

ANKARA ELEMENTARY/HIGH SCHOOL (GEORGE C MARSHALL SCHOOL)

Ankara Elementary/High School (locally referred to as the George C Marshall School) was established by the United States Department of Defense Education Authority (DoDEA) to serve the children of U.S. military service members and Department of Defense civilian employees posted to Ankara.

Ankara E/H School actively encourages international students to register and currently has a community consisting of 55% international students with 40 nationalities represented.

DoDEA

DoDEA operates 192 schools in 14 districts located in 12 foreign countries, seven states, Guam, and Puerto Rico. Approximately 8,700 educators serve more than 84,000 DoDEA students.

The DoDEA instructional program provides a comprehensive kindergarten through 12th grade curriculum that is competitive with that of any school system in the United States. DoDEA maintains a high school graduation rate of approximately 99 percent. The 2,875 graduating seniors in DoDEA's Class of 2006 earned more than \$38.2 million in scholarships and grants.

DoDDS-E

The Department of Defense Dependents Schools - Europe (DoDDS-E) is part of the US Department of Defense Education Activity (DoDEA).

DoDDS-Europe operates 90 schools within five districts throughout Europe, serving 41,000 school-age children in the following regions: Bavaria, Heidelberg, Isles, Kaiserslautern and Mediterranean. Ankara falls within the Mediterranean region.

Department of Defense (DoD) schools in Europe are accredited by the North Central Association Commission on Accreditation and School Improvement.

Assessment

Student progress is monitored through the use of standardized tests. Students take the Terra Nova Achievement Test, a norm-referenced test for students in grades 3 through 11. Every year, at every grade level tested, and in every subject area, DoDEA students score above the national average. DoDEA 4th and 8th grade students also take the National Assessment of Educational Progress (NAEP), "the Nation's Report Card." DoDDS student scores consistently rank at or near the top of the scale when compared with the scores of other participating states and jurisdictions.

The entire DoDEA system is guided by the 2006–2011 DoDEA Community Strategic Plan, which outlines our vision, mission and goals.

Our mission is to provide exemplary educational programs that inspire and prepare all students for success in a global environment.

To find out more visit www.eu.dodea.edu

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WELCOME TO THE ELEMENTARY SCHOOL

The Elementary campus provides a warm and caring atmosphere where students are taught to collaborate constructively, think creatively, reason critically and communicate effectively. We recognize that not all students learn in the same way and structure our programs and instruction to meet these different needs.

We offer activities for students to explore varying interests and develop skills in academic, artistic and athletic fields as we assist each student in reaching his or her full potential. Our goal is to help children to grow and develop into responsible, ethical, caring, contributing adults.

Our school is a place where students are enthusiastic about learning and parents are welcomed and appreciated. We invite you and your family to become a member of the GCM community where children come first.

English Language Arts (ELA)

We are committed to bringing a rich, varied experience to all students through our English Language Arts (ELA) programs. Our programs are designed to give students from every skill level opportunities to find success in reading, writing, speaking, and listening. Students can expect a challenging curriculum to prepare them for the 21st century world.

In addition to traditional courses of Language Arts and reading, we offer reading intervention lab classes using Scholastic's READ 180 reading program from grades 3-12.

No matter what students' interests and abilities are, we have a program that will provide a rigorous educational experience to meet those needs.

K-6 Programs

- READ 180/Reading Intervention
- Language Arts

Mathematics

Students in kindergarten through twelfth grade receive a comprehensive mathematics program. Our mathematics standards provide students with the opportunity to develop the skills that will enable them to fulfill personal ambitions and career goals in an ever changing world. Our goal is to offer a mathematics program for students to become mathematical problem solvers, to communicate mathematically, to reason mathematically and to make mathematical connections. The mathematics curriculum is balanced to provide conceptual development, problem solving, and the basic skills. The standards are organized in content "strands" to include number and operations, algebra, geometry, measurement, data analysis and probability.

The elementary mathematics program emphasizes students' understanding of mathematics that is built by actively engaging students in tasks and experiences to deepen and connect their mathematical knowledge. Problem solving strategies and skills are learned by using real life contexts so students have the ability to apply their learning in new and varied problem solving situations. Communication is an important part of the mathematics program. Students explain their work and defend their strategies assuring an understanding of the mathematical concepts.

The teachers have the DoDEA standards and the Mathematics Curriculum Guides to direct their instruction. The Math Curriculum Guides provide organized instructional units, assessments, and

learning resources. The kindergarten through fifth grade uses the Macmillan/McGraw Hill's Math textbooks.

Science

The National Science Teachers Association (NTSA) highlights the important understandings in Science. To be prepared for the 21st century, it is critical that all students have sufficient knowledge and skills in science. This includes student hands on laboratory experiences, technology integration and technological literacy. Further, NSTA views science as something that should be taught within the context of human experience.

The emerging research is clear in illustrating that learning science in context results in students with more sophisticated concept mastery and ability to use process skills. All students improve in terms of creativity skills, attitude toward science, use of science concepts and processes in their daily living and in responsible personal decision-making. This prepares students to be scientifically literate voting citizens.

This highly ambitious vision for science education is reached via the training and materials implementation processes within DoDDS-Europe. Achieving in Science requires high quality science curricula, competent and knowledgeable teachers who can integrate instruction with assessment, education policies that enhance and support learning, classrooms with ready access to technology, and a commitment to both equity and excellence.

The challenge is enormous and meeting it is essential. Our students deserve and need the best science education possible, one that enables them to fulfill personal ambitions and career goals in an ever-changing world.

Social Studies

Social Studies, as defined by the National Council for the Social Studies, is "the integrated study of the social sciences and humanities to promote civic competence."

Our Social Studies Curriculum is designed to provide students with learning experiences which will aid in the development of knowledge, skills, values, and attitudes necessary for participation as citizens in a culturally diverse, democratic society.

Essential skills, along with ten thematic strands form the basis of Social Studies Standards for each grade level. The ten thematic strands are:

1. Citizenship
2. Culture
3. Time, Continuity, and Change
4. Space and Place
5. Individual Development and Identity
6. Individuals, Groups, and Institutions
7. Production, Distribution, and Consumption
8. Power, Authority, and Governance
9. Science, Technology, and Society
10. Global Connections

Social Studies Standards and Areas of Focus by Grade Level

- K Self
- 1st Families
- 2nd Neighborhood
- 3rd Community

- 4th Regions
- 5th US History - Columbian to the Present

English as a Second Language (ESL)

Students entering our school represent many nationalities and cultures, and many of these students arrive with a language other than English in their backgrounds. Some have no or limited English proficiency while others are bilingual and need support only with academic programs. English as a Second Language (ESL) is a K - 12 program designed to enable English language learners (ELLs) to be successful in the regular school program and reach full educational parity with their English-speaking peers. The focus of the program is to provide educational opportunities that will enable ELLs to be independent learners, successful in the classroom, and productive members of society. The ESL program also strives to create a learning environment that encourages assimilation into the second language and culture while maintaining respect for and pride in one's cultural and linguistic heritage.

Goals: The goals of the ESL Program are to enable students to:

1. Use English to communicate effectively in a social setting
2. Use English to achieve academic standards in all content areas
3. Use English in socially and culturally appropriate ways

Host Nation Programs

Our school has Host Nation programs for grades K-6. These programs introduce students to the Turkish culture and language.

Gifted Education Program

The Gifted Education program guides schools in identifying and providing differentiated instruction for students with exceptional potential. All procedures for referral, record keeping, and services are consistent throughout our school system. Students who are eligible for services at one DoDDS school are automatically eligible at all schools. Students who transfer into a DoDDS school from a public or private school are referred to a Gifted Review Committee if there is evidence of participation in a gifted program.

Students may also be referred for review at the time of enrollment if records indicate exceptionally high achievement or ability; but parents, teachers and students may request referral at any time during the year. The identification process locates students whose potential or performance is so extraordinary that they require modifications in their instruction. During the referral process, a variety of data is gathered that includes both formal and informal assessments. "Assessment" is a broad term used for observations, rating scales, work samples, tests and records of accomplishment. No test is required for referral and no single test score determines eligibility.

The review committee determines the most effective ways to meet the needs of identified students. Selecting from a list of service options, schools consider their current educational resources and make choices based upon student needs. Students with different strengths may receive different types of services. No matter which choices are made, each school has in place several ways for eligible students to receive support. Differentiated instruction involves active partnerships within the school as teachers work together to provide curriculum and instruction that challenge gifted learners.