

Tarawa Terrace One Primary School

2006- 2007

School Profile

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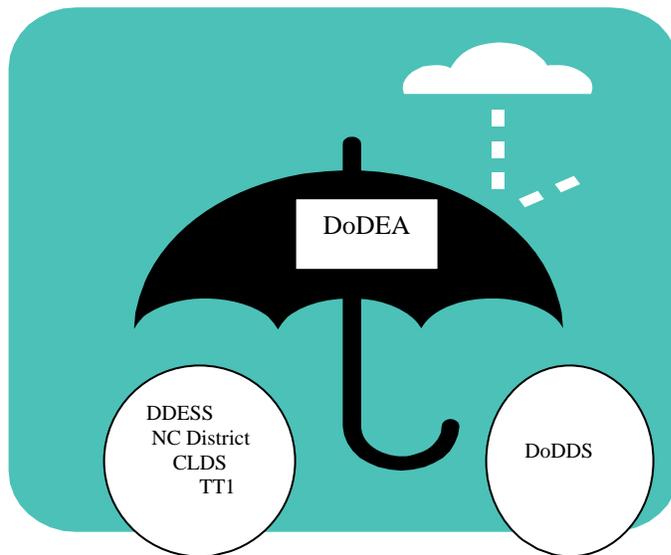
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SCHOOL AND COMMUNITY DESCRIPTION

Tarawa Terrace 1 Primary School (TT1) is located on Tarawa Terrace, a base housing community which is connected to Marine Corps Base Camp Lejeune, NC. TT1 is in the Camp Lejeune Dependents Schools system (CLDS) which is a part of the Department of Defense Elementary and Secondary Schools (DDESS) North Carolina district. CLDS has two primary schools, two elementary schools, one intermediate school, one middle school and one high school. TT1 was the first primary school aboard CLDS.

The Camp Lejeune Dependents Schools system is a part of Department of Defense Education Activity (DoDEA). DoDEA is a civilian agency of the United States that manages both overseas schools and stateside schools located on military bases. The overseas schools are known as Department of Defense Dependents Schools (DoDDS) and the schools located in the United States are known as Domestic Dependent Elementary and Secondary Schools (DDESS).



As of November 2006, TT1 serves 225 students in grades Pre-K through first grade. Enrollment continually fluctuates due to renovation of housing which has caused many houses to be offline. Because our current enrollment is low, we have many staff members who serve in half time positions.

TT1 serves the youngest enlisted families at Camp Lejeune. All of our families have at least one parent serving in the military and sometimes have two active duty parents. The population we serve is extremely transitory. Families may move from base to base, stateside or overseas. We also receive families who move onto base from the adjoining counties where students attend local county schools.

CLDS provides special education students with support through a variety of models. At TT1, our special education students are served in full inclusion classes. The percentage of special education students are as follows:

- Pre-K- 31%
- Kindergarten- 25%
- First Grade- 17%
- Total special education population- 26%

TT1 has 1 class that serves students with communication impairments and 14 classes that service children with developmental delays. 10 of the 15 classes at TT1 are Pre-K. The Pre-K program services all four year olds who live on base and three and four year olds with special needs. The Pre-K program liaisons with the naval hospital's Early Developmental and Intervention Services (EDIS) which serves children under three with disabilities until they transition into the CLDS Pre-K program on their third birthday.



MISSION STATEMENT

**Tarawa Terrace 1 Primary School educates
military dependents to be proficient in DoDEA Standards
and to become responsible, productive citizens.**

Established June 2006

OUR BELIEFS

**We are creating a nurturing environment to facilitate lifelong success for the entire
school community, while respecting various learning styles and including
individualized support. We will strive to uphold DoDEA standards.**

Established January 2007

*Signed copy by staff available

Unique Local Insights

At a TT1 school faculty meeting SY 05-06, the staff learned about the school improvement changes and the transition to NCA CASI (North Central Association Commission on Accreditation of School Improvement) accreditation. It was also shared that a visit would occur during school year 06-07. Here is a snap shot of what we have accomplished, what we have started, and where we are going.

Phase 1 - Making or Renewing the Commitment:

- Part of our challenge for this phase was finding ways to include all staff members in the process and work of school improvement. Our weekly staff meetings are held in the afternoon and our educational aides have the option of leaving the meeting early when their duty day ends. As part of an effort to increase staff attendance at our meetings, our Principal offered compensatory time for those that remained beyond their scheduled duty day and attended the meetings. This offered benefit did increase the attendance for some faculty members. This year (SY06-07) we are fortunate enough to have early release time on Wednesday to facilitate attendance. This early release time is an opportunity where we are provided the time to work on school improvement as an entire faculty.
- Though some staff members were unable to attend our meetings, we were committed to insuring that each stakeholder had a “voice” in the school improvement decisions that were made. Therefore, as we worked through school improvement activities such as completing the Capacity Assessment Instrument and Mission Statement, we gave each staff member ballots, e-mail surveys, and opportunities to receive compensatory time to attend staff meetings to voice their opinions and share in the school improvement process and decision-making.
- Holding to the norm and commitment that each staff member would have a voice in school improvement activities was important for our school. The Building Leadership Team (BLT) began looking for ways to increase our staff’s level of discussion and input during meetings and came to realize that we needed to increase staff interaction. For several meetings we purposefully mixed seating arrangements and split the staff into diverse groups that would work outside of our weekly faculty meetings on school improvement activities. After several months we began to notice the level of involvement and sharing increased, and there was a renewed sense of commitment to the process of school improvement. This year we continued to use the strategy of purposefully mixing seating arrangement to help increase sharing and involvement.

Phase II – Getting Started:

- Our first strategy was analyzing, understanding, and reaching consensus on the Capacity Assessment Instrument. Completing the Capacity Assessment Instrument was a journey for our school. The language used throughout the document included vocabulary that the staff considered difficult and unfamiliar. We also wanted this work to be a learning experience for our whole staff and not seen as something we had to do. Therefore, we used the document as an opportunity to bring our staff together in ongoing conversations and discussions by breaking the total task into chunks of twenty questions. Prior to the weekly faculty meeting, staff was asked to circle questions they had difficulty understanding, to underline words and terms that needed clarification and to check statements they felt our school was performing. We also provided each staff member with a NCA glossary of terms. When the staff arrived at the weekly meeting we began by having the staff discuss their questions and answers in small groups called “table talk,” then the floor was opened for a large group discussion. This process continued to bring forth more voices. In addition, participation allowed us to reflect on the questions and compare our school’s performance with the NCA capacities. Our discussions using this assessment became the basis for our future work and a method for addressing some school issues the staff deemed as important.
- Overall, this process lasted for several months and after discussing, anonymously voting and reaching consensus on each chunk of questions, we concluded the assessment with a celebration. This was a task with vast learning opportunities for our staff and we felt like we had honored the importance of the process. Our final product depicted growth in the NCA capacities when compared to the Capacity Assessment Instrument that was completed in May, 2003. An outcome of this process was that several staff members were assuming roles and participating at much higher levels than the beginning of the year. The amount of team unity was an unexpected outcome. We believe our efforts of analyzing, understanding, and reaching consensus on the Capacity Assessment Instrument provided a sense of shared ownership and levels of commitment were continuing to expand.
- Another strategy we used to expose our staff to new NCA terms and vocabulary was to offer multiple-choice quizzes by e-mail. Participants would answer approximately four questions about NCA and bring them to the staff meetings where together we would discuss them and they would receive small gifts from our principal for participating.
- As our school improvement work began to take shape and our reflections on the processes began to inform our planning, we decided to give each staff member an NCA School Improvement notebook. This step symbolized our commitment to have a historical record and consistent means of housing current and future materials. At the end of the year (05-06) the school improvement notebooks were collected for updating. At the beginning of SY 06-07 all notebooks were distributed with the new information inside. The BLT team met with all new faculty members and did a brief overview of where TT1 was in the NCA/CASI process.

Phase III – Collecting and Analyzing Data:

- To monitor student performance, our school has used a variety of assessments to collect data, and publish the results. Being an early childhood school, this can often be a challenge due to lack of standardized assessments for our primary-aged students. However, we do value assessment and know that our findings should inform our instruction. Our teachers and staff collect formal and informal data on a consistent basis throughout the year. We constantly monitor our students with informal assessments.
- Upon further reflection, we also recognized that in previous years our Reading Specialist was the “Keeper of the Data”. We needed to expand everyone’s understanding of the NCA preferred methods of analyzing, interpreting, and designing plans to act upon our findings. Disaggregation by subgroups would be a new concept for our staff.
- In a weekly principal-led meeting called “Kid-Talk”, our kindergarten/first grade teachers discuss student work, share strategies, and analyze assessments and the collected data. We knew that all the stakeholders needed to be involved in the tasks in order to make improvement in our school. This year “Kid-Talk” is teacher led.
- We began this learning process by looking at the mid-year Developmental Reading Assessment (DRA) reading data for first grade only. On an early release staff development day we worked in table-talk groups to analyze data compiled into subgroup by the BLT. We charted staff’s observations and formed a list of questions to act on in the future. Our goals for this activity were not necessarily to come to firm conclusions; but involve everyone in the NCA process of disaggregation and take the mystery out of analyzing data.
- We realized that sharing the responsibility of analyzing and interpreting data is very beneficial to our staff and students. This will be an area of focus for the next years to help us determine our school-wide goals as we continue in the school improvement process.

Phase IV – Clarifying the Mission and Selecting Appropriate Goals and Measures:

- In May, 2006 we began the process of clarifying our mission by evaluating our current mission statement. We used the NCA rubric and determined that our mission statement needed revision. This led us to look at environmental scan.
- In early June we began creating a new mission statement. We invited parents and volunteers that were at school for various functions to review our new mission statement. They were asked to share their opinion of it by answering three questions that were closely related to those on the NCA rubric. The results were shared with the faculty and can be viewed in the data collection section.
- Through an e-mail survey each staff member was asked to approve the new mission statement as it was or if the statement needed revisions. The findings of that survey showed staff consensus of the mission statement. Several comments suggested that information we gained from environmental scan should be depicted in our mission statement.
- At our last staff meeting SY 05-06, we shared some of our end-of-the-year data, parent and staff input about the new mission statement, and provided a NCA rubric for the staff to complete anonymously. Those findings should be calculated and discussed at the beginning of the next year, in order to assist the formulation of school improvement plans.
- In SY 06-07, we began the process of evaluating the need for belief statements. In the fall, staff was asked to list their top five important principles that TT1 believes. The information was turned in and compiled into a list; the BLT grouped similar beliefs together and presented this form to the staff in January, 2007.
- In January 2007, the staff was broken into small groups and was given the task to refine the list and a representative was chosen to attend the ADHOC committee. This committee then created a belief statement and presented it to the staff. The staff adopted the new belief statement and confirmed their agreement by signing their name below the belief statement.
- In the fall of 2006, we began discussing the direction our school would like to go in the future. Our school has held a reading goal for the past five years and a plateau had been reached; our desire was to continue improving literacy skills. After several conversations it was becoming clear that the staff was ready to move forward in exploring writing. The staff has been reading articles and all K1 teachers had attended 6+1 Writing Traits training.
- In December, on an early release day, we broke into small groups and each group was asked to write a writing goal or goals. The goals were collected and placed on different colored sentence strips.
- In January, on the staff development day, the different goals were displayed; words were taken from each goal to develop a common goal. The goal was created and adopted.
- The essence of the goal was created at grade level teams. Each team was given the task to look through DoDEA standards and resources and to describe what writing “looked” like at each specific grade level. Each team reported out and three members of the staff listed commonalities in each presentation. Four common threads were noted.

- At the conclusion of the goal and essence creation, the staff was asked to investigate further into research-based practices in relation to writing.

Other priorities and our “Best Efforts” for SY 2005-2006 included:

- Enhancing our partnership with parents as stakeholders in our school improvement activities that benefit the education of their children
- Discussing strategies to increase student and parent involvement in our school-wide WEB read-at-home program by publishing it in a more interactive and meaningful manner for students and families
- Media Center activities that offer opportunities for toddlers and families to gather and use the learning materials to promote early learning and reading
- Supporting our energetic and productive PTO in school-wide ventures
- Monitoring and revising the school designed writing rubrics created during SY 2003-2004 for Kindergarten and First Grade
- SY 2006-2007, training and implementation of 6+1 writing rubric for K-1.
- Staff development in Math and Science Curriculum
- Maintaining volunteer support from our Adopt-A-Unit, 2nd Supply Battalion during major world conflict
- Providing school-wide Math and Literacy “Celebrations”

SY 06-07 has been very exciting here at Tarawa Terrace 1 Primary School (TT1). We have a new administrator, as well as, several new faculty members. This year has also provided us with many challenges. Our faculty has dealt with 12 losses that have been directly or closely related to our faculty. We have spent time taking care of and supporting each other this year.

School-Home Partnership

The Home/School Partnership committee supported the efforts of the 2nd Supply Battalion by meeting with the various Chaplains and Religious Persons (RP) representatives for the program. During this time, information was also given to the Marines about the school policies and strategies to use when reading with children. The Marines from the 2nd Supply Battalion supported our literacy focus by volunteering every Thursday from 9:00 – 11:00 AM for the first half of the year and then from 1:00 – 3:00 the second half. Our goal was for all students, including morning and afternoon Pre-K, to benefit from our Adopted Unit volunteers. Several Marines came regularly and developed a special bond with the students and actually asked to go back to a particular class. The 2nd Supply Battalion also helped with projects and special events. They assisted Parent Teacher Organization (PTO) with the fall and spring carnivals, and helped us celebrate The Month of the Military Child Assembly, in which Major General Dickerson read to the children.

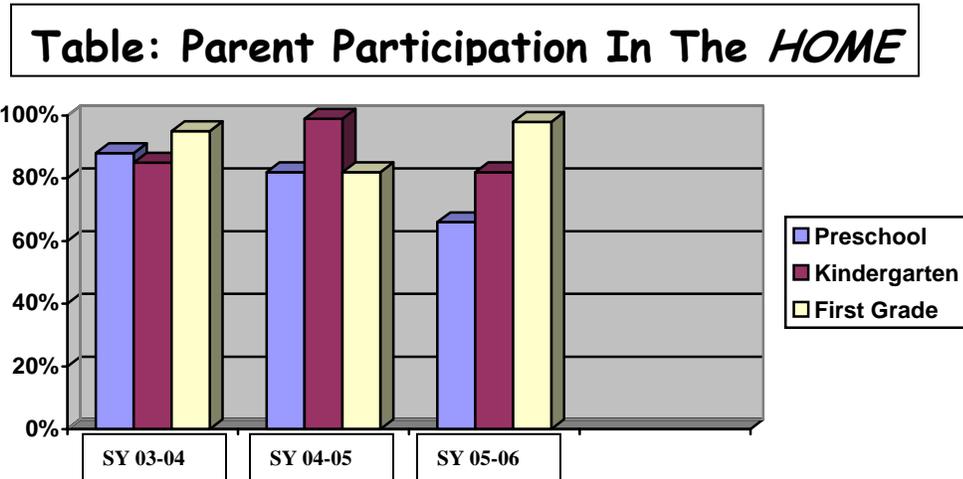
The faculty and staff held a volunteer tea to recognize our parent volunteers and the command of 2nd Supply Battalion. Each parent volunteer received a certificate and the students put on a special program in their honor. Cookies and a “Thank You Banner” were taken by the command to be sent to the Troops overseas. Tarawa Terrace 1 Primary School recognized the hard work and dedication of all service members who volunteered their time at the school by giving each a letter of appreciation, which in turn was given to the command.

Table : Number of hours volunteers spent reading and working with children.							
Group	SY 1999 - 2000	SY 2000 - 2001	SY 2001 - 2002	SY 2002- 2003	SY 2003 - 2004	SY 2004 - 2005	SY 2005- 2006
Parent volunteers	348	401	831	835	948	1411	1158
2 nd Supply Battalion	65	236	77	150	300	433	233

Table *Hours volunteers spent reading and working with children* compares the number of parent volunteers and Marine volunteers for SY 1999 through SY 2004 - 2005. Ten out of eleven (91%) classroom teachers used the Marine volunteers during the literacy focus time for SY 2005 – 2006. This percentage was the same as SY 2004-2005. However, it was still higher than our baseline year, which was (69%). The time adult volunteers spent working and reading with children at Tarawa Terrace 1 Primary School this year was 1392 hours and 25 minutes. The hours spent in the classroom were 198hrs and 35 minutes. The Parent Teacher Organization logged in 960 hours. The 2nd Supply Battalion had 233 hours and 50 minutes. Of those 233 hours, 74 hours and 10 minutes were spent reading with children. They provided 20% of the total number of volunteer hours for the school year 2005– 06. The participation of parent volunteers working with our children went down 253 hours. **There was a 233% increase from the baseline year.**

HOME Volunteer Program

The HOME (**H**elping **O**ut **M**ade **E**asy) Volunteer Program continues to be another source of volunteer support. The HOME program offered parents the opportunity to volunteer away from school. Each classroom teacher encouraged every parent to participate. Information and sign up sheets were provided to every family at orientation and new students were given the information when they enrolled. Table shows our data:



PreK had 88% participation the baseline year and 66% this year. This is a 22% drop from the baseline year. Kindergarten had 90% participation the baseline year and 82% this year. There was an 8% decrease from the baseline year. First Grade had 95% participation the baseline year and 98% this year. This is a 3% increase from our baseline year. Our goal is 100% parent participation in every grade level. Table shows our data:

Read-at-Home Program Data

TT1’s read-at-home program, **Wonderfully Exciting Books** (WEB) is implemented in all grade levels. Throughout the year, parents were provided information about the program, its goals, and TT1’s expectations for students and parents. Parents were asked to support the literacy focus by signing a “Partnership Agreement” that confirmed their commitment to read with their children every day. This enabled parents and the school to partner-up for reading success.

Table 1 :Percentages Of Students Reading Every School Night						
Grade	SY 2000 - 2001	SY 2001 - 2002	SY 2002 - 2003	SY 2003 - 2004	SY 2004 - 2005	SY 2005- 2006
Pre - K	48%	59%	77%	78%	88%	71%
K	54%	56%	56%	71%	69%	57%
1st	89%	77%	80%	76%	70%	71%
2nd	90%	88%				

During the school year 2005– 2006, the Read-at-Home data continued to be collected for every school night. *Table 1* shows the percentages. The number of first grade children reading at home every school night increased by 1% during SY 2005– 2006 from last year. *The percentage decreased 17% for PreK students. Kindergarten decreased 12% from last year.*

Teachers were surprised that the percentages went down. This led to a discussion about how the data was collected. TT1 found out that the data collection was not consistent. We have now realized that our data might not accurately reflect the number of children reading nightly. We are actively engaged in having conversations about how data is to be collected.

Toddler Storytime and Parents Use of Information Center Resources

Toddler Storytime was reconfigured during the SY 2005 –2006. That year the Information center was open between PreK sessions. This gave parents a chance to bring their toddler children to the school and use the Information center. Many PreK students also used this service with their parents. A total of 835 children used the library during this time which averages out to be approximately 5 children per school day. We also had 370 adults using the library during that time. That averages out to be 2 per school day. There was a decrease of 922 items checked out this year. We had an increase of 1724 items checked out from our baseline year SY 1999 - 2000.

In SY 06-07 the program Toddler Storytime was discontinued, however, parents regularly continue to use the Information Center before and after school. They continue to check out books to read at home with their children.

Table : Number Of Parents and Children Participating In Information Center Activities							
Group	SY 1999 - 2000	SY 2000 - 2001	SY 2001 - 2002	SY2002- 2003	SY2003- 2004	SY2004- 2005	SY 2005- 2006
Adults	22	10	24	32	15		
Children	22	20	40	43	17		
Books checked out by parents	371	1,766	2,433	3,000	1,899	3,017	2,095

Literacy/Math Day is an annual celebration of literacy that involves our entire staff and community. We hold this event as a way to focus the attention of our entire school community on our Instructional focus of Balanced Literacy. The day consisted of a character parade, literacy stations, a music assembly and a book for each child to keep.

Literacy/Math Day brought our community and staff together to celebrate our focus of balanced literacy. The Lejeune High School JR ROTC and band participated in the opening ceremony. Community members assisted with literacy stations. Also, many parents and district office personnel came to assist and observe the activities that took place. The staff had an opportunity to document many helpful comments about the day such as, “What a great way for my students to celebrate their love of literacy!” The feedback will be used to improve our Literacy/Math Day next year

Mission Statement ---- Volunteer Survey Data

After our mission statement had been created we wanted to poll our parents, adopted unit, and community volunteers to gain an understanding of how they felt about our mission statement. So we asked the groups to respond to the following statements.

"The mission statement clarifies the purpose of the school."

15/16 Parents agreed

1/16 Parents Somewhat agreed

0 Parents disagreed

3/4 Adopted unit members agreed

1/4 Adopted unit members somewhat agreed

0 Adopted unit members disagreed

2/2 community members agreed

0 community members somewhat agreed

0 community members disagreed

"The mission statement tells what the students will gain."

10/16 Parents agreed

2/16 Parents somewhat agreed

0 Parents disagreed

3/4 Adopted unit members agreed

1/4 Adopted unit members somewhat agreed

0 Adopted unit members disagreed

2/2 community members agreed

0 community members somewhat agreed

0 community members disagreed

"This should be our mission statement."

15/16 Parents agreed

0 Parents Somewhat agreed

0 Parents disagreed

1 was left blank

3/4 Adopted unit members agreed

0 Adopted unit members somewhat agreed

0 Adopted unit members disagreed

2/2 community members agreed

0 community members somewhat agreed

0 community members disagreed

Overall Comments:

"Good Mission Statement" (parent)

"Maybe because I do not know the DODEA standards that mission statement is not too clear" (Adopted Unit Member)

Follow- Up Of Former Students

Data Collection Instruments: Unable to do at this time

Analysis Of Data: Unable to do at this time

Implication For action: Unable to do at this time

Existing School Data:

Data Collection Instruments:

The following instrument was selected to collect information regarding student data:

- Developmental Reading Assessment (DRA)

Developmental Reading Assessment (Table 1)

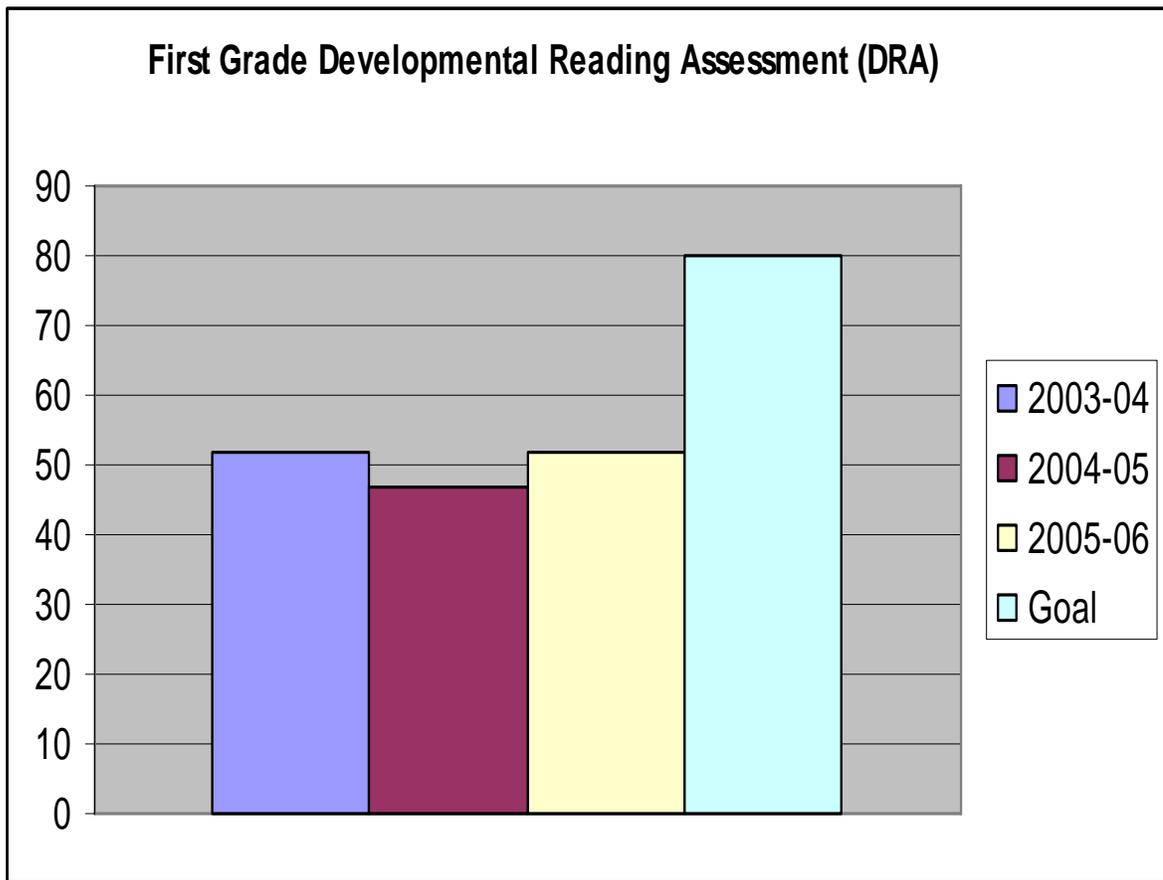


Table 1 shows the cumulative scores for first graders reading performance.

52% of all First Grade students were reading at or above Level 16 of the DRA

Kindergarten Developmental Reading Assessment

In the past, Kindergarten's Developmental Reading Assessment (DRA) scores have not been included in our school profile. However, all Kindergarten students were assessed and results were put in their Assessment Folders for their First Grade teachers. Beginning this SY 06-07 (our new baseline year) we plan to include all Developmental Reading Assessment (DRA) results.

The information below is related to last year's School Improvement Plan SIP plan which completed the five-year cycle of Community Strategic Plan (CSP) goals. We have currently chosen a goal.

Data

Goal 1: Student Achievement – The staff will implement a variety of standards-based strategies and developmentally appropriate practices to teach literacy in the early childhood grades.

To achieve the School Improvement Plan goal, school-wide work was discussed, determined, and shared among the Literacy, Staff Development, and School-Home Partnership Committees. A variety of standards-based strategies, action steps and developmentally appropriate practices were continued from the previous year or newly implemented. These literacy strategies include:

1. Students receive a daily uninterrupted block of literacy instruction.
2. Parents as instructional partners are engaged in the learning process through the Wonderfully Exciting Books (WEB) read-at-home program and as classroom volunteers.
3. Teachers and Instructional Support Teachers regularly assess student progress in literacy, and provide resources and additional support for students who need extra intervention.
4. Extra Special Reading (ESR) was continued. This matched Special Area teachers and other staff members with students who were not regularly reading at home. The ESR scheduled time to read regularly with his/her student at school.
5. Teachers daily model reading to students.
6. Teachers in Kindergarten and First Grade continued to use leveled books as a basis for guided reading instruction and as a means to direct students to appropriate materials as they choose books to read at school and at home.
7. Direct instruction on phonemes is included as a part of the literacy block.
8. Marines from the 2nd Supply Battalion continued to volunteer in classrooms and read with students during literacy instruction.

Literacy/Math

As a DDESS school, Tarawa Terrace I Primary School (TT-1) is accountable for the Community Strategic Plan Goal 1. However, that Goal frequently uses standardized, norm-referenced test data for baselines and Target Achievement. TT-1's challenge was to develop/adapt valid and developmentally appropriate standards of literacy achievement for learners in grades Pre-K through First. The measures used for SY 2005-2006 were:

- Pre-Kindergarten – The Creative Curriculum Developmental Continuum
- Kindergarten – Concepts About Print, Letter Identification, Number Identification, and a teacher-developed Writing Rubric
- First Grade- DRA, Math Final Assessment, and a teacher-developed Writing Rubric

CLDS provides special education students with support through a variety of models. At TT1, our special education students are served in full inclusion classes. The percentage of special education students are as follows:

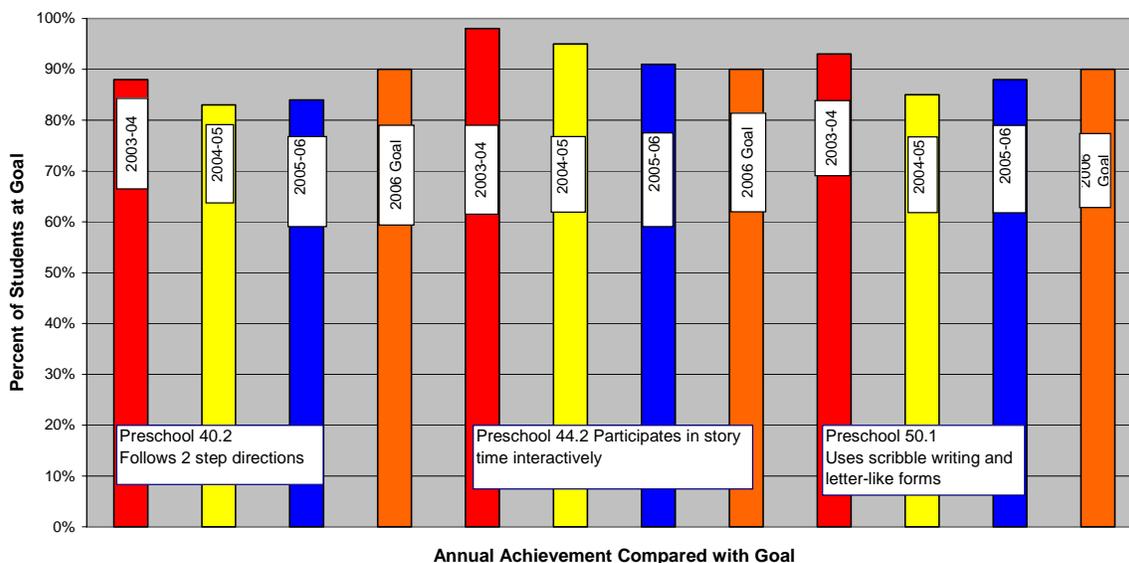
- Pre-K- 32%
- Kindergarten- 34%
- First Grade- 34%
- Total special education population- 29%

In Pre-K, the end of the year standard is students will master the Creative Curriculum Developmental Continuum objectives *40.2* (Follows two step directions); *44.2* (Participates in story time interactively) and *50.1* (Uses scribble writing and letter-like forms).

Annual Literacy Achievement for Pre-K

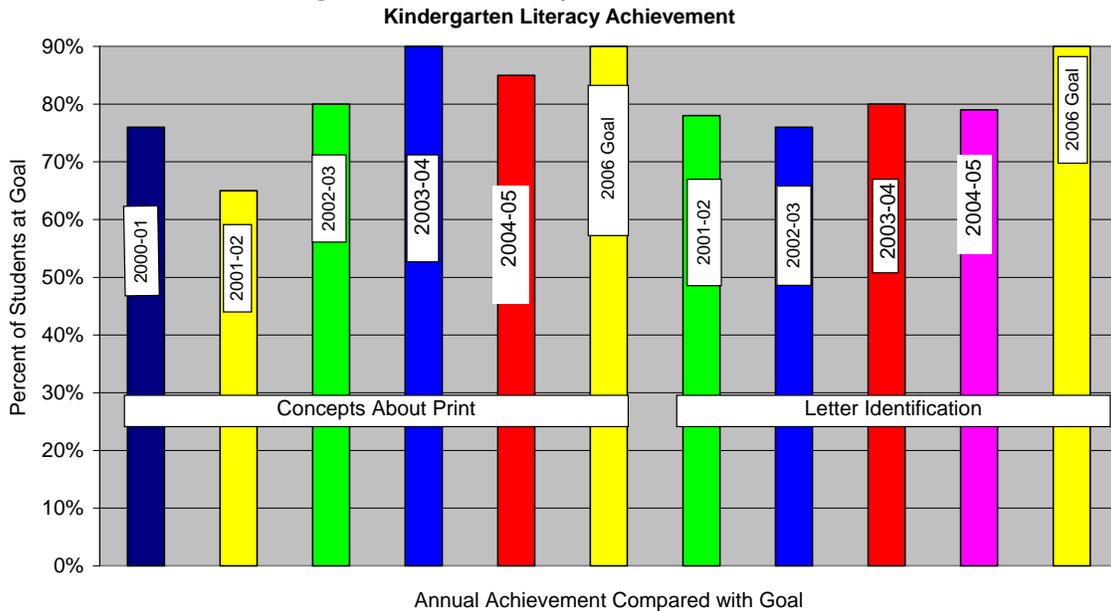
(Based on Creative Curriculum Continuum)*

Preschool Literacy Achievement



The table *Annual Literacy Achievement for Pre-K* for SY 2005-2006, selected components/goals measured were from the Creative Curriculum Continuum. 84% of Pre-K students mastered 40.2 (Follows two step directions). Last year (2004-05), 83% of the Pre-K students met the goal. This was a 1% increase from last year. In 2003-2004, 88% of the Pre-K students mastered the goal. **There was a 4% decrease from the baseline year.** 91% of the Pre-K students mastered 44.2 (Participates in story time interactively) and 95% of the Pre-K students met this goal in 2004-2005. In 2003-2004, 98% of the Pre-K students met this goal in SY 2003-2004. **There was a 7% decrease from the baseline year.** 88% of the Pre-K students mastered 50.1 (Uses scribble writing and letter-like forms). For SY 2004-2005, 85% of the Pre-K students met this goal. This was a 3% increase from last year. 93% of the Pre-K students met this goal in 2003-2004. **There was a 5% decrease from the baseline year.** Children with disabilities enter our program on their third birthday, our end of the year data also represent these children.

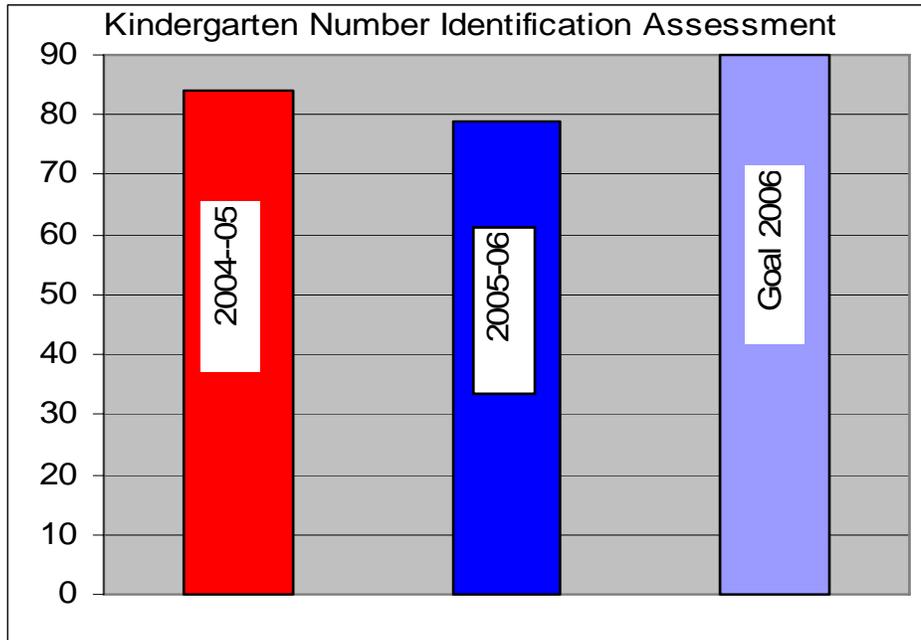
Kindergarten Literacy Annual Achievement



For SY 2005-2006, Table *Kindergarten Literacy Annual Achievement* shows that 81% of the Kindergarten students were able to identify 50 of the 52 letters of the alphabet (Letter Recognition). Last year (2004-2005), 79% of the Kindergarten students met this goal. In SY 2003-2004, 80% of the Kindergarten students identified 50 of the 52 letters. 76% of the Kindergarten students met the goal for SY 2002-2003 and 78% the previous year (2001-2002). **There was a 3% increase from the baseline year.**

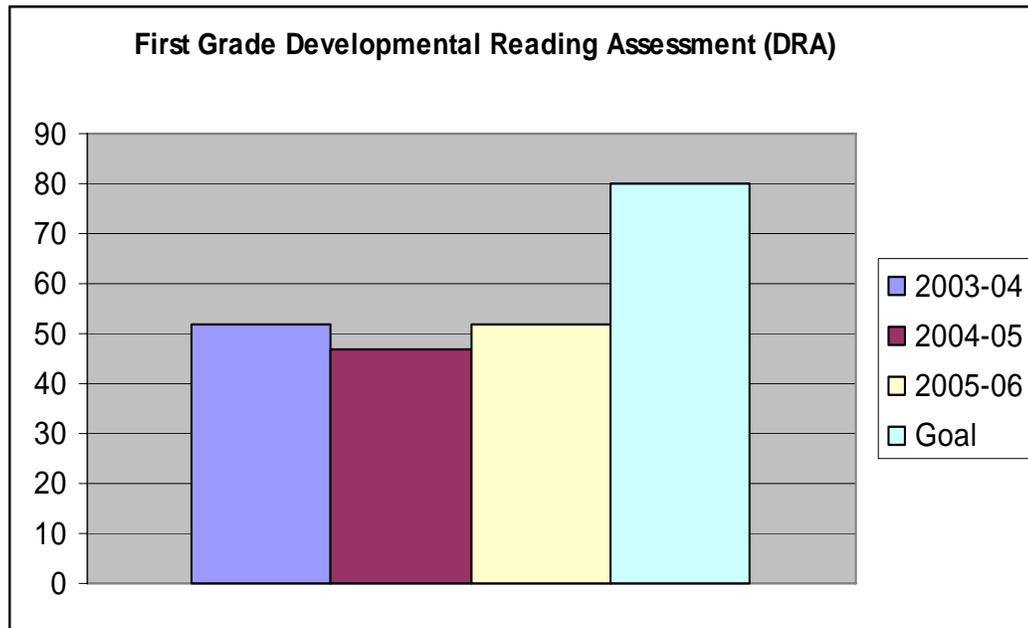
For SY 2005-2006, shows that 81% of the Kindergarten students were able to identify 50 of the 52 letters of the alphabet. Last year (2004-2005), 79% of the Kindergarten students met this standard. In SY 2003-2004, 80% of the Kindergarten students identified 50 of the 52 letters. 76% of the Kindergarten students met the standard for SY 2002-2003 and 78% the previous year (2001-2002). **There was a 3% increase from the baseline year.**

Annual Math Achievement of Kindergarten Students



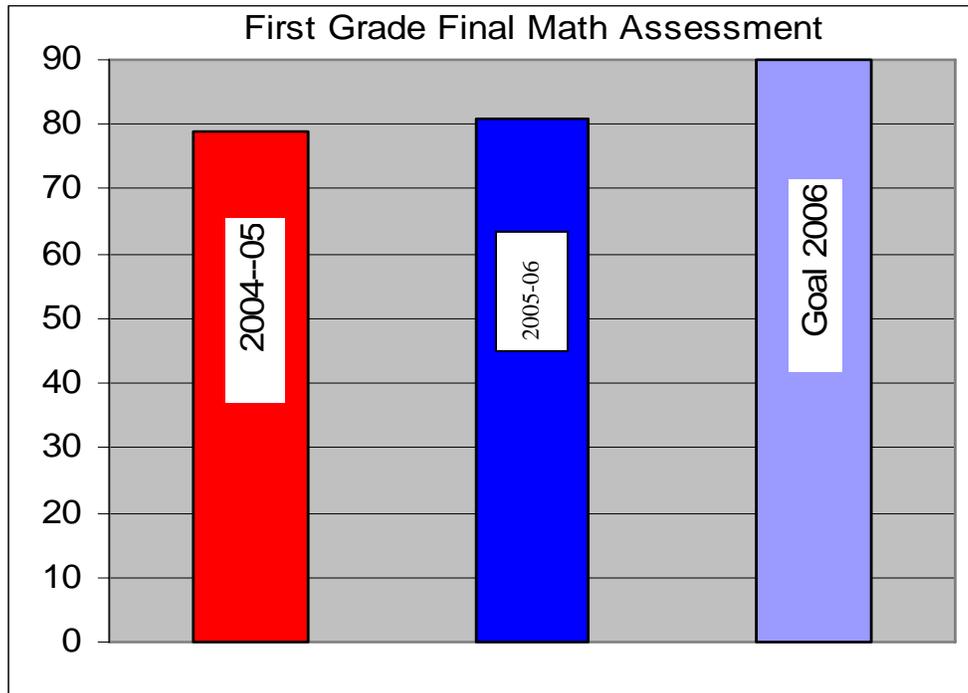
In Kindergarten, the end of year school goal in math is that students can identify numbers 0-11. *Annual Math Achievement of Kindergarten Students* for SY 2005-2006 shows that 79% of the Kindergarten students achieved the goal of identifying numbers 0-11. Last year (2004-2005), 84% of the Kindergarten students met this goal. **There was a 5% decrease from the baseline year.**

Annual Achievement of First Grade Literacy Standards



Annual Achievement of First Grade Literacy Standards shows that by the end of SY 2005-2006, 52% of the First Grade students were reading at or above DRA level 16. Last year (2004-2005), 47% of the First Grade students met this standard. There was a 5% increase from last year. **52% of the first grade students scored at or above the baseline standard in SY 2003-2004.**

*Annual Math Achievement of First Grade Students
SY 2005-2006*



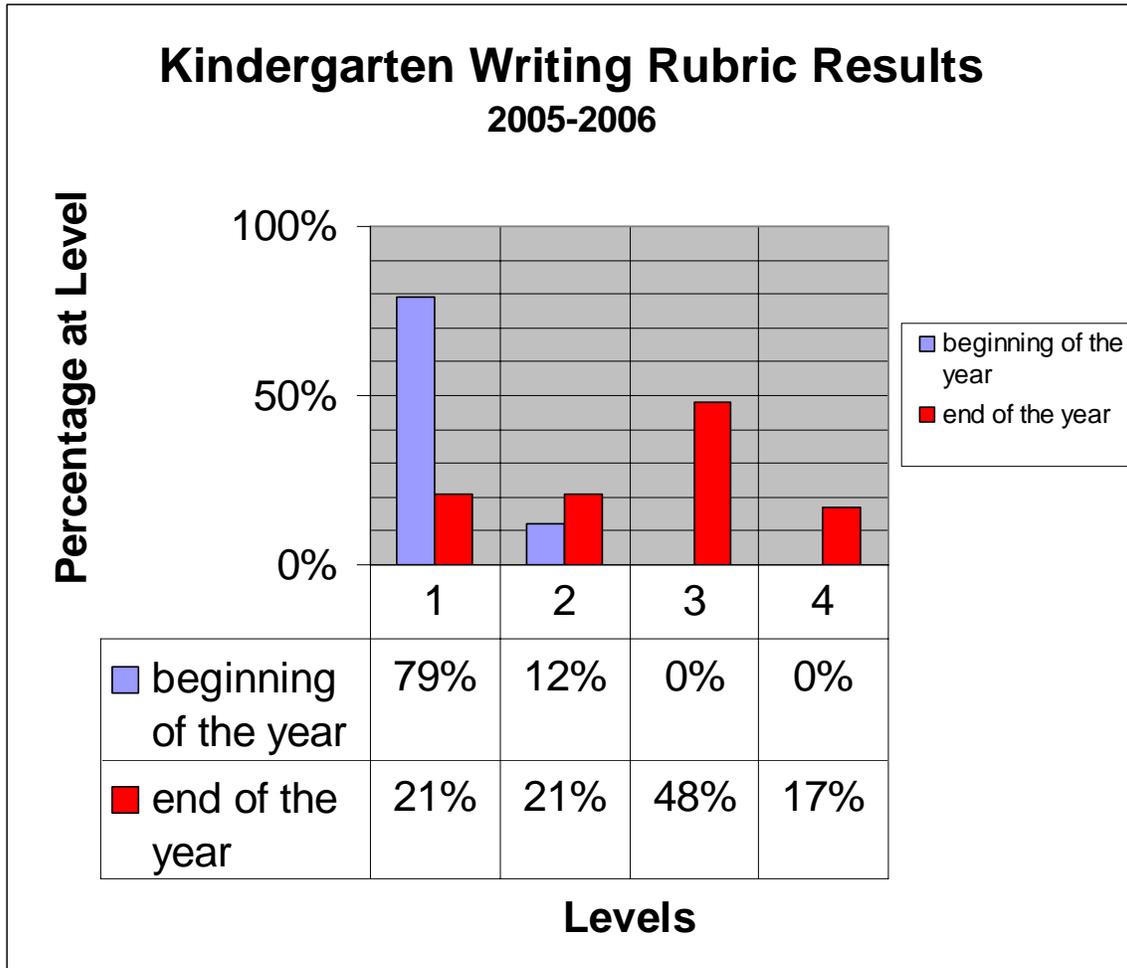
In First Grade, the end of year goal in math is students can master 15 out of the 20 problems on the end of year final math test from the Silver Burdett Ginn Mathematics series. *Annual Math Achievement of First Grade Students* for SY 2005-2006 shows that 81% of First Grade students were able to master 15 out of the 20 problems on the final math test. Last year (2004-2005), 79% of First Grade students were at or above this goal. **There was a 2% increase from the baseline year**

Writing Assessment *History*

A teacher-made rubric has been used to assess writing beginning in SY 03-04. This rubric was created by TT1 teachers based on DoDEA standards. A separate rubric was used for each grade level, kindergarten and first. Towards the end of SY 05-06, our staff discussed making changes to the rubrics so that the kindergarten rubric would coincide with the first grade rubric; where the highest score on the kindergarten rubric portrayed the same characteristics as the beginning score of the first grade rubric. At the beginning of SY 06-07, kindergarten and first grade teachers refined the rubrics and produced improved versions.

Rubrics located in Appendix.

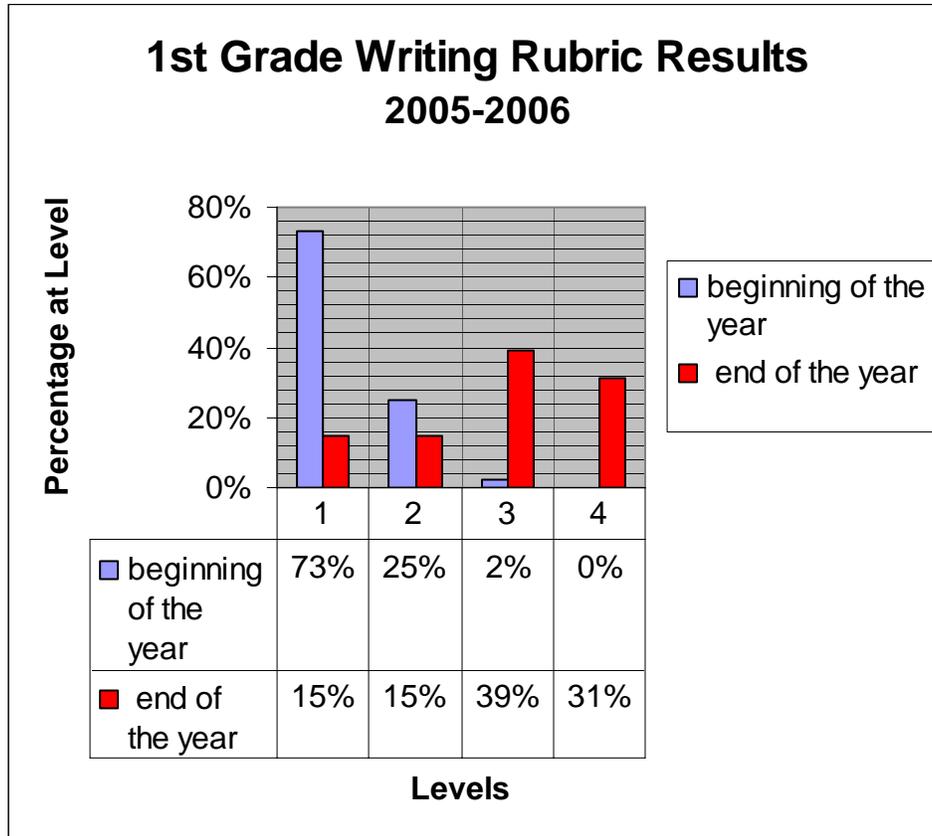
*Annual Achievement of Kindergarten Writing
for SY 2005-2006:
Writing Rubric*



Annual Achievement of Kindergarten Writing for SY 2005-2006 shows that 65% of the Kindergarten students scored a 3 or 4 on the writing rubric. Last year (2004-2005), 65% of the Kindergarten students met or exceeded this goal. 70% of the Kindergarten students achieved this goal for SY 2002-2003. **There was a 5% decrease from the baseline year.**

Annual Achievement of First Grade Writing for SY 2005-2006:

Writing Rubric



Annual Achievement of First Grade Writing for SY 2005-2006 shows that 70% of the First Grade students scored a 3 or 4 on the writing rubric. Last year (2004-2005), 61% of the First Grade students met or exceeded this goal. **There was a 9% increase from last year.** For SY 2003-2004, 67% of the First Grade students met this goal. **There was a 3% increase from the baseline year.**

Writing Assessment *6+1 Writing Traits*

In the fall of 2006, all kindergarten and first grade teachers had the opportunity to be trained on the 6+1 Trait Writing Assessment. Through the training, the teachers realized that because the 6+1 rubric is a continuum from kindergarten to second grade, it would meet the need to have a rubric that flows from one grade level to the next. The staff decided to use the 6+1 rubric to assess writing beginning this school year, 2006-2007, instead of the grade specific teacher-made rubrics.

We chose two traits, word choice and ideas to focus in this school year. We have reassessed our writing prompts using this method in the fall and mid year.

The charts below contain kindergarten and first grade information; this will serve as our baseline year.

** Mid year assessments reflect a drop in student numbers due to school wide illness. Assessments continue to be completed as the students return to school.

Writing 6 + 1 Writing Traits Rubric Results
 First Grade
 SY 2006-2007

Word Choice

All First Grade Students	Non-Writers	1	2	3	4	5
Beginning	1/45 = 2%	12/45 = 27%	13/45 = 29%	14/45 = 31%	5/45 = 11%	0/45 = 0%
Middle	1/39 = 3%	4/39 = 10%	7/39 = 18%	15/39 = 38%	9/39 = 23%	3/39 = 8%
End						

Ideas

All First Grade Students	Non-Writers	1	2	3	4	5
Beginning	1/45 = 2%	7/45 = 16%	15/45 = 33%	17/45 = 38%	4/45 = 9%	1/45 = 2%
Middle	1/39 = 3%	2/39 = 5%	4/39 = 10%	18/39 = 46%	11/39 = 28%	3/39 = 8%
End						

Word Choice

All First Grade Female Students	Non-Writers	1	2	3	4	5
Beginning	0/27= 0%	6/27 = 22%	7/27 = 26%	11/27 = 41%	3/27 = 11%	0/27= 0%
Middle	0/21= 0%	1/21= 5%	4/21= 19%	9/21= 43%	5/21= 24%	2/21= 10%
End						

Ideas

All First Grade Female Students	Non-Writers	1	2	3	4	5
Beginning	0/27= 0%	3/27 = 11%	8/27 = 30%	12/27 = 44%	3/27 = 11%	1/27 = 4%
Middle	0/21= 0%	1/21= 5%	2/21= 10%	10/21= 48%	6/21= 29%	2/21= 10%
End						

Word Choice

All First Grade Male Students	Non-Writers	1	2	3	4	5
Beginning	1/18 = 6%	6/18 = 33%	6/18 = 33%	3/18 = 17%	2/18 = 11%	0/18= 0%
Middle	1/18 = 6%	3/18 = 17%	3/18 = 17%	6/18 = 33%	4/18= 22%	1/18 = 6%
End						

Ideas

All First Grade Male Students	Non-Writers	1	2	3	4	5
Beginning	1/18 = 6%	4/18 = 22%	7/18 = 39%	5/18 = 28%	1/18 = 6%	0/18= 0%
Middle	1/18 = 6%	1/18 = 6%	2/18= 11%	8/18= 44%	5/18= 28%	1/18 = 6%
End						

Writing 6 + 1 Writing Traits Rubric Results
Kindergarten
SY 2006-2007

Word Choice

All Kindergarten Students	Non-Writers	1	2	3	4	5
Beginning	1/41 = 2%	39/41= 95%	1/41= 2%	0/41= 0%	0/41= 0%	0/41= 0%
Middle	1/46= 2%	24/46= 52%	17/46= 37%	4/46= 9%	0/46= 0%	0/46= 0%
End						

Ideas

All Kindergarten Students	Non-Writers	1	2	3	4	5
Beginning	1/41 = 2%	39/41= 95%	1/41= 2%	0/41= 0%	0/41= 0%	0/41= 0%
Middle	1/46= 2%	19/46= 41%	18/46= 39%	8/46= 17%	0/46= 0%	0/46= 0%
End						

Word Choice

All Kindergarten Female Students	Non-Writers	1	2	3	4	5
Beginning	0/22= 0%	21/22= 95%	1/22= 5%	0/22= 0%	0/22= 0%	0/22= 0%
Middle	0/25= 0%	11/25= 44%	12/25= 48%	2/25= 8%	0/25= 0%	0/25= 0%
End						

Ideas

All Kindergarten Female Students	Non-Writers	1	2	3	4	5
Beginning	0/22= 0%	21/22= 95%	1/22= 5%	0/22= 0%	0/22= 0%	0/22= 0%
Middle	0/25= 0%	7/25= 28%	15/25= 60%	3/25= 12%	0/25= 0%	0/25= 0%
End						

Word Choice

All Kindergarten Male Students	Non- Writers	1	2	3	4	5
Beginning	1/19= 5%	18/19= 95%	0/19= 0%	0/19= 0%	0/19= 0%	0/19= 0%
Middle	1/21= 5%	12/21= 57%	3/21= 14%	5/21= 24%	0/21= 0%	0/21= 0%
End						

Ideas

All Kindergarten Male Students	Non- Writers	1	2	3	4	5
Beginning	1/19= 5%	18/19= 95%	0/19= 0%	0/19= 0%	0/19= 0%	0/19= 0%
Middle	1/21= 5%	12/21= 57%	3/21= 14%	5/21= 24%	0/21= 0%	0/21= 0%
End						

Appendix

Initial Data Disaggregation

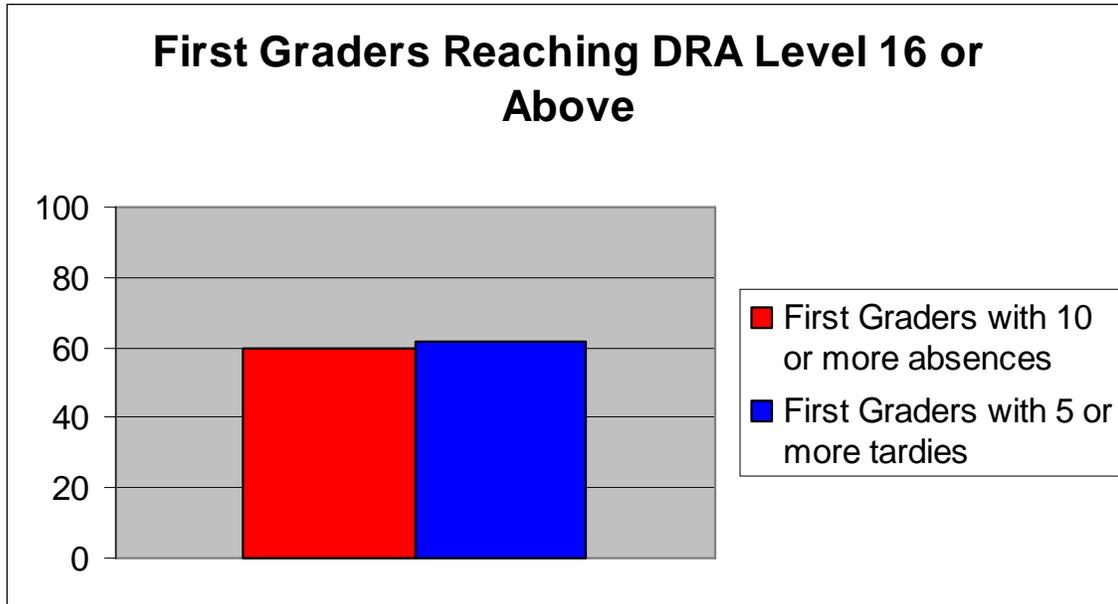
The faculty brainstormed a list of factors they felt were impacting reading achievement. The number one concern was absences and tardies. This data was disaggregated for the purpose of learning the NCA process. At mid-year we looked at first grade DRA scores and the data reinforced our concerns. Tardies ranged from 1-35, absences 1-28. *See the table on next page First Grade Master at TT#1.*

Mid-year data appeared to have correlations related to attendance. Therefore, at mid-year a plan was put in place consisting of phone calls, letters, and home visits on a case by case basis. This was carried out by the nurse, counselor, and administration.

-First Grade Master List at TT#1-
 SY 2005-2006
 Midyear

Name/Gender	DRA	IEP	CORE	Absences	Tardies	DOB	Race/Ethnicity	ESL
1. boy	(A) 1	yes		0	3	6-21-99	White	
2. boy	(A) 1	yes		5	2	2-25-99	Black	
3.boy	(A) 1		yes	10	3	3-3-99	Hispanic/American Indian	yes
4. boy	(A) 2	yes		0	6	8-27-99	Hispanic	
5. girl	(1) 2	yes		20	35	1-30-99	Black/White	
6. boy	(1) 3	yes		6	9	12-25-99	American Indian	yes
7. girl	(1) 3			0	14	12-19-99	Hispanic	yes
8. boy	(A) 3	yes	yes	2	0	2-5-99	White	
9. boy	(A) 3	yes		2	2	6-12-99	Hispanic/Black	
10. boy	(1) 3	yes	yes	6	3	11-19-98	White	yes
11. girl	(2) 3			5	4	9-3-99	White	
12. boy	(1) 3	yes		6	0	9-10-99	Hispanic/White/Black	
13. boy	3			0	0	5-3-99	Black	
14. girl	(2) 3			28	23	3-3-99	White	
15. boy	(1) 3	yes		2	0	7-5-99	Black/White	
16. boy	(A) 3		yes	2	14	10-25-99	Black	
17. girl	(2) 4			12	4	7-16-99	White	
18. girl	(1) 4			27	13	12-14-98	White	
19. boy	(2) 5			5	6	11-28-99	Hispanic	yes
20. girl	(1) 6			1	3	8-23-99	White	
21. boy	(2) 6	yes		1	1	2-19-99	Asian	yes
22. girl	(3) 6			12	8	11-21-98	White	
23. boy	(2) 8			0	3	6-11-99	White	
24. boy	(3) 8			9	0	10-20-98	White	
25. boy	(3) 8			1	3	4-5-99	Hispanic/White/Black	
26. girl	(4) 8			11	7	2-4-98	Hispanic	
27. boy	12			2	3	6-12-99	Black	
28. girl	(6) 14			11	0	9-21-99	White	
29. boy	(3) 16			1	0	10-30-98	Hispanic	yes
30. boy	(6) 16			0	0	2-27-97	White	
31 boy	(12) 16			4	2	8-26-99	Hispanic/Asian	
32. girl	(6) 20			1	5	8-12-99	Black	
33. girl	20			8	2	9-27-99	White	
34. boy	20			7	0	5-12-99	White	

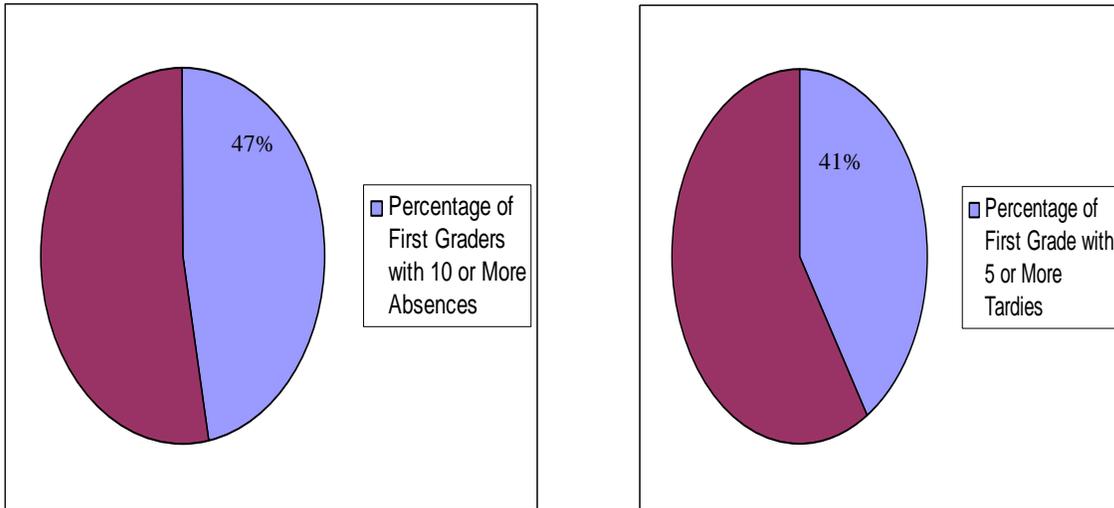
At the end of the year the BLT disaggregated the data and the findings are below. We looked at that data to see if the modifications put into place had any impact. The year end reading scores did not reflect our mid-year predictions.



Our school-wide concern about absences and tardies impacting reading achievement and our high special education population led us to disaggregate the DRA data in several different ways. 60% of the First Grade students with 10 or more absences scored 16 or above on the DRA. 62% of the First Grade students with 5 or more tardies scored 16 or above on the DRA.

However, at the end of the year absences and tardies were still a concern to our faculty and still impacting achievement. The faculty posed the question “If our children were able to reach a level 16 in reading with the current amount of absences and tardies, what level would they achieve with more consistent attendance?”

First Grade Attendance and Tardies (Table 2)



A pamphlet was designed by the BLT to communicate staff concerns about the absences and tardies to parents. This pamphlet was given out at all grade level orientations and was addressed by administration at open house.

The staff looked at Ethnicity mid-year and end of the year for awareness purposes only.

Ethnicity and Sub Group Disaggregation of DRA Scores

Table 3

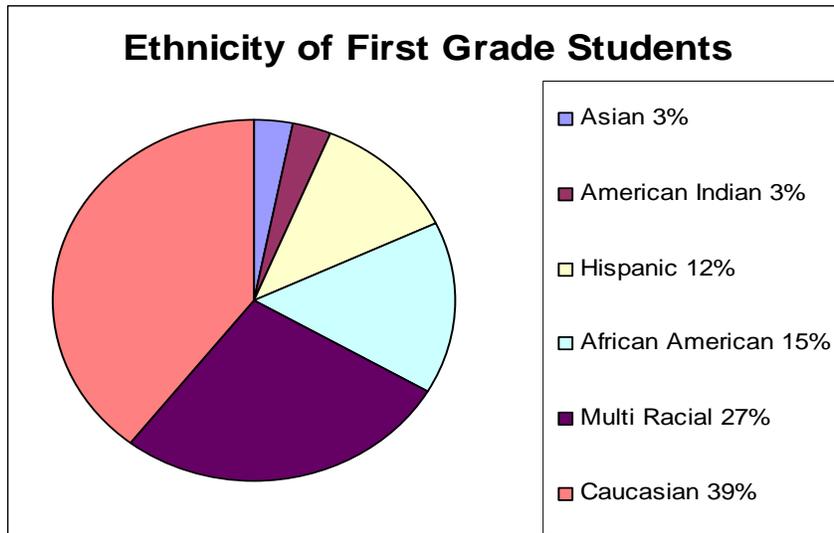


Table 4

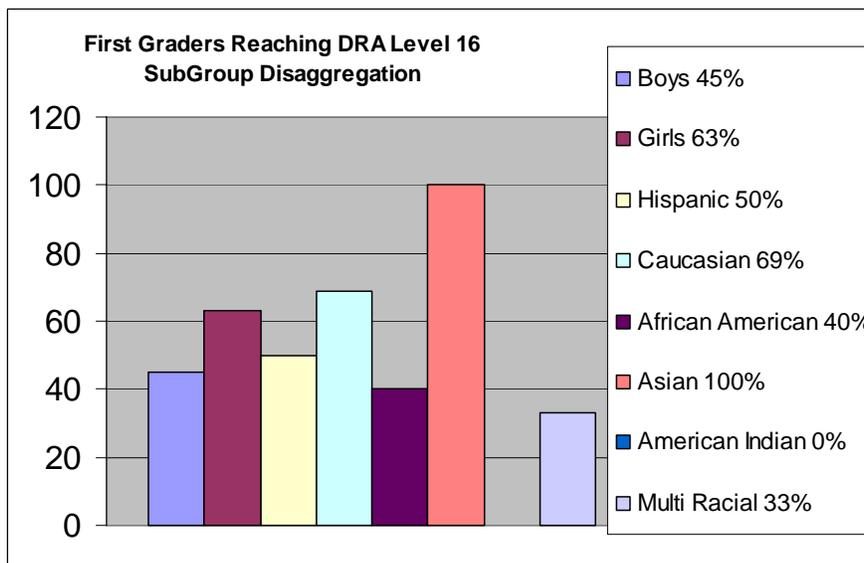


Table 3 represents the ethnicity of our first grade students. Table 4 depicts the subgroups reaching Level 16 or above as follows: Boys – 45%; Girls - 63%; Hispanic – 50%; Caucasian – 69%; African American – 40%; Asian – 100%; American Indian – 0%; and Multi-Racial – 33%.

Due to our high special education population we felt it was important to disaggregate data further to analyze both groups separately.

Disaggregation of Total First Grade Population Based on the DRA (Comparison of Special Education and Regular Education Students)

Table 5

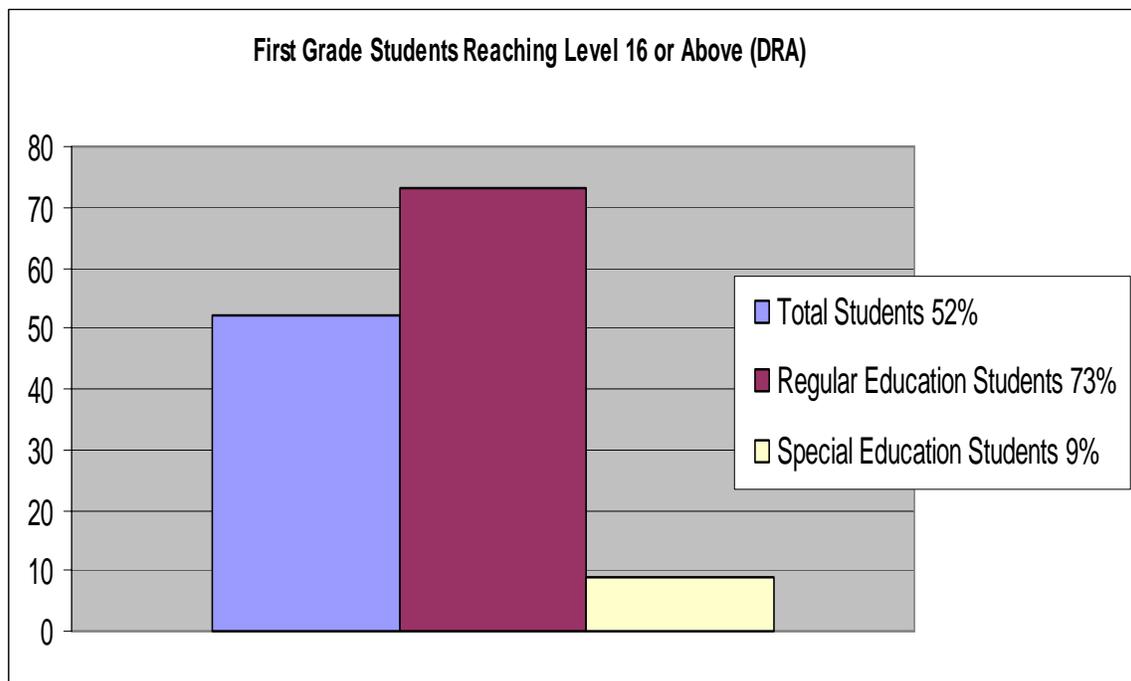


Table 5 shows 73% of the regular education students reached Level 16 or above and 9% of our special education students reached Level 16 as well.

Name _____ Date 9/05

Writing Prompt: My Family

Writing Rubric ~ Kindergarten SY 2005-2006

4	Frequently uses descriptive words/details Writes 1 or more complete sentences on topic Logical sequences All information is on topic Uses familiar words, invented spelling, and environmental print
3	Draws picture with detail Can read what they wrote with a match between what is written and what is said Writes some familiar words/environmental print Uses invented spelling
2	Pictures represents topic Writes random letters and/or beginning sounds to represent words/environmental print Can read what they wrote
1	Draws picture Scribbles and/or writes random letters Cannot read what they wrote Off topic

MORE INFORMATION ABOUT THE WRITER (Evidenced in writing)

___ Leaves spaces between words

___ Directionality (left to right)

Name _____ Date 9/06

Writing Prompt: My Family

Writing Rubric ~ Kindergarten SY 2006-2007

4	Uses descriptive words or details to elaborate Writes 1 or more complete sentences on topic Logical sequences All information is on topic Uses familiar words, invented spelling, and environmental print
3	Picture represents topic Can read what they wrote with a match between what is written and what is said Writes some familiar words/environmental print May use invented spelling
2	Picture represents topic Writes random letters, beginning sounds, and/or environmental print to represent words Can read what they wrote
1	Picture represents topic Scribbles and/or writes random letters Cannot read what they wrote Off topic

MORE INFORMATION ABOUT THE WRITER (Evidenced in writing)

___ Leaves spaces between words

___ Directionality (left to right)

September 2005 Student:

Writing Rubric ~ First Grade SY 2005-2006

4	Language of written text is clear Consistently uses descriptive words / details Complete sentences Logical sequence All information on topic
3	Language of written text is clear Frequently uses descriptive words / details Majority of sentences complete Logical sequence Most information on topic
2	Language of written text is somewhat clear Occasionally uses descriptive words / details Some incomplete sentences Sequence not always used Some irrelevant information included
1	Language of written text is unclear No descriptive words / details Incomplete sentences Does not follow logical sequence Off topic <div data-bbox="667 1346 1122 1486" style="border: 1px solid black; padding: 5px; margin-top: 10px;"><input type="checkbox"/> uses random letters <input type="checkbox"/> uses letter-like symbols <input type="checkbox"/> doesn't attempt writing</div>

MORE INFORMATION ABOUT THE WRITER (Evidenced in writing)

- Control for directionality
- Correct punctuation marks to end sentences
- Appropriate use of capital letters
- Correctly spells high frequency words/word wall words

Writing Prompt: My Family

Writing Rubric ~ First Grade SY 2006-2007

4	<p>Language of written text is clear Consistently uses descriptive words / details Uses familiar words, invented/conventional spelling, and/or environmental print Complete sentences Logical sequence All information on topic</p>
3	<p>Language of written text is clear Frequently uses descriptive words / details Uses familiar words, invented/conventional spelling, and/or environmental print Majority of sentences complete Logical sequence Most information on topic</p>
2	<p>Language of written text is somewhat clear Occasionally uses descriptive words / details Can read what they wrote with a match between what is written and what is said Some incomplete sentences Sequence not always used Some irrelevant information included</p>
1	<p>Language of written text is unclear No descriptive words / details Incomplete sentences Does not follow logical sequence Off topic</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>___ uses random letters ___ uses letter-like symbols ___ doesn't attempt writing</p> </div>

MORE INFORMATION ABOUT THE WRITER (Evidenced in writing)

- ___ Control for directionality
- ___ Correct punctuation marks to end sentences
- ___ Appropriate use of capital letters
- ___ Correctly spells high frequency words/word wall words

Writing Prompt: My Family

6- Trait Writing Assessment for Kindergarten and First Grade Students at TT1 Primary School

Name _____

Teacher _____

Grade _____

Writing Prompt: My Family

Date 9/06

Word Choice

Ideas

Date _____

Word choice

Ideas

Date _____

Word choice

Ideas

<i>1- Experimenting</i>	<i>2- Emerging</i>	<i>3- Developing</i>	<i>4- Capable</i>	<i>5- Experienced</i>
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Word Choice	<ul style="list-style-type: none"> Writes letter in strings Imitates word patterns Pictures stand for words and phrases Copies environmental print 	<ul style="list-style-type: none"> Recognizable words Environmental words used correctly Attempts at phrases Functional language 	<ul style="list-style-type: none"> General or ordinary words Attempts new words but they don't always fit Settles for the word or phrase that "will do" Big words used only to impress reader Relies on slang, clichés, or repetition 	<ul style="list-style-type: none"> Uses favorite words correctly Experiments with new and different words with some success Tries to choose words for specificity Attempts to use descriptive words to create images 	<ul style="list-style-type: none"> Everyday words used well Precise, accurate, fresh, original words Creates vivid images in a natural way Avoids repetition, clichés or vague language Attempts at figurative language
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Ideas	<ul style="list-style-type: none"> Uses scribbles for writing Dictates labels or a story Shapes that look like letters Line forms that imitate text Writes letters randomly 	<ul style="list-style-type: none"> Some recognizable words present Labels pictures Uses drawing that show detail Pictures are supported by some words 	<ul style="list-style-type: none"> Attempts a story to make a point Illustration supports the writing Meaning of the general idea is recognizable/ understandable Some ideas are clear but some are fuzzy 	<ul style="list-style-type: none"> Writing tells a story or makes a point Illustration (if present) enhances the writing Idea is generally on topic Details are present but not developed (lists) 	<ul style="list-style-type: none"> Presents a fresh/original idea Topic is narrowed and focused develops one clear, main idea Uses interesting, important details for support Writer understands the topic well
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First Grade Class A

DRA

SY 06-07

Girls	Sept.	Oct./Nov	Dec./Jan.	Feb./March	April/May	June
1.						
2.	4	6	12			
3.	A	A	4			
4.	-	6	12			
5.	1	1	3			
6.	3	5	10			
7.	3	3	6			
8.	4	9	16			
9.	1	1	1			
Boys						
10.	A	A	1			
11.						
12.	1	2	4			
13.	1	2	3			
14.	1	1	2			
15.						
17.						
18.						
19.						

First Grade Class B

DRA

SY 06-07

Girls	Sept.	Oct./Nov.	Dec./Jan.	Feb./March	April/May	June
1.	3	4	6			
2.						
3.	3		16			
4.	2	3	7			
5.						
6	18		30			
7.	3	3	5			
8.	3	4	6			
Boys						
9.	2	3/4	5			
10.	3	5	14			
11.	NR	1	3			
12.	1	3	3			
13.	1	2	5			
16.	Not here	1	6			
17.	Not here	1	4			
18.	Not here	3	5/6			

First Grade Class C

DRA

SY 06-07

Girls	Sept.	Oct./Nov.	Dec./Jan.	Feb./March	April/May	June
1.	2	3	4			
2.	1	2	3			
3.						
4.						
5.	NR	A	2			
6.	3	5	10			
7.	10	17	24			
8.	A	3	3			
9.						
10.	1	1	3			
11.	Not here	1	4			
Boys						
12.	NR	1	3			
13.	NR	NR	NR			
14.	6	12	20			
15.	2	3	6			
16.	1	1	3			
17.	8		24			

Kindergarten
 Concepts about Print
 SY 06-07

Teacher A	9/06	12/06-1/07	5/07
1.			
2.	11/21	13/21	
3	12/21	18/21	
4	10/21	18/21	
5.			
6.			
7	5/21	12/21	
8.	~	14/21	
9.	12/21	18/21	
10.	9/21	17/21	
11	8/21	moved	
12.	11/21	15/21	
13.	9/21		
14.	9/21	18/21	
15.	6/21	11/21	
16.	7/21	17/21	
17.	4/21	10/21	
18.	4/21	11/21	
19.	12/21	13/21	
20.	9/21	12/21	
21.	15/21	19/21	
22	8/21	15/21	
23.			
24.	9/21	19/21	
25.	4/21	12/21	
26.		19/21	
27.	9/21	19/21	
28	11/21	14/21	
29.	15/21	19/21	

Kindergarten
 Concepts about Print
 SY 06-07

Teacher B	9/06	12/06-1/07	5/07
1.	4/21	14/21	
2.	9/21	19/21	
3.	7/21	11/21	
4	8/21	17/21	
5.	9/21	16/21	
6.	10/21	19/21	
7	-	6/21	
8.	6/21	15/21	
9.	6/21	9/21	
10.	8/21	17/21	
11.	8/21	20/21	
12.	0/21	3/21	
13.	-	18/21	
14.	4/21	16/21	
15.			
16.	13/21	18/21	
17.	9/21	16/21	
18.			
19.	7/21		
20.	10/21	16/21	
21.			
22	6/21	15/21	
23.	11/21	19/21	
24.			
25.	9/21	18/21	
26.	9/21	19/21	
27.	7/21	16/21	