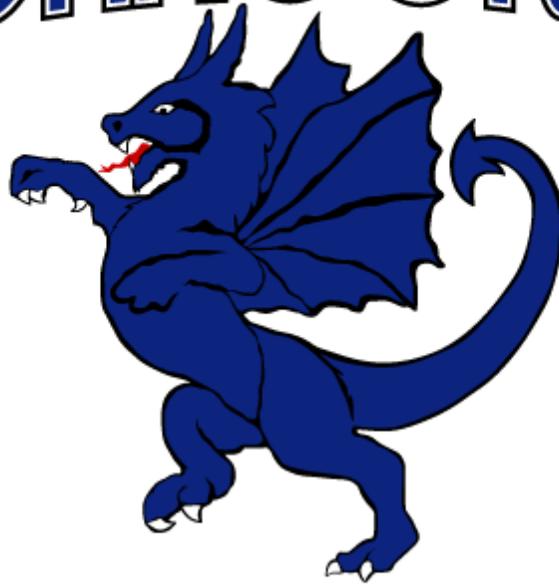


School Profile
Sevilla Elementary/Middle School
Morón de la Frontera, Spain

DRAGONS



Principal: Mary Simmons
Assistant Principal: Charlene Sprague
496 ABS/DoDDS Unit 6585 APO AE 09643
Telephone: (34) 95-584-8464 - Fax: (34) 95-584-8432
<http://www.sevi-es.eu.dodea.edu/>

School Profile Development

School Improvement Coordinator – Sharon A. James

August 2009

Review discuss CSI plan and results of Local Assessments

October 2009

Score narratives. Review/Edit Goals, Interventions, Plan of Action and End of Year Status Report.

May 2010

Score narratives. Review/Edit Goals, Interventions, Plan of Action and End of Year Status Report

Mission Statement

DoDEA Vision

We're in the process of developing the school vision statement.

DoDEA Mission

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

Mediterranean District Mission

To support schools for the success of *every* student

Sevilla Elementary/Middle School Mission Statement

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

Core Beliefs:

1. We, the teachers, are models for our students.
2. Teachers are here to provide the tools and resources necessary for student success in learning to their potential.
3. Teachers need to develop professionally.

Core Commitments:

1. We will be positive models so that they value learning, tolerance and work ethic.
2. Assess each child's individual needs and provide a challenging learning environment.
3. We will confer with colleagues, pursue education opportunities, keep abreast of research-based best practices.

Table of Contents

School Profile Development.....	2
Mission Statement.....	3
Table of Contents.....	4
Unique Local Insights.....	5
Information from Former Students.....	12
Existing School Data: Students.....	13
Existing School Data: Community.....	29
Existing School Data: Instructional.....	30
Interpretation and Triangulation of Data.....	38
Rationale for Student Performance Goals.....	39

Unique Local Insights

Data Collection Instruments:

1. School Structure
2. Curricular supports
3. Clubs/activities
4. Programs
5. Military Mission
6. Student Demographics
7. Teacher Demographics

Presentation/Analysis of Data:

General Staff Structure:

Principal (Shared with Rota)

Assistant Principal (Shared with Rota)

The Rota assistant principal has been assigned to work at our school full-time. It was debatable if this role would continue for the coming school year. Dr. Nancy Bresell approved the continuation of this arrangement indefinitely as of October 2009.

Kindergarten / First Grade Teacher

Kindergarten / First Grade Aide

Second/Third Grade Teacher

Fourth / Fifth Grade Teacher

Sixth/Seventh/Eighth Grade Teacher

Parents were given a choice to send children in grades 7 and 8 to Rota. As a result, our enrollment in Middle School has been impacted.

Talented / Gifted Teacher

Host Nation Teacher / Supply Technician

Health Technician

Custodian

School Demographics

Multi-age classrooms at all grade levels

Total School Population: 29 students

Student to Teacher Ratio

Elementary (Kindergarten – 5th grade)

3 teachers for 25 students(1:8)

Middle School (Grades 6-8)

1 teacher for 4 students(1:4)

Curricular supports
Gifted/Talented Education
Critical Thinking for grades 6-8
Physical Education (shared with Rota and taught by the Health Tech/Classroom Teacher twice a week)
Music Education (shared with Rota and taught by the Classroom Teacher)
Art Education (shared with Rota and taught by the Classroom Teacher)
Type-to-Learn 3
Host Nation classes for grades K-7
Read 180

After School Activities
Student Council
Odyssey of the Mind
Yearbook
Games

The Program

Sevilla Elementary/Middle School serves 29 students, dependents of civilian and military personnel stationed at the Morón Air Base located approximately 35 miles from Sevilla, Spain. The active duty dependent students are here on a controlled tour of two years with their sponsor. The elementary/middle school students are grouped into four classes (full-day Kindergarten/First grade, Second/Third grade, Fourth/Fifth grade and Sixth/Seventh/ Eighth grade) and are taught by eight full-time and half time professional staff members.

Among the above mentioned staff is a Host Nation instructor who teaches Spanish to students between Kindergarten and Fifth grade for 30 minutes and 45 minutes to sixth through seventh Tuesday through Friday as the schedule permits. Along with the Host Nation curriculum, the school has incorporated Host Nation field trips to expose students to the Spanish Culture.

Volunteers oversee the Media/Information Center where students can check out books and/or work on one of ten computers.

Additionally, a Talented and Gifted teacher works with students who have been assessed and placed into the Talented and Gifted program. The TAG teacher teaches grades 4/5 in a self-contained class. The Talented and Gifted program teacher also provides the middle school students with Critical Thinking twice a week and ~~eighth~~ seventh grade Social Studies for three days a week, while the Middle School teacher works with 4/5 students in Math. The Health Technician provides physical education for K-8, two days a week. The Assistant Principal teaches 6th grade Social Studies 3 days a week.

The Kindergarten and First grade program is authorized a para-professional who assists with the instructional program. Parent volunteers are also frequently utilized in the classroom working directly with students or in various academic support roles.

Support

In 2006-2007, Sevilla EMS administration merged with Rota Elementary School administration (located at Rota Naval Station-approximately 70 miles south). The sharing of administrative functions has had the added benefit of providing students with more options in curriculum and extra-curricular activities as resources from the larger Rota Elementary School are utilized by Sevilla. These options include but are not limited to: Physical Education, Music, Art and ESL (English as a Second Language). Specialists stationed at the Rota Elementary School help to teach these classes.

Sevilla EMS is also able to provide an on-site child psychologist that visits with the students once a month.

Clubs and Culture

This year, Sevilla EMS has incorporated the following student clubs: Odyssey of the Mind, Yearbook Club, Games club and Student Council. The Geo Bee was conducted in early January 2010. The school also recognizes and celebrates Asian-Pacific Heritage Month, Hispanic Heritage Month, African American Heritage Month, and provides multi-ethnic displays in the school. The staff coordinates with base officials to have guest lecturers and performances for the students, including various US Air Force bands, astronauts, the Fire Department and on base field trips such as visiting the B1, the falcons and to see a weather balloon launch and performing troupes.

Facilities

The school building, formerly the base NCO club, has been effectively converted into an educational facility. Most classrooms are large and airy with outside doors that exit onto a pleasant courtyard. The school's information center houses the book collection and ten computers that are connected to the Internet. The entire school was connected to the LAN in August 2000. The lobby and office areas are spacious and welcoming. We have gained the use of 20 laptops (two computers on wheels) Also, K/1, 4/5, 6-7-8, and Host Nation received SMART boards for the classroom. The teachers of K/1 and 4/5 received a teacher laptop.

Students

Students do not receive free/reduced lunch since the students bring their lunch or eat in the military dining facility. The principal and volunteers bring lunch ordered from the cafeteria to students in K-5. 48 percent of the students (14 out of 29) ride the bus to school.

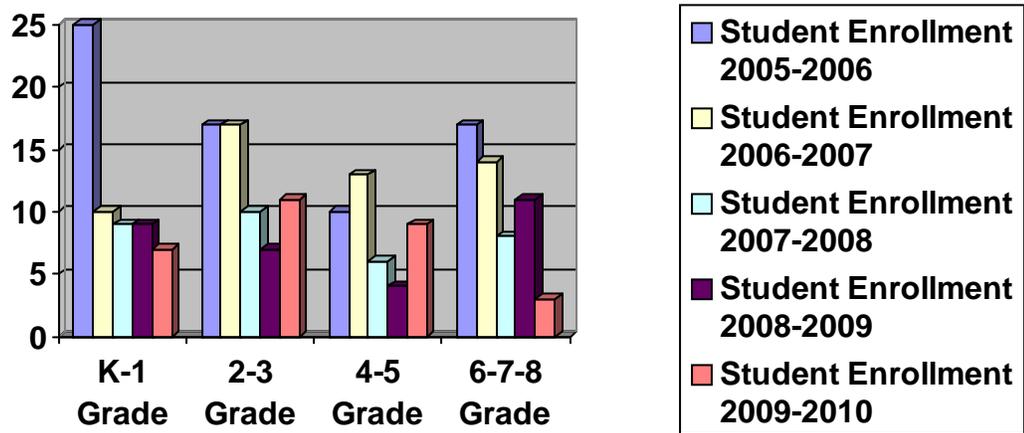
Military Mission

The 496th Air Base Squadron is the USAFE host organization at the Morón Air Base. The mission is to project U.S. and allied air and space power throughout the Mediterranean region and worldwide. The 496th Air Base Squadron does this by operating and maintaining a key strategic air base, in a high state of readiness, to receive on short notices, forces in support of the United Nations, NATO, and U.S. contingency and exercise operations.

The squadron provides oversight of contractor personnel who maintain the base and provide services through the Spanish Base Maintenance Contract. Additionally, the

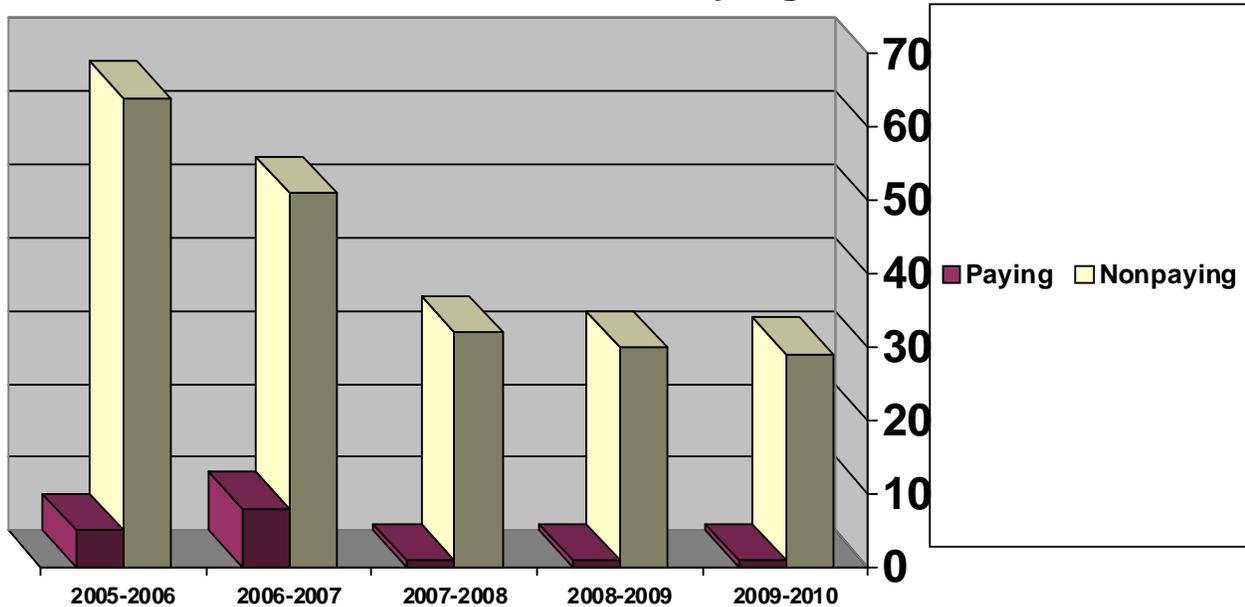
Morón Air Base receives forces and fully activates as a NASA Transoceanic Abort Landing Site for space shuttle launches.

Student Enrollment



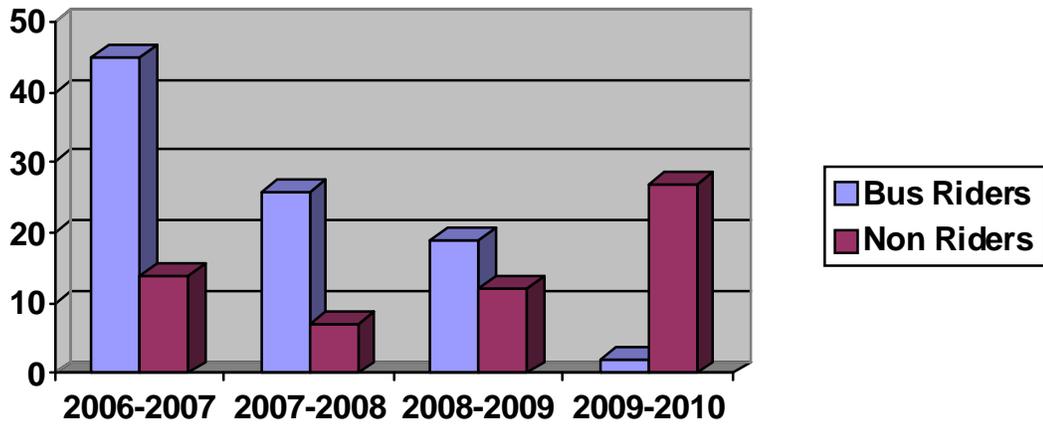
The number of students in K-1 and 6-8 has declined from last year while 2-5 have risen. Parents were given a choice to send children in grades 7 and 8 to Rota. As a result, our enrollment in Middle School has been impacted.

Tuition/Non-Tuition Paying Students



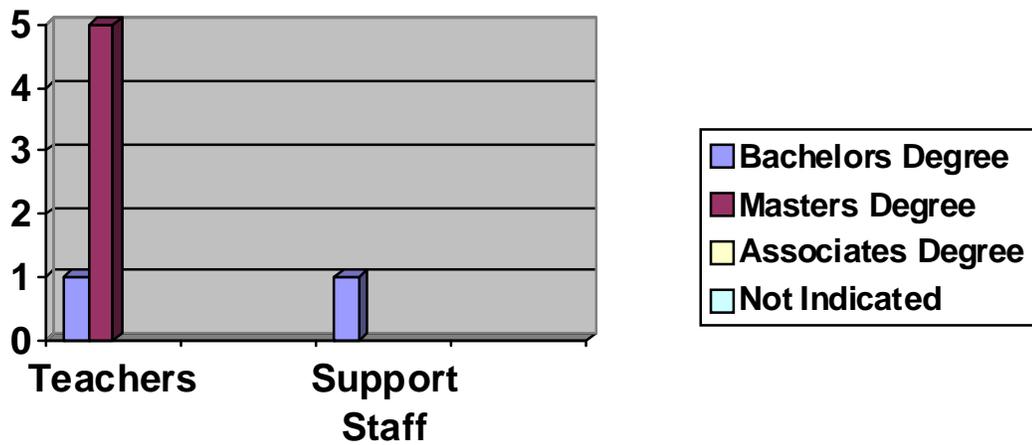
The number of tuition paying students has practically remained the same from 08-09 to 09-10 with 1 student paying and 28 not paying.

Bus/Non-Bus Riders



Forty-eight percent of our students live off-base and utilize our bus transportation services.

Teacher Education Level



For 09-10, five of six teachers have at least a Master's Degree. One of the three support staff members has a Bachelor's Degree.

Employer Code	1A	1D	1HA	1J	1B	3D	4C	1FD
Totals	0	29	1	0	0	0	0	1
	1A	Army		1J	NAF1			
					Air Force			
	1B	Navy		3D	SA			
		Air Force			Other			
	1D	DoD		4C	US AF			
	1HA	Civilian		1 FD	Civ			

DEROS Year	2009	2010	2011	2012
Percentages	24	34	37	3

Gender	Male	Female
Totals	13	16

Federal Race	Am Ind	Asian	Black	White	Pac Is	Mixed	Decline
Totals	0	5	2	20	0	4	0

Federal Ethnic Categories	Hispanic	Non-Hispanic	Decline
Totals	10	19	0

Grade Level Population	SS	PSCD	K	1	2	3	4	5	6	7	8	10	11	12
Totals	0	0	4	3	8	2	6	3	2	1	0	0	0	0

The majority of students are dependents of active duty Air Force personnel (1D). The majority of students are Non-Hispanic and White.

Implications for Student Performance Goals

None Implicated

Identification of Sub Groups

None Identified

Other Actions Needed

Student enrollment remains around 30 since 2007-2008 and will vary depending on the number of and the demographic make-up of personnel stationed at Morón Air Base. Parents were given a choice to send children in grades 7 and 8 to Rota. As a result, our enrollment in Middle School has been impacted. The retention of students that are dependents of active duty members of Morón Air Base is aggressively encouraged versus seeking other educational options off base or in the home. We also suggest that additional and varied extra-curricular activities be provided in order to attract students that are dependents of active duty members of Morón Air Base.

Information from Former Students

Due to DoDEA directives that would not authorize DoDDS schools to conduct student surveys, information was unavailable.

Existing School Data: Students

Data Collection Instruments

The Terra Nova Multiple Assessments, 2nd edition is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3-11.

Communication Arts is a system-wide assessment given in the spring to grades 4 and 8, which tests the students' reading and writing levels.

Developmental Reading Assessment (DRA) is system-wide test for third graders. It assesses both fluency and comprehension.

Progress Reports, summarizing the performance of students on local assessments in each subject area, are given quarterly.

The Scholastic Reading Inventory (SRI) is a local assessment administered to all students in grades 3-6. It is a computerized reading comprehension test with text, multiple choices, and no graphic clues.

Teacher Surveys administered to all teachers in the fall of 2006.

Presentation and Analysis of Data

Terra Nova CTBS

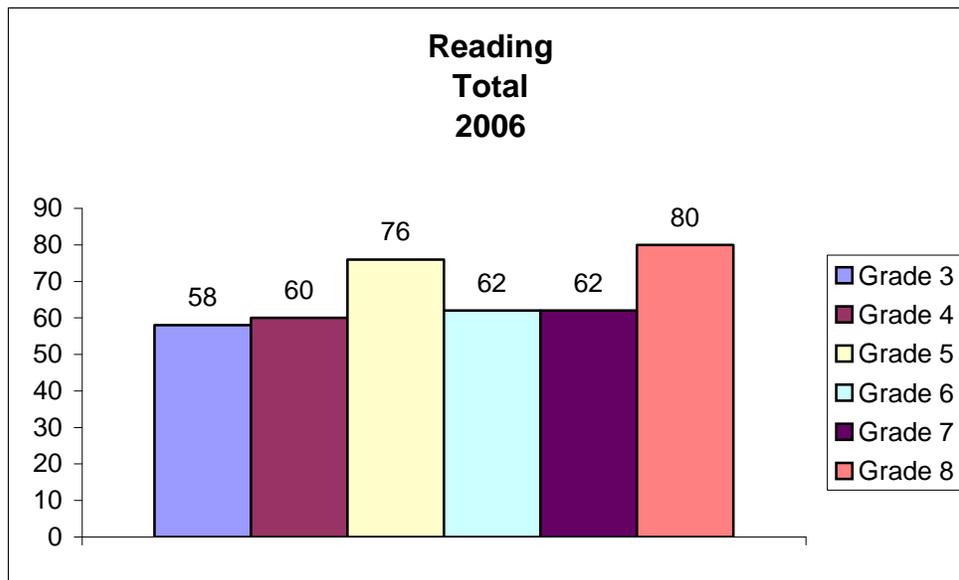
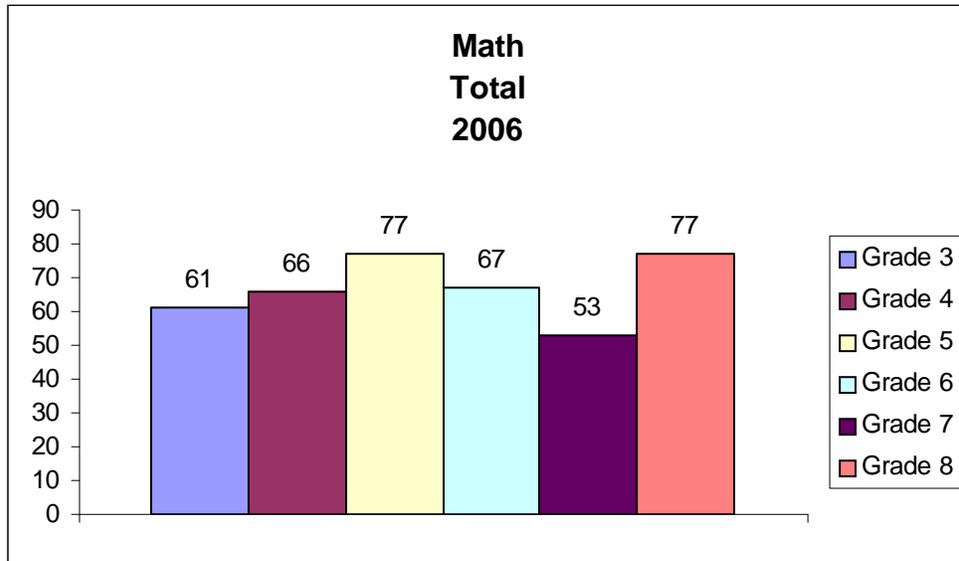
Please note the following information is based on a low school population:

Grade levels	2004	2005	2006
3	4	5	7
4	5	7	5
5	5	2	5
6	10	4	6
7	7	7	4
8	3	9	6
TOTALS	34	34	33

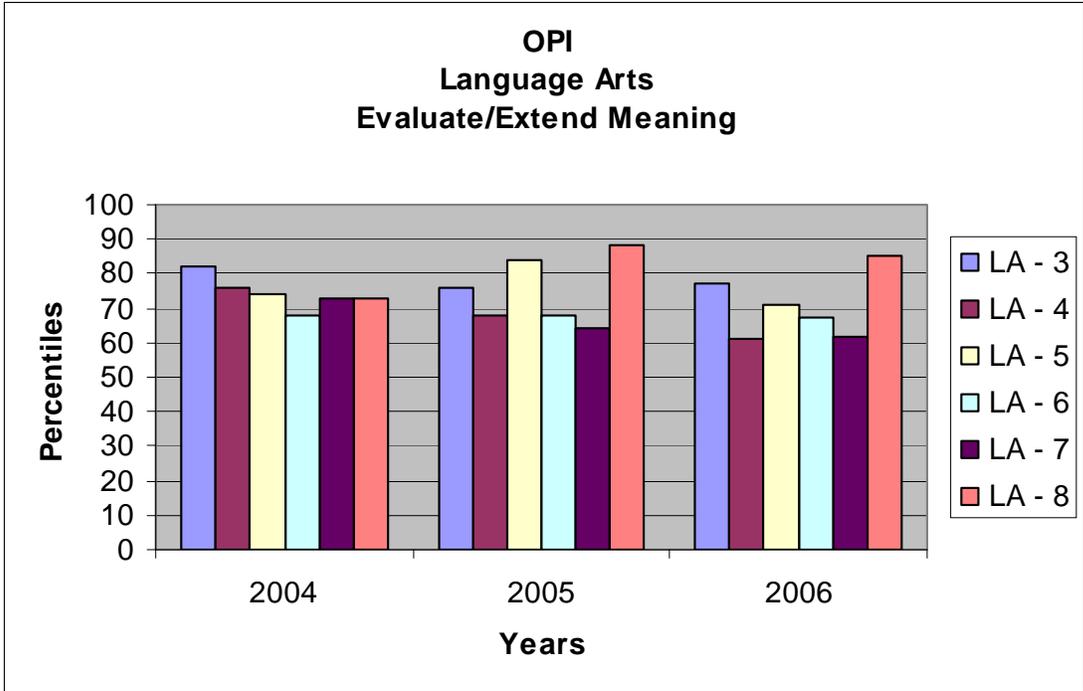
The number of returning students each year depends upon military rotation dates, which are usually every 2 years.

Scores were disaggregated upon the premise that the 70 percentile represents an acceptable level of mastery. With that in mind, scores in Reading, Math and Physical Science appear to be areas of concern.

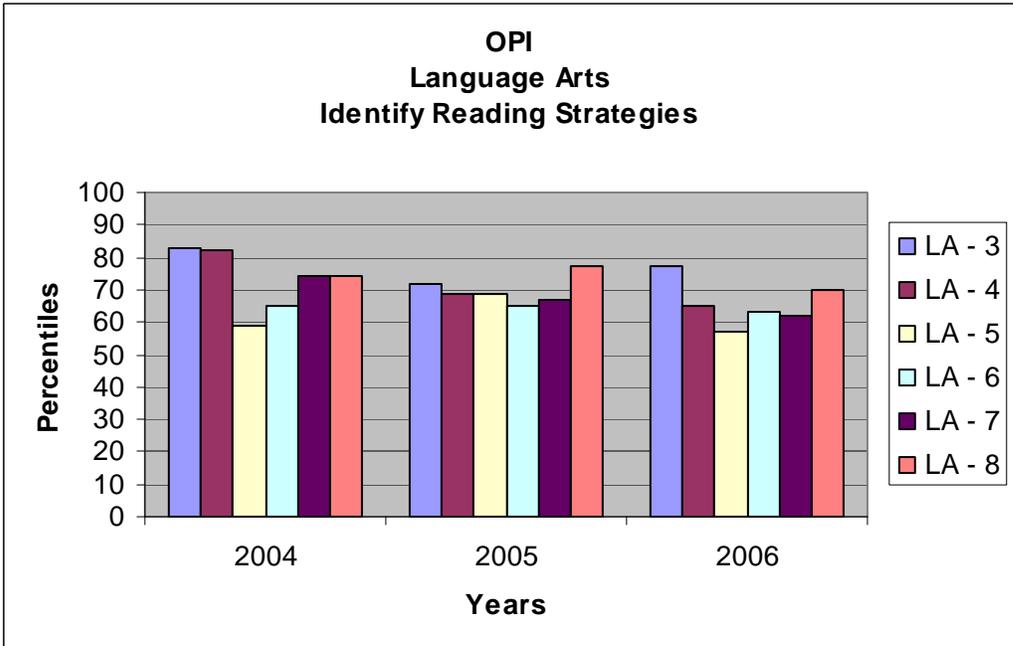
The TerraNova CTBS Multiple Assessments were administered in the district at grades 3-8. Data from school years 2003-2004, 2004-2005, and 2005-2006 is as follows:



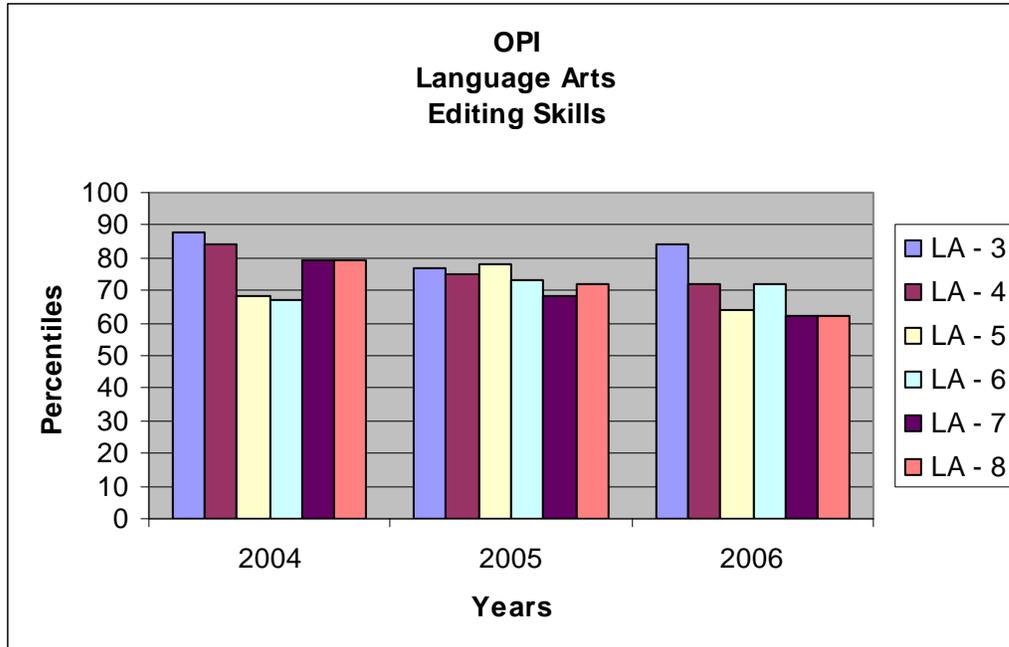
In Math and Reading, 4 out of 6 grade levels received scores in the 60th percentile and below in 2006.



Most grade levels performed at or below 70%.

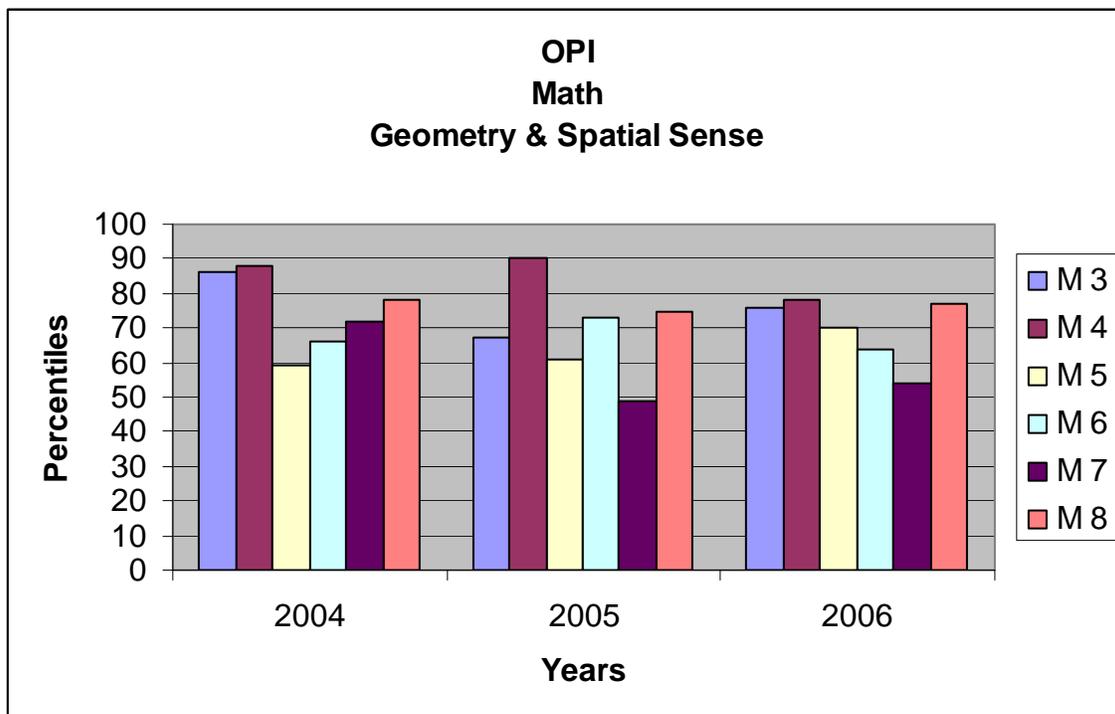


Identifying Reading Strategies declined for most grade levels in 2006.

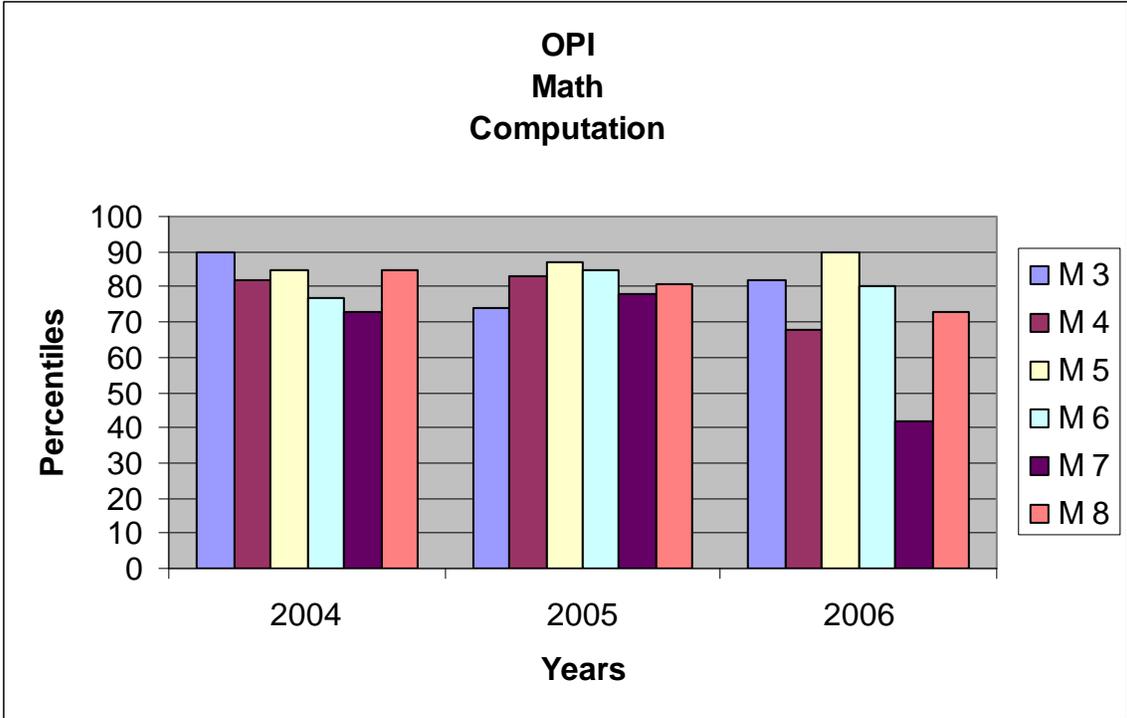


In 2006, 3 out of 6 grade levels performed below 70% in Editing Skills.

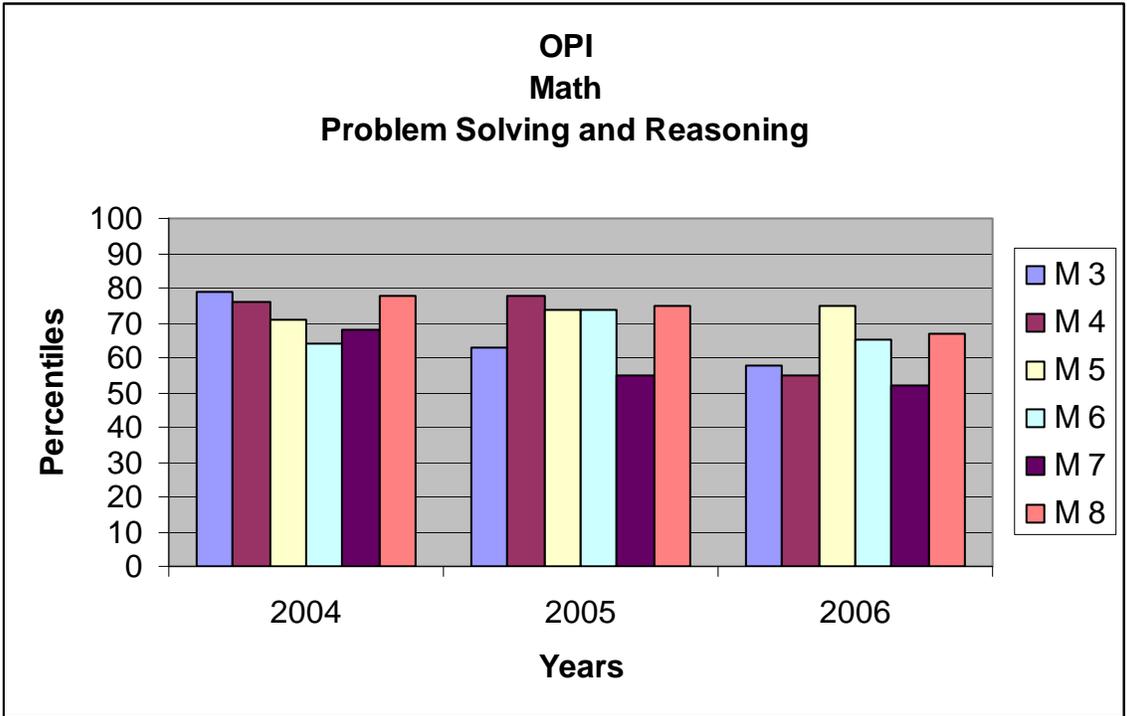
OPI reveals a history of weakness in Reading and Language Arts on the subtests for Identifying Reading Strategies and Evaluating and Extending Meaning. Editing Skills are generally at or below 70%.



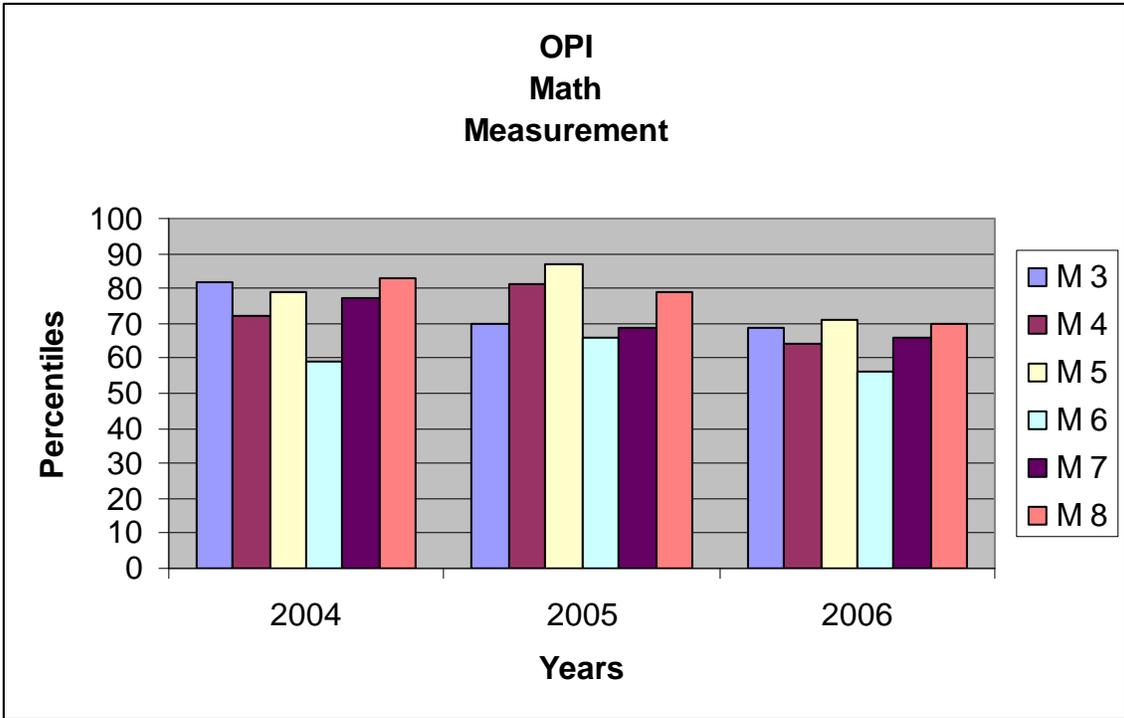
Achievement in Geometry and Spatial Sense wavers around the 70%. This is an area that is lower than national scores.



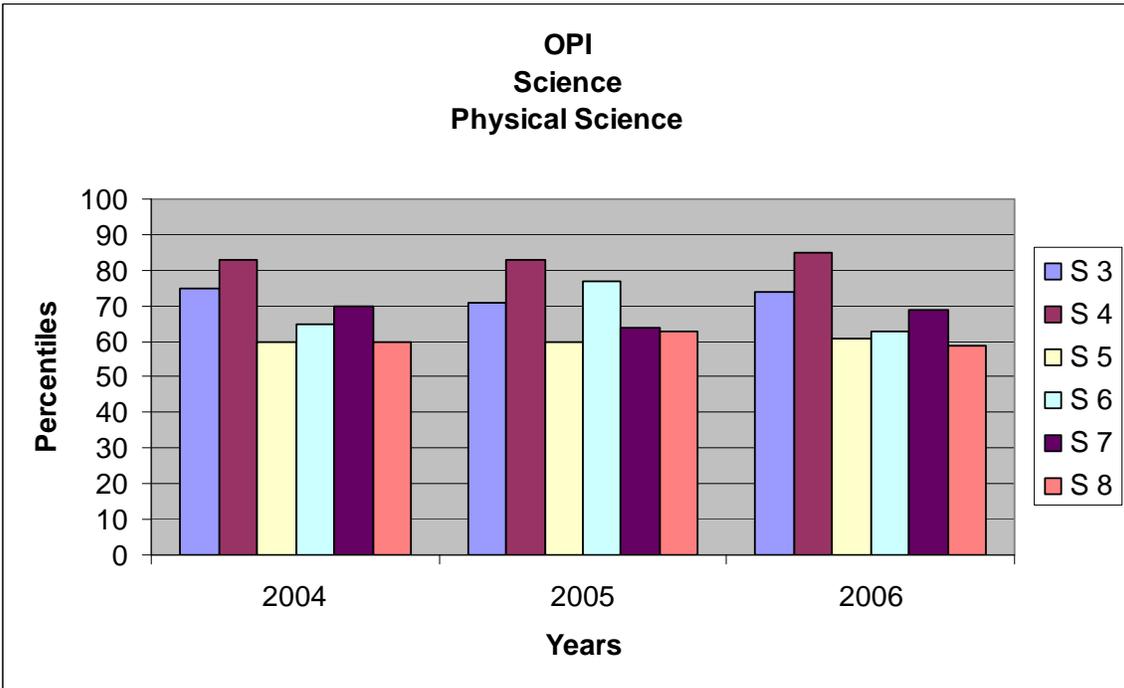
Computation is the other area that is lower than national scores.



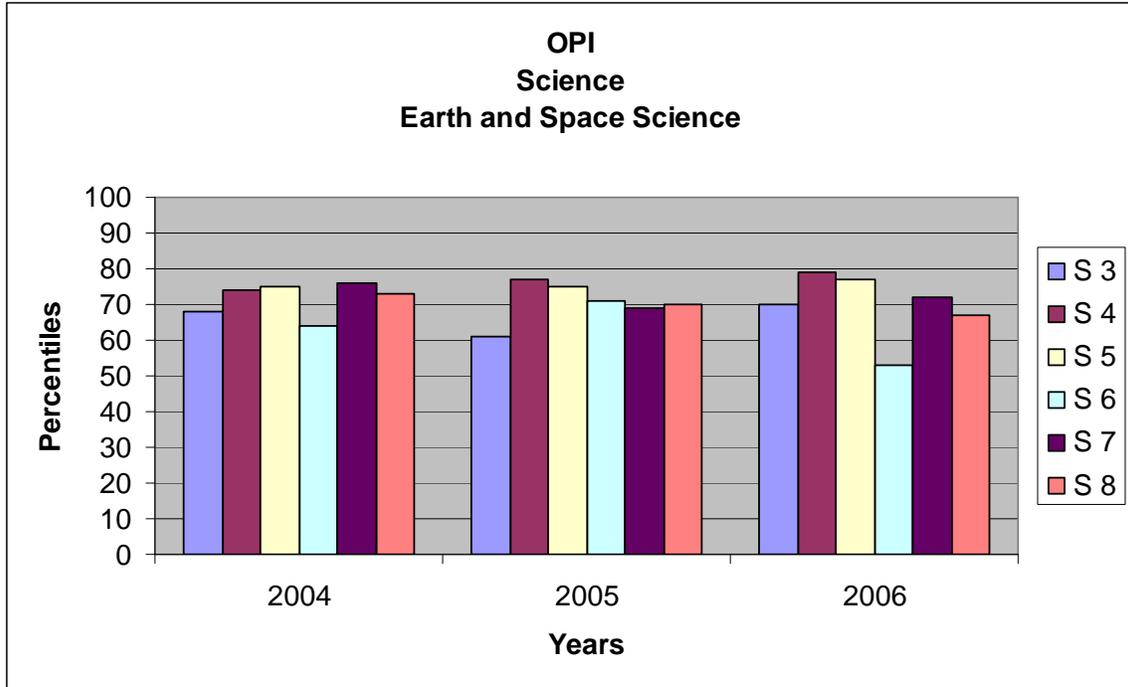
Problem Solving and Reasoning decreased for most grade levels across three years. None scored at or above 80%. In 2006, 5 of 6 grade levels scored below 70%.



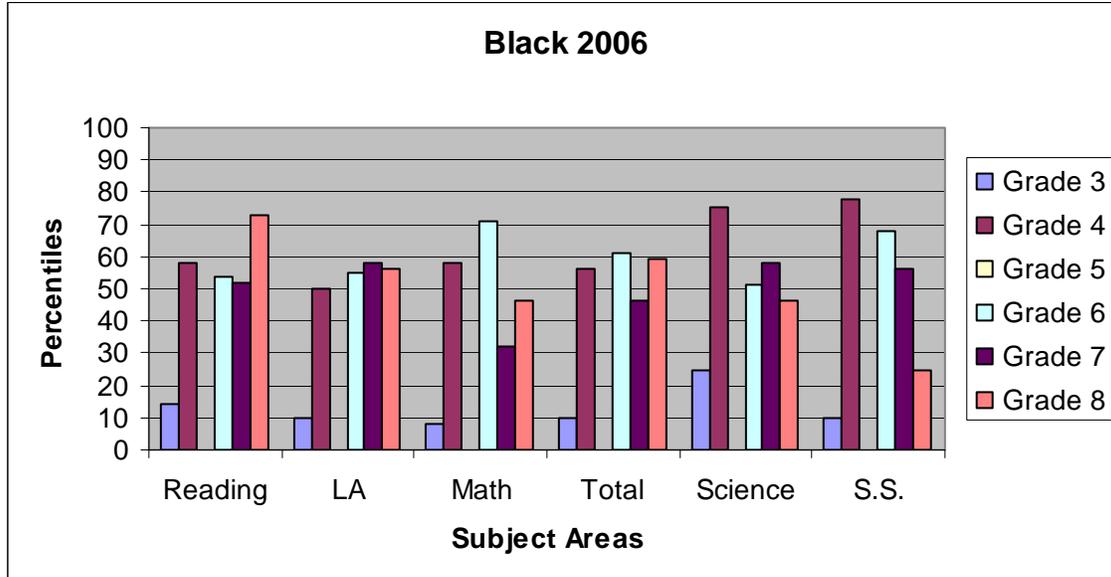
Measurement decreased for all grade levels in 2006 when most scores were below 70%.

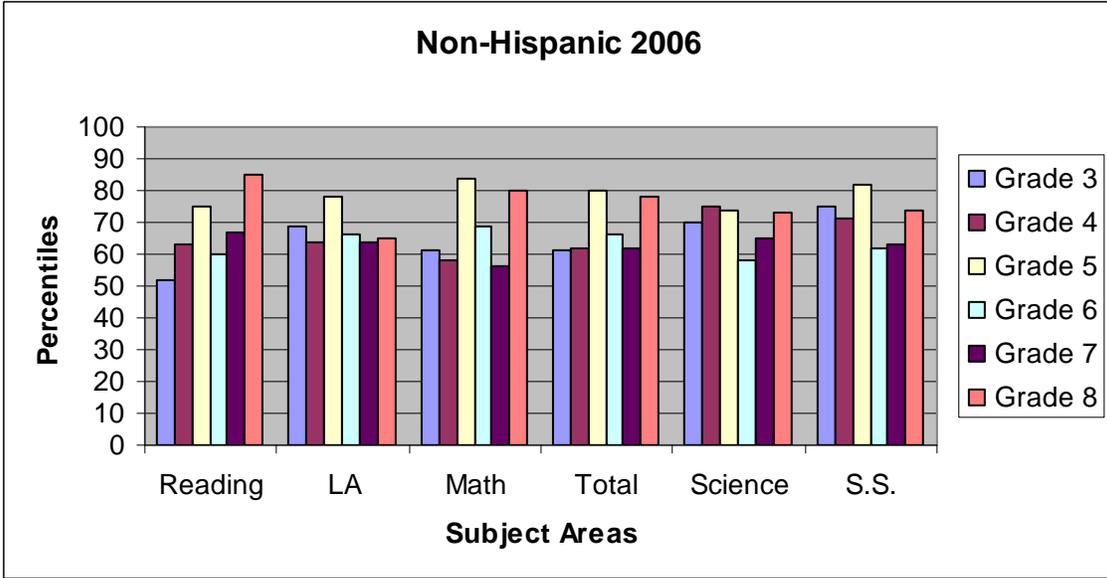


For most grade levels, performance in Physical Science is at or below 70%.

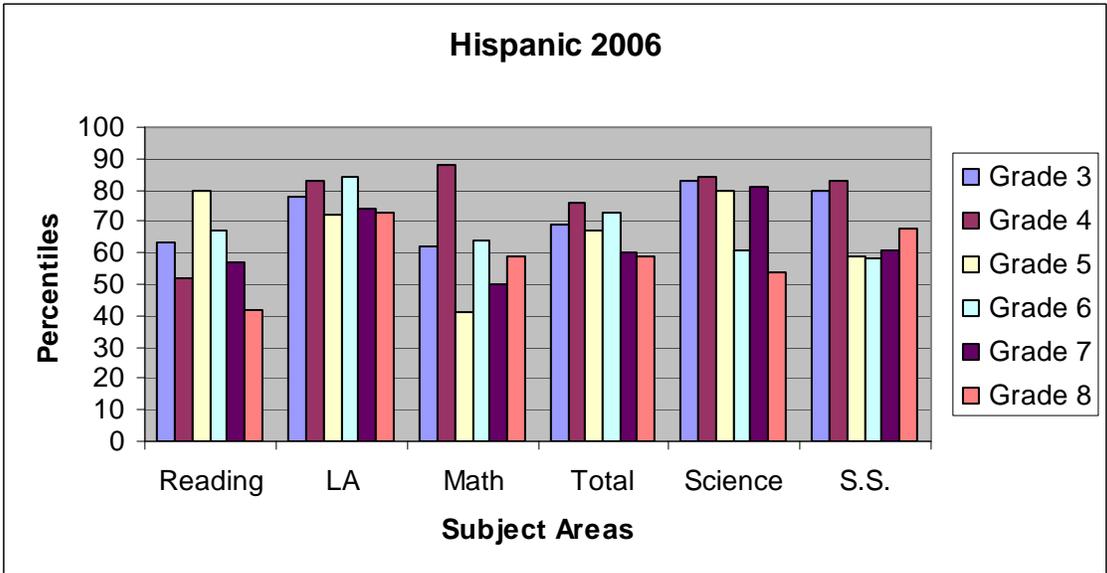


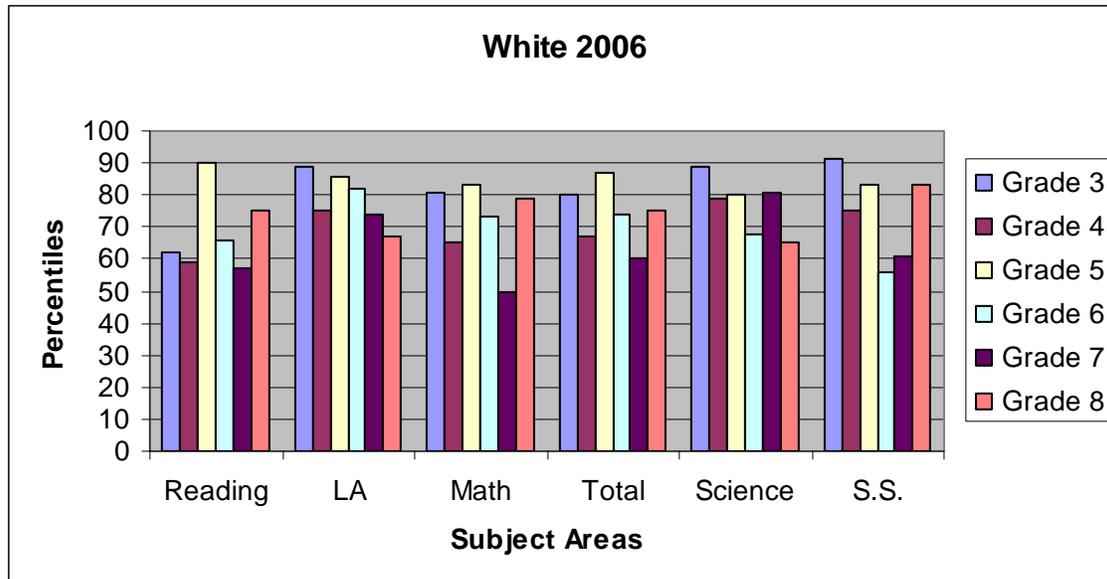
Scores on Earth and Space Science cluster around 70%.





Blacks and Non-Hispanics score below 70% in all areas at most grade levels. In general, Blacks appear to perform quite lower than Non-Hispanics.





Reading is consistently weak for Blacks, Whites, Hispanics and Non-Hispanics. Most grade levels performed below 70% in Reading. There were not enough participants to make comparisons in other ethnic groups and races.

Number of Students Taking the Terra Nova in April of 2004, 2005, and 2006 by Quartiles:

76-99	51-75	26-50	25-01	Total	Percent in 76-99
23	8	2	1	34	67
18	10	4	1	33	54
11	17	4	1	33	33

Over three years, the number of students in the 76-99 Total Quartile has decreased by about half.

National scores on the Terra Nova are below or at the level of scores from Sevilla Elementary/Middle School except in the areas of Geometry & Computation.

Implications for Student Performance Goals

Potential Student Performance Goals identified from the data include:

- Science - Physical Science
- Language Arts/Reading - Identifying Reading Strategies
- Language Arts/Reading – Evaluating Meaning
- Language Arts/Reading – Editing Skills
- Math – Problem Solving and Reasoning

Math – Patterns, Functions, Algebra
Math – Measurement

Identification of Sub Groups

Teachers should make their own plans to help improve those areas of weakness identified through standardized testing but will not be targeted as a school improvement goal. The results of the Terra Nova reveal the individual strengths and weaknesses of returning students rather than the student body as a whole.

Other Actions Needed

Consideration should be given to the fact that the results of student performance at Sevilla Elementary/Middle School does not readily compare to that of national scores because the populations being compared vary greatly. The curriculum should be analyzed to determine if the assessments are valid measures of the skills taught at the various grade levels. Alignment of the curriculum with the assessments needs to be considered.

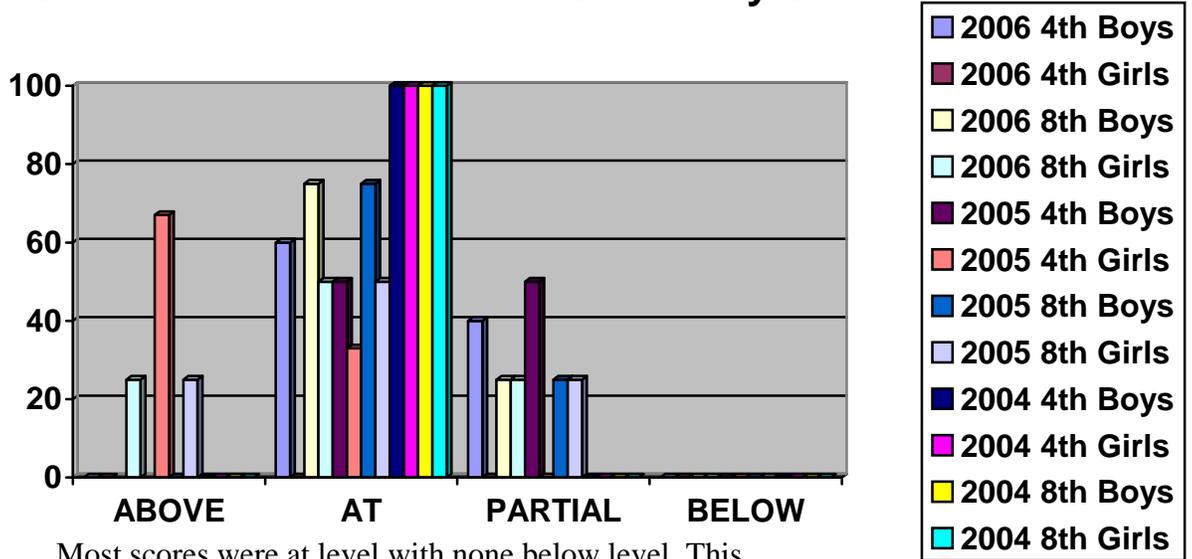
Further analysis of Terra Nova results may provide for less than valid recommendations due to the low number of students who took the Terra Nova when compared to the norm group. This information should be matched with academic performance in school to ascertain the usefulness of information obtained from the standardized test data.

It would be helpful to see a sample of test items that have been problem areas for Sevilla Elementary/Middle School students.

Communication Arts

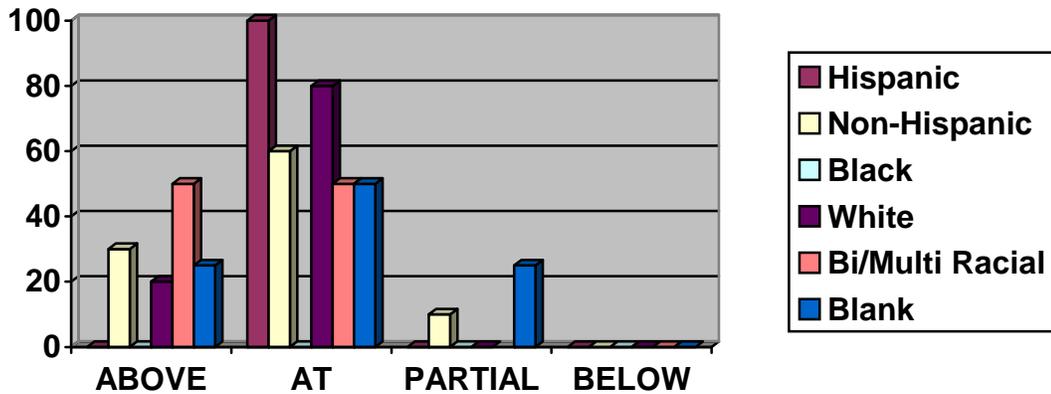
In the years 2004-2006, the results showed that no students fell “below level” in reading or writing. The following number of students took this assessment each year: 6 in 2004, 15 in 2005, and 11 in 2006.

Communication Arts Total Scores by Gender



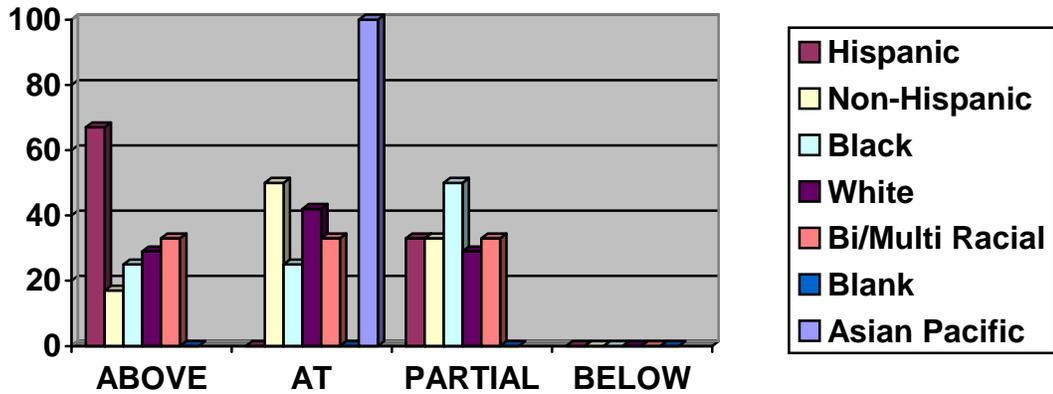
Most scores were at level with none below level. This reflects the scores over a three-year period.

2006 Reading Performance Levels



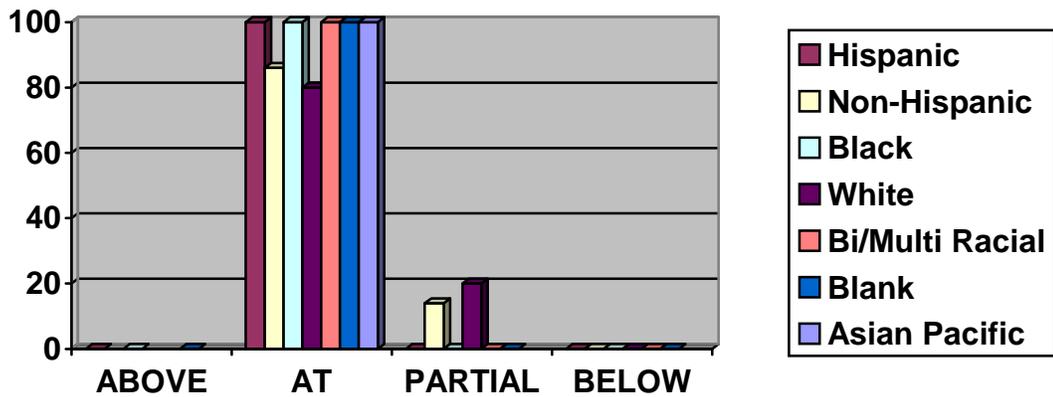
In most cases where there is a score of 100% in one area, it represents only one student. In this chart and the ones that follow, the most students in any one area are 7.

2005 Reading Performance Levels



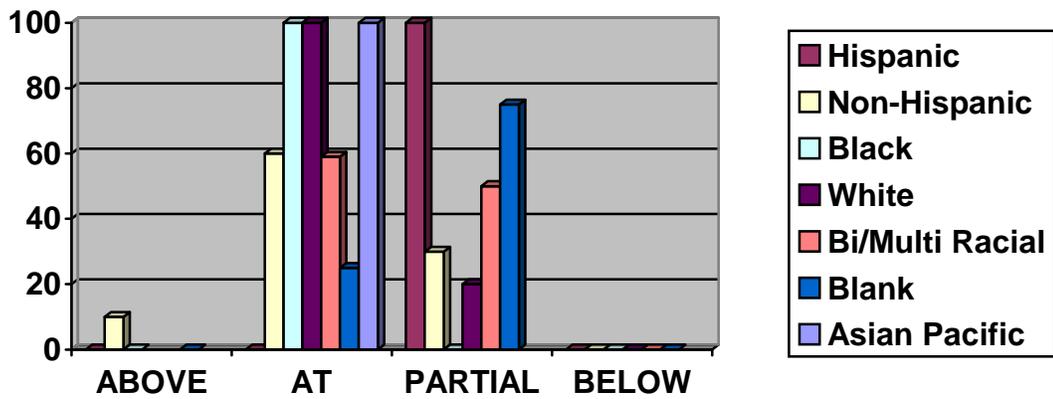
This graph reflects the conclusion that most students were above or at the standard.

2004 Reading Performance Levels



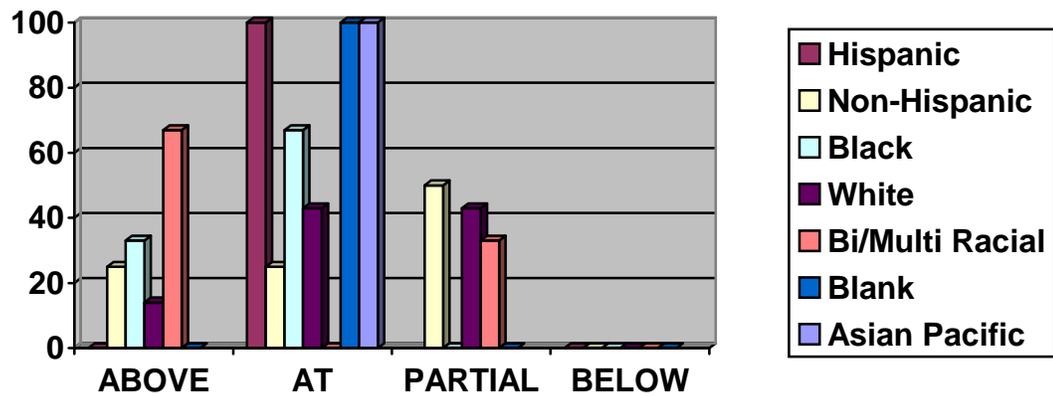
Most students are at the standard for this year.

2006 Writing Performance Levels



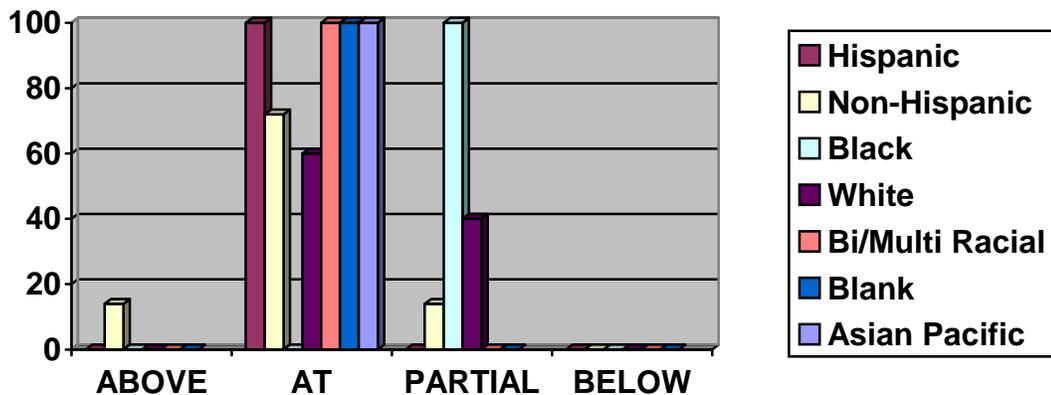
This reflects that many students are only partially meeting the standard for writing. The eighth grade scored higher on writing this year than reading.

2005 Writing Performance Levels



This was the strongest year as far as being above or at the standard in writing.

2004 Writing Performance Levels



Most students performed at the standard level.

Implications for Student Performance Goals

The students at Sevilla Elementary/Middle should score above or at standard in the writing portion of this assessment.

Identification of Sub-groups

None identified

Other Actions Needed

Emphasize writing across the curriculum as a continuation of the SIP goal from the previous cycle.

Developmental Reading Assessment (DRA)

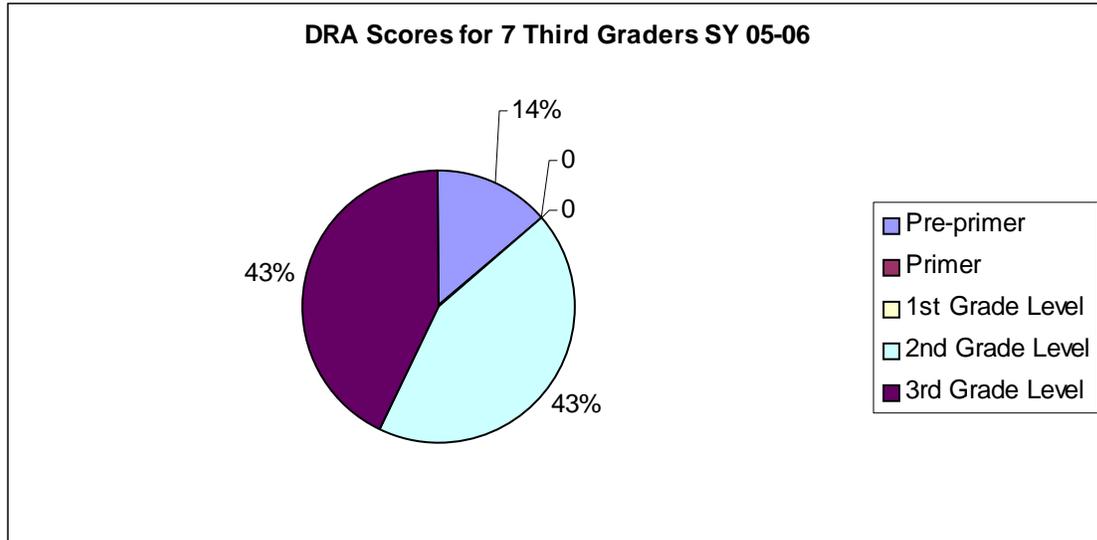
Due to insufficient current or historical data samples, scores for 7 third graders from the spring of SY 2005/2006, DRA scores were not used to make recommendations for goals or interventions.

Progress Reports – Language Arts, Social Studies, Science and Math

Grades in Language Arts and Math declined from 1st grade to 3rd grade in the last marking period of school year 2005-2006. This could be due to the increased demands of the curriculum and expectations of the teachers as the grade levels increased.

In examining the progress reports for the last grading period of school year 2005-2006, it was observed that very few of the students in grades 4-8 made less than a B in Math, Language Arts, Social Studies, or Science.

Developmental Reading Assessment (DRA)



Based on the Developmental Reading Assessment, 57% percent of third graders were reading below grade level.

Implications for student performance goals:

Sample of students (7) was too small to use as a valid indicator.

Identification of sub-groups:

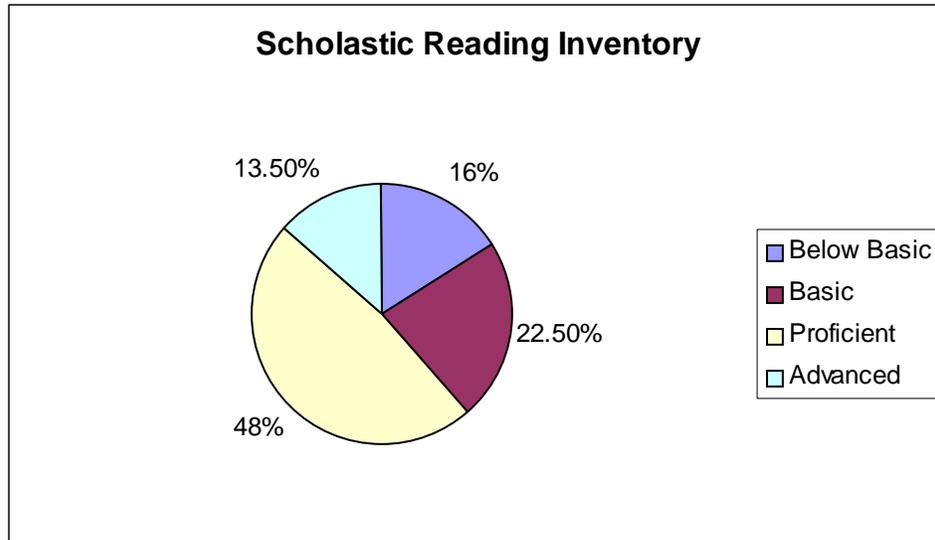
None

Other actions needed:

Continue to administer and collect DRA data to establish historical trends. Also expand the assessment to include 1st and 2nd grades.

Scholastic Reading Inventory (SRI)

44 students were tested in the early Fall of SY 2006 / 2007.



Based on local standards, SRI results indicate that 38.5% of our students are reading at or below a basic reading level.

Implications for student performance goals:

Reading comprehension

Identification of sub-groups:

Those students reading at or below basic reading level need to be identified in order to provide interventions that will meet their needs.

Other actions needed:

Of the 38.5% of students who are identified, an effort needs to be made to further identify those with special needs, such as processing problems, ESL, ADHD, etc.

Existing School Data: Community

Data Collection Instruments:

Environmental Scan
Military Partnerships:
Military Liaison
Parent Academic Partnerships:
Parent/Teacher Organization

2004-2005 DoDEA Customer Satisfaction Survey (to include parents and students) - www.eu.dodea.edu , Jobs for Tomorrow – www.jobsfortomorrow.org, DoDEA Community Strategic Plan, DoDEA Initiatives, community programs/support, local demographics, parent organizations, PTSA, SAC, climate/culture influences (deployment, school closure, restructure)

Presentation/Analysis of Data

Parent Survey

Thirty-five parents responded to the SY 2004-2005 Customer Satisfaction Survey. This survey was used to determine the perception of quality of education in Sevilla EMS. The following information was found:

- 77 % responded that the primary purpose of DoD Schools is to provide a balanced education in which the basics are only one factor.
- 57% believe that co-curricular activities are an addition/supplement to academic subjects
- 31% felt that rigorous academic standards offer the most promise for improving Sevilla EMS while 31% felt that a qualified, competent teacher in each classroom offers the most promise for improving Sevilla EMS.
- 46% thought that the biggest problem a Sevilla EMS is lack of funding.
- 43% felt that the biggest problem at Sevilla EMS was the poor lunch program.
- 37% thought that the biggest problem was that the need for more teachers/not enough help.
- 66% believe that technology has improved the quality of instruction.

Existing School Data: Instructional

Data Collection Instruments: (make sure you list all the things reviewed here.)

Teacher Survey

Common Instructional Techniques:

Lecture, Whole-group instruction, Centers, Cooperative Learning, Small Group Instruction, Peer Tutoring, Individualized Instruction

Staff Development Opportunities

Online Courses – Scholastic Red, Computer Software, recertification coursework

DoDEA Staff Development - SIP training, Differentiation, Curriculum adoption (Math, Science, Health), JASON, Read 180, Peer-observation

NCA Team Visit Reports

Analysis of Data

Teacher Survey I

This is a faculty-generated survey administered in the fall of 2006 to 8 teachers. The purpose of this survey was to check for the general attitudes within the school. Categories included: teacher climate, administrative support, student achievement, expectations, school improvement, morale, and school home community partnership.

Questions	Disagree	Neutral	Agree	Strongly Agree
Teacher Climate				
Totals		3.13	59.38	31.25
Administrative Support				
Totals	4.17	4.17	62.5	29.17
Student Achievement				
Totals	1.56	4.69	18.75	75
Expectations				
Totals	6.25	6.25	65.63	21.88
School Improvement				
Totals	6.25	31.25	50	12.5

School Home Community Partnership					
Totals		18.75	43.75	37.5	
School Morale					
Totals		31.25	56	15.63	
Survey Totals		1.79	9.75	43.72	35.85

The majority of the responses indicate a positive working environment. The indications are also positive for student learning as well as all of the above categories.

**Data Collection Instruments:
Teacher Opinion/Perception Survey**

This is a faculty survey provided by the Med. District office and administered in the fall of 2006 to 10 teachers and paraprofessionals. The purpose of this survey was to check for the general impressions towards student performance within the classroom. Categories included: Reading, Language Arts, Mathematics, Science, Social Studies, Gathering Information, Organizing Information, Analyzing Information, General Ideas, Synthesize Elements, and Evaluate Outcomes.

Significant results from the survey revealed that 50% of the responding teachers reported that student performed fair or below in the following areas of skills and abilities:

Vocabulary, analyzing text, higher level comprehension skills in both fiction and informational texts, as well as critical thinking skills as they apply to reading.

Also, 100% of teachers reported that students were fair or below in the ability to synthesize across texts, 88% percent reported that students were fair or below in the ability to proofread, 50% reported that students were fair or below in the ability to produce informational writing or apply writing skills, while 38% reported that students were fair or below in the ability to produce expository writing.

Student Survey

Thirty-one students responded to the SY 2004-2005 Customer Satisfaction Survey. This survey was used to determine the perception of quality of education in Sevilla EMS. The following information was found:

- 68% felt the primary purpose of DoDD schools was to provide a balanced education in which the basics were only one factor.
- 41% believe that co-curricular activities are an addition/supplement to academic subjects.
- 29% felt that there were no problems in the school
- 16% felt that lack of respect from students for teachers was a problem
- 19% believe that the difficulty of getting good/quality teachers was a problem.
- 39% of the students believe that they have the greatest effect of achievement at school verse parents or faculty.
- 45% of the students believe that test scores is the best judge of school success.
- 39% felt that homework/class work was the best judge of school success.
- 39% said that they don't use computers much at all
- 52% feel that homework helps them understand what was learned during the day.
- 39% felt that homework is somewhat helpful.

DoDEA Community Strategic Plan:

The DoDEA Community Strategic Plan(CSP) provides a road map for keeping DoDEA in the forefront in advancing the Department of Defense's agenda for education, and as a leader in the Nation for improving student performance and achievement.

The CSP set the expectation that all students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards. Individual student progress will be continually measured using multiple local and system-wide performance-based assessments.

DoDEA Initiatives:

DoDEA initiatives are programs and/or mandates adopted by DoDEA to improve the quality of instruction in DoDEA schools.

- Full Day Kindergarten- Contributes to school readiness and may support literacy and language development and may help to close the achievement gap when compared to half-day kindergarten.
- DoDEA Reads- Part of the *National No Child Left Behind Education Reform Act* that stresses the importance of reading across the curriculum and beyond the school environment.
- Math Matters- Concerns preparing the students to demonstrates the skills and strategies needed to succeed in Math.
- Technology- the expectation that technology will be integrated with curriculum and instruction.
- Quality Indicator Maps- a self-assessment and program improvement tool for standards based curriculum and program implementations within the curriculum development cycle.

National Demographics

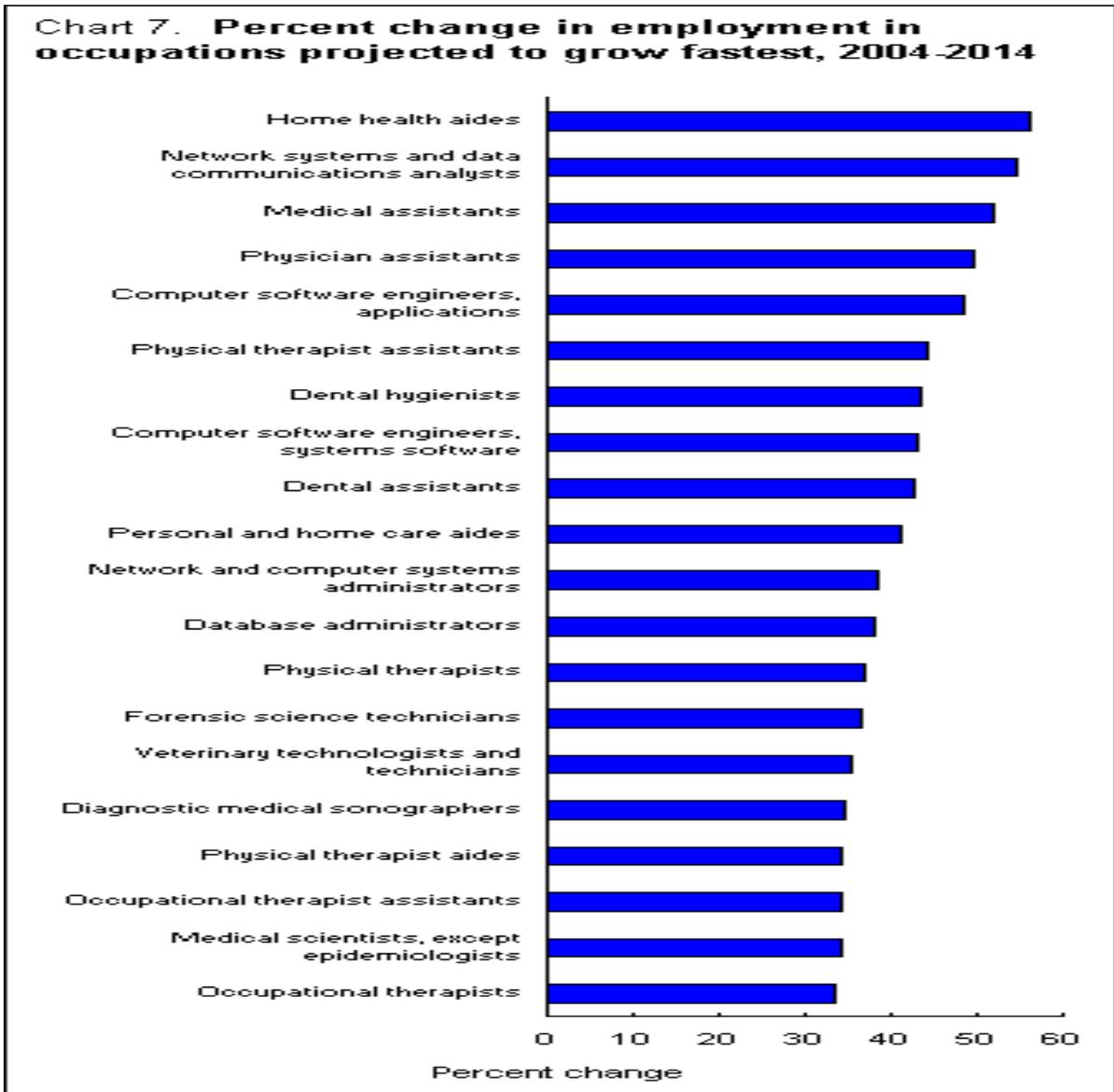
National Demographics describe the US population projection for the year 2020. These demographics are broken down by age, ethnic group and addresses projected diversity issues.

By 2020, 25% of the US population will be 18 or under and 30% will be 55 or older. Enrollments in grade school will grow while a substantial portion of the teaching force will be on the verge of retirement. Shortly after 2050, the US will become a nation of minorities. The diversity gap between students and teachers and administrators is widening. Minorities will comprise 41% of American students compared with just 5% of US teachers.

Jobs of the Future:

Professional and related occupations will experience the rapid growth and add more new jobs than any other major occupational group. Over 2004-2014, a 21.2 % increase in the

number of professional and related jobs is projected, which translates to 6 million new jobs. Making informed career decisions and tailoring education requires reliable information about opportunities in the future. Opportunities result from the relationships between the population, labor force, and the demand for goods and services. Demand for various goods and services determine employment in the industries providing them.



Climate/Culture Influences:

Community Involvement in the School

- Parent/Teacher Organization
- Host Nation Trips
- Parent Chaperones on Study Trips
- Parent Volunteers Provide Assistance to Teachers
i.e., Re-Shelving Books in Library, Classroom Volunteer
- Guest Speakers
- Armed Forces Sponsored Activities
- Family Conferencing
- Library Reading Program

Student to Teacher Ratio:

- Elementary (Kindergarten – 5th grade)
3 teachers for 41 students (1:14)
- Middle School (Grades 6-8)
2 teachers for 14 students (1:7)

Impact of Community on Learning:

DEROS requires relatively short time here, leading to high turnover rate.
Parent Short-Term TDY's impact students emotionally.
Deployments impact students emotionally.
Since the community is relatively small, the size of peer groups is limited within each grade level, particularly at the middle school level, causing limited possibilities for friendships and after-school sports activities. This impacts students socially, physically, and emotionally. There may be no other child of the same sex in the same grade at an age when same-sex friendships are important developmentally.

Spanish-American Environment:

There is little integration with the Spanish community and few English-speakers reside within the off-base communities.
Students frequently express negativity towards living in Spain.

Implications for student performance goals:

- Survey results support the continued integration of technology across the curriculum.
- Areas identified by this data/information for student performance goals are:
 - Reading
 - Writing across all grade levels and all curriculum areas
- Students responded that they don't use computers enough in school. Students will need to be comfortable in using technology to test successfully.
- Student must perform at or above an acceptable level on local and system-wide performance-based assessments.
- Technology is identified as a target area to be addressed.
- 2.2 million new teachers will be needed before 2010. The number of opportunities in geriatric care in the future will increase dramatically. Students need to better understand aging and to know the importance of cross-generational communication. Closing the achievement gap among diverse groups will be a major focus. Students should be culturally sensitive.
- Technology will be used extensively in the occupations that show the most growth. Students will need to be proficient in basic technology skills. To be successful, they will need to seek continued training in technology to remain competitive.

Identification of Sub-Groups:

Meeting this expectation is an especially difficult challenge for the staff and faculty at Sevilla EMS. Historically, some members of the student body have possessed needs that have not been identified and have not been addressed because staffing has not provided for the referral process and /or specialized services for identification of and intervention for those needs.

Other Actions Needed:

- There is currently no resource available for childcare on Moron AB, Spain. This restricts the availability of parents as volunteers, mentors, tutors and aides in the classroom. There is a continued concern that students do not have organized sports programs after-school.
- Find staff development opportunities for teaching multi-age/multi-grade level classrooms.
- Identify developmentally appropriate technology skills for K-3. (move to entire end of section)
- Students should be proficient in other languages. They should be able to collaborate with others and in team. They will need the ability to sift through rapidly expanding volumes of often-conflicting information. They will be creative and critical thinkers who can use a vast array of technological tools. They should understand and respect other cultures, and people different from themselves. It is important that they have a good grasp of their rights and responsibilities as citizens in a democratic society and possess high levels of perseverance and curiosity. They will be keenly aware of sensitive and ethical dimensions of their discoveries, conclusion, and actions.
- Determine the feasibility of providing DoDDS-sponsored transportation for SE/MS students to participate in off-base sports activities locally.

Interpretation and Triangulation of Data

Student Performance Goal #1: All students will increase their reading comprehension across the curriculum.

Essence: Reading comprehension is defined at Sevilla Elementary/Middle School as finding meaning from informational text.

This goal was chosen based on triangulating the following data sources:

1. Data Point 1: *TerraNova* 2nd Edition Multiple Assessment; Reading sub-test
2. Data Point 2: Scholastic Reading Inventory
3. Data Point 3: Teacher survey

Student Performance Goal #2: All students will improve writing/literacy skills across the curriculum.

Essence: Writing/literacy skills are defined at Sevilla Elementary/Middle as those skills required to convey meaning through written language.

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

1. Data Point 1: *TerraNova* 2nd Edition Multiple Assessment; LA sub-test
2. Data Point 2: Communication Arts; Writing sub-test
3. Data Point 3: Teacher survey

Rationale for Student Performance Goals

Student Performance Goal #1: All students will increase their reading comprehension across the curriculum.

The first goal targets reading comprehension. Scores on the Terra Nova 2nd Edition Multiple Assessment, Reading sub-test revealed that 4 out of 6 grade levels received scores in the 60th percentile and below in 2006. SRI results indicate that 38.5% of our students are reading at or below a basic reading level. A majority of teachers surveyed regarding student performance indicate that students perform lower than expected on tasks dependent upon reading comprehension. Gathering meaning from the written word is crucial for today's students to obtain jobs of the future especially in professional fields that require a strong knowledge base and expertise.

Student Performance Goal #2: All students will improve writing/literacy skills across the curriculum.

Detailed examination of the scores on the Terra Nova 2nd Edition Multiple Assessment, reveal a history of weakness in Reading and Language Arts on the subtests for Identifying Reading Strategies and Evaluating and Extending Meaning. Editing Skills are generally at or below 70%. Also, close examination of the *TerraNova* Performance Assessment Communication Arts; Writing sub-test reflects that many students are only partially meeting the standard for writing. Additionally, examination of the Teacher Perception survey revealed perceptions that students were not meeting expectations in several area of Language Arts, notably in the ability of students to synthesize across text, proofreading skills, the ability to apply writing skills, and to write informational and expository texts.