

1. Vision and purpose

1. *What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?*

Feltwell Elementary School recognizes the value of our stakeholders in every child's education. Our mission statement, "Helping each child achieve his/her highest potential" could not be reached without the combined attention of all stakeholders. The school mission statement is reviewed every year and although it is just a few words, they are concise and convey the value we have for the students at Feltwell Elementary School. This mission statement along with our guiding principles, are posted in every classroom and in our meeting areas. It is also clearly posted on our school website and on the school Continuous School Improvement (CSI) webpage. Our parent monthly newsletter, the Hedgehog Highlights, has articles from our School, Home, Community Partnership committee that motivate and encourage our parent involvement. The mission statement is an integral part of the school as evidenced through our CSI brochures and many bulletin boards around the school, and is reviewed annually by the staff and School Advisory Committee (SAC).

2. *What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?*

Feltwell School developed a comprehensive and thorough profile during the school year 2006/2007. This document includes a variety of data from a wide range of resources, including the school committees. Each of the committees was tasked with collection and analysis of their data and the information was shared with the faculty to complete the initial document. It was this data that was used to determine the two school improvement goals and to define the essence of those goals. Updates to the profile are provided every spring with information such as goal related assessments, standardized tests, formative data and demographics. It is a valuable tool to track our progress towards our present goals and also to help define other areas of concern in our future.

3. *How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?*

The principal and School Improvement Leadership Team (SILT) ensures all stakeholders are aware of the school's mission and goals, and of the value and importance of our school improvement process. Dedicated time is used at every faculty meeting and staff inservice to work towards our shared vision. Professional development is geared towards the promotion of our goals and the training necessary for the implementation of interventions. This year a "data coach" has been added to our school leadership, to assist with using data to guide instruction. Assessment review is a part of our faculty meetings and grade level meetings. Leadership from the District Superintendent's office is supportive in providing materials and guidance throughout our school improvement cycle and our curricular standards are posted throughout the school. Our principal also uses the Professional Growth Plan (PGP) and teacher observations/conferences as another opportunity to discuss school improvement, the school's mission, goals and interventions.

4. *What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?*

One of the strengths of our school has been the expectation of complete involvement from the beginning of the school improvement cycle. Every teacher has been involved with the profile, goal selection, intervention choice, and implementation. All teachers, including specialists join with classroom teachers to score our spring assessments giving all stakeholders a sense of student achievement.

Our master schedule is uniquely designed to allow collaboration everyday for classroom teachers and large group specialists. It is during this time that scoring papers and looking at student work can take place allowing for discussion of student growth. We feel the school profile is a very powerful document that helps drive expectations. It was our review and utilization of several sources of data that helped guide us towards the goals and chosen interventions. Our yearly update of the profile and the review of data continue to drive our implementation of the interventions and the professional development needed to help each child achieve his/her highest potential.

2. Governance and leadership

1. *What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?*

Feltwell Elementary School falls under the umbrella of the Department of Defense Education Activity (DoDEA). Policies and procedures for most programs are established from DoDEA headquarters.

Established policies and procedures are communicated in a variety of ways. The School and District Advisory Committees advise the principal on effective policies and procedures and are made of members of the faculty, parents, and military community. The Friday Directives, a weekly information packet, is sent from European headquarters to keep staff and administration apprised of relevant items.

Within our school, policies and procedures are clearly defined in our handbooks: Parent, Student and Faculty. These handbooks are updated regularly with stakeholder input. The School Advisory Committee is made of up members of the faculty and parents. Its task is to advise the principal on policies and procedures for the effective operation of the school. Open House is an annual event that invites parents and community members into the school to meet the faculty and become aware of our school guidelines and principles. Curriculum standard posters are displayed throughout the school. Communication is also available through technology. Our monthly newsletter, the *Hedgehog Highlights*, keeps parents well informed of policies related to the computer and Internet use, fieldtrips and includes a calendar of upcoming events. Our school website includes much information as well, including, our parent handbook and research links for students. Weekly information is sent from European headquarters, the Friday Directives to keep staff and administration apprised of relevant items. The teachers' common drive on our computers holds an electronic version of our handbooks, important

forms, calendars and schedules for easy access. Fire drills, evacuation and safety drills are regularly given according to safety guidelines and time is given for required training.

2. *What process does the school's leadership use to evaluate school effectiveness and student performance?*

Every two years, DODEA sponsors the Customer Satisfaction Survey. This is a survey that is given to stakeholders and participation is greatly encouraged. It is a source of pride for the school that the survey return rate for parents exceeded 90%, a testimony to their support and involvement. The School Advisory Council and Parent Teacher Association are also vehicles for stakeholders to share their opinions and ideas on school effectiveness.

The teacher Professional Growth Plan (PGP) is a unique plan designed to give teachers the ability to create their own growth plans and performance expectations. These are reviewed with the administration yearly and formal observations take place every three years with tenured teachers. Administration encourages teachers to align their PGP goals with the school's selected interventions.

Student performance is measured with a varied and comprehensive battery of assessments throughout the year including system wide assessments and local assessments and both summative and formative assessments, including pre- and post-assessment with dipsticking. The results of the assessments are shared among all faculty, through data sharing activities, and with the School Advisory Committee (SAC).

Our primary math assessment is a performance-based assessment designed by a faculty member around the DoDEA standards. We have found that this assessment measures not only growth towards our chosen goals but also gives us insight to areas that may need to be addressed in the future.

Formative assessments are given throughout the year with our benchmark assessments or "Dipsticking". Four times during the year teachers give both a math and writing assessment. The papers are scored and teachers meet together in their grade levels to discuss the students work and notice any positive or negative trends. They also fill out a reflection sheet to notate these trends. The results of these scores and the teachers' reflections guide teaching in the next quarter.

Although new to our school this year, we have implemented a new report card for grades 4 and 5, using *GradeSpeed*. According to DoDEA headquarters, a powerful feature of this application is Parent Connection allowing parents to access their child's assignments and grades online. The goal of this implementation is to increase parent communication and to encourage parents to take a more active role in their child's education. Although we are in our infancy with this technology, we anticipate full implementation next year.

3. *In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?*

Within in our school, teacher leadership is evident in many ways. The School Improvement Leadership team is made up of seven members among them, classroom teachers, specialists and administration. It is with the support and guidance of the administration that this team guides staff development and faculty meetings. Much time is devoted to the support of our School Improvement Plan. Each of these team members is also the chairperson of one of the CSI committees. We also have team leaders who represent their grade level and act as a decision making team. Our school counselor heads the Crisis Intervention Team (CIT) and our school speech pathologist is the Child Study Committee, (CSC) chair, guiding parent meetings with students on Individual Educational Plans (IEP). The Student Support Team (SST) includes teachers from different grade levels to provide strategies and techniques for dealing with challenging students. Teachers are identified to staff for their willingness to provide extra help with technology or child behavior techniques. Our school ET along with two teachers provides afterschool time for technology support and *SmartBoard* lessons. The Foreign Language in Elementary Schools (FLES) teacher has provided Spanish lessons for parents and teachers. A powerful teacher-led class called Student Achievement Learning Strategy Academy (SALSA) was designed to help teach language strategies. *Scholastic Red* classes have involved many members of the faculty. A staff member serves the school as the public affairs officer, catching "Student in Action" and collects information about our students to share with our Schools Liaison Officer and local media.

Through the support of the District Superintendents Office, (DSO) three Feltwell Elementary School teachers volunteered and were selected to be part of a new group for teacher leadership, working with staff development. The DSO also sponsored teachers involved in the 6+1 writing process intervention to be trained at the Northwest Regional Educational Laboratory in Portland, Oregon. The teacher selected from Feltwell has returned from that training and shared his knowledge and training with the rest of our staff.

Parents have many opportunities to assume leadership roles with the Parent Teacher Organization, and School Advisory Committee. We also have parent volunteers to work with focus students on our school improvement writing goal. This is an exciting position to have these parents involved with the teaching process. There are also many parents that volunteer in the classroom as helpers to the teachers. Parents run our school store and are the driving force behind the Friends of Fifth grade; parents working together to support extended field trips for our fifth-grade students. Many programs at the school could not be offered without the help of our parents. These include: Family math night, Reading Night, Feltwell Carnival, Book Fairs and the Children's Author visit.

One program we are especially proud of at Feltwell is our Mentoring program. This program involves members of the military and family community that have one-on-one time with selected students. Our students benefit from these adult role models in their lives. The mentor, child and teacher decide how the time is best spent together during the school day.

Students also have the opportunity to lead at Feltwell elementary school. Classrooms have peer-to-peer tutors and reading buddies. Students from the middle school come to Feltwell and aid the classroom teachers and also to work with the younger students. Fourth and Fifth graders have the opportunity to become members of the Safety patrol and a variety of after school activities, such as Gardening Club, Chorus, Video Club,

Hispanic Heritage Dance Club, and Parent-child art workshop. These programs give the students opportunities for participation and leadership.

4. *What policies and processes are in place to ensure equity of learning opportunities and support for innovation?*

With very little effort, one can find a variety of ongoing learning opportunities in our school and district. With the support of our DSO supplies were purchased for the implementation of our 6+1 writing model intervention. Several schools selected this intervention and the DSO recognized and encouraged the training needed to help us implement it. Teaching certification is incumbent upon staying current to new innovation in teaching. Six units of study must be successfully taken to receive recertification. Online classes are available throughout the year on the DoDEA BlackBoard website bringing like-interest professionals together, albeit long-distance. A variety of online courses are made available. Teachers requesting to participate in regional and national conferences are granted administrative leave. DoDEA also provides summer courses available in some academic areas. Less formal training happens at monthly faculty meetings. Our School Improvement Leadership Team works to tap into the talents and resources among our faculty to provide meaningful training opportunities.

Administration not only supports but also encourages innovation. Teachers are encouraged to bring ideas forward any time, and the Professional Growth Plan (PGP) facilitates this by providing an opportunity for the principal and teacher to discuss projects or ideas they may have. Often innovative ideas are given resource support as a result of discussions during the PGP process. The principal also works closely with community organizations, like the PTO, who bring forth innovative ideas, to adapt those ideas to the needs and purpose of Feltwell Elementary School and to put them into action.

3. Teaching and Learning

1. *How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?*

Feltwell Elementary School is a part of the Department of Defense Education Activity (DoDEA). DoDEA sets the curriculum standards for all of the schools. The systemwide TerraNova assessment, along with our local assessments, illustrates a complete picture of our students' achievement. The curricular standards are readily available to all stakeholders. They can be found on the DoDEA website and Feltwell School website. Teachers use the standards in their lesson plans and they are clearly posted about the school. DoDEA also supports the following curricular programs in our school, English as a Second Language, Foreign Language in the Elementary School, Gifted Education and

Special Education. Standards for these programs are established from DoDEA headquarters.

The unique design of our schedule allows for easy communication. All members of a grade level have a planning period at the same time every day of the week, which allows the grade level team and specialists group to meet together and discuss curricular and instructional strategies. This communal time also is available to implement one element of our second intervention of looking at student work. By using this time for grade level discussions other time during the school day is used for cross grade level work and time with specialist teachers. At in-services, efforts are made to group teachers across various grade levels for cross grade articulation. In addition, our school committees have a member of each grade level along with a parent representative, serving on our math intervention and writing intervention committees. This is an excellent opportunity for cross grade level discussions of our student achievement towards our goals. The following activities are also used across grade level participation to ensure the alignment of our curriculum, instructional strategies and assessments:

- Child support Committee (CSC)
- Student Support Team (SST)
- Individual Professional Growth Plans
- Goal related In-service days
- Math Night and Writing Night for families
- Cross grade level learning, student work with different grade levels
- Middle school buddies
- Fifth grade visit to middle school

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

Feltwell Elementary School ensures the implementations of researched based instructional strategies, innovations and activities that facilitate achievement for all students by using the AdvancEd school improvement process. The process drives the school to look at various forms of data that illustrate the strengths and weakness of our students' achievement in several different areas. It was through this detailed process and the review of data by school stakeholders, Feltwell School chose writing and math data analysis to be our goals. Research and much faculty discussion in these areas led us to implement the 6+1 Traits assessment model and the use of Rubicon Atlas/Illuminations to be our initial interventions. Our spring assessments and continuous formative assessments drive instruction.

The continual formative assessments are also part of our second intervention of Looking at Student Work. Quarterly, throughout the year teachers give an open-ended grade level writing prompt, and score them using the 6+1 Traits writing assessment rubric. Teachers discuss student work at a grade level collaboration period or inservice time, and complete a reflections paper requiring teachers to analyze the strengths and weakness of the students' work. The teachers' reflection comments provide direction and focus for guiding subsequent lessons.

Feltwell Elementary promotes continuous staff development through monthly staff meetings. Through the development of our CSI committees, responsibility is given to the staff to guide staff development. With the support of the District Superintendents Office, intensive training was given to a member of our faculty at the Northwest REGIONAL Educational Laboratory (NWREL). The 6+1 Traits assessment training has enabled our faculty member to come back to school and give in-service to grade level meetings and entire faculty meetings. There is the expectation that every committee contribute to the faculty meetings in our work towards intervention implementation and student achievement. Some of the specific programs used with the students include the following:

- 6+1 writing process intervention
- Rubicon Atlas and Illuminations website
- Guided Reading
- SRI/ DRA/ Reading Counts
- FLES Foreign Language in the Elementary School (K-4)
- Computer keyboarding training (3-5)
- Project Based Learning Lesson Plans that incorporate Web Blender and Digital Blue Microscope
- Computer Based Learning Projects
- Counselor lessons
- Identified Focus students receiving services from parent volunteers and classroom support specialists

3. *What processes are implemented to ensure that teachers are well prepared and effectively implementing the curriculum?*

Several processes take place to ensure teachers are well prepared and effectively implementing the curriculum. Initially, all teachers are certified by DoDEA and must maintain certification by completing a minimum of six hours of graduate hours from an approved school every six years. The administration and the district check every year for compliance and teachers are assigned teaching positions for which they are certified. Opportunities for training are provided at all levels. Mandated training for teachers includes curriculum implementation, technology, grading and report cards. Teachers are also able to select and apply for training in other areas supported by headquarters or individuals.

Within the school, faculty meetings have dedicated time for school improvement. The staff development days throughout the year are also used for Continuing School improvement activities aimed at student achievement.

Feltwell Elementary School is fortunate to have a well-experienced staff; teacher turnover rate is low. When new teachers are hired, they are given a sponsor to acquaint them with the area and school before arrival and during their move, and they have a mentor to help them learn the school's processes and procedures.

Effective implementation is a group effort at FES. Both formal observations informal walkthrough observations are given regularly, to provide valuable feedback. Teachers provide implementation feedback and assistance through the peer-coaching program, as

with the literacy coaches on guided reading. Teachers, by grade level, also have the unique opportunity to collaborate during their common planning time.

4. *How does the school provide every student access to comprehensive information, instructional technology, and media services?*

Feltwell Elementary School works hard to provide each student with access to comprehensive information, instructional technology and media services. This is accomplished in a variety of ways. Computer keyboarding classes are taught and assessed in grades 3-5 with the program TYPE to LEARN. The principal supports this program with a *Beat The Principal* prize to every students scoring better than he. The Parent Teacher Organization (PTO) purchased the site licenses to Enchanted Learning and BrainPop, interactive children's educational programs.

The Computer Lab at Feltwell has 28 computers. The lab also has a SmartBoard and projector for class projects. Some of the programs on the desktop include: Graph Club, Wiggleworks, Type To Learn, Math Traveler, Inspiration and Kidspiration. Every classroom has a time to go to the computer lab and the Educational Technologist with the classroom teachers, develop lessons to incorporate technology into curriculum. In support of our math goal the technology committee has discussed using Graph Club as a technology intervention to implement in the future.

The school has a well-stocked and staffed media/information Center (IC). In addition to the computer lab the IC also has 12 computers. Classes visit the IC as groups for many reasons including, story time, research, and lessons. The IC is also the area for the faculty to check out educational videos/DVD's and digital equipment such as still digital and video cameras. DoDDS-Europe provides network and email accounts for students and staff. The student accounts are protected with strict firewalls and screened email. The Educational Technologist provided training for all students on appropriate network use. Four Computers on Wheels (COW) units are in the school, available for teacher check out. Many teachers in the school have a mounted SmartBoard, laptop computer and ceiling mounted projector package.

One of our teachers has been selected to have a 21st century classroom. This is a pilot project from the District Superintendent's Office. The teacher has been provided computers for video processing, iPods, digital still and video cameras, SmartBoard with projector and scientific probes. His class has one computer for every two students and instruction is directed with project based and authentic learning.

4. Documenting and Using Results

1. *How is the assessment system currently used in your school to analyze changes in student performance?*

The Assessment system currently used in our school drives instruction. It is through the analysis of this data that the school can define changes in our students' achievement. We consider the assessment process comprehensive and it gives a clear picture of student growth toward our goals. It is a thorough system that helps to evaluate

strengths and weaknesses in the student population. The faculty and staff of Feltwell school do not view this as a “completed” process, though; the collection and use of data leads our instruction and guides our improvement process, which may result in changes not only to student performance, but to the system itself as our needs and strengths become clearer.

In the process of gathering data for the school profile, the school reviewed a variety of assessments in many different areas. It was through this process that we developed a triangulation of data, which provided the clarity we needed to gain consensus on the selection of our math and writing goals.

System-wide assessments:

The Terra Nova is a system-wide assessment used in grades 3-5. It scores students in five areas, Language Arts, Mathematics, Social Studies, Science and Reading. This assessment is able to give data comparing our school with others in our district, state (region) and nation. We can document this data for several years, looking for trends in student achievement.

Local Assessments:

Our local writing assessment is scored using the adopted intervention and rubric of the 6+1 Traits scoring model. Committees were tasked with finding age - appropriate writing prompts, and consensus was reached to use expository prompts. These prompts are used for the spring assessments. The math graphing assessment was committee-designed, along with its scoring rubric. These assessments are for grades K-5

Formative assessments:

Data analysis and writing prompts were designed by grade levels to provide information to teachers on student achievement. Along with the rubrics that give instant data, the teachers are requested to fill in a reflections sheet after doing dipstick assessments throughout the year. This reflection looks for information that shows strengths and weaknesses in the students work as a group to help guide instruction in future lessons. With the implementation of our second intervention for writing, Looking At Student Work, this portion of our assessment will be a powerful tool for the classroom teacher. Teachers also review dipsticking papers with students for editing, revision, and attention to specific traits.

Focus students:

Teachers have identified 1-3 focus students per classroom. These could be high or low achievers, and could be identified for social as well as academic reasons. The teachers have written specific interventions to assist these children and track their progress throughout the year. Some children in grades 4-5 receive structured assistance with writing on a weekly basis.

Information from all of these assessments is discussed at faculty meetings and grade level meetings. It is documented in the school profile and updates to the profile. This gives the faculty an opportunity for decisions regarding direction for greatest student achievement.

- 2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?*

Throughout the year teachers assess in a variety of ways discussed above. Communication regarding the results takes place in a variety of ways as well. School-wide assessments and data regarding our goals and intervention are discussed at every faculty meeting and in-service giving teachers the information needed to drive instruction. Report cards, progress reports and teacher newsletters give parents information regarding individual students. To make assessment scores clear to parents and stakeholders our school counselor holds a "TerraNova Night" during which she explains the different types of scores shared with parents. First, second and third quarter parent conferences are another way student achievement is shared with stakeholders. The identification and intervention use with focus students helps ensure success for students who demonstrate a need for supplemental attention. Focus students are identified to support students needing differentiation at all levels.

3. How are data used to understand and improve overall school effectiveness?

In developing our school profile, many sources of data were examined and reviewed. It was through this review process and the triangulation of data that we selected our goals. We now use many of the same assessments to measure growth. Comparative data from year to year and trend data that follows a group of students throughout the process provide a valuable tool for teachers. The strength of our formative assessment helps show clear progress of growth towards specific goals. A variety of other assessments provide documentation for wide range of areas including, Rigby and Scholastic Reading Inventory (SRI). By collecting this other data we can also note trends outside of the chosen goal areas.

Classroom teachers monitor student progress with standardized and locally designed assessments. Examples of these assessments are Reading Counts, Running Records and DRA. Many teachers keep student portfolios that contain samples of student work. Cumulative folders are kept on each student including report cards, progress reports, IEP's and teacher observations.

The district superintendent's office monitors the system wide assessment, The TerraNova. Reports are generated comparing like schools, district comparisons and statewide (regional and worldwide) comparisons. Headquarters has issued Community Strategic Plan (CSP) goals of 75% of students or greater in the top two quartiles and fewer than 7% in the bottom quartile in all subject areas. FES has met these goals in all areas except reading and math. Feltwell students continue to make progress towards those goals as well as our local goals. Review of the TerraNova and our local spring assessments takes place in the late spring to help the school guide instruction for the following year. The Data Analysis Committee and Data Coach provide the graphs and charts for display. This information is also shared with stakeholders through the area website and School Advisory Committee presentations.

4. How are teachers trained to understand and use data in the classroom?

Data review is a frequent part of our school faculty meetings and professional development in-services. It is a process of ongoing analysis and use of data, teachers using data to see trends or make comparisons. In the classroom DRA and running records are prime examples. Summative assessment information is shared with the staff, parents and at School Advisory Committee (SAC) meetings. Formative assessments are examined with grade level teams and specialists. Newsletters share information as well. The duties of the Data Analysis committee include compiling, demonstrating and sharing data information with stakeholders. One of our teachers was trained specifically to be our Data Coach and she helps to insure graphs and charts are clearly designed and uniformly illustrated for ease in interpretation.

With the implementation of our second intervention, Looking at Student Work, (LASW) many more opportunities will come about for using formative data. The strength of this intervention will be in the collaborative efforts of the teachers, sharing their expertise. Staff development through in-services and faculty meeting help teachers to understand and use the data presented with intervention.

5. Resource and Support Systems

- 1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?*

As part of the Department of Defense Dependent Schools system Feltwell Elementary School follows the Department of Defense Education Activity guidelines in regards to recruitment and placement of qualified personnel. Once a new member of the staff has been announced, a sponsor from the faculty is in place with assistance for their transition. Although faculty turnover is infrequent, support staff hiring is ongoing throughout the year. Student teachers have also been a part of our staff and the cooperating teachers gain valuable insight from the experience.

The administration and the district check every year for compliance and teachers are assigned only to teaching positions for which they are certified. Opportunities for training are provided at all levels. Mandated training for teachers includes curriculum implementation, technology, grading and report cards. Teachers are also able to select and apply for training in other areas supported by headquarters or paid for themselves. Within the school, faculty meetings have dedicated time for school improvement. The staff development days throughout the year are also used for continuing school improvement activities aimed at improving student achievement. The strongest and most effective staff development takes place when it is teacher designed with input regarding needs assessment.

The Performance Appraisal system includes an Individual Professional Growth Plan. These plans are designed by the teacher to focus on professional goals and reviewed with an administrator throughout the course of the school year. Informal observations also take place throughout the year with walk-through observations around the school. School support staff are part of the National Security Personnel System (NSPS) and are evaluated using an appraisal process standardized by the US Department of Defense.

Administration is evaluated by the District Superintendents Office as well as by members of the staff through a survey given by the teachers' union.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

Although funding is limited, implementation buys and facility projects are provided from the Headquarters or District level budgets. When the district superintendent became aware that our school had identified the 6+1 Traits assessment model as our writing intervention, he provided needed support in the form of funding for 6+1 Traits manuals, literature books and other related materials. A great deal of leadership from the District Superintendents Office is evident in terms of funding, guidance, and training. At the school level, specific funding is earmarked for school improvement. Our School Improvement Liaison has worked closely with the schools to provide in-service and training with the AdvandEd guidelines.

The principal is also aware of the unique needs of Feltwell School and allocates funds for essential items, consumables, textbooks and supplies. The school supply clerk keeps teachers well stocked with daily items. School team leaders give input for necessary items to be included in the budget. In addition, the Parent Teacher Organization is generous in its support of the school, reimbursing teachers for items spent for their classrooms

3. How does the leadership ensure a safe and orderly environment for students and staff?

Feltwell Elementary School follows the safety guidelines for Safe Schools, issued by the Department of Defense Education Activity (DoDEA). DoDEA requires annual training for faculty and students. Procedures for drills are posted in every classroom, including lock-down, shelter-in-place and bomb threat drills. Fire drills are standardized and coordinated with the local fire department. Semiannual inspections take place for safety, physical security, bioenvironmental and fire. Each teacher and classroom has been provided with a backpack containing various items in cases of emergency and every classroom has a first aid kit for mishaps not requiring a visit to the school nurse.

The school nurse is a full time employee, and maintains records on students at medical risk. She shares medical concerns in a confidential manner with all staff concerned. She works with the hospital to train all staff in blood born pathogens as well as CPR (cardiopulmonary resuscitation) and EDT. The school has a full time counselor to provide services and support to students, faculty and parents, as well as presenting whole class lessons such as anti-bullying strategies.

Teachers and administration supervise recess time. Educational aides supervise lunchtime activities. The students are well supervised on field trips as well with a required ratio of students to adults. Our school supply officer has worked very hard to keep engineers working with building repairs, heating, asbestos management and hard landscaping. The grounds crew and cleaning crew help keep it looking tidy and safe for the students.

4. *What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?*

Even with the small size of Feltwell School we are fortunate to hold fulltime positions for school counselor, special education, and gifted education. All of these support positions helps individual student achievement. The School counselor offers deployment groups, individual counseling, class counseling lessons, study skills and friendship groups. School psychologist provides individual student support. The counselor also enriches classrooms with grade level appropriate lessons on character education and anti-bullying strategies. The counselor and school nurse head the school's Student Support Team (SST). For cases of personal, school, base or national emergencies the school has a Crisis Intervention Team (CIT). The CIT meets regularly to comply with regulations guided by headquarters.

The needs of students with disabilities are met through specific programs of support as outlined in each student Individualized Educational Plan (IEP). Feltwell Elementary School supports the philosophy of the inclusion of special education students in the general education classroom to the maximum extent appropriate and provides the majority of services in the general education setting. The special education department is staffed with one full-time and one half-time special education teachers, one speech/language pathologist, one school psychologist and 2.5 special education para-educators. The services of a special education assessor and a speech/language assessor are also available to the school. The Child Study Committee (CSC) works closely with the Educational and Developmental Intervention Service (EDIS), a military component that provides medically related evaluation and direct services to students on IEPs. Services available through EDIS include those of an occupational therapist, physical therapist, social worker, child psychologist, child psychiatrist, audiologist and developmental pediatrician.

Student support is also given with a Literacy Coach, Read 180 program, Reading Recovery, Leveled Literacy Intervention facilitator and Literacy and Math Support. A unique program brings in community members and pairs them up with at-risk students in a mentoring situation. The mentors, students and facilitator decide on the service needed and mentors spend time with the students on a regular basis throughout the year. In addition, substitute teachers and parents have been trained with the 6+1 Traits model, and provide focused writing instruction to focus students in grades 4 and 5.

The school's Gifted Education program is comprehensive. Standardized guidelines are in place to identify gifted students, and the teacher is able to have small groups for targeted gifted instruction and also provide enrichment to the grade level classrooms.

6. Stakeholder Communications and Relationships

1. *How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?*

Communication is a key ingredient to stakeholder satisfaction. At Feltwell Elementary school leadership starts in the classroom. Individual teachers provide information to parents, and receive information from parents, through a variety of means, including classroom newsletters, notes and emails, and parent-teacher conferences. At the school level, committee chairpersons make up the School Improvement Leadership team (SILT). The SILT works hard to support the expectations of the school improvement process and provides opportunities for parents to become involved as a member of a school improvement committee. Each committee is tasked with having parent/community representatives at their meetings, and parents/community members are always invited to the general meetings, when appropriate. One of the CSI committees is the Home/School Partnership Committee whose goal is to create partnership opportunities that increase involvement with stakeholders.

The School Advisory Council advises the principal on matters related to the operation of the school. He has an open door policy with parents; the result is that much of the information comes through a variety of more informal channels. Once a month parents are invited to attend the Hedgehog Hangout, enjoying lunch and recess at school with their child. The parent newsletter, the Hedgehog Highlights contains a principal's column, which is used to communicate current concerns and school successes. The school website is also used as a resource rich in reference material and educational activities for students and their families. In addition, PTO meets once a month, and administration and a number of teachers are always present.

Communication from stakeholders also comes to and from the school above the school level through base support. The Schools Liaison Officer (SLO) works with the schools attached to Lakenheath base and encourages communication with the military commanders. Our principal meets with the SLO and other area principals and military community representatives monthly. The officer also supports the schools with an article in the base newspaper that highlights students in action. The adopt-a-school program attaches military squadrons to schools and supports the school in many different ways. The base commander meets with members of the faculty at a voluntary meeting and holds town hall meetings where school issues can be discussed. All of these various means of communication help ensure stakeholder satisfaction.

2. How does the school's leadership foster a learning community?

The primary means for ensuring a continuing and vibrant learning community is through the school improvement process. As part of this process teachers must review student data and come to conclusions about strategies to improve teaching for student success. An integral part of this process is professional development supportive of the schools mission statement and goals. The school's leadership, principal, School Improvement Leadership Team and Team Leaders ensure a continual monitoring of student successes through analysis of standardized tests, midterm reports, quarterly report cards, parent teacher conferences and regular communication with parents.

The school schedule is organized to promote communication and collaboration with team members. Curriculum standards are posted in the classroom and are used to plan lessons.

Outside of the classroom teacher, a real strength of our learning community is the volunteers that enrich our student's education. A few of the visitors we have had include the following:

- Mentors
- Writing tutors
- Adopt-a-school, 48th Strategic Maintenance Squadron
- Native American Storytellers and multi cultural celebrations
- Middle school aides
- Fire safety and Dental Health Clinic
- Red Ribbon Campaign
- Earthwalk
- Kids on the Block
- British Hedgehog Preservation Society

When outside stakeholders are invited into the classroom, the students benefit from the unique learning enhancement.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

Feltwell Elementary believes in the importance of maintaining good communication with all stakeholders. As a result, information is communicated to stakeholders in a variety of ways, including printed, electronic, and in person.

Printed communication

- School Advisory Council Suggestion Box
- Email to parents, teachers, principal
- Classroom newsletters
- School Newsletter, Hedgehog Highlights
- Students in Action, base newspaper, Stars and Stripes

Electronic communication

- Parent volunteers, "Yellow Pages" a list of parents and the areas in which they are comfortable volunteering
- Feltwell School web page
- CSI: Feltwell webpage
- Individual teacher web pages linked to school website

Face to face communication

- Parent conferences
- Open House
- School Advisory Committee meetings
- Parent Teacher Organization
- TerraNova Q and A
- Spanish Culture evening
- Parent/child art workshop
- Deployment groups
- Kindergarten home visits

Student achievement

- Gradespeed
- Report cards
- Midterm reports

- Student work portfolios
- Kindergarten home visits
- Individual Educational Plans (IEPs)

7. Commitment to Continuous Improvement

1. *What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?*

Feltwell Elementary closely follows the protocol for school improvement as outlined from AdvancEd. We are currently in the third year of a new cycle. A thorough and comprehensive profile was developed in school year 2006/7 which included considerable data analysis before two goals; data analysis and writing were chosen. Staff members were then tasked with the research into best practices, interventions and assessments. Consensus was reached and initial interventions were implemented. Baseline data was gathered in both goal areas and a School Improvement Plan was designed to help us reach our goals.

School year 2007/8 was full implementation year and teachers were given professional development from the district and from other faculty members. After much discussion the faculty decided to implement the writing intervention in developmental steps. Spring assessments measured considerable growth with the identified areas and the results were shared with the staff.

The current year is our third year into the cycle and we are beginning to implement our second interventions and identify focus students. Teachers are collecting samples of student work along with formative and summative assessment documentation. Spring assessments will be scored in April and trend data can be analyzed for patterns of achievement. A discreet tally monitors the implementation level and staff development continues at each faculty meeting and in-service day.

Parents and other stakeholders have been involved with the continuous school improvement process through their participation on School improvement committees and the School Advisory Council. Specific information regarding the goals and interventions can be found in monthly articles in our school newsletter.

2. *What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?*

The mission statement of Feltwell Elementary School is "Helping Each Child Achieve His/Her Highest Potential." The words are concise and convey the value we have for our students. The goals for the school were developed after reviewing data that indicated a need in the areas of writing and math. After a triangulation of sources we were led to be more specific, *data analysis* and *writing to inform*. Our assessments, especially the formative, quarterly "dipsticking", clarify the progress the students are making.

Staff development is used throughout the year to give support to teachers in the intervention implementation. Every member of the faculty is a member of a CSI committee that works towards our common goals. Time is spent at each faculty and committee meeting to clarify, discuss, challenge or inform regarding elements of our School improvement plan. It is the information from our committees below that helps guide our faculty and SILT meetings.

- Math Interventions Committee – Rubicon Atlas and Questioning Techniques implementation
- Writing Interventions Committee– 6+1 Writing Process and Looking at Student Work implementation
- Data Committee– collecting and sharing assessment information
- Technology Committee – supporting the math and writing committees and providing professional development for technology use
- School, Home, Community Partnership Committee– fostering community involvement from stakeholders for a well-rounded school experience for every child

3. *What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?*

The district superintendent's office (DSO) has been supportive of continuing school improvement with resources to support professional development and training at the faculty and administration levels. They have provided Blackboard websites for school improvement, technology training, and 6+1 Traits of Writing, and have encouraged teachers to learn, share, and submit through those sites. In addition, the DSO has provided guidance through the staff developer, Reading Recovery Specialist, and other liaisons. The DSO sponsored teachers to have training at the Northwest Regional Educational Laboratory in Portland, Oregon. The teacher selected from Feltwell has come back from that training and in turn shared his knowledge and training with the teachers. The DSO has provided substitute coverage for any grade levels or teachers wanting to visit other schools to observe Guided Reading methods and practices, as well as in-house staff development for 6 + 1 Traits training.

The school improvement leadership team (SILT) functions as the staff development committee at Feltwell Elementary School. The SILT designs and provides specific training on interventions and goal implementation. In addition to full and half-day in-services, staff development is a part of every faculty meeting as well. The school Educational Technologist provides any assistance needed and members of the staff proficient on technical software or hardware also provide support. Feltwell SMART Thursdays provide afterschool help for teachers to learn more about their SMARTboards, any other technology concerns and to provide help with online classes.

In addition to courses the staff can find online, the DSO sponsors other classes available to teachers for credit towards certification, or non-credit. Many (85%) of the FES classroom teachers were involved in the Student Achievement Learning Strategy Academy (SALSA), which provided training and a discussion forum for area teachers to learn about literacy strategies. Staff members are encouraged to develop and apply for credit in other areas they may have interests. Group classes that have been offered at the school include Conscious Discipline and Scholastic Red. Many teachers use their own time and funds to provide continuing education and higher degrees.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The School Improvement Leadership team (SILT) along with the principal ensure that school improvement is a part of the school atmosphere. Faculty meetings, in-services, and committee meetings all provide a regular and safe forum for discussion of goals and intervention implementation. Accountability is assured through representation. Every staff member signed up to be a part of a school improvement committee. The committee's activities are shared with the staff through posting of the committee minutes on a common drive shared by the school. All committees have representation on the SILT and every grade level is represented in the committees. School improvement discussions also take place during grade level team meetings.

The data analysis committee monitors the frequency of intervention implementation with an anonymous collection of data by students in the gifted education classes. It is the students who then take the information and put it into graph form. The administration has encouraged school improvement to be a part of individual Professional Growth Plans. During performance appraisal meetings, discussion can take place regarding the observation of intervention implementation. The School, Home, Community Partnership committee keeps parents and other stakeholders informed with articles in our monthly newsletters. Briefings are also supplied by the administration to the School Advisory Council.

Conclusion

1. As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Continuous school improvement is a sincere and honest priority at Feltwell Elementary School. Over the past few years as we have worked with the AdvancEd standards teachers have become more aware of the elements concerned with the school improvement process and have become more involved in the decision making and implementation. The school is building capacity and it is our strength as a group of individuals that makes us a strong, cohesive faculty.

The nature of our interventions lends itself to implementation across the curriculum. There is school wide involvement in all areas of the school improvement process. This year one area that has received more intense focus is the collection and use of data. The school has realized the importance of using data to guide the decisions and as such we have looked more closely at the data we have collected, such as our assessment results and other trends. It has become apparent to us that the use of data is inherent in each of the seven standards – it guides instruction and determines use of resources. Time has been well spent in data review with colleagues, parents and other stakeholders.

2. Based on your review of these cross-cutting themes/ trends and each of the seven standards, what would you consider to be your school's greatest strengths?

Continuing School Improvement and a genuine interest in helping each student succeed are center stage at Feltwell Elementary School. Faculty meetings, training activities and committee work are led by our work toward student achievement. The inclusion of all staff members in the implementation of interventions and the scoring of assessments is a strength of Feltwell Elementary School. Training was given to ensure rubrics are used consistently and with reliability. Specialists were partnered with classroom teachers to help them understand the different grade level abilities and help them score the assessments.

A cooperative attitude is demonstrated that speaks well of the respect the teachers have for each other in our school. Although like any school there are exceptions, the school works well together. Collegiality is demonstrated daily in team projects, sharing lessons and grade level collaboration.

The School Improvement Leadership team is an asset to the school. The team is comprised of classroom teachers and specialists, primary and intermediate. They work hard together to make the process easier for the rest of the faculty. They spend much of their own time preparing for staff development and leading their own committees. The growth and successes of the school can in part, be attributed to the cooperative spirit of the SILT.

3. What would you consider to be your school's greatest challenges?

Often the things that make us a strong school can become a challenge as well. Teachers would not want to lose foreign language instruction, counselor lessons, gifted education enrichment or focus student pull out interventions, but it is difficult to find long stretches of uninterrupted time with the entire class. Scheduling is a continuous challenge to balance all the elements of the school day.

Although much of our time is spent communicating with parents regarding a child's achievement, we continue to make efforts bringing parents in to work alongside us in decision-making processes. We would like to involve more stakeholders in faculty meetings and in-service days in meaningful ways.

Faculty members are hungry for additional training and in-service activities. Living overseas we are not always cognizant of the most current trends in education that are available to our counterparts in the states. Our staff is very talented and it is appreciated when they share their individual talents, but tight finances often prevent a thorough and fresh look at new ideas and interventions from new sources. Cuts in personnel also influence morale and we struggle to understand the decisions made above school level that impact a child's education.

4. How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

We look forward to the information and insights a visit will bring to our school. We will continue in the coming years to collect meaningful data and follow the directions it gives us. Time will be invested in staff development to fully implement our second interventions for both of our goals; Looking At Student Work (LASW) for writing and Higher Order Thinking Skills (HOTS) for math. The opportunities and next steps given to us will drive our faculty meetings and staff development to improve our school improvement process and help students achieve their highest potential.