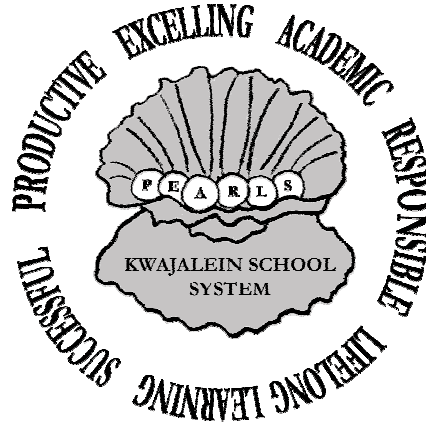


*The mission of Kwajalein Schools is to strive to develop productive, successful, and responsible students committed to academic excellence and lifelong learning.*



Jikuul eo an Kwajalein ej komman bwe en wor wonmanlok, eddoklok, bareinwot wijeblok ajiri ro nan kotobar, im bukot mejelan jelalokjen non ilju eo aer.

*Kwajalein Schools are a small, private Kindergarten through Grade 12 system located in the Republic of the Marshall Islands on the United States Army Kwajalein Atoll military base. The school is operated by the military contractor to the installation, Kwajalein Range Services.*

## **Standard 1: Vision and Purpose**

*The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.*

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

The process for establishing and building understanding of and commitment to the vision statement among stakeholders in the Kwajalein Schools is as follows:

1. In August 2007, through a self-study of the changing demographics of Kwajalein Schools and the island of Kwajalein itself, the School Improvement Team (SIT) revisited the vision for the system. Instructional staff, along with members of the Kwajalein Junior/Senior High School (KJ/SHS) Student Government Association (SGA), was surveyed to determine specific descriptive words to effectively express the mission of the school system. Results were tallied and compiled to include the top eight words: Productive, Excelling, Academic, Leadership, Multicultural, Excellence, Responsible, Lifelong Learning, and Successful.
2. In spring 2008, staff, parents, School Advisory Council (SAC) members, and students in the 7th through 12th grades were asked to complete a belief statements survey. The surveys were compiled and reviewed at a school-wide staff meeting and a community meeting. Through interactive activities and discussion, the stakeholders selected four key belief statements:
  - a) Students learn best when they are actively engaged in the learning process;
  - b) A successful student creates and uses a variety of thinking and reasoning strategies;
  - c) Students learn best when our staff maintains high expectations for learning;

- d) Effective school leaders engage in practices that support the ongoing improvement of teaching and student performance.
3. Utilizing six of the key words, Productive, Excelling, Academic Excellence, Responsible, Lifelong Learning, and Successful, the School Improvement Team created PEARLS. While maintaining focus of the top four belief statements, PEARLS became the inspiration for the new school vision: Kwajalein Schools strive to develop productive, successful, and responsible students committed to academic excellence and lifelong learning.
4. The SIT shared the vision with stakeholders by presenting the process to the SAC, hosting stakeholder informational sessions, designing posters to be displayed throughout the school, creating brochures, developing a new school letterhead, and publishing articles in *The Dolphin*, the elementary school newsletter, and *The Hourglass*, the local installation newspaper. In addition, the vision statement was incorporated into various school documents, such as weekly staff newsletters, administrative correspondence, and the Kwajalein Schools' website.
5. The teacher representative to the SAC provides monthly reports which include information regarding the school improvement process.
6. A member of the Parent Teacher Organization (PTO) serves on the SAC. Information pertinent to this organization is shared as appropriate.

#### Artifacts

- Self-study
- School Improvement Team (SIT)
- Student Government Association (SGA)
- School Advisory Council (SAC)
- Parent Teacher Organization (PTO)
- Vision statement
- Surveys
- Brochures and posters
- *The Dolphin*, elementary newsletter
- *The Hourglass*, local community newspaper
- Weekly staff newsletters
- Vision letter head for official correspondence
- Kwajalein Schools website

#### **1.2 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?**

Kwajalein Schools' process for developing a profile and systematically maintaining and using information that describes the school system, its students, and their performance includes:

1. Assessment information from a variety of normative measures as well as curriculum-based measures including the Iowa Test of Educational Development (ITED), Iowa Test of Basic Skills (ITBS), and Northwest Evaluation Association (NWEA), provides a district-wide profile of student achievement. Dynamic Indicator of Basic Literacy Skills (DIBELS) has been purchased and will be introduced at the elementary level in January 2009 for implementation during the 2009-2010 school year.

2. Student demographic information, including gender, ethnicity, special needs, English language needs, health alerts, is gathered from enrollment records. Attendance records are also reviewed.
3. Student transfer information, whether new enrollment or withdrawal, is maintained to effectively monitor the transient nature of the military/contractor community and its effect on student achievement.
4. Profile data is shared with stakeholders at staff meetings and SAC meetings.

### **Artifacts**

- Iowa Test of Educational Development (ITED)
- Iowa Test of Basic Skills (ITBS)
- Northwest Evaluation Association (NWEA) assessment
- Dynamic Indicators of Early Literacy Skills (DIBELS)
- Enrollment cards
- Attendance records
- Enrollment and transfer data
- Staff meetings
- School Advisory Council (SAC)

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

The leadership of Kwajalein Schools ensures that the school's vision, purpose, and goals guide the teaching and learning process through the following means:

1. Facilitation of on-going professional discussions regarding the vision and how this focuses the learning throughout the system.
2. Reinforcement of the vision throughout the system including posting the vision in the main areas of the schools, website, newsletters, and other official or school documents.

### **Artifacts**

- Professional development
- Brochures and posters
- *The Dolphin*, elementary newsletter
- *The Hourglass*, local community newspaper
- Kwajalein Schools' website
- Weekly staff newsletters
- Vision letterhead for official correspondence
- Staff meeting agendas

### **1.4 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?**

The process Kwajalein Schools uses to ensure that the vision and purpose of the school system remain current and aligned with the school's expectations for student learning and school effectiveness includes:

1. The review of the vision by the SIT is part of the continuous improvement cycle. Input is gathered from all stakeholders and considered as part of this on-going review.
2. Programs providing additional support for student learning include special education resource, speech and language services, remedial reading, tutoring, homework clubs, English Language Learners services (ELL), and Kindergarten Round Up.
3. At the KJ/SHS level, intervention meetings are held with identified students to provide additional support and clearly define expectations for these students. Student contracts may be implemented as deemed appropriate by the team.
4. The development of programs supporting specific student needs utilizing current research methodologies promotes student learning and effectiveness. These activities under development include a Response to Intervention Model (RTI) which uses a three-tier response to target interventions for identifying students at risk. An Education Assistance Team (EAT) serves to provide additional support in the general education curriculum.

### **Artifacts**

- School Improvement Team (SIT)
- Special Education Services
- Speech Language Services
- Remedial Reading Services
- Tutoring services
- Homework clubs
- Student contracts
- English as a Second Language (ELL)
- Kindergarten Round Up
- Response to Intervention model (RTI)
- Education Assistance Team (EAT)

## **Standard 2: Governance and Leadership**

*The school provides governance and leadership that promote student performance and school effectiveness.*

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

The process for establishing, communicating, and implementing policies and procedures for the effective operation of Kwajalein Schools is:

1. *Kwajalein Schools*: The School Advisory Council (SAC) is a council consisting of members who represent various aspects of the community. These members are representatives from the military command United States Army Kwajalein Atoll (USAKA), the various contractors, the Ri-Katak parents, and the Parent Teacher Organization, (PTO). The SAC conducts monthly meetings to establish and review school-wide policies and procedures. Parents are encouraged to provide input concerning school policies and procedures at these meetings. SAC meetings are open to the public and advertised in local media outlets (i.e. newspaper, television, etc.). Policies approved by SAC are sent to USAKA command for consent and then implemented by school administration and instructional staff.

2. Kwajalein Schools provide a quarterly report to a Department of Defense (DOD) civilian evaluator. These evaluations directly impact funding and measure contract compliance between Kwajalein Range Services (KRS) and DOD.
3. Kwajalein Schools' website provides current information regarding school policies and procedures as well as other valuable information.
4. *George Seitz Elementary School*: During Back to School Parent Night, or upon enrollment after the start of the school year, parents and students receive a Parent Student Handbook. This document outlines the school policies and procedures which are a mandate from the SAC. Parents are requested to review this document with their child or children. A signed document is then returned to the school stating that the parent and child understand and agree to the outlined policies and procedures.
5. *Kwajalein Junior/Senior High School (KJ/SHS)*: Handbook revisions are made annually at the high school. Stakeholder recommendations are considered when conducting the revision. Handbooks are given to students on the first day of school at the school-wide assembly or upon enrollment. All students are advised that they are responsible for information found in the handbook. At the Back to School Night event, parents are also advised to read the handbooks as they provide information regarding school policies and procedures.
6. *Educational Environments throughout the System*: Classroom policies and procedures are reviewed and revised annually. Individual classroom rules and expectations are approved by the administration. At the elementary level, classroom procedures are shared at Back to School Parent Night and are also provided directly to the parents. At the KJ/SHS, syllabi are provided to students in each class. Parents are expected to sign and return each syllabus, indicating that they have read and understand individual classroom policies.

### **Artifacts**

- School Advisory Council (SAC) Policies and Procedures
- Government contract evaluations
- Staff/Student Handbooks
- Classroom policies and syllabi

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

The process the leadership of Kwajalein Schools uses to evaluate school effectiveness and student performance is as follows:

1. Using a variety of sources including standardized test scores, progress reports/report cards, enrollment cards, attendance records, surveys, and verbal and written communication with parents and teachers, the administration collects data to evaluate school effectiveness and student performance.
2. The administration supports a Response to Intervention model (RTI) to evaluate both school effectiveness and student performance as demonstrated in the school improvement process and through the Education Assistance Team (EAT). The data from individual and school-wide intervention plans give the administration information to determine the success of the interventions and act accordingly.

3. By sharing data with parents, students, staff, USAKA personnel, and KRS management, administration addresses concerns and seeks input before making decisions about school effectiveness and student performance.

### Artifacts

- Standardized test scores
- Progress reports/report cards
- Enrollment cards
- Attendance records
- Surveys
- Verbal and written communication
- School Advisory Council (SAC)

### **2.3 What ways are stakeholders, including staff, given opportunities to provide leadership and contribute to the decision making process?**

Stakeholders, including staff members, are given opportunities to provide leadership and contribute to the decision making process through the following means:

1. Professional in-service provides opportunities for open discussion between staff, administration, and stakeholders. Examples of opportunities include carousel activities, small and large group sharing, use of a variety of interactive group activities, and utilization of a democratic process for decision making.
2. Instructional staff serves on various committees within the school system. Examples of committees include School Improvement, calendar planning, curriculum development, Ri-Katak selection, Kindergarten Round Up Team, mentorship, Junior/Senior High School Class advisors, advisors to clubs and activities, and the Child Study Committee (CSC).
3. As part of the nature of a military community, there exists a chain of command. All teachers, administration, management, and the military command evoke an open-door policy to address questions, concerns, and comments. All are available and accessible to the community at large. Community members are directed to address concerns and comments at the lowest level prior to advancing up the chain.
4. Parent Teacher Conferences are conducted twice a year or more often as needed or requested. These provide excellent opportunities for discussion of student progress, assessment results, and overall student engagement.
5. The SAC provides opportunities for members of all stakeholder organizations to provide input, address concerns, and share successes. Representatives to the SAC seek input from the constituents they represent. The community is encouraged to actively participate in monthly meetings.
6. KRS and USAKA command maintain a telephone hotline to allow for anonymous comments, concerns, and questions to be received and addressed.
7. The Student Government Association (SGA) at KJ/SHS provides opportunities for student leadership throughout the school community. Students share their questions and concerns with administration and instructional staff through class meetings. Class Representatives participate in school-wide government meetings to discuss their individual class issues and concerns. Throughout the school year, there are five meetings scheduled during the

school day. Advisors will schedule additional before and after school meetings as needed. Discussion is open and on-going between students, faculty, and administration.

8. The Elementary School Student Council provides opportunities for students in grades 4-6 to actively participate in decision making activities affecting the primary level. Student representatives meet monthly and plan activities for the student population including special event days (such as spirit day, backwards day, etc.), family movie night, and fund-raising activities which have been used to purchase playground equipment. Students serve as representatives to classrooms and share information regarding upcoming events and activities.
9. Two student representatives from KJ/SHS serve on the School Improvement Team (SIT). These representatives attend all meetings and offer input from the perspective of the student population.

### **Artifacts**

- Professional development
- Various committees throughout Kwajalein Schools
- Faculty meetings
- Decision making activities
- Chain of command
- Conferences
- School Advisory Council (SAC)
- Telephone hotline
- Sensing Committee
- Student Government Association (SGA)
- Junior/Senior High School Student clubs and activities
- Elementary Student Council
- School Improvement Team (SIT)

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

The policies and processes in place at Kwajalein Schools which ensure equity of learning opportunities and support for innovation include the following:

1. Administration maintains an open-door policy utilizing formal and informal discussions with staff, students, and parents as an ideal opportunity to discuss equity within the Kwajalein Schools as well as individual and group ideas for innovation.
2. Staff meetings with healthy and open discussion of suggestions, concerns, strategies, and supports provide an outlet for on-going and open dialogue on learning equity and innovation ideas.
3. On-going professional development activities across the curriculum are conducted throughout the school year during staff in-service days as well as during staff meetings. These activities allow staff an opportunity to discuss or demonstrate suggestions for innovation.
4. Administration involves staff in the process of formalizing school policies and processes such as the implementation and formalization of Learning Support Services which include

- English Language Learners (ELL), Special Education, Speech Language Services, and EAT. Through a RTI model, Learning Support Services ensures all students an equal opportunity to succeed within the Kwajalein Schools. Staff is also asked to provide input in the development of other school policies and procedures which allows for continuous improvement and support for innovation.
5. Other programs ensuring equitable opportunities for student learning include Kindergarten Round Up, reading specialist support, access to guidance counselor services, and homework clubs.
  6. Staff maintains high expectations while ensuring equity in their classrooms through the use of carefully written lesson plans and dynamic classroom instruction including individual, small, and large group activities.
  7. Kwajalein Schools create, adopt, and regularly update a comprehensive and innovative curriculum, utilizing input from K-12 teachers and parents, with the support, input, and consent of the SAC as well as the leadership of Kwajalein Atoll.
  8. The SAC provides opportunities for members of all stakeholder organizations to provide input, address concerns, and share successes. Representatives to the SAC seek contributions from the constituents they represent. The community is encouraged to actively participate in monthly meetings.
  9. The SGA and the Elementary Student Council offer students an equitable opportunity to become involved in the processes and procedures of Kwajalein Schools. Discussion is open and on-going between students, faculty, and administration ensuring students have an opportunity to express concerns and share ideas.
  10. Administration advocates with USAKA and KRS management for continued support of policies and processes that ensure an equitable learning environment and opportunities for innovation.

### **Artifacts**

- Staff meetings
- Professional development and in-service activities
- English Language Learners (ELL) Program
- Special Education and Speech Language Services
- Education Assistance Team (EAT)
- Response to Intervention Model (RTI)
- Kindergarten Round Up
- Reading Specialist services
- Guidance Counselor services
- Homework clubs
- Lesson plans
- Curriculum guides
- School Advisory Council (SAC)
- School policy and procedures handbook
- Student Government Association (SGA)
- Elementary Student Council
- United States Army Kwajalein Atoll (USAKA)
- Kwajalein Range Services (KRS)

## Standard 3: Teaching and Learning

*The school provides research-based curriculum and instructional methods that facilitate achievement for all students.*

### **3.1 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?**

Kwajalein Schools ensure that curriculum, instructional strategies, and assessments are aligned and articulated across grade levels by way of the following educational methods:

1. Create, adopt, and regularly update a comprehensive curriculum, utilizing input from K-12 teachers and parents, with the support, input, and consent of the School Advisory Council (SAC) as well as the island leadership and command.
2. Create, communicate, and implement instructional strategies for achievement across the K-12 classroom spectrum, through the use of carefully written lesson plans, on-going research projects using a wide range of library resources, dynamic classroom instruction (including individual, small, and large group activities), and regular communication with School Age Services (SAS) which provides homework and behavioral support in grades K-6.
3. Ensure comprehensive, appropriate, and accurate assessments across the curriculum by utilizing a balanced combination of established national test materials and curriculum-based subject exams.
4. Kwajalein Schools also ensure that:
  - a) assessments are tools to measure student success, not an end objective in themselves;
  - b) learning is directed toward student success, rather than simply toward high test scores;
  - c) assessment materials are current, valid, and appropriate for the specific student population being evaluated.

#### **Artifacts**

- Comprehensive curriculum from Kindergarten through Grade 12
- Individual lesson plans
- Iowa Test of Educational Development (ITED)
- Northwest Evaluation Association (NWEA)
- Iowa Test of Basic Skills (ITBS)
- Curriculum based subject exams

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

Kwajalein Schools ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate the achievement for all students through the following activities:

1. On-going professional development activities for our K-12 Staff support the growing population of English Language Learners (ELL). Activities include strategies to address the specific needs of these learners using both pull-out and inclusion models.
2. Development of a standardized procedure for addressing the specific needs of ELL students including development of an individualized student-specific language plan for success. All support staff as well as parents are involved in the development, implementation, and review of this individualized plan.
3. On-going professional development activities for K-12 staff in support of the population of students identified by general education teachers as struggling academically, emotionally or behaviorally within the general classroom setting. This includes an updated Education Assistance Team (EAT) process which provides in-class support through the implementation of research based interventions (e.g.: utilization of a Behavior Intervention Manual, Pre-Referral Intervention Manual “PRIM”, development of the Response to Intervention Model (RTI) and the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) at the elementary level).
4. Professional Development is on-going for K-12 staff in the use of the RTI for evaluating effectiveness of interventions.
5. On-going development of procedures for addressing the specific needs of students identified as requiring special education services.
6. Students who are identified as having special education needs are supported through a team approach with input provided from all members of the Child Study Committee (CSC) to include classroom teachers, special education providers, parents, support staff as needed, and administration. The elementary school primarily utilizes an inclusion method of instruction; however, student plans are based on the needs of the individual student.
7. Continued review and update of educational materials and resources, including textbooks, visual supports, technology supports, assessment tools, and intervention supports.
8. Student government, with student participation in grades 4-12, as well as other student-centered organizations (sports activities, music activities, etc.), allow students to develop leadership skills, responsibility, and ownership in the school system.
9. A mentorship program for new teachers provides support for these new staff members to help identify available resources and processes, provide insight into school activities and functions, assist with transitioning into a small private, contractor-run school system, and provide guidance for life in a remote location.

### Artifacts

- Professional development
- English Language Learners (ELL) program
- Education Assistance Team (EAT)
- Intervention manuals
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Response to Intervention Model (RTI)
- Special Education services with full inclusion at the elementary level
- Child Study Committee (CSC)
- Updated technology

- Student Government Association (SGA)
- Other student organizations
- Mentorship program

### **3.3 What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?**

In order to ensure teachers are well-prepared and effectively implement the adopted curriculum the following processes are implemented in the Kwajalein Schools:

1. On-going professional development activities across the curriculum are conducted throughout the school year during staff in-service days as well as during staff meetings.
2. Curriculum guides are updated annually and provided to each staff member at both schools. Grade level and course curriculum are available for parent review. At the Kwajalein Junior/Senior High School (KJ/SHS), course syllabi are provided to parents and students.
3. Staff meetings with healthy and open discussion of ideas, concerns, strategies, and supports provide on-going communication between staff and administration.
4. Graduate courses, up to \$2,000 annually, are reimbursed by Kwajalein Range Services (KRS), the military contractor responsible for the schools, to support personal professional growth and development.
5. Teachers have preparation time built into the master schedule. Teachers are provided some shared planning time to communicate regularly with grade level or departmental partners.

#### **Artifacts**

- On-going professional development
- Curriculum guides
- Staff meetings
- Personal professional development
- Master schedule
- Teacher preparation periods
- Shared planning time

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

The Kwajalein Schools provide every student access to comprehensive information, instructional technology, and media services by:

1. An EAT provides support for learners struggling academically, behaviorally, and socially. This team provides specific interventions in response to a learner's specific needs. Results of these interventions are documented and reviewed. This intervention plan is a living document in response to the needs of the learner and is developed as needed.
2. The CSC provides specific support for students identified as having special education needs in the areas of mild to moderate learning, behavior, and speech/language disabilities. Individualized Education Plans (IEP) provide specific goals and objectives to

- address the individual needs of these learners. Plans are reviewed and updated annually, or as needed. A procedural guide provides an overview of all special education services and processes and is available for review by staff, parents, and stakeholders.
3. At the conclusion of the 2007-2008 school year, an inventory of assessment materials was completed. These assessment materials are used to develop individual student learning profiles. As a result of this inventory, assessment materials were updated and new and additional assessment materials were purchased.
  4. The ELL program provides support for students with English as a second language. Students are assessed using the Language Assessment System (LAS) and an intervention plan is developed as needed. Students are provided services utilizing both inclusion and pull-out models as determined by the student's level of need.
  5. Additional reading support is provided at the elementary level to students identified as struggling in the general education classroom in the area of reading. Students are identified through teacher recommendation and/or low standardized assessment scores. This support is provided individually or in small groups using a pull-out model.
  6. Advanced Placement (AP) courses are offered to students who desire college-level coursework. The curriculum has been further diversified by the addition of such courses as Essential Math, a mathematics class designed to aid struggling math students in grades 9-12, and AP Computer Science, offered to students who are interested in college-level computer classes.
  7. The elementary computer lab has been renovated with the addition of eleven new student computers as well as new media carts to facilitate technology needs.
  8. Library reading materials have been updated at grade levels 5 and 6 prompted by results from a parent survey.
  9. Elementary Reading Buddies, classrooms paired across grade levels, allow intermediate learners to mentor emerging learners through a variety of curriculum-based activities.
  10. Many of the instructional staff at the elementary level provide after school Homework Clubs to support struggling students or students in need of additional attention. These groups meet several times throughout the instructional week for 30 minutes following the end of the school day and provide immediate feedback to students regarding performance and progress. At the high school, several members of the instructional staff offer study sessions prior to exams, arrange for peer tutors, or provide additional assistance as needed. Students participating in peer tutoring earn service hours. In addition, the school day has been extended to include a supplementary period for all students in need of additional academic support. As class periods are lettered A-H at KJ/SHS, this I period has been dubbed the iPod by participating students and offers them specific assistance with study skills, organization, and assignment completion.
  11. Students have access to resources, materials, and staff throughout the instructional day as well as by request. Extended hours and additional computers at the school library provide students alternate opportunities for access to materials and resources.

## Artifacts

- Education Assistance Team (EAT)
- Child Study Committee (CSC)
- Learning Support Services Procedural Guide
- Assessment materials are current and varied
- English Language Learners Program (ELL)
- Elementary reading support
- Advanced Placement courses (AP)
- Technology support
- Updated library reading materials
- Elementary Reading Buddies
- Student access to resources, materials and staff
- Homework Clubs
- Peer tutoring

## Standard 4: Documenting and Using Results

*The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.*

### 4.1 How is the assessment system currently used in your school to analyze changes in student performance?

The assessment system currently utilized in the Kwajalein Schools to analyze changes in student performance is as follows:

1. *Kwajalein Schools*: Students at Kwajalein Schools (grades 3-10) are assessed annually using the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED). The scores are generally returned to the schools by August of the following school year. The guidance counselors and the administration initially review results. Results are then shared and discussed with instructional staff through faculty meetings or professional development meetings. The report is shared with the community at the fall School Advisory Council (SAC) meeting.
2. *George Seitz Elementary School*: Faculty at George Seitz Elementary review the test scores of the ITBS, Northwest Education Association (NWEA) levels test, and in previous years the Reading A-Z Assessments, to determine the effectiveness of established school improvement goals. Reading comprehension was previously a primary focus. Results are used to determine continuation of, or development of, future school improvement goals. Additionally, the instructional staff and administration analyze student scores to determine students at risk and in need of possible remediation across core subject areas.
3. *Kwajalein Junior/Senior High School (KJ/SHS)*: Throughout the last goal period, KJ/SHS has utilized results from the ITBS, ITED, the New Zealand Essential Skills Tests, and a locally-developed Library Skills Assessment to determine the effectiveness of school improvement goals. Having met these goals, staff has evaluated assessment results, as well as other data, to discuss and determine new school improvement goals. Additionally, ITBS, ITED, and Advanced Placement (AP) exam scores are used across high school departments to evaluate core subject program effectiveness. This information is then used to identify areas of concern.

4. *Transitioning students between Elementary School and Junior High School:* Sixth grade students who are considering taking Pre-Algebra (an eighth grade course) as seventh grade students are assessed using a locally-developed Pre-Algebra readiness assessment. The Junior High School teachers meet with the sixth grade math teacher to consider and discuss seventh grade math placement. To determine placement, teachers review the following data: ITED and ITBS scores, NWEA levels scores, Pre-Algebra readiness assessment, sixth grade mathematics achievement, and sixth grade teacher observations.

### Artifacts

- Iowa Test of Basic Skills (ITBS)
- Iowa Test of Educational Development (ITED)
- Northwest Education Association (NWEA)
- Reading A-Z
- New Zealand Essential Skills Tests
- Library Skills Assessment
- Advanced Placement (AP) examinations
- Pre-Algebra readiness assessments
- Curriculum based student achievement
- Teacher observations

### **4.2 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?**

Kwajalein Schools ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and stakeholders to aid the performance of individual students through the following means:

1. Grade level assessment results, as well as disaggregated data, are first reviewed by administration and instructional staff prior to being reported to the community. The report of grade level results is presented to the community at either the October or November SAC meeting. These results are also reported to the SAC at the October or November meeting. Results are generally presented in graph or table format that can be understood by all stakeholders in the community.
2. Instructional staff, parents, and stakeholders use assessment results to evaluate individual student achievement. These results also provide data to support or determine the need for monitoring of specific student progress or the need for a possible intervention plan through support from the Education Assistance Team (EAT). Data results also provide information regarding appropriate student grade level placement for new students.
3. Parents receive their child's individual ITED and ITBS test scores prior to the end of the school year. Parents of high school students receive their child's SAT, ACT, or AP exam scores from the assessment company.

### Artifacts

- Grade-level assessments
- School Advisory Council (SAC)
- Kwajalein Schools' website
- Education Assistance Team (EAT)
- ITED, ITBS, SAT, ACT, Advanced Placement (AP) exams

### **4.3 How are data used to understand and improve overall school effectiveness?**

Data are used to understand and improve overall school effectiveness in the Kwajalein Schools through the following means:

1. Data are collected from different sources including standardized test scores, progress reports/report cards, enrollment cards, attendance records, surveys, and verbal and written communication with parents and teachers.
2. Using data as the foundation for meaningful discussions with staff and stakeholders, target areas and/or groups requiring additional attention are identified.
3. After identification, interventions are developed and implemented to improve school effectiveness. For example, Kwajalein Schools have recently analyzed data showing a significant increase in enrollment of host-country nationals. This data was shared with the staff, parents, and the SAC and is one source of data utilized to support the developing School Improvement Plan (SIP) which focuses on the implementation of Learning Support Services including EAT, Special Education, and ELL.

#### **Artifacts**

- Standardized test scores
- Progress reports/report cards
- Enrollment cards
- Attendance records
- Surveys
- Verbal and written communication
- School Advisory Council (SAC)
- Faculty meetings
- Team, Grade level or Department meetings
- Education Assistance Team (EAT)
- Special Education services
- Program for English Language Learners (ELL)

### **4.4 How are teachers trained to understand and use data in the classroom?**

The teachers of Kwajalein Schools are trained to understand and use data in the classroom through the following means:

1. The guidance counselors are responsible for presenting district-level data to the instructional staff at faculty meetings. Questions regarding data results and their application in the general education classroom are discussed and addressed with administration and instructional staff. As professionals, educators use the data to make improvement in their classrooms, grade levels or departments particularly when the data indicates significant drops or gaps in student achievement. The guidance counselors, special education teachers, and other support staff are always available to teachers to answer any question regarding data results or the use of the results in modifications to classroom curriculum and instruction.
2. Data gathered from classroom assessments are discussed with grade level or department team members to further develop instructional strategies and better meet student needs.

## Artifacts

- Guidance counselors
- Education Assistance Team (EAT)
- Child Study Committee (CSC)
- Data driven professional development
- Staff meetings
- Grade level/department team meetings

### **Standard 5: Resource and Support Systems**

*The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.*

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

The process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff includes:

1. *Recruitment:* An administrator from the school system attends the annual University of Northern Iowa Overseas Placement Fair. Kwajalein Range Services (KRS) identifies employment opportunities on the company website, through local vacancy announcements, and also employment recruiters. On-island residents, who are qualified and have experience within the school system, through substitute opportunities or volunteer experience, are recruited to apply for open positions.
2. *Induction:* The Mentorship Program provides new staff members information about the community and adjusting to life in a small, remote location. The program offers a specific mentor for support regarding a variety of topics including: curriculum, materials and supplies, maintaining and using data (Grade Quick), utilizing all available resources, etc.
3. Grade level/department placement is determined by the building/system administrator with support from management as requested. A team from KRS, including members from managerial staff and education department staff select the position of superintendent for the school system.
4. Professional Development is on-going throughout the school year during specifically identified in-service days as well as during staff meetings. Topics vary and have included Special education process and procedures, interventions and support for English Language Learners (ELL), Response to Intervention (RTI) defined and applied within Kwajalein Schools, EAT process, blood borne pathogens, CPR for children and adults, fire extinguisher use and safety, identification and reporting of suspected child abuse/neglect, understanding and using data to drive instruction, etc.
5. *Evaluation:* The instructional staff completes an annual self evaluation which is reviewed and discussed individually with the administration. The administration also completes an annual employee evaluation which is reviewed and discussed with the employee. An action plan is cooperatively determined to promote further professional development and growth.
6. Praxis exams are periodically available for teachers to further assess their progress in their fields of expertise.

7. *Retention:* The instructional staff is contracted annually. Contract renewals are offered in January of the current school year for the following school year. Administration is contracted for two years.

#### **Artifacts**

- University of Northern Iowa Overseas Placement Fair
- Local vacancy announcements
- Kwajalein Range Services (KRS) website employment link
- Mentorship program
- Professional development
- Self evaluations
- Administration evaluations
- Annual contracts for educators
- Administrator two-year contract

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

The leadership of Kwajalein Schools ensures the allocation of financial resources is supportive of the school's vision, educational programs, and plans for school improvement in the following manner:

1. Administration advocates with United States Army Kwajalein Atoll (USAKA) and KRS management for financial support of school policies and procedures, school programs, and the School Improvement Plan (SIP).
2. Priority is given to the educational programs and the SIP when administration develops the annual school budget.
3. As a member of the School Improvement Team (SIT), the administrator attends all SIT and stakeholder meetings. Both encouragement and direction are provided for the SIT. Through dedicated service to the SIT, the administration is aware of financial needs and ensures necessary allocation of funds for school improvement.

#### **Artifacts**

- United States Army Kwajalein Atoll (USAKA) correspondence and meetings
- Kwajalein Range Services (KRS) correspondence and meetings
- School Improvement Plan
- Policy and procedures handbook
- School budget
- School Improvement Team (SIT)

#### **5.3 How does the leadership ensure a safe and orderly environment for students and staff?**

The leadership of Kwajalein Schools ensures a safe and orderly environment for students and staff through the following activities:

1. Education Department Safety Stand Downs are conducted on a quarterly basis. A variety of topics have been addressed including having teams of instructors review areas throughout the building for safety concerns. Staff is expected to report any unsafe conditions.

2. Safely Speaking is published in the KRS Newslite which is sent to all KRS employees on a weekly basis. Topics range from eye safety in the work place to promoting a safe work environment and other information for maintaining a safe life in a remote location.
3. Professional development including the topics of child abuse/neglect suspicion and reporting, blood-borne pathogens, fire safety, and the use of fire extinguishers have been addressed.
4. Monthly fire drills are conducted by the Kwajalein Fire Department. Monthly building and grounds inspections are also conducted by the fire department to ensure compliance to established fire codes.
5. Playground equipment is inspected monthly for safety concerns. Repairs are made as reported or as necessary.

### **Artifacts**

- Safety Stand Downs
- Safely Speaking
- Kwajalein Range Services (KRS) Newslite
- Professional development
- Regular fire and safety inspections
- Playground inspections

### **5.4 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?**

The process used in the Kwajalein Schools to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student includes the following activities:

1. The EAT provides support services to students struggling academically, behaviorally, socially/emotionally, and/or with speech and language concerns. The team gathers information from all sources, including parents, to determine an intervention plan.
2. A RTI model is used to assess specific interventions developed for struggling students. The system follows a three-tier approach to intervention with the lowest level defined as identifying students who perform at the bottom quartile on standardized assessments. These students are supported in the general education setting through traditional classroom interventions such as homework clubs, proximity seating, etc. Students at the second tier are targeted for more specific interventions through the EAT. A specific plan is developed and implemented over approximately a 4-6 week period of time and re-evaluated to determine the effectiveness of the intervention. The intervention may be continued, adapted, or the team may recommend referral to the Child Study Committee (CSC) for further assessment.
3. The Special Education program provides support for those students identified as having a specific disability in learning, behavior or speech and language. An Individualized Education Plan (IEP) is developed for each identified student based on identified needs. The plan is reviewed annually and students are re-assessed every three years unless otherwise requested. Students receive services from instructors certified to teach disabilities in the areas of learning and behavior disorders or speech and language. The

type and amount of services provided are determined by the CSC. All service providers, including classroom teacher, special education teacher, speech language pathologist, parents, administrator, and other pertinent staff, as needed, serve on the CSC. Services may be inclusionary, resource or a combination of such depending on the specific needs of the child. Progress reports are completed quarterly by the service provider.

4. The ELL program provides services to those students identified as struggling with English as a second language. An Individual Language Plan (ILP) is developed for each student based on identified needs. Services may be inclusionary, resource or a combination of such depending on the specific needs of the child. Progress reports are completed quarterly by the service provider.
5. Guidance services are new to the elementary school and the program is under development. Services are available by request from parents or instructors. Guidance services at the elementary and junior/senior high school levels may also be provided as determined by a student success plan or IEP. At the high school level, guidance services provide a focus for students preparing for college or the workforce. The counselor also ensures that all requirements are met for graduation.

### **Artifacts**

- Education Assistance Team (EAT)
- Response to Intervention Model (RTI)
- Special Education program
- Program for English Language Learners (ELL)
- Guidance services

## **Standard 6: Stakeholder Communications and Relationships**

*The school fosters effective communications and relationships with and among its stakeholders.*

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

The leadership of the Kwajalein Schools ensures that the school system is responsive to community expectations and stakeholder satisfaction through the following means:

1. The administration is required by United States Army Kwajalein Atoll (USAKA) to conduct biannual surveys related to school effectiveness and stakeholder satisfaction. In addition, administration encourages stakeholders to complete surveys related to the school improvement process. Staff members annually complete performance reviews to evaluate the effectiveness of the administration.
2. Survey results are compiled and shared with stakeholders at School Advisory Council (SAC), Parent Teacher Organization (PTO), and staff meetings. Results are communicated through PowerPoint presentations, brochures, and other forms of written communication such as school newsletters and *The Hourglass*, the community newspaper.
3. Responses to the results are reviewed by the School Improvement Team (SIT) which in turn addresses areas of need through the school improvement process.

## Artifacts

- Surveys
- Administrative performance reviews
- School Advisory Council (SAC)
- Parent Teacher Organization (PTO)
- Staff meetings
- *The Dolphin*, the elementary newsletter
- *The Hourglass*, local community newspaper
- School Improvement Team (SIT)

## 6.2 How does the school's leadership foster a learning community?

The leadership of Kwajalein Schools fosters a learning community in the following manner:

1. Administration maintains high visibility in both the elementary and the high schools, interacting with students and teachers throughout the school day.
2. Administration maintains an open-door policy utilizing formal and informal discussions with staff, students, and parents as an ideal opportunity to discuss effective instruction, student performance, and overall school effectiveness.
3. Administration involves staff in the process of formalizing school processes and systems such as the implementation and formalization of Learning Support Services which include English Language Learners (ELL), Special Education, and Education Assistance Team (EAT). Staff is asked to provide input in the development of school policies and procedures and participates in professional development to further foster a learning community.
4. The primary goal of staff meetings is to address instructional and learning issues, as opposed to focusing on administrative concerns or informational items.
5. Administration advocates with USAKA and Kwajalein Range Services (KRS) management for continued maintenance of favorable class sizes, support of school policies and procedures, and development of school programs and improvement plans.
6. Administration encourages and supports extracurricular activities such as art shows, concerts, cultural activities, Student Government Association (SGA), Student Council, and National Honor Society (NHS), various clubs, and sports and recreation activities.

## Artifacts

- Education Assistance Team (EAT)
- Professional development
- Special Education program
- Program for English Language Learners (ELL)
- School Advisory Council (SAC) policy handbook
- Staff meetings
- Art shows
- Concerts
- Cultural activities
- Student Government Association (SGA)
- Student Council

- National Honor Society (NHS)
- Various clubs and sports and recreation activities

### **6.3 What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?**

Kwajalein Schools use the following avenues to communicate information to stakeholders about students, their performance, and school effectiveness:

1. Student handbooks are provided for all students at the beginning of the school year or upon enrollment. Information includes student and parent expectations, policies, procedures, and general school information.
2. Academic calendar and events calendar are provided upon enrollment. Information regarding school holidays, conferences, quarter start and end dates are also advertised in *The Hourglass* and on the local television station, Armed Forces Network (AFN).
3. Informational brochures regarding transition and school improvement are sent to all stakeholders.
4. *The Dolphin* newsletter is published monthly at the elementary school and provides information regarding classroom and school activities.
5. Open House events allow parents to meet the staff, tour the facilities, ask questions, and attend a brief overview of classroom expectations and responsibilities.
6. Kindergarten Round Up and Seventh Grade Orientation allow transitioning students and their parents opportunities to meet the staff, tour the facilities, ask questions, and learn about class expectations and responsibilities.
7. Course syllabi are provided to parents and students at Kwajalein Junior/Senior High School (KJ/SHS) level at the beginning of the school year. Syllabi outline course objectives and provide expectation for student performance.
8. Report cards and progress reports are completed quarterly ensuring that parents receive accurate and current information regarding student performance. Mid-term progress reports are provided to inform students and parents of more detailed student information such as attendance, missing assignments, anecdotal information, and other concerns.
9. Parent Teacher conferences are held once each semester, or more often as needed, to provide specific information regarding student performance. This is an opportunity for instructors to provide specific information about student growth and development. Parents also have an opportunity to share information about their child and ask questions.
10. Child Study Committee (CSC) meetings are conducted in support of the identified special needs population. This committee discusses individual assessment results, Individual Education Plans (IEP) and classroom modifications with all service providers and parents.
11. Communication between staff and parents is on-going through the use of classroom newsletters, emails, phone calls, and written communication.
12. Many students utilize assignment notebooks or weekly assignment sheets to ensure communication regarding daily assignments and expectations. In addition, this provides an opportunity to exchange information between home and school on a daily basis.

13. The annual KJ/SHS Awards Assembly recognizes student achievement throughout the school year. Specific awards include most improved, leadership, citizenship, academic achievement, etc.
14. Reading Counts assemblies at the elementary school are held quarterly to recognize student achievement in reading.

### Artifacts

- Student handbook
- School calendar of events
- *The Hourglass*, local community newspaper
- Armed Forces Network (AFN), local television station
- Brochures
- *The Dolphin*, elementary school newsletter
- Open House
- Seventh Grade Orientation
- Kindergarten Round Up
- Course syllabi
- Quarterly progress reports, report cards, and mid-term reports
- Parent Teacher conferences
- Child Study Committee meetings (CSC)
- Communication through letter, emails, and phone calls
- Student assignment books or weekly assignment sheets
- Junior/Senior High School Awards assembly
- Reading Counts assemblies

## **Standard 7: Commitment to Continuous Improvement**

*The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.*

### **7.1 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?**

The process for continuous improvement used in Kwajalein Schools and the results that this process is delivering for student performance and school effectiveness are:

1. Kwajalein Schools use the Breakthrough School Improvement model for continuous improvement. By incorporating the four elements of the Breakthrough School Improvement model including vision, profile, plan, and results, and ensuring the seventeen key actions are addressed within the continuous improvement process, the Kwajalein Schools ensure that the process is both systemic and continuous.
2. Kwajalein Schools report the effects of the continuous improvement process on student performance and school effectiveness through verbal and written communication. Once data has been collected and analyzed, it is shared with staff at staff meetings and with the community at School Advisory Council (SAC) meetings. Information is included on the school website and may be published in brochures, school newsletters, and the Hourglass, the local community newspaper.

## Artifacts

- Breakthrough School Improvement
- Vision Statement
- Profile
- School Improvement Plan (SIP)
- Staff meetings
- School Advisory Council (SAC)
- Kwajalein Schools website
- Brochures
- *The Dolphin*, elementary school newsletter
- *The Hourglass*, local community newspaper
- Weekly staff newsletters

## 7.2 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?

Kwajalein Schools implement the following steps to ensure that the school improvement goals reflect student learning needs which are aligned with the vision and purpose:

1. Kwajalein Schools implement the Breakthrough School Improvement model. During the 2007-2008 school year, the Kwajalein Schools followed the Breakthrough visioning process to develop a shared vision. Data were then collected to develop a current profile. In addition, data were reviewed to determine areas necessitating improvement and stakeholders chose to implement Learning Support Services as a school improvement goal.
2. As goals are developed and implemented, the School Improvement Team (SIT) continually reviews the School Improvement Plan (SIP), evaluates the success of the interventions, considers feedback from stakeholders, and cycles through the Breakthrough process of vision, profile, plan, and results to ensure that school improvement goals are effective and successful.

## Artifacts

- Breakthrough School Improvement model
- School Improvement Plan
- Vision statement
- School profile
- Iowa Test of Basic Skills (ITBS)
- NWEA assessment
- Dynamic Indicators of Early Literacy Skills (DIBELS)
- Enrollment cards
- Enrollment and transfer data
- School Improvement Team (SIT)
- Surveys
- Education Assistance Team (EAT)
- Response to Intervention Model (RTI)
- Special Education program
- Program for English Language Learners (ELL)

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

The process used in Kwajalein Schools to ensure that school personnel are provided professional and technical assistance to implement interventions and achieve improvement goals is as follows:

1. Through staff development opportunities including teacher in-service sessions and staff meetings, staff is trained and instructed in the implementation of goals and interventions. Professional development topics have included response to intervention, instructional and learning strategies, Special Education policy and procedures, Education Assistance Team (EAT) process, and expectations and interventions for English Language Learners (ELL).
2. Kwajalein Range Services (KRS) provides teachers with tuition reimbursement benefits, allowing them to seek out professional development opportunities such as attending educational conferences and enrolling in graduate coursework to support school improvement goals and interventions.

#### **Artifacts**

- Professional development
- Staff meetings
- Education Assistance Team (EAT)
- Response to Intervention Model (RTI)
- Special Education program
- Program for English Language Learners (ELL)
- Tuition reimbursement

### **7.4 How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?**

Kwajalein Schools ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders through the following means:

1. Administration plays a key role in the success of the SIP. As a member of the SIT, the administrator attends all SIT and stakeholder meetings, encourages and provides direction for the SIT, supports and guides staff as they implement the SIP, provides opportunities for staff development and training, and assists with the publication and distribution of materials such as informational brochures, vision statement posters, advertisements, and newspaper articles.
2. By attending monthly SAC and Parent Teacher Organization (PTO) meetings, the administrator shares ideas, answers questions, communicates information such as data and results, and seeks input regarding the SIP.
3. The administration utilizes an open-door policy which encourages continual discourse on the implementation and effectiveness of the goals and interventions. Teachers are evaluated annually on their professional effectiveness which includes their successful and willing implementation of the SIP.
4. Through effective modeling, the administration demonstrates that all staff members are responsible for the successful implementation of the SIP. The EAT interventions frequently involve the direct involvement of the administration and this has encouraged

other staff members to embrace the goal of implementing successful and effective Learning Support Services.

### **Artifacts**

- School Improvement Plan (SIP)
- School Improvement Team (SIT)
- Brochures
- Vision statement posters
- *The Hourglass*, local community newspaper
- *The Dolphin*, elementary newsletter
- Armed Forces Network (AFN) local television
- Weekly staff newsletters
- School Advisory Council (SAC)
- Parent Teacher Organization (PTO)
- Teacher evaluations
- Education Assistance Team (EAT)