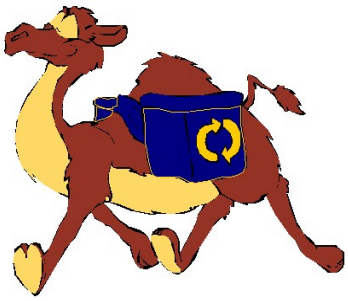
Incirlik American School
School Profile

Incirlik, Turkey
December 2006



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SCHOOL PROFILE DEVELOPMENT

Our School Improvement Leadership Team (SILT) is composed of the following:

- R. B., L. H. – Teacher Co-Chairs
- Sandra DiQuinzio, Lucille Sutherland – Administrators

The SIP process began on August 19th with R. B. developing a SIP presentation. However, as a result of Incirlik becoming a unit school on August 3, 2006, this presentation was put on hold for two weeks while we dealt with the many challenges and details of creating a unit school with no prior notification or transition time. This affected the make up of the SIP profile and process. We now needed to think and work as a unit school, K-12, as opposed to two individual entities. One of the greatest impacts this made on our SIP process was time for faculty members to get together—even as we write our profile, the elementary and middle/high school end of duty days are separated by forty-five minutes.

Ms. B. introduced the new SIP process on September 6th during two separate faculty meetings. The new school improvement process was explained to the faculty using the motto from an Englishman, John Heywood, who said, "Many hands make light warke." The faculty was told that the first step was to create the School Profile. Each Task Group was described and staff members were given the opportunity to volunteer for a task group that interested them.

During a SIP In-Service day, September 27th, Noni Hoag, a DSO Educational Generalist leader, took the staff through the process of creating core commitments and a mission statement. Toward the end of the day, members of each Task Group met together and were asked to select a recorder, a leader, and reporter. Each Task Group had specific data to review and analyze. They would then be responsible for analyzing and summarizing the data, preparing graphs (if applicable), and preparing a report to be shared with the entire faculty as well as saving to the SIP folder in the common drive.

At a dual staff meeting on October 3rd, additional information was disseminated to each Task Group and they were given a tentative deadline of October 27th to have most of their data gathered and analyzed. The co-chairs used the days between the 3rd and 26th to meet with individual Task Groups and to continue to guide them through the process and help answer questions. Rebecca Coury visited Incirlik on October 26th (meeting with the SIP co-chairs and one person from each Task Group) and 27th (meeting with the entire faculty). The meeting with the faculty was successful as each Task Group was able to study and analyze their data and create graphs if applicable.

Most of the Task Groups had their task completed by November 9th and presented their data analysis, and summary findings to the entire staff. An additional meeting was held with administration and team leaders to review the data and select goals.

MISSION STATEMENT

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.

Mediterranean District Mission

To support schools for the success of *every* student

Incirlik American School Mission Statement

In partnership with our community, Incirlik American School educates students to become responsible citizens of a changing world.

Core Commitments / Beliefs

- We are caring, committed colleagues
- We value children, friendship, equity, communication, validation and collegiality
- We recognize our working environment needs ingenuity and synergy to attain excellence
- We believe in collegiality, consistency and celebration for all

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UNIQUE LOCAL INSIGHTS

Data Collection Instruments

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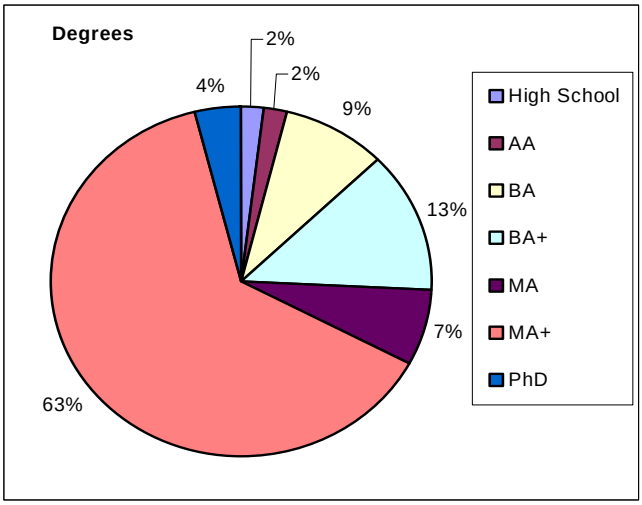
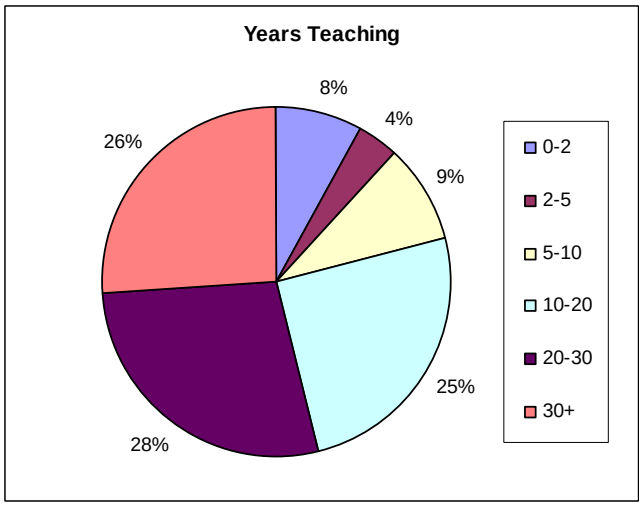
2. Student Demographics
3. School Structure
4. Programs
5. Curriculum
6. Supports
7. Clubs
8. Sports
9. Parent Partnerships
10. Military Mission
11. Transition to a Unit School

Presentation / Analysis of Data

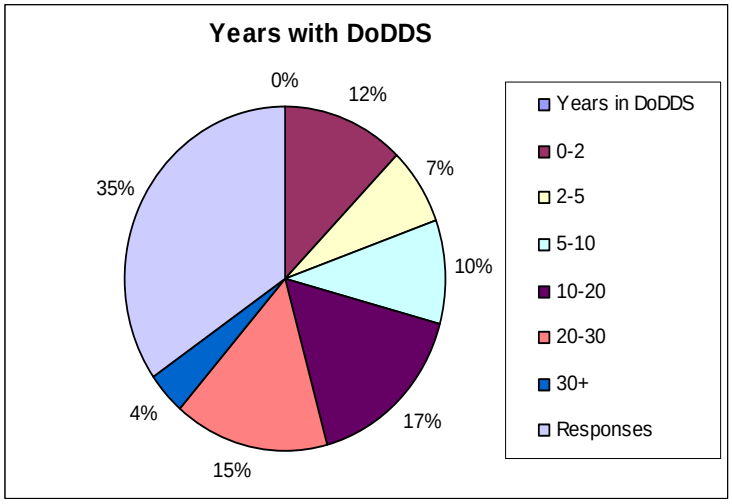
1. Teacher Demographics



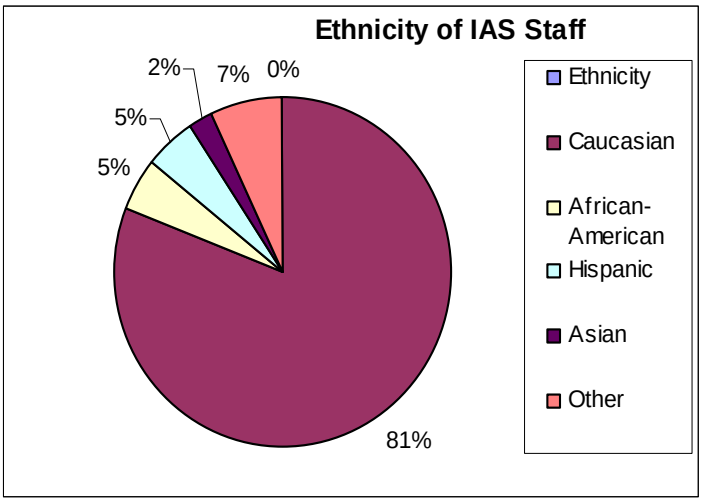
This pie chart shows the degrees that the staff has. The majority of our teachers have a Master's plus or a Master's Degree. Many have a Bachelor's plus or Bachelor's Degree, and two have a Doctorate's degree. The personnel with high school or associate degrees belong to the educational technicians or support staff.



The pie chart shows the numbers of years IAS teachers have been teaching.

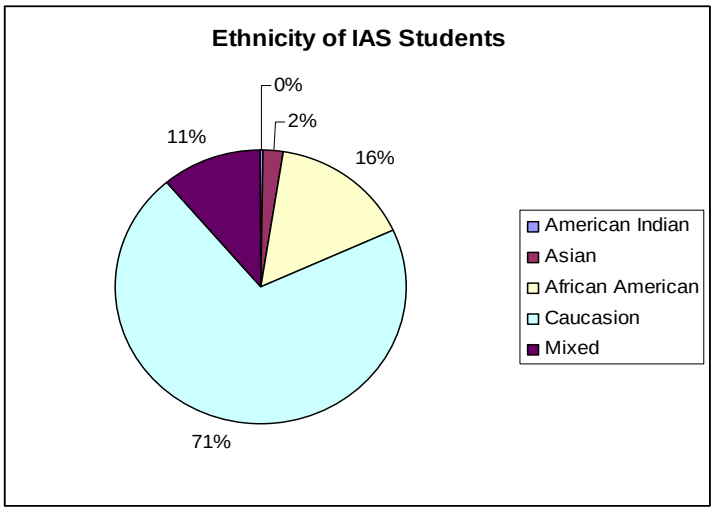


This pie chart shows the number of years that teachers have been with DoDDS. Most teachers have been with DoDDS 10-20 years, while many have been with DoDDS 20+ years.

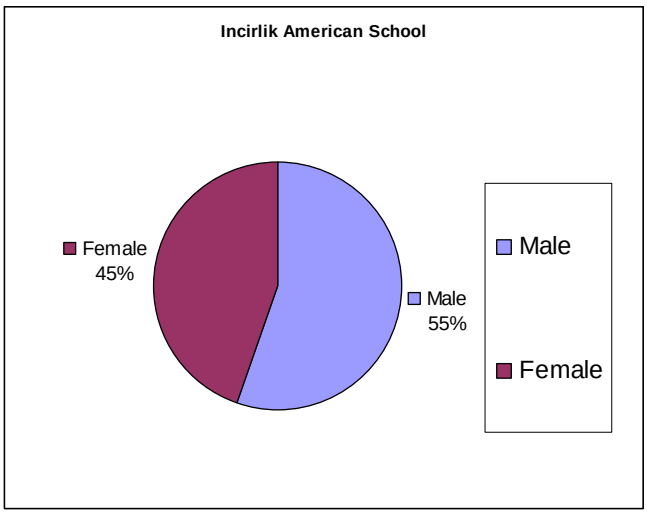


This pie chart shows the ethnicity of our staff. A majority of the staff is Caucasian.

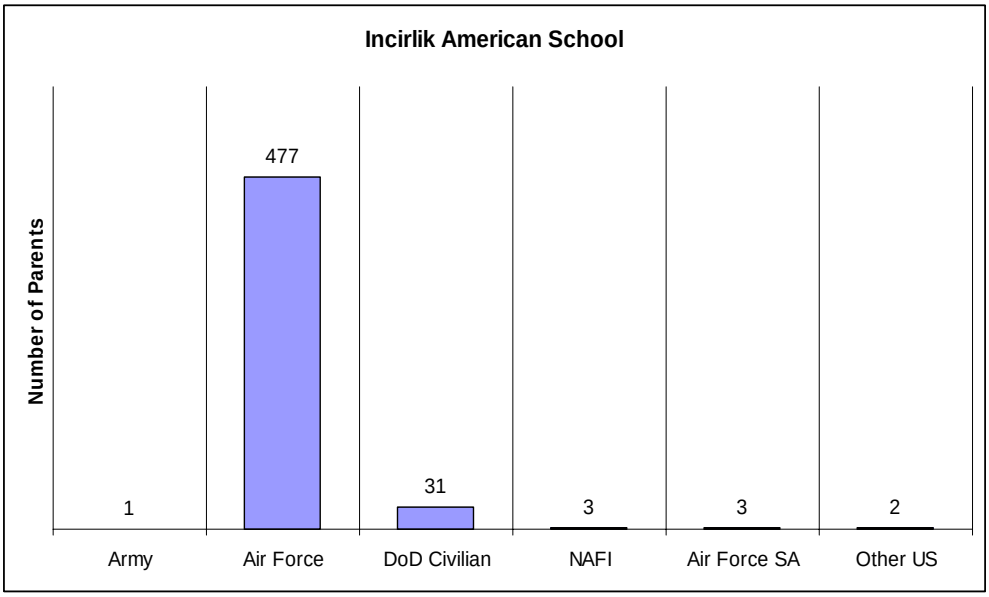
2. Student Demographics



This graph shows the ethnicity of the students at IAS. The majority of our population is Caucasian with African American being the second largest population.



This graph shows the male and female students at IAS. There are 307 male students and 248 female students at IAS (at the time of this graph).



This graph shows what branch of service our parents are from. The majority of our students have parents in the Air Force.

3. School Structure: Incirlik American School is a unit school serving approximately 560 students (at the time we analyzed the data), in Sure Start and grades K-12.

4. Programs: Together with the DoDEA curriculum, IAS as a unit school, offers programs for all grade levels. The elementary school offers programs such as Four Blocks, Scholastic Reading Inventory (SRI), Guided Reading Groups, Developmental Reading Assessment (DRA), Reading Counts, Differentiated Curriculum, and Read 180. The middle school has Scholars for Success (a Homework Club). The middle and high schools have the advantage of a counselor from Adolescent Substance Abuse Counseling Services (ASACS), a drug, tobacco and alcohol resistance program.

5. Curriculum: IAS follows the prescribed DoDEA standards-based curriculum;

6. Supports: Together with the DoDEA curriculum, IAS as a unit school, offers many different supportive programs for all grade levels. All grade levels utilize and have support from the School Wide Assistance Team (SWAT) and Case Study Committee (CSC). Counseling services and enrichment classes are available for all students. The elementary school has a Language Arts Reading Specialist (LARS), as well as a teacher for Reading Recovery, Compensatory Education (Comp Ed), Talented and Gifted (TAG), English as a Second Language (ESL), Drug Awareness and Resistance Education (DARE), and speech. The elementary school has a Guided Reading leveled book room, and books are leveled by lexiles in the library. In addition, there are Sure Start home visits and an elementary homework club. The middle school has Scholars for Success (a Homework Club). The middle and high

schools have the advantage of an ASACS counselor (Adolescent Substance Abuse Counseling Services), a drug, tobacco and alcohol resistance program.

7. Clubs: We offer a variety of clubs and activities to our students. The students in Grades K-5 enjoy clubs in a variety of areas: running, gymnastics, art, music and math. The middle school students are involved with Future Teachers of America (FEA), an Art Club, the Student Store and Math Counts. The high school students are involved in the Yearbook Club, Turkish Culture Club, and the Homework Club. In addition, high school students become involved in activities related to their grade level or class. This includes fundraisers, sponsoring dances, the student store, and graduation.

8. Sports: Incirlik takes great pride in its sports programs and strives in each season to offer the maximum amount of competitions and meaningful experiences as possible. Offerings such as Base Intramurals in basketball and volleyball, visits and competitions to host-nation schools to play international practice/exhibition games, scrimmage and practice games in soccer and softball, as well as incorporating community assistance in coaching, chaperoning, and volunteer service have further enhanced our sports program. Despite being a small school in the number of students enrolled, Incirlik has fared very well in competition with larger and more experienced schools in end-of-season tournaments. For instance, the Hodjas have sent teams to European championship finals in basketball twice in the past five years and have fielded a championship cheerleading squad as well. Additionally, students who represent Incirlik athletically must also maintain their academic eligibility, be good citizens and community members, and be regular and faithful to their team practice sessions.

   Competitive sports are an integral part of Incirlik American School; they field athletic teams that compete in the American Schools in Turkey League (A.S.T.L.) and the DoDDS-Europe Championships at the conclusion of each sports season. Each school year is divided into three separate and distinct sports seasons. In each of these seasons, Incirlik has home and away competition in most sports with our in-country rival DoDDS school, George C. Marshall American School in Ankara, Turkey. At the conclusion of each sports season, all Incirlik teams compete with other DoDDS schools across Europe in the end-of-season European championships, usually held in Germany. The following is a breakdown of the three sports seasons and sports offerings for each of those seasons:

   In the fall, boys' and girls' volleyball, tennis, and cross-country are offered. The winter sports include boys' and girls' basketball, cheerleading, and wrestling. Soccer and fast-pitch softball are available in the spring.

9. Parent Partnership: IAS has many different parent partnerships. Some of these are: Parent/Teachers/Students Association (PTSA), and a School Advisory Committee (SAC). In addition, parents volunteer hours by tutoring, mentoring, and helping with both Health Day and Red Ribbon Week.

10. Military Mission: The mission of the 39th Air Base Wing, United States Air Forces Europe (USAFE), is to provide full-spectrum, world-class forward base support to expeditionary forces while developing the professional talents of its men and women. The wing's goals address mission accomplishment and encompass family, fitness, and mission focus.

Strategically located, the 39th Air Base Wing—dubbed "Team Incirlik"—extends the operational radius of expeditionary forces. The United States mission at Incirlik includes 1,650 permanent party personnel, 300 military deployed, 500 GS employees, 1,230 family members, 70 DoDDS personnel, and 1, 400 contractors for a total of 5,150. The Turkish mission at Incirlik totals 700 military personnel.

Incirlik Air Base has been on Force Protection Condition (FPCON) Charlie for the last six years.

11. Transition to a Unit School: On August 3, 2006, Incirlik American School was realigned to a unit school. Although administration, staff, and parents continue to work toward a smooth transition, there are many problems with the loss of personnel, the physical layout, and facilities that need to be solved. It continues to be difficult for the staff to work together in the development of the SIP profile when there exists a significant difference in the school dismissal time between the elementary and middle/high school. Since this realignment was implemented with no transition/ preparation time, the staff continues striving to address the challenges presented by this change in school configuration.

Implications for Student Performance Goals

- None

Identification of Sub-Groups

- None

Other Actions Needed

- Continue work with the transition team to insure as smooth a transition to a unit school as possible. As a result, we will insure that there is no negative impact on student instruction and performance while maintaining teacher morale.

INFORMATION FROM FORMER STUDENTS

Data Collection Instrument:

Former Student Focus Group

Presentation/Analysis of Data:

Nine former students of Incirlik American School were surveyed regarding their overall school experience. The former students found that cultural diversity and small class sizes proved to be most helpful to them upon relocating. The students would have preferred an offering of more diverse and advance courses, however, with an emphasis on math.

Implications for Student Performance Goals:

None

Identification of Sub Groups:

None

Other Actions Needed:

Cultural diversity needs to remain a focus

Continue to emphasize math

Continue to offer more advanced courses

EXISTING SCHOOL DATA: STUDENTS

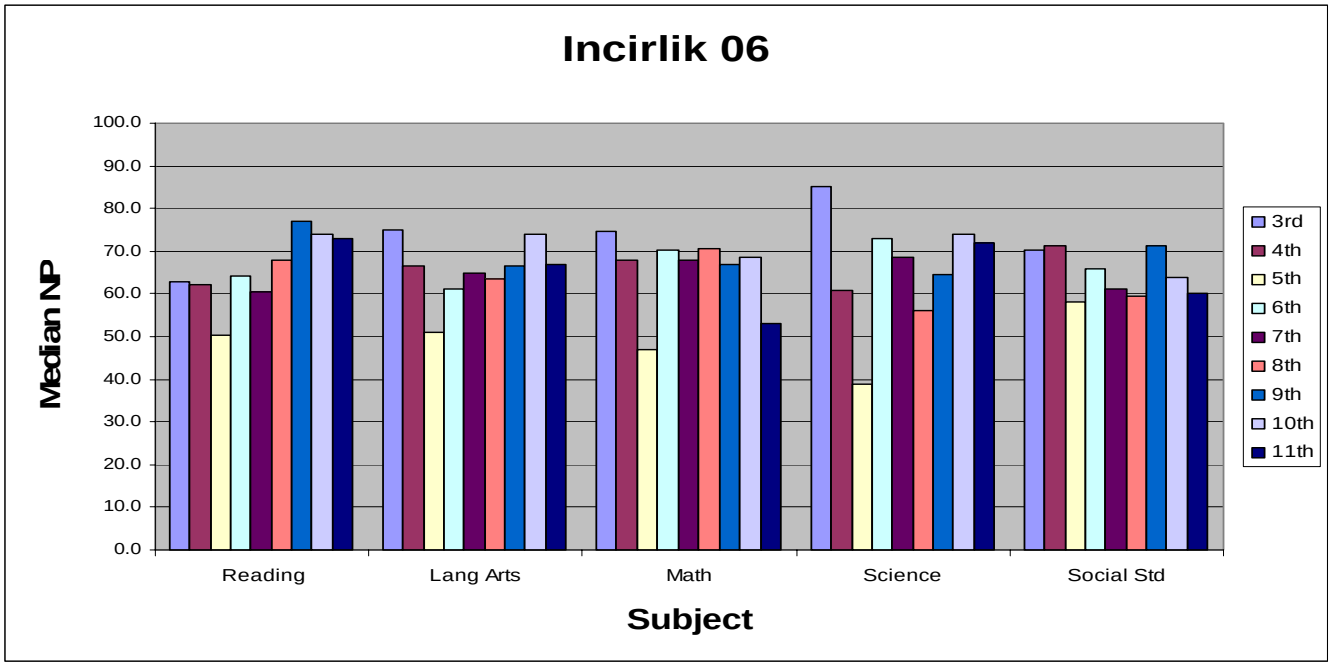
Data Collection Instruments

1. Terra Nova Multiple Assessments, 2nd Edition, is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3 – 11.
2. Terra Nova Communication Arts, 2nd Edition, is a system-wide, criterion referenced assessment given annually in the spring of each school year to all of our students in Grades 4, 6, and 8.
3. Scholastic Reading Inventory (SRI) is a local assessment given 2-3 times a year to all students in grades 2 – 6.
4. Developmental Reading Assessment (DRA) is a local assessment given twice a year to all students in 3rd grade. In addition, the DRA is given to every K – 5 student who is experiencing reading difficulties.
5. Teacher Survey is a local assessment that was given to all teachers in the fall of 2006.

Presentation / Analysis of Data

1. Terra Nova Multiple Assessments:

Terra Nova



This graph indicates that the lowest percentile scores for any grade level were in math and science. Generally speaking, most grade levels have their lowest percentile scores in either math or science.

Terra Nova Quartile Percents, 2002 – 2006 Mathematics 3-11

GRADE Level	Quartile Percents	Mathematics 2002	Mathematics 2003	Mathematics 2004	Mathematics 2005	Mathematics 2006
3	1st	38.5	29.6	28.6	31.3	46.4
3	2nd	30.8	35.2	47.6	41.7	35.7
3	4th	5.8	18.5	11.9	10.4	7.1
4	1st	35.0	24.3	28.3	21.2	37.0
4	2nd	32.5	32.4	41.3	48.5	24.1
4	4th	7.5	16.2	4.3	12.1	13.0
5	1st	23.4	45.2	37.5	46.2	21.4
5	2nd	34.0	25.8	37.5	28.2	25.0
5	4th	12.8	3.2	6.3	7.7	25.0
6	1st	20.7	37.8	42.9	39.3	35.1
6	2nd	31.0	26.7	25.0	32.1	37.8
6	4th	15.5	15.6	10.7	0.0	5.4
7	1st	36.6	31.4	34.6	38.5	38.7
7	2nd	24.4	41.2	32.7	28.2	19.4
7	4th	17.1	5.9	13.5	0.0	12.9
8	1st	34.1	56.8	39.5	40.6	40.0
8	2nd	27.3	24.3	36.8	46.9	33.3
8	4th	6.8	10.8	0.0	0.0	3.3
9	1st	34.2	39.4	46.9	43.8	23.5
9	2nd	28.9	33.3	25.0	31.3	47.1
9	4th	10.5	12.1	9.4	6.3	8.8
10	1st	31.0	57.1	50.0	52.6	42.4
10	2nd	44.8	28.6	30.0	21.1	33.3
10	4th	13.8	0.0	5.0	0.0	9.1
11	1st	31.3	47.4	47.1	54.5	26.3
11	2nd	31.3	36.8	35.3	18.2	26.3
11	4th	9.4	5.3	0.0	9.1	5.3

Green depicts areas where DoDDS standards were met in the bottom quartiles. **Blue** indicates areas where IAS students met DoDDS standards in the upper two quartiles. **White** areas indicate where those standards were not met.

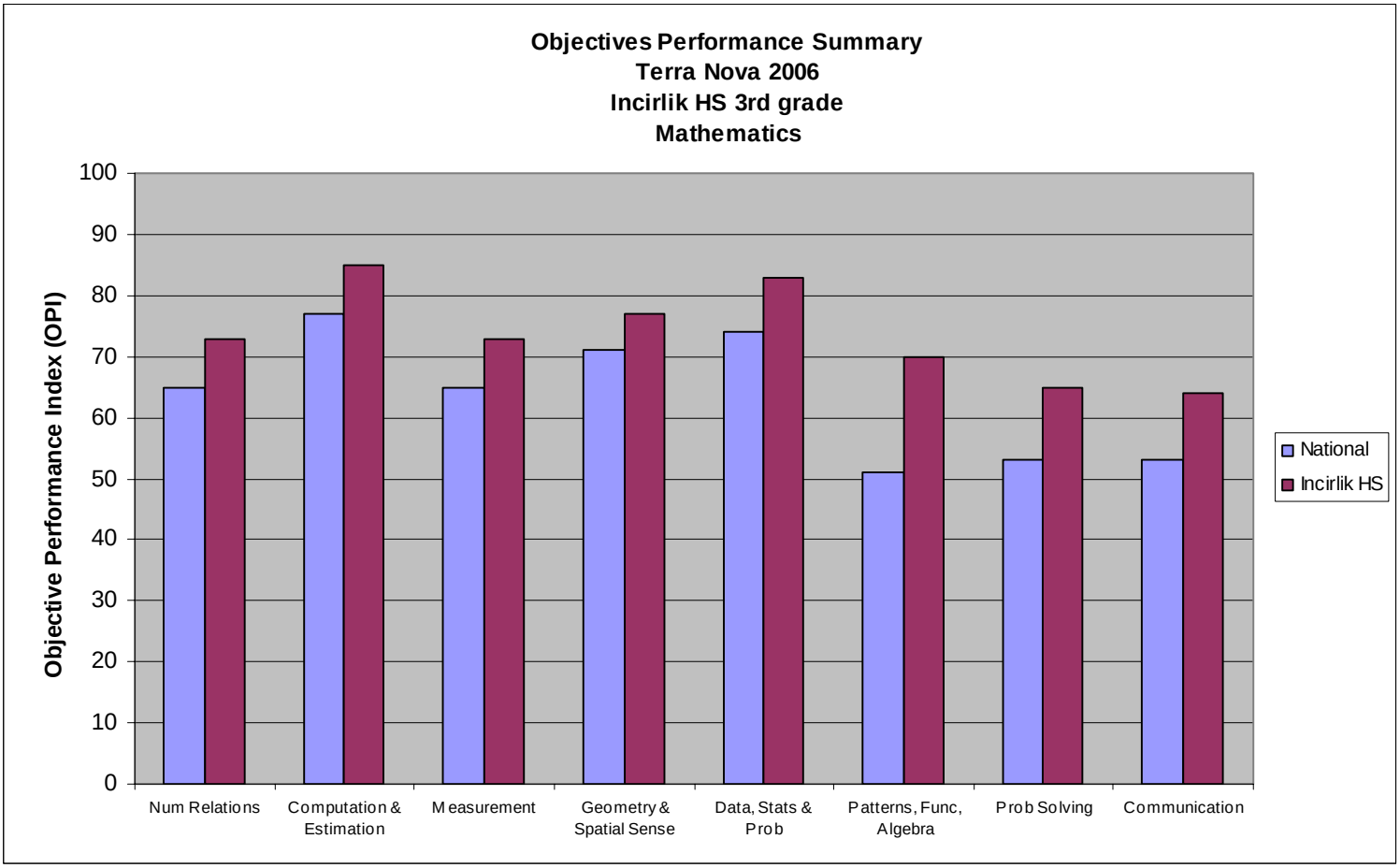
Terra Nova Quartile Percents, 2002 – 2006 **Science 3-11**

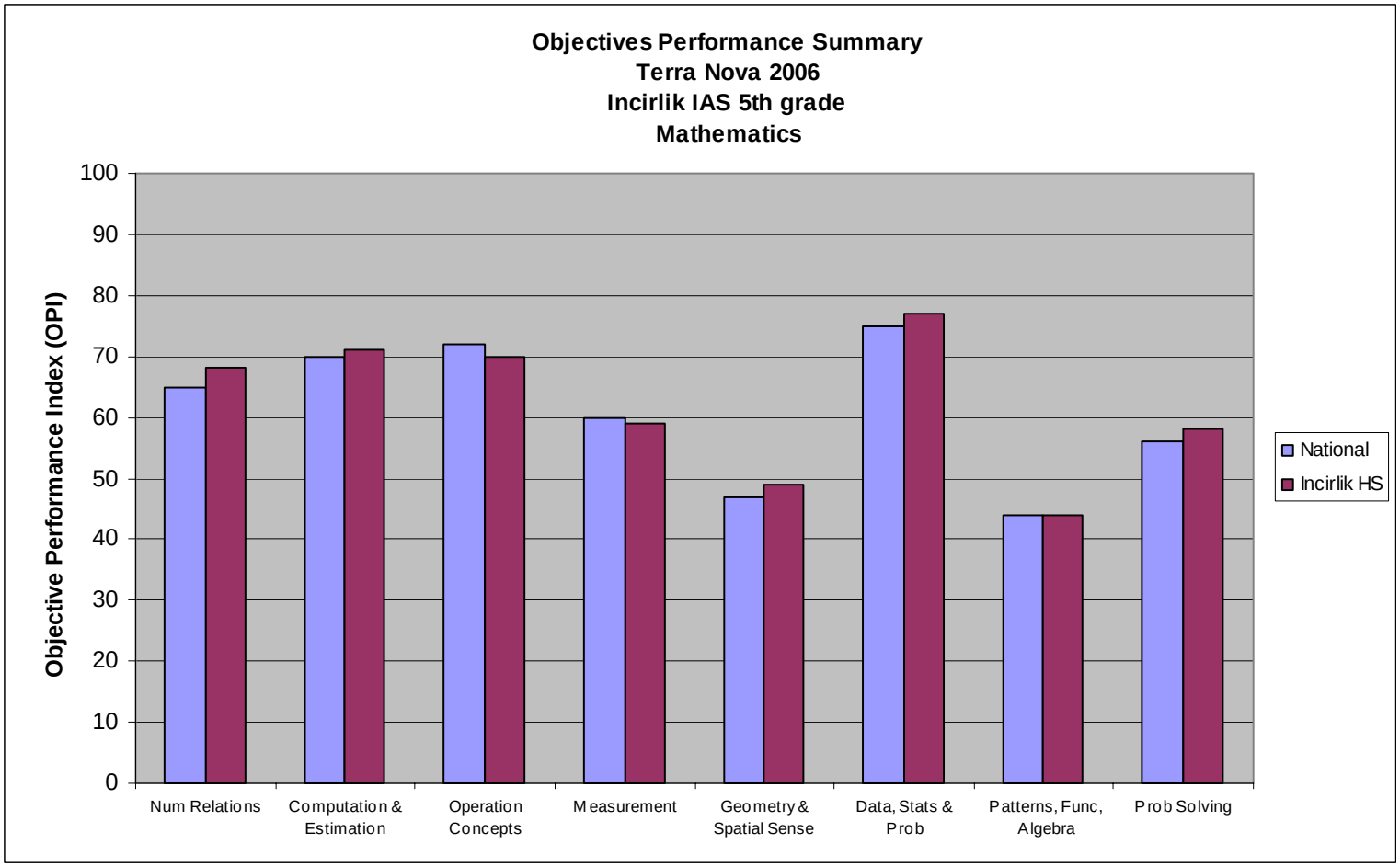
GRADE Level	Quartile Percents	Science 2002	Science 2003	Science 2004	Science 2005	Science 2006
3	1st	28.8	20.8	42.9	41.7	57.1
3	2nd	26.9	41.5	31.0	22.9	21.4
3	4th	1.9	17.0	11.9	8.3	3.6
4	1st	15.0	Evacuation	28.3	30.3	35.2
4	2nd	37.5	"	32.6	24.2	29.6
4	4th	15.0	"	2.2	18.2	13.0
5	1st	19.1	Evacuation	37.5	48.7	17.9
5	2nd	31.9	"	34.4	25.6	28.6
5	4th	14.9	"	9.4	5.1	28.6
6	1st	27.6	Evacuation	25.0	25.0	45.9
6	2nd	29.3	"	35.7	35.7	21.6
6	4th	12.1	"	7.1	10.7	8.1
7	1st	31.7	21.6	25.0	25.6	32.3
7	2nd	29.3	45.1	40.4	41.0	38.7
7	4th	12.2	0.0	21.2	7.7	3.2
8	1st	25.0	29.7	23.7	37.5	26.7
8	2nd	50.0	29.7	47.4	43.8	33.3
8	4th	9.1	10.8	0.0	9.4	13.3
9	1st	18.4	33.3	34.3	40.6	26.5
9	2nd	47.4	30.3	31.3	40.6	41.2
9	4th	13.2	12.1	3.1	6.3	5.9
10	1st	34.5	46.4	33.3	36.8	48.5
10	2nd	44.8	32.1	38.1	42.1	21.2
10	4th	3.4	7.1	9.5	0.0	12.1
11	1st	39.4	31.6	47.1	36.4	42.1
11	2nd	30.3	57.9	29.4	27.3	31.6
11	4th	6.1	0.0	5.9	9.1	5.3

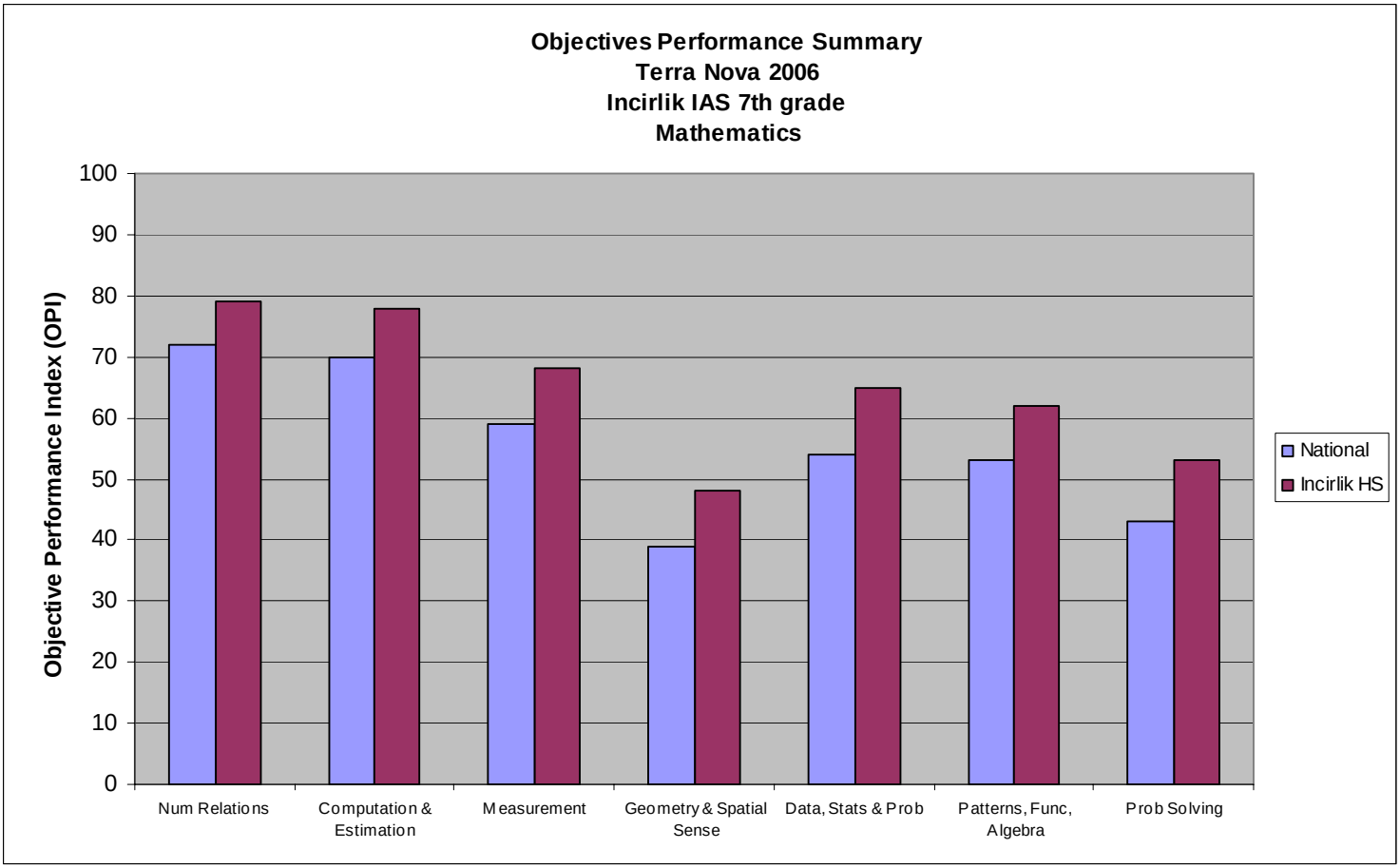
Green depicts areas where DoDDS standards were met in the bottom quartiles. **Blue** indicates areas where IAS students met DoDDS standards in the upper two quartiles. **White** areas indicate where those standards were not met.

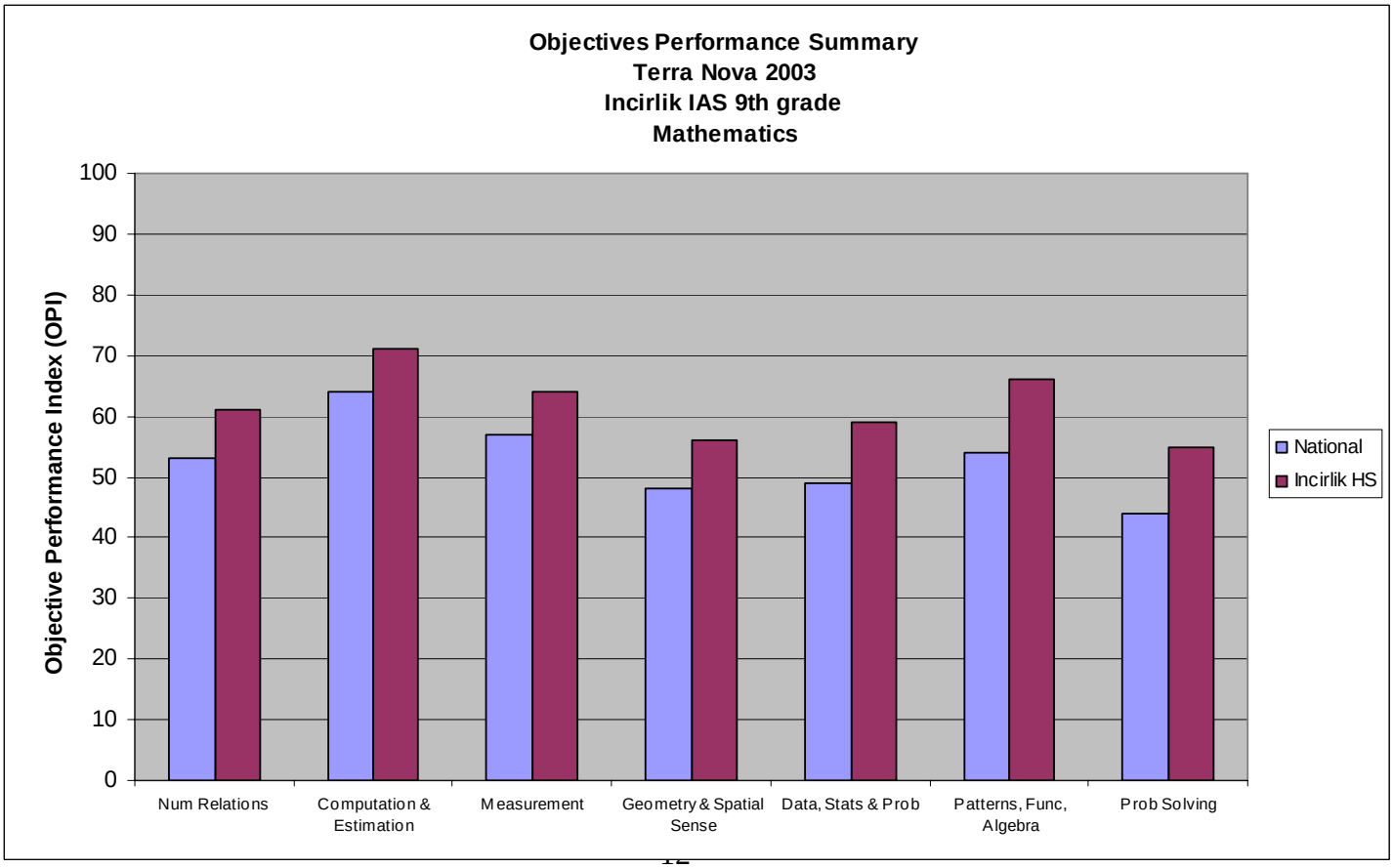
GRADE Level	Quartile Percents	Language Arts 2002	Language Arts 2003	Language Arts 2004	Language Arts 2005	Language Arts 2006
3	1st	26.9	38.6	42.9	45.8	46.4
3	2nd	46.2	22.8	40.5	31.3	25.0
3	4th	1.9	15.8	2.4	6.3	14.3
4	1st	27.5	28.9	34.8	27.3	37.0
4	2nd	42.5	31.6	21.7	45.5	29.6
4	4th	5.0	13.2	6.5	3.0	13.0
5	1st	29.8	43.3	34.4	41.0	10.7
5	2nd	27.7	36.7	37.5	30.8	39.3
5	4th	14.9	0.0	3.1	2.6	10.7
6	1st	24.6	45.7	32.1	39.3	37.8
6	2nd	45.6	30.4	53.6	39.3	18.9
6	4th	8.8	15.2	0.0	0.0	8.1
7	1st	46.3	41.2	46.2	46.2	29.0
7	2nd	24.4	33.3	25.0	33.3	45.2
7	4th	12.2	0.0	11.5	2.6	6.5
8	1st	38.6	32.4	26.3	53.1	26.7
8	2nd	45.5	37.8	55.3	25.0	46.7
8	4th	6.8	10.8	2.6	6.3	6.7
9	1st	26.3	39.4	34.4	37.5	41.2
9	2nd	42.1	42.4	40.6	37.5	38.2
9	4th	10.5	9.1	3.1	3.1	5.9
10	1st	44.8	42.9	52.4	57.9	45.5
10	2nd	31.0	42.9	28.6	36.8	30.0
10	4th	3.4	7.1	4.8	0.0	6.1
11	1st	36.4	42.1	35.3	27.3	31.6
11	2nd	33.3	52.6	58.8	36.4	42.1
11	4th	9.1	0.0	5.9	9.1	5.3

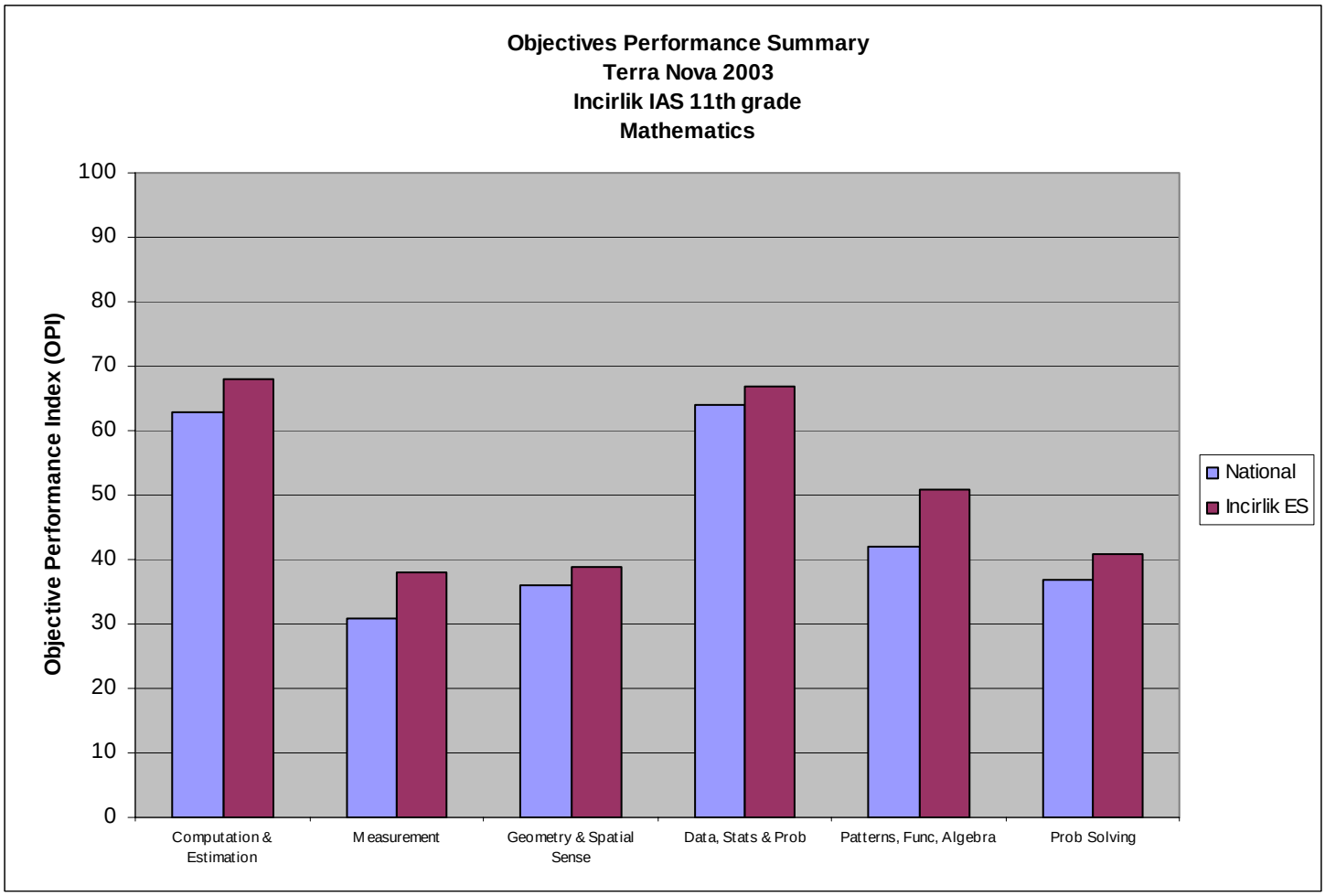
Green depicts areas where DoDDS standards were met in the bottom quartiles. **Blue** indicates areas where IAS students met DoDDS standards in the upper two quartiles. **White** areas indicate where those standards were not met.


Objectives Performance Summary
Terra Nova 2006
Incirlik HS 3rd grade
Mathematics
Objective Performance Index (OPI)
100
90
80
70
60
50
40
30
20
10
0
Num Relations
Computation & Estimation
Measurement
Geometry & Spatial Sense
Data, Stats & Prob
Patterns, Func, Algebra
Prob Solving
Communication
National
Incirlik HS

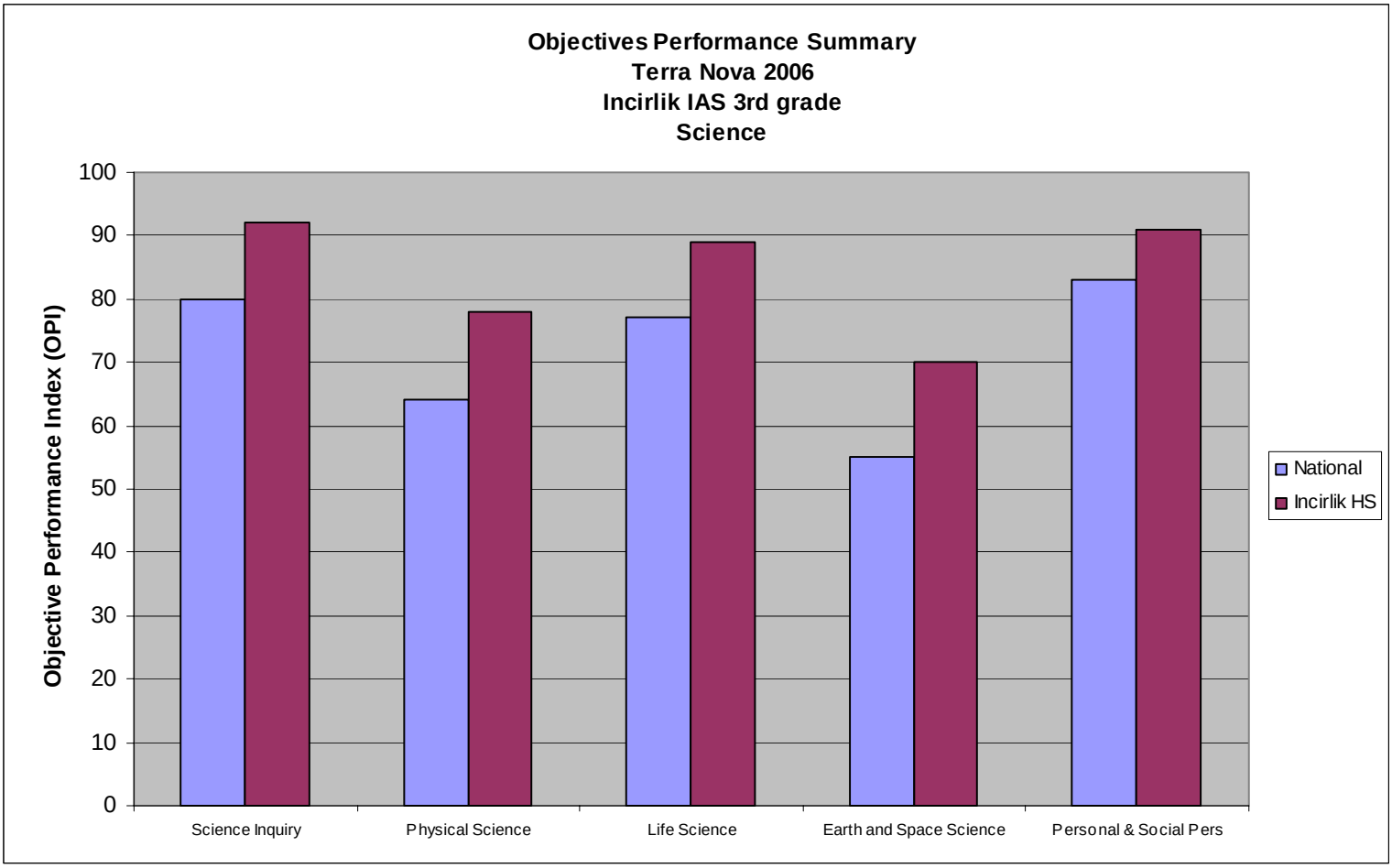

Objectives Performance Summary
Terra Nova 2006
Incirlik IAS 5th grade
Mathematics
Objective Performance Index (OPI)
100
90
80
70
60
50
40
30
20
10
0
Num Relations
Computation & Estimation
Operation Concepts
Measurement
Geometry & Spatial Sense
Data, Stats & Prob
Patterns, Func, Algebra
Prob Solving
National
Incirlik HS

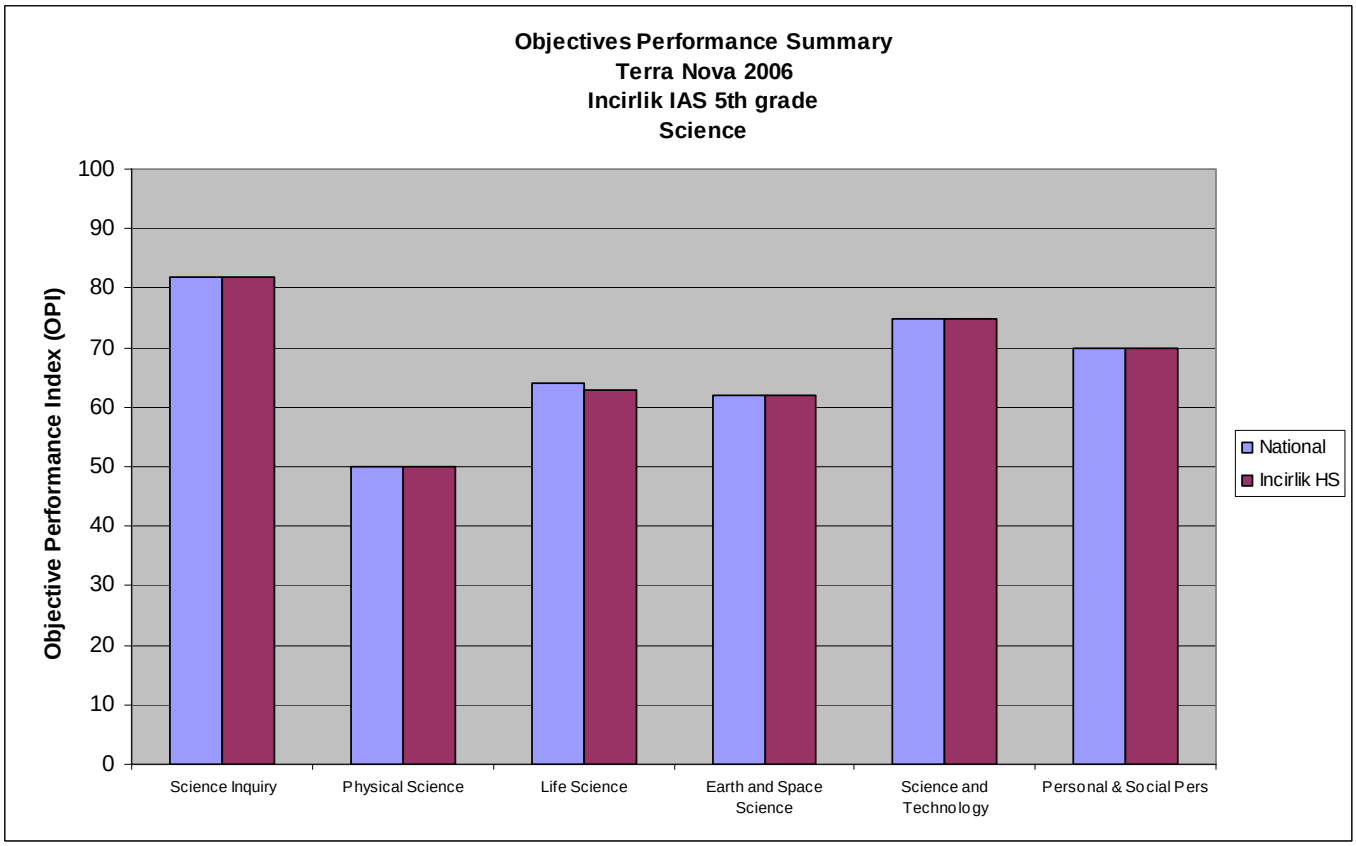

Objectives Performance Summary
Terra Nova 2006
Incirlik IAS 7th grade
Mathematics
Objective Performance Index (OPI)
100
90
80
70
60
50
40
30
20
10
0
Num Relations
Computation & Estimation
Measurement
Geometry & Spatial Sense
Data, Stats & Prob
Patterns, Func, Algebra
Prob Solving
National
Incirlik HS

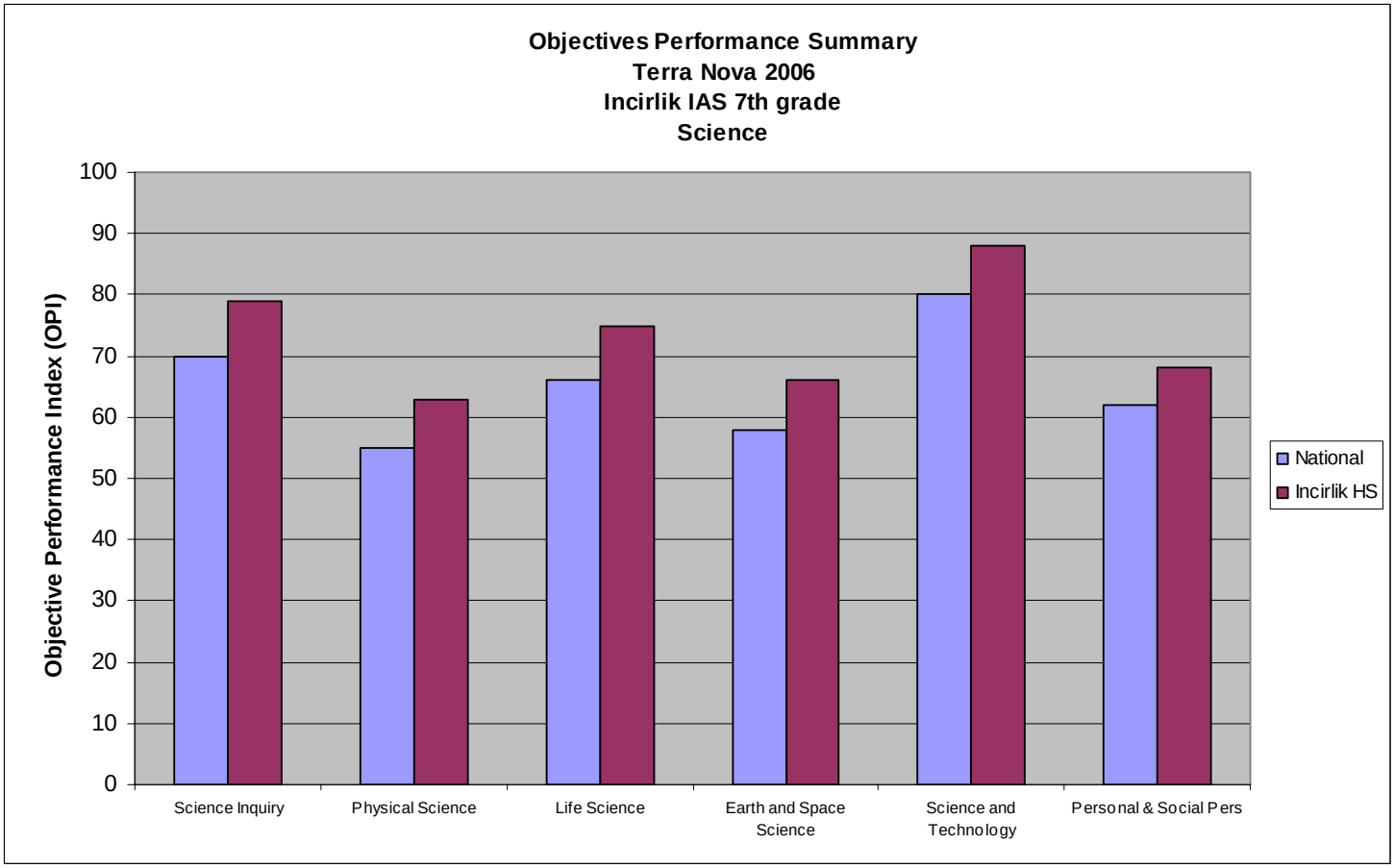

Objectives Performance Summary
Terra Nova 2003
Incirlik IAS 9th grade
Mathematics
Objective Performance Index (OPI)
100
90
80
70
60
50
40
30
20
10
0
Num Relations
Computation & Estimation
Measurement
Geometry & Spatial Sense
Data, Stats & Prob
Patterns, Func, Algebra
Prob Solving
National
Incirlik HS

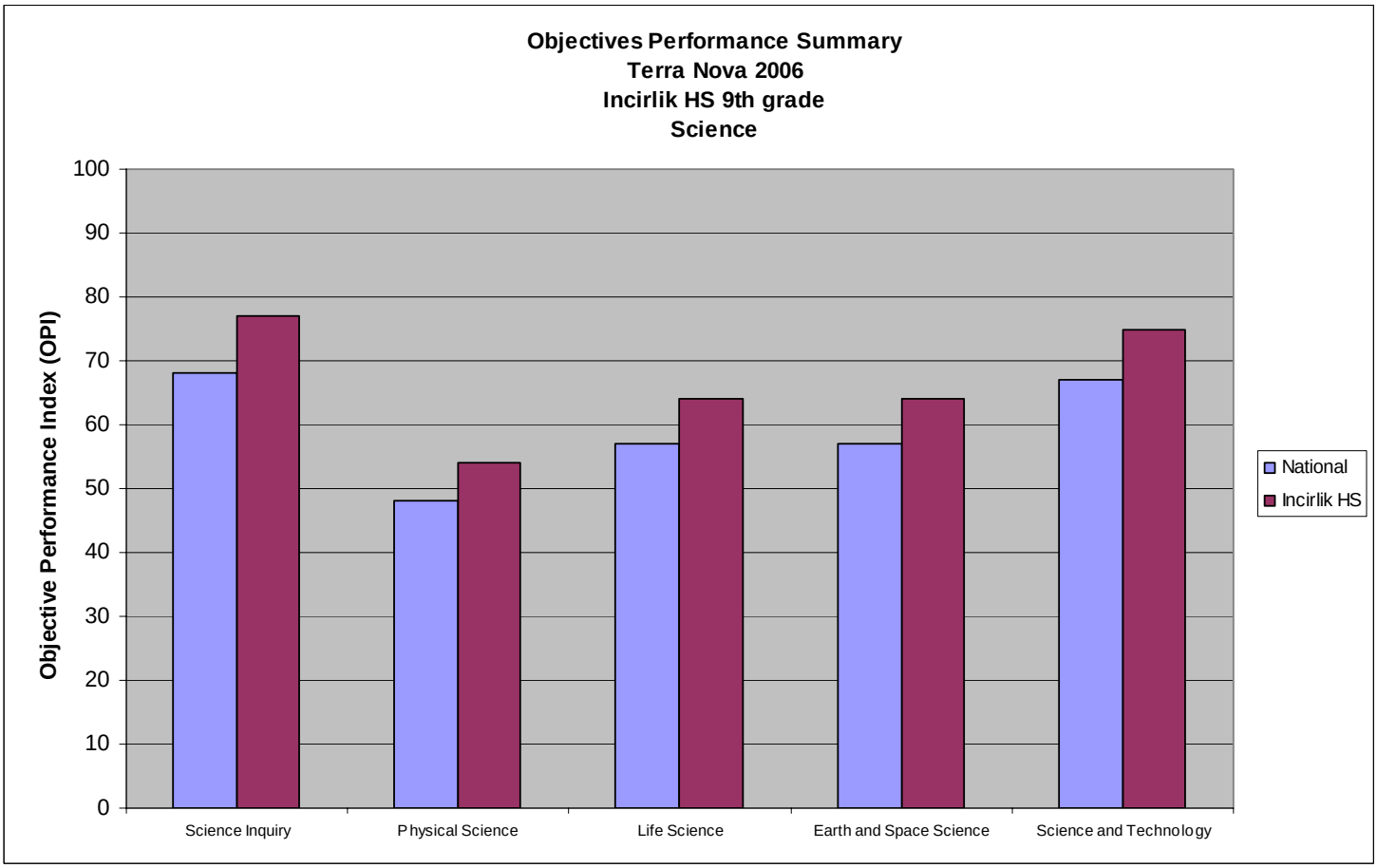


Overall math scores indicate performing above national average in all but one grade level. OPI trends indicated a weakness in problem solving, communication, and geometry and spatial relationships. Grade levels not shown, 4, 6, and 8, are similar to the graphs included.


Objectives Performance Summary
Terra Nova 2006
Incirlik IAS 3rd grade
Science
Objective Performance Index (OPI)
100
90
80
70
60
50
40
30
20
10
0
Science Inquiry
Physical Science
Life Science
Earth and Space Science
Personal & Social Pers
National
Incirlik HS


Objectives Performance Summary
Terra Nova 2006
Incirlik IAS 5th grade
Science
Objective Performance Index (OPI)
100
90
80
70
60
50
40
30
20
10
0
Science Inquiry
Physical Science
Life Science
Earth and Space Science
Science and Technology
Personal & Social Pers
National
Incirlik HS


Objectives Performance Summary
Terra Nova 2006
Incirlik IAS 7th grade
Science
Objective Performance Index (OPI)
100
90
80
70
60
50
40
30
20
10
0
Science Inquiry
Physical Science
Life Science
Earth and Space Science
Science and Technology
Personal & Social Pers
National
Incirlik HS


Objectives Performance Summary
Terra Nova 2006
Incirlik HS 9th grade
Science
Objective Performance Index (OPI)
100
90
80
70
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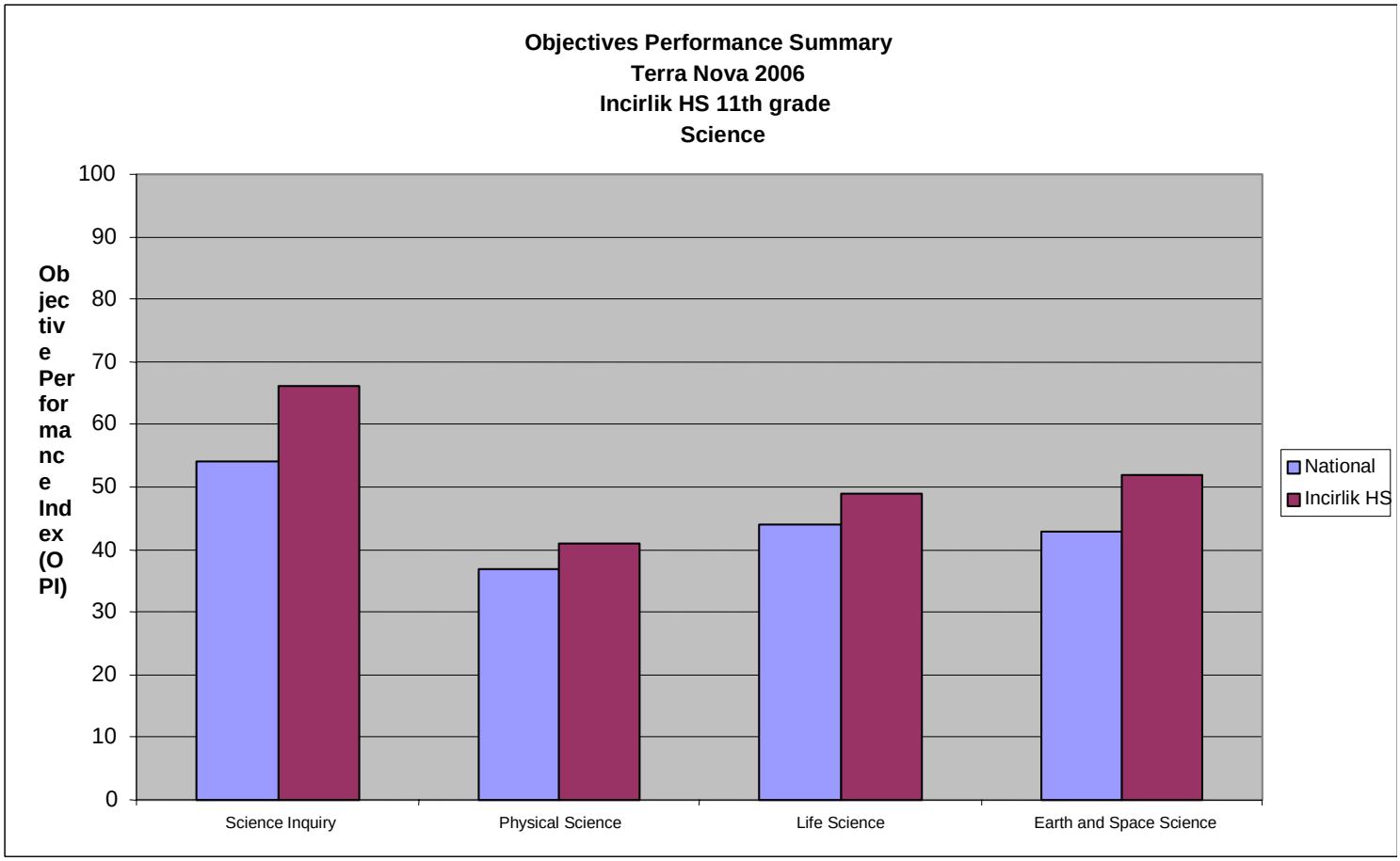
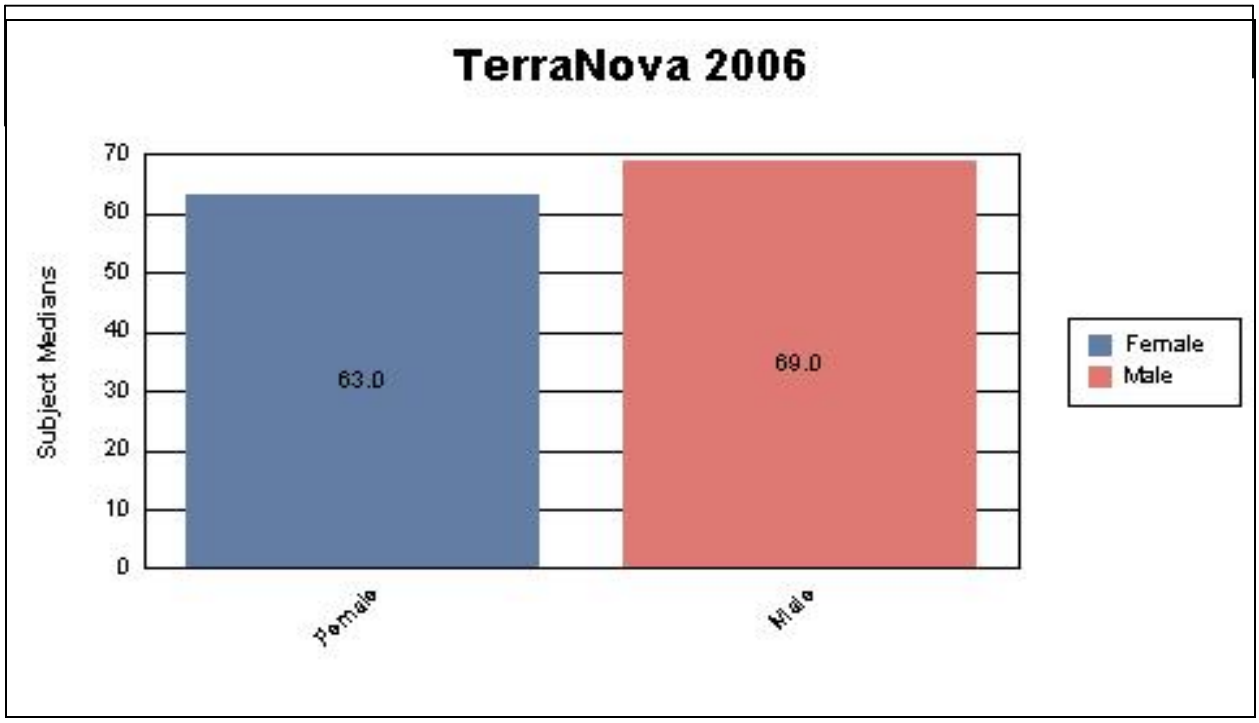
10
0
Science Inquiry
Physical Science
Life Science
Earth and Space Science
Science and Technology
National
Incirlik HS

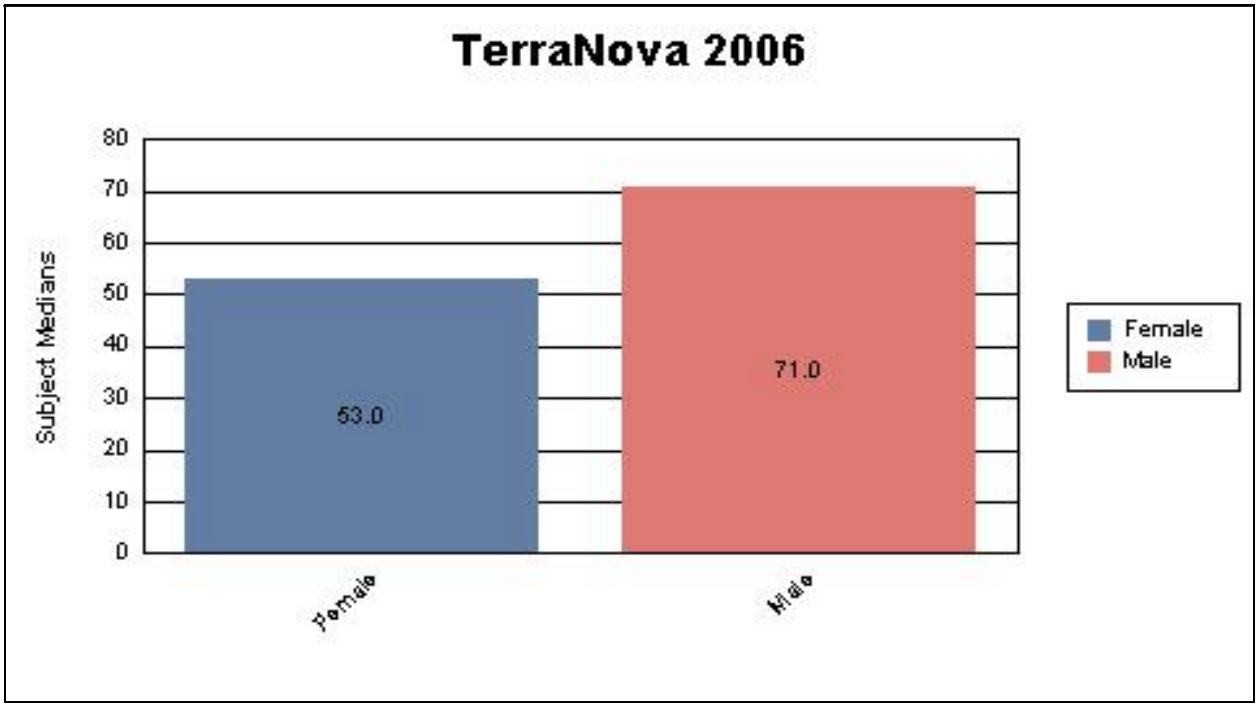


Overall science scores indicate performing above national average in all but one grade level. OPI trends indicated a weakness in physical and life science. Grade levels not shown, 4, 6, and 8, are similar to the graphs included.

INCIRLIK HS MEDIAN MATH SCORES BY GENDER



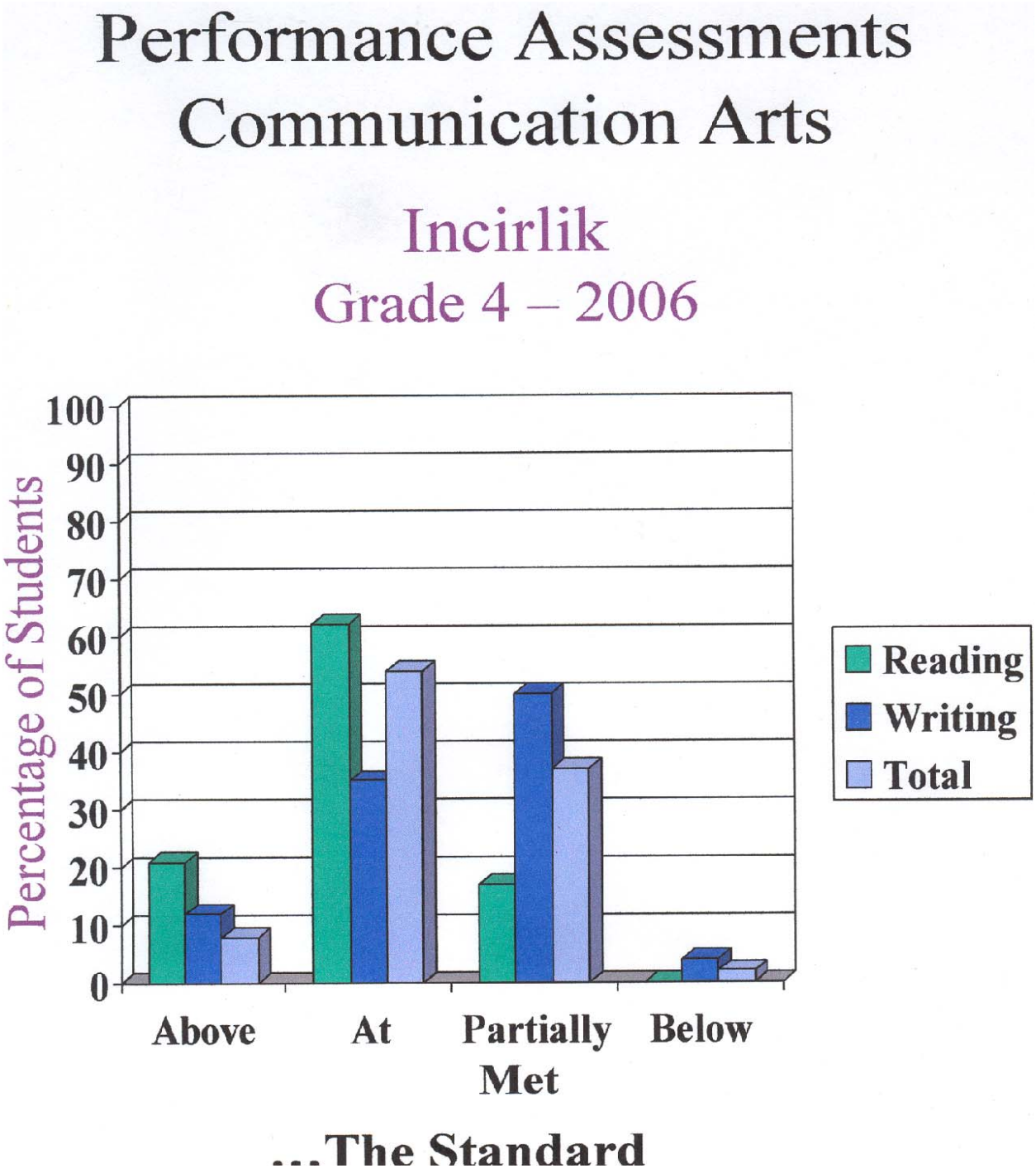
INCIRLIK HS MEDIAN SCIENCE SCORES BY GENDER



The top graph shows boys outperformed girls by 6 points in mathematics.

The bottom graph shows that boys outperformed girls by 18 points in science.

2. Terra Nova Communication Arts:



The Communication Arts totals chart indicated the bottom two quartiles are large for the fourth grade.

Incirlik *Communication Arts* Totals

Grade 4

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.9 of 6	81	71
Explore Meaning	4.5 of 6	76	73
Extend Meaning and Examine Strategies	3.9 of 6	65	64
Evaluate Critically	3.7 of 6	62	49
Total Reading	17.0 of 24	71	64
Writing Strands			
Write Effectively	10.4 of 18	58	51
Write Fluently	6.3 of 9	70	68
Total Writing	16.7 of 27	62	57
Total Communication Arts	33.7 of 51	66	60

Grade 8

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.9 of 6	81	65
Explore Meaning	4.3 of 6	71	63
Extend Meaning and Examine Strategies	3.9 of 6	65	60
Evaluate Critically	3.8 of 6	64	56
Total Reading	16.9 of 24	71	61
Writing Strands			
Write Effectively	11.6 of 18	64	59
Write Fluently	7.0 of 9	78	78
Total Writing	18.6 of 27	69	65
Total Communication Arts	35.5 of 51	70	63

Grade 10

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.1 of 6	68	59
Explore Meaning	3.8 of 6	63	54
Extend Meaning and Examine Strategies	3.8 of 6	64	52
Evaluate Critically	4.0 of 6	67	56
Total Reading	15.7 of 24	65	55
Writing Strands			
Write Effectively	11.7 of 18	65	51
Write Fluently	6.3 of 9	70	70
Total Writing	18.0 of 27	67	57
Total Communication Arts	33.7 of 51	66	56

In reviewing the Communication Arts Performance Assessment (CAPA), our lowest scores across grade levels 4, 8, and 10, were those associated with processing and application of information, namely Writing Effectively and Extending Meaning and Examining Strategies. The highlighted areas represent these findings.

The CAPA totals chart data demonstrated a general reference as to how the Communication Arts strands are met in language arts for grades 4, 8, and 10.

The lowest performing strand in reading was Critical Evaluation with 62% in 4th grade, 64% in 8th grade, and 67% in 10th grade. However, each of these percentages was above national averages.

The lowest performing strand in writing was Writing Effectively with 58% in 4th grade, 64% in 8th grade, and 65% in 10th grade. However, each of these percentages was above national averages.

3. Scholastic Reading Inventory (SRI)

All students were given the SRI in second through fifth grades. The results are indicated below:

- 11% - Advanced
- 40% - Proficient
- 23% - Basic
- 26% - Below Basic

51% of the total tested scored at the 'Proficient' and 'Advanced' levels.

49% of the total tested scored at the 'Basic' and 'Below Basic' levels.

4. Developmental Reading Assessment (DRA)

The DRA, or Developmental Reading Assessment, is an instrument designed to be used in kindergarten through third grade classrooms to assess students' independent reading level, to document change over time in each student's reading and to assist teachers in systematically observing, recording and planning for instruction.

Every student, kindergarten through third, and students in fourth and fifth grades who are experiencing reading difficulties are given the DRA either in the spring of the previous year or in the fall at the beginning of the school year.

Twenty-nine percent of first graders began the year at a level that is considered below grade level. Forty percent of second graders were reading below grade level at the beginning of the year and nineteen percent of third graders. Nine percent of fourth graders were reading below grade level, and thirty-two percent of fifth grade students started out the year reading below grade level.

5. Teacher Survey

The teacher survey was given in the fall of 2006. The areas of concerns for students are listed below:

• Analyzing text	Good – 36%	Fair/Poor – 45%
• Higher level comprehension skills in informational text	Good – 32%	Fair/Poor – 64%
• Synthesize across text	Good – 32%	Fair/Poor – 53%

• Relating mathematical concepts to real world	Good – 20%	Fair/Poor – 60%
• Integrate	Good – 32%	Fair/Poor – 63%
• Critical thinking	Good – 30%	Fair/Poor – 70%
• Geometry and spatial sense	Good – 50%	Fair/Poor – 42%
• Data, statistics, and probability	Good – 14%	Fair/Poor – 71%
• Problem solving and reasoning	Good – 17%	Fair/Poor – 67%
• Inquiry	Good – 30%	Fair/Poor – 55%
• Life science	Good – 32%	Fair/Poor – 58%
• Science and technology	Good – 31%	Fair/Poor – 56%

Implications for Student Performance Goals

Areas identified by this data for student performance goals include:

- Terra Nova scores indicate:
    - Low language arts scores that imply low ability to apply skills and concepts
    - Overall low math scores
    - Overall low science scores
    - Fifth graders showed to be of a particular concern when compared to other grade levels and national percentiles
    - Significant gender gap in science with males outscoring females
    - Gender gap in math with males outscoring females
- Communication Arts:
    - The lowest performing strands in reading were Critical Evaluation, Extend Meaning and Examine Strategies, and Explore Meaning
    - The lowest performing strand in writing was Writing Effectively
    - There was a large percentage of fourth grade students in the bottom quartiles
- SRI:
    - 49% of the students tested scored at the ‘Basic’ and ‘Below Basic’ levels
- DRA:
    - Almost one-third of the first graders began the school year with very few reading skills
    - Forty percent of the second graders were reading below grade level

- Teacher survey:
    - Teachers' perceptions were validated by the Terra Nova results
    - Teacher survey results indicated 42% to 71% of our students had skills that were rated fair to poor in the following areas:
        - Analyzing text
        - Higher level comprehension skills in informational text
        - Synthesize across text
        - Relating mathematical concepts to real world
        - Integrate
        - Critical thinking
        - Geometry and spatial sense
        - Data, statistics, and probability
        - Problem solving and reasoning
        - Inquiry
        - Life science
        - Science and technology

Identification of Sub-Groups

Females scored lower in math and science on Terra Nova.

Other Actions Needed

Create interventions based on the OPI

Need to monitor/review progress of female students in Math and Science

Data could be crosschecked with other assessments, such as Terra Nova Writing, or a local assessment could be created and used across grade levels

Effort should be made to track performance by gender and ethnicity to address specific strengths and weaknesses

Need all students SRI scores, 6 through 12

Need to look at data by grade level, gender, special needs classifications

Look at demographics and rotation

Compare DRA reading scores to scores from other sources

Disaggregate the scores in order to find which readers need the most support

EXISTING SCHOOL DATA: COMMUNITY

Data Collection Instruments

1. DoDEA 2004-2006 Customer Satisfaction Survey
2. DoDEA Website/Initiatives
3. 2005 Skills Gap Report, National Association of Manufacturers
4. Faculty Perceptions

Presentation / Analysis of Data

DoDEA 2004-2006 Customer Satisfaction Survey
A survey was conducted in the DoDDS European community. Community members were asked to respond concerning overall educational issues, partnerships with parents/community, assessment, technology, and student supports. The following insights were noted.

- School rated above average
- Importance of a balanced education
- Importance of meeting or exceeding challenging standards
- More attention needed in areas such as drug and alcohol, racial and ethnic understanding, and environmental issues.
- Difficulty getting good teachers/quality child education
- Poor school lunches
- Strong community partnerships
- Appropriate focus on assessment
- Availability of technology and fair amount of use
- Welcoming environment for new students

DoDEA Initiatives

- Math Matters: improve math achievement through writing, inquiry, collaboration, and reading strategies while making connections with real world problem solving.
- DoDEA Reads: addresses the habit of reading across all curricular areas for students, educators, and for the school community.
- Technology Connections for School Improvement: develop a vision for integrating technology into the curriculum to enhance students' learning experiences and opportunities.

2005 Skills Gap Report

Research reports the following skills wanted by employers, ranked by importance.

- Strong basic employability skills
- Technical skills
- Reading/writing/communication skills
- Ability to work in a team
- Strong computer skills
- Ability to read and translate drawing/diagrams/flow charts
- Math skills
- Strong supervisory/managerial skills
- Innovative/creative
- English-language fluency

Faculty Perceptions pertinent to our community

- Short length of tour
- Parental stress (lack of communication and involvement, difficult work schedules, deployments)
- Security concerns and perceived "threats" and restrictions
- Difficulties of living in a small community
- Drugs and alcohol

Implications for Student Performance Goals:

- Technology
- Communication
- Math
- Application of skills (thinking)

Identification of Sub-groups:

None

Other Actions Needed

Based on the Gap Report :

Technology integration

Maintain strong academic instruction

- Teachers and faculty members will encourage and support community involvement in all aspects of the school, especially in direct learning activities. Teachers will use technology to enhance their instructional program. Support will be provided for teachers and students as they explore new technologies.

EXISTING SCHOOL DATA: INSTRUCTIONAL

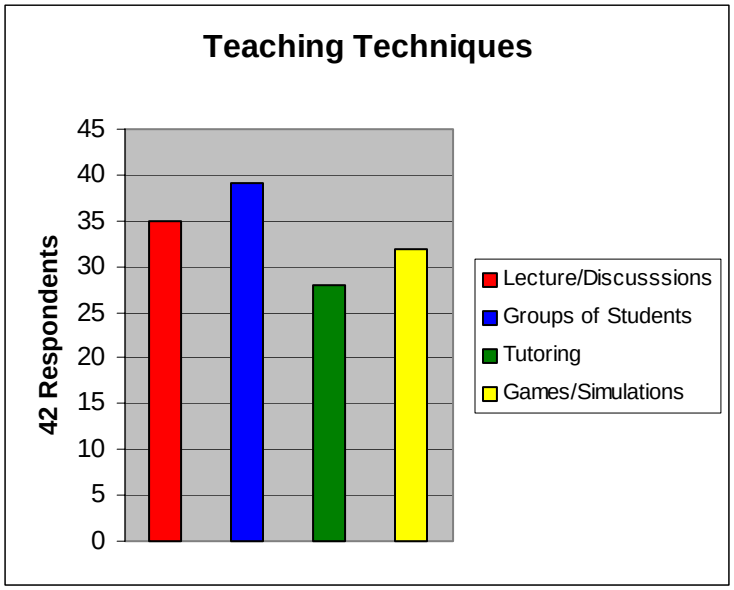
Data Collection Instruments

1. Parent Academic Partnerships
2. Instructional Techniques, Methods and Styles
3. DoDEA/Staff Development Opportunities
4. NCA "Next Steps" Report, Fall, 2004

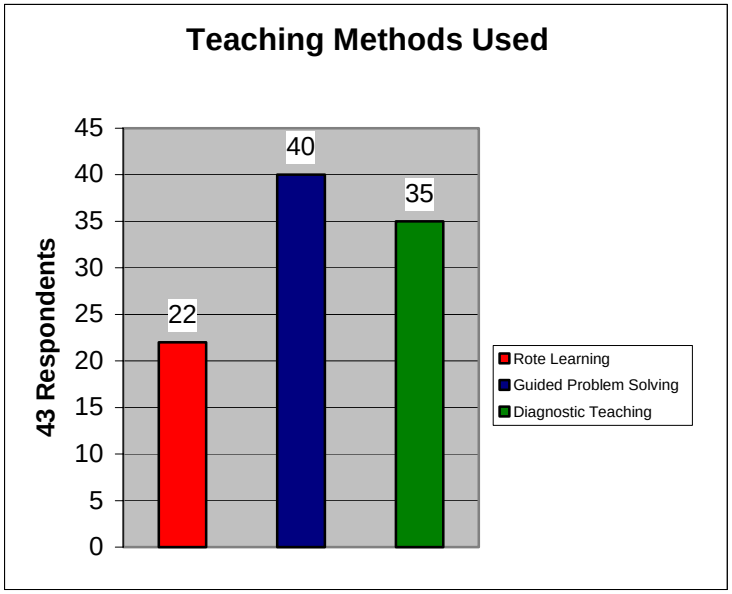
Presentation / Analysis of Data

1. Parent Academic Partnerships consist of many groups that offer assistance to the students and teachers in many capacities. These include: Company Grade Officers Club (school mentorship), Masonic Lodge and Eastern Star (lunchroom and playground monitors), Asian Pacific Heritage Organization (reads to students, special performances), 39th Security Forces Squadron (Red Ribbon Week), 39th Medical Group (Red Ribbon Week, Health Fair), Hispanic Heritage Organization (exhibits, Drop Everything And Dance).

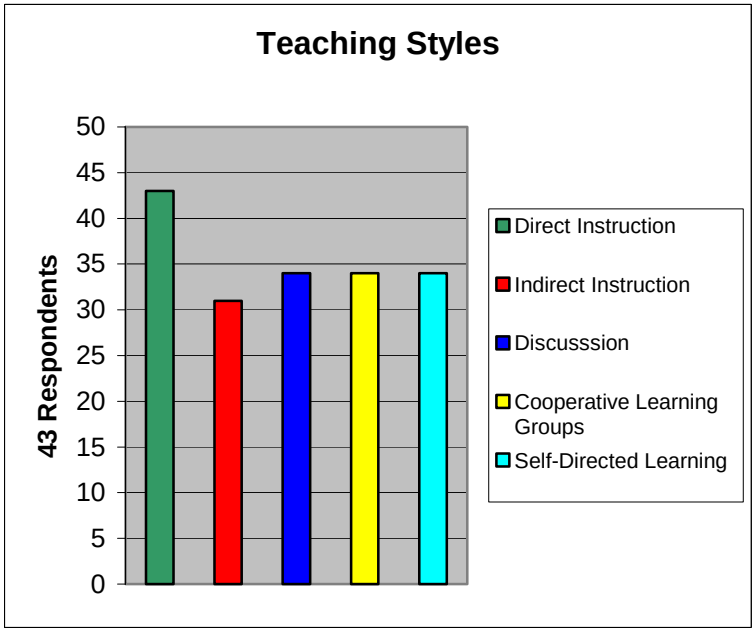
2. Instructional Techniques, Methods, and Styles



Of the 42 teachers that responded to the survey, the highest percentage (93%) use teaching to groups of students as their teaching technique.



Of the 43 teachers that responded to the survey, the highest percentage (93%) use guided problem solving as a teaching method.



Of the 43 teachers who responded to the survey, the highest percentage ((100%) use direct instruction as their teaching style.

3. Staff Development Opportunities at IAS include summer workshops from DoDDS and training through Scholastic (Scholastic Red). Additionally, on-site opportunities include technology training, CPR, and training for Balanced Literacy and Running Records.

4. NCA "Next Steps" Report, fall 2004

REVIEW OF THE IMPLEMENTATION ON NEXT STEPS PROPOSED BY NCA TEAM VISIT REPORT OF 2004

Next steps

- The interventions in the school's action plan need to be restated to reflect what teachers will do to improve student-reading comprehension.
- The staff must come to consensus in the development and application of a process to document implementation of the school's improvement strategies.
- The SALT needs to lead the faculty in redefining the school's interventions focused on achieving the goal of increased reading comprehension.
- Efforts need to be focused on one or two robust strategies to be implemented throughout the school specific to the school's improvement goal.
- The school needs to develop and implement a consistent system of rubrics to assess student proficiency related to those skills associated with increased reading comprehension.
- Develop and implement a broader repertoire of activities focused on recognizing and celebrating individual student and group success in achieving the school's goal of increased reading comprehension.

The school wide goal of improving reading comprehension was the subject of the next step recommendations.

The following are summaries of the schools implementation of these recommendations

Strategies

- As to the robust strategies suggested, IES implemented "reading with retelling"
- IHS choose DEAR , Drop Everything and Read
- In addition all four grade levels at the high school benefited from open enrollment access to both advanced placement and honors level classes in social studies and literature.
- Reading 180 has been used as an intervention program for those reading in the 25 percentile and below group.

Measurement

- K-12 Terra Nova scores were used to assess reading comprehension levels
- In IES a separate rubric was developed to assess progress in the “reading with retelling” strategy.

Student Success

- At IHS academic award ceremonies were held quarterly for the middle school and in late May for the high school.
- School publications and e-mail were used to celebrate success of students.

Implications for Student Performance Goals

None

Identification of Sub-Groups

None

Other Actions Needed

Continue to encourage Parent Academic Partnerships

Continue to provide and seek staff development opportunities for IAS

Interpretation and Triangulation of Data

Student Performance Goal 1: All students will improve their processing and application of information across the curriculum.

Data Point #1: Terra Nova Multiple Assessments (TNMA)- Subtests Math, Science, Language Arts

Data Point# 2: Terra Nova Communication Arts Performance Assessments: (CAPA)

Subtests Reading and Writing

Data Point # 3: Teacher Survey

Student Performance Goal 2: All students will improve their critical thinking skills across the curriculum.

Data Point# 1: Data Point #1: Terra Nova Multiple Assessments- Subtests Math and Science

Data Point# 2: Terra Nova Communication Arts Performance Assessments:

Subtests Reading and Writing

Data Point # 3: Teacher Survey

Essence of the Goal

Goal 1: All students will improve their written communication across the curriculum.

Essence: Incirlik Unit School defines communication as the organization of information for effective writing.

Goal 2: All students will improve their critical thinking skills across the curriculum.

Essence: The ability to extract and apply essential information in a variety of situations.

RATIONALE FOR STUDENT PERFORMANCE GOALS

Rationale for Goal 1: In reviewing the TNMA subtests, we learned that in the quartile data, overall, the math and science scores were lower across the grade levels than in other subject areas. There has been very little advancement towards meeting the DoDEA goal of having 75% of our students in the top two quarter percent, and less than 8% in the bottom quarter percent. Further analysis revealed that in language arts, the total median scores across the grade levels ranged from 53 to 69 and the median math scores covered a wide range, from 58 to 74. In looking closely at the Objectives Performance Index (OPI) the skills and concepts that were low in math were: problem solving, communication, geometry and spatial relationships; low in science were in physical and life science. In reviewing the types of skills that are needed to perform successfully in these subtests, it was decided that successful ability to process and apply information was essential, and therefore weak in our students' performance. Additionally, there was a significant gender gap in science, with girls underperforming the boys by 18 points on the median scale.

In reviewing the CAPA, our findings were validated by looking at the strands within the test of CAPA Reading Subtest, and the lowest scores across grade levels 4,8,10 were those associated with processing and application of information, namely Writing Effectively and Extending Meaning and Examining Strategies.

Finally, our perceptive data from teachers who know and work with our students daily revealed that they needed further instruction in the area of processing skills which include analyzing text, higher level comprehension skills in informational text, synthesizing across text, relating mathematical concepts to real world, and integration. Identifying the need for further instruction in processing skills corroborated with our environmental scan information that focused on what students need to succeed after graduation. We therefore felt that a goal to improve processing and application of information would be beneficial to our students now and later.

Rationale for Goal 2: In reviewing the TNMA subtests, we learned that overall, our students are under performing in math and science compared to the other subject areas. There is a gender gap for girls in science as well. There is little progress for our students in achieving the DoDEA goal of having 75% of our students in the top two quarter percent, and less than 8% in the bottom quarter percent. In reviewing the OPI data, it was determined that our students demonstrate weak mastery in math that included problem solving, communication, geometry and spatial relationships; low areas in science were in physical and life science. In reviewing the types of skills that are needed to perform successfully in these subtests, it was revealed that problem-solving skills would be greatly beneficial.

In reviewing the CAPA, our findings were validated by looking at the strands within the test of CAPA Reading Subtest, and the lowest scores across grade levels 4,8,10 were those associated with critical thinking skills, thus resulting in lower effective writing as well.

Finally, our perceptive data from teachers who know and work with our students daily revealed that they needed further instruction in the area of processing skills which include critical thinking, geometry and spatial sense, data, statistics, and probability, problem solving and

reasoning, inquiry, life science, and science and technology. These findings corroborated with our environmental scan information which focused us upon what students need to succeed after graduation. We therefore felt that our students would greatly benefit from improving their problem solving skills in all curricular areas.