U.S. Department of Education
2015 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 Dr. Robin Diane Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address Building 1-3479, 3445 Randolph Street Post Office Box 70089
(If address is P.O. Box, also include street address.)

City Fort Bragg, NC   State DD   Zip Code+4 (9 digits total) 28307-0089

County Cumberland   State School Code Number* 15DD100PU

Telephone 910-907-0202   Fax 910-907-3513
Web site/URL
          http://www.dodea.edu/Americas/N
C-FortBragg/FortBragg/BowleyES/index.cfm   E-mail diane.brown@am.dodea.edu

Twitter Handle NA   Facebook Page NA   Google+ NA

YouTube/URL NA   Blog NA   Other Social Media Link NA

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

                                                            Date
(Principal's Signature)

Name of Superintendent*Dr. Emily Marsh
(Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail: emily.marsh@am.dodea.edu
Other)

District Name NC: Fort Bragg (DoDEA-DDESS)   Tel. 910-907-0200
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                                            Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Heather Covington
(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 that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school 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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>7</u> Elementary schools (includes K-8)
   (per district designation):   <u>2</u> Middle/Junior high schools
   <u>0</u> High schools
   <u>0</u> K-12 schools

   <u>9</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	33	33	66
K	39	37	76
1	41	27	68
2	35	31	66
3	32	19	51
4	17	17	34
5	10	15	25
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	0	0	0
Total Students	207	179	386

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 2 % Asian
                                          16 % Black or African American
                                          24 % Hispanic or Latino
                                           1 % Native Hawaiian or Other Pacific Islander
                                          44 % White
                                          11 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 40%

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 *to* the school after October 1, 2013 until the end of the school year	59
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	118
(3) Total of all transferred students [sum of rows (1) and (2)]	177
(4) Total number of students in the school as of October 1	442
(5) Total transferred students in row (3) divided by total students in row (4)	0.400
(6) Amount in row (5) multiplied by 100	40

7. English Language Learners (ELL) in the school: 14 %
                                                        50 Total number ELL
    Number of non-English languages represented: 10
    Specify non-English languages: Bulgarian, German, Hungarian, Japanese, Korean, Mandarin, Polish, Spanish, Swahili, Tagalog

8. Students eligible for free/reduced-priced meals: 37 %
    Total number students who qualify: 130

Information for Public Schools Only - Data Provided by the State

The state has reported that 44 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: <u>17</u> %

 <u>62</u> 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 categories.

<u>14</u> Autism   <u>0</u> Orthopedic Impairment
<u>0</u> Deafness   <u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness   <u>12</u> Specific Learning Disability
<u>3</u> Emotional Disturbance   <u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation   <u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities   <u>16</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	19
Paraprofessionals	12
Student support personnel e.g., guidance 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   <u>16:1</u>

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	94%	94%	94%	90%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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 X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Bowley's mission is to prepare students for a global society through a challenging and technologically enhanced curriculum.

PART III – SUMMARY

Bowley Elementary School is located at Fort Bragg, North Carolina. Fort Bragg is one of the largest military installations in the United States. Military units located on the installation include but are not limited to the 82nd Airborne Division, the 18th Airborne Corps, and Special Forces. Fort Bragg is a rapid deployment installation and service members must be prepared to deploy on command. Many have deployed multiple times during the last decade. Dependents, students and the remaining parent or guardian often experience continued stress and uncertainty regarding parental deployments. School staff collaborates often with military and municipal stakeholders to assist and provide support for our students and their families.

Bowley is one of seven elementary schools located on Fort Bragg and is a part of the North Carolina: Fort Bragg District within the Domestic Dependents Elementary and Secondary Schools (DDESS). The school has two outdoor courtyards or natural study areas which classrooms can readily access. The current building was built in 1989 replacing the original building that was built in 1953. There is also an enclosed play area for prekindergarten and kindergarten as well as open play areas for the upper elementary grades.

Currently, 353 students attend Bowley Elementary School enrolled in grades prekindergarten through fifth. Although all current students are dependents of active duty military personnel, officers or enlisted, who are assigned to and living on Fort Bragg, post housing recently revised eligibility criteria to allow civil servants or civilian employees and retirees to apply and reside on the installation. Bowley Elementary School is a neighborhood school serving various housing areas. Most students attending walk or are transported by parents to school. Some students are transported by bus.

Parents are primarily involved through our Parent Teacher Association (PTA). They are invited to participate in the Continuous School Improvement process and volunteer in the classrooms. The PTA works in partnership with the school to support curriculum nights, musical programs, Scholastic Book Fairs, classroom instruction, School Spirit Days, the Skinny Book program, and Arts Council programs. The PTA is an active part of our school community. Parents are involved in assisting both students and teachers. They also chaperone students during study trips, read to classes, make educational materials, design bulletin boards, and provide any assistance needed upon request. There is a strong partnership between school and parents. This partnership was acknowledged and recognized in 2014 when Bowley Elementary School was named a "School of Excellence" by the National Parent Teacher Association.

Students are challenged to perform and do their best academically on a daily basis. Teachers and support personnel regularly collaborate to identify and address student strengths and weaknesses. Student data are reviewed and analyzed to address the specific needs of each individual learner. Areas of focus include number sense and reading comprehension which, based on standardized test results, have improved. Goals, interventions and applicable activities are developed, modified and implemented using the continuous school improvement process.

Bowley displays authentic student work throughout the school building. Provided curriculum resources support standards based instruction. Grade level planning and collaboration are well established. Early release time provides an opportunity each week for professional development, collaboration or open dialog about how we are doing as a school in general. Teachers not only address student needs by individual classes and grade levels, but also as a whole school. Ownership for overall student performance and success is evident. Students are "our students."

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Curriculum and learning experiences in each of the core areas provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. Instruction is standards based and data driven. Teachers collaborate to employ best practices and assessment results to prepare and deliver targeted instruction that addresses the specific needs of each individual student. This includes but is not limited to differentiated instruction, a variety of hands on activities, as well as the use of math and science manipulatives.

Teacher and student use of technology during teaching and learning is evident throughout the building. Resource and support staff supplement student learning through inclusion and resource services. Teachers provide additional instruction for targeted students that is specific to their individual needs. Their primary focus is to deliver goal oriented, skill specific instruction that is standards based and aligned with classroom instruction. Our overall goal is to foster excitement about learning and to prepare all students not only for success at the next level but also for success in a global community.

The Bowley Elementary School master schedule includes a 120 minute literacy block daily for all students enrolled in kindergarten through fifth grades. This mandated block allows ample time for a variety of literacy based activities including, whole and small group instruction as well as learning centers. Centers target letter recognition and sounds, writing, reading comprehension, and fluency. Additional centers may include speaking and listening, as well as other computer based literacy activities. Small group instruction is conducted during center activities. Additional learning experiences are provided as needed to specific students through the READ180 and Level Literacy Intervention Programs. Every classroom has a literacy rich environment that includes a multitude of resources like writing easels, charts, a smart board, and a class library with a broad selection of books.

A 60 minute block of math each day is incorporated in the master schedule. Instruction is focused on the needs of students and aligns with appropriate grade level standards that include numbers, operations, problem solving and connections which build on basic skills. Students must be able to understand numbers, various ways of representing numbers, as well as the connection or relationships of numbers prior to progressing to the next skill level. Instruction includes the integration of technology, hands on learning, and the extensive use of math manipulatives for hands on learning. The Math Support Specialist also provides targeted math instruction to address the specific needs of individual learners. Students work in small groups within the classroom transition to the resource room as needed for targeted skill specific instruction.

In Science, instruction is aligned with standards that incorporate Inquiry-based learning which emphasizes critical thinking and problem-solving skills. Students participate in learning activities using the engineering design process (EDP) which was introduced when the STEAM program was implemented district wide. The district added the "A" for Art. Overall the standards aligned instruction provides the foundation for students to acquire the knowledge, skills and processes pertaining to the physical, life, and earth sciences. Additional learning opportunities are supported through the STEAM and Gifted Resource teachers. They collaborate to provide a STEAM challenge each month that encourages students in all grades to engage and really think about how they will use EDP to meet the challenge.

The social studies curriculum program is designed to provide students with various learning experiences which assists them in the development of knowledge, skills, values, and attitudes necessary for participation as citizens in a culturally diverse, global society. Their travel experiences as military children enhance their learning experiences. They can discuss and incorporate knowledge about places they have lived into their daily learning which in turn enhances the learning of their classmates. Teachers encourage students to share their diverse cultural backgrounds and experiences.

The Preschool curriculum promotes child development in the following domains: physical, social and emotional, cognitive, language, literacy, mathematics, science and technology, social studies, and the arts.

Preschool is a half day program which uses the Creative Curriculum to prepare students for a school learning environment using creative play as the basis for learning. Students explore and learn through many hands on, structured activities along with experimental free play. These activities contribute to the early learning foundation that is a school readiness spring board not only for kindergarten but for all learning.

2. Other Curriculum Areas:

The Bowley staff includes 2 Reading Specialists, a Math Specialist, an Information Specialist, a Gifted Resource Educator, an Educational Technologist, and an ELL/ESL Specialist. Each of these individuals provides individual student support and enrichment. Spanish instruction is also provided to kindergarten through third grades twice a week. The STEAM teacher (part-time) provides direct instruction to students in grades three through five which emphasizes science, technology, engineering, art and math that is standards based and supplemental to classroom instruction. All students in kindergarten through fifth grades receive 45 minutes of Art, Music and Physical Education weekly. This time is mandated and included in the Bowley master schedule

The Bowley Information Specialist collaborates with staff members to provide all students with access to a wide variety of media and informational resources. The students have routine access to the information center to check out reading materials, to perform research, and to use the various learning centers that are available. The Information Specialist and the Educational Technologist work together to provide digital access to numerous resources. The Information Specialist provides instruction that fosters a love for reading and defines the essential information literacy skills required for student achievement. Instruction encourages students to inquire, think critically, gain knowledge and draw conclusions. Information literacy activities are included in the instruction and promote the application and sharing of knowledge.

Bowley's visual arts program includes both music and art and encourages the development of aesthetic awareness. Instruction is centered on challenging activities where students demonstrate critical thinking and problem solving processes as well as other other skills involving creation, interpretation, communication, and learning through the visual arts and music.

Art instruction addresses objectives that promote and introduce applicable vocabulary, new ways of thinking, working, communicating, reasoning and investigating. Students learn to develop new techniques, approaches and habits for applying knowledge and skills in art to what exist beyond the school building. They are engage in drawing, painting, sculpture and design which involve a variety of tools, techniques and processes. Drawing, weaving or painting are creative activities that encourage and result in historical and cultural exploration.

Music aligns instruction so that it supports student participation in various forms of music and provides experiences of singing, playing, listening, moving to music improving the understanding of musical concepts. Students must also demonstrate an understanding of musical concepts using vocabulary learned during instruction and music exploration. Ultimately it is important that students develop an appreciation of music as an art as well as the relationship between music and society.

Physical Education instruction is an essential part of Bowley Elementary School's total education program. Instruction incorporates and addresses the fundamental need for students to participate in regular physical activity to remain healthy. It encourages many of the attitudes and behaviors that reduce health risks which include the need to eat healthy and exercise. Our program uses instruction that is orchestrated and based on a planned sequence of activities and learning experiences. These experiences begin with basic movement, concepts and skills. Once these kills are mastered, students move to more complex games, sports, dance or other forms of movement or physical fitness activities.

3. Instructional Methods and Interventions:

In 2011, Bowley Elementary implemented the intervention for Goal #1, math conferencing, in all classrooms, K-5. Goal #1 addresses increased math achievement in the area of number sense. During this time, an additional staff member joins the classroom teacher to assist students with the development and

achievement of math goals. The intervention folder includes an explanation of math conferencing and ideas to execute effective conferencing techniques. It is the intent of the intervention that all students will learn, with the teacher, to identify areas for growth in developing number sense through conferencing.

In 2009, Bowley Elementary adopted Goal #2 which focuses on increased performance in reading comprehension. To achieve continuous growth, Bowley uses standardized guided reading in every classroom. Each staff member is provided with an intervention folder that explains guided reading and provides recommended strategies for implementation. Additionally, staff members are observed by the school leadership to ensure guided reading is being implemented with fidelity.

Teachers use Reading Street, Everyday Math, and EnVision Math curriculum materials.   Assessments from each series are used to determine which students mastering the material. progress. A new districtwide quarterly assessment was implemented at the beginning of school year 14-15.

In support of the two goals, the comprehensive Master Schedule includes a 120 minute literacy block and a 60 minute math block each day. Guided reading occurs during the literacy block. During the 2014-2015 school year, the Leveled Literacy Intervention (LLI) program was introduced and staff received training. The program was implemented to address the needs of students reading significantly below grade level.

In addition to math conferencing, small groups, hands on activities, and the use of manipulatives are an essential part of math instruction.   Weekly collaboration time is provided for teachers, specialists and support staff to collaborate. Topics include student performance data, interventions, and strategies. Professional discussions promote optimum awareness of where students are individually and as a grade level.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

The Terra Nova Multiple Assessments test is used annually to assess student performance. This assessment measures higher order thinking, basic and applied skills. Although the average score for all third through fourth grade students has been generally increasing, the achievement gap continues to fluctuate for African American and Hispanic students.

During Bowley's past five years, third and fourth grade results show the gap for African American students in 2009-2010 and 2010-2011 school years was less than 10 points or did not exist for math or reading. Results remained the same for fourth graders during school year 2011-2012 with the gap for third grade increasing to 20 or more points for math and reading. The achievement gap for Hispanic students mirrors these results. Fifth graders began attending Bowley during the 2011-2012 school year.

Fluctuation continued with the addition of fifth grade. The gap for African American fifth graders in reading has remained in single digits and math results have remained in double digits with no significant change. The achievement gap for Hispanic students decreased significantly for fifth graders in reading and math. Although in double digits during the 2011-2012 and 2012-2013 school years, the gap decreased in the 2013-2014 school year to 6.1 points in math and Hispanic students outperformed others by 5 points. Third and fourth grades yielded mixed results for African Americans and Hispanics, in reading and math, during 2012-2013 and 2013-2014. There were significant increases/decreases in the gap but no defined trend except for 4th grade Hispanic students where the achievement gap decreased from double to single digits in both areas.

The Leveled Literacy Intervention program, READ180 and math conferencing are two interventions implemented to address overall student performance in math and reading as well as to target the achievement gap of African American and Hispanic students.

2. **Assessment for Instruction and Learning and Sharing Assessment Results:**

Data are produced from multiple assessments. It is used to identify unique learning needs of students at all levels of proficiency. Staff members use data to design, implement, and evaluate student learning. Grade levels collaborate weekly to facilitate analysis of data and cooperative planning to improve student success and enhance learning experiences. Students at Bowley, through math conferencing, analyze their own data with staff members. They identify an area of needed improvement to establish their individual math goal. During follow up conferences, staff members promote discussion about how to meet the goal.

Continuous review and analysis is conducted to identify trends and to determine if students are being successful. During these collaborative sessions, the resulting dialog is about how to improve student success through modified instruction, possible re-teaching, adjustment of groupings, or a need for possible referral.

Teachers chart student performance to determine if students are proficient at the end of each quarter. This is a visual that allows us to see where students are each quarter throughout the year. The status of each student is monitored for the purpose of determining how to better prepare instruction to enhance each student's learning experience.

At the conclusion of each school year, teachers complete the Bowley Student Snapshot which is a composite of data that is passed to the receiving teacher the next year. Student data is forwarded to the teacher in the student data folder.

Assessment results are shared in a variety of ways with community stakeholders. School wide data is share via the district and school websites. Data displays are visible throughout the school. The most significant and direct sharing of assessment results occur during parent teacher conferences, through progress reports, quarterly report cards and regular communication between classroom teachers, students and parents.

Part VI School Support

1. School Climate/Culture

Our climate and school culture are an essential piece of what we do daily. There is a kind and caring staff in place that sincerely believes in every student. First and foremost, we are encouraging and supportive of each other. It is important to always remember we have families and lives outside of school. Open communication is essential to our success. Staff members know they are supported when family emergencies unexpectedly occur and require short or extended absences. They understand "Family First!" All must be well with each of us in our lives for us to be at our best for Bowley students. Although teaching and learning are the priority, it is understood that the well being of students, staff and their families are a key component of our overall success as a school. We as a staff recognize and immediately address issues or concerns of students or staff that will directly impact teaching and learning. The overall success of our mission is dependent upon our awareness and engagement of those around us.

Students are excited about being Bowley Bobcats and attending school regularly.   The average daily attendance for Bowley students is 93 percent.   Our student advocacy program for the 2014-2015 school year has provided an advocate for every student enrolled. The student adult ratio for the advocacy program is approximately 8:1. We listen, hear and examine the pulse of our students based on their daily conversations within the classroom and as they transition to other locations throughout the building. The advocacy program this year focuses on being positive bucket fillers. Students discuss character traits and are kind and caring toward each other and the staff.

Students are focused and highly engaged throughout the school day. They work diligently to complete assigned tasks and activities. They understand the importance of learning and academic success. Students know that Bowley staff members care about what they do, how well they do it, and what they need to reach their full potential. Interaction between staff and students is positive and encouraging. Students feel comfortable, are willing to take risks and explore while learning.   Staff members are not hesitant to take advantage of "teachable moments" opportunities arise. This allows the incorporation of relatable experiences. Students at this level enjoy sharing their experiences and allowing students to discuss personal experiences establishes a foundation and promotes lifelong learning.

A piece of Bobcat Pride travels with each student when they leave or transfer from our school. Each student receives a commemorative Bowley Coin which reminds them they will always be a Bowley Bobcat.

2. Engaging Families and Community

Bowley parents are visible throughout the building daily. Although many are involved through the PTA, several parents volunteer because of the requests made by individual classroom teachers. Many parents volunteers in their child's classroom assisting with the Skinny Book program where students read aloud using specific books. Other parents assist with math or language centers. These parents can be seen regularly, every Monday through Friday. They are actively investing in the success of not only their child but the others they assist as well. Bowley parents are also often available to chaperone our students when they participate in special events such as Break the Chain, an annual event held on the installation to increase awareness of abuse.

Bowley has numerous partners in the community. Military members are vital to our math tutoring program which has sessions twice a week. They also participate in our annual "Read Across America Day" by joining us for a day to read to our students. This year the installation commander joined us to read to one of the kindergarten classes. The "Good News Club" is a partnership with the post Chaplain's office. There is also a Military Family Life Counselor assigned full time to our building.   Our school partners and parents support our annual "Fall Festival", singing at the installation tree lighting ceremony, and movie nights. Our students have been invited to participate in various cultural celebrations including "Women's History Month" where they demonstrated their public speaking skills by representing important women in history

during the military unit's annual Women's History Program. Opportunities are also provided when our doors are open to service members and they are invited to visit our school. We have hosted "Soldiers in Our Schools Day" twice during the current 2014-2015 school year.

Our families, volunteers and community partners are always welcome to visit our building. Many parent volunteers are visible throughout the building each day, reading books, listening to students read aloud, operating the school store or joining their child for lunch. Community partners are available to support our school in any way. We are very fortunate to have our stakeholders engaged and interested in what we do daily at Bowley Elementary School.

3. Professional Development

Continuous School Improvement (CSI) Days and early release Wednesdays are provided each school year for ongoing and continued professional development. Teachers collaborate 45-50 minutes on Wednesday as a grade level. Special Educators, Specialists, and support staff are divided into rotating teams that collaborate with each grade level. Often, this time is guided collaboration and a task is provided that must be completed in one or two collaboration sessions. CSI days are provided to specifically address continuous improvement within each individual school and can also include district or organizational components.

During each quarter, grade level teachers meet regularly to discuss instructional goals, student performance and grade level data. Midway through each quarter, during professional development, performance data is reviewed. Grade levels discuss and project where students will be at the end of the quarter. Based on how they are performing at that time, will they be advanced, proficient, near proficient or not proficient? Teachers review the requirements for that specific quarter. At the end of the quarter, grade level performance is again charted and reviewed using a guided collaboration session. Teachers and specialists discuss the students who are not proficient (or near proficient). They brainstorm what can be done to enhance teaching and learning for those students who are proficient or advanced. This process has changed how student performance is viewed. It forces grade level teachers to view student performance as a whole first, then individually. It promotes open and continuous dialog teacher to teacher and includes the specialists.

Due to change in leadership this school year, several professional development sessions were conducted to recalibrate math conferencing and initiate the student advocacy program. The CSI team along with the principal served as facilitators to discuss how these activities would benefit our students. The CSI team with the school staff to establish the schedule and select appropriate partners for each classroom teacher. Resources and materials were provided. One final session to work out the nuts and bolts was held to make sure teachers had clarity to move forward.
Both are functioning successfully. Teachers are regularly conferencing with students to discuss areas of need or growth in developing number sense. The student advocacy program has provided an individual that can enhance each student's overall learning experience.

4. School Leadership

At the end of the past school year, 2013-2014, several leadership and administrative changes occurred. The new administrator was named in October of 2014 and began at Bowley in November. Additional staff changes included a completely new office staff, new teachers to Bowley, teachers new to their grade level and a teacher new to DoDEA. This constituted a thirty six percent change in the core teaching staff for the 2014-2015 school year. Despite these many transitions, Bowley Elementary School continues to remain focused and aware of the importance of what we do for students.

It was important for the incoming principal to establish a sense of stability and continued support for all stakeholders. The new principal collaborated with the Continuous School Improvement Team, the core teaching staff and specialists to revise the master schedule and incorporate weekly collaboration time for each grade level. After much discussion and review, math conferencing was recalibrated and a student

advocacy program was initiated that is separate and apart from math conferencing. Support staff members are also participating in weekly collaboration and rotate each week to a new grade level which allows them to collaborate with each grade level approximately once a month. This change has increased the dialog about student performance data, strategies and interventions. Support staff members and specialists are able to assist with review or analysis of student data and to offer student specific feedback. Individual student needs are being directly addressed. Follow-up collaboration has allowed review of data following implementation of any strategies or interventions.

It is important that Bowley as a staff embraces and believes we are accountable for the performance of all students and not only those within our individual classrooms. Learning outcomes are significant and the foundation begins with us. It is important as an educational leader to keep what is significant at the forefront of any discussion.

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: Math	Test: Terra Nova
Grade: 3	Edition/Publication Year: N/A
Publisher: McGraw-Hill	Scores are reported here as: NCEs

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	642.7	637.9	636.4	621.1	623.3
Number of students tested	43	37	52	90	89
Percent of total students tested	86	92.5	96.3	97.8	97.8
Number of students alternatively assessed					
Percent of students alternatively assessed	4	5	1.9	0	1.1
SUBGROUP SCORES					
1. White					
Average Score	642.2	653	653	626.6	629.3
Number of students tested	25	19	27	43	50
2. African American					
Average Score	625.6	600.4	603.6	612.2	617.9
Number of students tested	5	5	11	18	14
3. Hispanic					
Average Score	612	626.9	637.6	618.4	600.7
Number of students tested	4	8	11	18	14

NOTES: Data for F/RM students are not tracked.

Data for ELL/SPED students are provided with Terra Nova results but not specifically tracked.

Some ELL students are alternatively assessed based on their individual language abilities/accommodations and whether those accommodations can be met when the test is administered.

Some SPED students are alternatively assessed based on their specific accommodations for testing and whether those accommodations can be met when the test is administered.

Some ELL and SPED students are not alternatively assessed nor do they receive special accommodations.

Subject: Math	**Test:** Terra Nova	
Grade: 4	**Edition/Publication Year:** N/A	
Publisher: McGraw-Hill	**Scores are reported here as:** NCEs	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	658.4	661.3	656.3	646.4	643
Number of students tested	36	46	34	78	83
Percent of total students tested	97.3	93.9	89.5	97.5	100
Number of students alternatively assessed					
Percent of students alternatively assessed	2.7	0	0	1.2	100
SUBGROUP SCORES					
1. White					
Average Score	663.9	667.4	675.8	655.3	647.7
Number of students tested	14	25	15	42	48
2. African American					
Average Score	624.2	645.3	653.3	642.7	639.7
Number of students tested	6	10	7	11	15
3. Hispanic					
Average Score	655.4	659.6	607	620.9	632.2
Number of students tested	9	8	2	14	13

NOTES: Data for F/RM students are not tracked.

Data for ELL/SPED students are provided with Terra Nova results but not specifically tracked.

Some ELL students are alternatively assessed based on their individual language abilities/accommodations and whether those accommodations can be met when the test is administered.

Some SPED students are alternatively assessed based on their specific accommodations for testing and whether those accommodations can be met when the test is administered.

Some ELL and SPED students are not alternatively assessed nor do they receive special accommodations.

Subject: Math	**Test:** Terra Nova
Grade: 5	**Edition/Publication Year:** N/A
Publisher: McGraw-Hill	**Scores are reported here as:** NCEs

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	680.4	665.3	671	0	0
Number of students tested	32	37	47		
Percent of total students tested	97	92.5	94	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
Average Score	691.9	678.9	681.9	0	0
Number of students tested	17	19	25	0	0
2. African American					
Average Score	664.9	649.2	658.6	0	0
Number of students tested	9	11	9	0	0
3. Hispanic					
Average Score	674.3	606.5	642.2	0	0
Number of students tested	4	2	6	0	0

NOTES: Fifth graders did not attend Bowley until the 201-2012 SY

Subject: Reading/ELA	**Test:** Terra Nova
Grade: 3	**Edition/Publication Year:** N/A
Publisher: McGraw-Hill	**Scores are reported here as:** NCEs

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	654.3	650.9	642.8	640.7	637.1
Number of students tested	43	37	52	90	90
Percent of total students tested	86	92.5	96.3	97.8	98.9
Number of students alternatively assessed					
Percent of students alternatively assessed	4	5	1.9	0	1.1
SUBGROUP SCORES					
1. White					
Average Score	656.1	659.6	651.1	642.4	645.4
Number of students tested	25	19	27	43	50
2. African American					
Average Score	641	631.2	622.8	636.1	627.8
Number of students tested	5	5	11	18	14
3. Hispanic					
Average Score	636	644.4	637.6	638.2	622.2
Number of students tested	4	8	11	18	14

NOTES: Data for F/RM students are not tracked.

Data for ELL/SPED students are provided with Terra Nova results but not specifically tracked.

Some ELL students are alternatively assessed based on their individual language abilities/accommodations and whether those accommodations can be met when the test is administered.

Some SPED students are alternatively assessed based on their specific accommodations for testing and whether those accommodations can be met when the test is administered.

Some ELL and SPED students are not alternatively assessed nor do they receive special accommodations.

Subject: Reading/ELA	Test: Terra Nova
Grade: 4	Edition/Publication Year: N/A
Publisher: McGraw-Hill	Scores are reported here as: NCEs

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	669.8	666	657.8	654.5	649.5
Number of students tested	36	46	35	78	83
Percent of total students tested	97.3	93.9	92.1	97.5	100
Number of students alternatively assessed					
Percent of students alternatively assessed	2.7	0	0	0	1.2
SUBGROUP SCORES					
1. White					
Average Score	672.2	675.3	670.5	659.2	653
Number of students tested	14	25	15	42	48
2. African American					
Average Score	648.3	643.2	656.6	654.1	650.8
Number of students tested	6	10	8	11	15
3. Hispanic					
Average Score	670.8	661.9	634	640.5	644.2
Number of students tested	9	8	2	14	13

NOTES: Data for F/RM students are not tracked.

Data for ELL/SPED students are provided with Terra Nova results but not specifically tracked.

Some ELL students are alternatively assessed based on their individual language abilities/accommodations and whether those accommodations can be met when the test is administered.

Some SPED students are alternatively assessed based on their specific accommodations for testing and whether those accommodations can be met when the test is administered.

Some ELL and SPED students are not alternatively assessed nor do they receive special accommodations.

Subject: Reading/ELA	Test: Terra Nova
Grade: 5	Edition/Publication Year: N/A
Publisher: McGraw-Hill	Scores are reported here as: NCEs

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	677.3	666.8	672.9	0	0
Number of students tested	32	37	47		
Percent of total students tested	97	92.5	94	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
Average Score	681.3	674.8	681.1	0	0
Number of students tested	17	19	25	0	0
2. African American					
Average Score	669.7	660.6	668	0	0
Number of students tested	9	11	9	0	0
3. Hispanic					
Average Score	682.3	645	642.2	0	0
Number of students tested	4	2	6	0	0

NOTES: Fifth graders did not attend Bowley until the 2011-2012 SY.