

U.S. Department of Education
2022 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 Mr. Chris Beane
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Naples Elementary School
(As it should appear in the official records)

School Mailing Address PSC 808 Box 39
(If address is P.O. Box, also include street address.)

City FPO AE Italy State DD Zip Code+4 (9 digits total) 09618-0039

County _____

Telephone (044) 471-6613 Fax _____

Web site/URL https://www.dodea.edu/napleses/index.cfm E-mail chris.beane@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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jeff Arrington E-mail jeff.arrington@dodea.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name DoDEA Europe South Tel. (314) 646-6635

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Sarah Dastrup
(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.

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

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, leave blank.*

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 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.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 6 High schools
 - 1 K-12 schools
- 16 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	25	26	51
K	52	55	107
1	45	47	92
2	50	53	103
3	53	55	108
4	47	49	96
5	57	59	116
6	59	61	120
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	388	405	793

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 2.4 % Asian
 - 11.7 % Black or African American
 - 20.8 % Hispanic or Latino
 - 0.6 % Native Hawaiian or Other Pacific Islander
 - 49.7 % White
 - 14.7 % 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 2020 - 2021 school year: 50%

If the mobility rate is above 15%, please explain:

Naples Elementary School is located on NSA Naples military base in Naples, Italy. We serve military connected families that typically serve a three-year term in our location. Usually, our mobility rate is about 30-35%. During SY 20-21 the mobility rate was higher than usual because of the delayed transfers due to COVID restrictions of movement. Our mobility should return to stable rates of about 30% from our current 50% as COVID restrictions are eased.

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, 2020 until the end of the 2020-2021 school year	193
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	205
(3) Total of all transferred students [sum of rows (1) and (2)]	398
(4) Total number of students in the school as of October 1, 2020	795
(5) Total transferred students in row (3) divided by total students in row (4)	0.50
(6) Amount in row (5) multiplied by 100	50

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Polish, Italian, Hmong, Samoan, Filipino, English Creole, Tagalog, Twi, Azerbaijani, French, German, Slovenian, Japanese, Canadian French, Greek, Bosnian, Wolof

English Language Learners (ELL) in the school: 6 %
51 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 793

8. Students receiving special education services with an IEP or 504: 12 %
95 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>15</u> Other Health Impaired |
| <u>17</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	38
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	97%	95%	95%	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 2021.

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.

Empowering each student to be an independent, creative problem-solver.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.dodea.edu/Offices/CivilRightsProgram.cfm>

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

PART III – SCHOOL OVERVIEW

Naples, Italy is a stunningly beautiful city, laden with spectacular views of the islands of Capri, Ischia, and Procida that, along with the Mediterranean Sea, provide a picturesque backdrop for our schools. The vibrant city of Naples lives in the ominous shadow of Mount Vesuvius, the volcano responsible for the historic eruption of 79 A.D. that covered the nearby towns of Pompeii and Herculaneum. With a cornucopia of rich history, Naples traces its roots back to early Greek settlers who named it “Neapolis” or “New City”. Despite suffering devastating natural disasters and frequent foreign conquests, Neapolitans are known throughout the world as a highly resilient people with a zest for life, unparalleled creativity, and savvy problem-solving skills.

DoDEA is a global school system, operating 181 accredited schools in 14 districts in 12 foreign countries, seven states, Guam, and Puerto Rico. DoDEA employs approximately 15,000 employees who serve more than 78,000 children of active-duty military and DoD civilian families. DoDEA is committed to ensuring that all school-aged children of military families are provided a world-class education that prepares them for postsecondary education and career success and is a leading contributor to their communities and our 21st-century globalized society.

As a part of DoDEA Naples Elementary and High Schools were established in 1951 to support the Allied Forces Southern Command (AFSOUTH), as the budding Italian republic took shape. Today, there are more than 50 separate commands, employing approximately 8,500 personnel who support visiting and homeported Sixth Fleet Units, Allied Force Command Naples, and shore-based personnel in the Naples and Gaeta area. The majority of the students attending the Naples Complex Schools are United States Navy along with other military branches, civilians and NATO Allied dependents.

After various locations throughout Naples, the current school was built in 1997 and is located at a U.S. Naval Support Activity Site (NSA Support Site). The NSA Support Site is located approximately 60 miles (96 kilometers) south of the city of Gaeta and 145 miles (235 kilometers) southeast of Rome, the largest city in Italy.

Naples Elementary School (NES) strives to encourage and challenge all students to develop their full potential academically, emotionally, physically, socially, and culturally. We provide opportunities for all students to become independent, creative problem-solvers. With each child bringing such unique experiences and ideas to school, we take the time to ensure all are validated and welcome. We pride ourselves in assimilating world travel and collective experiences into a unified school community. To help broaden their horizons and connect with our host country, NES also offers an Italian immersion program, the only DoDEA elementary school to do so.

To reach every student, NES encourages participation from all stakeholders -- faculty, staff members, parents, and the NSA commands and community. We work together to create a culture where students feel challenged and supported to meet DoDEA’s mission to “Educate, Engage, and Empower military-connected students to succeed in a dynamic world.” This mission statement drives the implementation of the Department of Defense Education Activity College and Career Readiness Standards (DoDEA-CCRS) which guide instruction and curriculum in every classroom.

Working closely with the base command is essential to NES and the community. NES and the command work to strengthen their partnership via special teaming efforts such as Naples Volunteer Program, STEM (Science, Technology, Engineering, and Mathematics), Partnership in Education, Commander’s Call, and School Advisory Committee. As a direct impact on students, the NAVFAC STEM Team provided resources for classroom activities and the PTA put together STEM bags to go home to every student at NES.

Our highly educated and certified staff boasts 13 Bachelor’s degrees, 48 Master’s degrees, two Doctorates, two certified counselors, and three administrators. Our staff members have diverse experiences and cultural backgrounds that enhance our students’ educational development. Additionally, we have a full-time school registered nurse, a school psychologist, and Military Family Life Consultants. These members in particular

have been critical during COVID by keeping our staff and students emotionally, physically, and socially healthy.

In 2018, Naples Elementary School implemented Focused Collaboration. Focused Collaboration is a structured time dedicated to making decisions grounded in evidence, accumulating, and circulating knowledge and ideas, providing educators with support that improves teaching effectiveness, and creating a culture that increases teachers' shared leadership. These discussions leverage manpower, professional development, and resources and create a robust tiered intervention system that has changed learning outcomes for all students. We have seen the positive results of this implementation; teachers are more open and actively engaged in continuous improvement processes and change and our overall school culture and instructional direction of the school has improved. Furthermore, NES students have met or exceeded yearly school improvement SMART objectives in literacy and math.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

At NES, we incorporate DoDEA's mission to "Educate, Engage, and Empower" into all we do. We strive to provide equal access to rigorous quality education for each child. Our skilled teachers and staff use research-based instructional strategies and scaffolded resources to meet students' readiness levels, interests, and learning styles. Differentiated standards-based lessons ensure equity and access in daily instruction. Flexible grouping supports accelerated learning, addresses foundational skills, and increases student engagement. Specialists co-teach and collaborate with classroom teachers to maximize the educational experience for all students. Technology is woven into daily assignments using our curriculum-based online components. At NES, we all share the profound responsibility of delivering a student-centered education.

During weekly Focused Collaboration meetings, NES staff examine common data with a reflective teaching lens, thus empowering each student to reach their highest potential. Using qualitative and anecdotal data, teachers monitor student learning and progress toward grade-level mastery. Teachers plan instruction targeting individual student needs. Incorporating questioning techniques, aligned with Webb's Depth of Knowledge tool, enhances learning. Teachers form and readjust flexible small groups for lessons based on student performance. Evidence from Learning Walkthrough data shows instructional connections and responsive teaching that provides a balanced approach to meet the College and Career Ready Standards for all content areas.

Despite our best COVID mitigation efforts, we experienced a brief period of remote learning. We have been fortunate enough to maintain brick-and-mortar instruction. Individual students who are unable to attend in-person school continue to remain engaged by accessing our Digital Learning Plan (DLP) page. NES teachers post daily assignments and projects, mitigating any potential learning loss. Our commitment to engaging all students is a point of pride for us.

1b. Reading/English language arts curriculum content, instruction, and assessment:

DoDEA standards for English language arts (ELA) include literacy in history/social studies, science, and technical subjects. Students learn to read, write, speak, listen, and use language effectively in multiple disciplines in our ELA instruction. The overarching College and Career Readiness Anchor Standards ensure vertical articulation. Grade-specific standards provide specificity and support a grade-by-grade "staircase" of increasing text complexity transitioning students from "learning to read" to "reading to learn." Grades K-5 use Benchmark Advance, and sixth grade uses Collections as our core literacy curriculums.

Teachers' literacy instruction places equal emphasis on the sophistication of what students read and the skill with which they read. Instruction is designed to increase critical-thinking skills while focusing on the ability to read texts closely and attentively, ensuring understanding and enjoyment of complex works of literature. Students learn to use cogent reasoning and evidence collection skills essential for becoming a literate person.

Teachers stress the importance of the reading-writing connection by requiring students to draw upon and write using evidence from literary and informational texts. Due to the centrality of writing to most forms of inquiry, research standards and skills are infused throughout all content areas. Our Write to Learn strategy is incorporated in all disciplines and subjects, providing multiple opportunities for students to develop their writing skills.

Students engage in speaking and listening tasks to promote effective communication and collaboration, developing a broad range of functional oral communication, interpersonal, and presentation skills. Students learn to work together, express and listen carefully to ideas, and integrate information from varying sources.

Student discourse is an essential element in all content areas. In addition, daily integrated language instruction includes the essential "rules" of standard written and spoken English. Building vocabulary throughout lessons focuses on understanding words and phrases, their relationships and nuances, and acquiring new vocabulary.

NES uses student data from a comprehensive collection of assessments to effectively inform their ELA classroom instruction. NES utilizes the Reading Proficiency Tool (RPT) Oral Reading Records (ORR) and Benchmark Advance Interim assessments from our core and intervention curriculum to assess and monitor student reading proficiency. NES students in K-6 grades participate in the biannual systemwide writing prompt assessments. In addition, writing assessments and rubrics aligned to writing standards are given and carefully analyzed throughout the year. The DoDEA Comprehensive Assessment System– Interims (DoDEA-CAS Interims) monitors student progress with a district-wide and focused approach to writing instruction that will improve every student's performance. These assessments provide actionable data to determine areas of instructional focus for flexible groups, targeted mini-lessons, possible referrals for Student Literacy Intervention (SLI), and enrichment.

We understand culturally responsive reading materials are critical for supporting all students. Curriculum materials and resources are intentionally selected to learn, celebrate and reflect the diversity of our student body. Reading texts that share the diverse experiences of all students allows each reader to connect with and see themselves in what they read. By engaging, building, and supporting these connections, we prepare our students for success now and in the future.

As students advance through the grades mastering the ELA standards, they acquire with increasing fullness and regularity the capacities of a literate individual. NES students respond to the varying demands of audience, task, purpose, and discipline, increasing their ability to comprehend and critique. They demonstrate independence, build strong content knowledge, and value evidence resulting in literate students who understand others' perspectives and cultures becoming productive global citizens.

1c. Mathematics curriculum content, instruction, and assessment:

Naples Elementary School dedicates sixty to ninety minutes to math instruction daily and adheres to our district's pacing guide, following our math unit frameworks. Grades K-5 use Go Math!, and sixth grade uses Engage NY as our core math curriculums. Educators are encouraged to supplement core curriculum to increase rigor in teaching and learning by using adopted curricular resources such as 3 Act Math, Math Fix, Illustrative Mathematics, and MATHia.

College and Career Ready Math Standards (CCRMS) are deconstructed, and student data is analyzed to identify learning goals for each unit and lesson. Learning goals are concise and articulated before, during, and after a math lesson to ensure objectives are understood and met by all students.

Meaningful mathematical discourse is embedded throughout lessons to allow students to share ideas and consider peer mindsets to expand their reasoning and understanding. Lessons are developed and implemented following the adopted 20-60-20 instructional model. The model was chosen to facilitate standards and data-driven instruction, support student collaboration, and promote student-centered learning based on targeted goals. During SY 2020-2021, the fifth-grade team piloted another curricular approach - The Thinking Classroom strategy. This strategy supports and promotes student discourse, increases knowledge mobility between students, and normalizes productive struggle during problem-solving learning activities.

The CCRS Math Unit Check-In, a diagnostic assessment based on securely held knowledge standards, is used to identify unfinished learning from the previous grade, form targeted small groups, and discover students in need of Strategic Math Intervention (SMI). School-wide formative assessments include the DoDEA Comprehensive Assessment System– Interims (DoDEA-CAS Interims) and the CCRS Math CEPA (Curriculum Embedded Performance Assessment). The grade level selects an appropriate CEPA for each unit to measure each unit's standard progress. Teachers use assessment data in Focused Collaboration for grade-level planning and monitoring student progress, setting instructional goals, generating grade-level

Data Dives, and identifying students needing focused math intervention. The CCRS Math End of Unit is one of two summative assessments NES uses to measure student growth within the school year and help inform actions in learning. The DoDEA-CAS Summative measures student growth across school years and tells a longitudinal story of our school's growth as a school focused on student learning and achievement year after year.

1d. Science curriculum content, instruction, and assessment:

DoDEA Science Standards (CCRSS), aligned with Next Generation science standards, are taught in grades K-6 using Full Option Science System (FOSS). FOSS is a research-based science curriculum for grades K-6 in which students actively engage in science investigations that go beyond the textbook. Our science program allows teachers to engage students in hands-on, real-world experiences to make learning meaningful. The FOSS curriculum also provides a web-based platform that allows for engaging, independent exploration, further practicing cross-curricular technology skills.

Teachers explicitly teach and purposely integrate science learning throughout multiple subject areas to reinforce, connect and magnify the science standards. Teachers participate in quarterly professional development to provide students with relevant, high-interest, and rigorous lessons and activities. We value meaningful hands-on experiences, technology integration, and problem-solving to develop critical thinking skills. We build a long-lasting love of scientific investigation for all students.

Students from Sure Start to 6th grade develop scientific principles through exploration of the natural world. Students learn about life science, physical science, and earth and space science. Inquiry-based instruction encourages critical thinking and discussions in which students debate scientific phenomena. Students document their thinking and learning using science journals, including their observations, hypotheses, data, and conclusions.

Science Notebook Entries are K-6 formative assessments embedded in lessons to show scientific explanations and knowledge students are developing and provide evidence of students' skills with the CCRSS Practices. Embedded Assessment Notes from FOSS are K-5 formative assessments of CCRSS. Data is collected by observing and asking students questions during a 30-second interview while conducting the science investigation to reveal student conceptual understanding, application of science and engineering practices, and use of crosscutting concepts. Science I-Checks Benchmark assessment at the end of the investigation to measure student application of CCRSS; I-Checks stands for "I Check My Understanding" because it supports student self-assessment of progress. This year we also implemented DoDEA CAS – Interims for Science in second and fifth grades. The data obtained from the interims provide standards-specific results used for reteaching or extension of lessons.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

In school year 2021-2022, the Teacher's Curriculum Institute (TCI) "Social Studies Alive!" was adopted by DoDEA for their K- 5 social studies curriculum. We provide inquiry-based instruction by integrating engaging activities aligned with grade-level specific standards into every unit. The progression of units allows students to develop skills in gathering and using evidence, reinforcing our ELA standards. Students engage in rich discussions that include chronological reasoning, comparison, and causation.

Students participate in classroom activities related to economics, civics, and geography, allowing them to grow into actively engaged citizens. The sixth grade implements the DoDEA CCR Standards for Literacy in History/Social Studies, focusing on the geography and ancient history of the Eastern Hemisphere. Students engage in various independent and collaborative activities. Questions are built from Webb's Depth of Knowledge levels two, three, and four during student discourse. Furthermore, students learn from varying perspectives, such as geographers, historians, economists, and political scientists.

Student learning is captured in grade-level projects like living museum, biography studies, and community-related visitors to our school. The real-world connections students make while learning social studies reinforce their ability to be informed and make reasoned decisions for the public good.

Comprehensive assessments give relevant and specific information on how students are achieving learning targets. Quarterly benchmark assessments of CCRS-H/SS and Social Studies Practices measure the disciplines of History, Geography, Economics, and Civics. Inquiry projects are performance-based tasks to activate student background knowledge, gather and collect evidence to support their learning, build additional content knowledge, and construct an argument to support a claim. Inquiry projects' deficiencies are also addressed during small-group language arts instruction.

A variety of question types (matching, multiple-choice, essay) are included in summative assessments. These questions are built from the Depth of Knowledge levels 2, 3, and 4. Our social studies program also contains assessments with automated scoring, grading platforms, and even features material for virtual or blended learning. Informal assessments are used to assess CCRS-H/SS and Social Studies Practices within lessons. These real-time assessments are used for adjusting instruction and identifying students in need of support or enrichment.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Sure Start is a free early intervention program that serves eligible four-year-old children of military-connected families. The program is modeled after the Head Start program in the United States, which exposes children to rigorous school readiness training. Parental involvement in the learning environment is necessary to support the program's educational, social, and emotional goals.

The Preschool Services for Children with Disabilities (PSCD) is offered to qualifying students ages three to five. The program promotes student growth in cognitive, communication, social-emotional interactions, and fine and gross motor development. Students are determined eligible via the school's Case Study Committee if found to be functioning significantly below their non-disabled peers.

The curriculum used by the Early Childhood programs is The Creative Curriculum Program©. It supports students' social-emotional, language, physical, cognitive, literacy, math, social studies, science, art, music, and technology opportunities. The curriculum is organized to support students' learning foundations through investigations and prepares them for success to transition to kindergarten. Preschool students engage in meaningful lessons and activities connected to learning objectives aligned to the DoDEA K-3 CCRS. Students participate in hands-on activities, interact with learning tools, engage in peer socialization, and develop motor skills. Sure Start and PSCD programs successfully achieve academic readiness, preparing students for the expectations and routines of kindergarten.

In recent school years, COVID-19 has had a significant impact on the interactive/social components of the program, limiting the number of immersion activities in our preschool classrooms. Safety protocols such as individual student supplies, maintaining social distancing, and using facial masks have been regular daily routines to maintain the learning environment for all students. Adhering to these mitigation factors has allowed our programs to continue face-to-face instruction.

2. Other Curriculum Areas:

Naples Elementary takes a whole child approach to student-centered learning, offering a variety of supplementary subject areas following DoDEA's adoption of the College and Career Ready Standards. In collaboration with community partners, students are given opportunities to create, interact, and explore other curricular areas increasing creativity, confidence, and self-awareness.

In art classes, students engage in project-based learning and have completed visual works based on American Freedom and Pablo Picasso and are currently transforming the art room into the Mohave Desert. The music department helps build a diverse range of musical skills, including but not limited to the

exploration of Orff instruments, ukuleles, voice, and multiple movement areas. Physical Education courses provide year-round physical fitness and self-expression opportunities. In Music & Movement classes, students combine CCRSA standards with physical fitness objectives to engage in cross-curricular activities like cardio drumming, rhythm basketball dribbling, dancing, and yoga. Our courses work together to grow each student socially by teaching personal responsibility, teamwork and trust, cooperation and communication skills, and acceptance of both positive and constructive feedback.

The Host Nation Program at Naples Elementary School Italy offers its students a unique opportunity to develop an appreciation and understanding of the Italian language and culture. The course is taught by host nation teachers who are important mediating figures between the two cultures. Host Nation studies provide students with an introduction to the Italian language. Celebrations and noteworthy cultural events are brought into the classroom to offer firsthand experiences and understanding of Italian traditions and customs. Host Nation Studies offer students cross-cultural understanding necessary to function efficiently in today's global society.

Students in kindergarten to third-grade partial immersion program receive academic instruction in science, social studies, and mathematics in both English and Italian. Students will work toward functional proficiency in Italian while maintaining and further developing skills in English.

Recent events have shown the importance of quick and easy transitions between face-to-face and remote learning. To facilitate the process our staff is committed to the daily use of online resources and digital media that is integrated with our adopted curriculum materials. The familiarity and use of the digital resources during face-to-face instruction significantly contributed to our success during the remote learning months. Our students use a single-sign-on program, ClassLink, to minimize disruptions in logging in to access our online resources. The analytics provided by ClassLink allow us to monitor program use and adjust as needed.

Computer use in all grades is promoted with the allocation of computers in mobile carts to maximize flexibility in use and the use of our available digital resources. DoDEA provides access to digital resources in addition to our well-sourced media center. Students can explore a variety of topics representing a purposeful multi-cultural approach.

NES specialists strive to collaborate with classroom teachers and the local community involving cross-curricular projects, displays, public and virtual performances. Our goal at NES is to prepare well-rounded students for their journey into Middle, High School and beyond.

3. Academic Supports

3a. Students performing below grade level:

Teachers at NES are devoted to providing equitable opportunities for students to learn. One of our guiding principles, "success for all students," guarantees that every student maximizes their learning.

Teachers and interventionists actively collaborate during Focused Collaboration to streamline and adapt instruction that supports the needs of students. Teachers are encouraged to provide constructive feedback that is goal-oriented and provides motivation. Students receive Tier One and Tier Two differentiated instruction from teachers in a classroom-based intervention model. Tier 3 is provided by our Strategic Interventionists for literacy and math.

Strategic Math Intervention (SMI) and Strategic Literacy Intervention (SLI) are instructional programs used in addition to core instruction in response to routine progress monitoring of students to address achievement gaps between racial, ethnic, ability, and other identified groups comprising 5-15% of our student population. SMI and SLI are explicit evidence-based small group instruction that supports grade-level content and works towards proficiency. These programs are designed to be flexible short-term interventions that are responsive to the needs of students.

Kindergarten through sixth-grade students with learning needs six months to one year below grade level, as evidenced by various data points, are referred to Strategic Instruction Team (SIT). A team approach determines eligibility and decides placement for students needing Tier three support services. Student Educational Plans document participation and progress towards SMART goals developed in coordination with SIT. Ongoing progress is closely monitored, and adjustments to instruction are made accordingly.

3b. Students performing above grade level:

The Advanced Academic Resource Specialist teams with teachers to identify and provide services for students working above their grade-level peers. Identification is based on multiple data points and reviewed by a committee that recommends what level of services to provide. Learning opportunities are based on the students' identified strengths and range from compacting content within the classroom to pull-out services. Within individual classes, any student that demonstrates mastery of the standards is given opportunities for extension or enrichment. These activities challenge students to apply critical thinking skills at a higher level without requiring additional work.

Teachers also receive extra support from the District Instructional Support Specialists, who provide professional development, planning for instruction, and data analysis of assessment results. They are also available to model lessons and co-teach. In addition to our structured educational programs, NES provides additional small group instruction with community, staff, and school administration volunteers. We strive to provide family-centered learning opportunities in the form of STEM nights, academic competitions, and PTA-sponsored at-home activities. Our staff also provides informational meetings that provide parents with tips and resources that address student needs.

3c. Special education:

Naples Elementary School takes pride in its "Child Find" processes. The Special Education department uses a team approach across disciplines to identify, locate, and evaluate children who may need special education services. Child Find applies to children from birth to 21 years of age. The process helps to discover children who may have challenges in learning, thinking differences, developmental delays, and other conditions.

NES provides special education services for students from Pre-K to 6th grade for various disability categories. Our students in the special education program have access to services based on their individual needs. Students identified for services receive support based on their Individualized Education Program (IEP) developed by our Case Study Committee team, including parents and school personnel. Services are provided in the students' least restricted environment, supporting them to the maximum extent appropriate with their non-disabled peers.

A continuum of services is offered, including support within their general education classes, special education classrooms, co-teaching/collaboration model, and related services. Related services include speech and language, occupational and physical therapy, and psychological and counseling services. School-level subject matter experts work in tandem with community service providers to provide comprehensive services. These services assist in addressing the achievement gap for students with disabilities.

Classrooms are conducive to ensuring equity and rigor for every student, every day, everywhere. Our special education students arrive with unique challenges and a perspective that includes world travel, a sense of community, and an understanding of duty and service.

3d. English Language Learners, if a special program or intervention is offered:

Students entering NES represent numerous nationalities and cultures from US and NATO forces, with some having little or no English language skills. These students are candidates for our ESOL language acquisition program designed to teach English Language Learners (ELLs) the social and academic language skills needed to succeed in the grade-level classroom. The ESOL program also addresses the cultural aspects of the English language necessary to succeed in an educational environment. NES follows DoDEA district policy in identifying, instructing, and monitoring our ELLs' language learning development and refinement

within the components of listening comprehension, oral expression, reading, writing, and thinking skills. Our program also incorporates a comprehensive monitoring process for exited ELLs ensuring continued growth is maintained.

NES ESOL program supports our students beyond the traditional format of the educational setting. Community outreach events include cultural exchanges celebrating US and ELLs holidays and customs and an informational booth for school-wide grade transitioning. Additional opportunities have included online services, newsletters, after-school activities, and Lunch Bunch Social.

NES is proud to utilize activities to create more engaging and memorable learning across the curriculum to help students become risk-takers and willing participants, which augments their language acquisition process. We celebrate our school's diverse, multilingual, multicultural community by embracing and honoring each ELLs unique identity while providing them numerous culturally responsive opportunities in their quest to become empowered and independent proficient speakers of English.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Our military-connected community undergoes times of transition that affect student performance and social-emotional well-being. NES partners with community organizations and military commands to ease these transitions. Fleet and Family Service Center provides Military Family Life Counselors that offer one-to-one, small group, and family counseling. In conjunction with military commands and NES, the School Liaison Officer offers support and information to families. Our homeschool and virtual school students access DoDEA resources and materials, keeping students' education aligned to state-side expectations while overseas. NES and our partners work closely to provide a plethora of services to all children in our community.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

NES follows an inclusive approach to education that addresses the many unique qualities of our student body as we strive to create a safe and positive learning environment that welcomes all children. We offer many programs that motivate students and help them build connections with peers and staff. The variety of our program offerings is possible due to the high level of teacher involvement.

Quarterly, student achievement is recognized with an Honor Roll ceremony co-sponsored with the Navy Exchange (NEX). Student-2-Student is a program led by student ambassadors bringing current and newly enrolled students together to create a positive environment, support academic excellence, and ease transitions.

The Student Council's purpose is to allow students to develop leadership by organizing and carrying out school activities and service projects. In particular, we have great success with their after-school tutoring program. The student council is the student body's voice in addition to planning events that contribute to school spirit and community welfare. They share student ideas, interests, and concerns with the school community. Student delegates are our representatives when dignitaries visit our school. Aside from providing a student-led tour of the school, students provide first-hand accounts of daily life at NES and answer any questions.

Our school presents many after-school activities that address student interests and promote engagement. Offerings include art, sports, music, robotics, math and reading club, games, tutoring, and homework support.

Despite the short-term closures due to COVID restrictions, Naples ES continued to deliver and engage students in rigorous instruction. NES worked closely with the district to develop a thorough process to transition instruction to full-time remote. We implemented an approach that met academic expectations while maximizing student engagement.

As a school, we adopted a Digital Learning Plan (DLP), a central collaborative document that outlined contact information, instructional schedules, and daily lessons for students. Students accessed the DLP remotely to find all the materials and instructions for the asynchronous portion of their daily lessons. They also used the DLP to join the online meetings with their teachers where synchronous instruction occurred for either small groups or the whole class.

Online meetings became a platform for teachers to check in with students and for students to continue academic discussions with their peers. Remote learning engagement was closely monitored by our school counselors for all students, and frequent contact with parents ensured that all students continued to learn.

2. Engaging Families and Community:

Naples Elementary School is the heart and soul of our NSA Naples community. Our school has created long-lasting partnerships with commands and community organizations as we provide opportunities to bring all stakeholders together.

Our military partnerships include concerts by the Navy Band and STEM activities in conjunction with NAVFAC. NSA Security has provided military working dog demonstrations, and the NSA Fire Department supports Fire Safety week each year. US Naval Hospital contributes to our students' health education by sponsoring a yearly dental week and providing corpsmen to do health education seminars. We are invited to visit the commissary, post office, and other essential elements of our community. Military members consistently volunteer in our school and programs. Volunteers assist with classroom moves, installation of storage units, setting up technology stations, common area clean up, and minor repairs. In addition, our service members have tutored students.

The Naples community has organizations that actively contribute to our school. The Navy Exchange offers the A-OK program for academic achievements providing monetary rewards as incentives. MWR plays an integral role in the Field Day and Back-to-School Block Party. The Block Party is a much-anticipated NES-hosted and MWR-organized event that provides information and cultural awareness. It brings together community organizations such as School Age Care, NES PTA, Girl and Boy Scouts, Educational Developmental Intervention Services, intramural sports, Hospital Corpsman, Red Cross, Navy Federal Credit Union, Navy-Marine Corps Relief Society, and Fleet and Family Services. Fil-Am Association, Masons, and other NATO Forces are some cultural associations that participate in our event. This event offers families new to the community an opportunity to meet our staff and connect with our returning families. Students returning to NES meet their new teacher and classmates in a celebratory setting.

Our Naples PTA has gone above and beyond providing programs and support for the NES community. Students and families participate in “Tears and Cheers Breakfast” on the first day of kindergarten, Red Ribbon Week Spirit Days, Scholastic Book Fairs, Penguin Patch market, Spelling Bee, Read Across America, Month of the Military Child, and Teacher Appreciation Week. The PTA also spearheads school pictures and our yearbook. PTA generously aids teachers with classroom resources, volunteers, and social events throughout the year.

Prior to COVID, our school hosted many cultural events giving our families a chance to celebrate our diverse student population and learn about different heritages. We look forward to resuming these activities.

3. Creating Professional Culture:

Naples Elementary School assists teachers in various ways, especially during the ebb and flow of COVID and the changing nature of mitigation efforts. During remote learning periods, NES staff met twice daily virtually. These meetings were a communication platform that provided a morale and support structure for teachers - allowing them to voice concerns, ask questions, and feel connected during a time of potential professional and personal isolation.

During the transition from brick and mortar to remote learning, educators skillfully demonstrated instructional practices that effectively worked within the confines of changing COVID mitigations. NES provided training to all educators and staff throughout the pandemic on numerous just-in-time initiatives, including Google Classroom, Google Meet, Snag It, See Saw learning platform, Microsoft Teams, and Digital Learning pages as we transitioned between brick-and-mortar to the remote learning environment. The virtual staff meetings allowed for monitoring of remote learning implementation and provided technical support to educators. Support for struggling students was coordinated in weekly meetings with counselors, specialists, admin, nurse, psychologists, and teachers to maximize participation in remote learning.

Naples Elementary School implements the DoDEA initiative, Professional Learning Communities (PLC), in a structure known as Focused Collaboration. DoDEA’s dedication to building teacher capacity happens each Thursday during early release.

Focused Collaboration time allows NES to examine Dufour’s four critical questions while focusing on effective teaching and learning. Collaboration time is used to plan for instruction, review data, provide intervention/extension, and progress monitoring. Discussions involve research-based strategies and practices that facilitate student mastery of the DoDEA standards.

Throughout the pandemic, DoDEA leadership has recognized the importance of a healthy workforce and has been mindful of the increased load in education. As a result, the school has allowed for stress-reducing approaches to the work environment: allowing educators to attend periodic training remotely, perform duties in a COVID safe environment, and have remote access to district support and resources. At Naples Elementary School, as this pandemic moves towards an endemic, it is paramount to be responsive to the Italian government decrees and CDC, DoDEA, and Navy installation guidance in which we must maneuver. We are truly operating in the most unique, global educational environment. Looking ahead as a school, NES

will continue to focus on quality instruction, strong relationships, and forward-thinking planning to pivot with our new normal while providing maximum support to our student body and staff.

4. School Leadership:

Naples Elementary School's leadership philosophy is centered around student achievement, equal access to the curriculum, and believing all students will learn. This philosophy guides decisions made at NES. School leadership has readily adapted to the ever-changing needs of our times to create a school environment and expectations that are harmonious with our current reality while being future-oriented. The actualization of shared leadership among stakeholders guarantees success for all students, improves data-driven instruction, and fosters relationships with the community and Command.

School leaders take specific actions to improve instruction, including conducting Learning Walkthrough observations, providing actionable feedback to teachers, monitoring Focused Collaboration, implementing the School Action Plan, initiating Naples ES Data Dives, and providing multiple professional learning opportunities. Improving instruction so that all students achieve is paramount to our philosophy at NES.

"Excellence in Education, Every Student, Every Day, Everywhere" is the DoDEA vision infused in our District and School Action Plans (DAP and SAP). Our Continuous School Improvement team works with district leadership to align individual school efforts to district goals in collaboration with teachers. Progress toward goals and assessment results are presented to staff and district leadership in our In-Progress Review (IPR) meetings, where feedback and action steps are developed.

Educators examine data in quarterly NES Data Dives to determine which students may need additional support or extension. As a result, educators utilize strategies aligned to our School Action Plan and are progress monitored. Data Dive discussions result in actionable steps for Educational Leaders to guide Focused Collaboration. All stakeholders can locate all Continuous School Improvement actions, data, and resources in a shared drive for a seamless flow of information.

Naples Elementary School's leadership team consists of the Principal and Assistant Principals. Administration's approach to shared leadership solicits input vis-a-vis its multiple leadership teams. These teams consist of Continuous School Improvement Chairs, Case Study Committee Chairs, Educational Leadership Team, and grade/specialists chairs. Our School Advisory Committee (SAC) is comprised of parents, teachers, and community members, who offer suggestions, voice concerns, and brainstorm solutions that lead to school improvement.

Our school has a Tuesday meeting structure that includes four meetings a month designed to augment teacher capacity. The four meetings are Faculty Meeting, Educational Leaders, Data Tuesday, and Flexi Tuesday. These meetings focus on teaching and learning and how to deliver the best possible instruction to meet our students' needs.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning at Naples ES is evident through an abundance of events, activities, initiatives, and curricula. In 2021, DoDEA established the Diversity Equity and Inclusion branch division at HQ to ensure that students, families, and employees have equitable access to opportunities, resources, and support. The director of DoDEA underscored that Diversity, Equity, and Inclusion must become embedded in everything we do, from curriculum and assessment to hiring and professional development. Currently, Naples Elementary School leadership serves on the DoDEA Working Group to actualize these initiatives.

With a 30-50% yearly mobility rate for students and approximately 25% for staff, it is paramount to have structures in place for incoming students and educators. Naples Elementary School has the "Student 2 Student" program to help transition students. Our strong teacher-led mentor program works to introduce the DoDEA system to educators new to our area and organization. Ongoing mentoring is in place for all staff.

Military-connected children navigate six to nine moves during their schooling creating challenges unique to the armed forces community. Their background knowledge is enriched by exposure and interactions with diverse cultural influences. Teachers acknowledge these unique challenges and experiences and are committed to providing a welcoming environment.

Highlighting our military children's resilience, Naples ES celebrates the Month of the Military Child. This is a time to applaud military families and their children for the daily sacrifices and the challenges they overcome. There are many student-centered activities that the staff and PTA create for our students during this month-long recognition. PTA purchased purple t-shirts for the entire school so that students can "Purple Up" on April 15.

There is also a strong constituency of students who belong to foreign militaries at our school. Annually, Naples Elementary students participate in The International Children Festival sponsored by the NATO Turkish Forces. Students from over 12 countries participate in traditional dancing activities, artistic competitions, and crafting essays about their own cultures to share with international military-centered students worldwide.

Naples ES is profoundly influenced by being physically located in Italy and integrated into its culture. Two local Host Nation teachers educate our students in the Italian language and culture. Students participate in exchanges with Italian schools, jointly perform Christmas concerts, and participate with Italian Historical Societies. Students are engaged with the Italian community by participating in field trips, athletics, and clubs.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At NES, the tenets of Professional Learning Communities, as implemented through Focused Collaboration, is the one practice that has been most instrumental to our school's success. It is the driving force behind student achievement and building teacher capacity.

Our pathway to success initially began in 2016 with Focused Collaboration centered on learning and implementing the College & Career Ready Standards of Math. As a school, we discussed the Standards of Mathematical Practices (SMPs) and how these connected to our math content standards. Authentic standards-based lessons were developed and delivered using a backward design model and data from criterion-referenced assessments.

After focusing on math for two years, NES implemented the English Language Arts standards. Grade-level teachers and specialists received extensive training that refined the best practices in the four domains of ELA instruction. Teams unpacked grade-level standards, purposefully planned differentiated instruction, and explored common assessments.

Each year, we continue to improve our collaboration practices. Teachers from all departments are involved in 90 minutes of uninterrupted collaboration. This time fosters an atmosphere of collegiality conducive to vertical articulation and cross-curricular planning. We examine the DoDEA standards scope and sequence to identify "securely held knowledge" skills and standards. Teachers employ research-based interventions for students not meeting current expectations and enrichment activities for students at mastery.

Focused Collaboration time expanded our view beyond our classrooms, allowing us to look for school-wide and grade level trends. DuFour's questions provide a meaningful, relevant spotlight in all meetings and help refine and drive our purpose. PLCs are a cyclical process integrated into weekly discussions and revisited in CCRS quarterly meetings. During our quarterly meetings, NES staff come together to review progress in teaching standards, acquire new instructional strategies, analyze assessment results, and share ideas, resources, and successes.

NES staff and students continuously strive for academic excellence. Focused Collaboration has grown from merely examining and deconstructing standards to incorporating a model of school-wide collaboration. Data Dives in Math and English Language Arts directly correlate with our District and School Action Plan goals. District Instruction Support Specialists (ISS) provide guidance and information when needed.

The continued professional growth of faculty is evidenced in the organic expansion of Focused Collaboration district-wide (Italy, Bahrain, Turkey, and Spain). Job-alike collaboration meetings for specialists, educational technologists, and supplementary subject area teachers encourage the mobility of instructional ideas and showcase faculty expertise. Staff members are continuously recruited to lead school and district-wide staff development, enhance curriculum programs, join headquarters advisory committees, and be promoted to ISS positions and school administration.