BRITTIN ELEMENTARY SCHOOL

SCHOOL PROFILE

2007-2008

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Home of the ***KNIGHTS***

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

February 1, 2008

SILT Committee Members:

Barbara Johnson: SILT Chairperson, Fourth Grade
Marilyn Carter: Reading Specialist
Terry Houtkooper: First Grade
Nancy Jackson: FEA Representative, Visual Arts Specialist
Debbie Waller: FEA Representative, Fourth Grade
Wynelle Welsh: Educational Technologist
Meredith Rice: Math Facilitator
Dr. Fordyce Stone: Principal
Dr. Deborah Williams: Assistant Principal

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BRITTIN ELEMENTARY SCHOOL

I SCHOOL AND COMMUNITY DESCRIPTION

- Brittin Elementary School is part of the DoDEA (Department of Defense Education Activity) stateside school network, located at the Ft. Stewart Army post, in Georgia. It is part of the South Carolina/Fort Stewart district of the Domestic Dependents Elementary and Secondary School system (DDESS) with a seven-member elected advisory board.

- Currently, Brittin Elementary serves approximately 750 students, Pre-K through 6, whose parents are active military and reside on post housing. Eighty percent of the active duty Ft. Stewart community is deployed, presently serving third and fourth-time deployments to Iraq. Eighty three percent of our students participate in the reduced or free lunch program.

- Brittin provides a number of in-school resources and services for its students. Resources include English as a Second Language (ESL), Read 180 program which provides reading service for students in grades 3-6 who are more than a reading level below their grade level, a Math facilitator support for assistance to student in grades 4-6, and LARS Language Arts Reading Strategies (LARS) support for students in 1st-2nd. Brittin has a full complement of SPED services, OT/PT and guidance counselors to serve our students. Teachers with Extra Duty Assignments (EDA) provide after-school extra curricular activities, such as band, PE and golf clubs. Brittin also has a very active PTO which provides school support and sponsors kid friendly activities.

- Fort Stewart hosts a variety of on post organizations, which offer before and after school services for our students. School Age Services (SAS) provides before and after child care, while offering arts and crafts, outdoor recreation, and a homework/computer lab. Child and Youth Services offer instructional programs to include dance, tumbling, karate, music, and tutoring. Jordan Youth Gym offers athletic activities and health and nutrition classes. Corkan Family Recreation offers roller skating, outdoor and indoor playgrounds, a water park, and adventure miniature golf. The Morale, Welfare and Recreation Department (MWR) provides year round club sport opportunities for youth, such as football, soccer, basketball, teeball, baseball, and cheerleading. They also offer families a variety of excursions to include but not limited to trips to the Atlanta Aquarium, Sea World, Universal Studios, etc. Fort Stewart also hosts both the Boy Scouts and Girl Scout of America and 4H.

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II School Mission Statement, Vision, & Beliefs

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

VISION STATEMENT
We will motivate students to become self-disciplined lifelong learners and productive global community members.

STATEMENT OF BELIEFS:
We believe...

- All students will experience success through equal access to a quality education
- A motivating environment inspires powerful learning

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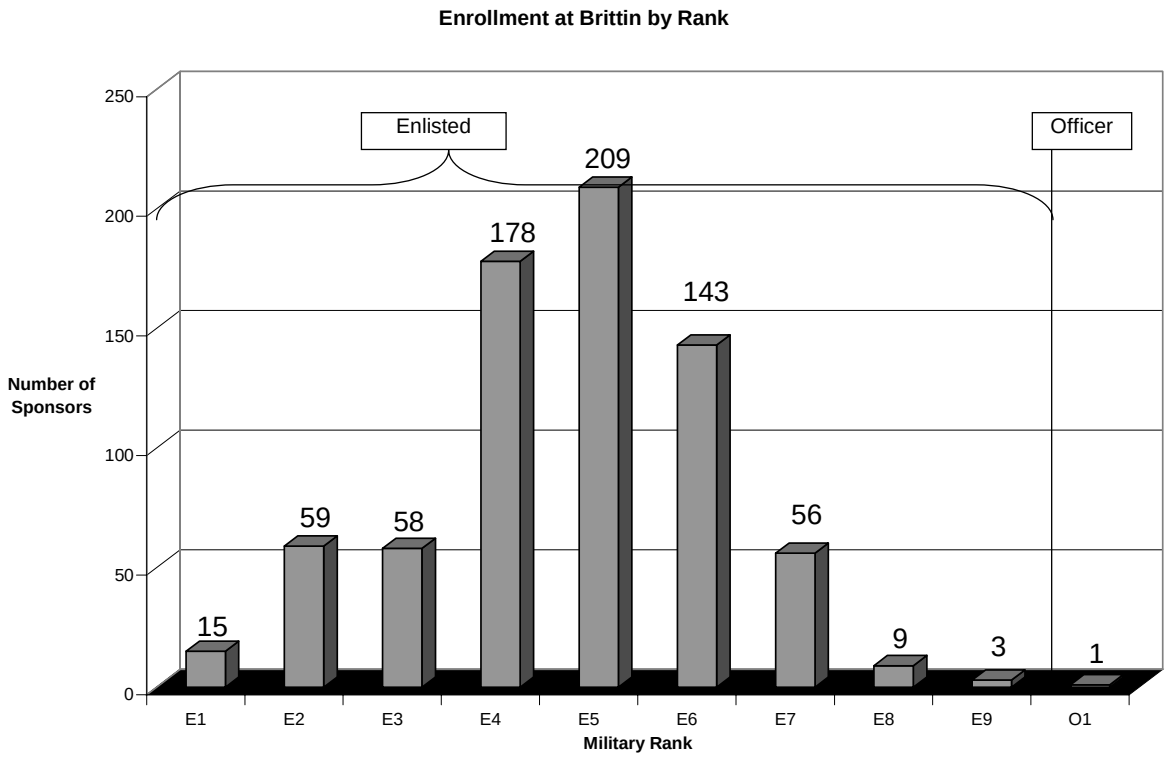
III Unique Local Insights

Fort Stewart is the home of the 3rd Infantry Division, and is the Army's Premier Power Projection Platform on the Atlantic Coast. This is the largest, most effective and efficient armor training base east of the Mississippi, covering 280,000 acres including parts of Liberty, Long, Tattnall, Evans and Bryan counties in southeast Georgia. Ft. Stewart is located adjacent to Hinesville, Georgia and houses 20,000 active military personnel.

Figure 1: Military Rank of Brittin's Student Sponsors

A. Data Presentation of Parent Rank



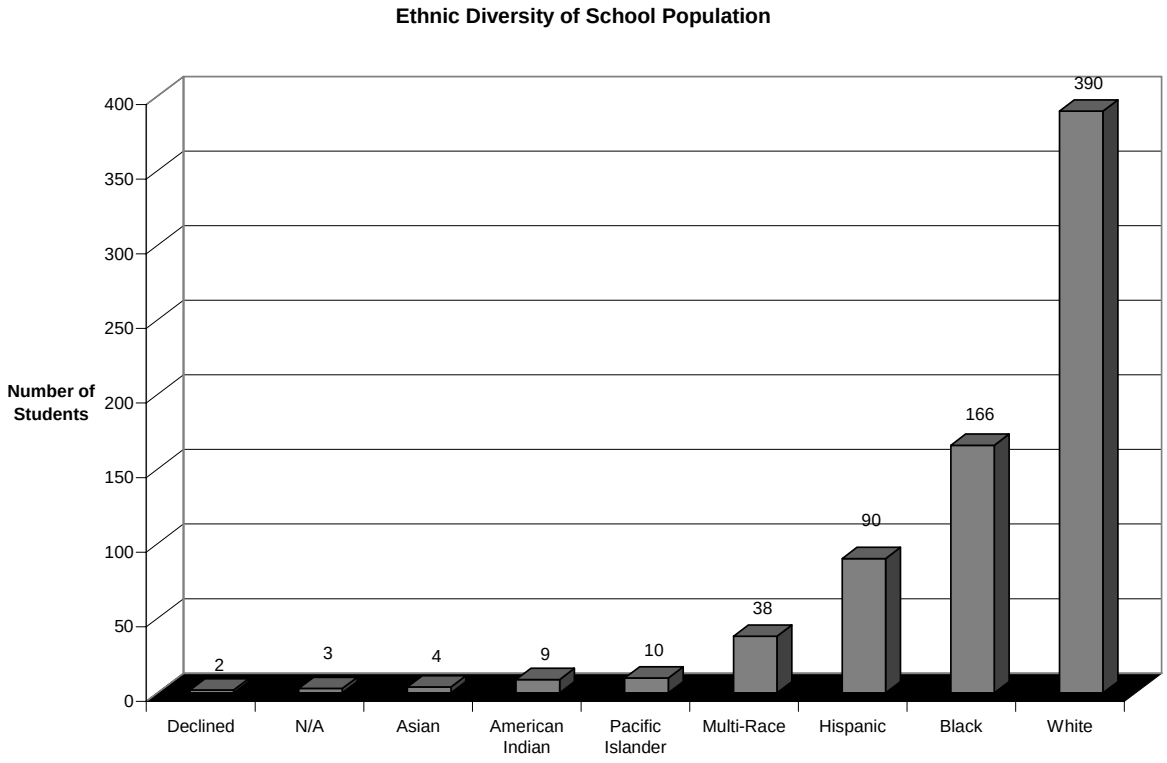
B.

Statement of Findings:
The graph depicts the rank of the military sponsors of the students at Brittin Elementary School. The majority of our students' military sponsors are members of the enlisted ranks, E-4 to E-6. (Specialist/Corporals to Staff Sergeant)

C. Implications of Data:
The enlisted income levels combined with the size of the families, contribute to us having 83% of students qualifying to participate in Brittin's free or reduced lunch program. Furthermore, sponsors within these ranks experience frequent 15-18 month deployments, Sponsors are home for less than a year between deployments. Sponsors are home for less than a year between deployments. Therefore military dependent children may experience additional stress and separation anxiety associated with lengthy, frequent deployments.

FIGURE 2. Ethnicity Chart of Brittin Students

A. Data Presentation of ethnicity of Brittin students



B. Statement of Findings:
This chart represents the ethnic diversity of Brittin students for the fall 2007. The three largest groups in our school are White at 55%, Black at 23% and Hispanic at 13%.

C. Implications of Data:
Based on the ethnic data, Brittin was selected to pilot a Spanish Language Enrichment Program for Kindergarten and First Grade.

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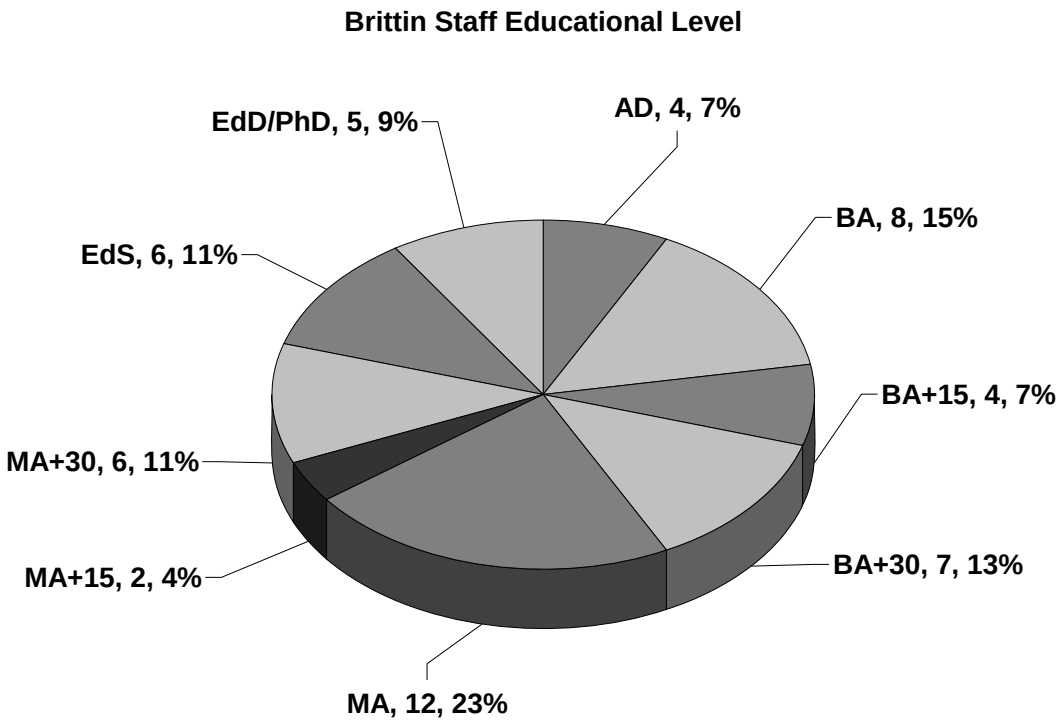
Figure 3. Staff Education Degrees

A. Data presentation of Staff Degrees



B. Statement of Findings:
This pie chart represents the college degrees and post=graduate work of the Brittin Staff. Seventy eight percent of Brittin's classified and certified staff members have earned a degree beyond the bachelor level.

C. Implications of Data:
This shows that the Brittin staff has gone above and beyond the basic requirements. Increased degree levels bring new and current methodology to the school and our students. The staff's knowledge and expertise in a wide range of subject areas offers our military children a strong educational program.

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Figure 4: Parent survey responses

A. Data Presentation of parent surveys

"My child's school maintains good discipline. "Response average was **4.3**

- 1=Strongly Disagree
- 2=Disagree
- 3=Undecided
- 4=Agree
- 5=Strongly Agree

"Discipline problems are handled quickly at my child's school." Response average was **4.2**

- 1=Strongly Disagree
- 2=Disagree
- 3=Undecided
- 4=Agree
- 5=Strongly Agree

"How often does the school communicate with you?

- At least once a week **70%**
- At least once a month **23%**
- Once or twice a year **7%**

"My child's school encourages parent/guardian involvement at school related events."

- Yes **96%**
- No **4%**

B. .Statement of Findings

The parental survey indicates a high level of parental support in the area of discipline at Brittin Elementary. Thirty percent of parents report only monthly, annual or bi-annual communication with the school. Note the volunteer hours in Figure #5. Communication with parents continues to be an issue that needs to be enhanced based on items such as inclusion on our SILT.

C. Implication of Data

Develop new ways to enhance communication with parents. A new section to our web page that includes lost and found items for parents and students is an attempt to attract the interest of parents to our web site. Additional ideas for reaching them with technology should be explored.

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Figure 5: Volunteer Hours

A. Data presentation of Volunteer hours at Brittin Elementary

Army volunteer hours = 3544

Parent volunteer hours = 3768

Total volunteer hours = 7312

B. Statement of Findings

Our support from the Army and parents is incredible. Many of our programs in school would not be as effective without all of these volunteer hours. These hours are spent in classrooms working directly with students giving academic help under the supervision of a teacher.

C. Implications of Data

We continue to seek ways to bring more volunteers into our school. We currently have a new program that allows soldiers waiting to leave the army for medical reasons to allocate their time to working in the school. We currently have 3 soldiers working with our teachers in the classrooms.

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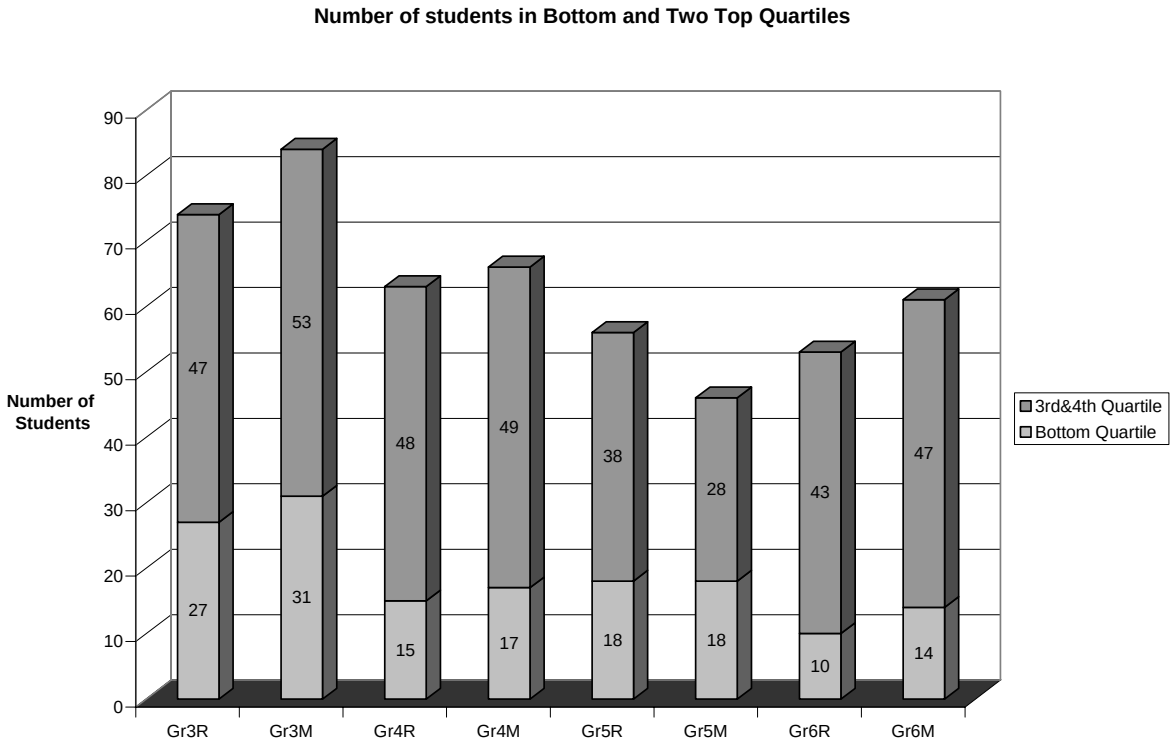
Figure 6: Reading and Math Bottom Quartile Terra Nova results

A. Data Presentation of TN results for SY 2006-2007 and then identifying those students still here in SY 2007-2008



Bottom Quartile Students
(Based on '06 – '07 Terra Nova – but still enrolled 07-08)
Math and Reading

Student Name	Grade	Reading Score	Math Score	Services
4A	**4**	**11**	**21**	
4B	**4**	**19**	56	Read 180
4C	**4**	**20**	34	Read 180
4D	**4**	**17**	**25**	IEP
4E	**4**	**16**	**20**	
4F	**4**	**5**	56	
4G	**4**	**16**	29	
4H	**4**	30	**15**	IEP
4I	**4**	32	**16**	IEP
4J	**4**	47	**25**	Read 180

4K	**4**	**20**	**7**	Read 180
4L	**4**	**7**	**8**	Read 180
5A	**5**	**15**	33	IEP
5B	**5**	**13**	37	Read 180
6A	**6**	37	**16**	
6B	**6**	**14**	39	IEP
6C	**6**	47	**25**	
6D	**6**	30	**21**	IEP
6E	**6**	**5**	36	Read 180

B. Statement of Findings

This figure depicts the focus group of students in the bottom quartile for our goals in Math and Reading in grades 3-6. We have included the top two quartiles also to show that we are showing success with many of our students. The numbers on the bar graph show the number of students scoring in the bottom quartile or < than 25TH percentile.

C. Implications of data

The numbers of students in the bottom quartile is too large and we are working on ways to reduce them. Several ideas we have already implemented:

- It is our second year with a math facilitator She is currently working with grades 4-6th
- It is our second year with two Read 180 teachers for grades 3-6th grade

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Figure 7: Former students

A. Data Presentation of former students

The questions were asked of former students last spring by the Brittin Guidance department. They were 6th graders moving on to the 7th grade. The complete instrument and all the results can be found in the Appendix notebook.

Question #2: During the past 2 years, how many times have you moved (changed where you live)?

A) 0 times 50%
B) 1 time 13%
C) 2 or more times 37%

Question #3: While attending a Fort Stewart School, did you feel close to the people at the school?

A) No, Never 19%
B) Yes, some of the time 31%
C) Yes, most of the time 19%
D) Yes, all of the time 31%

Question #9: How well do you feel the teachers prepared you for middle school?

A) Did not help at all 6%
B) Helped a little 38%
C) Helped most of the time 31%
D) Helped all the time 25%

Question #10: Most teachers at Fort Stewart Schools believe that I can succeed.

A) No, Never 13%
B) Yes, some of the time 18%
C) Yes, most of the time 13%
D) Yes, all of the time 56%

Question #15: I felt safe at school.

B) No, Never 37%
C) Yes, some of the time 37%
D) Yes, most of the time 13%
E) Yes, all of the time 13%

B. Statement of Findings

- 37% of former students have moved two or more times over the last 2 years.
- Over 56% of former students felt that teachers prepared them for middle school.
- Only 26% of former students felt safe most of the time.

C. Implications of Data

- Having recognized that their mobility is a barrier to learning, teachers do an excellent job of welcoming and integrating new students. Next step

would be to find ways to help parents assist their children with the effects of transition.

- Indicates that teachers need to identify areas and develop strategies to get the other 44% of students ready for Middle School.
- The school system created a SRO (Schools Resource Officer) position this school year to address behavior and safety issues.
- Our duty schedule provides adults all around the school for supervision of the beginning and end of the school day.

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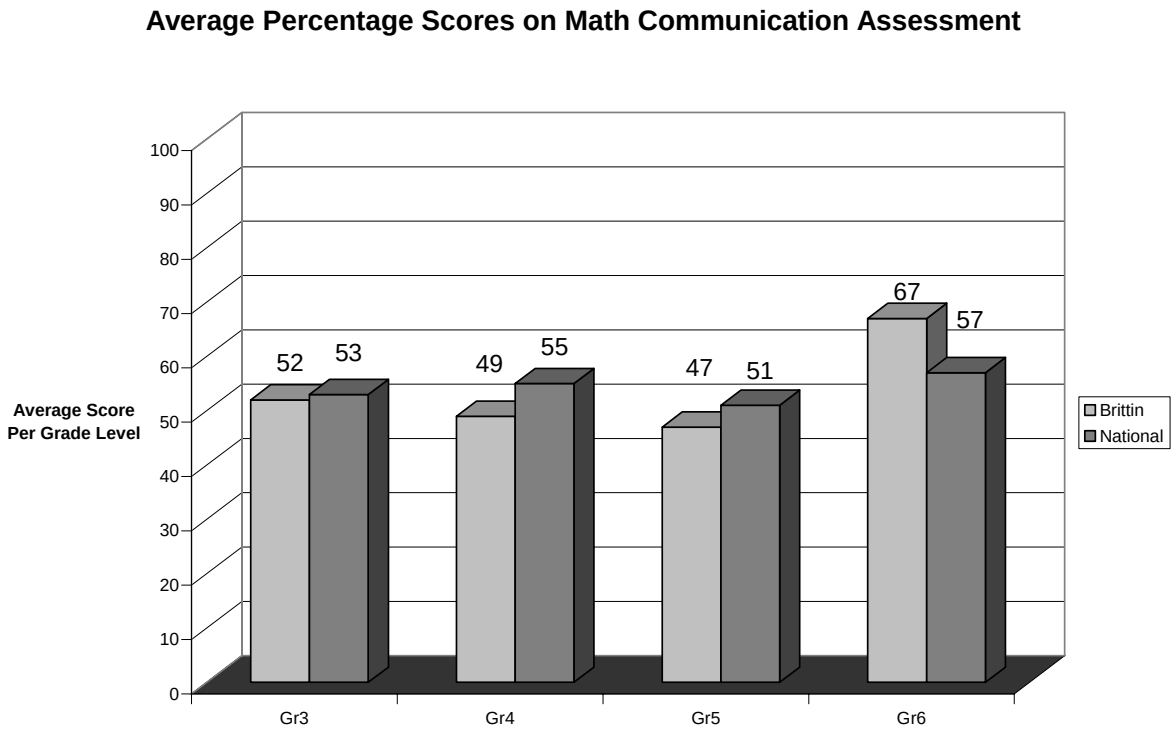
Figure 8: Terra Nova Math Communication

A. Data Presentation of Math Communication, Terra Nova, results



B. Statement of Findings

- The majority of Brittin students scored close to the average, 50th percentile mark on math communication assessment.
- Students in grades 4-5 need additional strategies for meeting math communication skills. Based on this data, this became one of two School Improvement Goals for this school year.

C. Implications of data

- Students in grades 4-5 need additional strategies for meeting math communication skills. Based on this data this became one of two School Improvement Goals for this school year. We are beginning Collaborative Coaching and Learning Model groups for teachers and administrators to observe effective mathematics teachers and their practices. It is to get groups of teachers together to observe and discuss students' thinking and learning in the area of mathematics. During the course of discussion, both pre and post observation, teachers will share insights and strengthen their own conceptual knowledge in math.
- Our students are transient, due to the nature of their parents' occupation, and therefore have learning gaps due to changing schools. A growing number of our population experiences language barriers due to ethnicity factors. Thus, many students are one or more reading levels below their grade.

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V SECTION 4—Summary

- We have specific areas in math and reading that are the current focus of our school improvement plan. We have implemented several new initiatives to address these deficiencies in student achievement. We will continue to review our data and adjust our programs and classroom instruction, as needed.
- Communication with parents is identified as an area that needs additional improvement.
- Test assessment scores are being analyzed in depth. Our goal for this year is to have all of our scores at the fiftieth percentile or higher
- With Reading levels of one or more years below grade level (pg. 15) our students need some different interventions to improve their reading skills. We are working with the 2nd grade on an intervention system currently to address this.

VI SECTION 5—Appendix

An additional notebook is located in the school where we have brought together other data that helps describe our school.

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