School Profile

Illesheim Elementary School

Illesheim, Germany

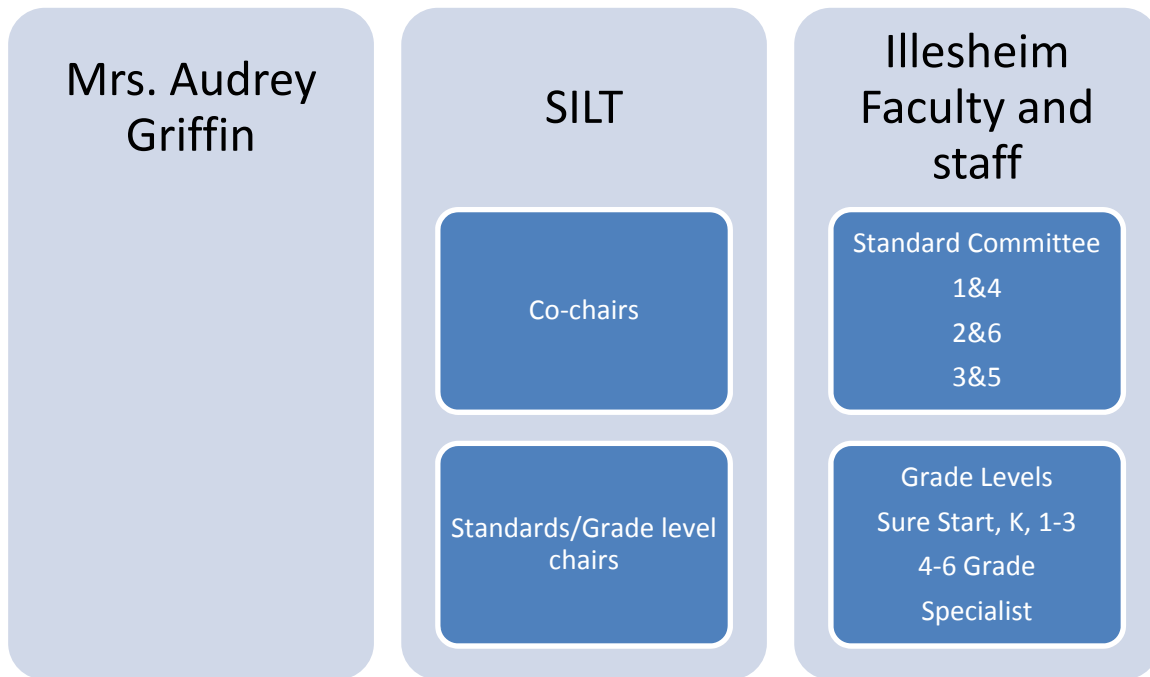Mrs. Audrey Griffin, Principal

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SCHOOL PROFILE DEVELOPMENT

Illesheim Elementary School worked in collaborative teams to develop an accurate and insightful profile for the school. We began with the development of our vision and goals through discussion, research, and data analysis in SY 06-07. Yearly, we revisit where we are and where are we going. The SILT (School Improvement Leadership Team) is made up of 2 CSI Co-Chairs, 3 Grade Level Committee/CSI Standards Committee Chairs, 2 parent representatives, and the school principal. Data was gathered from various school wide programs. A parent member was also asked to review and provide assistance with the development of the profile. The whole school reviewed the profile during a staff meeting. The below chart is the organizational structure used at Illesheim Elementary.

Mrs. Audrey Griffin	SILT	Illesheim Faculty and staff
	Co-chairs	Standard Committee 1&4 2&6 3&5
	Standards/Grade level chairs	Grade Levels Sure Start, K, 1-3 4-6 Grade Specialist

DoDEA Vision

Communities investing in success for ALL students

DoDEA Mission

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Bavaria District Mission

It is the mission of the Bavaria District to guide and facilitate educators to increase and improve the use of the DoDEA content and performance standards. These standards will serve as their foundation for selecting and implementing effective instructional strategies and appropriate assessments activities that will be used to guide and inform instruction to maximize learning and achievement for all students.

Illesheim Elementary School Mission Statement

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

VISION Statement

To foster learning communities committed to success for all students in a caring environment.

Guiding Principles

Striving to learn, learning to care, with P.R.I.D.E

Preparation, Respect, Integrity, Dependability, Excellence

Illesheim Core Commitments / Beliefs

Integrity, trust, and respect

Lifelong learners in a global society

Literacy across the curriculum

Equal access to quality rigorous education

Success for all students

High expectations

Engaged lifelong learning

Inspired inquiry through developmentally appropriate

Making a safe and secure environment

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UNIQUE LOCAL INSIGHTS

Location:

Illesheim Elementary School is located on Storck Barracks, Illesheim, Germany, approximately 45 minutes from the historic city of Nuremberg and two hours from Frankfurt. This installation is part of the greater U.S. Army Ansbach Garrison, which is about 25 miles away. Illesheim's location provides families with an opportunity to immerse their children in a variety of cultural and historical events. Storck Barracks has an active duty military population of approximately 965 and a community population of 3,065.

Base History:

On April 13, 1945, the US Army's 101st Cavalry Group captured Illesheim. US Air Force elements used the airfield as a base for combat operations from April to May 1945. Since 1947, there has been a succession of US units with a variety of missions stationed at Illesheim. Major renovations occurred in every decade during the Cold War. The Flight Simulator was constructed between1985-1987. The Headquarters for the 12th Aviation Brigade is located in Ansbach. Currently, the 2-159 ARB (Attack Reconnaissance Battalion), 3-159 ARB, and the 3-58 AOB (Aviation Operations Battalion) and the 412th Detachment are stationed at Storck Barracks.

Facilities:

The base has a small Commissary, Post Exchange, Gas Station/Shoppette, family housing, and Illesheim Elementary School. The base also has a gym, bowling center and movie theater for recreation. There are childcare facilities, a teen center, and one of the largest playgrounds within the European region.

Deployment:

For the last five years, the three battalions assigned to Storck Barracks have been in a constant state of deployment, redeployment and reintegration. This means the families have been in a highly stressful environment over an extended period of time. It is evident that this has an emotional impact on families. Less home support is available for students and students are more likely to be distracted. In the school year 2008-2009, half of our students had a parent deployed for the majority of the year. Currently, both major units are in redeployment status and a few individual augmentees are deployed. Counseling services are an essential part of helping students manage this unique situation. The staff maintains a high awareness and responds to deployment in a positive way by offering a number of special programs to students and parents.

Elementary School:

The majority of our students are Army military dependents. The school provides programs for Preschool Child Development (PSCD), Sure Start, Kindergarten, and 1st through 6th grade. The total school population is 215 students.

Students receive weekly instruction in German Host Nation, Art, Music, and Physical Education. We have additional support staffing to meet the needs of students. Illesheim Elementary has full time teachers for English as a Second Language, Reading Specialist,

Speech Pathologist, Educational Technologist, Gifted Education, and Media Specialist. There are also two Special Education teachers and a half time counselor.

After school clubs are offered to students throughout the school year such as cooking, guitar, games, homework, sports and drama clubs. In addition, the base offers after school sports programs through Child Youth Services (CYS). SKIES (Schools of Knowledge, Inspiration, Exploration & Skills offers other interest classes The community also sponsors Boy Scout and Girl Scout programs that support the school with flag ceremonies during assemblies. Many staff members participate in community organizations by serving as board members, troop leaders, and volunteers.

The school has a computer lab with twenty-six computers, a library with ten computers, and a reading resource room that has a large variety of leveled reading books for classroom instruction. Sixteen classrooms have SMARTBoard technology and all grade levels have access to a shared ELMO. There is an average of four student computers per classroom. In 2010, the school dedicated rooms for a science classroom/lab and a multimedia lab.

Teacher information:

We are a highly qualified professional teaching staff of twenty-five. Twenty-two hold Masters Degrees and the staff has an overall average of twenty-five years of teaching experience.

Faculty Degree Levels SY10-11

BA +15	BA+30	MA	MA +15	MA+30
1	1	5	2	16

Year of Teaching Experience

0-10	11-20	21-30	30+ years
1	8	8	8

Data Collection Instruments

We selected the following instrument to collect data regarding stakeholder perceptions:

DoDEA Customer Satisfaction Survey

Illesheim Elementary School 2008-2009 Customer Satisfaction Survey Percentage of Respondents Rating Schools "A" or "B"
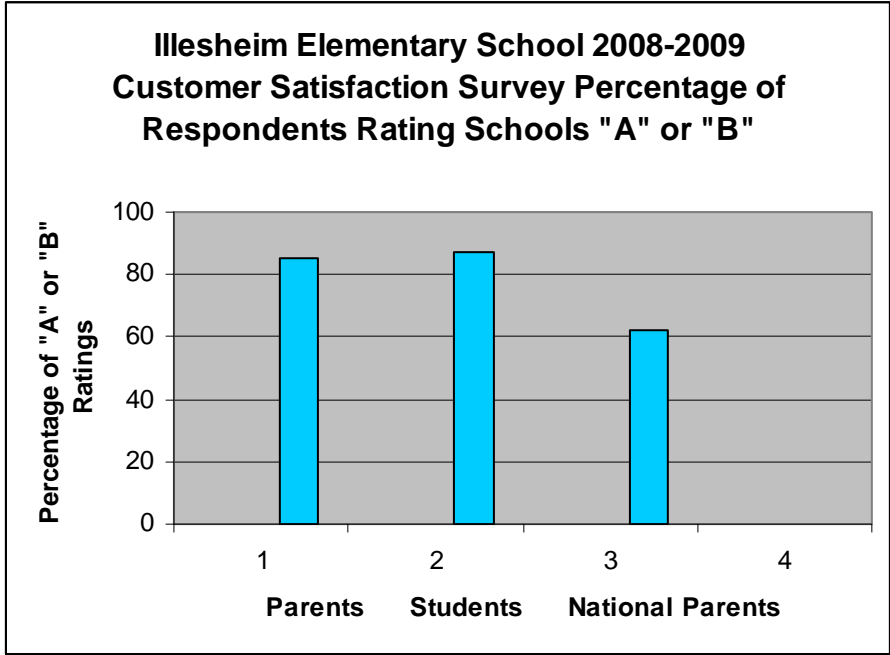
Analysis of Data:

In the fall of school year 2008-2009, a customer satisfaction survey was given to parents and students to give their opinions and perception of the school and programs available to students. The total number of respondents was 161, this includes 82 parents/sponsors and 79 students. The graph above reflects "A" or "B" responses to the question, "What grade would you give your school?" and a comparison to the national norm. Eighty-three percent of respondents would give our school a grade of an A or B overall.

Data Display: DoDEA 2008-2009 Customer Satisfaction Survey

Results from items that stakeholders considered problem areas

Issues	Parent		
	Major	Minor	Not a problem
Bullying	20%	48%	33%
Lunch Program	15%	32%	54%
Childhood Obesity	10%	40%	50%
Fighting/Violence	11%	23%	66%
Financial Support/Funding	16%	26%	59%
Issues	Students		
	Major	Minor	Not a problem
Bullying	51%	24%	25%
Lunch Program	24%	24%	52%
Childhood Obesity	22%	24%	52%
Fighting/Violence	43%	42%	15%
Financial Support/ Funding	18%	20%	62%

Analysis of Data:

As this data was reviewed, we noted areas of concern and built short term and long range plans accordingly. The perception of bullying being a major problem was of great concern to us, resulting in the immediate implementation of a school wide character improvement program.

Implications for Student Performance Goals

The Customer Satisfaction survey indicates that parents and students give high ratings to the overall school satisfaction, this is much higher than the national average for schools. While satisfaction is high, there is a large concern from both parents and students regarding bullying and fighting. The school vision indicates a desire for a caring environment for students. In 2009-2010, Standard 3 Committee looked into character programs that could help teach specific skills to prevent bullying and fighting. Understanding the need for a consistent school wide program to address bullying, various stakeholders met multiple times to determine a plan that best fits the needs of students at Illesheim. Character Counts was selected.

 The school counseling program runs classroom guidance lessons on conflict resolution, "Second Steps Violence Prevention Curriculum preschool-3rd and "STEPS TO RESPECT", an anti-bullying curriculum for 4-6th grades. Character Counts is woven into the theme for each violence prevention lesson. Teachers support these skills with follow-up lessons and reinforcement as needed. In addition, Character Counts Pep Rallies are performed by students of different grade levels monthly. This establishes consistency with vocabulary and expectations throughout the school in regards to character development.

INFORMATION FROM FORMER STUDENTS

Due to Department of Defense restrictions related to the collection of data from students, the school was unable to obtain the perceptions of former students prior to the selection of new student performance goals.
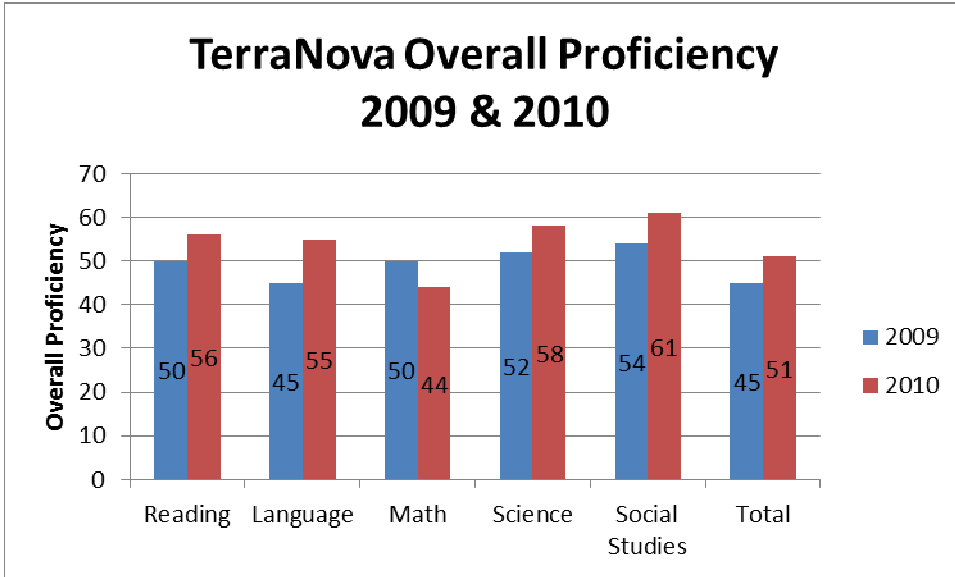
EXISTING SCHOOL DATA: STUDENTS

Data Collection Instruments

- The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm referenced assessment given annually in the spring of each school year to all students in grades 3-6. The third edition began in school year 2008-2009. Comparing Terra Nova 2nd and 3rd editions can be difficult because of the different norm referencing.

- The 6+1 Writing Prompt is a local assessment given in the fall and the spring to Sure Start, PSCD, Kindergarten and grades 1-6. The writing prompts were chosen from the following website: http://departments.bcsd.com/cipd/Writing%20Prompts%20and%20Scoring%20Guides%20index.htm

- Literacy Place Language Arts Writing Assessment section which was replaced by Reading Street quarterly assessment in 2010-2011 due to a newly adopted curriculum.
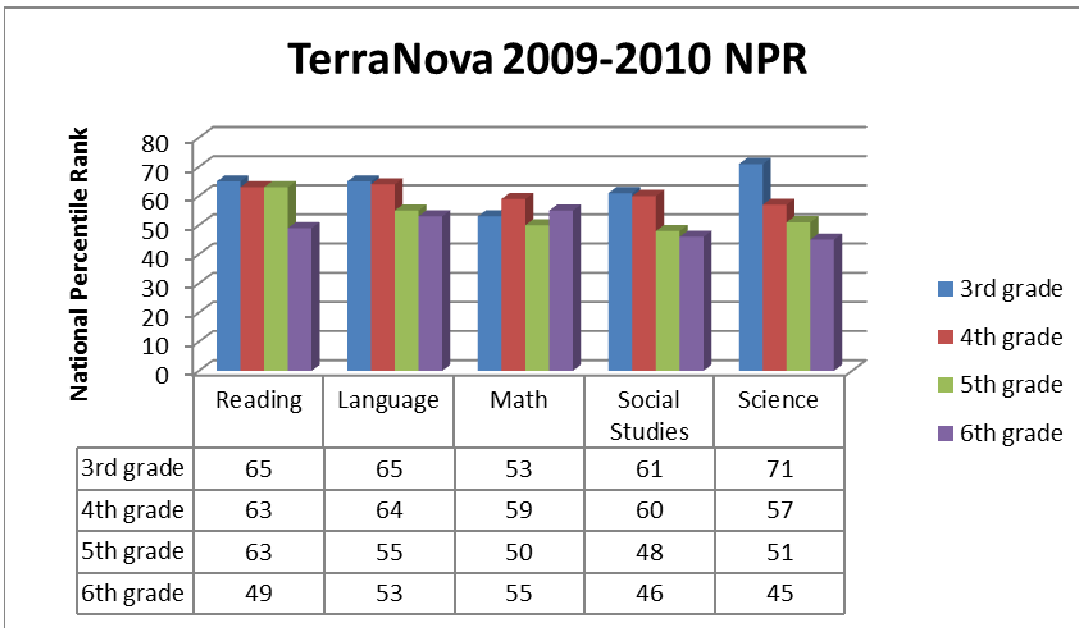
New Data Collection Instruments 2010-2011

- Pre-selected Problem Solver Tasks taken from Creative Publications will be given yearly in spring to students in grades 1-6.
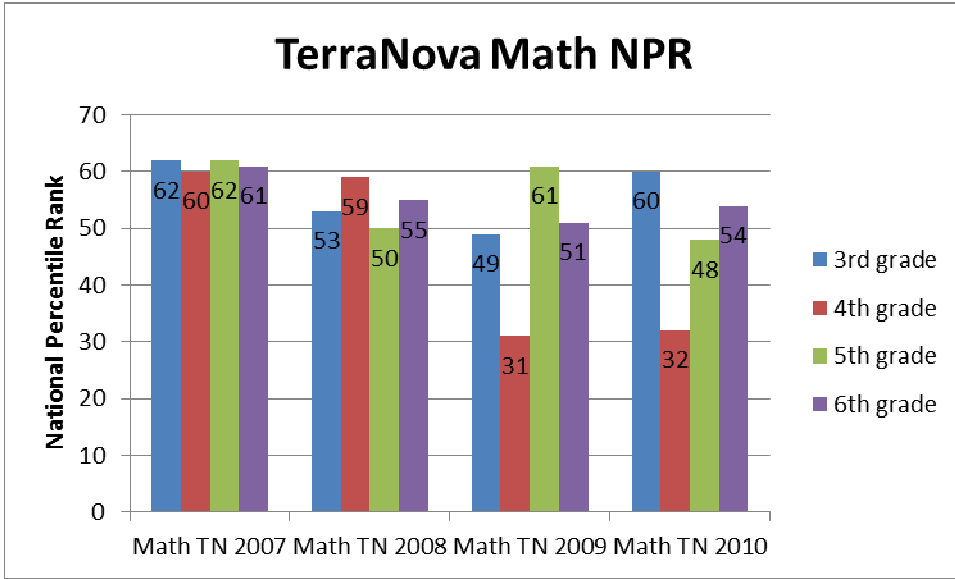
TerraNova Overall Proficiency 2009 & 2010

Content Area	2009	2010
Reading	50	56
Language	45	55
Math	50	44
Science	52	58
Social Studies	54	61
Total	45	51

Analysis of Data:

Data reported for content areas in 2009 to 2010 showed an increase in student performance in all areas except math.

TerraNova 2009-2010 NPR

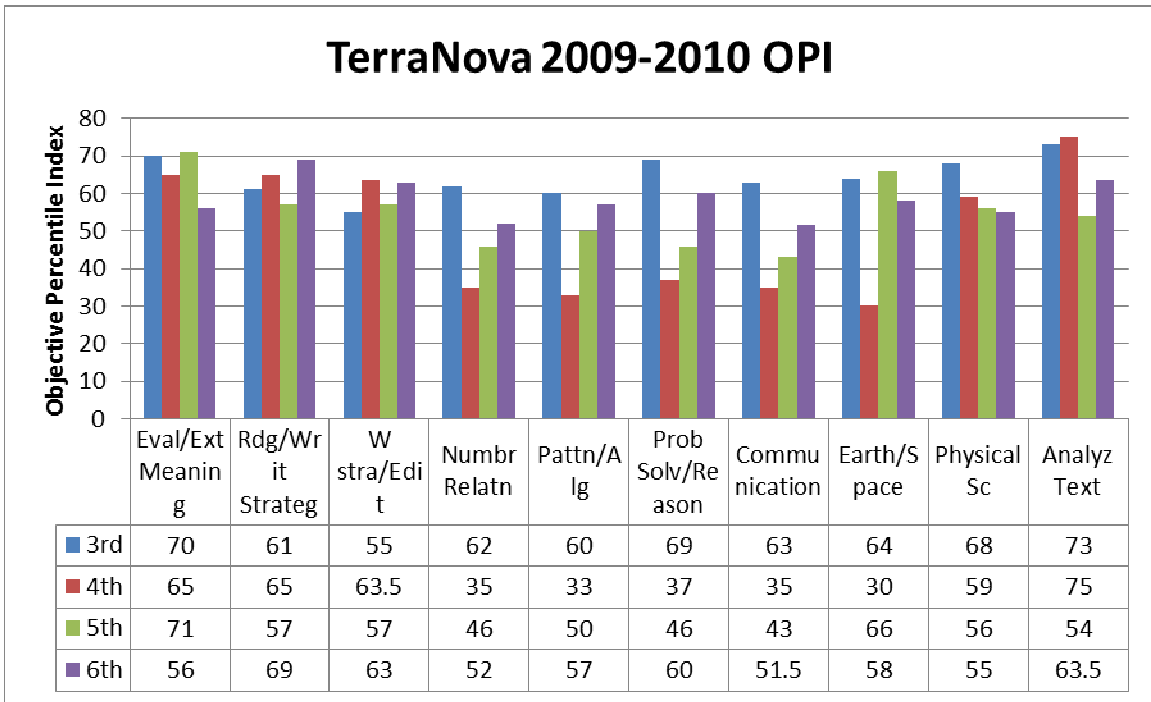|	Reading	Language	Math	Social Studies	Science
3rd grade	65	65	53	61	71
4th grade	63	64	59	60	57
5th grade	63	55	50	48	51
6th grade	49	53	55	46	45

Analysis of Data:

Data indicates that math, for grades 3 and 4 is the core area with the lowest scores. Data is reported for fifth and sixth grade; however there were less than twenty students in each grade.

TerraNova Math NPR

National Percentile Rank

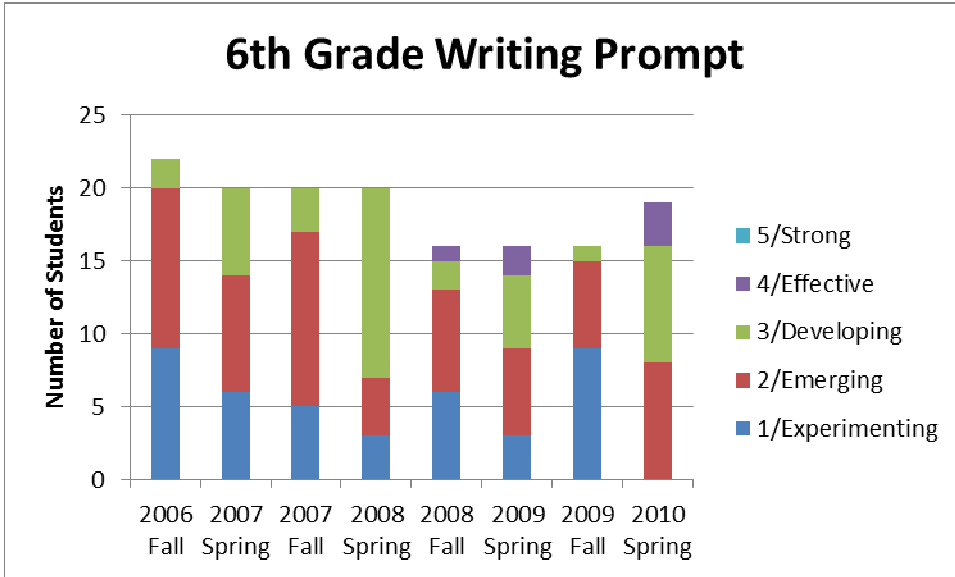|	3rd grade	4th grade	5th grade	6th grade
Math TN 2007	62	60	62	61
Math TN 2008	53	59	50	55
Math TN 2009	49	31	61	51
Math TN 2010	60	32	48	54

Analysis of Data:

Achievement scores in Mathematics have decreased over the years analyzed. It should be noted that the Terra Nova Multiple Assessment changed between SY 07-08 and 08-09. Expectations on that assessment differ significantly, which we noticed immediately when reviewing the data.

TerraNova 2009-2010 OPI

Objective Percentile Index

	Eval/Ext Meaning	Rdg/Writ Strateg	W stra/Edit	Numbr Relatn	Pattn/Alg	Prob Solv/Reason	Communication	Earth/Space	Physical Sc	Analyz Text
3rd	70	61	55	62	60	69	63	64	68	73
4th	65	65	63.5	35	33	37	35	30	59	75
5th	71	57	57	46	50	46	43	66	56	54
6th	56	69	63	52	57	60	51.5	58	55	63.5

Analysis of Data:

Data indicates that problem solving and communication are two significantly weak areas. As a result, we developed two goals focusing on these areas and have implemented interventions that can be addressed across curriculum areas and content instruction.

6th Grade Writing Prompt

Number of Students

Legend:
- 5/Strong
- 4/Effective
- 3/Developing
- 2/Emerging
- 1/Experimenting

X-axis: 2006 Fall, 2007 Spring, 2007 Fall, 2008 Spring, 2008 Fall, 2009 Spring, 2009 Fall, 2010 Spring

Analysis of Data:

Each year from fall to spring, growth is evident in the reduction of students in experimenting, emerging and developing. Sixth grade students who have been a part of this intervention the longest, in the fall start at emerging with no students at experimenting. This is the first year students are starting off in a higher writing range. We predict that as our student move into Middle school that at least half will be strong and effective writers.

Our community actively participated in analyzing the data with faculty, administration and parents.

Implications for Student Performance Goals

Data indicates a need to focus on problem solving and written communication based on low scores. These two areas are embedded across all subject areas and life skills. While we are seeing progress in student performance on the writing prompt, it is unclear as to which traits may be keeping students from meeting the higher levels. As a result, in 2010 the faculty began reporting data by trait opposed to a holistic score.

EXISTING SCHOOL DATA: COMMUNITY

DATA COLLECTION INSTRUMENTS

We selected the following instruments to collect data regarding Community Data and Information:
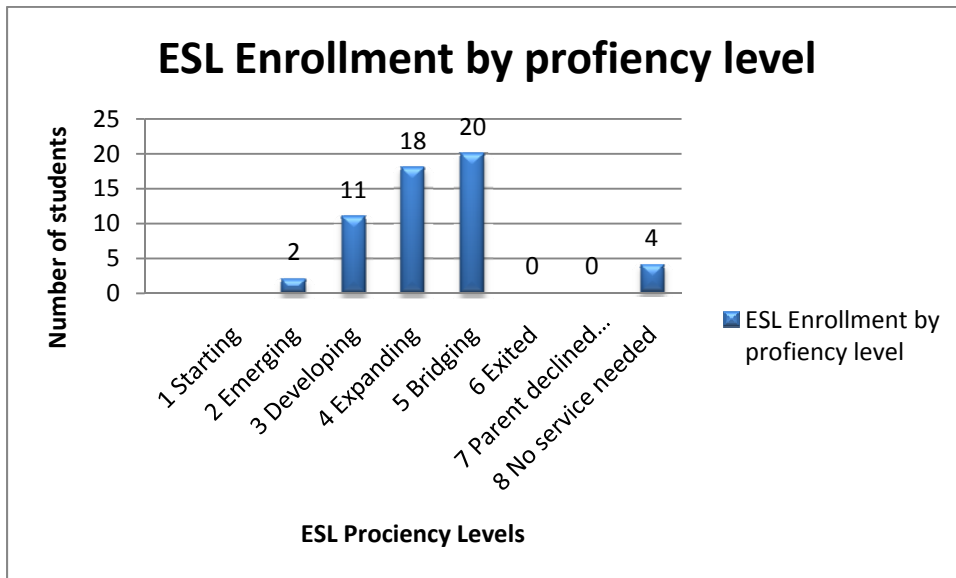
Enrollment of ESL Students by Level

Enrollment by Student Race

Enrollment by Lunch Program Eligibility

Sponsor's Branch of Service

PRESENTATION OF DATA: UNIQUE LOCAL INSIGHTS- COMMUNITY DATA AND INFORMATION
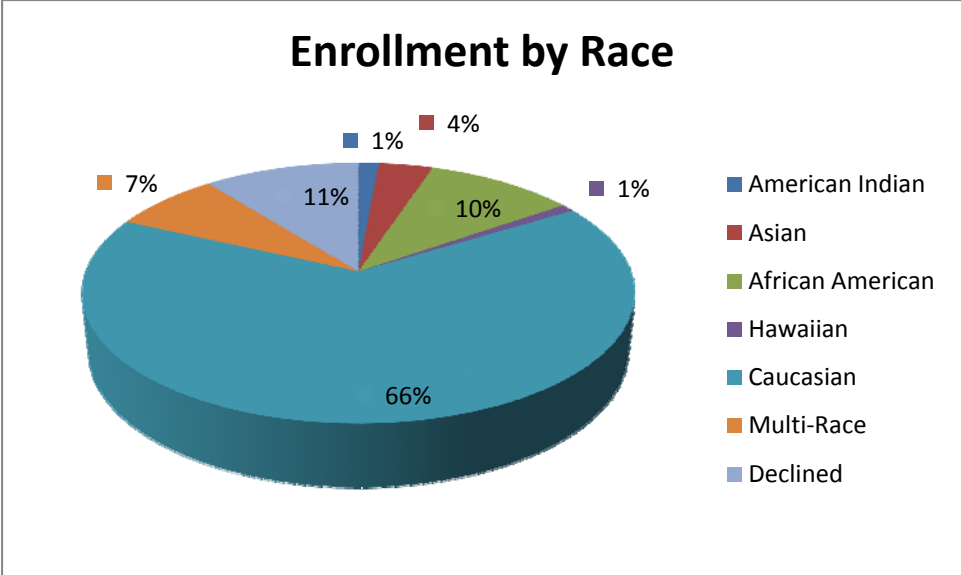

Analysis of Data:

The graph indicates the number of students receiving English as a Second Language services for school year 2010-2011. This graph identifies learners by level of proficiency. Currently, there are 49 students attending IES who have indicated on the HLQ DoDEA Form 600A (2007) that the student language profile includes a language other than English. According to the HLQ and parent input, languages other than English that are part of our student population include:

German – 6 students   Russian – 3 students
Tagolog – 5 students   Spanish – 30 students
Japanese – 1 student   Czech – 1 student
Korean – 2 students   Thai – 1 student

Enrollment by Race

- American Indian — 1%
- Asian — 4%
- African American — 10%
- Hawaiian — 1%
- Caucasian — 66%
- Multi-Race — 7%
- Declined — 11%

Analysis of Data:

A School Information System report was generated to collect information about the race of all students. The chart above displays data about student race for school year 2010-2011. The majority of the school population is Caucasian and 44% are of various minorities.
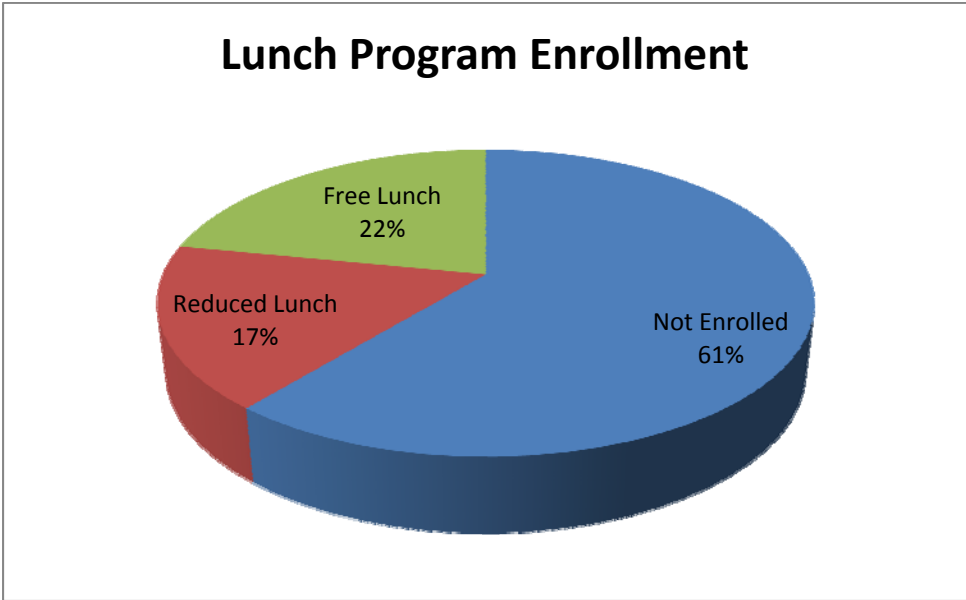
Lunch Program Enrollment

- Free Lunch 22%
- Reduced Lunch 17%
- Not Enrolled 61%

Analysis of Data:

A School Information System report was generated to collect information on the percentage of students that received free or reduced lunch. The above chart displays the percentages of students who eat free, reduced, or regular lunch for school year 2010-2011. Currently, 39% of our student population receives free or reduced lunch. In previous school years, this percentage has been as high as 90%.

Army	202	94%
Civilian	8	4%
Contractors	2	1%
Air Force	3	1%

Analysis of Data:

A School Information System report was generated to collect information about the branches of services represented by the student's sponsors for school year 2010-2011. Our school population is predominantly are active duty Army. This clearly shows the impact of students affected by military deployment.

Implications for Student Performance Goals

The percentage of ESL, deployed parents, and meal assistance for our students makes our population high needs. These students require extra attention with classroom instruction in order to make significant academic gains. Helping students link cultural and background knowledge, as well as building vocabulary is essential for success with performance goals. The social and emotional needs of our students must be addressed conjointly with academic goals through additional counseling support and services.
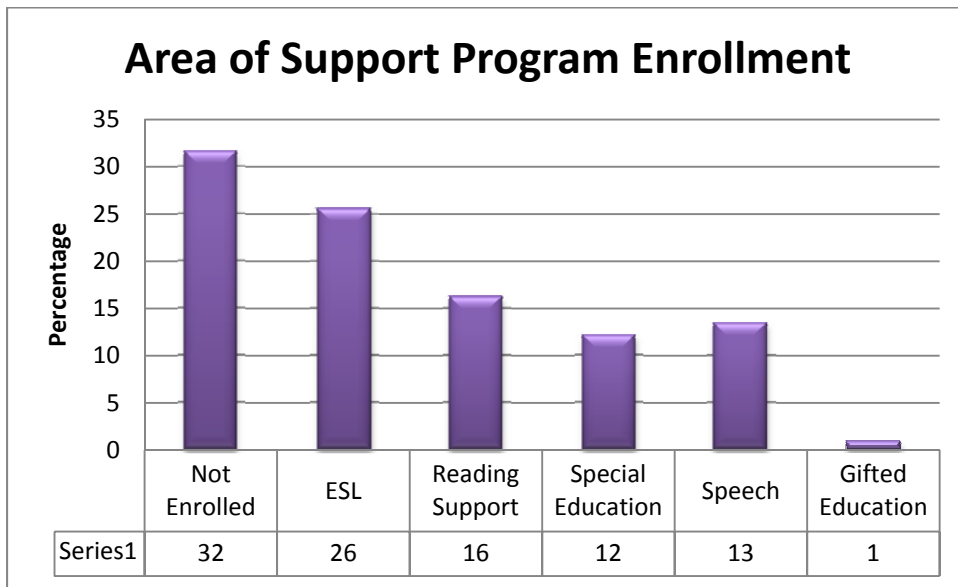
EXISTING SCHOOL DATA: INSTRUCTIONAL

DATA COLLECTION INSTRUMENTS

We selected the following instruments to collect data regarding Instructional Data and Information:

Enrollment by Instructional Support Services

Teacher Perceptions

Staff Development Opportunities

Area of Support Program Enrollment

	Not Enrolled	ESL	Reading Support	Special Education	Speech	Gifted Education
Series1	32	26	16	12	13	1

Analysis of Data:

A School Information System report was generated to collect information about the percentage of children who receives additional support services. The chart below displays percentage of the student population by area of support for 2010-2011. Sixty eight percent of our student population needs some form of additional support outside of regular classroom instruction. Services may overlap for some of the population.

Description of Data:

Teacher Perceptions: Teachers met in cross grade level groups in the spring of 2010 to look at school wide data (i.e.Terra Nova, End of the Year Math tests, Community survey, and current student work). According to the upper grade teachers the following perceptions were noted. Most of the students had difficulty pulling information from the text of the problem which resulted in mathematical errors. Students did not have a logical way to solve the problem and had a limited knowledge of the math vocabulary.

Analysis of Data: Standardized testing and teachers' observations indentify a need for problem solving across multiple grade levels and subject areas.

Description of Data:

Staff Development Opportunities 2007-2010:

- 6+1 Writing Traits book study
- 6+1 Writing Workshops (2 full days)
- Red Scholastic Courses: 6+1 Writing Traits, Fluency, Vocabulary, Reading Comprehension, Diversifying for ESL Students
- What Teachers Do Differently book study
- Using Data to Differentiate Instruction (UDDI)
- Peer sharing at faculty meetings

Analysis of Data: The staff has had multiple levels of training regarding the 6+1 writing intervention. We are currently involved in staff development for problem solving and using formative assessment to guide instruction.

Description of Data:

School Organization: Illesheim is divided into primary and intermediate grade level groups. PSCD, Sure Start and Kindergarten through 3rd grade follow the early childhood developmental practices. Grades 4 through 6 have departmentalized in all subject areas. Instruction is driven by DODEA standards in all grades. The school is united through a common student vision- Striving to Learn, Learning to Care, with P.R.I.D.E. In 2010-2011, we began using Character Counts as an instructional piece for teaching Preparation, Respect, Integrity, Dependability, and Excellence.

Grade Level	Student Numbers
PSCD	4
Sure Start	15
Kindergarten	34
First Grade	30
Second Grade	24
Third Grade	38
Fourth Grade	29
Fifth Grade	24
Sixth Grade	17

Analysis of Data: All teachers are striving to use DODEA standards to guide instruction. The school is creating a cohesive, collaborative climate.

Implications for Student Performance Goals

As sixty-eight percent of our student population receives additional support, the need for very specific interventions is required to maximize student growth. Our staff may need to reflect on best educational practices in order to address the specific needs of our population.

Interpretation and Triangulation of Data:

<u>Student Performance Goal 1:</u> By 2013, all students will improve writing proficiency across the curriculum using 6+1 Writing Traits as measured by the Terra Nova 3, local Writing Prompt Assessment, and English Language Arts Writing Assessment.

- o Data Point 1- Terra Nova
- o Data Point 2 – Literacy Place End of Year Test
- o Data Point 3 – Teacher Perception Data

<u>Student Performance Goal 2</u>: By 2016, all students will improve their ability to implement problem solving strategies across the curriculum by identifying problems, selecting effective strategies, and communicating solutions as measured by the Terra Nova 3, McMillian McGraw Hill Math end of the year test, and local problem solving assessment.

- o Data Point 1   Terra Nova 07/08, 08/09
- o Data Point 2 – Math Curriculum End of the Year Test 08/09
- o Data Point 3 – Teacher Perception data

Rationale for Student Performance Goals

In fall 2005, the staff reviewed school wide data at a faculty in-service and determined a weakness in two areas of literacy; writing and reading comprehension. However, at that time, we did not have adequate data regarding math other than Terra Nova scores to inform our decision. Administration encouraged the staff to focus on literacy. In school year 2006-2007 we selected an intervention in the area of writing. We discussed many instructional strategies that were used in reading comprehension. Although we attempted to develop our 2 goals with 3 interventions and 5 strategies that were required by the district, we were never able to fully implement the reading interventions. In the spring of 2009, we realized the decreasing scores in math, specifically problem solving and began reviewing original data. Since the reading goal was not implemented school wide and data indicated a need elsewhere, problem solving was selected.