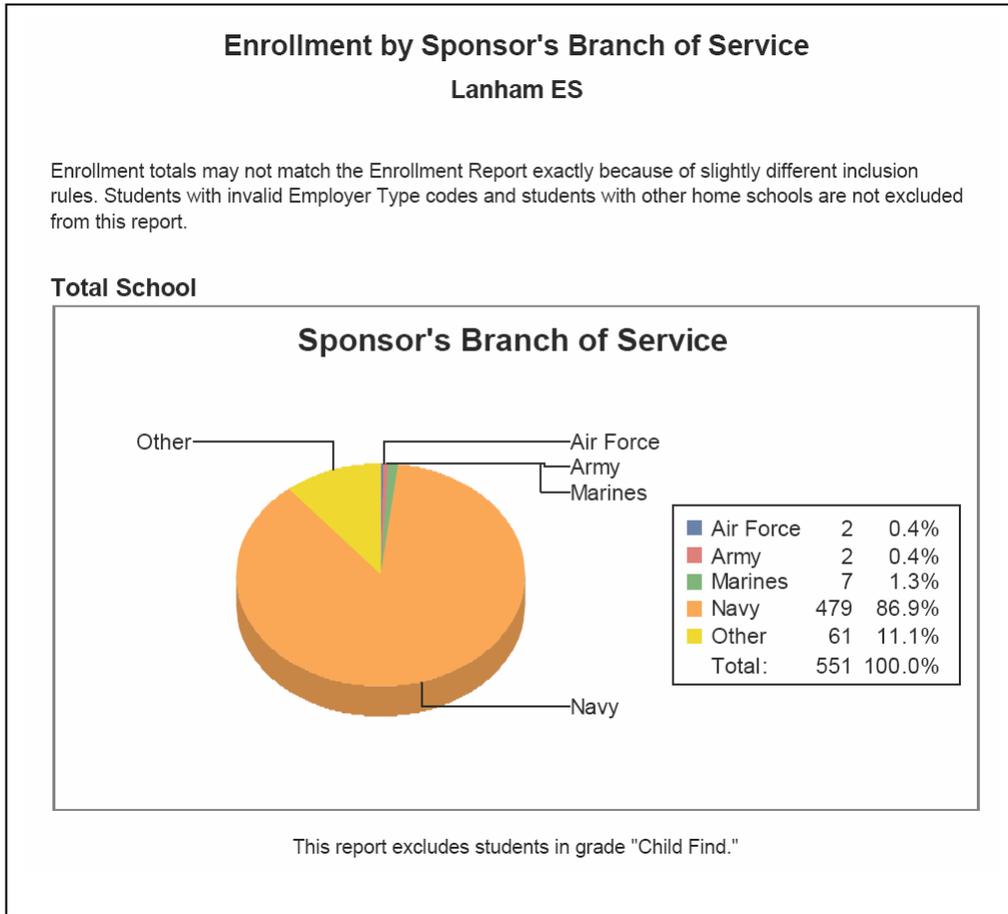
Students on and Individual Education Plan



Description of Data: A School Information System report was used to collect information on the number of students at Shirley Lanham who have an Individualized Education Plan (IEP).

Analysis of Data: The graph above indicates that 17% of our 554 students receive services based on an IEP.

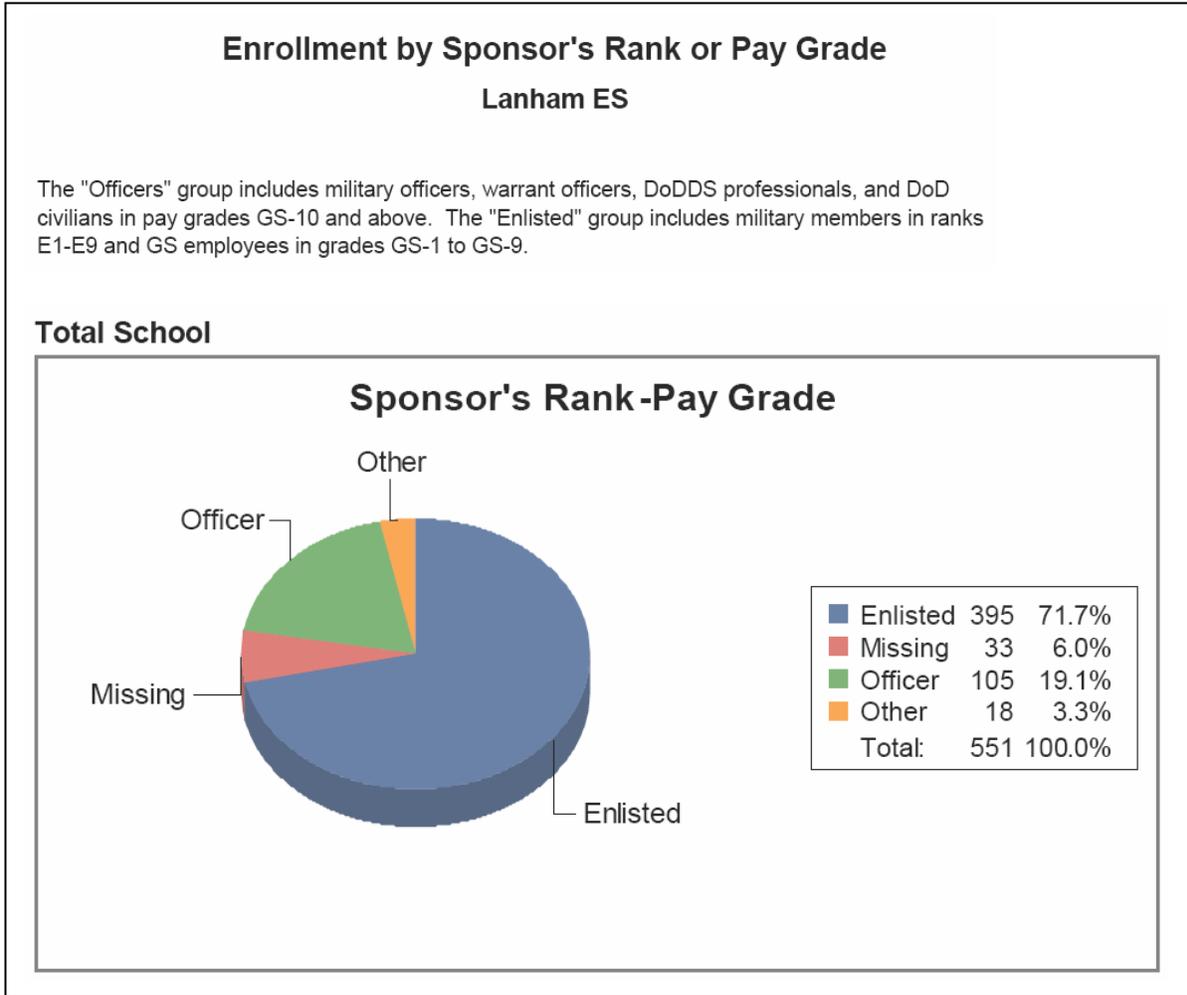
Enrollment by Sponsor's Branch of Service



Description of Data: A School Information System report was generated to collect information on students' sponsor's Branch of Service. Enrollment totals may not match the Enrollment Report exactly because of slightly different inclusion rules. Students with invalid Employer Type codes and students with other home schools are not excluded from this report.

Analysis of Data: The graph above indicates that a majority of our students' sponsors are in the Navy.

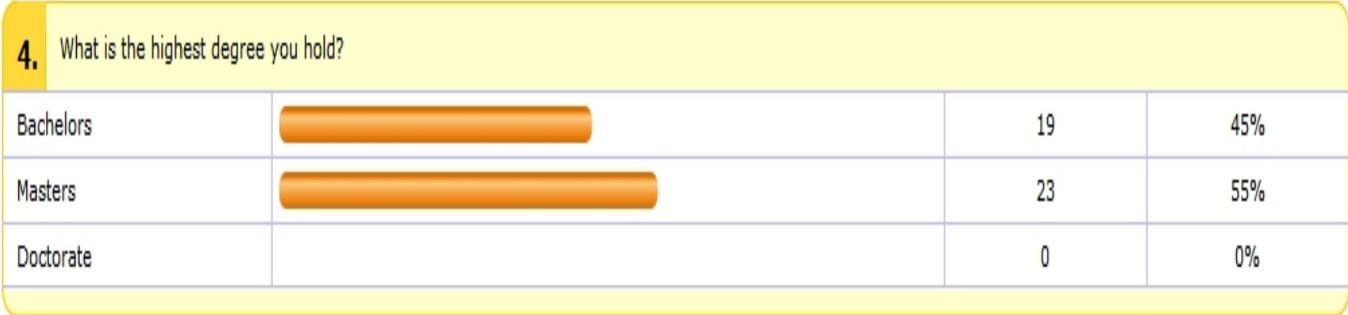
Enrollment by Sponsor's Rank or Pay Grade



Description of Data: A School Information System report was generated to collect information on students' sponsor's Rank or Pay Grade. The "Officers" group includes military officers, warrant officers, DoDDS professionals, and DoD civilians in pay grades GS-10 and above. The "Enlisted" group includes military members in ranks E1-E9 and GS employees in grades GS-1 to GS-9.

Analysis of Data: The graph above indicates that the majority of the students at Shirley Lanham have sponsors who are E9 or GS-9 and below. Almost 20% of our students' sponsors are officers.

Highest Degree Held by Faculty Members 2008



Description of Data: In the spring of 2008, a demographic survey was administered to the faculty of Shirley Lanham. Of the 52 surveys, 43 were completed and submitted. The graph above displays the highest degree held by faculty members who completed the survey.

Analysis of Data: The graph above indicates that 55% percent of our faculty have earned a Masters Degree while 45% have earned a Bachelors Degree.

Years of Experience for Faculty Members 2008

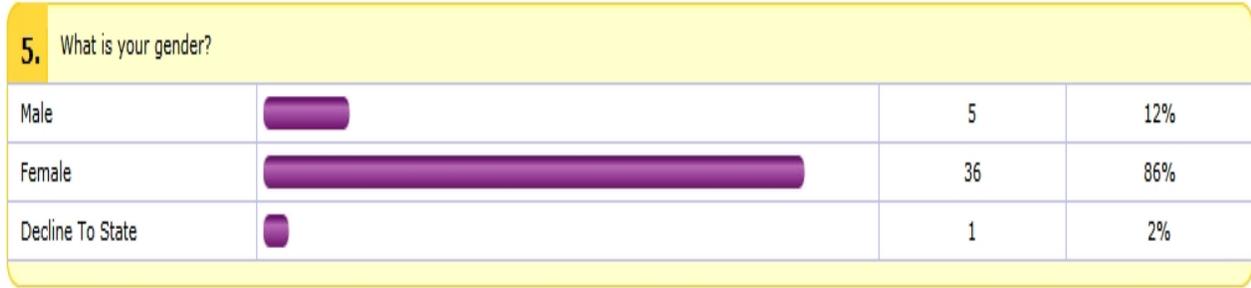
1. How many years of teaching experience do you have?			
1-5 years		7	17%
6-10 years		14	33%
11-15 years		5	12%
16 - 20 years		3	7%
21 or more years		13	31%

2. Including this year, how many years have you worked at Shirley Lanham?			
1-2 years		21	50%
3-4 years		6	14%
5-10 years		14	33%
11-15 years		1	2%
16 or more years		0	0%
If more than 16 years, please specify.		0	0%

Description of Data: In the spring of 2008, a demographic survey was administered to the faculty of Shirley Lanham. Of the 52 surveys, 43 were completed and submitted. The graph above displays the overall years of teaching experience and the years of experience at Shirley Lanham Elementary School for our faculty.

Analysis of Data: Although the graphs above indicate that a majority of our faculty has more than five years teaching experience, exactly half of them have been teaching less than two year at Shirley Lanham Elementary School. This denotes a high turnover rate for staff members at our school.

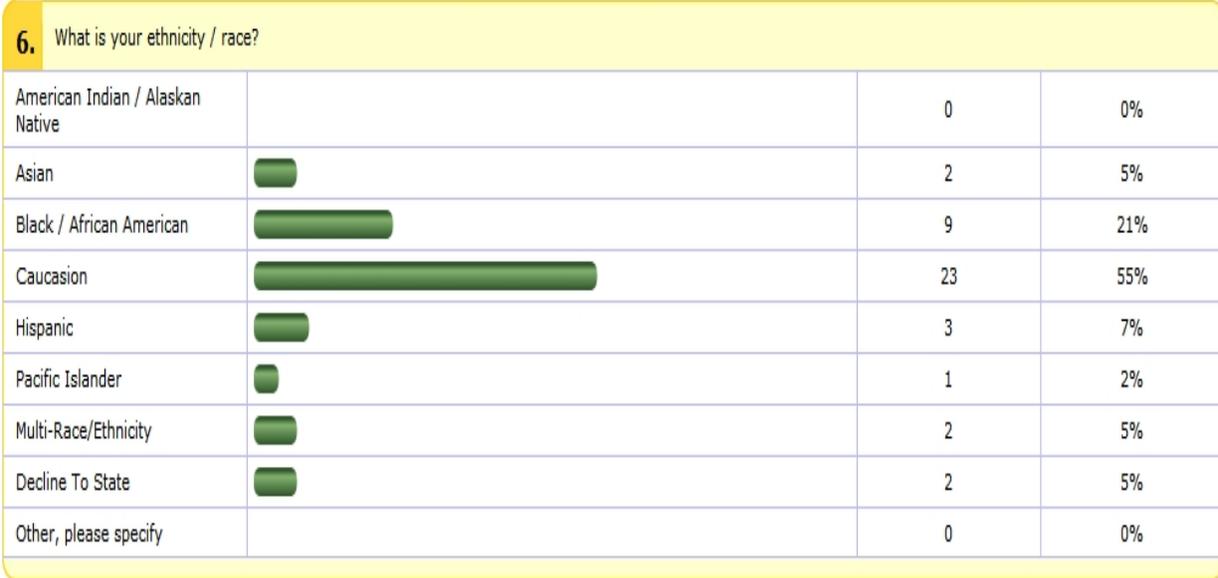
Gender of Faculty Members 2008



Description of Data: In the spring of 2008, a demographic survey was administered to the faculty of Shirley Lanham. Of the 52 surveys, 43 were completed and submitted. The graph above displays the gender of the faculty at Shirley Lanham Elementary School.

Analysis of Data: The graph above indicates that a majority of our faculty is female.

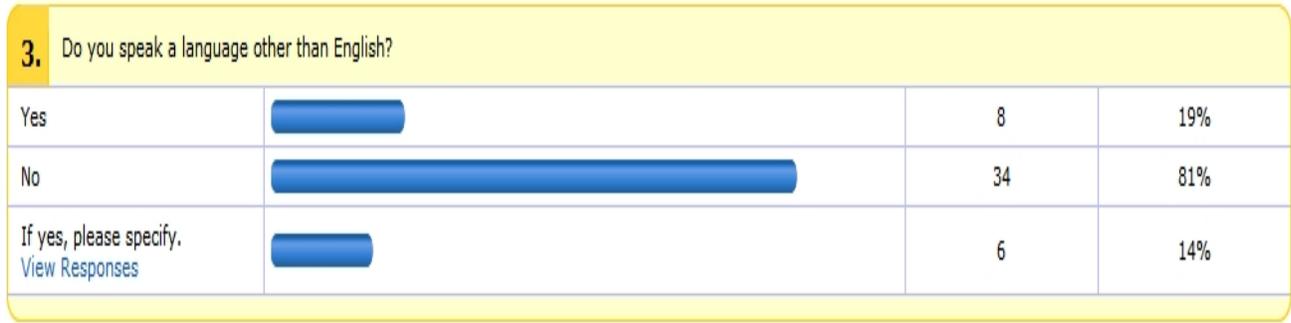
Ethnicities and Races of Faculty Members 2008



Description of Data: In the spring of 2008, a demographic survey was administered to the faculty of Shirley Lanham. Of the 52 surveys, 43 were completed and submitted. The graph above displays the Ethnicities and Races of the faculty members at Shirley Lanham Elementary School.

Analysis of Data: The graph above indicates that a majority of our faculty members are Caucasian. Overall, 45% of our faculty members belong to various minority ethnicities and races.

Years of Experience for Faculty Members 2008



Description of Data: In the spring of 2008, a demographic survey was administered to the faculty of Shirley Lanham. Of the 52 surveys, 43 were completed and submitted. The graph above displays the number of faculty members who speak a language in addition to English.

Analysis of Data: The graph indicates that 19% of our faculty speak a language in addition to English. Responses indicated that those faculty members who speak another language are able to communicate in Spanish, German, or Japanese.

Implications for Action: Unique Local Insights – Community Data and Information

Student Performance Goals

Areas identified by this data for student performance goals could include:

- Algebraic Thinking Skills
- Effective Communication Across the Curriculum
- Inquiry Skills
- Writing Skills in all genres
- Reading Comprehension

Other Data and/or Actions Needed

Summary

The population of Shirley Lanham Elementary School is unique and culturally diverse. The staff collaborates to develop programs to meet the needs of our students in order to help them succeed. We strive to communicate our school programs with all stake holders involved and to work in partnership with the community on the Continuous School Improvement Process. We used the following avenues to inform and invite our parents and NAF Atsugi community members to participate in school improvement decisions:

- Grade Level Orientations in September
- Crusader (school-wide newsletter, published weekly)
- Classroom Newsletters (primary)
- During Parent – Teacher Conference Sessions
- School Calendar for Parents
- Parent – Teacher – Organization Meetings (PTO)
- School Advisory Council Meetings (SAC)
- Intranet School Calendar
- School Marque
- Base Marque (Cinema 77 & Golf Course)
- Base Information Channel (BIC)
- Sky Writer (Base Newspaper)
- Fleet & Family Support Center (NAF Atsugi)
- NAF Atsugi Department Head Meetings
- NAF Atsugi Ombudsman (email and meetings)

For school year 2007-2008, we changed half day professional developments to full days and moved the training dates from Fridays to Wednesdays to accommodate parent schedules as per their requests. Additionally, we offered “Joy of Learning” (child care) during the school improvement decision making sessions with help first from the Girl Scouts and then through Fleet & Family Support Center volunteers. Although every effort was made to include parents and NAF Atsugi members in the decision making process, participation was limited.

In the spring of 2007, the Shirley Lanham staff created nine communities to support the development of the new school improvement plan and the standards published by AdvancED.

The first step in the continuous school improvement process was completing an Environmental Scan, sharing ideas about our beliefs related to education, and reviewing the school mission statement. A draft of the mission statement was presented at the School Advisory Council to allow parents who were unable to attend our school improvement meeting the opportunity to provide input. At the following school improvement training, the participants came to a consensus on a new mission statement and guiding principles which clearly relates the values and beliefs of our school community.

The Survey Community issued, collected, and presented data regarding perceptions of Shirley Lanham Elementary School parents, students, and teachers. This data was presented on Wednesday, October 24, 2007. The data collected from these surveys provided valuable information for our school profile and assisted the stakeholders in the selection of our two goals.

The Current Student Data Community collected, analyzed, and presented assessment data for the students at Shirley Lanham Elementary School on October 24, 2007. Student data was posted on a bulletin board next to the front office so that parents who were unable to attend our meeting could complete comment cards and give additional feedback. On December 12, 2007, after analyzing the assessments, surveys, and demographic data the stakeholders came to a consensus on the need to improve our students' inquiry and communication skills across the curriculum.

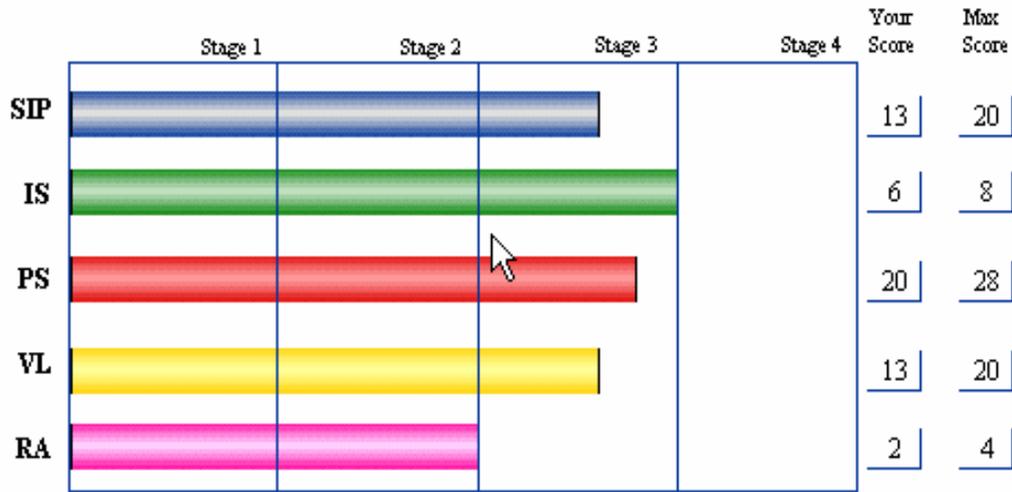
On February 6 and March 5, 2008, respectively, the Assessments Community and Interventions Community presented research-based options. The consensus resulted in the selection of system-wide assessments and the development of local assessments. The local assessments were administered to test groups at another DODDS Elementary School. Based on results and feedback, local assessments were modified and finalized.

After re-examining our school data and demographics, English as a Second Language students were chosen as our school's sub-group.

Our data analyses provide a comprehensive overview of the schools academic and social needs. Triangulation of data for each selected goal and our most recent Capacity Assessment are outlined in the following appendices.

Appendix A: Capacity Assessment Instrument

Shirley Lanham Elementary School Capacity Assessment
11/6/2006



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

Capacity Assessment Instrument Findings

Shirley Lanham Elementary School is in stage 3 in all areas of the Capacity Assessment Instrument. This data was collected November 6, 2006.

Appendix B: Goal Statements & Triangulation of Data

Student Performance Goal #1:

All student will Improve inquiry skills across the curriculum.

Essence of Student Performance Goal #1:

Inquiry is the art and science of asking and answering questions. It includes the ability to formulate a question which can be answered through observation, analysis of data, research and/or experimentation to seek an answer. Our students will analyze information to formulate and ask appropriate questions across the curriculum.

We chose this goal based on triangulating the following data sources:

- *TerraNova* Science Page 10-11
- DoDEA Online Science Assessment Page 12
- *TerraNova* Mathematics Page 10-11

Student Performance Goal #2:

All students will communicate effectively across the curriculum.

Essence of Student Performance Goal #2:

The students will write across the curriculum for a variety of purposes.

We chose this goal based on triangulating the following data sources:

- Parent Surveys Page 20
- ESL Population Page 26
- *TerraNova* Language Page 10-11