

North Central Association  
Commission on Accreditation and School Improvement

**Report of the Visit of the  
NCA CASI Team**

To  
Bob Hope Primary School  
Unit 5166  
APO AP 96368-5166

on  
February 13-15, 2007

Submitted to  
Howell C. Iles, Principal

on  
March 26, 2007

Copies To:

Colonel Max E. Kirschbaum  
Military Commander

Ms. Sharon Gunselman  
School Liaison Officer

Dr. Gayle Vaughn-Wiles  
District Superintendent

Dr. Nancy Bresell  
Director—DoDDS Pacific

Dr. Joseph Tafoya  
Director, Department of Defense  
Education Activity

Dr. Annette Bohling  
Senior Vice President of Accreditation  
AdvancED

NCA CASI Representatives:

Dr. Rollie Alger  
NCA-CASI Ambassador  
Curriculum Consultant  
Phelps School District  
Phelps, WI 54554  
Chairperson

Dr. Gerald K. Freitag  
Academic Advisor/Site Coordinator  
Cardinal Stritch University  
6801 North Yates Road  
Milwaukee, WI 53217

The views, opinions, and findings contained in this report are those of the authors and should not be construed as an official Department of Defense position, policy, or decision unless so designated by other official documentation.

Contract MDA410-02-C-0033. Short Title: Accreditation of DOD Dependents Schools. Contractor: North Central Association of Colleges and Schools. Project Director: Annette Bohling, J.D., Senior Vice President of Accreditation AdvancED, Telephone: 480-773-6920; Tempe, Arizona

## Table of Contents

	Page
Preface .....	1
Team Roster .....	2
Section I: General Description of the School .....	3
Section II: Development and Implementation of the School Improvement Plan.....	5
Section III: General Appraisal.....	8
Disclaimer .....	11

## PREFACE

This school was evaluated using the NCA-CASI/DoDEA school improvement process as the primary basis for team observations and comment. The NCA-CASI representatives visited with representatives of the military community and conducted the NCA-CASI standards compliance review. The full team spent three days in the school. During this time the team met with the school improvement team, parents, and students; visited classes; examined the learning climate; and consulted with teachers both individually and in group meetings. A conference with the administration and an exit report with the staff took place at the conclusion of the visit.

This report summarizes the extensive discussions that took place with teachers, administrators, students, parents, and members of the school improvement team during the visit. The comments and suggestions shared with the school community during these sessions will provide the leadership with information and guidance as the school begins the school improvement plan revisions.

On the first morning of the review team's visit at a "Welcome Breakfast," the team chairperson introduced the team and provided the faculty with a short briefing on the purposes of our visit. This was followed by a briefing from the school principal, a briefing by the SIP team, and a campus tour conducted by several students.

The chairpersons received a briefing on the school district from the District Superintendent, Dr. Gayle Vaughn-Wiles, and School Improvement Liaison, Linda Beaulieu-Imperial, before the visit began. Colonel Max E. Kirschbaum, Commander 18<sup>th</sup> Mission Support Group, met with the chairpersons and briefed them on the role of the military at this site.

The team was augmented by Jim Fisher from Richard E. Byrd Elementary School, Marilei Driggs from Zukeran Elementary School, and Susan Kilkenny from Stearley Heights Elementary School. The augmenters assisted in the visit by providing expertise about DoDEA schools and their programs. The team thanks the school improvement team, the school staff, and the principal for their wonderful hospitality. Special thanks are extended to the Partners In Education (PIE) and staff for the welcome breakfast, lunches, and special treats which were provided. The team also thanks the three students Monet, Autumn, and Ryan for the tour of the facility.

## TEAM ROSTER

**Chairperson:** Dr. Roland Alger  
NCA-CASI Ambassador  
Curriculum Specialists  
Phelps School District  
Phelps, WI 54554

**Co-Chairperson:** Dr. Gerald K. Freitag  
Academic Advisor/Site Coordinator  
Cardinal Stritch University  
6801 North Yates Road  
Milwaukee, WI 53217

**Augmenter:** Mrs. Marilei Driggs  
Teacher, Second Grade  
Zukeran Elementary School  
PSC 557 Box 501  
FPO AP 96379

**Augmenter:** Mrs. Susan Kilkenny  
Teacher, Kindergarten  
Stearley Heights Elementary School  
PSC 80 Box 15786  
APO AP 96367

**Augmenter:** Mr. Jim Fisher  
Principal  
Richard E. Byrd Elementary  
PSC 472 Box 12  
FPO AP 96348

**SECTION I**  
**GENERAL DESCRIPTION OF THE SCHOOL**  
**BOB HOPE PRIMARY SCHOOL**

Principal: Howell (Bud) Iles  
Principal's Tenure in the School: Three Years  
School's Web Address: [www.bob-hope-ps.dodea.edu](http://www.bob-hope-ps.dodea.edu)  
Grades: PK-3  
Total Enrollment: 789

	Enrollment	Sections
SS, PSCD	28	3
K	190	9
Grade 1	207	12
Grade 2	177	10
Grade 3	169	9

Professional Staff: 81  
FTE of Professional Staff: 80.5  
Number of Staff New This Year: 14

**Setting**

Bob Hope Primary School was built in 1980. It consists of a main building with an addition. There are also two temporary buildings that house regular classrooms, computer labs, kindergarten, and small groups specialists resource areas. The facility is located in the center of Kadena Air Base in the Okinawa Prefecture, Japan. It is the only primary school (Sure Start to grade 3) in Okinawa. The school serves as the transition school for students who are awaiting permanent assignment to housing.

**Students**

The school enrolls 789 students in grades Sure Start through three. The student population is ethnically diverse and encompasses a wide range of abilities, languages, and socio-economic backgrounds. The ethnic composition of the student population is 43% Caucasian, 17% African American, 14% Asian/Pacific Islander, 23% Multi Racial, and 3% other. The majority of the students are dependents of a military sponsor. The breakdown is 53% Air Force, 14% Marines, 10% Army, and 6% Navy. The remaining 17% are dependents of civilian sponsors. The breakdown between boys and girls was virtually even.

**Program**

The curriculum complies with the DoDEA requirements and objectives. A Sure Start program and a Pre-School Children with Disabilities program (PSCD) are located in the school. The school provides a general curriculum and many special programs including art, music, physical education, Japanese culture, foreign language, gifted education, literacy support services, English as a second language (ESL), and special education.

## **Staffing and Organization**

The school is staffed by 2 administrators and 41 classroom teachers. The school employs 19 specialist teachers, 19 pupil personnel professionals, 33 educational assistants, 7 cafeteria workers, and 7 cleaning staff. Of the professional staff, 28% have bachelors' degrees, 69% have masters degrees, and 3% have a doctorate. During this school improvement cycle, two new administrators have come to the school and 65% of the professional staff is new to the school.

## **School Environment**

The school was built 27 years ago and is a modern, two-story, centrally air conditioned structure. The main building houses Sure Start through grade two, a gymnasium, an information center, an art room, music rooms, and the cafeteria. Two temporary buildings house the computer labs, gifted education, the third grade, several kindergarten classrooms, and most of the small group specialists. A newly constructed building was opened in 2000 and accommodates six kindergarten classes on the first floor. A large playground is available, and a nature trail winds through a wooded area behind the school. The building is well maintained and its condition reflects the pride of both the cleaning staff and the community.

## **SECTION II DEVELOPMENT AND IMPLEMENTATION OF THE SCHOOL IMPROVEMENT PLAN**

### **Overview**

Since the last NCA visit in the spring of 2002, the school has changed administration and had two sets of SIP co-chairs. Additionally, 65% of the professional staff are new. While this would normally be a cause for inconsistency, the present principal and SIP co-chairs have effectively pulled the staff and school stakeholders together to implement the SIP interventions in the two goal areas. These goals are: (1) all students will increase reading comprehension as is developmentally appropriate across the curriculum and (2) all students will increase their performance in scientific inquiry as applied to all curricular areas.

A majority of the staff was actively involved in planning and implementing the school's goals. The work of ensuring that the goals were embedded across the curriculum was shared by a variety of SIP committees. In year three of the school improvement cycle, it was determined through analysis of assessment results that the increase in student achievement in the two goal areas was not satisfactory. At this point, the number of reading comprehension interventions was reduced from ten to two through staff consensus. The result has been a more focused and manageable implementation plan.

As a result of this course correction in year three, it is apparent that the new, more focused implementation has resulted in wide-scale integration of goal interventions within and across grade levels. Although statistically significant improvements have not yet been noted in student achievement in the goal areas on standardized assessments, the team observed that most students understand and can apply the language of the goals to new learning situations.

### **Involvement in the School Improvement Process**

#### **Findings**

- The SIP goals are posted in most classrooms, and there was good faculty support and participation in the development of the goals and interventions.
- The interventions are being used by regular classroom and special teachers throughout the school.
- All teachers are members of a SIP committee and representation from all grade levels and specialty areas exist on each committee.
- There is evidence of effective collaboration between all staff members in support of the SIP process.
- Students indicated that they had a basic understanding of the SIP goals.
- Professional development days were effectively used to support and strengthen the implementation of the SIP goals.
- Staff members integrate the interventions into their daily lessons, and many teachers model the strategies for their students.
- Parents and volunteers are significantly involved in the implementation of the strategies to support the SIP.

## Next Steps

- To further involve parents in support of the SIP, consider communicating to parents how to better navigate the school intranet website. This will provide additional information to parents.
- The team suggests that the active involvement of all staff in the SIP process be maintained and enhanced.
- Special focus should be given to the consistent implementation of goal interventions and communication to parents.
- Continue to develop and facilitate a schedule that fosters increased collaboration between and among regular classroom teachers and specialists.

## Leadership for the School Improvement Process

### Findings

- Staff in this school felt comfortable and empowered to adjust the goal interventions in year three in response to assessment scores that did not show expected improvement. This adjustment addressed the feeling of staff being overwhelmed by the number of interventions.
- The school developed an effective and formalized mentoring program that assists newly assigned staff members to become knowledgeable and active members in the implementation of the SIP goals, e.g., Teacher Village.
- Parents indicated that consistency in implementation of the interventions among teachers in a grade level should be emphasized.
- The district superintendent supports the SIP by providing school improvement liaison support for preparation of the documentation report that serves as the foundation for the NCA team visit. The school improvement liaison also helped to train the staff and clarified the improvement process for the school.
- The school administration supports the development and implementation of the SIP.

### Next Steps

- Continue to empower staff members to lead the school improvement process so there can be a smooth transition as steering committee members cycle off the team or leave the school.
- Work to maintain and enhance understanding and use of assessment for learning versus assessment of learning.
- It is recommended that consideration be given to developing local assessments that are aligned with the goals and are grade or subject specific.
- If reading comprehension continues as a SIP goal, consider comparing SRI scores from the end of grade two with the same cohort group at the beginning of grade three to determine possible summer loss and the need to develop a voluntary summer reading program.
- In the next school improvement cycle ensure that data are analyzed from at least one standardized assessment and two local assessments so that identified weaknesses are really weaknesses and not anomalies. Once a goal is selected based on these data, be sure to describe in detail the essence of the goal (describe in user friendly language the area of weakness) and what knowledge or skills students are expected to know and/or demonstrate.
- In the next SIP cycle identify indicators for goal attainment so the school will know when a goal has been attained. Also consider identifying a few strong and robust interventions rather than many that the staff may select from.
- Continue to acknowledge the efforts and celebrate the achievements of teachers and students in support of SIP

## **High Expectations for School Improvement**

### **Findings**

- Teachers infuse SIP goal intervention strategies across subject areas and grade levels.
- Students are expected to use reading comprehension skills and inquiry skills, e.g., read-alouds, shared and partner reading, book buddies. Parents commented about their children using goal-related terminology, e.g., hypothesis, visualizing.
- It is an expectation that all students will achieve in this school. This is accomplished by offering support such as weekly after school tutoring and modification of intervention strategies to make them appropriate for special needs students.
- The school is attempting to encourage parents to assist their children in goal-related areas. This is accomplished by many teachers communicating to parents via a weekly newsletter and by the school intranet website.
- The expectation that all students improve their reading skills was supported by the placement of color coded books in classrooms and the posting of lexile charts to assist in the selection of books.

### **Next Steps**

- Take advantage of the current SIP momentum to maintain and enhance staff participation.
- It is suggested that in the next school improvement cycle an expectation be developed that standardized assessment results be utilized as an indicator of goal attainment.
- The incentive programs that were observed in some pods need to be expanded to include all pods so there is school-wide consistency and expectations for students.

## **School Culture and Climate in Support of School Improvement**

### **Findings**

- Parents indicated that feedback on their child's progress on SIP goals from the school was frequent.
- Students know and understand the vocabulary of the SIP goals. This is evidenced by children talking the same language throughout the school.
- To support a SIP goal climate, the school's mission statement, reading comprehension skills, and scientific inquiry steps are posted in most classrooms.
- Student work is prominently posted in classrooms and hallways.
- A collegial climate is present in this school as evidenced by inservice support. Teachers are provided the flexibility to select from a menu of intervention-related strategy training. The SIP committee also felt comfortable modifying the interventions in year three of the school improvement cycle.
- Parents voiced their appreciation for the teachers who shared intervention strategies with them.
- There is a culture of parent involvement in this school. Students indicated that they are comfortable with parents being in the buildings and in classrooms.
- The school marquee and information center LCD display provides information about the SIP and supporting activities.

## **Next Steps**

- For the next school improvement cycle, a SIP culture needs to be established and maintained whereby the school more frequently assesses goal accomplishment progress and uses the results to determine when goals have been accomplished. The results should also be used to modify interventions if progress toward goal attainment is not being made.
- The school is encouraged to maintain and enhance the collegial and professional culture that has been established during this cycle to ensure success in the next school improvement cycle.

## SECTION III GENERAL APPRAISAL

### School Improvement Plan

#### Findings

- The school created high expectations for achievement of the two SIP goals. This is supported by integrating the intervention strategies into regular classroom activities.
- Staff and specialists collaborate within and across grade levels to assist students in achieving the adopted improvement goals.
- A majority of the staff has embraced the school's SIP goals, and it is evident that the goals permeate the culture of the school. Further, reading comprehension skills and science inquiry steps have become institutionalized in everyday classroom activities.

#### Next Steps

- With future changes to NCA standards being implemented, the next school improvement cycle should address these modifications. The new process resulting from these modifications will provide the opportunity to accomplish goals in a shorter timeline by focusing on indicators that will determine when goals are accomplished rather than relying on a rigid five year timeline.
- In addition to triangulating data prior to identifying school improvement goals in the next cycle, disaggregate the data to strengthen and focus the interventions. Also, the essence of each goal needs to be clearly stated so appropriate assessments that focus on the same set of skills described in the essence can be identified.

### DoDEA Instructional Quality

- Teachers address the cultural and social diversity of their students.
- The uniqueness of special needs students is addressed by modifying curriculum and instructional delivery.
- This school has worked hard to integrate a professional mindset of assessment for learning to guide instruction.
- A small percentage of staff departmentalized instruction for a portion of the school day.
- The staff frequently shares instructional strategies that support the SIP on the “Z” drive.
- A print-rich environment exists throughout the school.
- The literacy facilitator is used to support the SIP.
- Differentiated instruction was observed in some classrooms, e.g., small group and whole group instruction and learning centers.

### DoDEA Curricular Standards

- DoDEA standards were posted in most classrooms.
- Teachers use currently adopted texts and supplemental materials related to the standards.
- Teachers compared the contents of newly adopted texts with the DoDEA standards to identify gaps in the curriculum.
- Through the use of many DoDEA initiatives and other support programs, expectations are established that all students will meet or exceed DoDEA standards.

## **DoDEA Initiatives**

- The professional staff of the school supports the four goals in the DoDEA Community Strategic Plan (CSP). Student development is promoted through school partnerships and communication with parents, e.g., volunteer readers.
- Teachers use a variety of developmentally appropriate materials.
- Technology is abundant throughout the school, and availability of and access to technology is wonderful. Efforts should be made to ensure that all staff use and appropriately integrate technology in support of instruction.
- Most classroom setups are developmentally appropriate with large group areas, small group areas, and centers. Also some students collaborate in cooperative work settings.
- The Pacific Literacy Project (PLP) is being effectively implemented at the school.

## **Other Characteristics**

- The children indicate that they feel safe in this school.
- The military and community partners volunteer in the school through the Adopt-a-School and other community support programs.
- Kadena High School students support the school, e.g., tutoring, computer assistance.
- Parents commented that this school is warm and friendly and has the interests of the children at heart. Other parents indicated that the school is cordial, open, and welcoming. Parents also indicated that the school encourages and appreciates volunteers.
- Some classrooms posted class rules and a class pledge.
- Parents were very positive about the school communication and one parent said, “This school is trying to initiate an environment that education is a partnership.” Another parent said, “I won’t move out of this zone because I want my children to finish at this school.”
- When asked, “What do you like about your school?” Students stated;
  - > “I think it’s great! You get to learn lots of new things.”
  - > “I’ve been here since kindergarten, I’ve experienced a lot.”
  - > “I am learning and having fun.”

## **Team Recommendation**

The NCA CASI visiting team is pleased to notify the Department of Defense State Committee that Bob Hope Primary School has met the NCA CASI school improvement requirements.

## **Limitations on the Distribution, Use, and Scope of This Document**

It is the official intent of the Board of Trustees of the North Central Association Commission on Accreditation and School Improvement that this report on the evaluation of the school be considered a privileged document, to be submitted directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rest solely in the hands of those administrators. Neither the chairperson nor the other members of the evaluation team are authorized to release any of the information contained in this report without the express approval of the administration of the school.

The primary purpose of the evaluation team has been to examine the educational setting of the school, including courses of study, learning materials, student needs and interests, staffing, and facilities. A particular focus of the team has been to evaluate the development and implementation of the DoDEA/NCA SIP.

It has not been the purpose of the visiting team to evaluate individual members of the school staff. The use of this report as an official assessment of any staff person's professional competency would be in violation of the process and the intent under which the school evaluation was conducted. Such use would be inherently invalid since at no time during the team visit has the team been concerned with the evaluation of individual staff member performance.

Additionally, it has not been the purpose of the visiting team to prescribe a specific company's instructional materials or programs. The team has attempted to evaluate the school's learning materials in light of the needs of the students being served and the relationship of the materials to the goals and objectives of the school. Any references to specific instructional materials contained in the team report are merely for consideration by the school. The school staff exercises the responsibility of selecting learning materials appropriate for the learners.

The members of the evaluation team have utilized their best professional judgment in drawing the conclusions reported in this document. The team members are not to be held accountable for any injudicious or unauthorized use of this document.

North Central Association  
Commission on Accreditation and School Improvement