



**DEPARTMENT OF DEFENSE
DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY SCHOOLS
SOUTH CAROLINA – FORT STEWART – DODDS CUBA SCHOOL DISTRICT**

Charles Cotesworth Pinckney Elementary School

5900 Chesnut Road
Columbia, SC 29206
803-787-6815

2012-2013 Profile

Ms. Annie Crandle, Principal

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SCHOOL LEADERSHIP STRUCTURE

Principal	Ms. Annie Crandle
School Liaison	Ms. Ann Gordon

CONTINUOUS SCHOOL IMPROVEMENT (CSI) TEAM

Parents	Mrs. Yolanda Ross Major Emmitt Osborne
CSI Chair/Third Grade Teacher	Mrs. Evetta Johnson
Speech and Language Pathologist	Mrs. Kerrie Ammons
Reading Specialist	Mrs. Victoria Swink
Principal	Ms. Annie Crandle
Third Grade Teacher	Ms. Laurel Henderson
Fifth Grade Teacher	Mrs. Patricia Walters
School Liaison	Ms. Ann Gordon

School Profile Development

Annually, stakeholders at Charles Cotesworth Pinckney (CCP) review the profile to ensure that it accurately reflects our commitment to the Continuous School Improvement (CSI) process. Stakeholders reviewed the vision, refined the goals, essences, and interventions, and examined data and assessments, sharpening the focus of the school community. As a result of these efforts, our CSI practices and documentation align with AdvancED and DODEA requirements. Our school community remains dedicated to excellence and high student achievement.



MISSION AND VISION STATEMENTS



DoDEA's Mission

Educate, Engage, and Empower each student to succeed in a dynamic world.

DoDEA's Vision

To be among the world's leaders in education, enriching the lives of military-connected students and the communities in which they live.

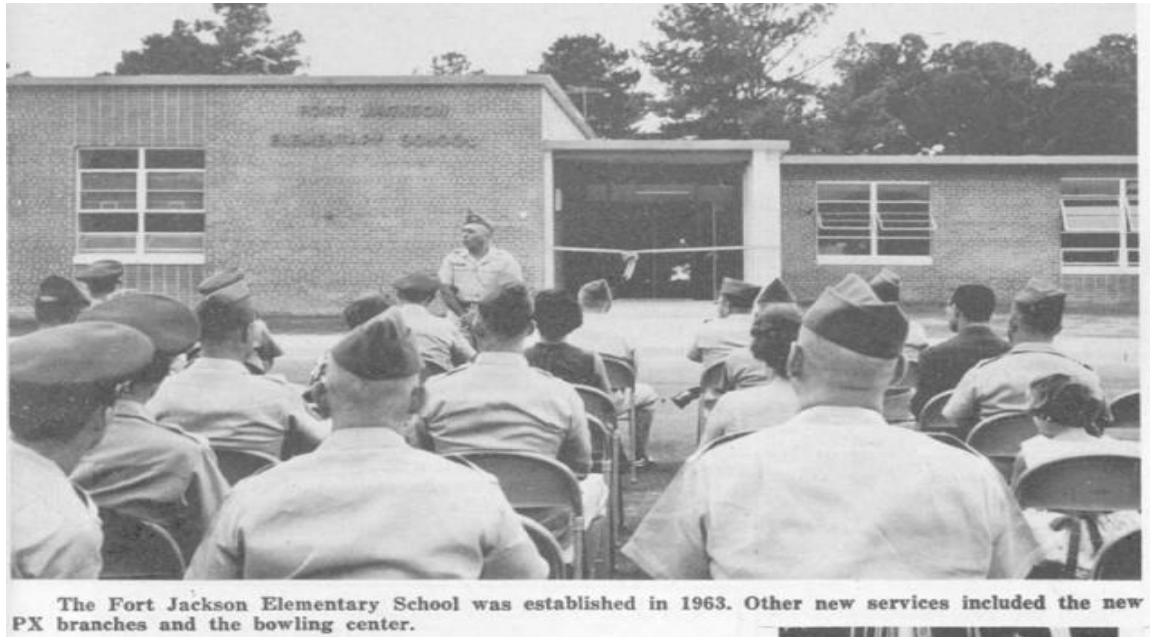
CC Pinckney School's Vision

Preparing students to be 21st century learners through purposeful teaching, communication, and collaboration.

CC Pinckney's Core Beliefs

All students can learn. All students have unique talents and abilities. High academic achievement is a priority. All members of the community share responsibility for success. Continuous improvement is the key to success

HISTORY OF FORT JACKSON SCHOOLS



Fort Jackson Elementary School, the first school to serve Fort Jackson students, was built in 1963. It was considered one of the first permanent structures at Fort Jackson, and it was also the first public school in Columbia to integrate students during the Civil Rights movement. The school was referred to as the “90 Day Wonder” because it was built in a mere 90 days. The school opened with 210 students and 8 teachers and served grades 1st-6th. Dr. Thomas Silvester was the school’s first principal.

In 1966 Gregg Circle Elementary School opened and served grades 2nd – 4th because the original school was overcrowded. Mrs. Jimmie Benton served as the school’s only principal.

In 1970 Pierce Terrace Elementary School was opened under the leadership of Mr. Tom Smith and began serving students in grades Kindergarten- 1st. Mr. Smith was also the principal in charge of these first kindergarten classes, which were actually housed in two leased buildings on the installation off Macgruder Street. Fort Jackson Elementary was renamed Hood Street Elementary and then served students in 2nd – 6th grade. Dr. Rick Tanner became the principal of Hood Street Elementary in 1974.

During that same year, Dr. Silvester became the school district's first official DoDEA superintendent. The school district encompassed only the schools located on Fort Jackson. Dr. Silvester was instrumental in starting one of the first Pre-Kindergarten programs in the state for four year old children. The three Pre-Kindergarten classes were initially housed at CCP Elementary School until they were later moved to Pierce Terrace Elementary School.

In 1987, Gregg Circle Elementary School closed and the newly built CCP Elementary School opened to serve 4th-6th grade students under the leadership of Dr. Rick Tanner. Pierce Terrace Elementary School began serving students in Kindergarten-1st grade. At that time, Dr. Phillip Booth was the principal of Pierce Terrace Elementary School. Hood Street Elementary School became the 2nd-3rd grade school with Dr. Carol George as the principal. Under Dr. George's leadership, Hood Street Elementary School earned the national "Blue Ribbon School" award.

The Fort Jackson School District merged with the three schools in Laurel Bay in 2005 to form a new school district. Dr. Silvester served as the Superintendent. He retired in 2005 shortly after the district merged with three schools at Fort Stewart. Dr. Joseph Guiendon served as Superintendent until June 2009.

Fort Jackson maintained three elementary schools until June 2007 when Hood Street Elementary School was closed and CCP began retrofit construction. Due to a delay in the retrofit construction at CCP, DoDEA leased the previously closed Hood Street Elementary School building from the installation for the 2007-2008 school year. The building was named CCP Annex and housed the 3rd-6th grade students for one year.

During the 2008-2009 school year, it was decided to move the 2nd grade students in addition to the 3rd – 6th grade students to the present, CCP Elementary School. The configuration of two schools, CCP, 2nd-6th grades and Pierce Terrace, Pre-Kindergarten – 1st grade continued through school year 2009-2010. Dr. Samantha Ingram became the Superintendent of South Carolina/Fort Stewart/DoDDS Cuba School District in 2009. Beginning in the 2010-2011 school year, the 2nd grade students were moved to Pierce Terrace Elementary School creating a Pre- Kindergarten -2nd grade environment and leaving CCP Elementary School to serve students in grades 3rd – 6th. Ms. Sherry Schneider was appointed principal of CCP Elementary School at the start of the 2010-11 SY. CCP Elementary School currently houses grades 3rd -6th and serves 250 students. Despite the many changes in leadership and the organizational and infrastructure challenges over the last five years, CC Pinckney remains committed to educating students and strengthening the community.

UNIQUE LOCAL INSIGHTS

Introduction to Fort Jackson

Fort Jackson is located in the central midlands of South Carolina and plays a major role as an employer and consumer in the area. Fort Jackson's history reflects a tradition of excellence dating back to June 2, 1917, when a new Army Training Center was established to answer America's call for trained fighting men in World War I.

Fort Jackson, as the U.S. Army's main production center for Basic Combat Training, trains 50 percent of the Army's Basic Combat Training load and 60 percent of the women entering the Army each year.

Fort Jackson is home to the U.S. Army Soldier Support Institute, the Armed Forces Army Chaplaincy Center and School and the National Center for Credibility Assessment (formerly the Department of Defense Polygraph Institute). It also is home to the Army's Drill Sergeant School, which trains all active and Reserve instructors.

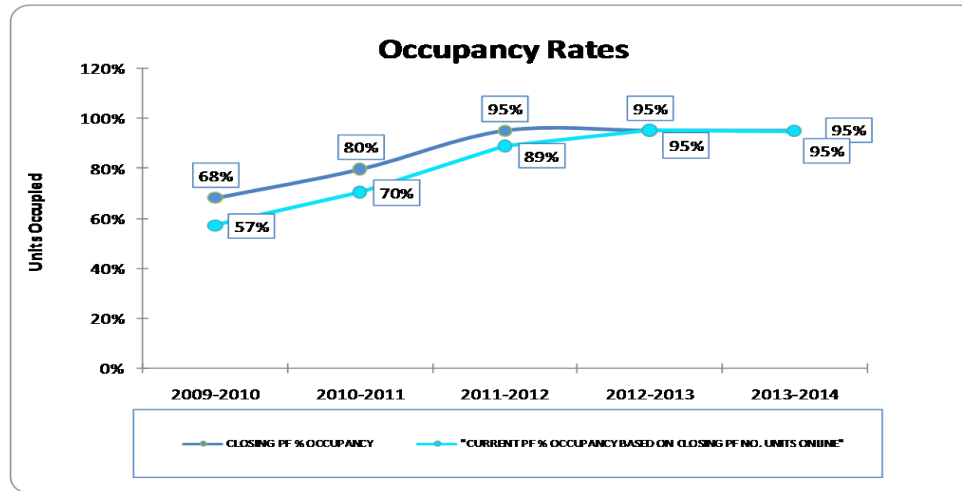
The fort includes more than 52,000 acres, with more than 100 ranges and field training sites and 1,160 buildings. Soldiers, civilians, retirees and family members make up the Fort Jackson community. More than 3,500 active duty Soldiers and their 12,000 family members are assigned to the installation and make this area their home. About one third of those soldiers and families live in on-post housing.

The Residential Communities Initiative and Balfour-Beatty, a private contractor, built 640 new and renovated 210 homes for Army families.

Description and Analysis of Recent Community Changes

Fort Jackson has seen a number of major improvements in the last few years. The Single Soldier Complex completed in 2000 provides new modern housing for 471 soldiers. The Emergency Services Center completed in 2002 houses the installation fire department, military police and emergency medical service. Two recently completed Reserve Centers provide administrative and training facilities for both Army and Naval Reserve units. A new Star-Base training complex provides state-of-the-art training facilities for a Basic Combat Training Battalion. Significant renovations were made to the Hilton Field graduation complex following damage by a tornado in 2008. Morale, Welfare, and Recreation has added the Palmetto Falls Water Park, Palmetto Greens Mini-Golf and the Sergeant Suds Self-Service Car Wash. Additionally, the installation is in the process of updating its outdated family housing. The \$800 million project will replace approximately 900 housing units built in the 1960's with 610 new townhouses and duplexes as well as renovating another 240 of the older units. The number of students attending Fort Jackson schools will increase with the completion of the additional housing. The recently enacted policy of allowing non-military children to attend C. C. Pinckney

Elementary School if they reside on post may prompt changes in the school’s enrollment and in the overall demographics. The recent changes in the community indicate a commitment to excellence.



Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
% Occupied Closing PF	68%	80%	95%	95%	95%
% Occupied Based on Actual Units Online	51%	80%	95%	95%	95%
% Occupied Based on Closing PF Units Online	57%	70%	89%	95%	95%

CC Pinckney Staff Data

The chart below provides educational and professional experience data for C.C. Pinckney’s teachers.

Total Years of Experience			
Number of Teachers with 0-10	Number of Teachers with 11-15	Number of Teachers with 16-29	Number of Teachers with 30 or more
4	4	9	7

Years of Experience within DDESS			
Number of Teachers with 0-10	Number of Teachers with 11-15	Number of Teachers with 16-29	Number of Teachers with 30 or more
9	3	9	2

Level of Education					
Bachelor	Bachelor +15	Bachelor +30	Master Degree	Master +30	Doctorate
2	2	4	3	12	1

The instructional staff at CCP includes:

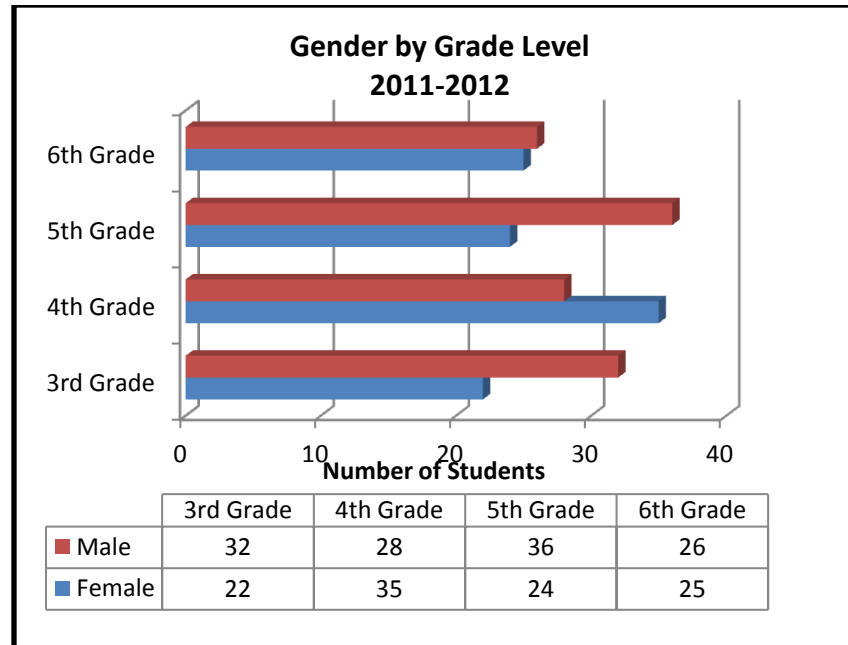
Instructional Personnel			
Supervisors	Regular Education Teachers	Related Arts Teachers	Special Education Teachers
1 Principal	12 Regular Education		1.5 Resource
.5 Special Education Assessor	1 Information Specialist	.5 Art	1 Self-Contained
	1 Educational Technologist	.5 PE Teacher	
	.5 Gifted Teacher	1 Music Teacher	

The support staff at CCP includes:

Support Personnel		
Instructional	Intervention	Clerical
1 Reading Specialist	1 Guidance Counselor	.5 Media Assistant
2 Teacher Assistants	1 Speech-Language Pathologist	.5 Assessor Clerk
.5 ESL Teacher	.5 School Psychologist	
	1 School Nurse	

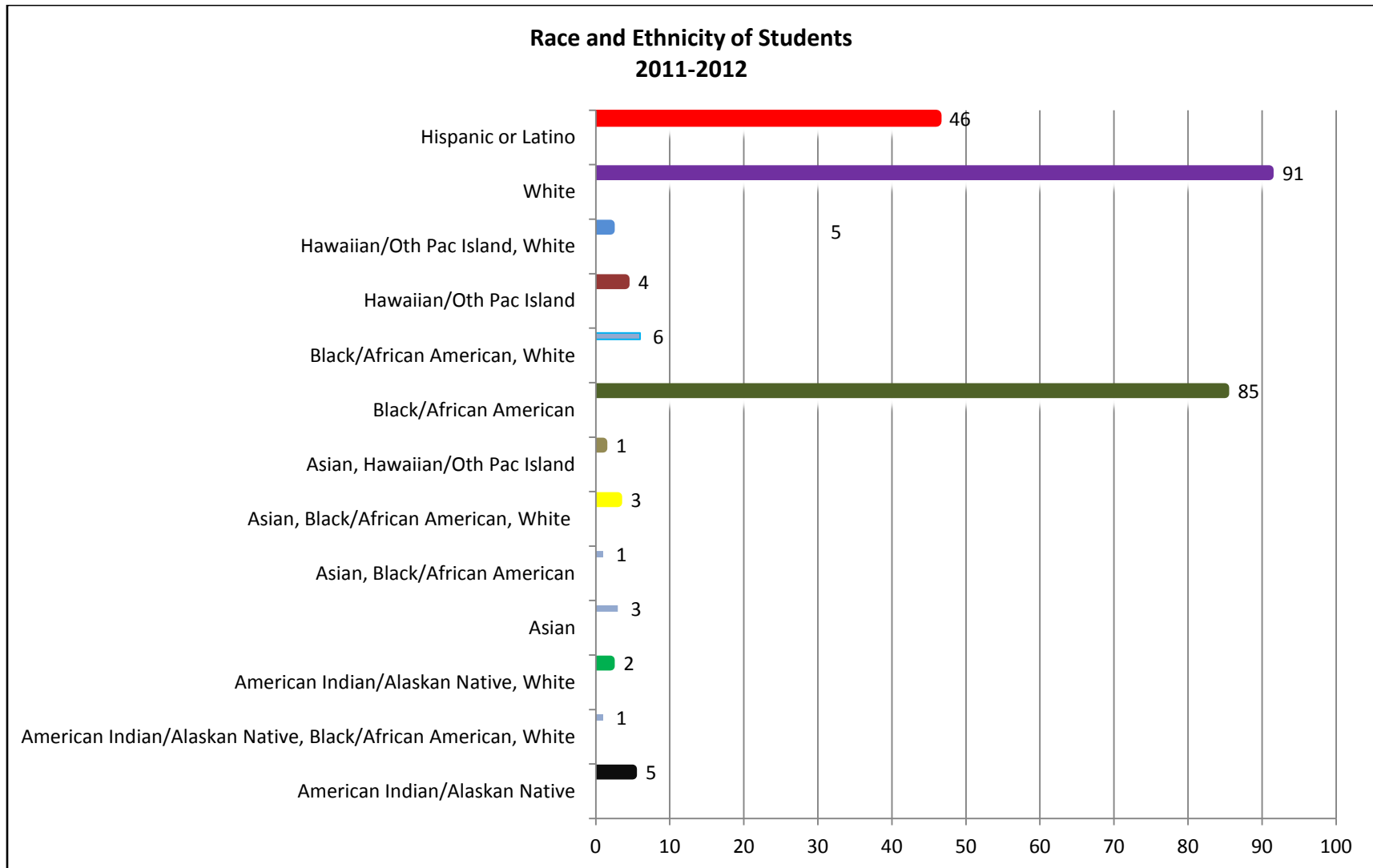
Student Demographic Data

Enrollment by Gender



Male students outnumber female students in grades 3, 5 and 6. Female students outnumber male students in grade 4.

Enrollment by Race and Ethnicity



The majority of the student population is comprised of white (91), African American (85) and Hispanic or Latino (46) students.

Enrollment by Special Populations (2012-13)

	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Speech					
Resource		5			6
Self -Contained	1	3		1	2

Currently, C.C. Pinckney reports that students are receiving speech, resource and /or self-contained support services. In the area of speech, the reported number of students receiving speech services equals seven. However, out of the seven students identified and serviced, six are classified as having speech as the primary disability. Students who have been identified as needing special education and support from the resource program or the self-contained program are members in an inclusive classroom. This means that all special education students at C.C. Pinckney have the right to feel safe, supported and included at school and in the regular classroom, as much as possible. All special education students have access to both a content area teacher with a specialization in a subject area and a special education teacher, who can help modify the content or redeliver its teaching to make it most meaningful for those needing assistance.

PRESENTATION OF EXTRA-CURRICULAR DATA 2012-2013

Enrollment in Extracurricular Activities

Program	Number of Members
The Success Club	25
Wednesday Walkers	90
Art Club	25
CCP TV	28
Band Class	45
Chorus	101
Science Club	50
Behavioral Support Group	15
Extended Learning Opportunity	
Technology Club	50
Fitness Club	25

Description of Extra-Curricular Programs:

The Success Club is designed to help children who identified as needing assistance with homework and improves the students' study habits and organizational skills. This club meets after school. The program is facilitated by our guidance counselor and staffed with undergraduate volunteers from the University of South Carolina's School of Education. Additional support for the program comes from parents, other teachers and staff, and student mentors.

Wednesday Walkers is a program that promotes healthy activities through walking. In addition this program involves the community encouraging parents to walk with their children. Wednesday Walkers has been recognized by DHEC, WIS TV All Health Team, and the Governor's Council for Physical Fitness. This program is facilitated by the school nurse.

Art Club is a program for those students interested in learning more about the arts. A teacher works with these students in an after school program to develop their artistic abilities.

CCP TV is news/announcements facilitated by the educational technologist. Students meet daily to pre-record a morning news show. There is a core group of five members. Other students are invited to assist as needed.

Band Class is open to all students 4th -6th grade with an interest in learning how to play a wind or percussion instrument. Practice begins at 7:15 each morning.

Chorus is offered for students interested in singing and voice. Students are involved in learning good vocal production, musical reading techniques and performance preparation using DoDEA music standards to guide the curriculum.

Science Club is open to all students and is focused on helping students develop their ability to apply the scientific method. The club uses an inquiry based program to engage and challenge all students.

Behavioral Support Group promotes appropriate social interactions. Key skills include: effective communication, following instructions, friendship building and dealing with stress. The group is facilitated by the school psychologist.

Student Council is a group of students led by the student council coordinator that meets each Friday from 3:00-3:45 after school. During student council meetings, students learn about leadership skills through implementing community service projects.

Technology Club assists students in learning 21st century technology skills. Activities include research based projects, cooperative learning, and multi-media presentations

Extended Learning Opportunity assists students with the mastery of different reading and math strategies used by successful readers and problem solvers. The afternoon program is structured to engage students in reading and math by fostering literacy independence and critical thinking.

EXISTING SCHOOL DATA

Instructional Data

The School Schedule provides for effective use of instructional time. Particular attention was paid to create uninterrupted English/Language Arts blocks and math blocks. The schedule also provides a daily 30-minute intervention time for all students. During this time students below grade level receive an additional small group reading lesson taught by the classroom teacher or an interventionist, while enrichment opportunities are available for on and above grade level students.

CCP implemented a weekly 90-minute professional development time to provide targeted professional development opportunities. Additionally, designated time is provided for weekly grade level collaboration meetings. These collaboration meetings focus on school improvement goals and plan for the implementation of best practices for teaching and learning. Formative assessment discussions during collaboration allow the staff to monitor the implementation of intervention strategies and progress toward school-wide goals. Teachers also use this collaboration time to examine student data and share best practices to guide and plan instruction.

Classrooms are equipped with a SMARTBoard and SMART Responders. Two computer labs are available for small and whole group instruction. Computers in classrooms are also available for students. The Educational Technologist and Information Specialist collaborate with classroom teachers to provide support with technology and research.

Presentation of DoDEA Customer Satisfaction Survey Data & Environmental Scan Data

DoDEA Biennial Customer Satisfaction Survey SY10-11

DoDEA Elementary School Counseling Needs Assessment

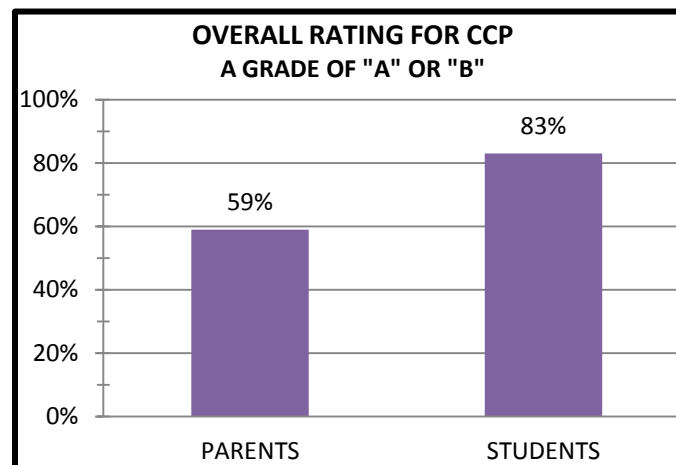
Description and Analysis of Parent Survey Data

DoDEA administered a Biennial Customer Satisfaction Survey online from November 1, 2010 until December 20, 2010. The survey was open to all parents of DoDEA students in Pre-Kindergarten-12th grade and all DoDEA students in grades 4th-12th. The survey covered five domains: overall education, assessment, technology, student support and communication. The number of responses for CCP included 51 parents (28%) and 103 students (76%). This is an improvement from the number of responses to the previous DoDEA Customer Satisfaction Survey from SY08-09, in which 8 students (6%) and 33 parents (13%) responded.

- **Overall Education**

The survey asked parents and students what grade they would assign to CCP. The numbers in the chart below represent the percentage of parents and students that responded that they would assign a grade of "A" or "B" to CCP.

Overall, most students rated CCP well. According to the survey, 83% of the students feel that CCP should have a grade of "A" or "B". Parents feel positive about the school as demonstrated by the percentage (59%) that indicated CCP should have a grade of "A" or "B". The data from the last approved DoDEA Customer Satisfaction Survey indicated that 79% of the respondents indicated they would give C.C. Pinckney a grade of "A" or "B".



- **Challenging Academic Standards and Preparation for the 21st Century**

Current trends with regard to 21st Century preparation were initially researched during SY 2008-2009 using *Partnership for 21st Century Skills* (www.21stcenturyskills.org) and other resources as sources of information. A review of the Environmental Scan sub-committee’s research indicated that the students at C. C. Pinckney should improve their 21st Century Skills.

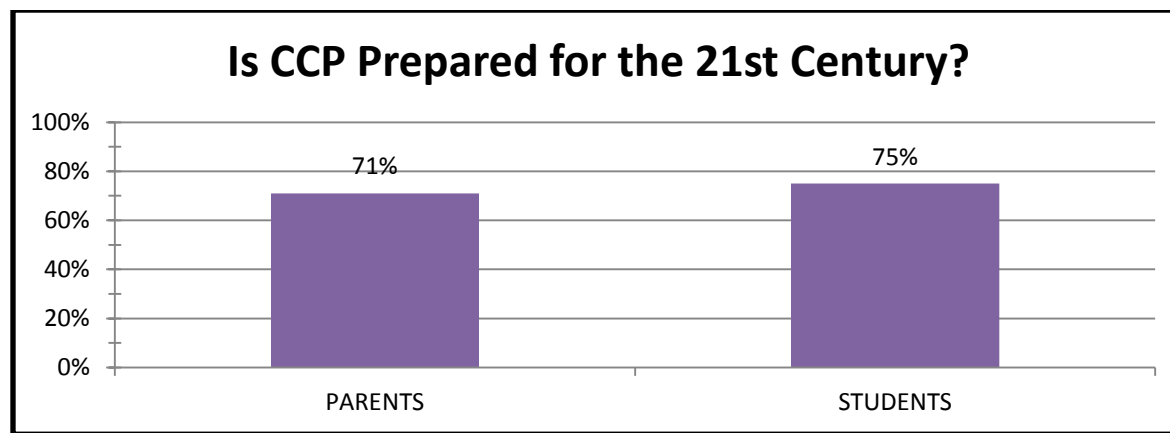
Presentation of Research and Data Collection:

- To be successful in the 21st century continuous technology skills will be necessary for all students.
- Growing technology will have a profound effect on every person and every aspect of our lives.
- The worldwide availability of increasing technologies is leading to knowledge increasing exponentially.
- Schools of the 21st century are faced with the great challenge of providing equal opportunities and closing the achievement gap among students.

Implications

- Incorporate life skills in the classroom that will empower students with leadership and social responsibility.
- Foster information and technology literacy.
- Educators will use a variety of assessments, including authentic assessments.

As evidenced by the environmental scan findings from 2009, one of the main goals for DoDEA is to ensure that students are meeting or exceeding challenging academic standards and are prepared for the 21st century. The Customer Satisfaction Survey asked parents and students to rate CCP regarding how well the school was meeting this goal. The numbers in the chart below represent the percentage of parents and students that responded that they would assign a grade of “A” or “B” to CCP for this goal. Most parents and students feel that students are meeting or exceeding challenging academic standards and are prepared for the 21st century.



As evidenced by the most current customer satisfaction survey, most parents and students feel that students are meeting or exceeding challenging academic standards and are prepared for the 21st century.

- **Preparation in Specific Content Areas**

Parents and students responded favorably when asked how the school should be graded in preparing students in specific content areas.

Reading

Parents indicated that their children were well prepared in Reading at CCP as evidenced by 78% assigning a grade of “A” or “B” in this area. Eighty-six percent of the students felt they were well prepared in Reading.

Writing

Most parents (76%) and students (92%) gave CCP an “A” or “B” which demonstrates that they feel CCP is offering adequate preparation in the area of Writing.

Mathematics

Parents and students agreed that CCP is preparing students in the area of Mathematics, with 71% and 83% respectively assigning CCP a grade of “A” or “B”.

Science

The responses for parents and students indicated that they felt CCP is preparing students in the area of Science. Seventy-one percent of the parents and 84% of the students gave CCP a grade of “A” or “B”.

Social Studies

Seventy-five percent of parents and 78% of students assigned a grade of “A” or “B” to CCP for preparing students in the area of Social Studies.

Use of Technology

It is apparent from the responses that parents and students feel comfortable with the preparation provided in the area of technology at CCP. Seventy-one percent of the parents and 78% of the students gave CCP a grade of “A” or “B”.

Foreign Language

Less than half of the respondents (49%) feel that CCP should be given a grade of “A” or “B” in regards to preparing students in the area of Foreign Language.

Health Education

Parents and students are not in agreement in the area of Health Education. Fifty-five percent of the parents and 70% of the students assigned a grade of “A” or “B” in this area.

Physical Education

Parents and students are not in agreement in the area of Health Education. Fifty-five percent of the parents and 74% of the students assigned a grade of “A” or “B” in this area.

- **Perceptions of School Safety**

Parents and students were asked how they felt in regards to school safety. The chart below reflects feedback from both parents and students. Overall, most parents and students feel that CCP is safe. The data from the last approved DoDEA Customer Satisfaction Survey indicated that 94% of the respondents stated they felt their child was safe at school.

	Parents	Students
Very Safe	78%	70%
Somewhat Safe	18%	24%
Somewhat Unsafe	4%	6%
Very Unsafe	0%	0%

- **Problems at CCP**

The DoDEA Customer Satisfaction Survey indicates that 18% or more of the parents surveyed feel four areas are problematic at CCP, financial support or funding, the lunch program, timely communication from teachers or administrators and low quality curriculum or standards. Eighteen percent of the parents surveyed felt low quality curriculum or standards was a “major problem”. Fourteen percent of the parents surveyed felt racial and ethnic understanding and poor or outdated buildings and grounds were “major problems”.

Students’ concerns differed from parents’ concerns in the following areas: Crime or vandalism, fighting or violence, bullying, use of drugs or alcohol, childhood obesity, racial and ethnic understanding, overcrowded classes and poor or outdated buildings and grounds. As evidenced by the chart below, a higher percentage of students feel that these areas are a “major problem”.

	PARENTS	STUDENTS
Crime/vandalism	2%	24%
Fighting/violence	2%	23%
Bullying	8%	26%
Use of drugs/alcohol	2%	20%
Childhood obesity	8%	14%
Racial and ethnic understanding	14%	16%
Timely communication from teachers/administrators	20%	7%
Financial support/funding	27%	14%
Low quality curriculum/standards	18%	10%
Overcrowded classes	2%	18%
Transportation	10%	8%
Poor/outdated buildings and grounds	14%	17%
Lunch program	25%	16%

- **Potential Actions to Improve CCP**

Parents and students were asked, “Which of the following do you feel has the most potential to improve your/your child’s school?” The area that was selected by the highest percentage of parents is “Raising Academic Standards”. Twenty-two percent of the parents surveyed feel that raising academic standards has the most potential to improve CCP. Fifteen percent of the students surveyed, which was the highest percentage response for this group, feel that reducing class size has the most potential to improve CCP. Raising academic standards was selected as having the most potential to improve CCP by 14% of the students surveyed. The area selected by the second highest percentage of parents is increasing communication between the school and home at 20%. The chart below contains all responses provided by parents and students.

	PARENTS	STUDENTS
Raising academic standards	22%	14%
Reducing class size	2%	15%
Improving teacher qualifications and competence	14%	10%
Improve administrative qualifications and competence	8%	4%
Increasing access to instructional technology	2%	8%
Increasing academic support programs	14%	9%
Increasing communication between school and home	20%	13%

The data from the last approved DoDEA Customer Satisfaction Survey showed that the highest percentage of respondents felt that the following two improvements would have the most potential to improve the school: Raising academic standards (27%) and Improving teacher qualifications and competence (24%). The responses for other categories in the area of improvements did not total higher than 21%. *Note: For instructions on accessing the complete survey online please see Appendix A.*

Student Performance Data for Goals One and Two

Data Collection Instruments:

Math/Problem Solving Goal:

- Terra Nova Mathematics Subtest by Grade Level – Top Two Quarters and Bottom Quarter
- Problem Solving Assessment

Reading Comprehension Goal:

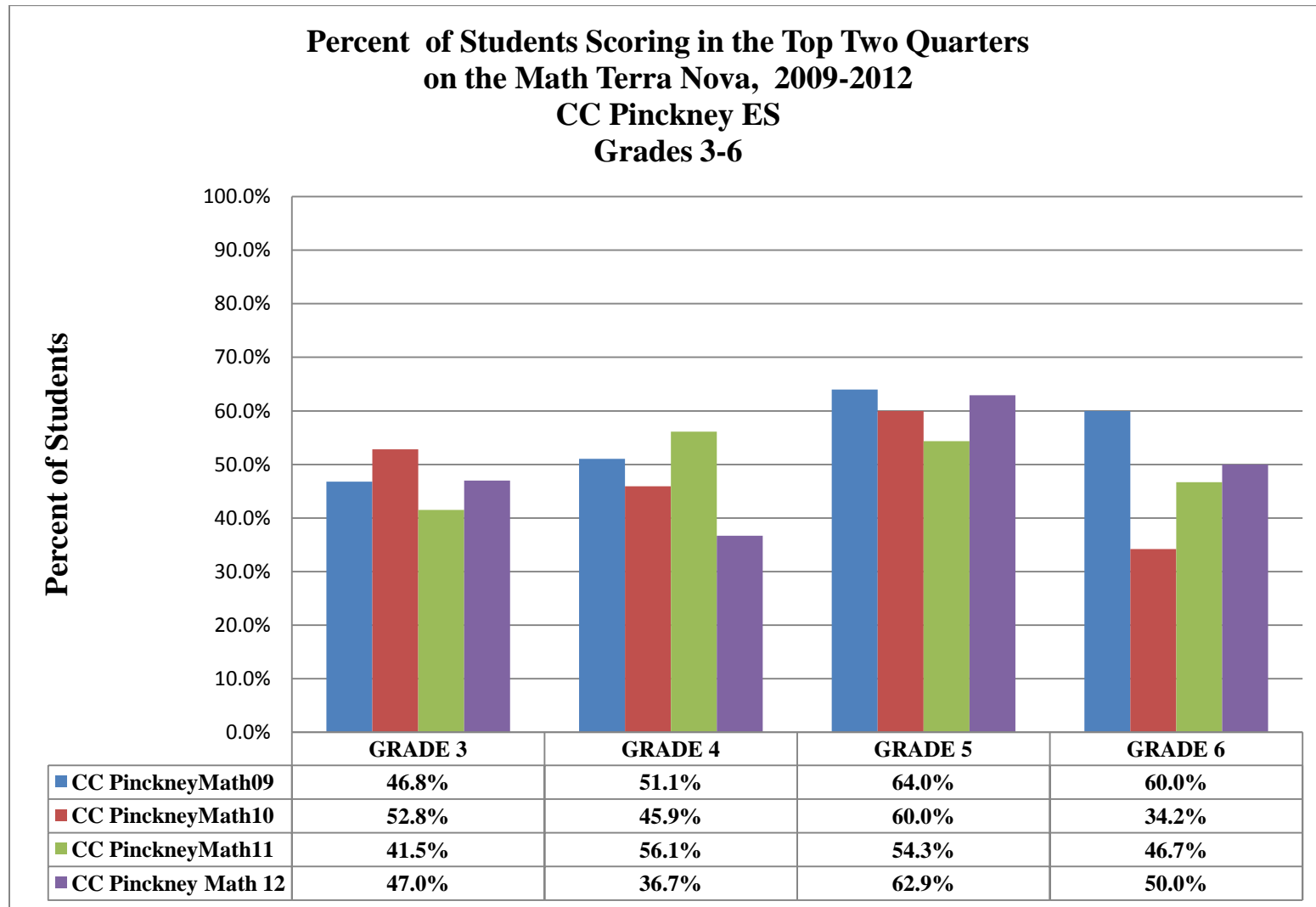
- Terra Nova Reading Subtest by Grade Level – Top Two Quarters and Bottom Quarter
- Scholastic Reading Inventory (SRI)
- Benchmark Assessment Systems (BAS)
- Reading Street Baseline and Benchmark Assessments

The following pages contain results of the standardized and local assessments displayed in bar graphs with a “statement of findings” provided under each chart for goal 1 and goal 2. Overall analyses and recommendations for next steps are provided in sections after the charts.

Student Performance Data for Goal One

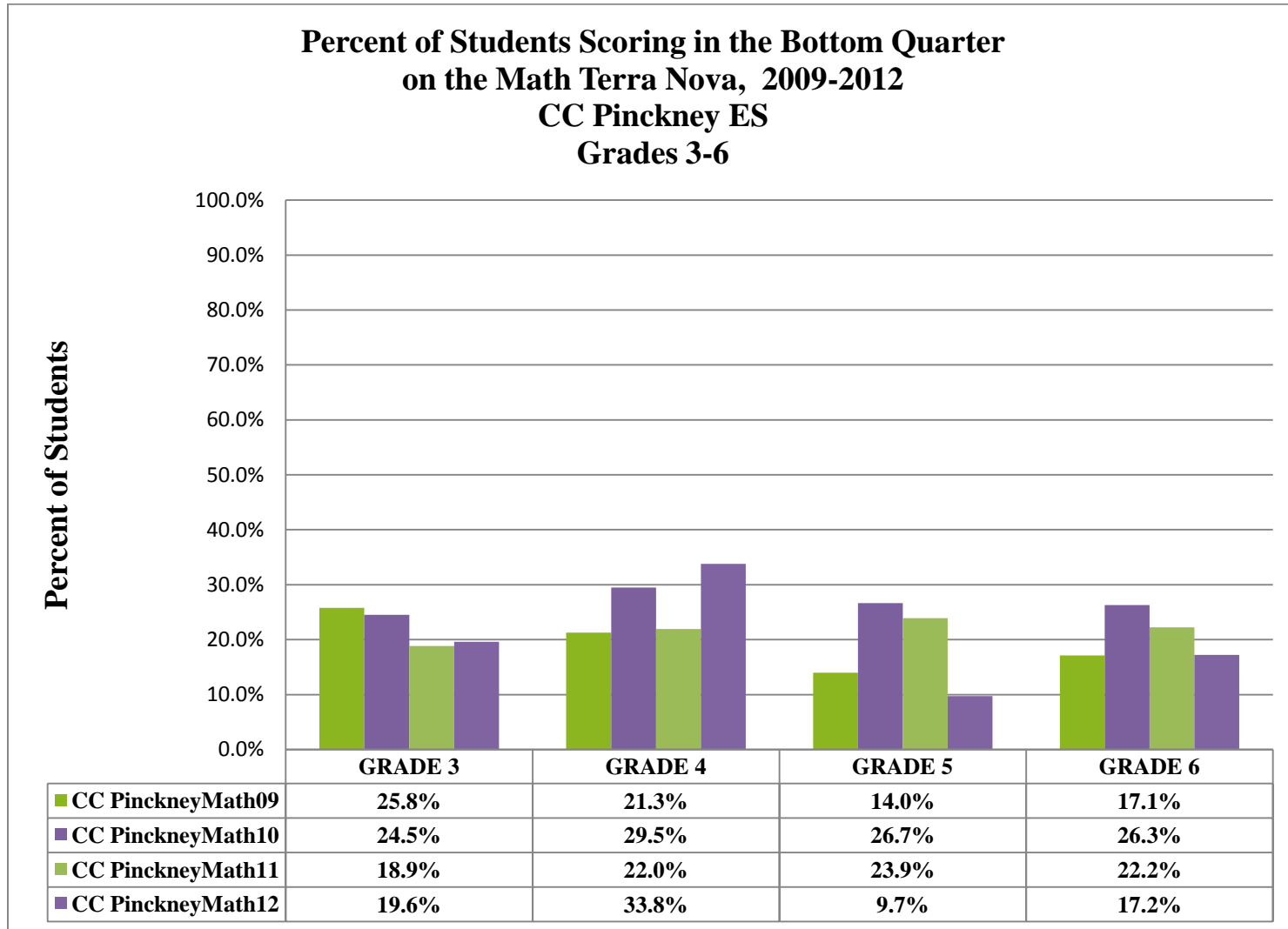
CSI Goal #1: By the end of the 2012-2013 school year students will improve problem solving skills by selecting and applying problem-solving strategies, identifying necessary information; using patterns and relationships to evaluate situations; applying inductive and deductive reasoning; spatial and proportional reasoning; and solving a variety of non-routine, real-world problems as measured by an increase in the percentage of students at or above proficiency according to the Terra Nova 3rd Edition Math Sub-test (Grades 3-6).

FIGURE 1: Percent of Students Scoring in the Top Two Quarters on the Math Terra Nova Subtest from 2009-2012



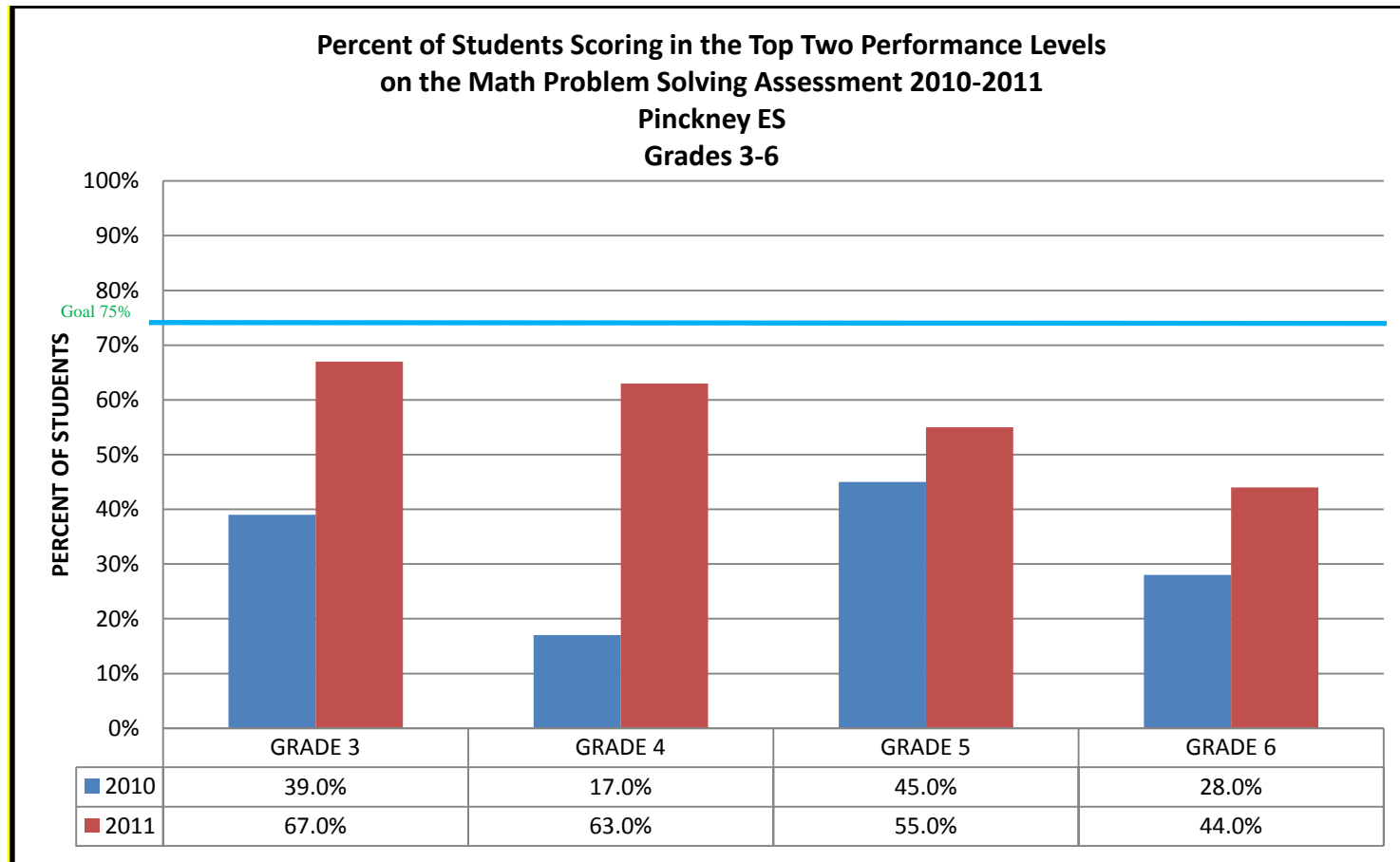
C. C. Pinckney has increased in the percent of students scoring in the Top Two Quarters on the Terra Nova Math Subtest in grades 4 and 6 in 2011 with grades 3 and 5 decreasing. In 2011, no grade levels met the DoDEA CSP goal of 75% or more of students scoring in the Top Two Quarters.

FIGURE 2: Percent of Students Scoring in the Bottom Quarter on the Math Terra Nova Subtest from 2009-2011



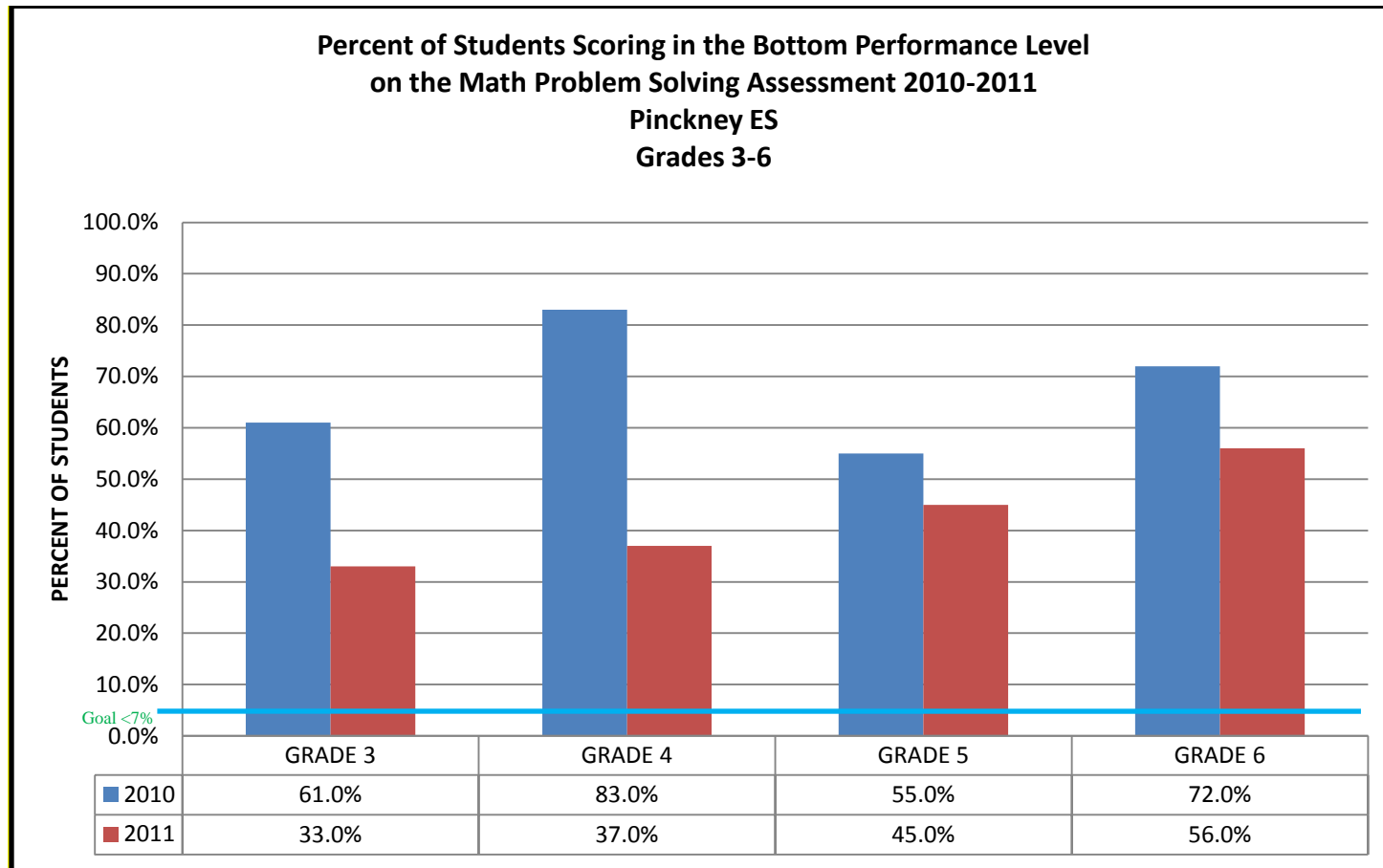
In 2011, the percent of students scoring in the Bottom Quarter on the Terra Nova Math Subtest decreased in all grade levels yet no grade levels met the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter.

FIGURE 3: Percent of Students Scoring in the Top Two Performance Levels on the Math Problem Solving Assessment from 2010-2011



C. C. Pinckney has increased in the percent of students scoring in the Top Two Performance Levels on the Math Problem Solving Assessment in all grade levels. In 2011, no grade levels met the goal of 75% or more of students scoring in the Top Two Performance Levels.

FIGURE 4: Percent of Students Scoring in the Bottom Performance Level on the Math Problem Solving Assessment from 2010-2011



In 2011, the percent of students scoring in the Bottom Performance Level on the Math Problem Solving assessment decreased in all grade levels yet no grade levels met the goal of less than 7% of students scoring in the Bottom Performance Level.

ANALYSIS OF DATA TOWARDS C.C. PINCKNEY Elementary School CSI GOAL #1

C. C. Pinckney Elementary School chose an intervention for Goal 1 that states “the school will continue to implement prioritized and aligned grade level expectations in math; utilize leveled math materials; and support professional development in math best practices, supported by the development and implementation of comprehensive math language, math word walls, daily math problems and math journals throughout all grade levels”. The school identified at the end of 2009-2010 school year the following opportunities for improvement: update and monitor the implementation of the intervention and review the assessment instruments for assessing students’ knowledge and skills towards the CSI goal #1. To determine the effectiveness of the selected interventions for problem solving the school assessed students in grades 3-6 on three math assessment instruments.

Figure 7: Magnitude of Change on Assessments for Goal #1 between 2010 and 2012

		ASSESSMENT	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GOAL 1	1	Terra Nova Math Subtest – Top 2 Quarters	Moderate ↑	Small ↓	Small ↓	Moderate ↓
	1	Terra Nova Math Subtest – Bottom Quarter	Small ↑	Large ↑	Large ↓	Small ↓
	2	Math Problem Solving Assessment – Top 2 Performance Level	Large ↑	Large ↑	Small ↑	Moderate ↑
	2	Math Problem Solving Assessment – Bottom Performance Level	Large ↓	Large ↓	Small ↓	Moderate ↓

**See Appendix B for Magnitude Chart*

Terra Nova Assessment

From 2010 to 2011, C. C. Pinckney ES has shown small to moderate increases and/or decreases in the percent of students scoring in the Top Two Quarters on the Terra Nova Math Subtest and all grade levels showing decreases in the percent of students scoring in the Bottom Quarter. In 2011, no grade levels met the DoDEA CSP goals for students scoring in the Top Two Quarters (75% or more) or the Bottom Quarter (less than 7%).

Math Problem Solving Assessment

Analysis of the percent of students scoring in the performance levels on the Math Problem Solving Assessment show that there were small, moderate, and large increases in the percent of students scoring in the Top Two Performance Levels; and small, moderate, and large decreases in the percent of students scoring in the Bottom Performance Level. No grade level met the goals of more than 75% of students scoring in the Top Two Performance Levels and less than 7% in the Bottom Level. The percentage of students scoring in the Top Performance Level ranged from a high of 67% to a low of 44% and in the Bottom Performance Level, the percent of students ranged from a low of 33% to a high of 56%.

SUMMARY OF CSI GOAL #1

C. C. Pinckney ES implemented an intervention that research indicated would increase student achievement if implemented with fidelity. The 2009-2010 EOY Status Report indicated the staff would monitor the implementation of the intervention throughout the school and would monitor and adjust local assessments with all grade levels to measure student math problem solving achievement throughout the school year. With an intervention in place and assessments provided and given during the 2010-2011 school year, results should begin to show higher student achievement over time.

The standardized assessment indicated that from 2010-2011, student math problem solving achievement is making some small to moderate increases/decreases in the percent of students scoring in the Top Two Quarters and in the Bottom Quarter. According to the local assessments results, students are increasing in the percent of students scoring in the Top Two Performance Levels. Yet, there are a large percentage of students still scoring in the Bottom Performance Levels.

Overall, C. C. Pinckney shows that a focus on math problem solving is starting to make a difference with students scoring in the Top Two Performance Levels, but the concern remains that there are still a large percentage of students scoring in the Bottom Performance Level.

NEXT STEPS – RECOMMENDATIONS

During the 2010-2011 school year, C.C. Pinckney successfully implemented the strategy of using math word walls. A district level math support instructor trained the C.C. Pinckney staff in the use of effective math word walls. After the training, every classroom implemented a math word wall to identify words and phrases. Teachers were observed using the math word walls to stimulate conversations, which encouraged students to use the vocabulary necessary to discuss math concepts. The development of the students' thinking translated into increased achievement on local assessments.

In addition, the use of math journals was implemented during the 2010-2011 school year. The CSI team observed and received feedback indicating a need to provide additional structure for students and teachers regarding the use of math journals. The following adjustments were made for the 2011-2012 school year: (1) a uniform format; (2) a requirement for monitoring the journal entries, and (3) a requirement for the frequency of the feedback given to students.

The CSI team created an assessment calendar for the 2010-2011 school year, which included test protocols for each assessment. The addition of the test protocols added organization and structure strengthening the framework of the program and increasing the validity and reliability of the assessments.

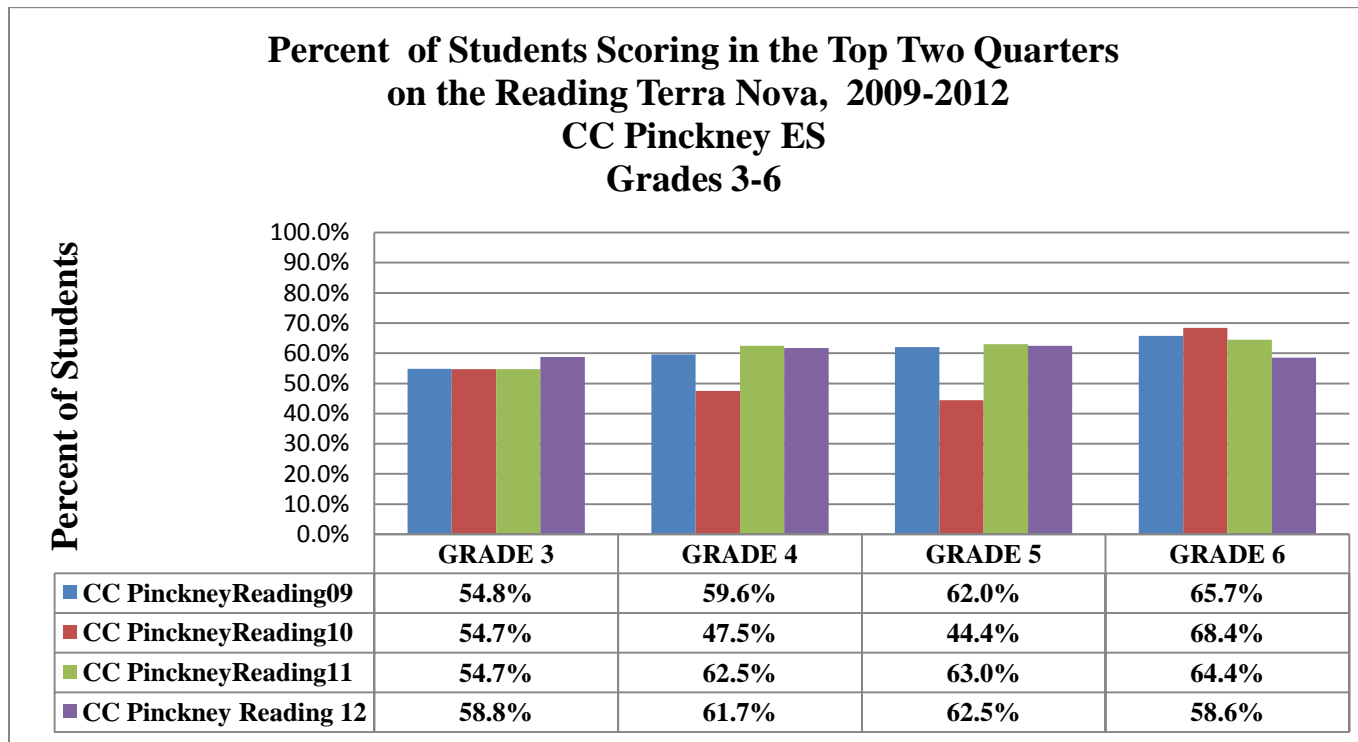
Although C.C. Pinckney did not meet Goal 1 for the 2010-2011 school year, the strategies of math word walls, math journals, and an assessment calendar had a positive impact on student achievement scores as reflected on local assessments. C.C. Pinckney did not have any grade level which met the DoDEA CSP goals for students scoring in the top two quarters (75% or more) or the bottom quarter (less than 7%) on the Terra Nova standardized assessment. These results indicate a need to focus on curriculum implementation and effective instructional strategies for all teachers.

C.C. Pinckney will implement the following plan in the 2011-2012 school year to meet Goal 1: the instructional staff will receive continued professional development in math journals and implementation support in new math curriculum series enVision and Math Connects; teachers will be provided time and opportunities to observe modeling of best practices; and refinement of common collaboration time and dedicated weekly 90 minute professional development time for teachers.

Student Performance Data for Goal Two

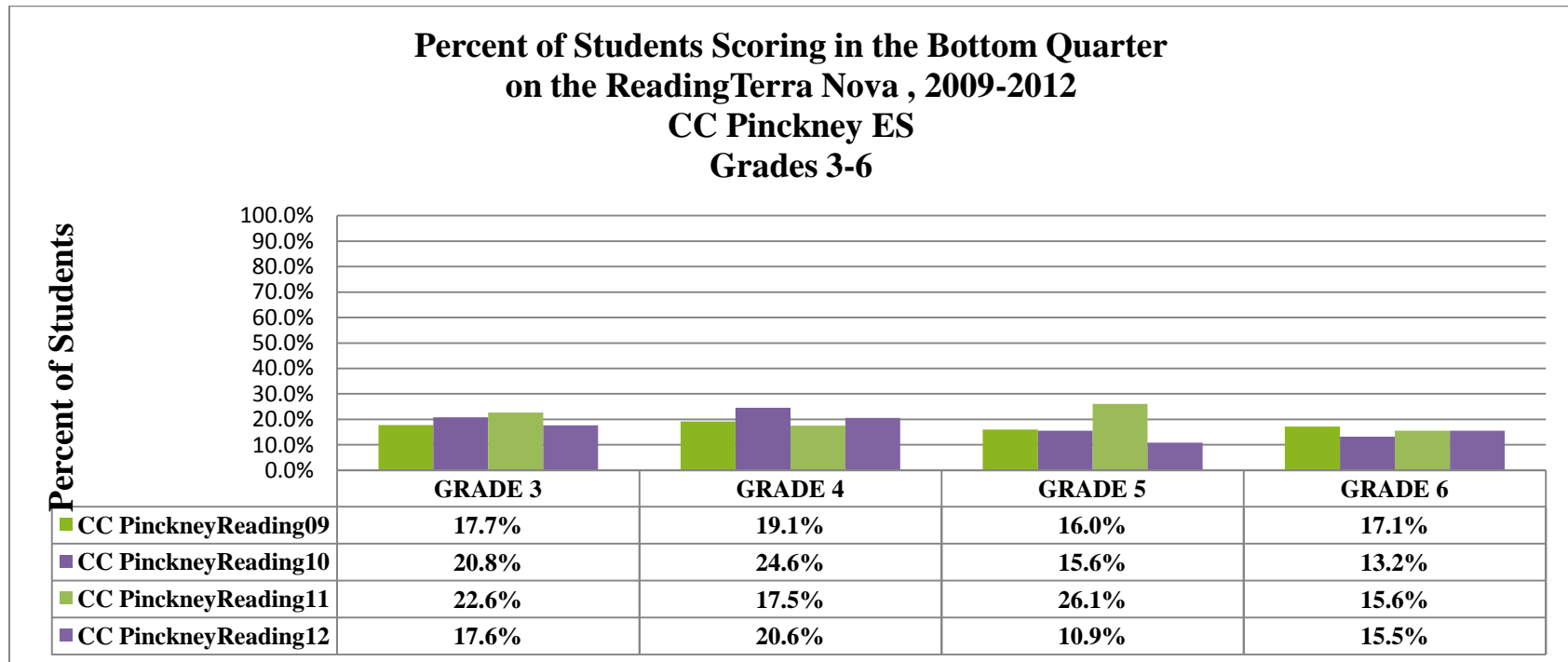
Goal 2: By the end of the 2012-2013 school year, students will improve reading comprehension skills across the curriculum by demonstrating strategies such as: using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure and formulating questions that deepen understanding, as measured by an increase in the percentage of students at or above proficiency according to the Terra Nova 3rd Edition Reading Sub-test (Grades 3-6).

FIGURE 1: Percent of Students Scoring in the Top Two Quarters on the Reading Terra Nova Subtest from 2009-2012



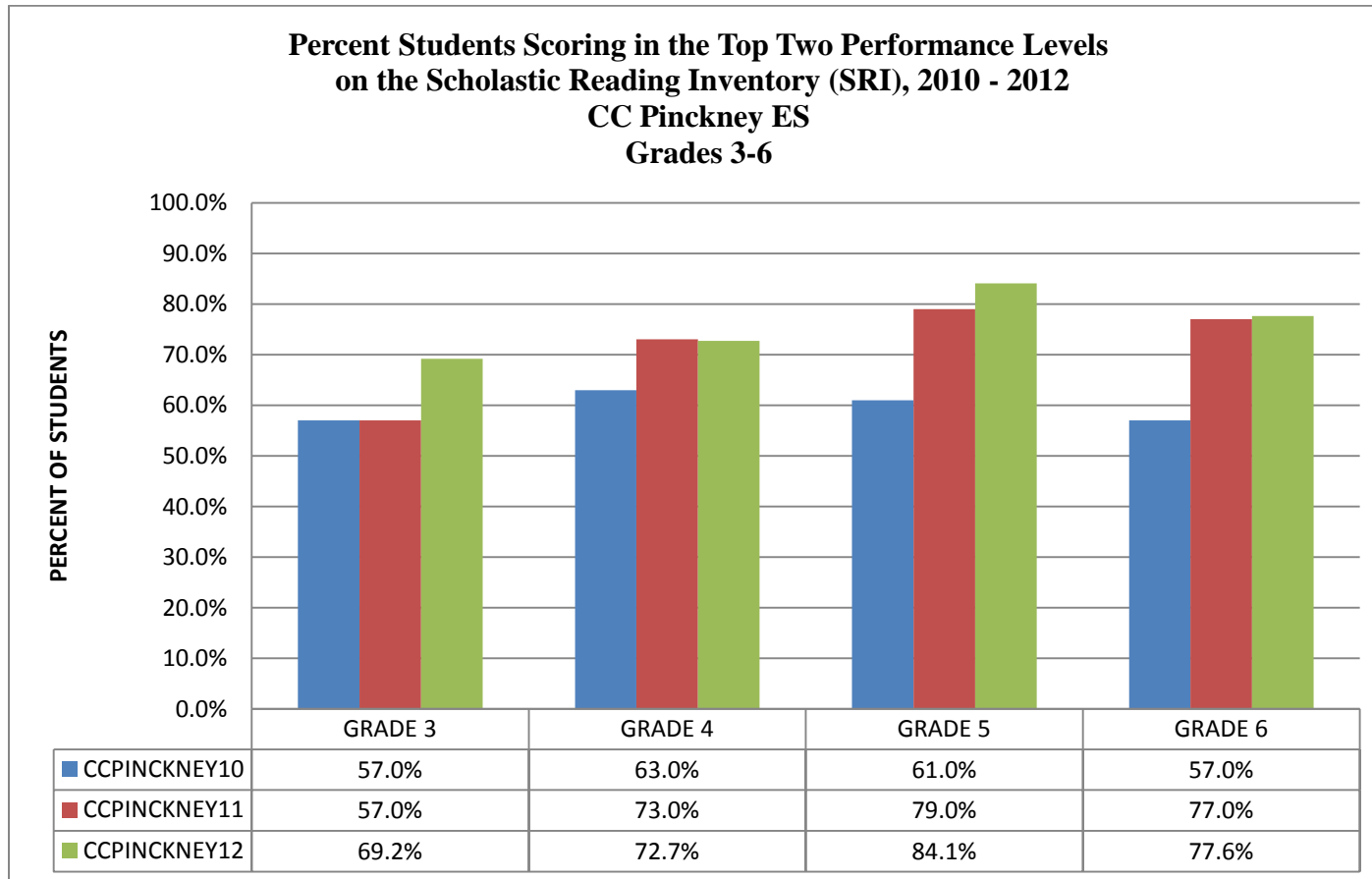
C. C. Pinckney has shown a large increase in the percent of students scoring in the Top Two Quarters on the Terra Nova Reading Subtest in 2012 in grade 3, with grades 4-6 showing a slight decrease. In 2012, no grade levels met the DoDEA CSP goal of 75% or more of students scoring in the Top Two Quarters.

FIGURE 2: Percent of Students Scoring in the Bottom Quarter on the Reading Terra Nova Subtest from 2009-2011



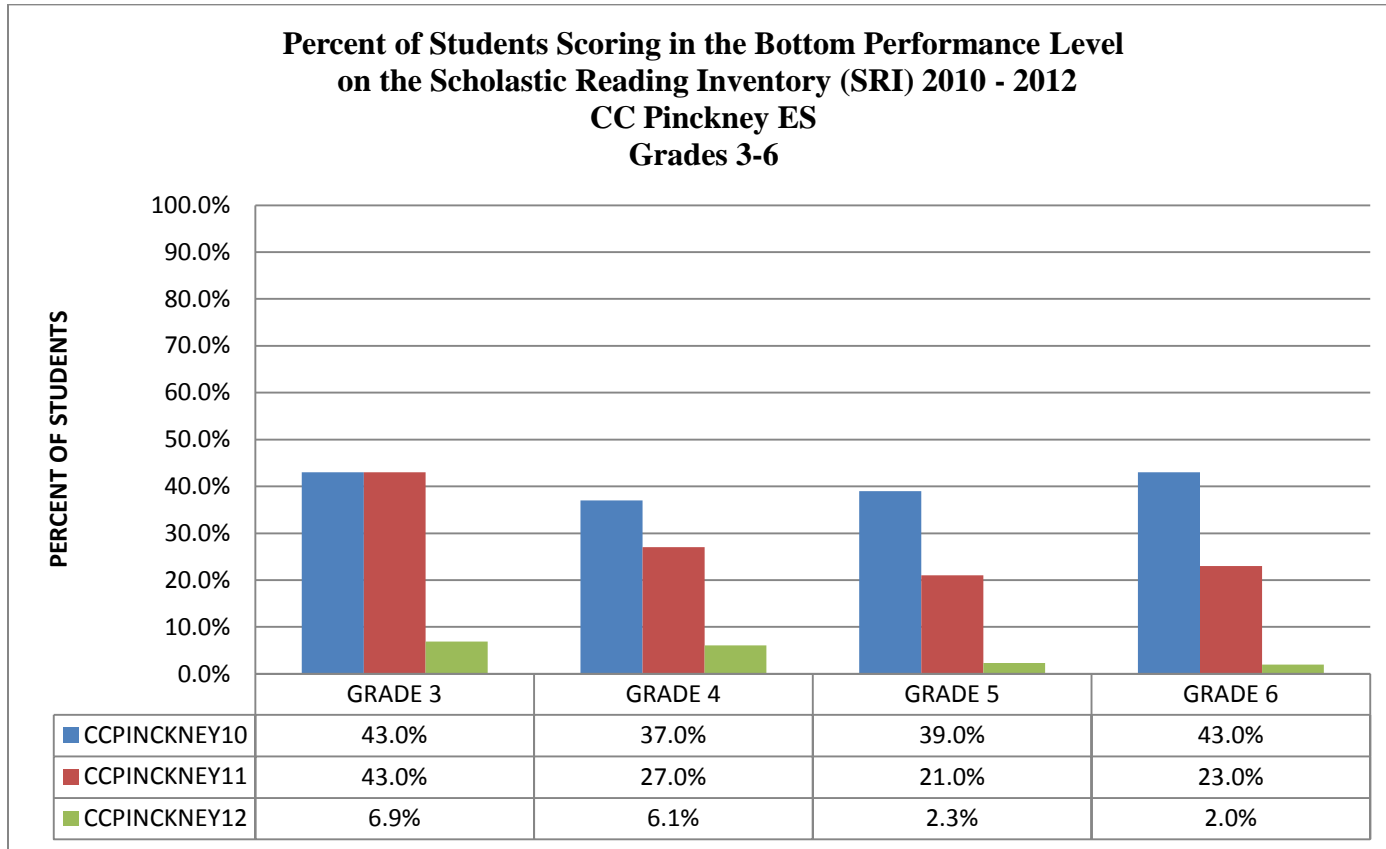
In 2012, the percent of students scoring in the Bottom Quarter on the Terra Nova Reading Subtest showed a slight decrease in grades 3 and 6, and grade 5 showed a fairly large decrease. In grade 4, there was a slight increase in this area. No grade levels met the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter.

FIGURE 3: Percent of Students Scoring in the Top Two Performance Levels on the Scholastic Reading Inventory from 2010-2012



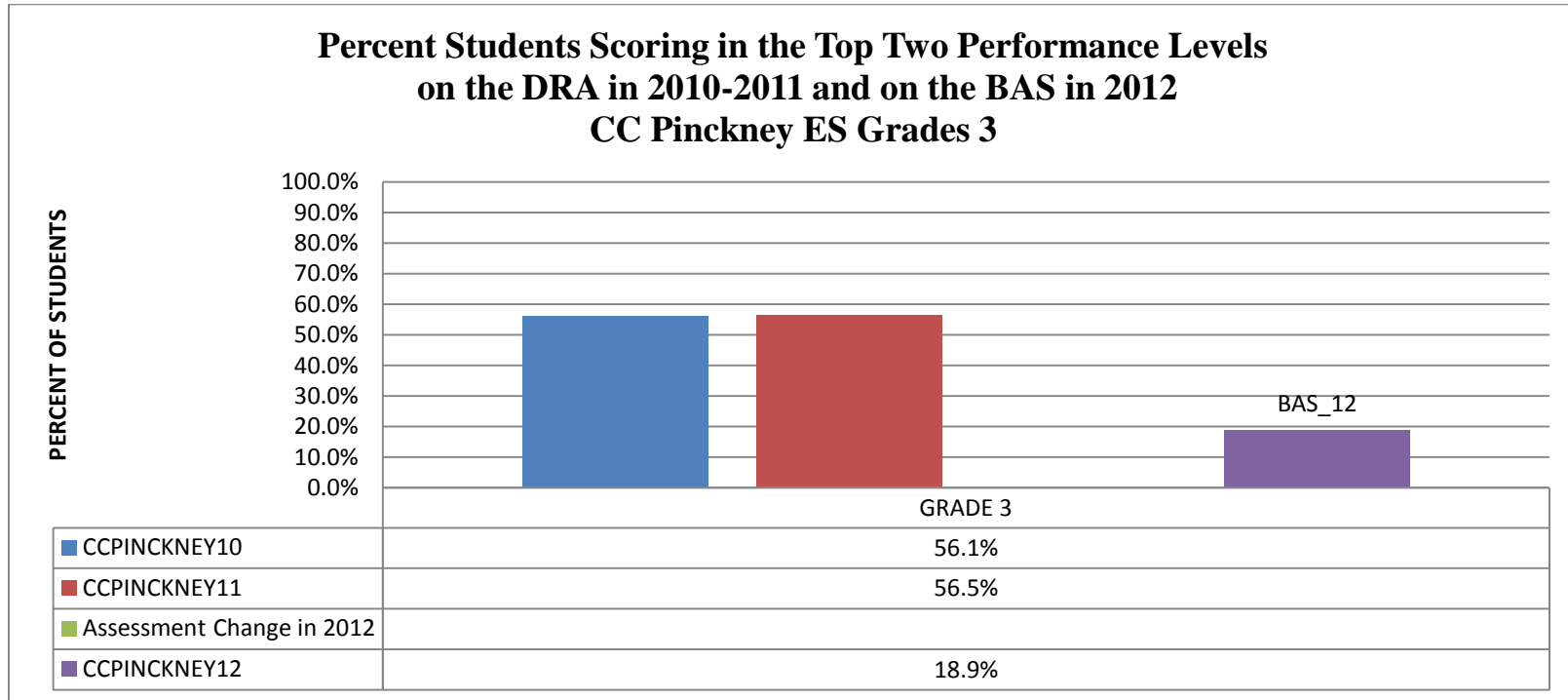
In 2012, C.C. Pinckney Elementary School students showed no change in the percent of students scoring in the Top Two Performance Levels on the SRI in grades 4 and 6, with grade 3 showing a moderate increase. However, in grades 5 and 6 students met the goal of 75% or more scoring in the Top Two Performance Levels.

FIGURE 4: Percent of Students Scoring in the Bottom Performance Level on the Scholastic Reading Inventory from 2010-2012



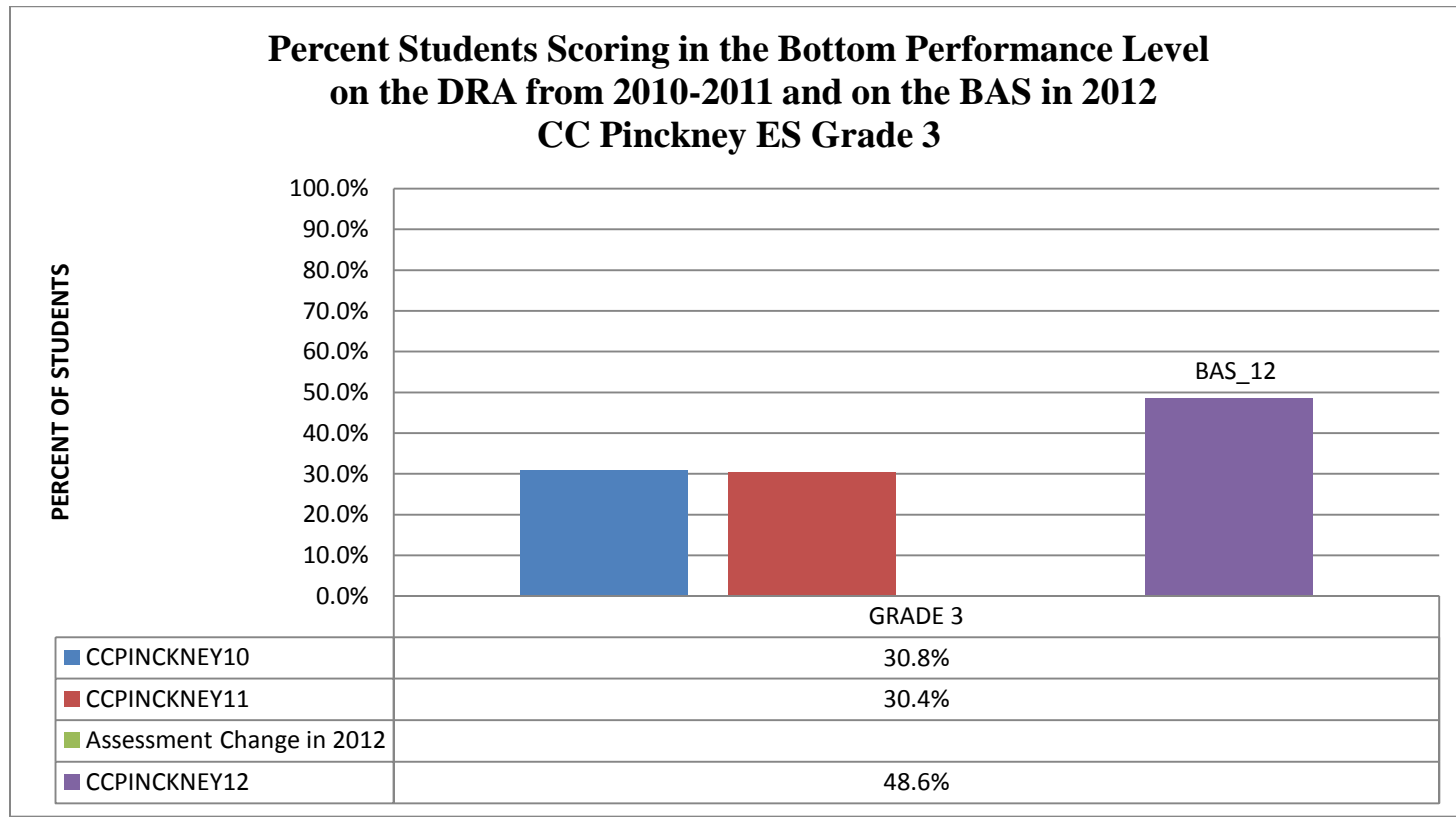
C.C. Pinckney Elementary School shows a moderate to large decrease in the percent of students scoring in the Bottom Performance Level on the SRI in grades 4-6 with grade 3 showing no change. In 2012, no grade level met the goal of less than 7% of students scoring in the Bottom Performance Level.

FIGURE 5: Percent of Students Scoring in the Top Two Performance Levels on the Benchmark Assessment System (BAS) from 2011-2012



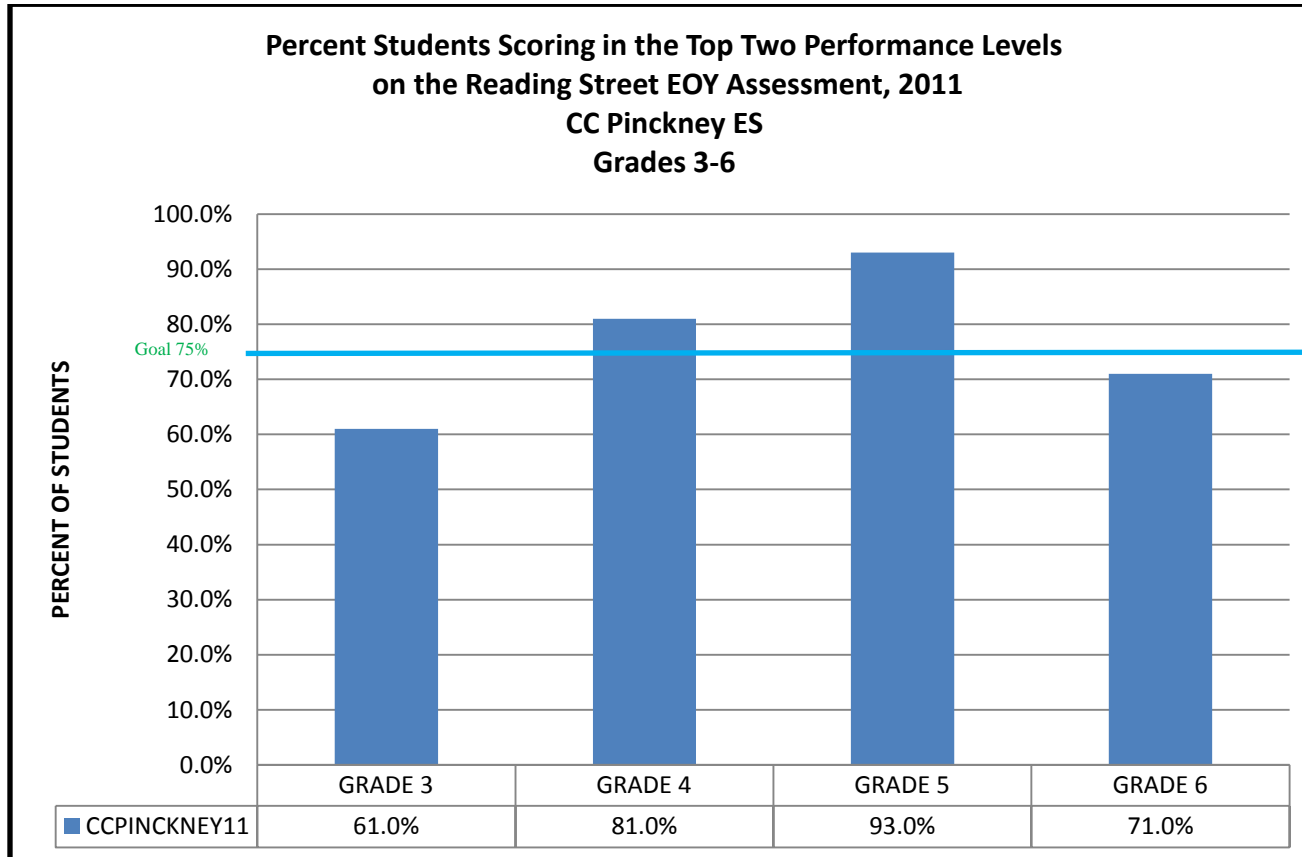
In 2012, the Developmental Reading Assessment was changed to the Benchmark Assessment System. On the new assessment, 18.9% scored in the Top Two Performance Levels. This data will be used as a baseline for the 2012-2013 school.

Figure 6: Percent of Students Scoring in the Bottom Performance Level on the Benchmark Assessment System (BAS) from 2011-2012



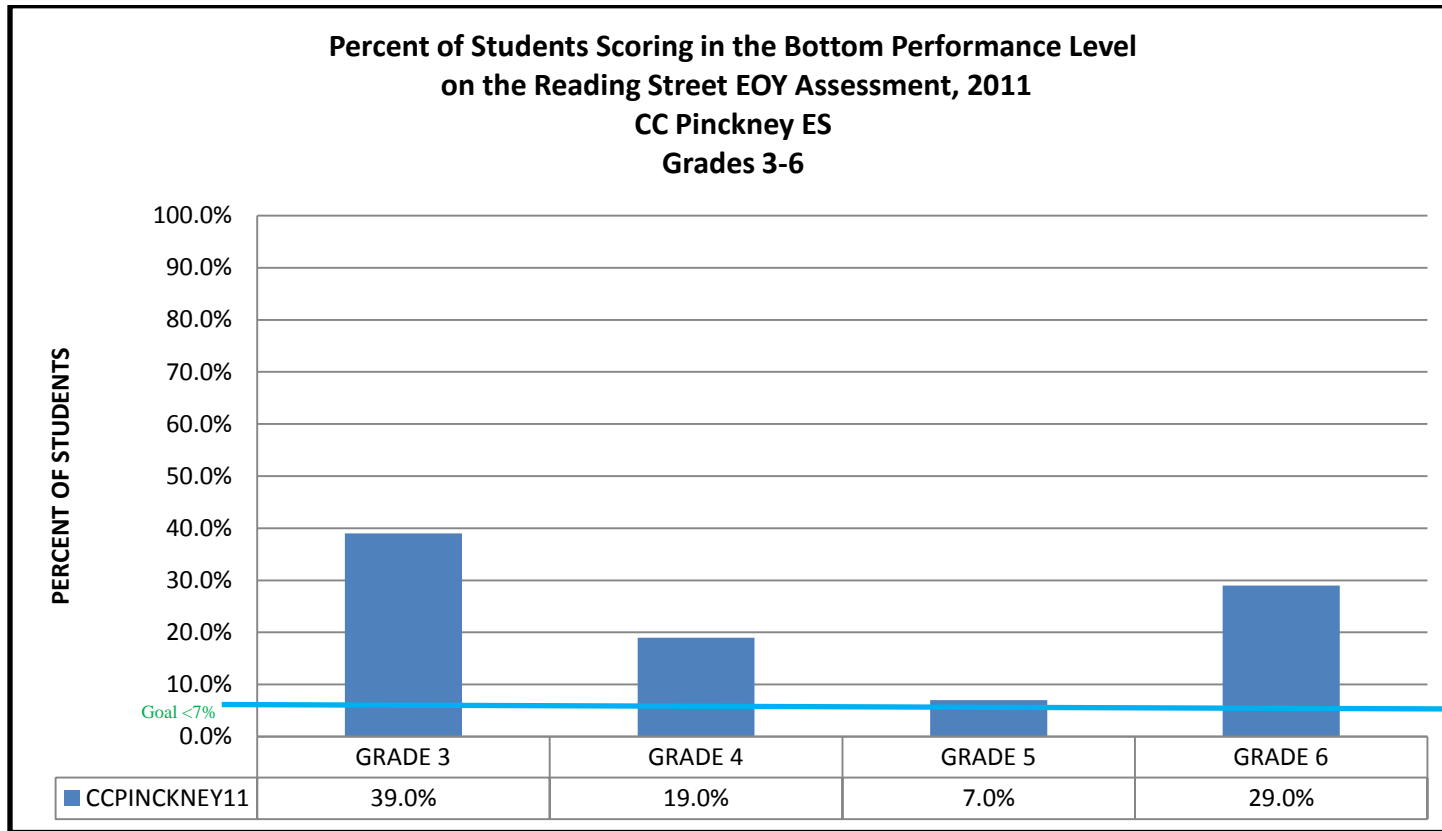
In 2012, the Developmental Reading Assessment was changed to the 48.6 percent scored in the Bottom Two Performance Levels. This data will be used as a baseline for the 2012-2013 school.

FIGURE 7: Percent of Students Scoring in the Top Two Performance Levels on Reading Street Benchmark Assessment, 2011



C. C. Pinckney ES established baseline data in grades 3-6 on the Reading Street EOY Assessment. Grades 4 and 5 met the goal of 75% or more of students scoring in the Top Two Performance Levels. The percent of students scoring in the Top Two Performance Levels on the EOY Assessment range from a high of 93% to a low of 61%.

Figure 8: Percent of Students Scoring in the Bottom Performance Level on the Reading Street Benchmark Assessment, 2011



C. C. Pinckney ES established baseline data in grades 3-6 on the Reading Street EOY Assessment. No grade level met the goal of less than 7% of students scoring in the Bottom Performance Level. The percent of students scoring in the Bottom Performance Level range from a high of 39% to a low of 7%.

ANALYSIS OF DATA TOWARDS C. C. PINCKNEY ES CSI GOAL #2

C. C. Pinckney chose an intervention for Goal Two that implements a 120-minute uninterrupted reading block using flexible guided reading groups with before, during and after reading strategies. This strategy will improve reading comprehension across the curriculum and increase student achievement on standardized and local assessments during the 2011-2012 school year. At the end of the 2010-2011 school year, the staff identified the following opportunity for improvement: provide professional development for the staff on the implementation of the intervention in all curriculum areas as a focus towards meeting CSI Goal Two. The school assessed students in grades 3 - 6 using four reading assessment instruments to assess if the chosen intervention made an impact in student achievement.

Figure 9: Magnitude of Change on Assessments for Goal #2 between 2010 and 2011

		ASSESSMENT	GRADE 3	GRADE 4	GRADE 5	GRADE 6
		GOAL 2	1	Terra Nova Reading Subtest – Top 2 Quarters	No Change	Large ↑
1	Terra Nova Reading Subtest – Bottom Quarter		Small ↑	Small ↓	Moderate ↑	Small ↑
2	SRI – Top 2 Performance Levels		No Change	Small ↑	Moderate ↑	Large ↑
2	SRI – Bottom Performance Levels		No Change	Small ↓	Moderate ↓	Large ↓
3	DRA – Top 2 Performance Levels		No Change			
3	DRA – Bottom Performance Levels		No Change			
4	Reading Street Benchmark – Top 2 Performance Levels		Baseline			
4	Reading Street Benchmark – Bottom Performance Levels		Baseline			

**See Appendix B for Magnitude Chart*

Terra Nova Assessment

From 2010 to 2011, C. C. Pinckney has shown large increases in the percent of students scoring in the Top Two Quarters on the Terra Nova Reading Subtest in grades 4 and 5, with no change in grade 3; grade 6 showed a small decrease. Analysis of the percent of

students scoring in the Bottom Quarter on the Terra Nova Reading Subtest shows most grade levels with small to moderate increases except grade 4 that has a small decrease in the percent of students scoring in the Bottom Quarter.

Scholastic Reading Inventory (SRI)

Analysis of the percent of students scoring in the Performance Levels on the SRI indicates that grades 4-6 have moderate to large increases and decreases in the Top Two and Bottom Performance Levels with grade 3 showing relatively no change in either.

Developmental Reading Assessment (DRA)

In 2011, grade 3 showed relatively no change in the percent of students scoring in the Top Two or Bottom Performance Levels on the DRA.

Reading Street Benchmark Assessment

C. C. Pinckney established baseline data in grades 3-6 on the Reading Street EOY Benchmark Assessment. The percent of students scoring in the Performance Levels on the Reading Street EOY Benchmark Assessment ranged from a low of 61% to a high of 93% of students scoring in the Top Two Performance Levels. The range of students scoring in the Bottom Performance Level ranged from a low of 7% to a high of 39%. No grade levels met the goals of 75% or more of students scoring in the Top Two Performance Levels and less than 7% in the Bottom Level.

SUMMARY OF CSI GOAL #2

C. C. Pinckney implemented an intervention that research indicated would increase student achievement if implemented with fidelity. The 2009-2010 EOY Status Report indicated the staff would monitor the implementation of the intervention throughout the school and receive professional development on the use of the intervention within classes and across curriculums. With an intervention in place; training for teachers planned; and assessments provided and given during the 2010-2011 school year, results should begin to show higher student achievement over time.

The standardized assessment indicated that across three years, student reading comprehension is making some gains in half of the grade levels, yet there are still moderate to large percentages of students in the Bottom Quarter on the Terra Nova Reading Subtest. The additional assessments in place to gauge student achievement in reading comprehension show that grade 3 made relatively little change and the other grade levels showed some improvement in students scoring in the Top Two Performance Levels. Yet, the concern remains that there is a large percentage of students across grade levels in the bottom performance level on local assessments.

NEXT STEPS – RECOMMENDATIONS

During the 2010-2011 school year, C.C. Pinckney implemented and monitored the 90-minute uninterrupted reading block using the flexible guided reading groups in an effort to improve student performance in the area of reading comprehension. Instructional staff received professional development in facilitating successful guided reading groups and using effective instructional strategies; teachers were observed facilitating reading groups during the dedicated 90-minute reading block. Lesson plans and the minutes from team meetings reflected that most teachers were beginning to use summative data to organize reading groups. These efforts translated into some gains on standardized and local assessments, as evidenced in TerraNova, SRI and the Reading Street Benchmark Assessment.

The standardized assessment indicated that across three years, student reading comprehension is making some gains in half of the grade levels yet there are still moderate to large percentages of students in the bottom quarter on TerraNova Reading Subtest which is a concern.

The CSI team observed and received feedback that there was a need to provide additional training regarding the effective implementation of the 90 minute uninterrupted reading block and use of the Reading Street curriculum. The Reading Street program includes Reading and Language Arts curriculum; therefore, C.C. Pinckney decided to increase the 90-minute uninterrupted reading block to a 120-minute uninterrupted English/Language Arts (ELA) block. Teachers will receive professional development in facilitating successful guided reading groups and using before, during and after strategies. Additional recommended actions that will be implemented include the refinement of collaboration time to review student assessments and make data-driven decisions. The objective is to have teams use formative common assessments, review the results of the assessments, and make data driven decisions regarding instruction. C.C. Pinckney has added a dedicated weekly 90-minute professional development time for teachers.

Although C.C. Pinckney did not meet Goal 2 for the 2010-2011 school year, the implemented strategies of a 90-minute uninterrupted reading block, professional development regarding instructional strategies had a positive impact on student achievement as reflected on local assessments. C.C. Pinckney did not have any grade levels which met the DoDEA CSP goal of 75% or more of students scoring in the top two quarters. This indicates a need to focus on curriculum implementation and effective instructional strategies for all teachers. Therefore, additional professional development will be provided to support the instructional staff along with the implementation of the 120-minute uninterrupted ELA block, and the use of collaboration time to review student assessments and make decisions throughout the school year.

TRIANGULATION OF DATA AND RATIONAL FOR STUDENT IMPROVEMENT GOALS

Data used to determine Goal 1:

1. Environmental Scan (2008)
2. TerraNova Math Subtest (2008)
3. Customer Satisfaction Survey Results (2008)

Data used to determine Goal 2:

1. Environmental Scan (2008)
2. TerraNova Reading Subtest (2008)
3. Developmental Reading Assessment (DRA)
4. Customer Satisfaction Survey Results (2008)

C.C. Pinckney Elementary School is working to accomplish two strategic goals as outlined in this report. An analysis of data for Goal 1 indicates marked improvement on local assessments; however, some decline was noted in standardized testing. An analysis of data for Goal 2 indicates that the number of students in the top two quarters on the standardized reading assessment declined for grade 6; increased for grades 4-5; and showed no change for grade 3. On local assessments, C.C. Pinckney shows a significant increase in the percent of students scoring in the top two performance levels on the Scholastic Reading Inventory in grades 4-6 with grade 3 showing no change.

To continue its effort to improve student performance in the area of Problem Solving, C.C. Pinckney is continuing with the implementation of math journals and math word walls. The instructional staff will receive professional development in effective use of math journals, instructional strategies, and be provided with opportunities to observe modeling of best practices. C.C. Pinckney is also continuing the implementation and monitoring of the 120-minute uninterrupted reading block using the components of a balance literacy program which includes effective flexible guided reading groups in an effort to improve student performance in the area of Reading Comprehension. Instructional personnel will receive professional development in teaching successful guided reading groups; using effective instructional strategies; and the refinement of collaboration time to review student assessments and make data-driven decisions. In addition, 90 minutes every week has been allotted for professional development training for all instructional staff.

APPENDIX A

A complete copy of CC Pinckney Customer Satisfaction Survey can be accessed at the DoDEA Website using the following link:

<https://webapps.dodea.edu/CSS1011/report/report.cfm>

Step 1

- Select Area: DDESS
- Select District: South Carolina/Ft. Stewart/Cuba
- Select School: Charles Cotesworth Pinckney Elementary School

Step 2

- Full Report

Step 3

- Click on Report

APPENDIX B

To assist schools and districts in identifying a change in growth (increases or decreases), the following chart is being used. To calculate a change, subtract current year percentage from past year percentage; look at the N-count for the assessment being analyzed; then see what type of “change” occurred. Our district is using the column with “100” students as our guide.

Guide for Describing Meaningful Differences

Descriptive Difference	Total Number of Students Being Compared			
	50	100	200	500+
	Percentages Points Difference			
None	0-12	0-8	0-5	0-3
Small	13-15	9-11	6-7	4-5
Moderate	16-19	12-14	8-10	6-8
Fairly Large	20-25	15-17	11-13	9-10
Large	26-29	18-24	14-19	11-15
Very Large	30+	25+	20+	16+