

Hainerberg Elementary School

Wiesbaden, Germany



School Profile

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Writing Goal - Paula Pierce
Environmental/Hospitality - Marabelle Wilson
Technology/Staff Development - Joyce Arleth
Standards - Lynn Wheeler-Sahm
Small Group Specialists - Kelly Dorsch

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Mission Statement

The mission of the Hainerberg Elementary School is to provide exemplary education programs that inspire and prepare all students for success in a global environment.

Hainerberg Elementary School supports the Community Strategic Plan by providing opportunities for children to:

- **Respect and cooperate with one another**
- **Work hard at learning and learn all they can**
- **Believe in themselves and develop a positive self-image**
- **Think, reason and problem solve**
- **Develop life long habits of physical and mental well-being**
- **Become responsible citizens**
- **Participate in academic and enrichment activities that are supported by community partnerships.**

Unique Local Insights

Data Collection Instruments

We selected the following instruments to collect data regarding Unique Local Insights:

-  School Information Narrative
-  Teacher Demographics
-  Teacher Survey

"Due to government regulations concerning surveys, feedback from parents and students is limited in this document. Proposed survey questions have been submitted by DoDEA for governmental approval."

Analysis of Data

Hainerberg Elementary School is staffed by a dedicated, well-educated faculty, which strives to meet the needs of its diverse student population. The students are offered a rich curriculum and have opportunities to participate in many support programs.

A survey of the faculty and staff was conducted in the fall of 2006. The survey was designed to identify weaknesses in Reading, Language Arts, Math, Science and Social Studies. While areas of need were identified in Math, Science and Social studies, teachers identified Reading/Extending Meaning and Writing/Applying Writing strategies as the areas of greatest concern.

Presentation of Data

Hainerberg Elementary is an English speaking school located in the beautiful spa town of Wiesbaden, Germany. There are 827 students, pre-school through fifth grade. The school supports families who have approximately 5% of parents deployed. Deployment is anticipated to drop to 0% in the spring of 2007. During the next five-years, Hainerberg Elementary could see an increase in enrollment due to the planned move of various military units to Wiesbaden.

Hainerberg Elementary School's program provides services to students in grades Pre-school through 5th grade. Staff members include classroom teachers, special subject teachers, and members of the pupil personnel support staff. The staff at Hainerberg is genuinely dedicated to assuring that a quality program, which promotes academic excellence, is provided to all students. Hainerberg offers many opportunities for all students to participate in the curricular areas of Music, Art and Physical Education.

The following information concerning the school's educational support programs is for the school year 2006-2007. Our support services reflect the needs of our diverse student population. English as a Second Language (ESL) serves 71 students in grades K-5 based on the Language Assessment Scale (LAS). Support is provided via inclusion and pullout models. 44% of the students speak German, 30% speak Spanish, and 12% speak Tagalog. The remaining 18% speak African, Russian, Vietnamese, Pattawa, Bengali, Indian, Lithuanian and Eskimoan.

In the continuing need to address diversity in our student population, Hainerberg is serving as a pilot school for Foreign Language in the Elementary School or FLES. FLES is currently introducing Spanish to our Kindergarten and First Grade students. Students receive 90 minutes per week.

Our Host Nation program is offered to the students in Kindergarten through fifth grade. Our students are introduced to the German language, culture and local events through school activities and field trips.

HES offers early intervention services including Developmental Preschool, which provides instructional support for 3 to 5 year olds with developmental delays and Sure Start, which was modeled on the Head Start program in the US.

Another early intervention program is the Reading Recovery Program, which identifies first grade students who are at-risk for reading difficulties. These students are provided with an intensive, individualized instruction program lasting for 12 to 20 weeks depending on individual progress.

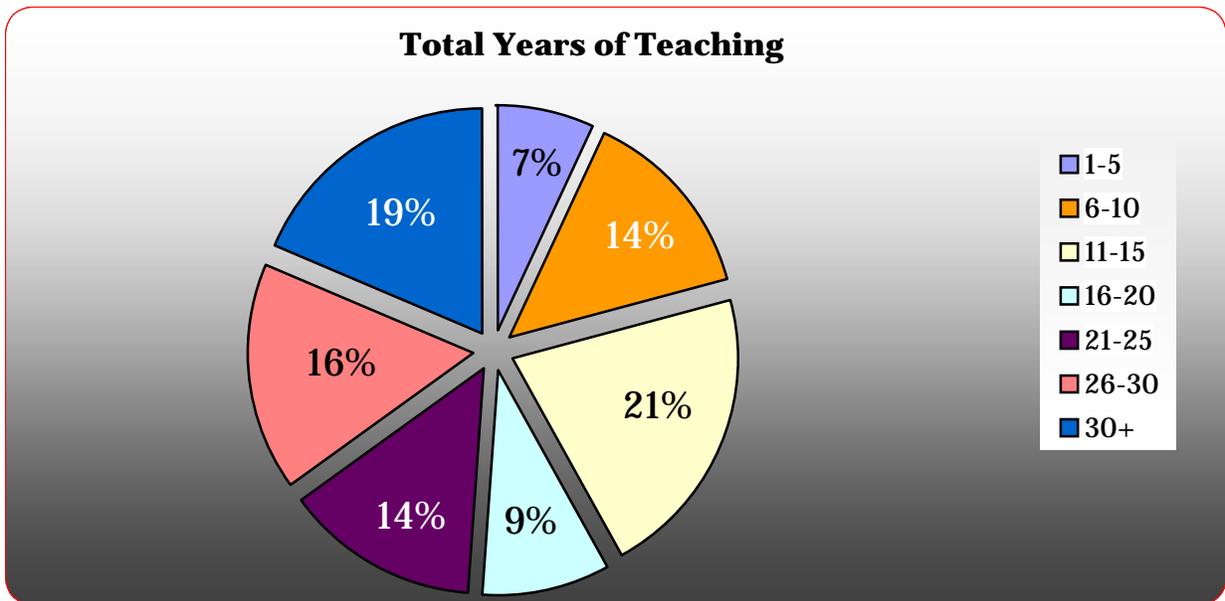
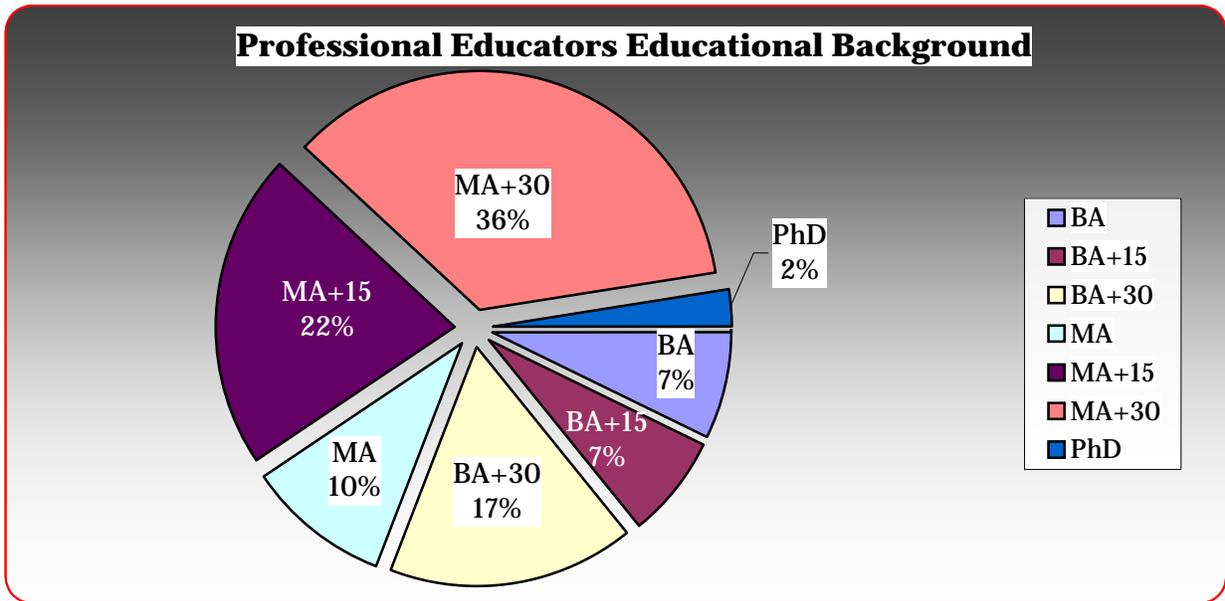
Interventions for grades 2-5 include: Language Arts Reading Services (LARS), Compensatory Education (Comp-Ed) and Scholastic READ 180. LARS provides small group instruction for students identified as needing support in Reading and Language Arts for grades 2-5. The READ 180 program offers remedial instruction in Reading and Language Arts for grades 4 and 5. The Comp-Ed Program supports third grade students identified as reading below grade level by the Developmental Reading Assessment (DRA).

Speech and Language Development Services are offered to 78 students in pre-K through 5th grade. Students are provided support for articulation as well developmental delays in language.

Additional support services include Special Education (SPED), which provides learning impaired, communications impaired and related support services to a total of 120 students using co-teaching, small group and individual instruction. Support from the district personnel and local medical staffs assist with service provision and compliance procedures.

The Gifted Education program provides enrichment services to students in grades 2 through 5. Students are engaged in activities that promote creative thinking as well as complementing the school-wide focus.

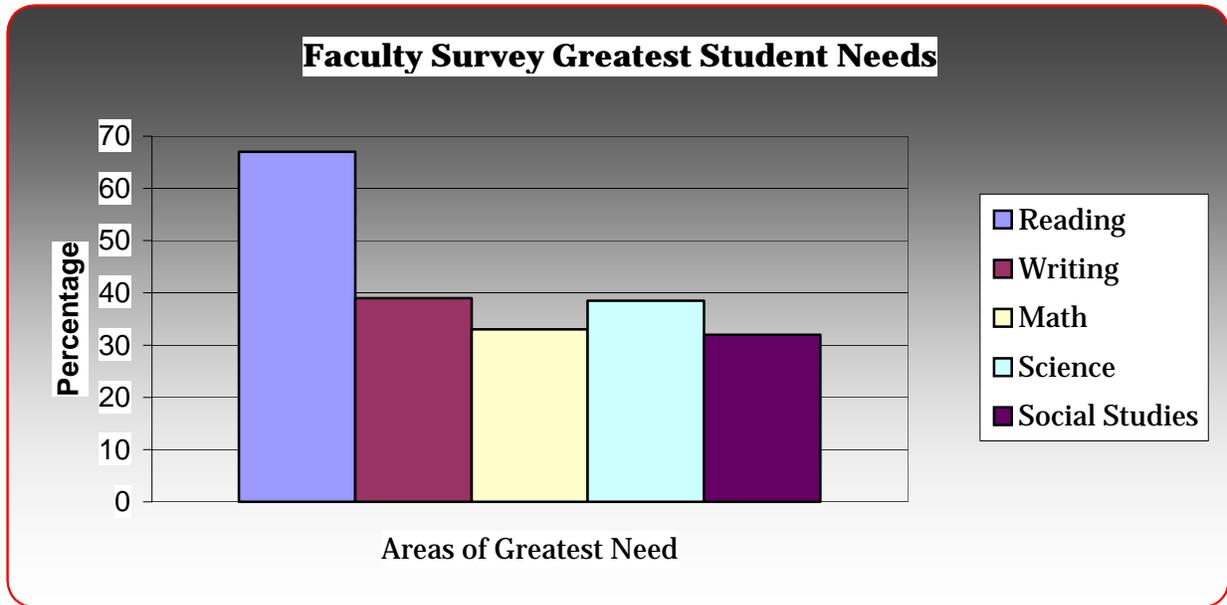
Teacher Demographics



Currently Hainerberg Elementary School (HES) has a staff of 101, which includes 84 professional educators and 17 paraprofessionals.

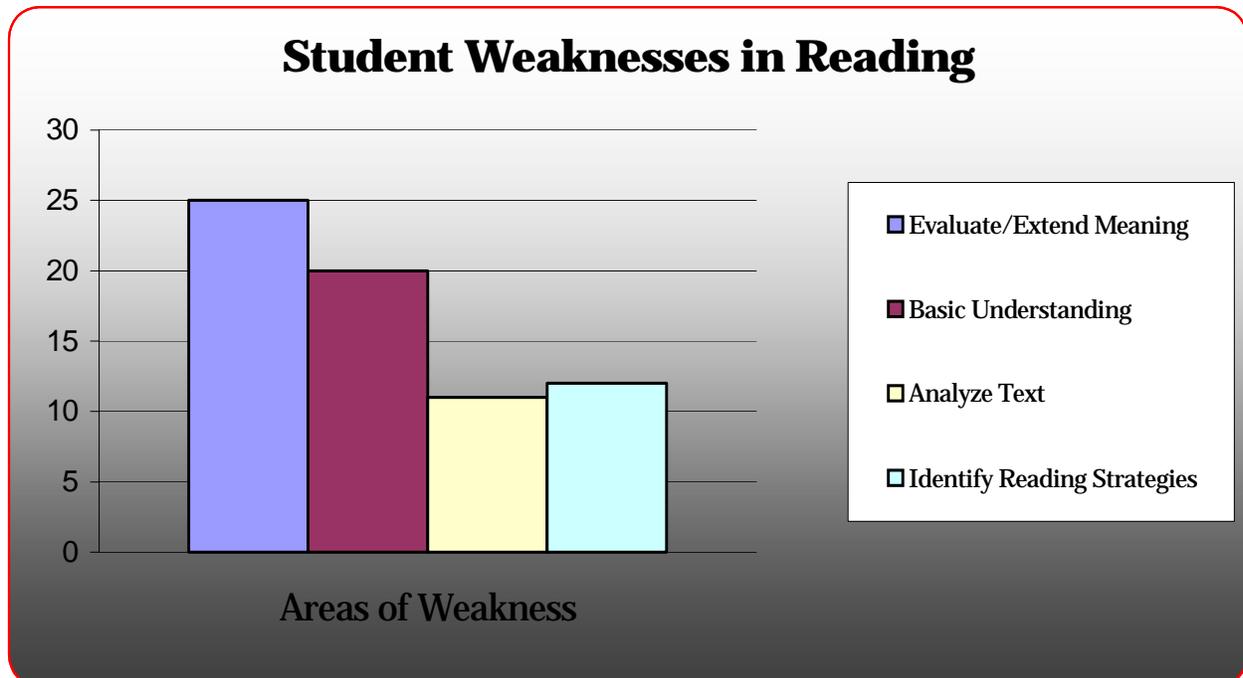
Faculty Survey

A survey of the faculty was conducted in the fall of 2006. Forty-five surveys were distributed with a one hundred percent return rate. The surveys were designed to identify student weaknesses in the core curriculum areas of Reading, Language Arts, Math, Science and Social Studies.



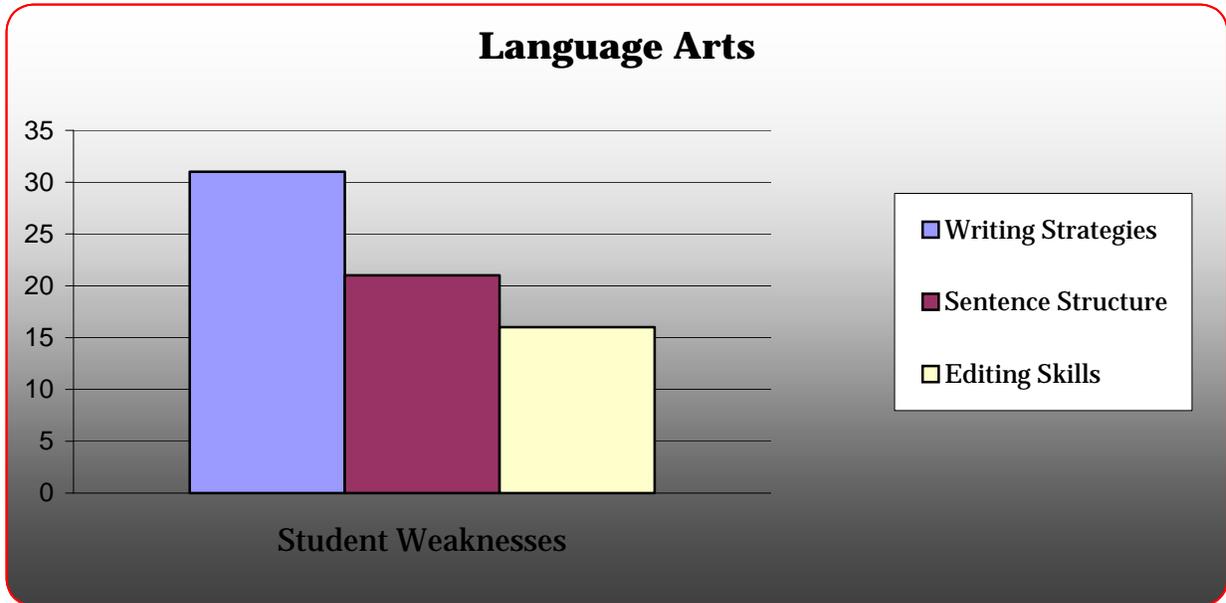
The faculty identified reading skills as the greatest weaknesses among students. The specific content areas are:

- Evaluate and Extend Meaning
- Basic Understanding
- Identify Reading Strategies
- Analyze Text



Additionally, the faculty identified writing skills as the second greatest weaknesses among students. The specific content areas for writing are:

- Applying Writing Strategies
- Sentence Structure
- Editing Skills



A wide variety of teaching methods are used in the school which include: Graphic Organizers, Guided Reading, ADD (Arithmetic Developed Daily), Math Problem of the Day, Center Based Learning, 4-Blocks, Literacy Stations, Daily Oral Language, Literature Circles, Reading Counts, Peer Monitoring, Reading Buddies, (Math) Manipulative Based Instruction, Best Practices, KWL, 6 Traits of Writing, Hands-on-Science Experiments, AIMS/GEMS Science and Second Steps.

Implications for Action and Task List

Student Performance Goals

Areas identified by the faculty as possible student performance goals are:

1. Reading – Evaluate and extend meaning
2. Writing – Writing strategies

Existing School Data

Data Collection Instruments

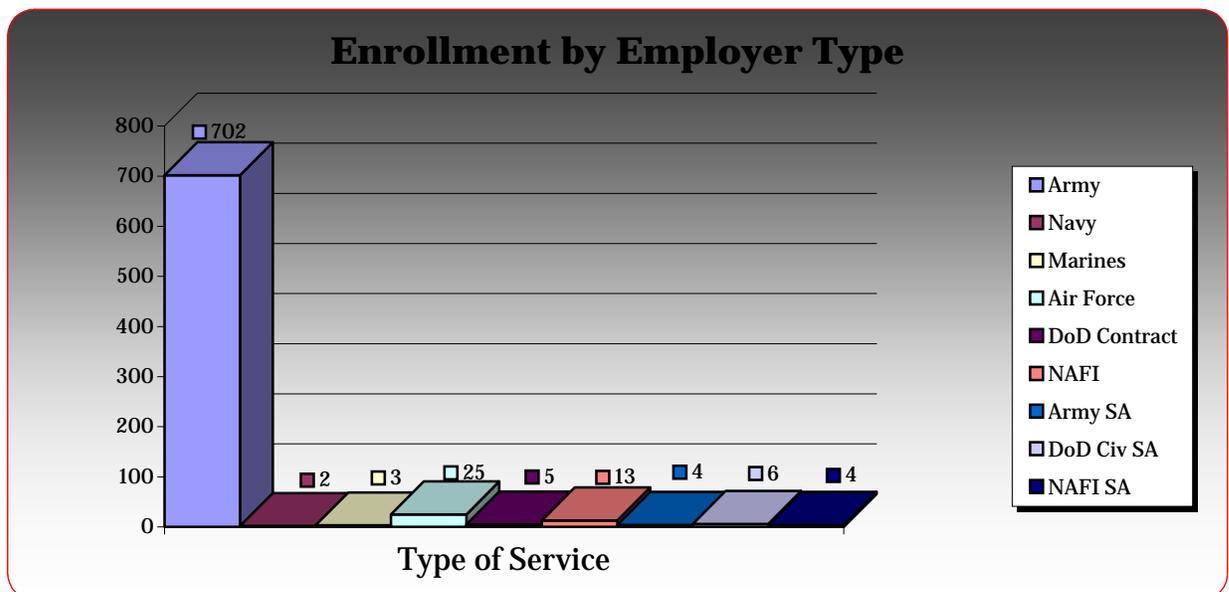
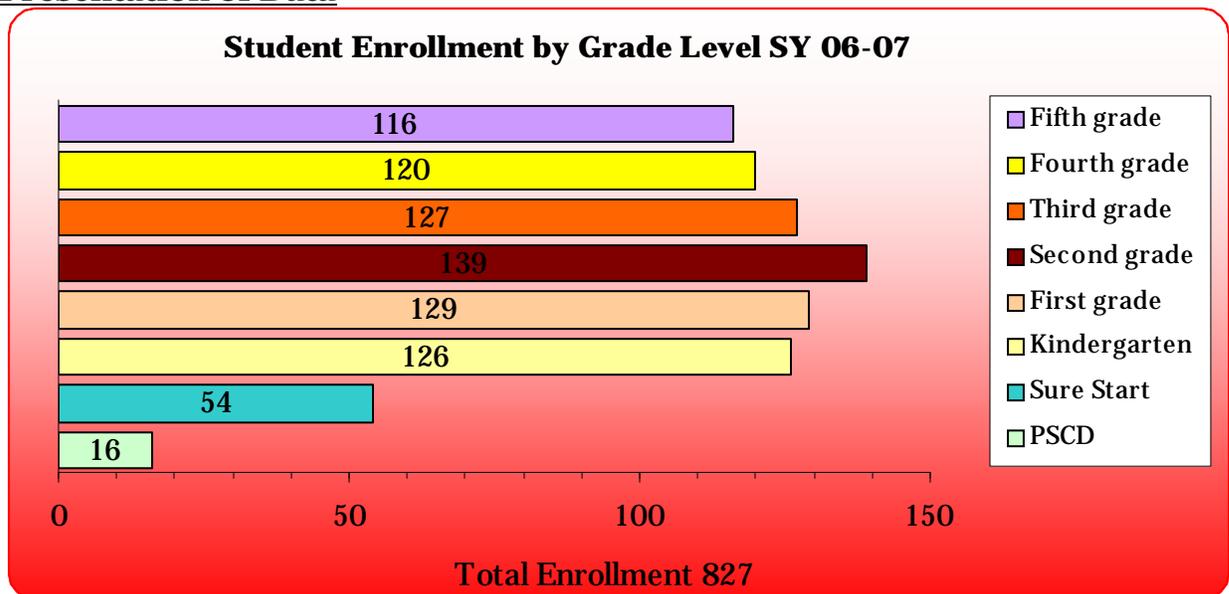
We selected the following instruments to collect data regarding Student Data:

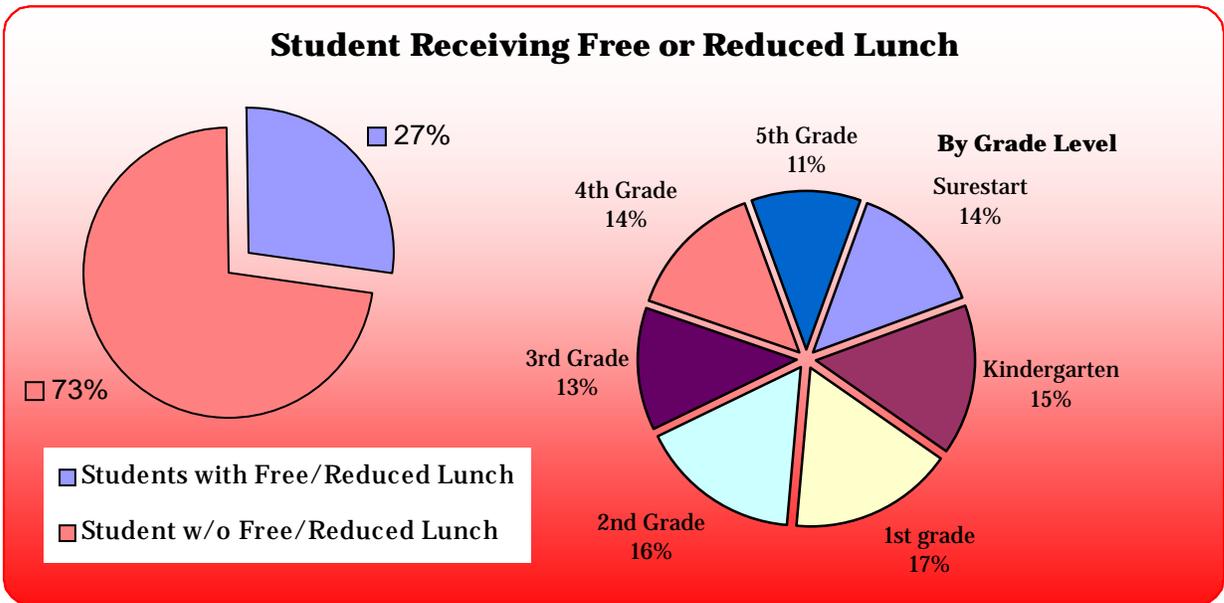
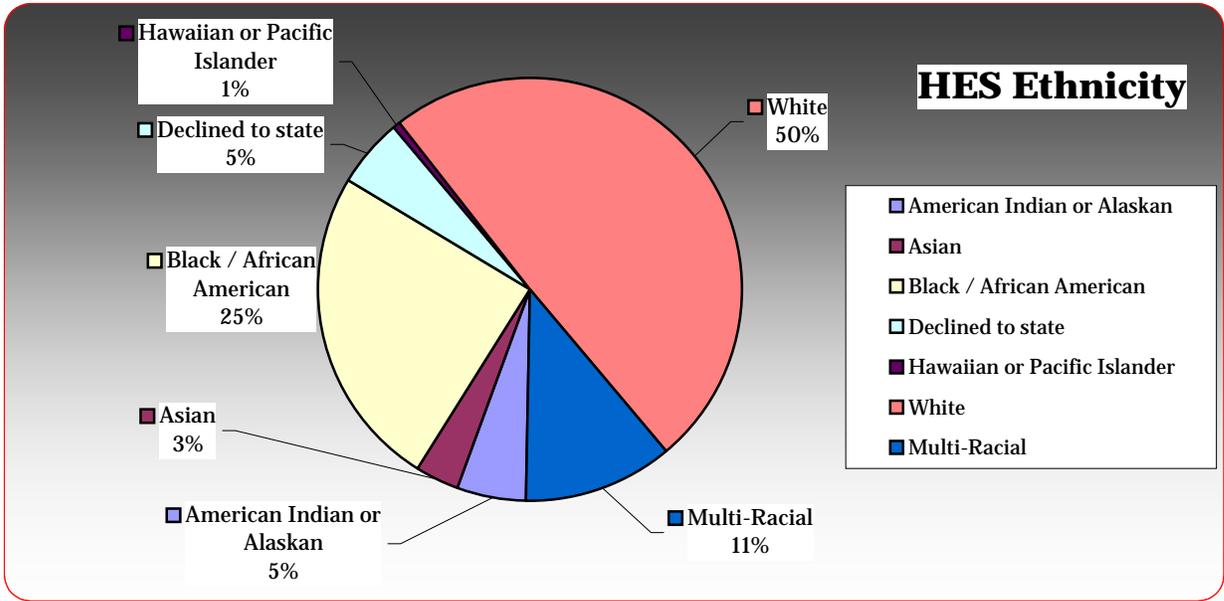
- Enrollment
- Ethnicity
- Enrollment by Sponsor's Employment

Analysis of Data

Hainerberg Elementary is a large Pre-school through 5th grade Department of Defense Dependents School (DoDDS) serving two housing areas in Wiesbaden, Germany. These students are from families who serve in the United States Armed Forces and who work for the United States Department of Defense. Hainerberg's student population is ethnically diverse. Multicultural awareness and sensitivity are important factors in addressing the needs of each student.

Presentation of Data





Implications for Action and Task List

Student Performance Goals

No area of need was identified; however, lower income students, as indicated by our students receiving free or reduced lunch, often require support services and additional interventions.

Instructional Data

Data Collection Instruments:

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

- *TerraNova*
- Scholastic Reading Inventory (SRI)
- Performance Appraisal Communication Arts (PACA)

Analysis of Data:

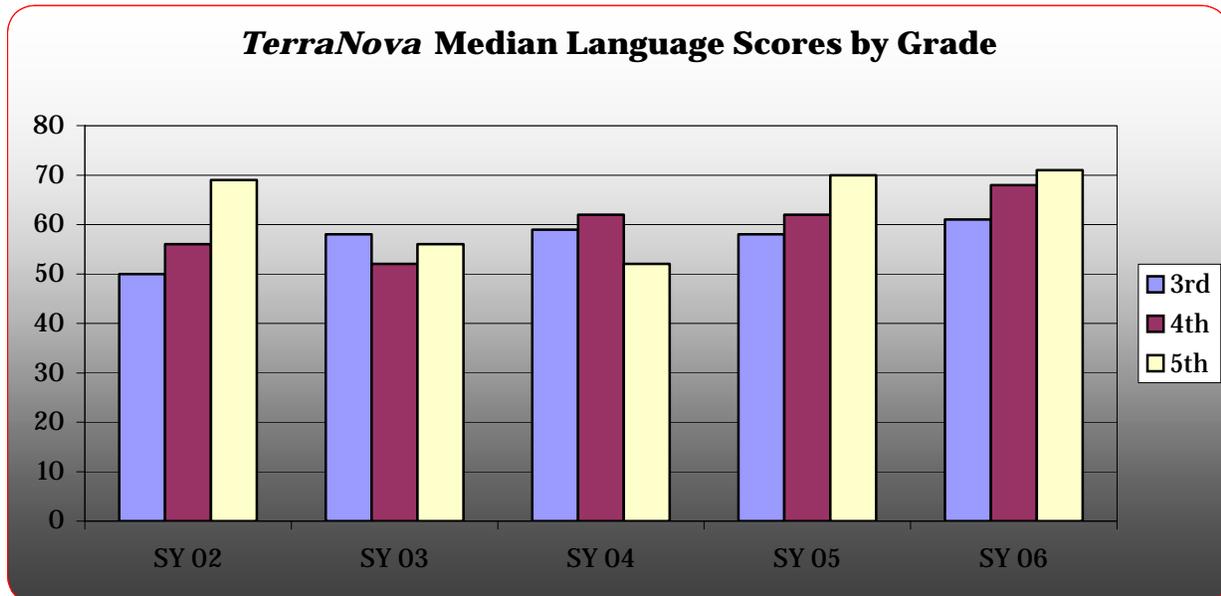
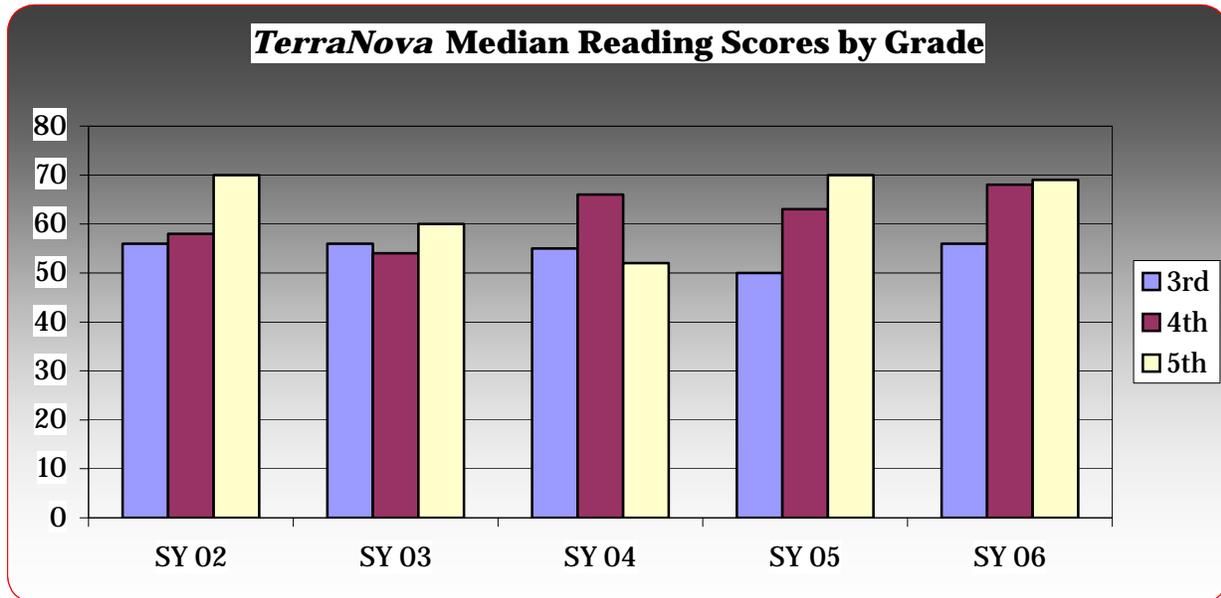
The *TerraNova* achievement test battery is a nationally normed assessment of Reading/Language Arts, Mathematics, Social Studies and Science. This standardized test was given to the students in grades 3 – 5 during the spring of 2006. The normative scores are compared to national, DoDEA and local performance levels. After a review of the individual subject test batteries, it was determined that a closer look needed to be taken at the individual sub-scores for Reading and Language displayed in the OPI. The OPI scores indicate that the greatest area of concern is in Reading/Identifying Reading Strategies and Language/Writing Strategies.

Scholastic Reading Inventory (SRI) is a reading comprehension test for grades 1-12. The test assesses students' reading levels, provides teachers with valuable information that will inform instruction, tracks a student's progress over time and can be used to match readers with correctly leveled text. The SRI is administered in the fall and again in the spring. While SRI scores increased over the last two years, the median scores for the spring of 2006 dipped slightly below the median scores for the fall in each of the grade levels.

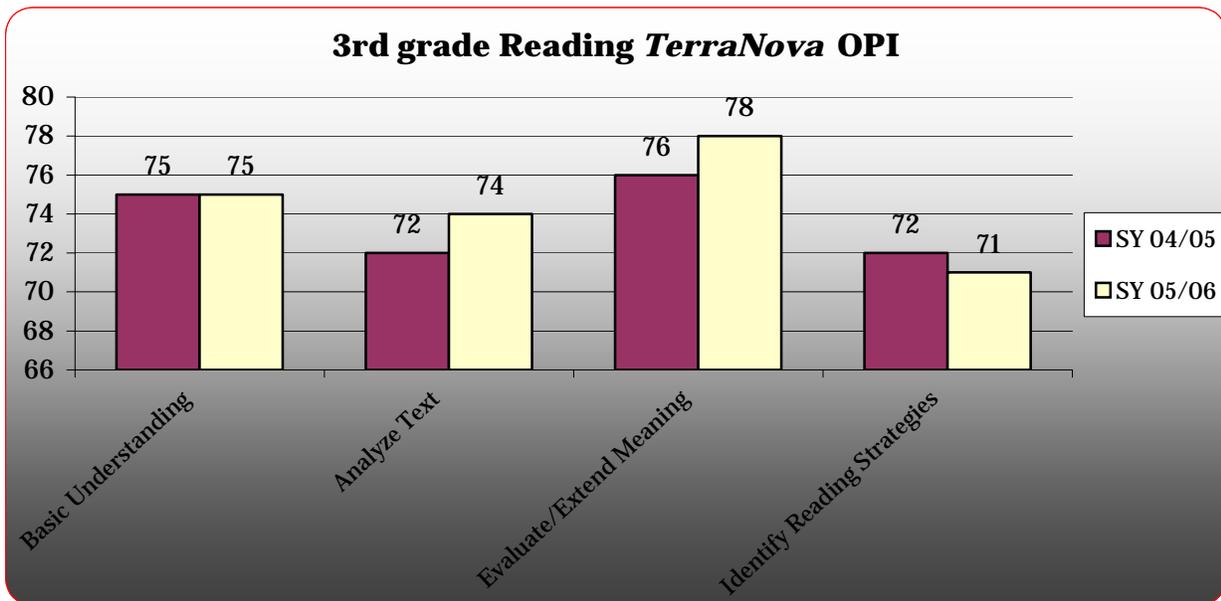
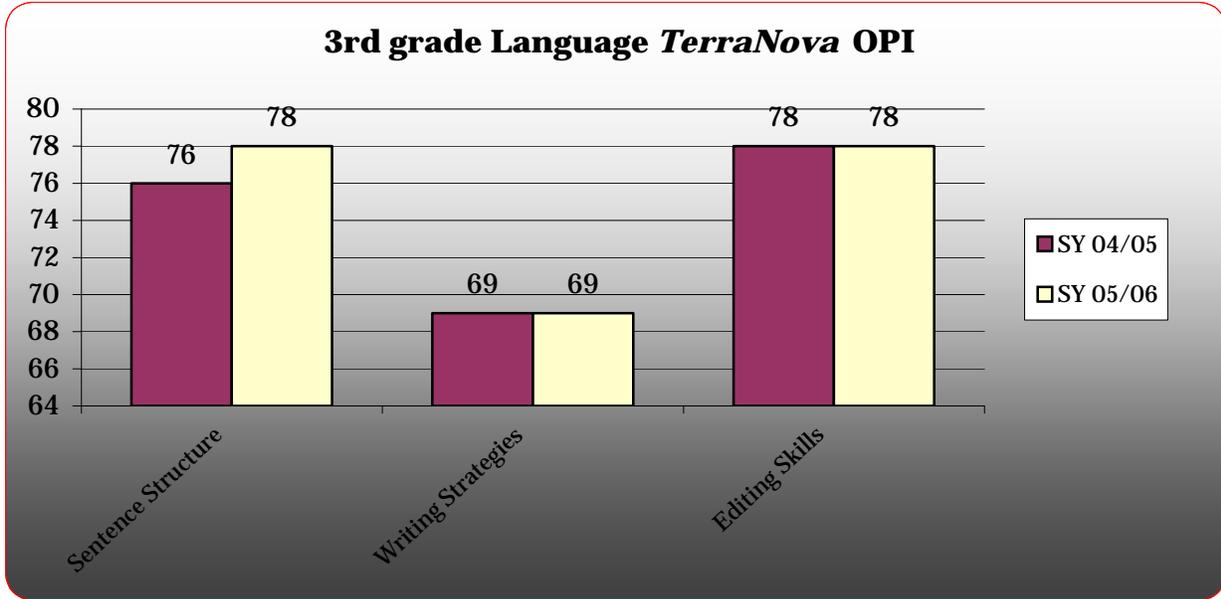
The Communications Arts Test, which assesses reading and writing skills, is administered to fourth grade students. A four-point scale is used in scoring this assessment. Overall scores rose in 2004 and demonstrated a significant drop in reading and writing for the year 2005.

Presentation of Student Data

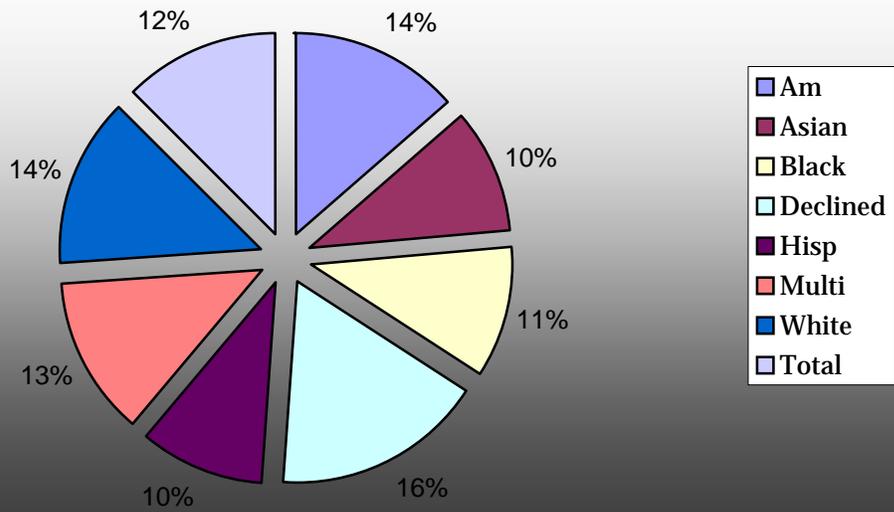
All *TerraNova* scores are reported in percentiles. A percentile is a measure of comparison that ranks one score against the score of all other test takers.



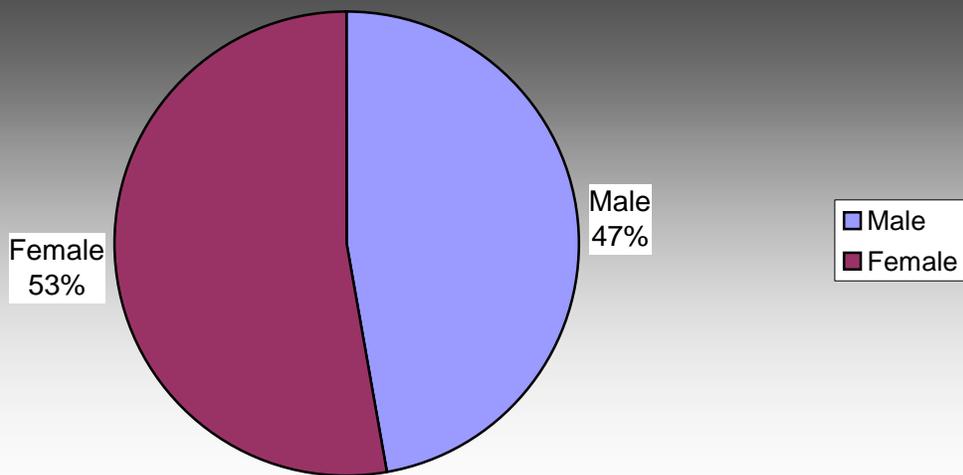
Third grade *TerraNova* OPI scores for Language and Reading indicate Writing Strategies, Identifying Reading Strategies and Analyzing Text as areas of concern.



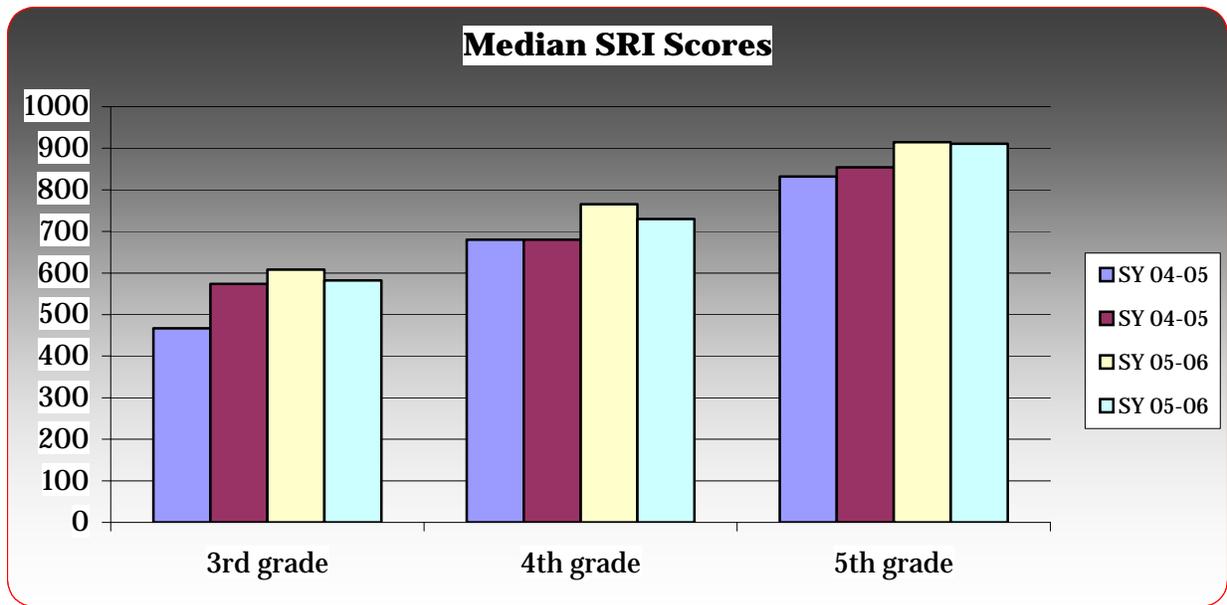
TerraNova Median Reading Scores By Race



TerraNova Median Reading Scores By Gender

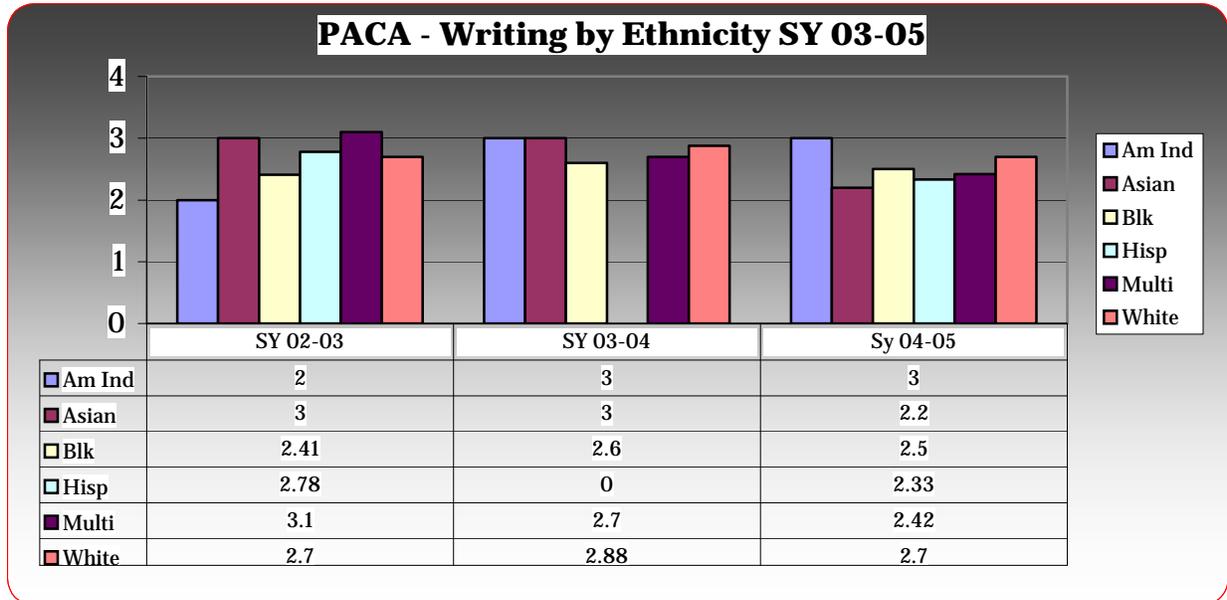


Spring median scores for SRI 2006 dropped below the fall 2005 scores.

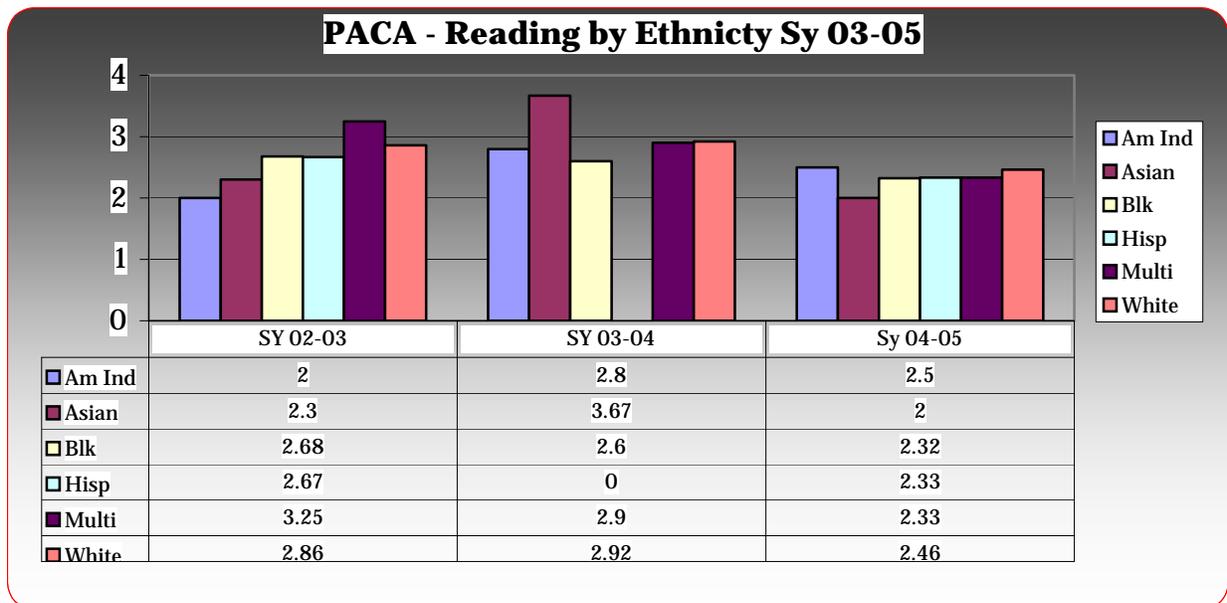


Performance Appraisal Communication Arts (PACA)

The following interpretations of data are taken from the Performance Appraisal Communication Arts Test for School years 2003, 2004 and 2005. The Assessment is given only in 4th grade and uses a 4-point scale that is similar to a rubric.

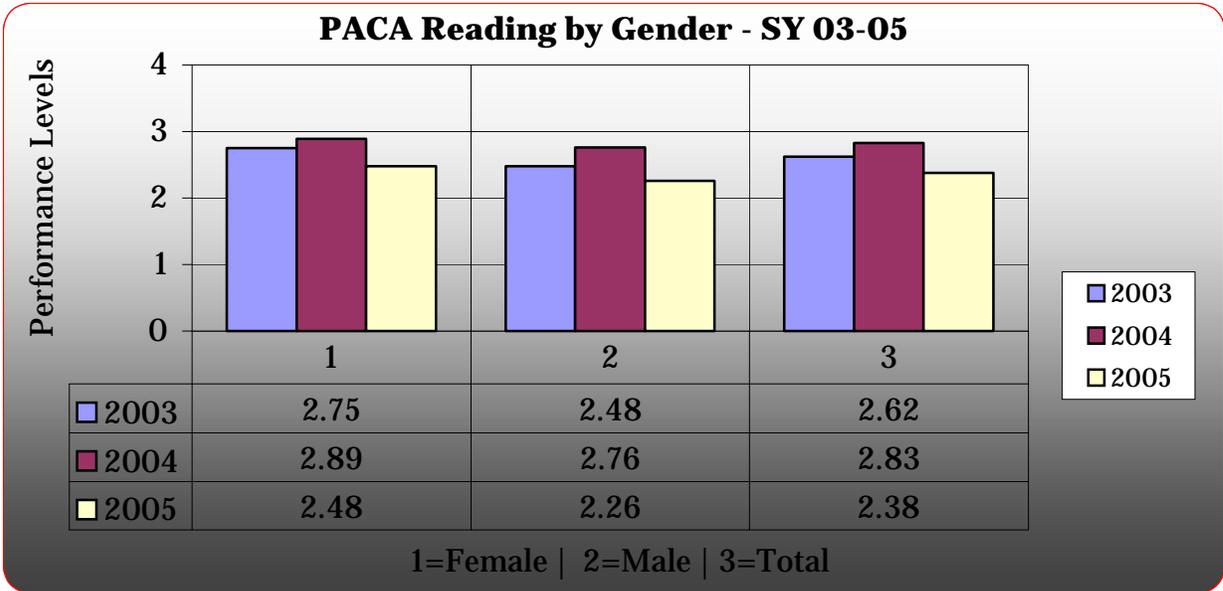


White and black students represented statistically significant sample sizes.

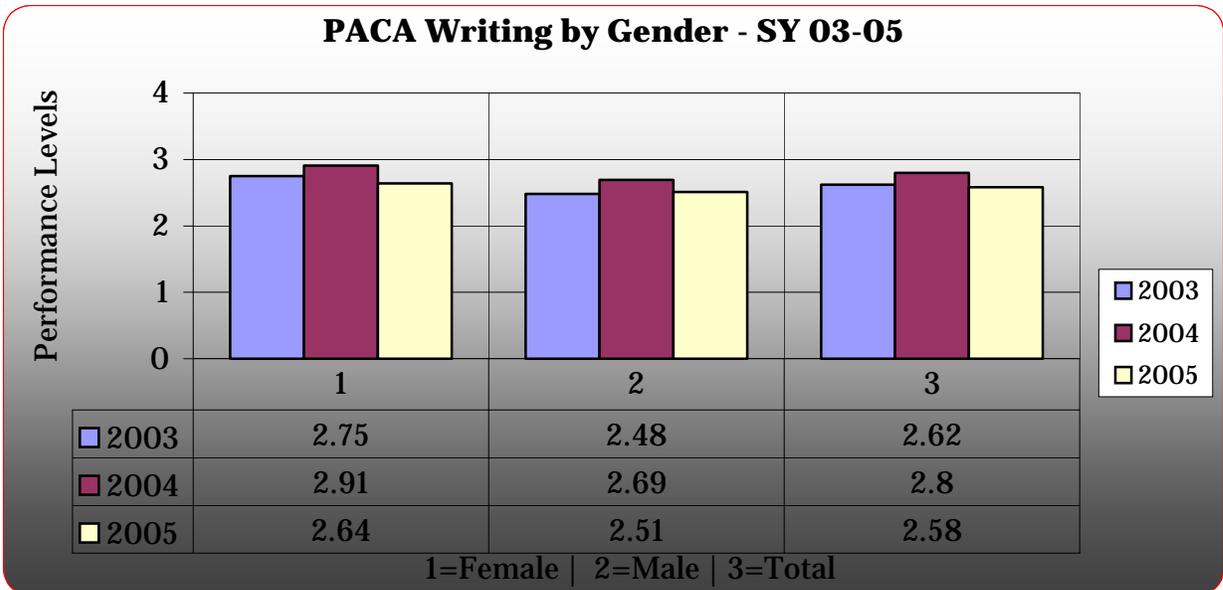


The limited number of students in non-statistically significant categories had a disproportionate impact on the final score (e.g. 1 American Indian). Also affecting the three-year span of data are inconsistent categories from year to year (e.g. no Hispanics/Latinos represented in SY03-04). In reading, for blacks, whites, and American Indians, when the number of students tested increased, there was a commensurate increase in scores.

The number of females was greater than the number of males tested for all 3 years. The females tested average was higher than the males all 3 years. The general trend for both was an increase in scores from '03 to '04. Both genders decreased in '05 to scores lower than '03.



The number of females was greater than the number of males tested for all 3 years. Trends for females were similar to those found in reading. Trends for males were similar to females, though they only decreased to '03 levels.



Implications for Action and Task List

Student Performance Goals

The faculty conducted a thorough review of *TerraNova* test data for students in grades three, four and five. It was determined that examining the OPI sub-tests would give a better indication of specific areas of concern. Writing strategies has been identified as an area of concern for Language and Identifying Reading Strategies and Analyzing Text has been identified for Reading. A review of SRI scores and the Communication Arts Test also revealed a need for a plan to improve reading and writing.

Community Data and Information

Data Collection Instruments

We selected the following instrument to collect data regarding Community Data:

-  Community Narrative
-  Environmental Scan

Analysis of Data

The community is very supportive of school activities and events. Continued parent/community support, a dedicated staff, and enthusiastic students contribute to the common goal of improving student performance.

Our environmental scan found that students of the future must be prepared to think creatively and critically. Students will need to be proficient in processing information, working collaboratively and communicating effectively using new technological advances.

Presentation of Data

The USAG Hessen, headquartered in Hanau, Germany, is comprised of the Hanau Community, USAG Wiesbaden in Wiesbaden, USAG Baumholder and USAG Hessen in Giessen, providing support to approximately 45,000 troops, family members, and civilian employees as well as a large community of retirees who live, work and train with the USAG Hessen area of operations.

Wiesbaden Army Airfield serves as the headquarters installation for U.S. Army Garrison Wiesbaden, 1st Armored Division and 3rd Corps Support Command. Located 15 minutes away from Frankfurt International Airport, the Wiesbaden military community is home to several tenant units including the Corps of Engineers, Defense Logistics Agency, Wiesbaden Contracting Center, Army and Air Force Exchange Service, United Services Organization, Department of Defense Dependents Schools, Army Audit Agency, Defense Contract Management Command-Southern Europe, European Technical Center, Science and Technology Center and American Forces Network-Hessen. The airfield itself hosts three medical evacuation units as well as military intelligence aircraft.

The garrison supports more than 18,000 soldiers, civilians, family members and retirees. With six housing areas, there are 2,728 units for families and 27 barracks facilities. All family quarters vary in size from singles, duplexes, multiplexes and stairwells.

The community offers many family support programs including, clubs, outdoor recreation, church organizations, childcare services, and a library. Many parents volunteer support both school and community organizations.

Environmental Scan

The world has become a smaller and ever-changing place. The traditional model for schools that worked in the industrial age is no longer viable. Our world's technology, increasingly diverse population, and aging society will affect how we educate children in the future. As a result of these trends, skills such as problem solving, critical thinking, communication, and the ability to collaborate will become vital.

Our society is becoming more and more diverse. According to "Ten Trends: Educating Children for a Profoundly Different Future," by the early part of the 21st century 41% of U.S. students will be minorities. This shows that in any workplace cultural and language differences will be more commonplace. In the future, workers will be expected to work alongside others who may not share their own cultural values and beliefs. Workers will have to collaborate and communicate with people from a wide variety of backgrounds and with many different languages. Thus, communication skills and the ability to work together will be necessary in the future workforce.

Not only is our population becoming more diverse, it is also aging. Future workers will have a longer life expectancy and are also predicted to work past the current retirement age. Because of this, there will be an increased need for care and support of an aging population, including jobs such as home health aides, nurses, and physical therapists. In addition, those who continue to work will need support through continuing education to keep up with the developments in their professions. Available resources and employment will need to be shared among the younger generation's just finishing school and the older generations still in the workforce.

Technological developments will continue to shape our future world by creating new jobs that we have yet to imagine. The children we are educating will develop these jobs. People with more traditional occupations, such as nurses and doctors will continue to use new and developing technology, which will create a need for technological support occupations. People holding such positions will need to have well-developed problem solving and critical thinking skills to manage all of the new information they are presented with on a daily basis.

Based on the future trends, schools will need a shift in focus from the old model to a model that teaches students how to sift through the volumes of information they will be able to access. Students will need to develop critical and creative thinking skills to process and use the information they have on hand, collaboration and communication skills to work with others in an increasingly diverse society, and technological literacy to deal with the ever-changing world.

Implications for Action and Task List

Areas identified by Community Data and Environmental Scan:

-  Writing to communicate
-  Thinking skills
-  Technology literacy

Summary

Our faculty reviewed *TerraNova* scores for 2002 through 2006, SRI test scores for 2004 through 2006, and PACA scores for 2003 through 2005. The data for the *TerraNova* did not yield a clear indication of need, so the subtest for each subject area was evaluated. After comparing OPI scores for 2004-2005, writing strategies, reading strategies and analyzing text were identified as areas of need. The implications found by the Environmental Scan and Teacher Survey also indicated a need for reading and writing interventions.

After discussion, the faculty came to a consensus that our school-wide focus should be developing instructional strategies for teaching writing strategies and analyzing text.

Appendix 1: Triangulation of Data

The faculty chose the following as Student Performance Goal #1:

All students will demonstrate improvement in analyzing text in all curricular areas.

This goal was chosen based on the following data from the following sources:

- Teacher Surveys
- Environmental Scan
- *TerraNova* (Total & sub-tests)
- SRI
- PACA

Student achievement levels in analyzing text have been below that of other academic areas. Teachers surveyed indicated that reading was an area of concern. The SRI scores showed a decline from Fall 2005 to the Spring 2006 scores. The PACA test supports a need for a reading goal.



The faculty chose the following as Student Performance Goal #2:

All students will demonstrate improvement in written communication skills across the curriculum.

This goal was chosen based on the following data from the following sources:

- Teacher Survey
- Environmental Scan
- *TerraNova* (Total and sub-test results)
- PACA

The teacher survey indicated a concern about written communications skills. The *TerraNova* scores revealed a need for choosing writing strategies as a goal and were reinforced by the PACA assessments.