

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Cindy Maureen Templeton

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name EC Killin Elementary School

(As it should appear in the official records)

School Mailing Address Unit 35016

(If address is P.O. Box, also include street address.)

City FPO AP State DD Zip Code+4 (9 digits total) 96373-5016

County _____

Telephone (611) 745-7760 Fax _____

Web site/URL http://www.dodea.edu/KillinES/index.cfm E-mail kendra.white@pac.dodea.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Michael Thompson E-mail michael.thompson@pac.dodea.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pacific South Tel. (330) 632-1918

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 17 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	9	9	18
K	30	35	65
1	40	40	80
2	48	36	84
3	36	37	73
4	39	45	84
5	41	41	82
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	243	243	486

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 10 % Asian
 - 10 % Black or African American
 - 19 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 42 % White
 - 18 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 35%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	76
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	90
(3) Total of all transferred students [sum of rows (1) and (2)]	166
(4) Total number of students in the school as of October 1, 2015	479
(5) Total transferred students in row (3) divided by total students in row (4)	0.347
(6) Amount in row (5) multiplied by 100	35

6. English Language Learners (ELL) in the school: 11 %
52 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Russian, Tagalog, Japanese, Korea, Filipino, Ukrainian, Spanish, Cambodian, German, Chinese

7. Students eligible for free/reduced-priced meals: 28 %
Total number students who qualify: 136

8. Students receiving special education services: 6 %
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	24
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	95%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No
If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Engaged Children + Knowledge + Excitement = Success

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Edward C. Killin Elementary School (ECK) is a Department of Defense Education Activity (DoDEA-Pacific) school located on Camp Smedley D. Butler (Foster), a United States of America Marine installation on the island of Okinawa, Japan. ECK is located in a military housing area separate from the main installation and supports students from multiple bases as well as off-base individual housing.

ECK opened on Camp Foster in 1991 and is named after Dr. Edward C. Killin who was the Director of Department of Defense Schools, Pacific Region from 1972 to 1987. He served over 35 years as a teacher, administrator, military officer and education management consultant.

ECK hosts a transient student population with enrollment fluctuating daily. Families newly arriving on the island usually stay in the on-base hotel until permanent housing can be assigned. ECK is designated as the “Hotel School” to serve families until they have the opportunity to transfer to their new housing and school. Parents can choose to request a waiver to a school closer to their work or daycare, but in doing so are responsible for their child’s transportation to and from school. With an average mobility of 31%, there is a continuously changing student population.

The student population of ECK is diverse. ECK currently services approximately 500 students from Pre-K through Fifth Grade. Of those current students 49% are White, 26% Asian, 14% African American, 7% Decline to State, 2% American Indian/Alaskan and 2% Hawaiian/Pacific Islander. Active duty military families comprise 85% of the students with 54% Marines, 23% Navy, 5% Air Force and 2% Army families. The remaining 15% come from civilian personnel assigned to Okinawa, to include DoDEA teacher’s children and contractors. Most students have endured having one or both parents deployed, with deployments normally lasting from two to eight months away from home.

The mission of the faculty and staff is to provide consistency, stability, and support to all ECK families at all times. This is truly a family-oriented community. ECK leadership and staff work closely with in community to foster lasting partnerships that promote highest student achievements. This strong community-related partnership is a key indicator to ECK’s success. A beginning of the year “Ice Cream Social” is as well attended as our Honor Roll assemblies, PTO events, and after-school events throughout the year.

The school purpose statement is ECKES: Engaged Children + Knowledge + Excitement = Success. The school strives to meet student needs, offering before and after school clubs, and meetings for the Student Advisory Council, Parent/Teacher Organization, or other special community activities. Additionally, ECK plans family-related curricular events, such as Math Night- showcasing various math games and crafts, Science/Technology/Engineering/Math (STEM) Night showcasing careers and STEM-related activities such as the Star Lab, Literacy Night’s connection to “Read Across America,” and the school science fair. Many events are not just student-centered or student-focused but support all stakeholders actively participating. These learning events are tied directly to the curriculum and maximize having parental involvement. Reading and Math Nights help parents learn goals and strategies for use at home. The school’s open-door policy and caring atmosphere fosters active volunteers having already logged 918 service hours from September 2016 through March 2017.

The school’s curriculum is based on the U.S. National Standards, with special classes including art, music, physical education, Japanese language, and Japanese culture. Specialists in diverse areas offer additional support and opportunities. ECK fosters student growth by providing support teams to help students make impressive gains in skill areas. Administrators, counselors, specialists, psychologist, and Case Study Committee support the student emotional needs and provide insight for teachers.

Collaboration is a priority at ECK. One year ago, the faculty found a way to include 45 minutes of the day for collaboration. We call this “Gecko Time,” which has become sacred and allows each grade level 45 minutes every six days to collaborate. While teachers are meeting their students rotate through a research project with the Information Specialist, technology project or lesson with the Educational Technologist and PE. During “Gecko Time”, grade level teachers, administration, and supporting specialists develop plans,

create and review assessments, analyze data, revise lessons and examine student needs. The first year of “Gecko Time” was also the first year of the new math curriculum and this time proved valuable in program implementation. This could not have been accomplished without a flexible, cooperative, and dedicated faculty and staff.

ECK believes collaborative opportunities are a key indicator as to why our students are achieving at increasingly high levels.

“Students are at the heart of all we do” is one of DoDEA’s Core Values and one by which ECK lives by daily. Highest student achievement comes from remarkable students, active parents and community stakeholders, and from an experienced and caring faculty and staff.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

ECK School follows the Department of Defense Education Activity (DoDEA) curriculum and standards. Students are provided a rigorous curriculum, meaningful and often differentiated, to meet the needs of all learners. Teachers have been trained in the use of adopted materials and DoDEA’s content standards. In all grade levels, “21st Century Skills” are utilized in the curriculum ensuring students practice higher-level and critical thinking, communication, collaboration, and creativity. These learning experiences span all subjects. With the collaboration model, “Gecko Time,” teachers work together to build capacity in all students as they learn skills and strategies, apply knowledge to show understanding, and use data to match the instruction to needs.

Literacy instruction at ECK includes a 120-minute Reading and Language Arts block using Pearson’s Reading Street. This program offers differentiated instruction or ongoing progress monitoring. This model includes guided reading and learning centers. Many classrooms integrate science, social studies, literacy, and math. Projects and writing activities are showcased throughout the school. Students in grades kindergarten through third are assessed to determine instructional and independent reading level with the Fountas & Pinnell Benchmark Assessment System (BAS) and third through fifth grade use the Scholastic Reading Inventory (SRI) and system-wide Terra Nova assessment. Data is compiled, analyzed, and used to identify students needing additional support. Students participate in book clubs, reading buddies, book fairs, and Read Across America. Students also use software and educational programs to support learning, responses to interventions, and mastery of foundational skills. Literacy programs, such as Leveled Literacy Intervention and Read 180 provide added differentiated literacy support using technology to individualize instruction and data for teachers to support learning.

DoDEA schools are in the second year of implementing the College and Career Readiness Standards for Mathematics (CCRSM). With the adoption of Go Math! and an uninterrupted 90-minute math block, students are able to demonstrate understanding of the concepts and how they arrive at their answers. Teachers collaboratively plan lessons, match instructional materials based on student need and ability, using technology to practice and extend those math skills, and integrate their understanding of math by writing, projects, presentations, STEM, and technology activities. The math adoption of Go Math! ensures that the CCRSM scope/sequence, standards, and foundational skills are being taught to mastery.

Technology supports ECK’s school’s Continuous School Improvement (CSI) Goal: All Students Will Show an Increased Level of Proficiency in Number Relations and Communication in Mathematics. Students use interactive whiteboards for math problem solving, reinforcing drill and math repetition skills and as reinforcement for reviewing math content. Students use the Audience Response System Clickers (SMART) to participate and interact with the teacher/other students during the lesson, displaying of responses to multiple-choice questions, data collection and instant student assessment, polling of student knowledge of a topic or the reviewing of content previously taught. Students use Google Apps for Education in grades 3-5 to enhance the digital learning environment to promote project-based and collaborative learning.

During “Gecko Time” collaboration, in the Information Center, students create projects to demonstrate mastery of information research and literacy skills. Staff, parents, stakeholders, and students have technology access. Students take Reading Counts quizzes (an online program to encourage reading) with earned results showcased on our “Wall of Fame.” Overall, ECK has over 26,000 Reading Counts points earned already this year eclipsing the end of last year’s total of 25,000 points. This year school began with an assembly introducing the importance of reading and showcasing Reading Counts.

Science and Social Studies instruction is engaging and exciting. Students are provided opportunities for exploration, observation, and investigation through a variety of in-class activities, experiments and field trips. Science, Technology, Engineering and Math (STEM) and integrated learning activities are woven into daily instruction. For the past 3 years, ECK has participated in the “Hour of Code,” an online challenge, internationally with the goal to introduce programming/coding to all students. This year all teachers and

students developed cross-curricular projects/lesson using the LEGO® WEDO robotics kits. These lessons create fun, technology-infused projects. Being in Okinawa, students feel personally connected to historical events and visit historical sites in the area as well as having options to visit local schools and experience a day in the Japanese culture.

Okinawa offers diverse opportunities for integrating learning to include the Air Force and Marine Weather Stations, Marine Flight Simulators, Military Bakery, and students travel to the Churaumi Aquarium (the second largest aquarium in the world), Pineapple Park, and Butterfly Garden. These experiences are subjects in writing, projects, reports, speeches and everyday conversations.

B. Preschool:

Sure Start is an early intervention program for families with 4 year old children, having limited early childhood educational opportunities. The program is based on the stateside Head Start program for children needing more time and attention to ensure school readiness. The curriculum uses the Creative Curriculum® program and supports the social-emotional, language, physical, cognitive, literacy, math, social studies, science, art, music, and technology opportunities for students. The curriculum is organized to support student investigations, fine and gross motor skills, simple to more complex tasks, and concrete to abstract concepts. Parents volunteer regularly and receive parent education. The Sure Start teacher collaborates with the guidance counselor and other personnel who may offer strategies and interventions to assist these at-risk students.

2. Other Curriculum Areas:

ECK provides students instruction in the areas of music, art, physical education, Japanese culture, Japanese language, and technology. All areas are included in a rotation of subjects so all students can participate in and experience all activities.

The music program is exceptional at ECK, with students receiving an overall introduction to music history, theory, instruction, and performance. Students perform yearly at the tree lighting ceremony and other community performances. The music teacher offers an extra-curricular choir and music club where students additionally perform for various events at school or throughout the community. Music is infused with technology, with interactive programs and software as well as integrated STEM activities where students create music videos showcasing student talents.

Art is offered in the rotation of subjects. Students have varied opportunities to draw, create, mold, form, color, paint, and fold as well as learning art mediums and history. Students create artwork to showcase throughout the school and for special events. Student artwork was chosen to be published and showcased in the SUN publication, a DoDEA-Pacific Literary and Artistic publication. Student artwork is showcased throughout the community.

The physical education program is active and engaging. The teacher uses a research-based program called SPARK, created to involve all students as health-related fitness is taught as well as incorporating social skills. Students participate in forty minutes of PE. Students regularly establish fitness goals and data is gathered using the computer software, "Fitnessgram" that completes fitness assessments throughout the year. Students work to show improvement between goals with establishing an action plan. The teacher designs lessons to teach specific physical education skills, and games to actively engage students.

Japanese language and culture are an exciting part of the ECK specials offerings. Students learn the basics of the Japanese language during one session. Then students attend another session, where Japanese culture and history are presented. Culture-focused assemblies are offered at least twice a year with Japanese guests. Students participate in the annual Okinawa Soroban (abacus) competition in which students participate in three different math skills events. Students from eight elementary schools on Okinawa compete using the skills they have learned using the soroban and increasing their mental math. The entire event is hosted and funded by the local Okinawan Soroban Society. Each year ECK students perform well and bring back awards. Students also participate in Japanese holiday traditions, origami, songs, creating enticing recipes,

like rice balls, and making items related to living in Japan, like cards for New Year's and design fish for Boys Day. ECK participates in Japanese school exchanges with reciprocal grade visits.

Because all classrooms have interactive whiteboards and document cameras, ECK easily integrates technology daily within the classroom. The school has four interactive Smart Tables in kindergarten, first, and third grades. Interactive Smart Responder sets are located throughout the school and provide immediate student-feedback. Students benefit from having classroom computers as well as two full-class computer labs that can be used by all grade levels. Students use various software applications, such as Google Apps for Education for creating and sharing products. Students have access to the Lego WEDO robotics kits and the STAR Lab, a portable observatory, supporting STEM initiatives. Teachers establish a digital footprint with online newsletters, homework, reading opportunities, and math content/games as well as using a wide variety of technology and software applications/programs/website to support and enhance learning opportunities for students. The educational technologist collaborates with teachers and specialists on a regular basis and provides ongoing professional development opportunities for all staff. At least two STEM-related nights for students families are held each year.

The school provides technology support to students, families, and community by supporting the DoDEA STEM initiative, which is an educational program designed to provide students with opportunities for success in the areas of STEM. The purpose is to ignite the passion of students to pursue education and careers in STEM disciplines. Community volunteers offer presentations to students on robotics, engineering/building, satellites, robots used to deactivate explosives (EOD), hospital careers, and crime scene investigation (NCIS). ECK hosted a Science/Math Night where students, faculty, and community volunteers presented stations on blood pressure, money bingo, planting plants, computer science software, straw rockets, paper airplanes, and the STAR Lab.

The school nurse creates monthly bulletin boards targeting health awareness and promotion, as well as promoting a Drug Free Campaign connected to Red Ribbon Week. Students made posters and placed around the school to promote being "Drug Free." The nurse provides all vision and hearing screenings and height/weight management screenings.

3. Instructional Methods, Interventions, and Assessments:

ECK's teachers follow DoDEA's curriculum and standards guided by DoDEA's Community Strategic Plan. The school's Continuous School Improvement (CSI) goal is: All students will show an increased level of proficiency in number relations and communication in mathematics. Professional development opportunities are ongoing and our "Gecko Time" collaboration offers teachers multiple opportunities to regularly develop, revise, and review hands-on activities, pacing, assessments, and integrated materials to enhance student understanding and learning. Teachers teams strategically plan and become more effective practitioners using data, assessments, results, analysis, and flexible grouping.

BAS (Benchmark Assessment System), Reading Street/Pearson SuccessNet®, and SRI (Scholastic Reading Inventory) are reading-based assessments identifying student proficiency as well as Pearson SuccessNet for math. Along with formal and informal assessments, this data guides teachers to provide differentiated instruction, enrichment, small group remediation, or intervention services. The Student Support Team (SST) meets to collaboratively plan for need-based interventions.

Providing a safe learning environment where students gain necessary skills to take risks, boost self-esteem and confidence, and advocate for their own learning is vital at ECK. An ongoing collaborative effort between parents, counselors, classroom teachers, and support specialists provides a quality intervention for students having academic difficulties. Programs are research-based and differentiated for individuals or small group. Using previous educational records, current assessment data, and classroom teacher input, intervention specialists provide student instruction with an emphasis in reading, math, writing, listening, speaking, and technology.

Early intervention support is provided through Child Find, a program to identify preschoolers in the community needing developmental support. Working with local preschools, pediatricians, and EDIS

(Education Developmental and Intervention Services), the team identifies those needing referral. Once eligible, these youngsters receive educational support to be successful in school. Although most entering students are five, ECK provides early intervention to three-year-olds in the area of language development and articulation. Students requiring more developmental assistance can be referred to our neighboring school for PSCD (Pre-School Child Development).

The Speech/Language pathologist works with students who need support with all aspects of communication to include: articulation, phonology, receptive and expressive language, fluency, and voice. She provides services to students on the autism spectrum needing support in the areas of social interpersonal skills and pragmatic language.

ECK's literacy intervention support programs consists of LLI (Leveled Literacy Intervention), small group English/language arts instruction, and Read 180. Students in grades kindergarten through third receive LLI instruction, an intense reading comprehension, fluency, and writing program to build necessary reading skills as quickly as possible to grade level. Read 180 supports grades 4 & 5 and provides an integrated reading intervention through whole and small group instruction and computerized program support to raise comprehension skills. Reading intervention specialists provide additional materials, strategies, modifications, and assessment results to support the students in the classroom and at home. The literacy teams plans special events throughout the year to support literacy, such as the "One School One Book," Read Across America, Literacy Night, Seuss Fair, Read 180 Reading Video, and collaborative grade-level activities.

The special education team works collaboratively providing for students needing a full range of support. Parents are an integral part of the process and receive resources/training as needed. The team provides for the least restrictive environment and supports instruction both in the classroom and in the resource room.

The ESL teacher at ECK has led a professional growth community for the past three years, creating Parent Flyers translated into several foreign languages. Students, from various nationalities, need ESL services as the Marine Corp deploys more often to foreign countries than other military branches. ECK's student population has become more culturally diverse. It is important to maintain a close relationship among students, parents, and teachers. Student progress and school-coordinated activities are shared. Parents and teachers are notified of assessment results, modifications, strategies, and translated versions of information. The ESL teacher coordinates with other specialists as needed.

ECK's counselors have a dynamic program including inclusion, pull-out lessons, and private counseling. In primary grades, whole body exercises are combined to teach ethics, which is very unique to a school counseling program. Both counselors are present during recess to provide additional counseling. Having a trusted student advocate has a positive influence on student instruction. Every student at ECK can identify at least one or more trusted adults that he/she can call upon.

Parents and students are informed regularly about student progress, either through progress reports, report cards, or assessment scores. Upper grades receive ongoing academic progress through GradeSpeed, an electronic grading program, where student progress is tracked.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

ECK is a family-oriented school and we want our students, parents, faculty, and staff to feel they are an important part of the family. Administration greets students at the front door, students are guided to their classrooms by faculty and Safety Patrol, a group of 5th grade volunteer students who help to keep the school safe. Then the student is greeted by his/her teacher when entering the classroom. We have an Open Door policy, so that parents and families feel welcome to visit, volunteer, participate in events, and to help sustain the bond with the school.

Faculty and staff demonstrate care not only to the students but also to one another. This sense of care is extended to the families, especially in times of deployment or other stressful situations. The administrators also relate this same care to the students with weekly principal lunches with all grade levels, attending all school events, and meeting with parents at SAC (School Advisory Council) or PTO (Parent Teacher Organization). Military Family Life Counselors (MFLCs) are a valuable part of our school, as they address issues that occur across the military lifestyle and have offered a wealth of programs this year to improve self-confidence, self-worth, relieve stress, and coping strategies.

Before and after school clubs involve a large number of students. From recycling to robotics to crochet, there are many engaging activities going on at ECK. The school and PTO sponsor many after-school activities so families can interact and be involved in fun events. Specific activities include: Literacy Night, Math Night, STEM Night, Open House, Music Concerts, Talent Show, Sweetheart Dance, St. Patrick's Family Potluck Bingo, Christmas Around the World, Spring Festival, Potluck Dinners, and Science Fair. These activities are well attended and show how much we value the families and stakeholders.

We maintain high academic expectations within the school climate. Students attend field trips that support the school curriculum and standards. Other in-school projects, such as the principal teaching Lego© WeDO robotic lessons with grade levels are well received, as students learned about teaming, coding, problem solving and materials accountability while building their projects. Teaming, mentoring, observations, and collaboration among administration and teachers is encouraged. These type of expectations, activities, and events will help to serve our students in the future and reemphasize commitment to the school family.

2. Engaging Families and Community:

E.C. Killin Elementary School (ECK) is part of a military-connected community that succeeds because of our strong and generous team of students, parents, faculty and staff, Parent Teacher Organization (PTO), the III MEF Dental Battalion, close partnership with installation leadership, and our SAC (School Advisory Council). We are proud to partner with the Single Marine Program, providing support at special events.

The school benefits from having a close relationship with installation leadership. The Commanding Officer is a parent of ECK students and shows commitment by supporting school events, policies, and being present at various school functions, such as the "Ring in the School Year" on the first day of school, Honor Roll assemblies, PTO activities, End of the Year ceremony, and as needed.

The school community is comprised of military men and women, civilians, contractors, and DoDEA faculty and staff. This population comes from diverse backgrounds, nationalities, and cultures. ECK is proud of the diverse and talented staff, the wealth of teaching experience, and the cultural traditions shared.

Service members support many school events, such as Hour of Code and at STEM Career Week offering activities for students, parents, and stakeholders to learn more about fingerprinting, personal safety, dental health, fitness, satellite imagery, and explosive ordinance robots. Soldiers also visit classrooms to assist with projects and presentations such as with the Robotic Club. Soldier volunteers readily attend events or come to play with students during recess. The local military police volunteers time with students to instill trust, and teach bike and skating safety. All students receive fire and bus safety training.

There is also an active parent presence in the school with many volunteers. Parents serve on school improvement committees, the School Advisory Committee, (SAC), PTO, and assist with morning/afternoon school clubs and activities. Three years ago, members of our SAC partnered with PTO to collect slightly used games for rainy day recess in lieu of watching movies. The game collection is maintained by parents and new games are donated regularly. Parents walk their children to school and often come to lunch. Parents also partner with classroom teachers to help in a variety of ways.

ECK welcomes and appreciates all of our visitors, volunteers, new families, soldier helpers, and community stakeholders. Communication is vital to this relationship and we utilize a variety of communication strategies, such as the weekly newsletter (Gecko Gazette), school's digital marquee, school's website, GradeSpeed, emails, progress reports, phone calls, and conferences. Administration has an Open Door policy. ECK enjoys adding new family members and feel the benefits from encouraging families and the community to be in the school as much as possible.

3. Professional Development:

Having AdvancED district accreditation in 2015 and the implementation of College and Career Ready Standards (CCRS) by DoDEA, schools were asked to build structured collaboration time into the duty day as a priority. In SY 2015-2016, the faculty created a way to allow teachers to meet every six days, to collaborate. Some of this time was used as special development when grade level teams requested "on time" specific training. We call this our "Gecko Time." Beginning SY 2016-17, all schools were required to have weekly collaboration time built into the master schedule. To accommodate this requirement, the Pacific South District (Okinawa Schools) implemented an early release on Tuesdays to allow administrators and teachers to discuss instructional practices, review assessment data, design instructional materials, and collaborate as teams as instruction is planned. As the district engages in this new implementation, the ideal outcome of focused collaboration is that individual teams facilitate their own focused collaboration time based on a repeated process. This ideal outcome consists of three phases based on the four DuFour PLC (Professional Learning Committees) & Collaboration Questions. Once teams complete the process, they return to phase one to begin the process again for common upcoming instruction. It is hopeful that individual school focus collaboration teams will eventually create and carry out their own agendas based on this process. Paraprofessionals and support staff are also included in professional development.

This year, ECK has used our regular collaboration "Gecko Time" to examine and implement the new math standards and the Go Math! curriculum materials. Teachers examine on a regular basis all forms of data and analyze that data to drive instruction, flexibly guide remediation groups, make center-related activities, and plan together as a team. These mini-PLCs are powerful and teacher-led, with administration and specialists for support.

ECK provides ongoing faculty and staff digital guidance and technology training through professional development, collaborative meetings and assistance embedded in daily classroom instruction. Educators receive technology training at faculty meetings, during after school and individualized sessions. Technology needs assessments are conducted yearly to support areas of professional development and identify needs requiring additional support or training, such as using the Smart© Response System or assistance with GradeSpeed. The educational technologist shares "Tech Tips" regularly for educators to take information shared and immediately implement into the daily lessons promoting optimal student learning. Educators received training on SmartBoard Technologies, Schoology, Google Sites, and a multitude of other hardware/software to support highest student achievement, which correlates to "21st Century Skills (Teaching and Learning).

4. School Leadership:

There are two administrators at this school: one principal and one assistant principal. During SY 2015-2016, ECK didn't have an assistant principal placed until November and the principal was on medical leave from December until mid-April. With the lack of an administrator, the faculty and staff stepped up into shared leadership positions, covering when necessary and providing support.

The school's leadership may start with the principal and assistant principal, but the faculty and staff are encouraged to assume leadership roles supporting our school's vision. Teachers lead our CSI (Continuous School Improvement) team. Teachers participate in our SAC (School Advisory Council) and attend the ODAC (Okinawa District Advisory Committee). Teachers lead our Team Leaders for every grade level and group specialist. Teachers step up to lead professional development opportunities. Teachers receive training from the district and then go on to train other teachers. Teachers take on roles as math team leader to provide training or the data collector to gather data for submission. Teachers at ECK are empowered to be part of the shared leadership model and step up without hesitation.

Students also hold leadership roles throughout the school. Safety patrol is a group of fifth grade students, who volunteered to come to school early daily to help maintain safety as students enter/leave the campus as well as enter/exit the buses. These students come rain or shine, and help to stop accidents before they happen. ECK has student ambassadors assisting with new students and families, showing them the school, meeting important faculty and staff, and answering questions.

The leadership structure at Killin Elementary encourages active participation, rigorous involvement and building connections among faculty, staff, students, parents, and stakeholders. Administration has created an open forum, transparency, and environment for teachers to be part of the decision-making process that impact the students on a daily basis. Administrators make weekly classroom walkthroughs and provide feedback, as part of our AdvancEd system accreditation actions, to visit all teachers and specialists, making note of classroom environmental factors, instructional strategies, and techniques observed, including technology used, types of activities, observed groupings, and levels of questioning.

The range of leaders at ECK, from the youngest students to the teachers and administrators make a positive difference. The old adage is that "It takes a Village" and it takes everyone at the school holding positions that support, maintain, and provide for high expectations, highest student achievement, and a safe, secure, and effective learning environment, where being part of the decision-making process is welcome and recognized.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Teaming and Teamwork are the essential ingredients to our students' academic success. It began two years ago when grade level teams were formed with a conscious effort to form teams with teachers with complementary skills. When we have the opportunity to hire new teachers, the qualities we look for are: what will this person bring to the team, will they work as a positive team member and are they able to change teaching practices for student success.

Teams can be long standing ones such as Grade Level teams or Student Support Team, but also include the bigger picture of the faculty as a team. This last school year our District went to an early release day every Tuesday for teachers to collaborate. As a school team we looked the format and made the decision to keep our schedule with our "Gecko Time" as well as the new 90-minutes weekly of district collaboration time.

During District Collaboration Time, we opt to all meet in our information center allowing teams to consult with other teams. With curriculum changes in math and science (soon language arts), this allows time for vertical articulation of the new curriculum as well as new learning strategies.

ECK focused a large portion of time in the beginning to look at the students who were not being successful and what we could do to assist them. As we have progressed in the collaboration process, teams are using pretests in language arts and math to create flexible groups for guided learning.

The first year, school year 2016-2017, Gecko Time focused on the use of our system's new math program. This program had student not just learning algorithms but learning math processes, and understanding why functions work. We are learning new strategies for math processes and working as teams are able to learn and practice together. With a new program, the students performed either close to or above 80% in the top 2 quarters and below or close to 5% in the bottom quarter.

Henry Ford said, "If everyone is moving forward together, then success takes care of itself." This explains the last two years at ECK. As grade levels and as a school, we moved together to learn new ways of collecting and using data, to learn new teaching strategies to assist students in not only learning the material but understanding the reasons why and how and working together to reach all students and provide a positive, meaningful educational experience.