

Patrick L. Kessler Elementary School

South Carolina/Fort Stewart District

School Profile 2007-2008



Principal

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School Improvement Leadership Team

School Information

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DODEA Mission Statement

To Provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment.

Guiding Principles

- Success for All Students
- Trust and Respect for Others
- Uncompromising Advocacy for Students
- Development of Lifelong Learners
- Equal Access to Quality, Rigorous Education
- New and Motivating Challenges to Inspire Excellence
- Teaching with High Expectations
- Safe and Stable Learning Environment

Kessler Elementary School Vision

Kessler Elementary School is a place of collaboration that inspires a progressive learning community.

We Believe...

- Academic perseverance is valued.
- Technology supports active student learning
- Supportive parental involvement maximizes student learning to ensure that all students are successful.

Mission

To have all students learn to read, write, and be successful problem solvers in a world wide community

Kessler Elementary School and Community

Fort Stewart is the home of the 3rd Infantry Division and known to be the Army's Premier Power Projection Platform on the Atlantic coast. It 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. Fort Stewart's vision is to be the world's best installation for training and deploying Armed Forces, as well as providing the highest quality environment for soldiers to live and raise a family. In keeping with the vision Fort Stewart partnered with RCI (Residential Community Initiative) to build better housing on post for 3rd ID soldiers and their families. As a result of this partnership, the number of families moving on post increased creating the need for an additional school. Currently, eighty percent of the 3rd Infantry Division is deployed to Iraq with many soldiers serving third and fourth tours.

Fort Stewart military community provides child and youth programs that promote the total wellness of youth through developmentally appropriate recreational, social, educational, and athletic activities. Many of these activities are held at the Child Development Center, Youth Center, Corkan Gym, Jordan Gym, Morale, and Welfare Recreation (MWR) facilities, and local recreational sites and parks. Babysitting services are available for children 6 weeks to 5 years old. The Youth Center is a place for youth ages sixth grade through twelfth grade, to enjoy activities such as bumper pool, Sega, table games, dances, contest, theme parties and cultural events. Youth Development offers programs for all school age children such as career explorations, computer and homework club, 4-H, support groups, scouts, and community service projects. The instructional programs include dance, gymnastics, piano, tae kwon do, and water sports. Swimming lessons, weight training, sports camps, craft classes are just a few of the programs designed for the summer. Sport programs are conducted with emphasis on safety, participation, fun, and good sportsmanship. Families may enjoy such activities as Easter eggs hunts, fall festivals, Christmas parties, and trips to the Okefenokee, the Jacksonville Zoo, or Fort Pulaski.

Kessler Elementary School, originally Fort Stewart Elementary School, has existed for three years and has experienced three physical moves during that time. Our original site, located in a vacant field, began with two classroom modules and an administration module. The staff recalls the Physical Education and cafeteria programs moving from classrooms into a large building called the "Barn" and walking between buildings on uncovered sidewalks in all types of weather.

During SY 2005-2006, Fort Stewart Elementary School grew quickly. As the population increased in the newly formed Liberty Woods housing area, so did the population of the school. From August to December new classes were added. Due to difficulty in hiring teachers, many classes were taught with long-term substitutes. We reached our maximum capacity by January 2006. Our overflow population was transferred to Diamond Elementary School. By the end of the school year, Fort Stewart Elementary School enrollment reached approximately 250 students with Diamond Elementary School housing about 150 additional students from the Liberty Woods area.

Beginning SY 2006-2007 construction of additional classroom and Media Center modules had been initiated. Meanwhile, six additional classrooms were created and housed at Diamond Elementary School. Fort Stewart Elementary School was responsible for supporting these classrooms, as if they were on our campus. By November 2006, our modular units were completed and we moved again. Our Information Center moved from a classroom to a slightly larger facility. Once settled, our population began to increase and reached 330 students by the end of the year. Again, Diamond Elementary School handled the overflow population.

In August of 2007, Kessler Elementary School opened its doors and was dedicated on September 12, 2007, in honor of WWII 3rd Infantry Division Soldier and Medal of Honor recipient, PFC Patrick L. Kessler. The school was redistricted for SY 2007-2008 and approximately sixty-four percent of our students are new to Kessler Elementary School. Community and staff welcomed the addition of the new school. Parents were excited about the conveniences of a neighborhood school and the staff felt the unity of having all programs under one roof. KES now supports a student population of 506 students in Pre-K through sixth grade, with 49 staff members. For the first time since 2005, every classroom has a certified teacher.

The home of the Eagles is a place where **Education And Goals Let Everyone Soar!**

Unique Local Insights

Data Collection Instruments

We used parent, teacher, student surveys and the *School Management System* as the data source to collect information about our unique local insights.

A. Presentation of Parent Survey Results.

This survey was given October 2007.

- How well do you think your child is performing in each of the following areas?

	Very Poor 1	Poor 2	Neither Poor nor Good 3	Good 4	Very Good 5	No Response
Writing	0	4%	14%	50%	31%	1%
Oral communication	0	2%	7%	52%	39%	0
Listening	1%	9%	17%	45%	29%	0
Math computation	1%	4%	11%	56%	27%	1%
Math reasoning/problem solving	0	5%	21%	48%	25%	1%
Problem Solving	0	6%	15%	51%	25%	3%
Reasoning/Inquiry	1%	5%	20%	48%	23%	3%
Using technology	0	1%	10%	53%	35%	1%

Number = 167

- Please rate the quality of instruction your child receives in each of the following areas?

	Very Poor 1	Poor 2	Neither Poor nor Good 3	Good 4	Very Good 5	No Response
Writing	1%	2%	9%	53%	31%	4%
Mathematics	1%	4%	7%	56%	30%	2%

Number = 167

B. Analysis of Data:

The survey indicates that over 70% of parents feel positive about their child's performance. In addition, parents are confident regarding the instruction their child is receiving at Kessler School.

C. Implications:

We hope to increase parent perception through better home/school communication and more parent involvement in school activities.

A. Presentation of Student Survey Results.

This survey was given October 2007.

- How well do you think you are performing in each of the following areas?

N=243

	Very Poor 1	Poor 2	Neither Poor nor Good 3	Good 4	Very Good 5
Writing	12	11	44	74	74
Oral communication	6	11	38	81	101
Listening	11	14	41	79	96
Math computation	10	15	37	87	84
Problem Solving	12	11	39	86	88
Using technology	9	8	35	43	140

- Pick THREE areas below where you feel you need the most help.

Top Three Chosen

Writing	2
Oral communication	
Listening	
Math computation	3
Problem Solving	1
Using technology	

- When I need help with my school work, someone at my school is available to help me.

79 % of the 264 students responding were agreeable that there was someone at school to help them with their school work.

B. Analysis of Data :

The majority of our students felt they were doing good or very good in all areas.

Writing	69%
Oral Communication	77%
Listening	73%
Math Computation	73%
Problem Solving	74%
Using Technology	78%

Students believed they needed help in the areas that we are addressing in our SIP goals.

C. Implications for action:

It is important for us to continue to support our students with additional academic assistance, homework clubs, and tutoring.

A. Presentation of Teacher Surveys.

The following survey was given October 2007.

Standards Assessment Report

	Not Evident	Emerging	Operational	Highly Functional
Teaching and Learning				
Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning	0	17%	55%	28%
Gathers, analyzes, and uses data and research in making curricular and instructional choices	0	14%	55%	31%
Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice	0	7%	62%	31%
Provides for articulation and alignment between and among all levels of schools	3%	28%	52%	17%
Implements interventions to help students meet expectations for student learning	0	17%	62%	21%
Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program	0	28%	48%	24%
Documenting Results				
Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning	0	31%	48%	21%
Uses student assessment data for making decisions for continuous improvement of teaching and learning processes	0	10%	45%	45%
Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance	0	21%	55%	24%

B. Analysis of Data:

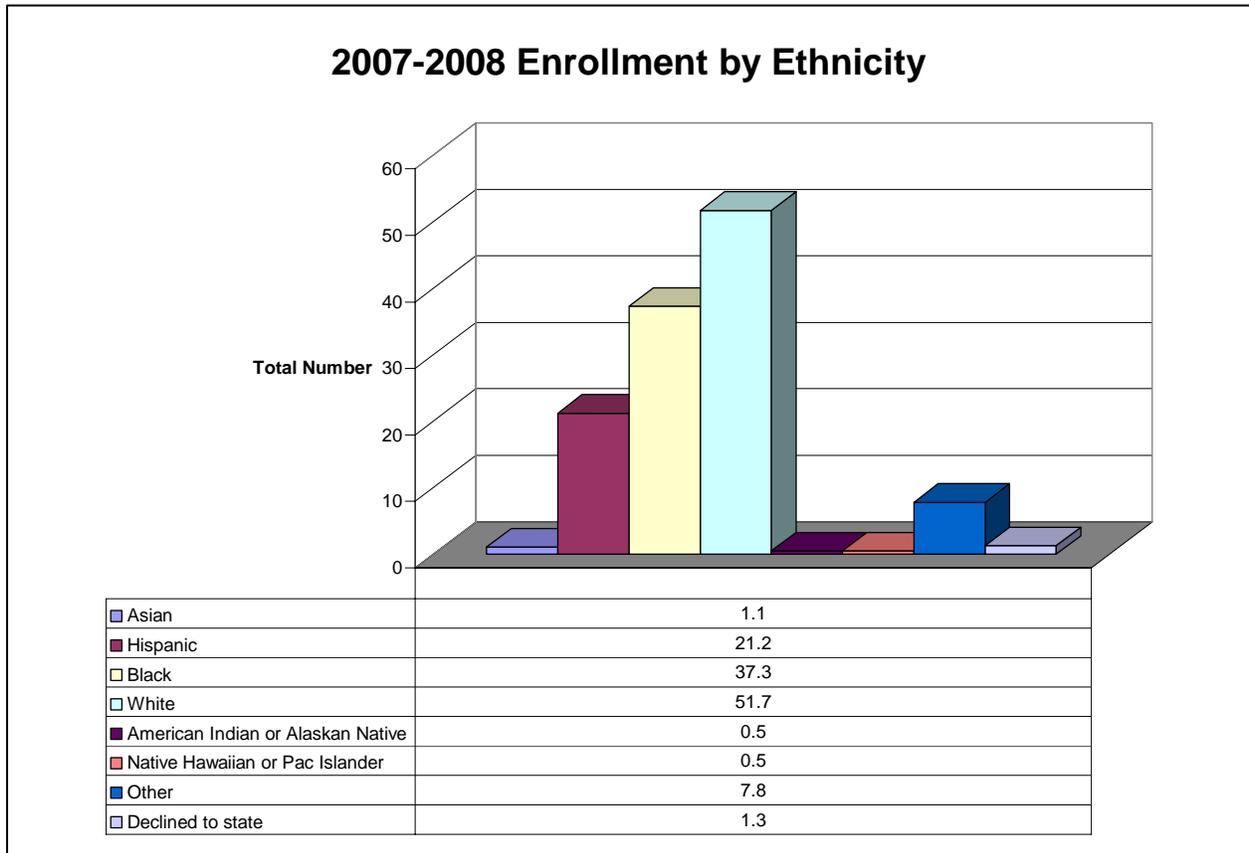
The majority of our staff felt that we were operational in the areas of teaching/learning and documenting results. While the majority of the staff believes the school to be at least operational in providing opportunities for articulation and alignment between grade levels, there is room for improvement in this area. Another area of concern is the availability of technology to support instruction. Our third, and final, area of concern is the development and implementation of a comprehensive assessment system. This final area of concern is the direct result of experimentations using various assessments in an attempt to find the right instruments to measure specific areas of student achievement. Several instruments were tried in an attempt to find the ones that would uncover additional data regarding the closing of gaps in student achievement identified on our primary instrument, the Terra Nova.

C. Implications for action:

We resolve to improve the area of articulation and alignment by providing more opportunities for articulation and alignment by working with grade-level representatives in planning curriculum and instruction. In regards to our second area of concern, technology, this concern is being address by training personnel to better use the available technology while additional technology is added. Fortunately, our final concern should partially rectify itself as we get beyond our baseline data year and we have comparative data using our chosen instruments. We will also help alleviate staff concerns by offering additional training on how to interpret the data results and how to adjusting their current instructional strategies to address shortfalls revealed by the assessment instruments.

A. Presentation of Student Gender and Ethnicity

Figure 1



B. Analysis of Data:

Data indicated that White students (51.7%) comprised the largest number of dependents enrolled followed by Black students (37.3%), Hispanic (21.2%), Asian (1.1%), American Indians (.5%), and Native Hawaiian or Pacific Islanders (.5%). All others comprised 7.8% of total enrollment.

C. Implications:

Ethnic distribution showed diversity among students. Diversity in student groups is largely dependent upon the ethnic mix of military personnel stationed at Fort Stewart Military Base.

Follow-up on Former Students

Data Collection Instruments

We selected the following instruments to collect data regarding former students: Surveys completed by former students at Midway Middle School currently attending Midway Middle School.

A. Presentation of Data -Survey of former students:

The survey was conducted Spring, 2007. The complete instrument with results can be found in the appendix notebook.

Question #5. Did you feel like you were part of this school?

- | | |
|--------------------------|-----|
| A) No, Never | |
| B) Yes, some of the time | 43% |
| C) Yes, most of the time | 19% |
| D) Yes, all of the time | 38% |

Question #9. How well did you feel the teachers prepared you for middle school?

- | | |
|-----------------------------|-----|
| A) Did not help at all | |
| B) Helped a little | 19% |
| C) Helped most of the time. | 29% |
| D) Helped all the time | 52% |

Question #10. Most teachers believed at Fort Stewart School System that I can succeed

- | | |
|--------------------------|-----|
| A) No, Never | |
| B) Yes, some of the time | 24% |
| C) Yes most of the time | 14% |
| D) Yes all of the time | 62% |

Question #11. Your teacher at Fort Stewart School System informed me about my progress in a positive way.

- | | |
|---------------------------|-----|
| A) No, never | |
| B) Yes, some of the time. | 28% |
| C) Yes most of the time | 24% |
| D) Yes all of the time | 48% |

Question #12. Fort Stewart School System had the technology available to prepare myself for middle school.

- | | |
|--------------------------|-----|
| A) No, never | |
| B) Yes, some of the time | 33% |
| C) Yes most of the time. | 38% |
| D) Yes, all of the time | 29% |

Question #14 Fort Stewart School System provided me with all the materials I needed for learning.

- | | |
|---------------------------|-----|
| A) No, never | |
| B) Yes, some of the time. | 9% |
| C) Yes most of the time. | 48% |
| D) Yes all of the time. | 43% |

B. Analysis of Data:

- Former students felt that teachers prepared them well and believed in their success.
- Most former students surveyed responded positively to the questions.

C. Implications for action:

- We will continue to maintain a close relationship with Midway Middle School's teachers and counselors to help our students make a smooth transition to middle school. Beginning SY 2009-2010, 6th graders will attend a new middle school located on post.

An explanation of the Sixth Grade Transition program to Midway Middle is available in the appendix notebook.

Existing School Data

Student Data

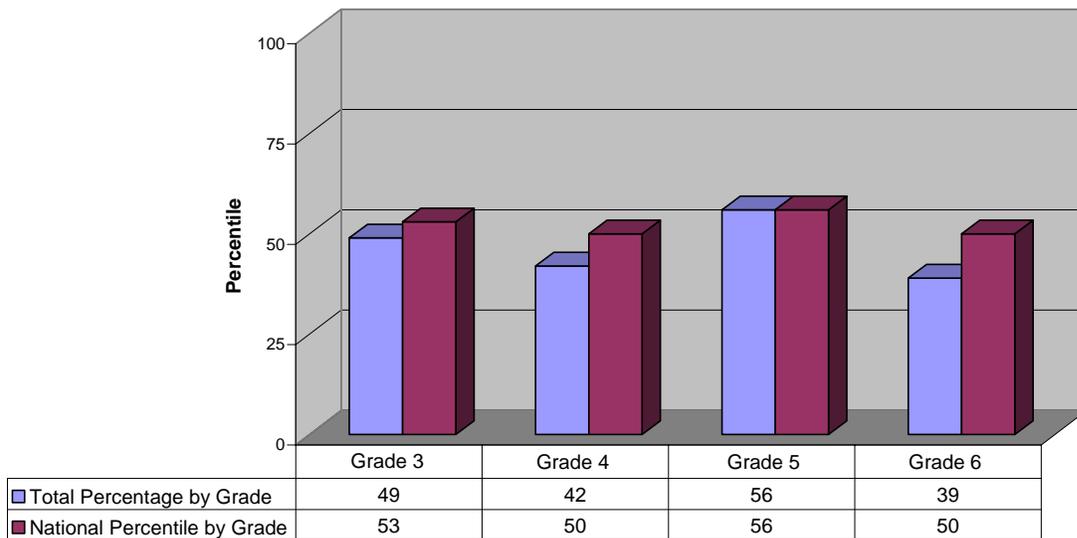
Data Collection Instruments

The following instruments were used to collect data reflective of student results: Terra Nova Problem Solving and Reasoning grades 3-6, Terra Nova Math Communications Grades 3-6, local 6+1 Writing Traits Assessment, and local problem solving assessment.

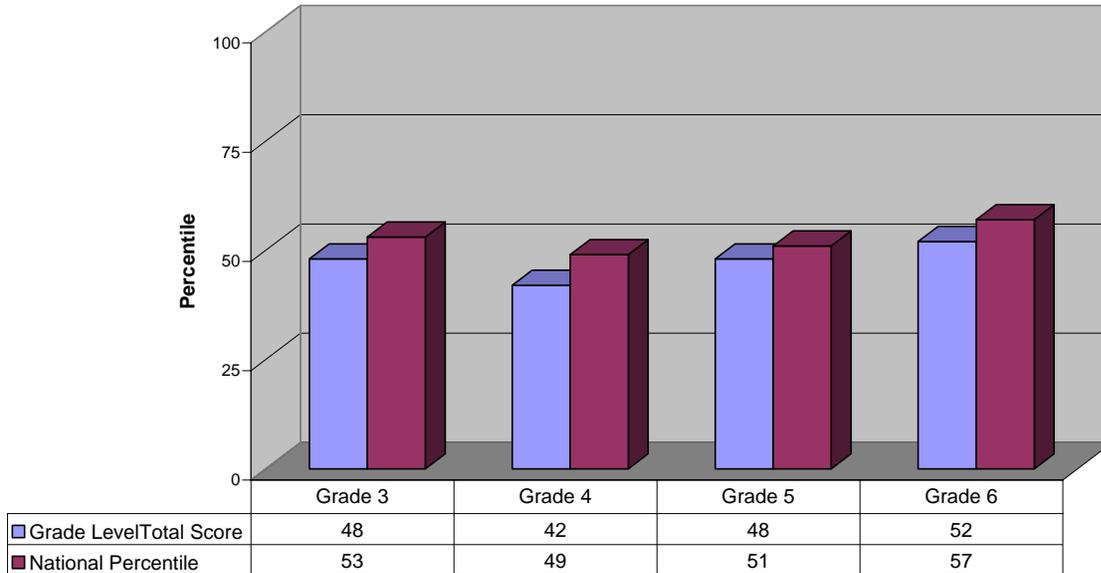
A. Presentation of Terra Nova Scores in Problem Solving and Reasoning:

The Terra Nova Multiple Assessments is a system-wide, norm-referenced assessment given to all of our students in grades 3-6. These two tables indicate the percentile scores in each grade compared to the national average scores for the objectives problem solving and reasoning along with communication.

**Terra Nova 2005-2006
Objective 17
Problem Solving and Reasoning**



**Terra Nova 2005-2006
Math Objective 18
Communications**



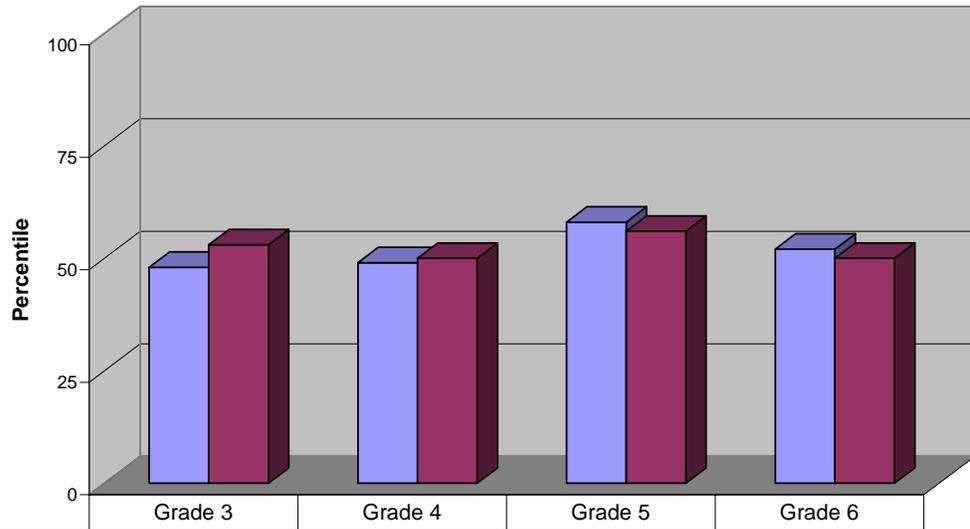
B. Analysis of Data:

The graphs indicate that mathematics problem solving and reasoning (Objective 17), in each grade tested yielded scores at or below the national average. Communication (Objective 18) scores indicate a deficiency in student ability to complete constructed responses to mathematical questions. Total number of students tested at this time was: 123. Students in Grades 1-2 do not take the Terra Nova test, and Pre-K and Kindergarten did not exist at this time.

C. Implications for Action:

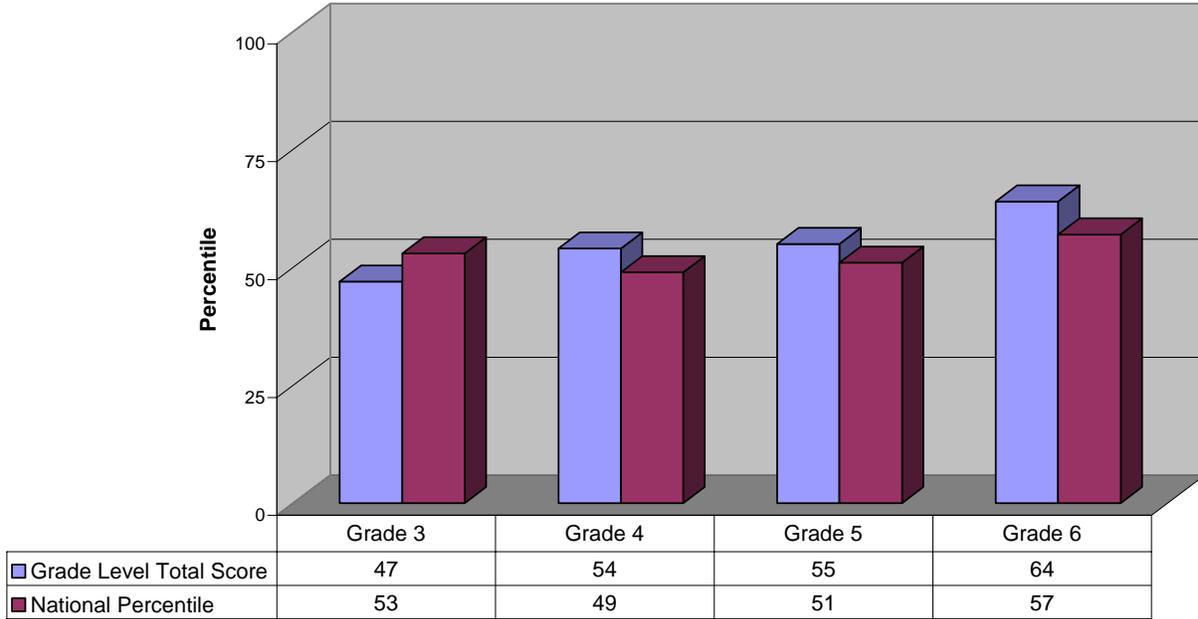
Following extensive examination, and consideration of student data, the faculty and staff decided to target problem solving and writing as its major goals. The Spring 2006 Terra Nova scores indicated a deficiency in mathematical problems solving and communication skills for all grades tested. These scores represented a baseline for Kessler Elementary (formerly Fort Stewart Elementary). Further examination of Terra Nova scores in relation to other DDESS/DoDEA schools showed our school to rank last in each category tested. Through faculty, grade-level, and committee discussions two goals were developed. The first: that all students will improve mathematical problem solving skills, and the second: that all students will improve writing skills across the curriculum. Looking at Student Work (LASW) in all grades yielded further evidence that students in all grades 1-6 would benefit from these goals. Pre-K and Kindergarten did not exist when this decision was made.

**Terra Nova 2006-2007
Objective 17
Problem Solving and Reasoning**



■ Total Percentage by grade	48	49	58	52
■ National Percentile by Grade	53	50	56	50

**Terra Nova 2006-2007
Math Objective 18
Communications**



B. Analysis of data:

Grades four and sixth showed significant improvement. Grades third and fifth show a decrease in growth. Grades five and six scored above the national average.

C. Implications for action:

Although the 06-07 scores showed growth, we feel we need to continue to work on these goals. We will continue to Look at Student Work (LASW) in all grades to verify growth.

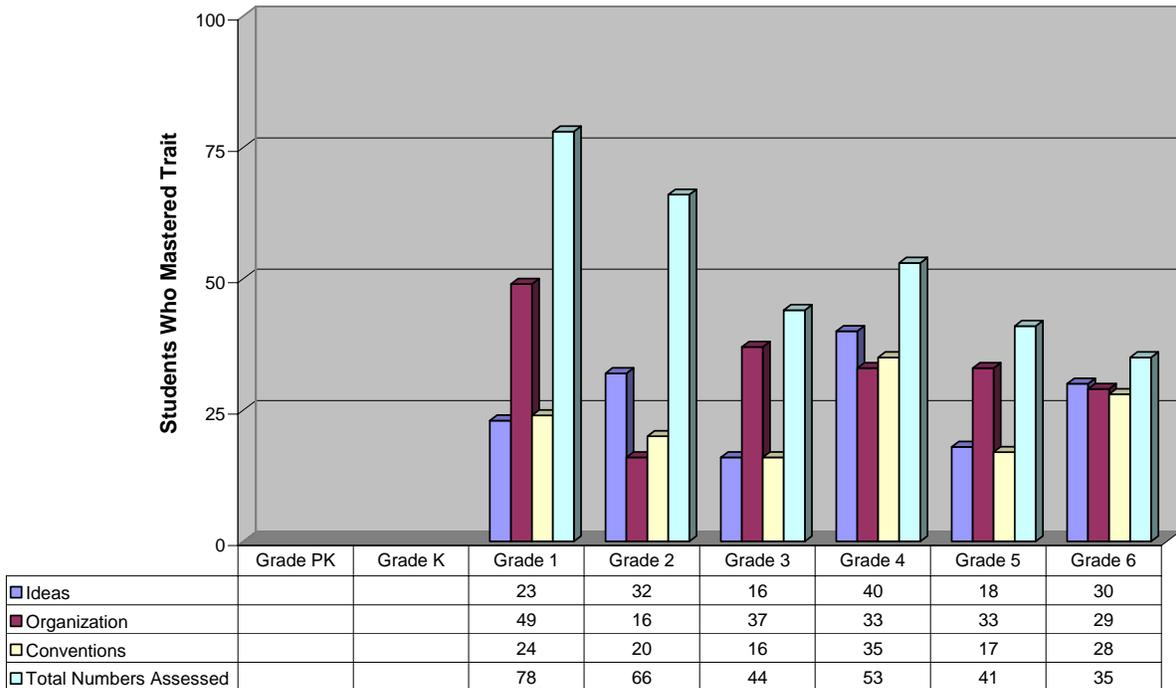
6+1 Writing Traits Assessment

A. Presentation of Data:

The 6+1 Traits of Writing® model was selected as our local assessment to guide instruction and assess the student writing skills. Ideas, Organization, and Conventions were chosen from the seven traits as the initial focus to improve student writing.

This graph represents students mastering with a score of 3 or higher on the 6+1 Traits of Writing® rubric. This assessment was conducted at the end of the first year of implementation (SY 06-07).

**FSES SY 2006-2007
6+1 Traits Mastered - Ideas, Organization, Conventions**



B. Analysis of Data:

Students in grades 1-6 were assessed on the traits of Organization, Ideas, and Conventions at the end of the 2007 school year. This data indicates that the Organization trait was mastered by more than half in each grade level with the exception of second grade. An insignificant number of students in grades 1, 2, 3, and 5 mastered the traits of Ideas and Conventions. Grades 4 and 6 had a significant number of students who mastered all three traits assessed.

C. Implications for Action:

Teachers were trained and implemented the trait of Organization in August 2006. Teachers were trained and implemented the trait of Ideas in October 2006 and trait of Conventions was added in April 2007. This timeframe for implementation of the traits may have resulted in the low numbers of students mastering the traits of Ideas and Conventions. It may also reflect the more significant numbers of students who mastered Organization.

Next steps:

We were not as careful in our data collection as we should have been, therefore, we established a monitoring committee who assures all data collection is recorded, collected, and accurate.

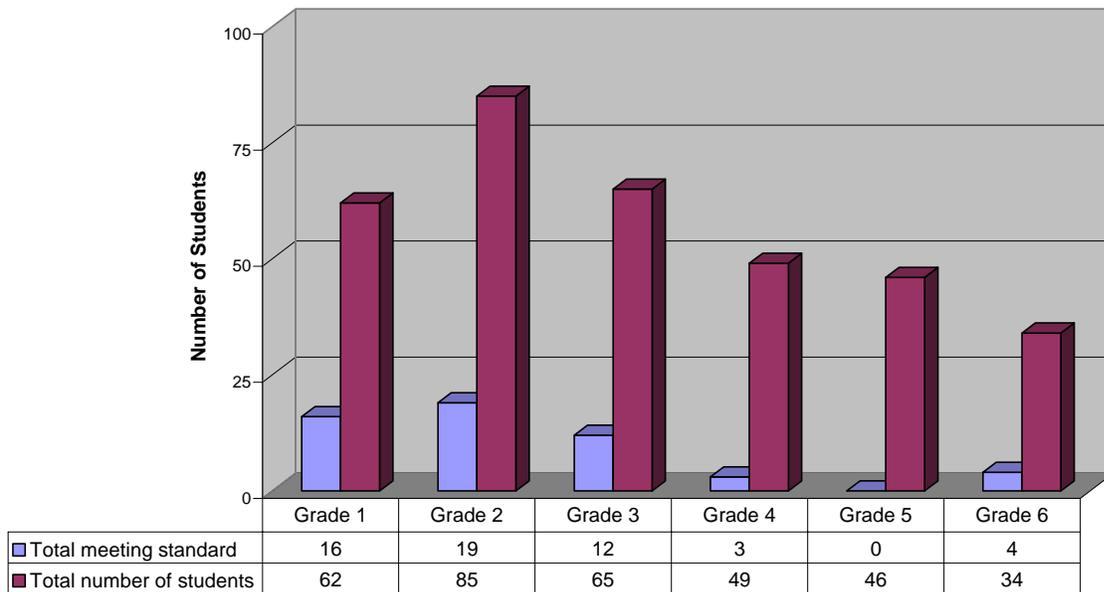
Due to our change in student population, we are introducing the 6+1 Traits of Writing® for Ideas, Organization, and Conventions to our new students and will continue to expand writing opportunities for our former Fort Stewart Elementary School students.

Problem Solving Assessment

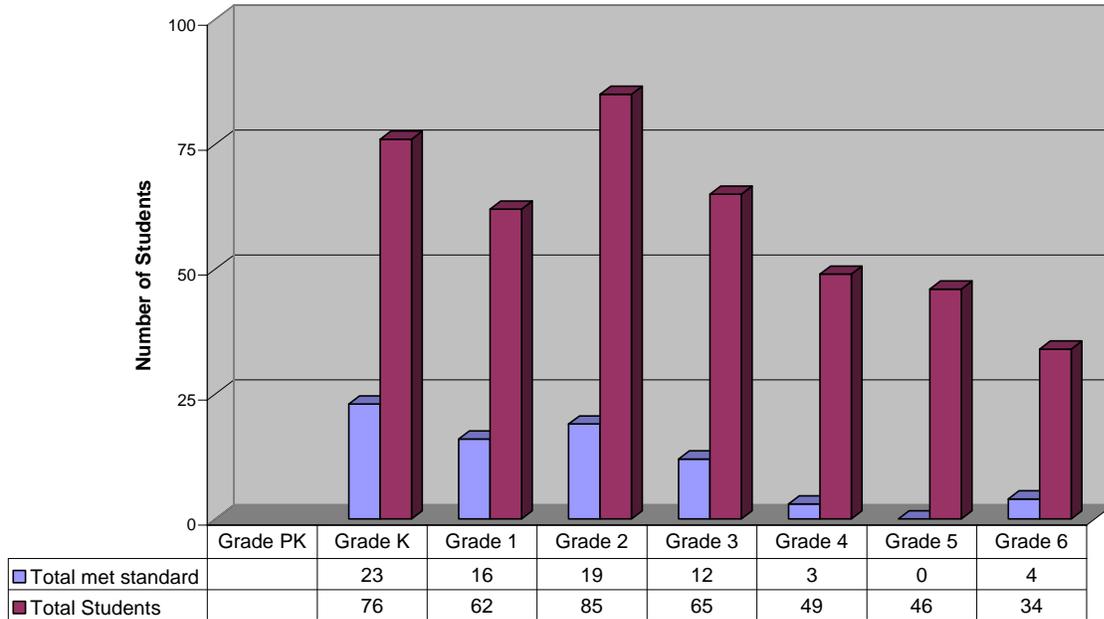
A. Presentation of Data:

In May of 07 a grade level specific problem solving assessment, requiring constructed responses, was administered to all students. A rubric was used to score student responses. The graph indicates the total number of students who met the standard with a score of 12 or higher which indicated a level of proficiency or advanced. Due to the high percentage of turn over in student population, and the addition of Pre-K and Kindergarten, baseline assessments were given at the beginning of SY 07-08. The same assessments will be administered at the end of the year.

**FSES Problem Solving Assessment
SY 06-07**



**KES Problem Solving Assessment
SY 07-08**



B. Analysis of data:

The results in both graphs show that the majority of students performed in the bottom quartile. This score will become our baseline data. The redistricting of school boundaries for SY 07-08 caused Kessler Elementary to have a turn over rate of 50% among student population. Pre-K is not given a mathematical problem solving assessment at this time.

C. Implications for action:

The problem solving assessment originally consisted of each grade level administering the MacMillian mathematics inventory assessment. Each student was given the assessment at the beginning of the school year, and it was planned to administer the same assessment at the completion of the school year in order to assess growth. In March of 07 it was determined that the test which had been given in the beginning of the school year measured application concepts and not problem solving. We then modified our plan to implement a constructed response type of local assessment generated by grade levels to address problem solving. Students of FSES were given the initial assessment at the end of school year 06-07. All students in grades K – 6 were administered the problem solving assessment at the beginning of SY 07-08, and will be given the same assessment at the conclusion of the school year. We are continuing to implement writing and problem solving across the curriculum.

Instructional Data

Data collection Instruments

The following instruments were used to collect data reflective of instructional techniques: teacher survey, learning support programs, and staff development sessions.

A. Presentation of Instructional practices:

Based on Kessler's Teacher Survey, the staff indicated we were functioning on an operational level in the following areas:

- ***Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their teaching.***
- ***Implements interventions to help students meet expectations for student learning.***

Kessler Elementary School instructional techniques include:

- Cooperative learning
- Small/Whole group Instruction
- Differentiated Instruction
- Guided Instruction

B. Analysis of data:

The teacher surveys indicate that the school is functioning on an operational level in regards to students being actively involved in the learning process. All of the techniques employed (cooperative learning, small/whole group instruction, etc.) should by there very nature increase student involvement and allow students opportunities to engage in higher-order thinking skills.

C. Implications for action:

While all of the techniques employed (cooperative learning, small/whole group instruction, differentiated instruction, and guided instruction) should facilitate high levels of involvement on the part of students, the effectiveness of these teaching strategies will need to be monitored to evaluate how teachers are successfully implementing them. The need for on-going staff development will be necessary to help existing staff continue to develop their skills and to train new staff.

A. Presentation of Student Support Team data:

	SY 2005-06	SY 2006-07
Total Student Population	250	330
Number of SST Referrals	39	47
Qualified for Special Education Services	0	5

In addition to the Student Support Team we offer

- Gifted Resource
- English as a Second Language
- Instructional Support Reading/Math grades 1 and 2
- Read 180 grades 3-6 (1 class)
- Foreign Language in the Elementary School
- Communication Impaired
- OT/PT Support
- Drug Awareness Resistance Program (DARE)
- Counseling
- Math Facilitator
- After school *Eagles Soar* math tutoring program

B. Analysis of data:

While the total student population increased over 30% from the 2005-06 school year to the 2006-07 school year, the percentage of referrals remained proportional (between 14%-15%) over the same period of time. Despite the flat growth rate in referrals as compared to total population, the number of students referred to special education did increase during the second year of operation.

See Appendix for additional information regarding the ethnicity breakdown and SST referrals.

C. Implications:

Overall the SST committee has made significant gains in helping students at Kessler Elementary School meet their full academic potential. The strategies and interventions through teamwork and teacher collaboration have established the SST as a productive and useful pathway for our students who need extra support. While the current school year, 2007-08, is still in progress, referrals are on the decline. This is due to changes to the SST process. Under the new process, students are evaluated and observed by grade level teachers. Teachers collaborate on interventions after making numerous observations of students under SST supervision. Thus far, few students are being found to need to be moved from the SST process and receive special education services.

Next Steps:

Though not reflected in this data, the Student Support Team has seen an increase in the number of severe behavioral referrals. We are investigating ways in which we can provide additional support for the child and the parent.

The after school math tutoring program has little attendance. We are seeking a better solution to providing remedial instruction.

A. Presentation of Professional Development data:

Professional Development In-services

- 6 + 1 Traits of Writing Model
- Math Rubicon
- Top Secret Tricks
- Best Practices
- Scholastic Red Courses
- Looking At Student Work
- Technology Training
- Math Curriculum Training
- Reading Strategies/Guided Reading

B. Analysis of data:

Many different opportunities for staff development are offered at the site level (see above chart), as well as, teachers are given opportunities to attend DoDEA initiatives. In addition to formal classroom training, teachers are given the opportunity to observe peers. The Educational Technologist also provides professional in-service on numerous technology-based programs to support our curriculum.

C. Implications for action:

Staff development opportunities are numerous and on going. The administration will continue to encourage participation by all staff and will promote additional training on timely topics as such needs arise.

Community Data and Information

Data collection Instruments

The following instruments were used to collect data reflective of the community: DoDEA Customer Satisfactory Survey, *School Management System*, and school volunteer logs.

A. Presentation of DoDEA Customer Satisfaction Survey SY 2006-2007:

Parents:

- 34 % Difficulty getting good teachers/quality teachers
- 32% Need more teachers/not enough help
- 23% Lack of financial support/funding/money

Teachers:

- 57% Parent's lack of support/interest in their child's education
- 51% Lack of financial support/funding/money
- 51% Need more teachers/not enough help

B. Analysis of data:

These results indicate a common concern between parents and teachers about financial support and the lack of qualified teachers.

In addition, Kessler's teachers express a concern regarding parent involvement both at home and school.

C. Implications for action:

Kessler Administration has rectified the need for qualified teachers by hiring certified professionals in all positions. A reduction in teacher/student ratio was improved by adding additional classrooms as space became available. Our new facility has provided adequate space for our current population. As a result, the increase in student population also provides more funding for the current and future school years.

Teachers indicated, on the customer satisfaction survey, the greatest challenge for our school was lack of parental support. This year, Kessler has a new parent base due to redistricting. Administration and staff are very motivated to provide numerous opportunities to involve our new parents and families in their child's education. Parents are invited to participate in structured activities such as; monthly Parent Teacher Organization meetings, Math Night, book fairs, Field Day, family picnics, technology training, Volunteer Tea, Math Tricks for Parents, Principal Teas for Moms, and parent-teacher conferences. We are currently recruiting new parents to serve on school improvement committees and become more involved.

Additional Community Information:

- The number of students who qualify for free and reduced meals: 78%
- Mobility rate calculated from May 2007 to August 30, 2007: 64%
Liberty Woods housing area was redistricted after Kessler was built. This resulted in over half of the student body attending Kessler School (or Fort Stewart Elementary School) for the first time. Such a turnover directly impacts assessments and specific instruction for our goals of 6+1 Traits and math problem solving. Therefore, only a small percentage of our students are familiar with the writing and problem solving models.
- Volunteer hours: For our first semester of SY 2007-2008 we have 584 volunteer hours. We have only a few dedicated volunteers because most of our parents are young mothers with children at home during the day.
- As a school we are working to improve student behavior through staff developed rules that are emphasized across grade levels.
- We strongly emphasize Character Education throughout the school because we know that promoting character development plays a primary role in helping solve a variety of social problems among students.

Summary

The School Improvement Team and Committee members have been collecting data since the schools inception; however, rapidly changing student numbers and demographics caused the data collected to be only marginally representative of the student population. By the time the school was relocated to its permanent school facility, the population was vastly different from even the data collected based on the previous year's test scores. A rapidly growing staff also left many teachers lacking in training to implement the instructional initiatives that were decided on. Staff development, while on going, was unable to reach all staff in a timely manner since new staff was added through out the entire first half of each school year.

Kessler Elementary has a unique population and the staff has been diligent to implement the best in curriculum and programs to address the academic needs of the students using researched based methods to address identified areas of weakness. The data collected will enable us to further improve our instructional strategies while continuing to adjust our focus based on further data collections.

The Mission Statement is a guiding light for our school improvement efforts. As such, we have continued to place the basic educational needs of each student above all else. By having all staff help to create the schools mission, we have created a strong sense of community.

The mission of our school, survey results, and standardized test results helped us to identify two major areas of student academic need: improved student writing and mathematical problem solving. Given these two areas of need, Kessler Elementary has implemented the 6+1 Writing Traits methods and the 4-Step Math Problem Solving strategies. These strategies and methods have been introduced school-wide and on-going staff development is presented to all teaching staff to insure the success of these initiatives.

While our scores fall short of the DoDEA Community Strategic goals, we believe that by exploring the surveys and test data, the staff members have a better overview of the needs of their students. It is also believed that the implementation of our recent instructional initiatives will help us to close the gap between current performance and DoDEA Community Strategic goals that 75% of students score in the top two national quarters on the TNPACA assessment and 7% or fewer score in the Bottom National Quarter of the TerraNova 2nd Edition Multiple Assessments.

Our staff is looking forward to further refining the instructional strategies it has implemented, as well as, implementing other methods and strategies as additional student needs are identified. With all teaching positions filled with certified teachers and a more stable student population in terms of size and demographics, KES is optimistic about its future. The staff is looking forward to using its main strength, the ability to collaborate effectively, to build a learning community second to none.

Appendix A: Goal Statements and Triangulation of Data

Student Performance Goal #1:

All students will improve writing skills across the curriculum.

Student Performance Goal #2 :

All students will improve mathematical problem solving skills.

We reviewed the following data sources:

Quantitative:

Terra Nova 2006, 2007

SRI

DRA

Qualitative:

Work Samples

Math Facilitator Data

Parent Surveys

DoDEA Customer Satisfaction Survey 2006

Student Support Team Information

Afterschool Tutoring Information

Environmental Scan: See Appendix Notebook

Articles

Websites

Trends

Demographics

Appendix B:

KES School Organization

Grade Level	Number of Classrooms	Class Structure
Pre Kindergarten	1.5	Self -contained
Kindergarten	4.0	Self-contained
First	4.0	Self-contained
Second	4.0	Self-contained
Third	4.0	Self-contained
Fourth	3.0	Self-contained
Fifth	2.0	Self-contained
Sixth	2.0	Self-contained
Instructional Support/Read 180	1.0	Resource
Learning Impaired	1.0	Resource
Math Facilitator	1.0	Resource
Gifted Education	1.0	Resource
Communication Impaired	1.0	Resource
FLES	1.0	Itinerant from DES/BES
ESL	1.0	Itinerant from DES/BES