

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

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

School Mailing Address PSC 819 Box 19
(If address is P.O. Box, also include street address.)

City FPO Spain State DD Zip Code+4 (9 digits total) 09645-0001

County _____

Telephone (349) 568-2418 X7 Fax _____

Web site/URL https://www.dodea.edu/RotaES/index.cfm E-mail Principal.RotaES@eu.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 Europe South District Tel. (314) 646-6612

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 Ms. Desiree Romero
(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	21	16	37
K	39	46	85
1	36	43	79
2	31	45	76
3	36	27	63
4	33	36	69
5	19	31	50
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	215	244	459

*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 % American Indian or Alaska Native
 - 4 % Asian
 - 9 % Black or African American
 - 28 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44 % White
 - 15 % 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: 43%

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

Rota ES serves the military-connected child, and students PCS throughout the school year.

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	108
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	75
(3) Total of all transferred students [sum of rows (1) and (2)]	183
(4) Total number of students in the school as of October 1, 2020	425
(5) Total transferred students in row (3) divided by total students in row (4)	0.43
(6) Amount in row (5) multiplied by 100	43

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

English Language Learners (ELL) in the school: 16 %
72 Total number ELL

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

Total number students who qualify: 459

8. Students receiving special education services with an IEP or 504: 16 %
72 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>9</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>33</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 4
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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	93%	95%	93%	94%	93%
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.

Educate, Engage, and Empower each student to succeed in a dynamic world. Vision: Excellence in Education for Every Student, Every Day, Everywhere.

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

[https://www.dodea.edu/Offices/CivilRightsProgram.cfm#:~:text=DoDEA%20is%20committed%20to%20operating,%2C%20visitors%2C%20or%20volunteers\).](https://www.dodea.edu/Offices/CivilRightsProgram.cfm#:~:text=DoDEA%20is%20committed%20to%20operating,%2C%20visitors%2C%20or%20volunteers).)

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

Enrollment is considered only if the student is on the sponsor's orders.

PART III – SCHOOL OVERVIEW

Our nearly 500 students in PreK-5th grades consist of military and government contractors' families. It is a very transient population with rotations every 2 to 3 years. This means that nearly one-third of our students are new each year. In addition, many military families sustain deployments (some multiple) that take parents away from home for an extended time. The social-emotional welfare of our students and families is at the forefront of who we are and what we do.

Rota Elementary School (Rota ES) has systems that encourage and challenge all students to develop to their full potential. The overall framework for meeting our students' needs is through Multi-tiered Student Supports (MTSS), which encompasses academic (tiered intervention) and emotional/ behavior supports through PBIS. In addition, Rota ES is the first school in DoDEA-Europe to implement School-Wide Positive Behavior Supports (SW-PBS). The Rota ES vision is evident in staff agreement and passion for activating learning and supporting students through shared expectations, language, and rewards to ensure that Rota ES is the best place for our military-connected kids. In addition to a School Counselor and a shared School Psychologist, we also host Military Family Life Counselors who are content experts in Military Life and the Deployment Cycle.

Rota ES has a well-developed and detailed-oriented master schedule, aligning and maximizing grade-level instruction and collaboration time. Teachers have multiple opportunities a day to collaborate, including 75 minutes every Thursday during focus collaboration (FC), when students are released early. Teachers can strengthen best practices across the grade level that support student achievement during this time.

Furthermore, the school action plan (SAP) is closely aligned with the district action plan (DAP). Each grade level within the SAP develops specific academic goals related to reading and math using College & Career (CCR) Standards. The goals and strategies are reviewed quarterly and adjusted based on student data. Weekly communication among support staff and classroom teachers is instrumental in the tiered support for student success.

Communication is another critical system that encourages and supports students and staff alike. For example, the "Daily Message from the Principal" keeps the staff informed daily of upcoming and important notices. Also, "Updates from the Principal" come out for parents monthly, and several other forms of communication are available through Facebook and other avenues.

Rota ES is an exceptional school that offers its students and family many creative programs and activities. However, Rota's uniqueness is highlighted in many ways. One way is that Rota ES has a Cultural Coordinator who organizes cultural events for our students, such as Black History Month and Hispanic Heritage Month. In addition, the yearly Sevillana Dance club is notable, highlighting the Spanish culture and Andalusian Flamenco dance that brings awareness to our host nation.

Another unique program is the I WISH Project (World Citizen, Ideal School, Safety for All, and Healthy Living), a teacher-created project for the ideal school. This community initiative provided a voice for all stakeholders to identify practices and strategies centered around equity, access, and mindset. As a result, alongside local administration, district and HQ support, and local base support, the team identified and recommended implementations to move our schools forward in ways that directly impact stakeholders.

Furthermore, another unique way Rota ES meets the needs of its students is through Wellness Journals. Rota's School Counselor created and implemented journals for 3rd through 5th grades, in which the students record information from guidance lessons and discussions and write journal responses. In addition, teachers were also provided with an ongoing collection of daily wellness journal entries in which the students write about social-emotional goals and healthy habits.

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:

Our vision is Excellence in Education for Every Student, Every Day, Everywhere. This summarizes our responsibility to the students, families, and communities we serve. Instruction is a pillar of our vision, and we relentlessly pursue excellence through continuous improvement, reflecting on our current practice, and finding ways to better support students. Our staff values collaboration and holds each other accountable for providing each student a rigorous education. Vertical and horizontal articulation is a daily practice, along with a grade-level team following the scope and sequence and teaching directly to the content educational standards.

Rota ES teachers use adopted curricular materials and resources when designing instructional activities for students. Teachers followed the scope and sequence and paced instruction with grade-level colleagues. Teachers frequently engage with planning with grade-level peers during prep time, scheduled planning days, and focused collaboration. Teachers consider the use of technology by students when planning, such as using digital resources and curriculum materials, and laptops throughout the school year. Instruction follows a logical framework, mirroring the 20-60-20, gradual release, and workshop models. Teachers also look for ways to provide student feedback, either verbally or written, to guide student learning. Teachers incorporate clear learning objectives, opportunities for students to demonstrate their thinking, and learning tasks that promote student reasoning and problem-solving.

Assessments are a vital aspect of how our school and grade-level teachers make educational decisions for our students. Our teachers leverage our district-planned data days and focus collaboration to analyze data and adjust instruction and school-action plans. The use of data assists with determining how school resources are used for intervention supports and programs.

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

Our school's College and Career Ready Standards for Literacy (CCRSL) reflect the content and skills that students must know and be able to do to succeed in life beyond high school. Our standards describe student learning outcomes and the expressed expectations for performance by grade level for the end of the instructional year. Think of it this way: a set of grade-level standards are taught in an increasing spiral of complexity for the entire instructional year or course. The CCRSL establishes three major expectations at all levels K-12: to build background knowledge through content-rich non-fiction; to provide regular practice with complex text that includes academic language; and to utilize evidence from the text to increase a student's critical thinking with all four domains (reading, writing, listening and speaking).

Rota ES has adopted new CCRS-aligned summative assessments to measure student mastery of content standards taught for the grade level. These occur in grades 3–5 for ELA and Math. Reading Proficiency Tests (RPT) are given to all K-5 students at the beginning and the end of the year to measure growth. During the first and last six weeks of a student's enrollment, all teachers at Rota ES administer the RPT. The RPT is used to determine current instructional needs, monitor student progress in response to reading instruction, and indicate the students' overall reading proficiency. The RPT allows teachers to learn more about their students' reading behaviors, make strategic instructional decisions, determine which students might need more targeted reading support, and provide a standardized way to speak with families about student reading progress.

Using our CCRSL-aligned curriculum, Benchmark Advance (BA), continuous reading progress monitoring occurs within each classroom. There are weekly assessments embedded in the BA curriculum. The RPT and BA assessment results are compiled on a digital platform, Benchmark Universe. This system follows students as they progress through Rota ES and any DoDEA school they attend. This permits teachers to

track data trends for their class and individual students and differentiate instruction. Teachers use this data to collaborate with their grade-level peers and support specialists during weekly focused collaboration sessions.

Teachers at Rota ES use the DoDEA ELA Curriculum Pacing Guide and Benchmark Unit Companions to plan for reading instruction within their grade-level teams. In addition, teachers use daily formative assessments to guide their teaching to create meaningful, rigorous learning experiences. Our school follows the 20-60-20 lesson model to enhance student learning.

Teachers at Rota ES administer and score a grade-level specific writing assessment quarterly. These writing assessments are aligned with the Benchmark Advanced pacing guide. Teachers score each student's writing sample based on a district-provided rubric. These scores are recorded in a spreadsheet. Trends in writing behaviors are analyzed and discussed during focused collaboration and team leader meetings. Each grade level selects a writing component to concentrate their writing instruction on and a common strategy that they will use for the quarter.

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

Focusing on mathematics at Rota ES is a professional dialogue about teaching and learning among the teachers, interventionists, and leadership team. Students are assessed in mathematics performance at the beginning of the school year using a common grade-level assessment, such as Go Math Prerequisite Skills Inventory or Go Math Beginning-of-the-Year Assessment. Based on the results, collaborative data-based decisions on instruction are made by the grade level teams, of which the mathematics strategic instruction specialist is an integral team member. Based on student performance after teacher intervention on tier II following the RTI, teachers can refer students to be screened for our school's tier III intervention program. This program is a math intervention program in which students are involved in the small group targeted instruction to ensure that students meet the grade-level standards after ninety days of continuous daily instruction. Another key to a successful year in mathematics also occurs at the beginning of the year, when our teachers establish a community of learners, setting daily number sense routines and creating an environment that supports risk-taking, discourse, engagement, collaboration, reflection, and learning.

Classroom teachers at Rota ES use the DoDEA Mathematics Curriculum Framework Planning Tool, which follows the Understanding by Design (UbD) model for each math unit throughout the year and includes the district-required unit check-ins for student readiness. In addition, teachers use daily formative assessments to have exit tickets to plan learning experiences that will meet the students' needs and engage them in constructing their learning and connecting it to other mathematical concepts. Rota ES follows the 20-60-20 lesson model to enhance student learning and provide the essential time for reflection and connections.

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

Our College and Career Ready Standards for Science (CCRSS) are based on the Next Generation Science Standards. These standards were developed from current science and science education research as outlined in the Framework for K-12 Science Education. This process involved the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, Achieve, and numerous stakeholders from across the nation. These standards are designed to stimulate students' interest in science and set the expectations for what students should know and be able to do throughout their K-12 science education to be prepared for college, careers, and citizenship. The standards progress to teach students scientific inquiry through science phenomena. The skills of scientific inquiry, including knowledge and use of tools, are not taught as separate skills in science but are embedded throughout because these process skills are fundamental to all science instruction and content. Science assessments occur for 2nd and 5th graders.

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

Rota ES has a mission to educate students to become civically competent young people, knowledgeable, skillful, and committed to sustaining and improving our democratic way of life as active members of a

global community and engaged participants in public life. Civic competence rests on a commitment to democratic values and requires citizens to have the ability to use their knowledge about their community, nation, and the world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Social studies promote civic competence and college and career readiness through the integrated study of the social sciences and humanities. The social studies curriculum draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences.

Rota ES adopted the Teachers' Curriculum Institute (TCI) Social Studies Alive! to better assist our students in guiding our social studies instruction. Teachers participate in quarterly guided training sessions. During this training, teachers are introduced to the new program and provided time to practice with print and digital curriculum guides, student notebooks, and hands-on activities to engage student learning.

1f. For secondary schools:

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

Pre-K is a partial day, standards-based program that implements a comprehensive curriculum promoting child development and learning in the following domains and content areas: physical, social-emotional, cognitive, language, literacy, mathematics, science and technology, social studies, and the arts. Our Pre-K programs are developmentally appropriate; follow an adopted curriculum, and provide safe, caring learning environments that engage young children in intentional learning experiences. Current adopted College and Career Ready Standards and curriculum materials are implemented in the Pre-K classroom. Sure Start is a full-day preschool program that offers a high-quality educational program that reflects best practices in the field. Sure Start also provides health and nutrition and social and parent involvement services. Close collaboration between families, schools, and the installation community is essential and a required part of the program. Current adopted College and Career Ready Standards and curriculum materials are implemented in the Sure Start classroom. Preschool Services for Children with Disabilities (PCSD) offers eligible young children with disabilities specially designed instruction, support, and services to meet their individualized learning needs. Current adopted College and Career Ready Standards and curriculum materials for preschool are used to support the implementation of each child's Individualized Education Program (IEP). Curriculum and instruction focus on developing individual skills such as expressive/receptive communication, language development, motor skills, and social skill development.

2. Other Curriculum Areas:

Art introduces students to the elements and principles of art and the chance to try a variety of artistic mediums. As students create and present their art, they learn that the arts are part of basic human communication and connect how to use the arts to respond to the world around them. Students learn to articulate specific meaning through their choices in using various art elements and media as they apply design principles in compositions. Using our standards adopted from the National Core Arts Standards, visual art students create, present, respond, and connect to art across many mediums at all levels.

Physical education (PE) addresses a student's fundamental need for a regular activity to remain healthy and is an essential and integral part of our core values to educate the whole child. PE promotes attitudes and behaviors that reduce health risks, increase ways to enjoy movement, and include methods to understand the interdependence of nutrition and physical activity for lifelong health. PE promotes all children's physical growth and development while contributing to their general health and learning ability. It contributes to achieving cognitive and physical fitness through a curriculum based on a planned sequence of experiences in various developmentally appropriate learning activities. Beginning in the early grades with basic movement concepts and skills, progressing toward more complex games, sports, and dance. Our PE program promotes social skills and cooperation that educators increasingly view as essential for success in school.

Rota ES has a vibrant music program offering after school clubs for violin and ukulele. The music program aims to promote music literacy and to provide students with a well-rounded musical experience. Students perform live several times per year. The instructional program brings awareness to various cultures through music. Class activities allow for movement and participation by all students, such as singing, chanting rhymes, performing body percussion, playing instruments, and dancing.

Our Host Nation Program provides students with a cross-cultural and Spanish language acquisition focus to develop an appreciation and understanding of Spain's culture and language. The goals: students will achieve personal, social, vocational competency and environmental adaptability in the host nation country; students will be able to communicate short messages on highly predictable, everyday topics that affect them directly in the host nation's language; students will have the opportunity to study social studies topics relative to the host nation community; classroom and host nation teachers will work collaboratively to provide integrated learning experiences for the students; parents will have an opportunity to expand their knowledge of the host nation culture and language with their children.

Our Information Center supports our mission by providing access to diverse print and digital resource materials aligned with the DoDEA curriculum. The programs aim to foster a love for reading in children. The media center also provides resources for the teacher to collaborate and design learning strategies and deliver instruction that meets the needs of the military-connected child. The AASL National Standards guide our library standards and focus on Six Shared Foundations: Inquire, Include, Collaborate, Curate, Explore, and Engage. These standards support CCRS across all content areas.

3. Academic Supports

3a. Students performing below grade level:

Rota ES has many support staff positions. Above and beyond the classroom teacher, these additional staff members include a math support specialist, two reading support specialists, two special education teachers, a gifted teacher, an educational technologist, an ESL teacher, a speech pathologist, a counselor, and a psychologist. When a student is identified as struggling, a range of options is available to the student and the classroom teacher based on classroom observation or grade-level assessments.

The math support teacher can support an entire classroom with co-teaching options and push-in. There is also a small-group pull-out that can focus on the specific needs of struggling students. These groups and push-in support are flexible and change as the needs of students shift. This support is also offered to all grade levels on a need basis.

The reading support specialists support staff members and students in many ways. They plan, model, and co-teach lessons with teachers. They lead small group pull-out sessions that focus on specific reading and writing skills needed to succeed within the classroom environment. They assist by administering alternate assessments to understand typical student needs better.

The ESOL teacher supports second language learners in many ways. This may include time in the classroom, explicitly helping ESL students with tasks. It sometimes takes the form of a small group pull-out to focus on specific needs as assessed by the ESL teacher and the classroom teacher. The type of support is constantly in flux to meet the needs of the students.

3b. Students performing above grade level:

To meet the needs of a broad range of advanced learners, Rota ES offers a continuum of Advanced Academic Programs & Services (AAPS) available to all elementary grade students beginning in kindergarten. This continuum of services provides increasing levels of challenge and is designed to emphasize the importance of matching services to student needs with flexible entry points. All children work at a level of challenge that promotes continuous intellectual and social-emotional growth.

3c. Special education:

Rota ES's special education team includes three full-time Special Education teachers and three paraprofessionals. This dynamic group of educators provides Rota ES's special needs students with a robust and appropriate support structure that complies with their IEPs and, more importantly, meets each student's individual needs.

Our special education teachers provide this robust support with pull-out and push-in services for students. The team may push into a classroom when students' needs can be met within classroom support. This assistance may come in the form of reading directions, providing an added explanation for tasks, redirection, or help with understanding the task requirement. The team uses to pull out services to meet the individual specific needs of students when it is appropriate. This takes the form of particular remediation of skills, focused reading level groups, and other student-specific needs. This multifaceted approach allows the special education team to meet the IEP requirements for all special education students effectively.

Teachers value our special education teachers as staff resources and often consult with them about other students who may not have IEPs. These fantastic teachers provide strategies to teachers, suggestions to the Student Support Team (SST), and give their expertise freely and incite to help any struggling student.

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

Rota ES's ESOL program is guided by the decisions made in each English Language Learner's Student Review Team meeting. These teams are comprised of all faculty members who work directly with a particular ELL and our full-time ESOL teacher. The teams develop support based on reviewing an ELL's English proficiency scores from World-Class Instructional Design and Assessment (WIDA) assessments, classroom performance, and learning style and assets. Additionally, the team often solicits feedback from the ELL and their parents.

Our ESOL teacher facilitates language acquisition both indirectly and directly. The ESOL teacher collaborates with classroom teachers to monitor students' progress, differentiate instruction, and modify assignments. The teacher explores the digital tools and language acquisition resources embedded in our curricular resources across content areas and demonstrates the use of these for teachers, students, and parents. The teacher also provides direct instruction, working alongside colleagues through team teaching, instructing small groups both in and outside the classroom, and guiding students remotely as they write essays and create projects using a variety of digital platforms.

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

Many of our students experience the deployment of a parent. This is a unique situation that military families face all over the world. At Rota ES, we strive to help students deal with this challenging transition in many ways, in the classroom, and at school. A group called "The Lunch Bunch," compiled of students who have deployed parents, meets at least once a week. During these meetings, the counseling staff facilitates positive student discourse.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Rota ES has a caring and welcoming staff that contributes to the school’s overall positive climate. The school’s tradition is “ringing in” new students and “ringing out” departing ones. The arriving or departing student stands near a bell and is surrounded by his classmates. The principal will say a few encouraging words and will ring the bell twice, at which time the student is either greeted by his classmates or says farewell to them. The event is always emotional and one that parents capture by video.

Maintaining a positive environment is at the forefront of Rota ES. Communication is the driving strategy, particularly during remote learning, for all. Teachers and students could utilize various technological tools to stay engaged and receive support. The communication was not limited to just teacher to student. Google Meet links were used by all staff engaged in the success of our students. Students and parents knew there were lines of communication. This allowed teachers to support academic needs, social and emotional support from the counselors, and even “coffee with the principal,” which allowed parents access to administration for updates or questions.

Rota ES maintains its commitment to engaging, empowering, and educating students in all learning environments. We ensure that students know they have advocates and provide programs that support their growth as learners and holistic individuals. Our school counselors provide monthly lessons that support social-emotional learning, anti-bullying, and safety to their bodies and others, to name a few. The students also have access to full-time MFLCs (Military Family Life Counselors) content experts in Military Life and the Deployment Cycle. Counselors are available to provide responsive services on an on-call basis.

Throughout the school year, students have an opportunity to participate in after-school clubs that enrich their learning experience. The clubs are one of the highlights for students as an opportunity to expound upon the local culture or to showcase academic successes. One initiative that we are implementing to elevate students’ voices and adapt to what our students need is to request their input for clubs. A feedback form allows students to gauge their interest in the current club offerings and make suggestions for ones they would like to participate in.

2. Engaging Families and Community:

Rota ES partners with the military, other government agencies, and non-profit organizations located on the Naval Base in Rota, Spain. These organizations assist and provide resources to address the unique needs of military parents and children, and knowledge of such resources serves both the school and the community. Rota ES collaborates closely with Naval Rota Station Base Command. Notable is the partnership with the School Liaison Officer (SLO). The SLO is the primary contact between the installation and the school, assists families in moving onto a new post, and provides many services. The school and the SLO form a vital partnership. The SLO assists service members in volunteering in the schools by mentoring, reading to classes, and helping with various school events like family fun nights. Also, the SLO assists families with applications for additional needs such as free or reduced lunches.

In addition, Rota ES’s Parent Teacher Student Association (PTSA) creates a vital parent and school relationship. PTSA is a volunteer association where parents, educators, and students work together by actively participating in their schools and communities. The PTSA actively engages parents and students in various activities throughout the year. Also, it promotes parent involvement through multiple events and raises money to be used for student activities. In addition, PTSA oversees Scholastic book orders, class pictures, and other services, which the school, teachers, and parents closely partner to ensure the success of their students. All Rota ES teachers are members.

Another community partner of Rota ES school is the USO. In addition, the USO has worked with instructing students on healthy breakfasts and provides breakfast for all students once a month. In addition, USO Rota assists service members as they transition through Naval Station Rota, Spain.

Rota ES recognizes the importance of establishing strong community ties and parental involvement. Therefore, the school's educators and administrators involve parents in STEAM, Literacy, and Math night activities and offer after-school clubs. In addition to academics, the Rota ES supports the arts and cultural events such as the Sevillanas dance, in which students participate in the traditional Spanish dance. Another way Rota ES engages families is through music. Rota ES offers violin and other musical instrument classes and invites parents to attend concerts. These fun and engaging events encourage parents to come to the school and experience firsthand the curriculum their children are learning.

3. Creating Professional Culture:

Rota ES provides ongoing professional learning throughout the school year. Each quarter, staff and admin engage in College and Career Readiness training related to specific content and curriculum areas. The training is usually delivered by an Instructional Support Specialist (ISS). Additionally, staff engages in quarterly half-day Continuous School Improvement (CSI) training. Teacher feedback is solicited after each training session to improve future professional development. Furthermore, grade-level teams are provided one day each quarter, called planning and data days. These sessions, once again, are led by an ISS to assist teachers with analyzing data and supporting school improvement initiatives.

Rota ES emphasizes collaboration, which is reflected in the schedules and tools used by the school. The master schedule aligns common preparation time among similar grade-level and content member teams. Staff members are allotted at least 95 minutes daily to collaborate and 75 minutes every Thursday for focused collaboration. As a result, our grade-level teams are closely aligned and share the same purpose and goals. Additionally, other specialists and content area teachers can engage in vertical articulation.

The school principal collaborates with the School Local Union Representative (LUR) to address teacher issues, but more importantly, to get teacher input about the processes and overall operation of the school. As partners, the principal and LUR ensure the best support systems are provided to students and staff.

The principal communicates with the staff every day through an email called the Daily Message from the principal. The correspondence begins with a humorous chuckle, outlines the day's upcoming events and notable information, and recognizes staff and birthday celebrations. The daily message is highly organized, containing active links to resources. Regular communication keeps the staff updated and in the "know-how." Our school also has an active social committee, SoCo, that helps organize holidays and special events for staff to attend. The committee also celebrates events such as new births, birthdays, and weddings and comforts staff members that may experience a close loss. The committee welcomes new teachers with baskets and provides gifts to departing and retiring staff members. This is an instrumental part of our school morale.

4. School Leadership:

Rota ES embraces a philosophy of shared leadership. The principal, with staff feedback, develops a defined framework such as schedules, calendars, and instructional and curriculum expectations, as outlined by DoDEA. Teachers are provided school, grade, and classroom level leadership opportunities within this framework. Rota ES has a Teacher Leadership Team at the school level, which meets 1-2 days per month to discuss school improvement initiatives and general operational topics. Additionally, a team of three teachers serves on the Continuous School Improvement (CSI) Committee as chairs. The CSI chairs provide professional learning to staff, develop and revise the school action plan (SAP), and present the school's quarterly performance In-Progress Reviews (IPRs) in front of district personnel and other school peers.

Teachers are considered leaders within their classrooms and are considered professionals. Grade level teams are provided with the autonomy to develop grade-level specific English Language Arts (ELA) and Math SMART goals based on student data, such as interim and summative assessments and curriculum-based assessments. The SMART goals support the overall school action plan (SAP). The teams work collaboratively to identify a grade-level educational need, select strategies, and implement actions. The teams work together during focused collaboration to review data and adjust their plans, and have the

opportunity to present quarterly to other team members. The collaborative efforts among grade-level teams help build collective learning and cohesiveness among staff.

Our staff closely adheres to the scope and sequence, standards-based instruction, and curriculum resources. However, teachers can use their creativity to develop engaging and collaborative learning activities for students.

Other important stakeholders are our district and school-based Instructional Support Specialists (ISSs). These content experts provide direct and indirect support to our teachers and schools. Teachers attend quarterly data and planning sessions led by ISSs. ISSs also model instructional lessons and co-teach with teachers.

Parents and students also play a vital role in the school leadership model. Rota ES has an active Parent Teacher Student Association (PTSA). The school principal and teacher representative collaborate closely with the PTSA to help plan and support events for Rota ES Students. The PTSA's yearly Fun Run is notable, which raises \$20,000 a year for our students. Other events include Popcorn Wednesday, Bingo Nights, Arts and Craft Fairs, and providing books to the school for the yearly Trunk-or-Treat Event, where books are distributed rather than candy.

The principal is advised by the School Advisory Committee (SAC) throughout the school year, composed of parents and teacher representatives. The SAC holds a quarterly public meeting soliciting input from parents and other stakeholders. The principal addresses school-wide issues and use parent feedback to improve school operations and support.

Importantly is student involvement and participation. Rota ES has an active Student Council which works collaboratively with our PTSA and organizes different activities and events. The Student Council members help greet VIPs and give tours of the campus, and are the voice of our morning announcements. They also support and spearhead community initiatives like collecting food donations for the local animal shelters, coats for local community needs, or spirit weeks to celebrate or keep us motivated throughout the school year.

5. Culturally Responsive Teaching and Learning:

Rota ES has many resources and supports that help builds cultural awareness and equity within the classroom. Rota ES proudly participated as one of the first schools in DoDEA's Diversity Equity and Inclusion (DEI) training program. Facilitators from DoDEA HQ collaborated with staff and provided training to create equitable access to opportunities, resources, and support for our students. Additionally, this school year, a teacher-leader spearheaded the I WISH (World Citizen, Ideal School, Safety for All, and Healthy Living) project for the ideal school. Stakeholders were allowed to share what they felt would be an ideal school. This was a Naval Station Rota community initiative, providing a voice for all stakeholders. It started as a Rota community initiative and has led to a catalyst for elevating and empowering voices. It was presented as an action project to identify practices and strategies centered around equity, access, and mindset. Alongside local administration, district and HQ support, and local base support, the team has been able to identify and recommend implementations that continue to move our schools forward in ways that directly impact stakeholders.

Rota ES consistently provides students opportunities to demonstrate their successes and be celebrated for them. One school-wide initiative is the TORO Way, which stands for Treat Others with Respect, Opt to be Leader, Respect Property, and Observe Safe and Healthy Actions. This is our school-wide positive behavior management system. It is an opportunity for all learners to see themselves successfully and be recognized by staff. Students are rewarded with TORO bucks, which can be redeemed at the TORO store.

Rota ES also has a Cultural Coordinator who organizes school activities, contests, and events for our students. Typically, these events are aligned with yearly cultural celebrations, such as Black History Month and Hispanic Heritage Month. The yearly Sevillana Dance club is notable, highlighting the Spanish culture and Andalusian Flamenco dance that brings awareness to our host nation.

Rota ES provides all students with a Host Nation special as part of the instructional day. Students learn about the Spanish culture and participate in related study trips around the community in this class. The teachers for this special also collaborate with teachers to support our SAP of journaling. They embed opportunities for our students to demonstrate their understanding of the host nation through the transferrable best practices throughout the curriculum.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The most instrumental asset for Rota ES is our school climate created by our administration, staff, students, and community members. Rota ES is also known as David Glasgow Farragut (DGF) Elementary, named after the famous flag officer. However, staff and students also use the acronym to mean “Developing Great Futures!” We use this mantra, along with our positive behavioral support, the “TORO Way,” to help remind us that we are responsible for each other’s well-being together.

Support for one another as exemplified during the COVID-19 pandemic and continues today. During this challenging time, our staff quickly embraced helping students educationally, understanding the need to create stability and a sense of normality for children. Ironically, the pandemic brought our staff closer together. It made more time for staff to collaborate, develop relationships and build trust. The matured relationships among staff and aligned instructional practices assisted students during virtual learning and when students returned for in-person instruction. Our students continued to perform at high academic levels but, more importantly, felt supported socially-emotionally.

The climate of a place is how it makes you feel. At Rota ES, we strive to make sure our students know they are seen, valued, supported, and loved for who they are as individuals. Students are welcomed to our school with a traditional “ringing-in” from the first day they enter our doors. This is a tradition that signals the arrival into our school family. Throughout their time here, we foster a sense of belonging by meeting students where they are and supporting them to reach their highest potential, understanding that this can look different for each student. Teachers recognize and celebrate students’ success in the classroom and at award ceremonies. Support staff assists students through the challenges of military life, such as deployments, with lunch groups and counseling. These are just a few ways our students are seen, valued, supported, and loved. Once they are ready to depart our care, we send them out the way we welcomed them in, with a “ringing-out.”

Rota ES also is provided exceptional support from the Rota Naval Station Base Command and Medical, impacting the overall climate of our school. The Captain collaborates closely with school leadership, providing updates for COVID-19 protocols and contact tracing, and supports school events that improve the morale of our students and staff.