

# **SOUTH CAROLINA/FT. STEWART/DODDS CUBA SCHOOL DISTRICT**

## **School Improvement Status Report SY2010-2011**



**Home of the Patriots!**

**C.C. Pinckney Elementary School**

5900 Chestnut Road  
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**Principal  
Ms. Sherry Schneider**

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**EXECUTIVE SUMMARY**

The Department of Defense Education Activity (DoDEA) Community Strategic Plan (CSP) contains the strategic direction for the school years 2006-2011. The CSP provides a road map for keeping DoDEA at the forefront in advancing the Department of Defense's agenda for education and as a leader in the Nation for improving student performance and achievement.

The SC/Ft. Stewart/DoDDS Cuba School District maintains the strategic direction for all schools in the district in improving student performance and achievement as outlined in the district's vision - *"In the next 3 to 5 years, the SC/Ft. Stewart/DoDDS Cuba School District will be a world class learning community with consistently improved student achievement across all levels."*

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.

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**REPORT OVERVIEW**

The School Improvement Status Report (SISR) is a compilation of information for schools to:

- Examine change in student academic performance by comparing current school year data with the schools' Continuous School Improvement (CSI) baseline data.
- Utilize data to make decisions on (1) the effectiveness of interventions; (2) modifications or updates to interventions; (3) staff development needs; and (4) the quality or fidelity of the implementation processes.
- Develop and maintain a data management system to facilitate the updating of the school CSI profile.

Included in the SISR are the CSI goals, assessment information, interventions chosen by the school based on the CSI goals, data analyses that include statements of findings based on collected data, summary of data analyses, and next steps in the CSI process. A school SISR is a showcase of where the school started, where they are currently at in meeting their CSI goals, and where they are going in the area of highest student achievement.

**GOAL, INTERVENTION(S), and ASSESSMENTS**

**CSI Goal #1:** By the end of the 2010-2011 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 3<sup>rd</sup> Edition Math Sub-test (Grades 3-6).

**Intervention/Strategy:** 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. This effort will be supported by the development and implementation of comprehensive math language, math word walls, daily math problems and math journals throughout all grade levels. Common local assessments will be developed to evaluate student performance.

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**Assessments:** Students will be assessed throughout the school year on the following:

**Standardized Assessments:**

- Terra Nova Multiple Assessment, 3rd Edition, Total Math Subtest, Grades 3-6

**Local Assessments:**

- Texas Assessment of Knowledge (TAKS) Math Inventory Test – Grades 3-6
- Local Math Problem Solving - Grades 3-6

**DATA INFORMATION**

Beginning school year 2008-09 DoDEA Schools administered the TerraNova 3<sup>rd</sup> Edition normed-reference test to students in grades 3-11. The 3<sup>rd</sup> edition of the TerraNova is a new version of the TerraNova 2<sup>nd</sup> Edition multiple assessment that utilized a new norm group of students. Because the 2009 TerraNova, 3<sup>rd</sup> Edition normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova 2<sup>nd</sup> Edition results from previous years. Our school uses the 2009 TerraNova 3<sup>rd</sup> Edition as our baseline data in the area of math. In spring 2011, all students in grades 3-6 at CC Pinckney ES were administered the TerraNova Assessment 3<sup>rd</sup> Edition, Math Subtest; a measure of student achievement towards the schools CSI goal #1.

The TAKS and Math Problem Solving tests are local assessments identified to measure student math achievement towards the schools CSI goal #1. In 2010, CC Pinckney started to administer these assessments and in 2011 all students in grades 3-6 at CC Pinckney were administered the TAKS and Math Problem Solving assessments.

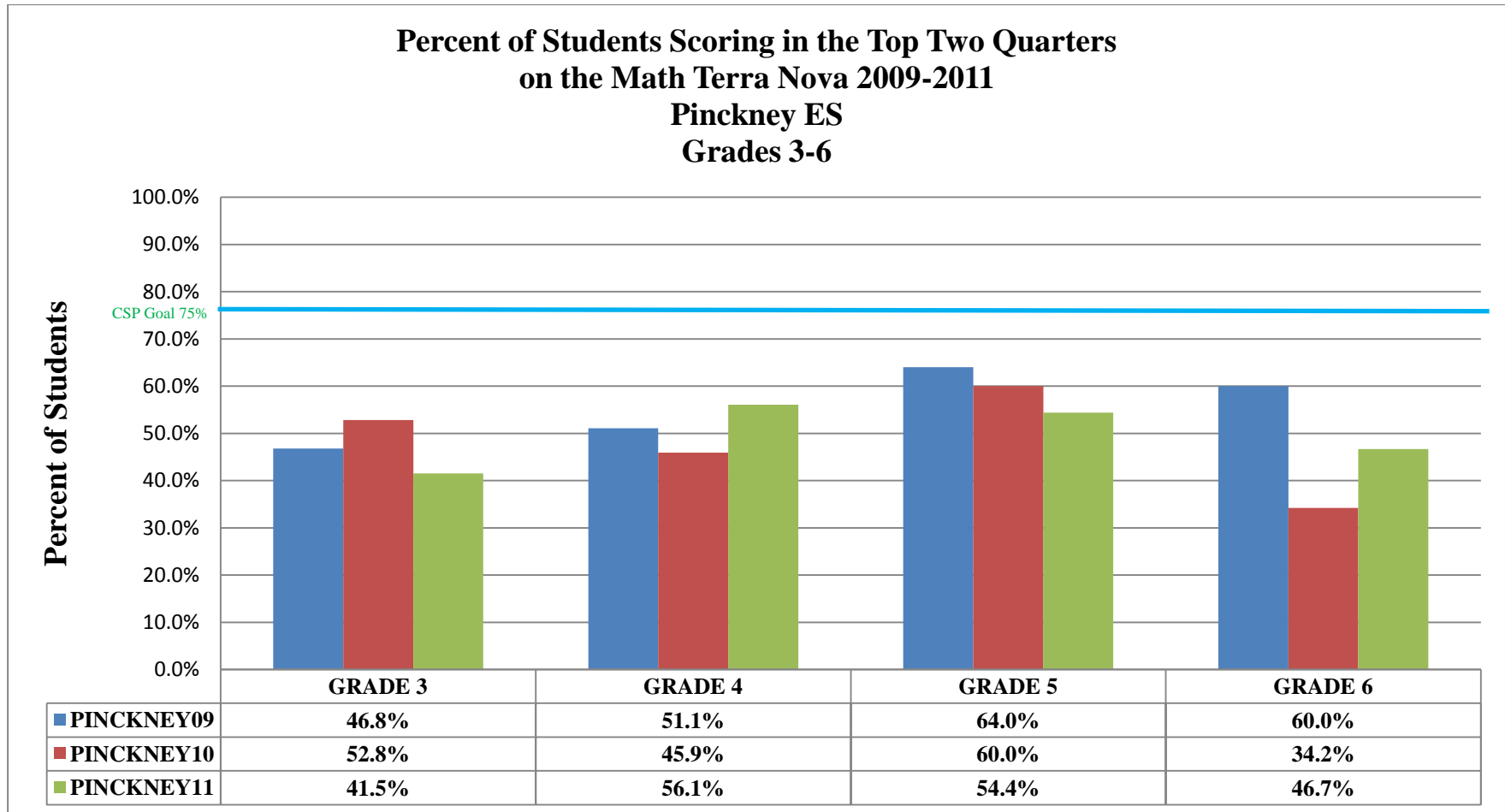
**DISPLAYS – STANDARDIZED AND LOCAL ASSESSMENTS**

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



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**FIGURE 1: Percent of Students Scoring in the Top Two Quarters on the Math TerraNova Subtest from 2009-2011**

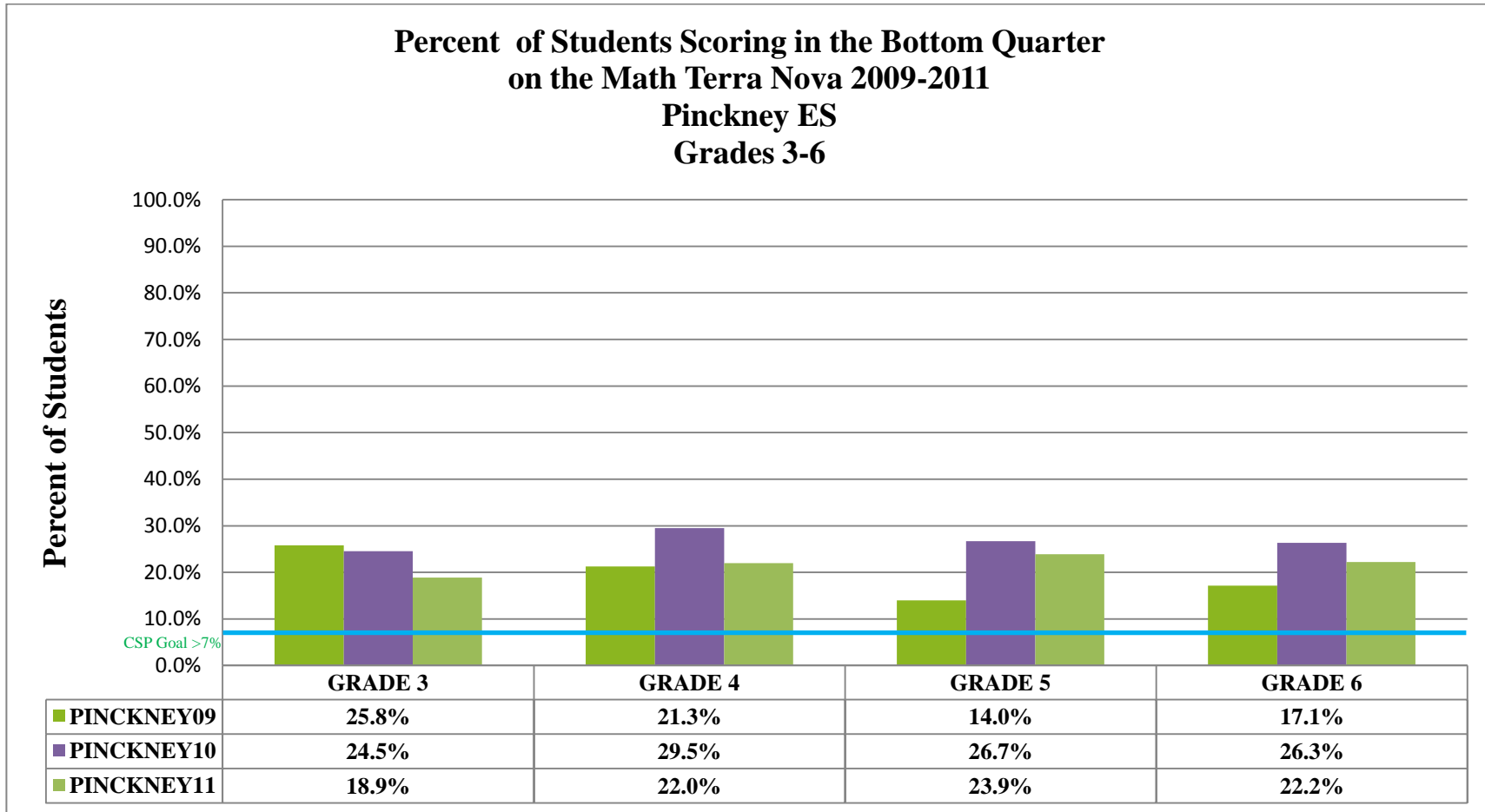


**STATEMENT OF FINDINGS**

CC Pinckney has increased in the percent of students scoring in the Top Two Quarters on the TerraNova 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.

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

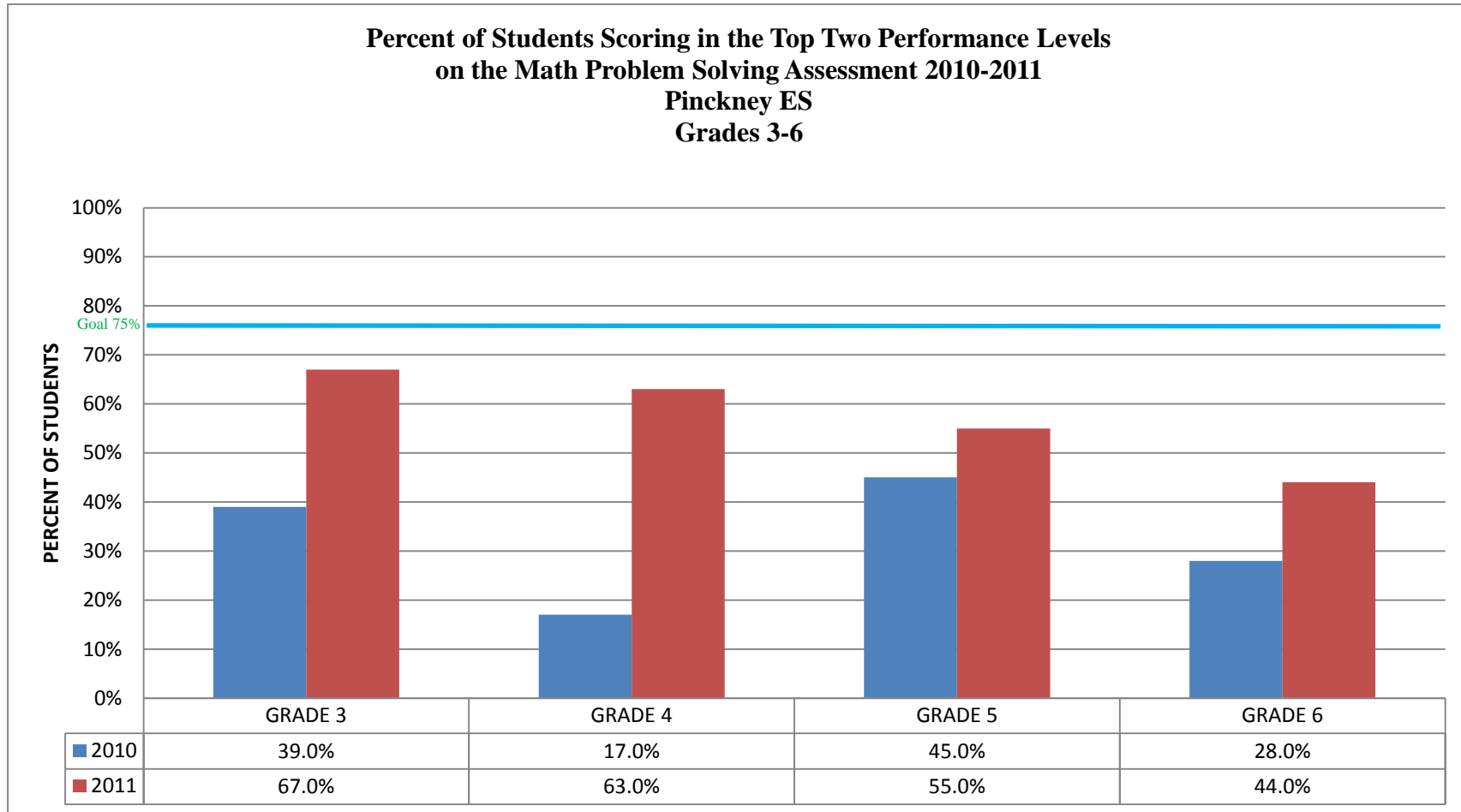


**STATEMENT OF FINDINGS**

In 2011, the percent of students scoring in the Bottom Quarter on the TerraNova 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.

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

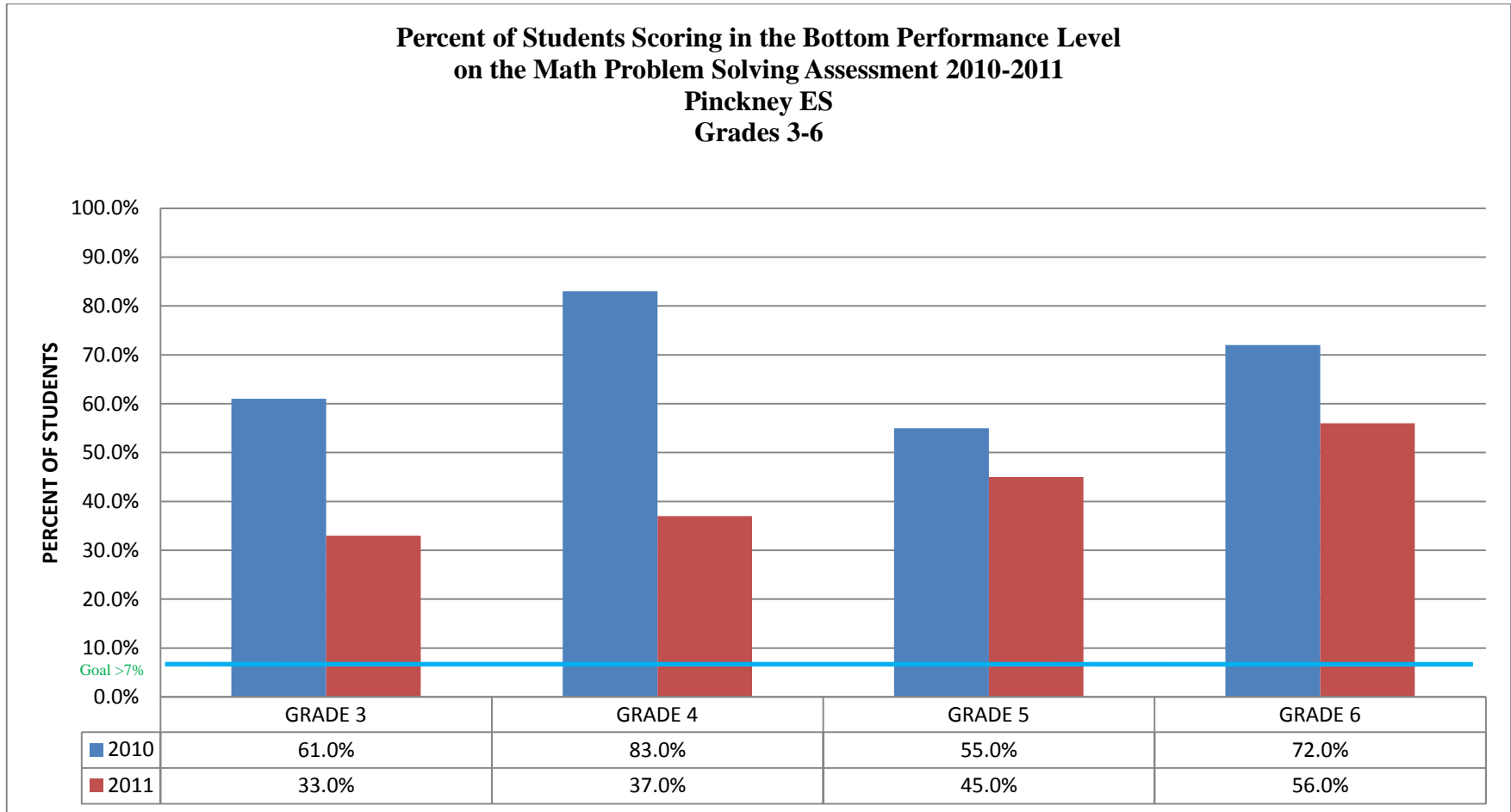


**STATEMENT OF FINDINGS**

CC 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.

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

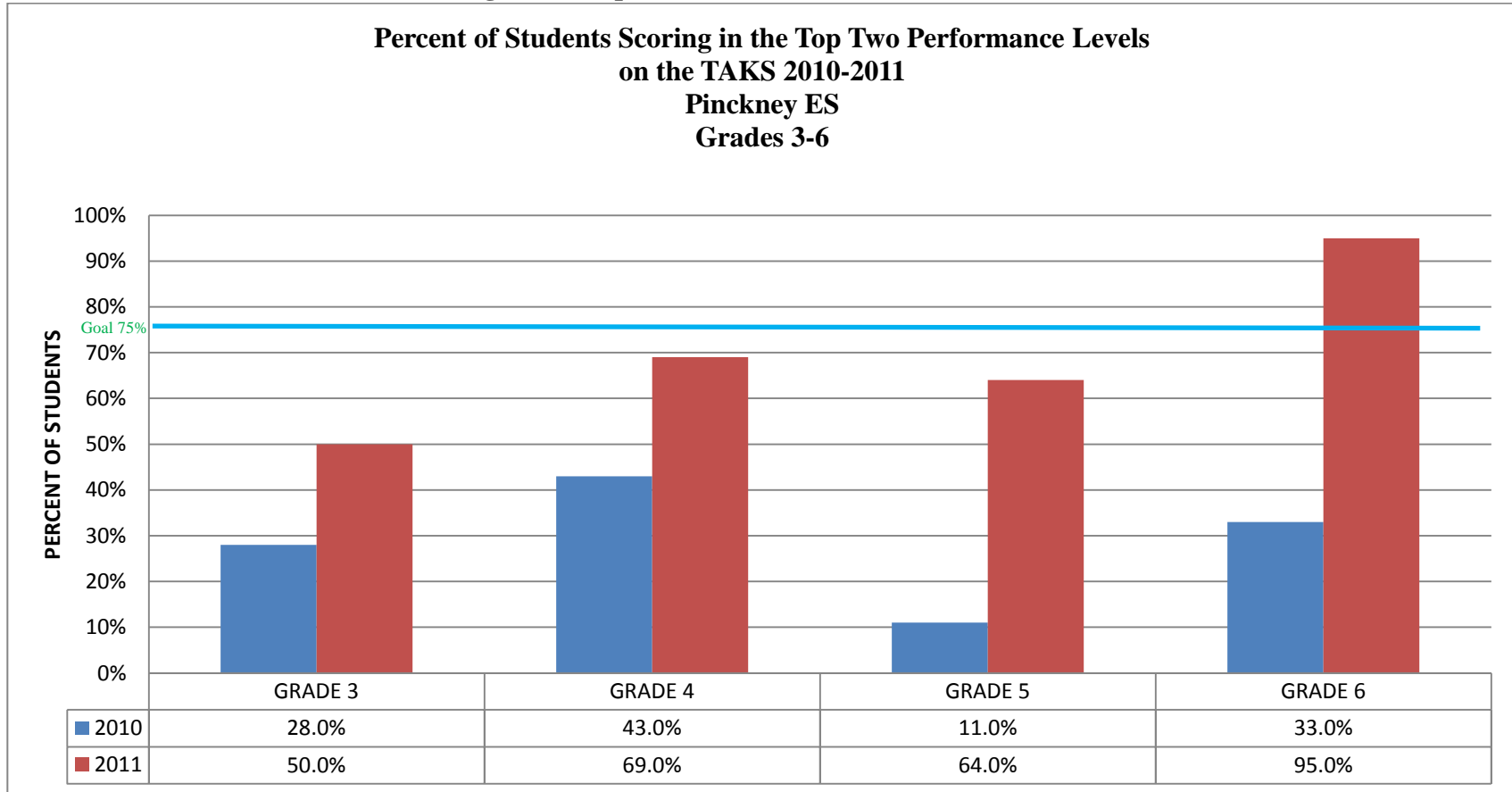


**STATEMENT OF FINDINGS**

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.

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**FIGURE 5: Percent of Students Scoring in the Top Two Performance Levels on the TAKS from 2010-2011**

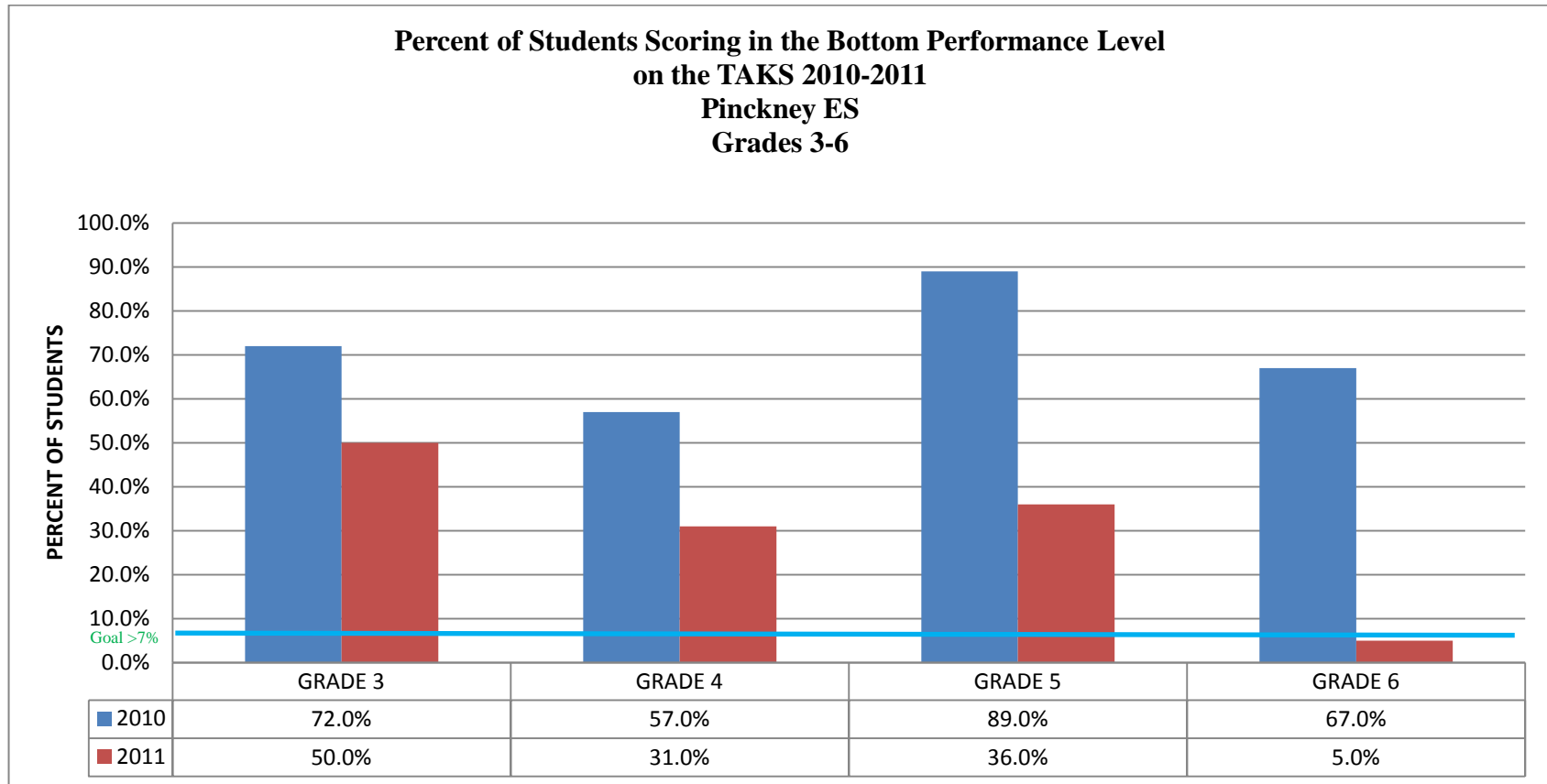


**STATEMENT OF FINDINGS**

CC Pinckney has increased in the percent of students scoring in the Top Two Performance Levels on the TAKS in all grade levels. In 2011, grade 6 met the goal of 75% or more of students scoring in the Top Two Performance Levels.

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**FIGURE 6: Percent of Students Scoring in the Bottom Performance Level on the TAKS from 2010-2011**



**STATEMENT OF FINDINGS**

In 2011, the percent of students scoring in the Bottom Performance Level on the TAKS decreased in all grade levels with grade 6 meeting the goal of less than 7% of students scoring in the Bottom Performance Level.

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**ANALYSIS OF DATA TOWARDS CC PINCKNEY ES CSI GOAL #1**

CC 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 indicated 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 assess if the intervention the school chose made a difference in student math problem solving achievement, 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 2011**

		ASSESSMENT	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>GOAL 1</b>	1	TerraNova Math Subtest – Top 2 Qtrs	Moderate ↓	Moderate ↑	Small ↓	Moderate ↑
	1	TerraNova Math Subtest – Bottom Qtr	Small ↓	Small ↓	Small ↓	Small ↓
	2	Math Problem Solving Assessment – Top 2 PL	Large ↑	Large ↑	Small ↑	Moderate ↑
	2	Math Problem Solving Assessment – Bottom PL	Large ↓	Large ↓	Small ↓	Moderate ↓
	3	TAKS Assessment – Top 2 PL	Large ↑	Large ↑	Large ↑	Large ↑
	3	TAKS Assessment – Bottom PL	Large ↓	Large ↓	Large ↓	Large ↓

**TerraNova Assessment**

From 2010 to 2011, CC Pinckney ES has shown small to moderate increases and/or decreases in the percent of students scoring in the Top Two Quarters on the TerraNova 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%).

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**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. Percent 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%.

**Texas Assessment of Knowledge (TAKS)**

Analysis of the percent of students scoring in the performance levels on the TAKS show that there were large increases in the percent of students scoring in the Top Two Performance Levels; large decreases in the percent of students scoring in the Bottom Performance Level. Grade 6 met the goal of more than 75% of students scoring in the Top Two Performance Levels and less than 7% in the Bottom Level. Percent of students scoring in the Top Performance Level ranged from a high of 95% to a low of 50% and in the Bottom Performance Level, the percent of students ranged from a low of 5% to a high of 50%.

**Summary of CSI Goal #1**

CC 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.



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

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**NEXT STEPS – RECOMMENDATIONS**

During the 2010-2011 school year, the strategy of using math word walls was successfully implemented. 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 utilized a math word wall to identify words and phrases that students needed to understand in order to accomplish mastery of the standards. Teachers were observed using the math word walls to stimulate conversations, which ensured that students possessed the vocabulary to discuss math concepts and skills. 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 that there was 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 monitoring.

An assessment calendar was also created for the school during the 2010-2011 school year. This calendar, along with additional training created a sense of direction for teachers, staff members and students. The assessment calendar included test protocols for each assessment. The addition of the assessment calendar added organization and structure which assisted in creating an optimal testing environment.

Although Goal 1 was not met for the 2010-2011 school year, the implemented strategies of math word walls, math journals, and an assessment calendar had a positive impact on student achievement scores as reflected on local assessments. However, 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. This indicates a need to focus on curriculum implementation and effective instructional strategies for all teachers.

The following actions will be taken in the 2011-2012 school year to work towards and meet Goal 1: the instructional staff will receive professional development in math journals, mathematics instruction, and instructional strategies; 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 will be implemented.

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**GOAL, INTERVENTION(S), AND ASSESSMENTS**

**Goal # 2:** By the end of the 2010-2011 school year students will improve reading comprehension skills across 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 3<sup>rd</sup> Edition Reading Sub-test (Grades 3-6).

**Intervention/Strategy:**

Implementations of a 90-minute uninterrupted reading block using the components of a balance literacy program which includes effective flexible guided reading groups.

**Assessments:** Students will be assessed throughout the school year on the following:

**Standardized Assessments:**

- Terra Nova Multiple Assessment, 3rd Edition, Total Reading Subtest, Grades 3-6

**Local Assessments:**

- Scholastic Reading Inventory SRI
- Developmental Reading Assessment DRA
- Reading Streets End of the Year Assessment

**DATA INFORMATION**

Beginning school year 2008-09 DoDEA Schools administered the TerraNova 3<sup>rd</sup> Edition normed-reference test to students in grades 3-11. The 3<sup>rd</sup> edition of the TerraNova is a new version of the TerraNova 2<sup>nd</sup> Edition multiple assessment that utilized a new norm group of students. Because the 2009 TerraNova 3<sup>rd</sup> Edition normative scores reflect student performance on a different test and a new norm group of students they cannot be directly compared to the TerraNova 2<sup>nd</sup> Edition results from previous years. Our school uses the 2009 TerraNova 3<sup>rd</sup> Edition as our baseline data in the area of reading. In spring 2011, all students in grades 3-6 at CC Pinckney

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ES were administered the TerraNova Assessment 3<sup>rd</sup> Edition, Reading Subtest; a measure of student reading achievement towards the schools CSI goal #1.

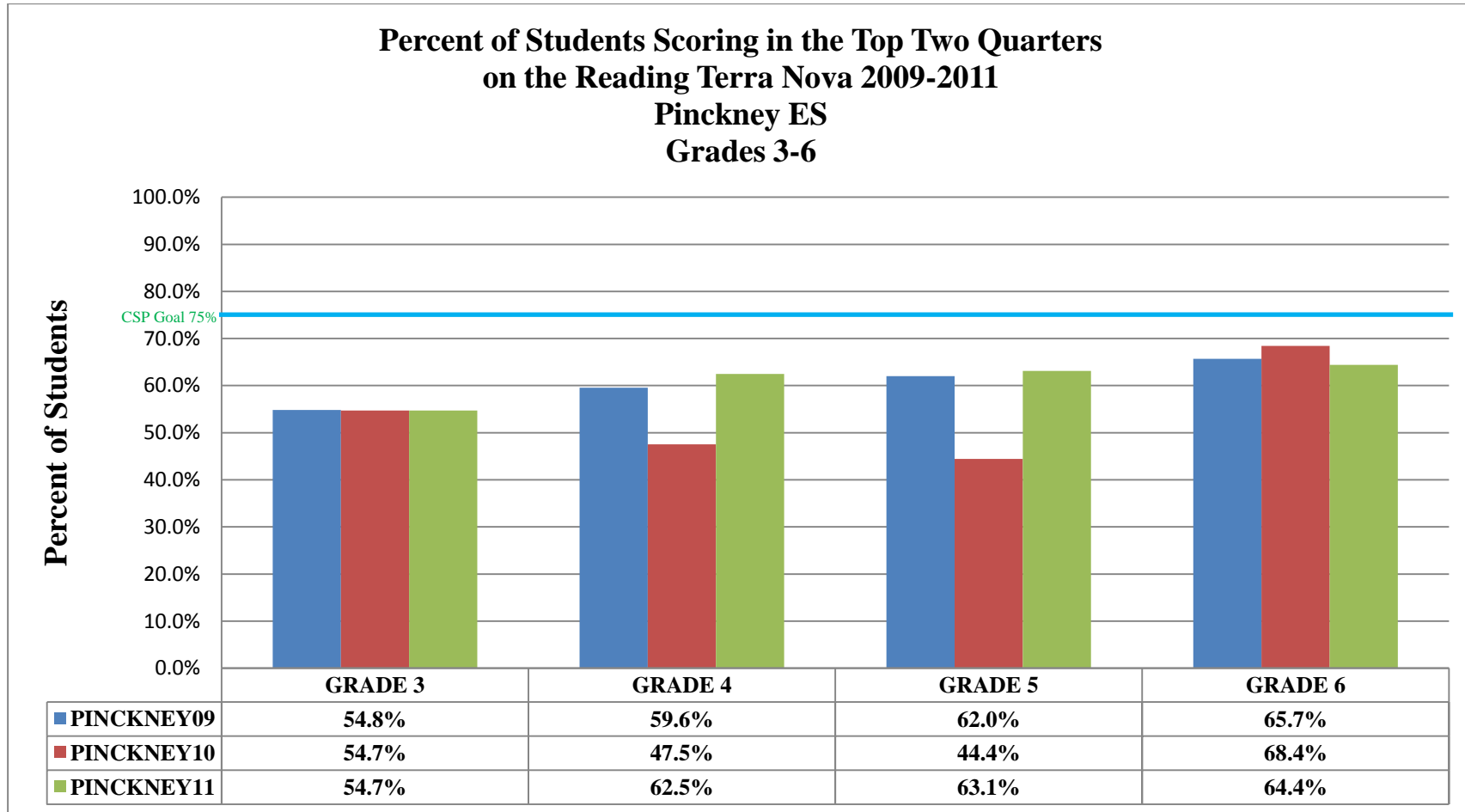
In the fall of 2009, CC Pinckney Elementary School administered the Scholastic Reading Inventory (SRI) in grades 3-6 and the Developmental Reading Assessment (DRA) in grade 3. The results were used as baseline data. In 2010 and 2011, the DRA was administered to students in grade 3 with the results displayed in this report. In 2011, Reading Street Benchmark assessment was administered in grades 3-6 for baseline data to assess students reading comprehension towards our CSI goal #2.

**DISPLAYS – STANDARDIZED AND LOCAL ASSESSMENTS**

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

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**FIGURE 1: Percent of Students Scoring in the Top Two Quarters on the Reading TerraNova Subtest from 2009-2011**

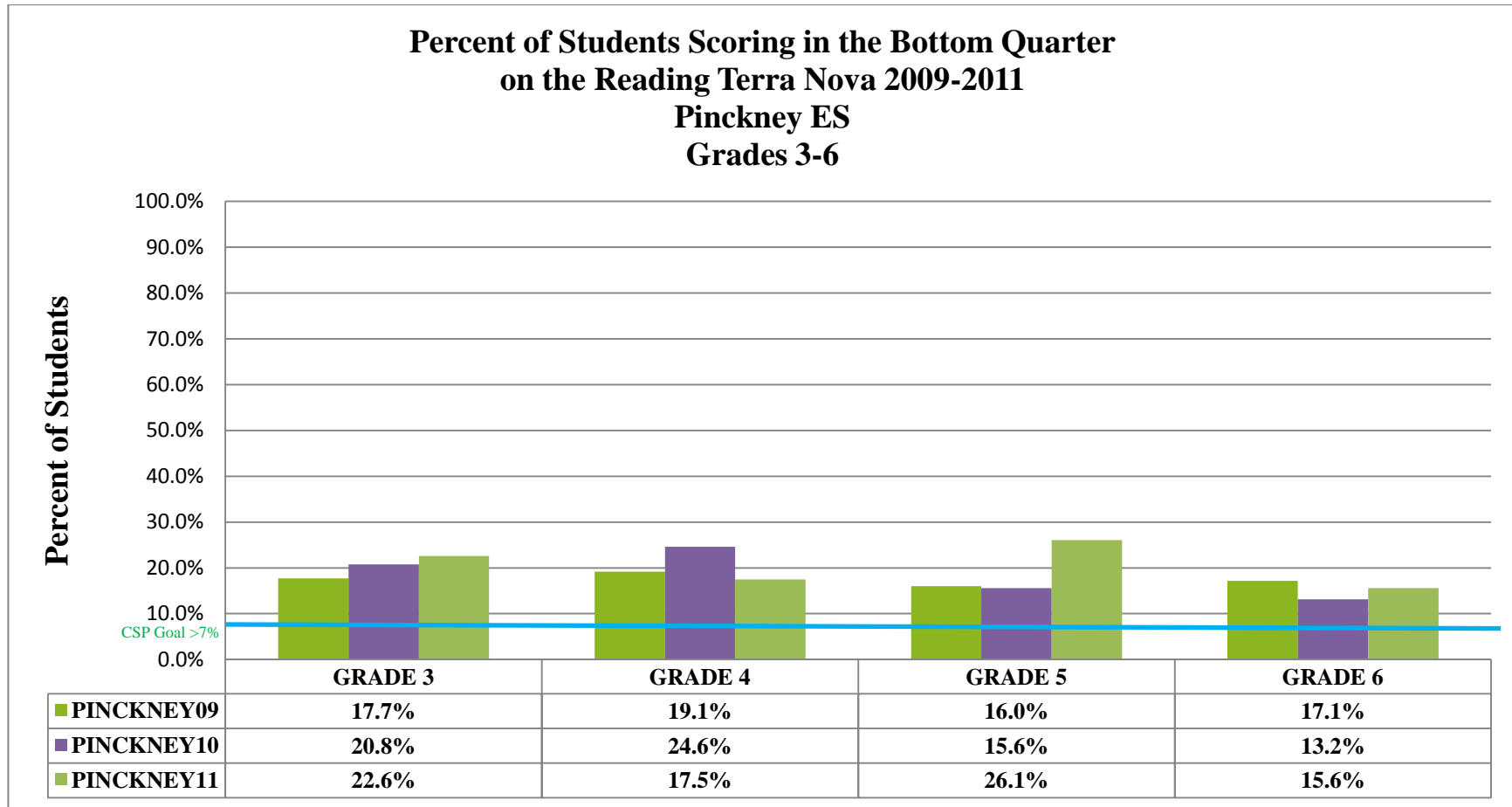


**STATEMENT OF FINDINGS**

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

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

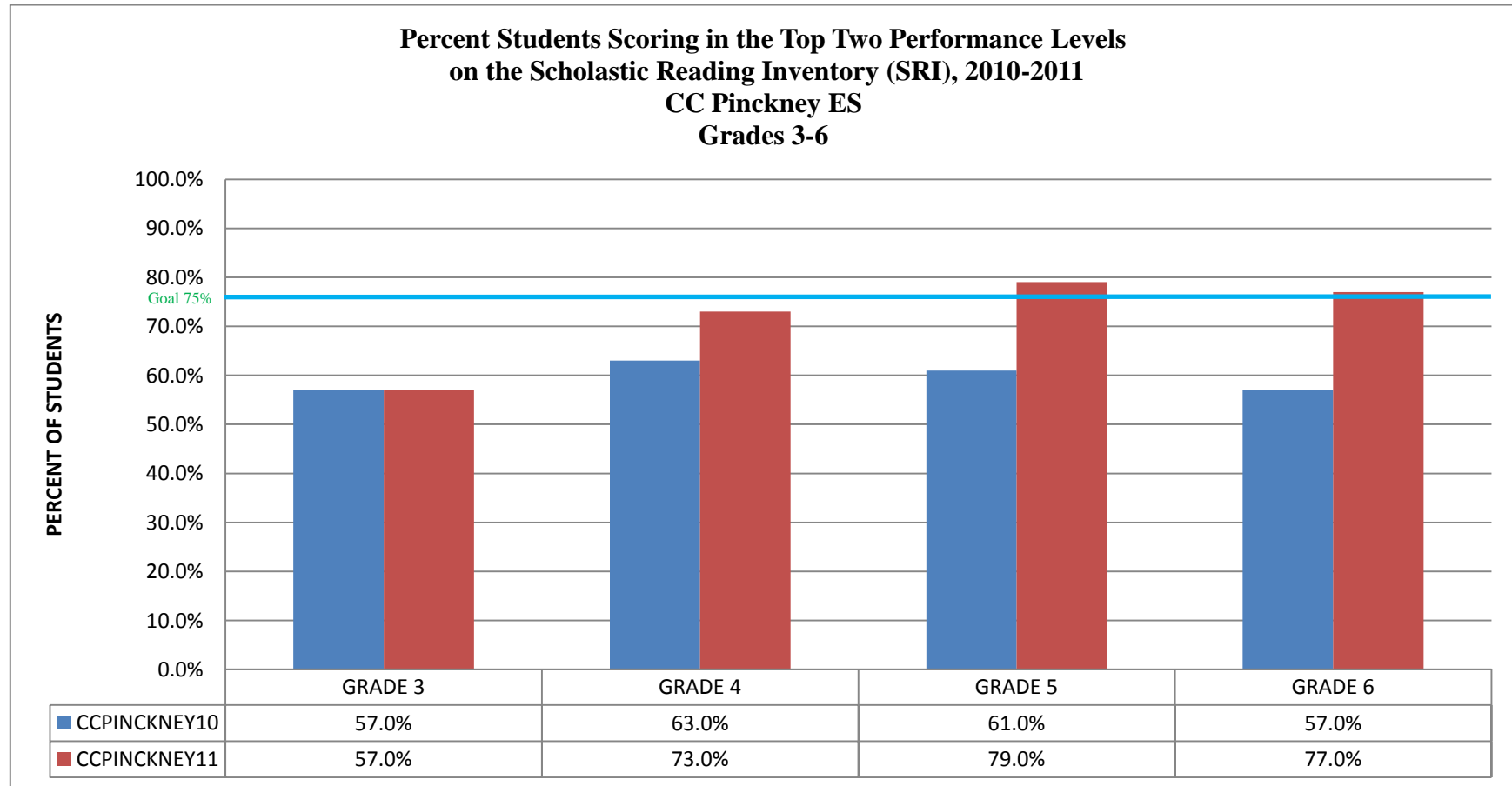


**STATEMENT OF FINDINGS**

In 2011, the percent of students scoring in the Bottom Quarter on the TerraNova Reading Subtest decreased in grade 4 and increased in grades 3, 5, and 6. No grade levels met the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter.

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**FIGURE 3: Percent of Students Scoring in the Top Two Performance Levels on the Scholastic Reading Inventory from 2010-2011**

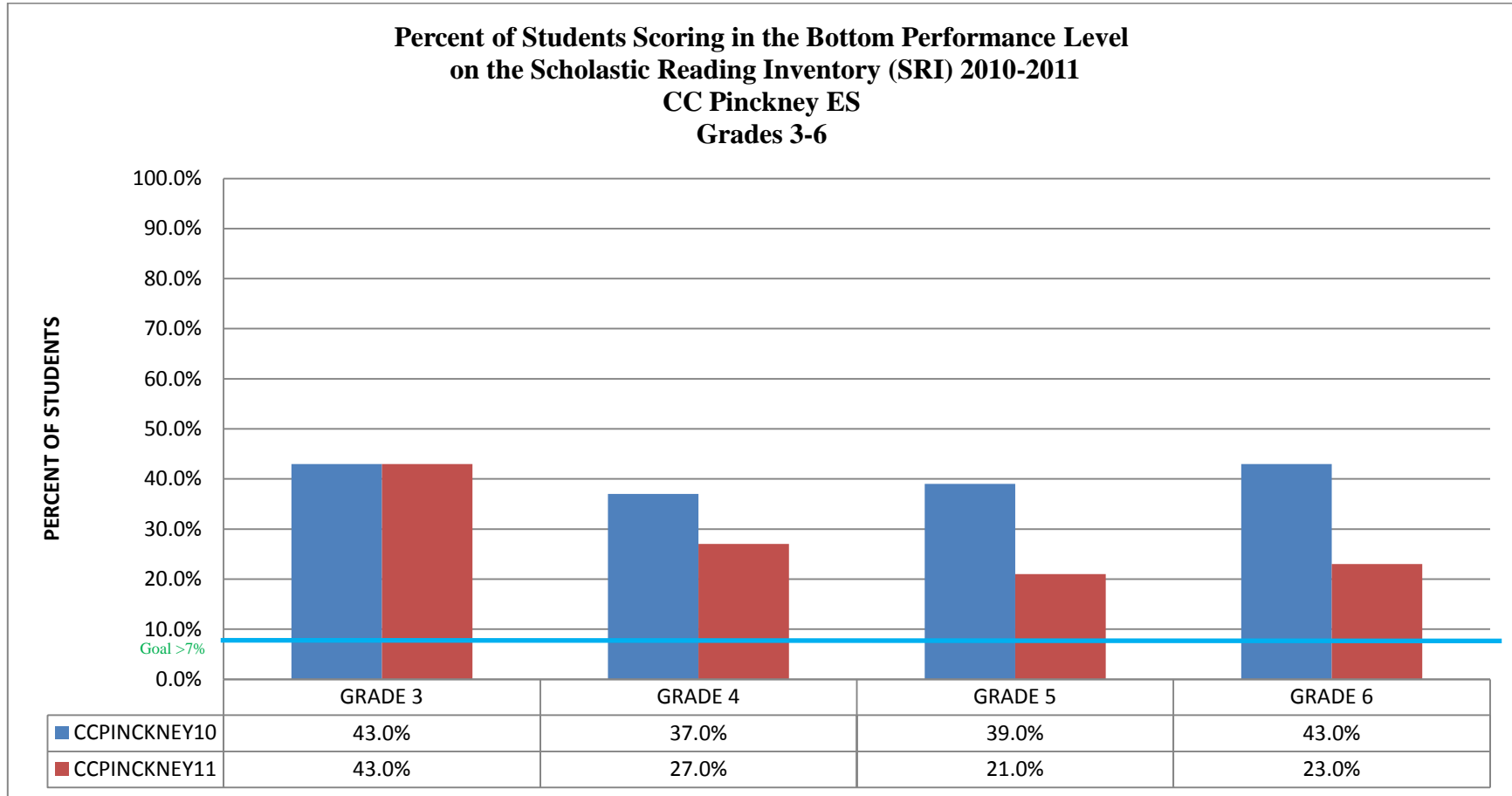


**STATEMENT OF FINDINGS**

CC Pinckney ES shows a moderate to large increase in the percent of students scoring in the Top Two Performance Levels on the SRI in grades 4-6 with grade 3 showing no change. In 2011, grades 5 and 6 met the goal of 75% or more of students scoring in the Top Two Performance Levels.

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**FIGURE 4: Percent of Students Scoring in the Bottom Performance Level on the Scholastic Reading Inventory from 2010-2011**



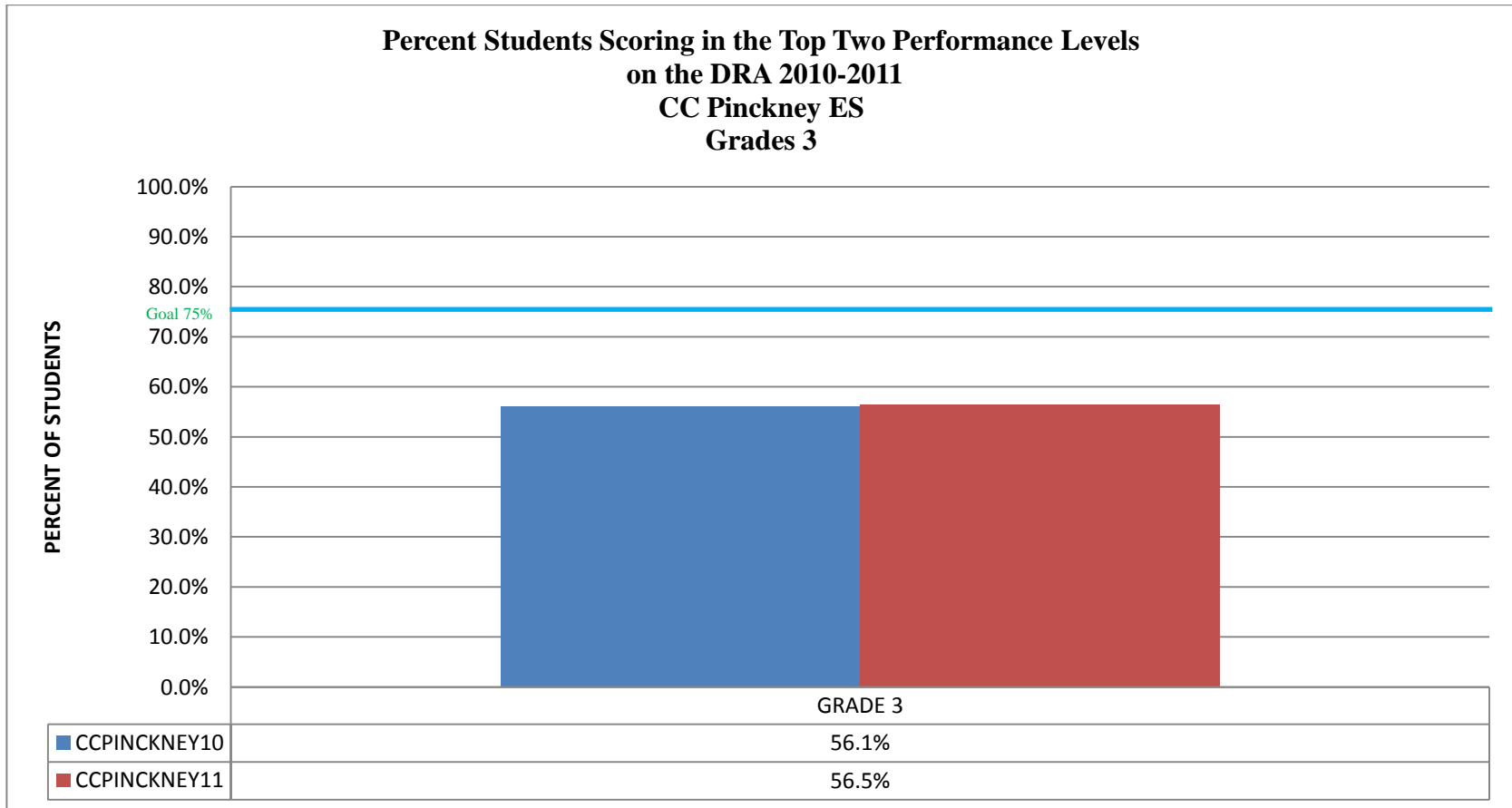
**STATEMENT OF FINDINGS**

CC Pinckney ES 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 2011, no grade level met the goal of less than 7% of students scoring in the Bottom Performance Level.



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**FIGURE 5: Percent of Students Scoring in the Top Two Performance Levels on the Developmental Reading Assessment (DRA) from 2010–2011**

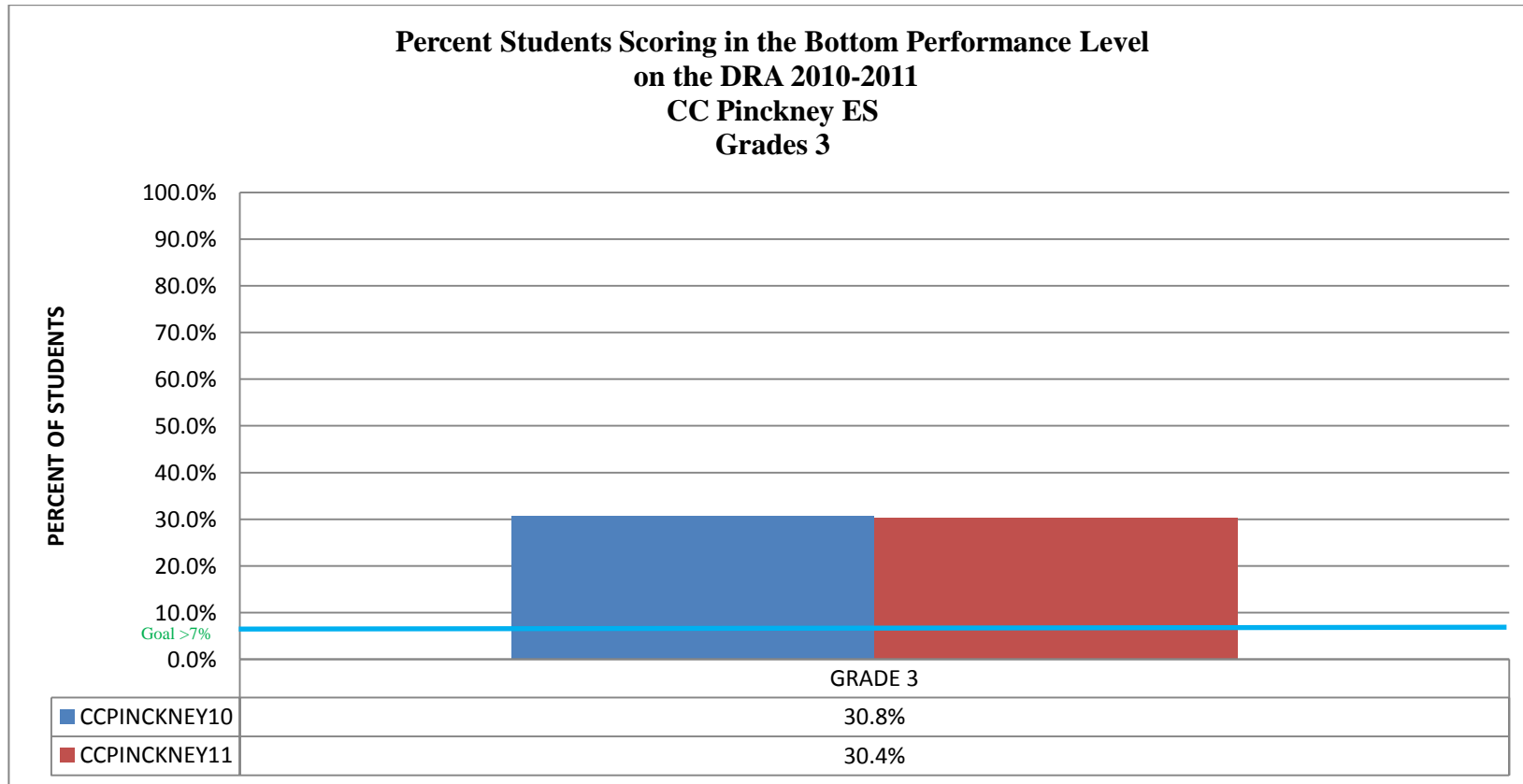


**STATEMENT OF FINDINGS**

CC Pinckney third grade students showed relatively no change in the percent of students scoring in the Top Two Performance Levels on the DRA and did not meet the goal of 75% or more of students scoring in the Top Two Performance Levels.

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**Figure 6: Percent of Students Scoring in the Bottom Performance Level on the Developmental Reading Assessment (DRA) from 2010-2011**

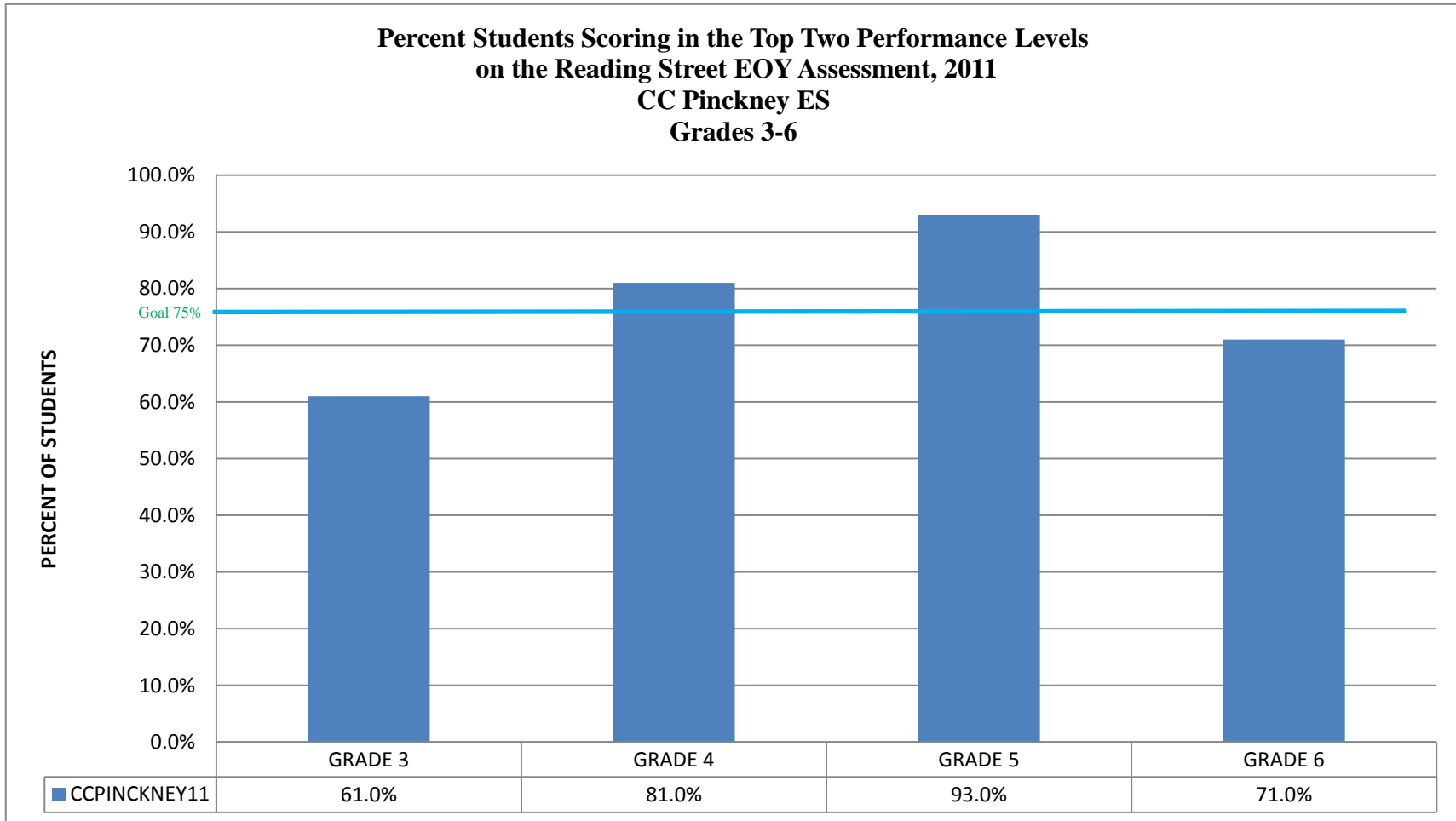


**STATEMENT OF FINDINGS**

CC Pinckney third grade students had relatively no change in the percent of students scoring in the Bottom Performance Level on the DRA and did not meet the goal of less than 7% of students scoring in the Bottom Performance Level.

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

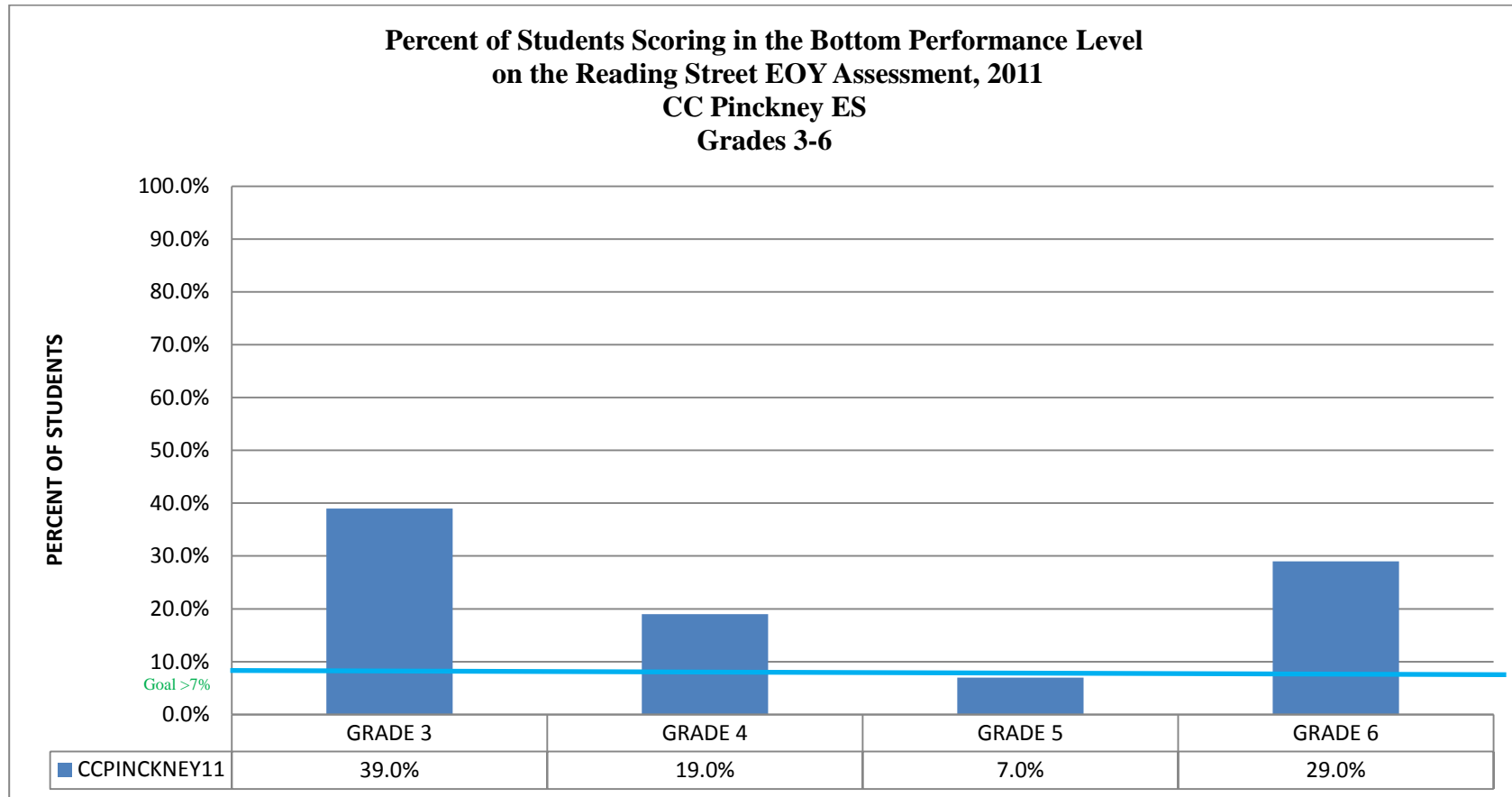


**STATEMENT OF FINDINGS**

CC 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%.

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



**STATEMENT OF FINDINGS**

CC 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%.

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**ANALYSIS OF ALL LOCAL AND SYSTEM WIDE DATA**

CC Pinckney ES chose an intervention for Goal 2 that states “implementation of a 90-minute uninterrupted reading block using the components of a balance literacy program which includes effective flexible guided reading groups” to improve reading comprehension across the curriculum and to increase student achievement on standardized and local assessments during the 2010-2011 school year. The school indicated at the end of 2009-2010 school year the following opportunities for improvement: provide professional development for the staff on the use of the intervention and tying the intervention to all curriculum areas as a focus towards the CSI goal #2. To assess if the intervention the school chose made a difference in student achievement, the school assessed students in grade 3 to 6 on four reading assessment instruments.

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

		ASSESSMENT	GRADE 3	GRADE 4	GRADE 5	GRADE 6
		<b>GOAL 2</b>	1	TerraNova Reading Subtest – Top 2 Qtrs	No Change	Large ↑
1	TerraNova Reading Subtest – Bottom Qtr		Small ↑	Small ↓	Moderate ↑	Small ↑
2	SRI – Top 2 PL		No Change	Small ↑	Moderate ↑	Large ↑
2	SRI – Bottom PL		No Change	Small ↓	Moderate ↓	Large ↓
3	DRA – Top 2 PL		No Change			
3	DRA – Bottom PL		No Change			
4	Reading Street Benchmark – Top 2 PL		Baseline			
4	Reading Street Benchmark – Bottom PL		Baseline			

**TerraNova Assessment**

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

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students scoring in the Bottom Quarter on the TerraNova 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**

CC Pinckney ES 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**

CC 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 receive professional development in-house 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.

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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 TerraNova Reading Subtest which is a concern. 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, there are still a large percentage of students across grade levels in the bottom performance level on local assessments that are a concern.

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**NEXT STEPS – RECOMMENDATIONS**

During the 2010-2011 school year, C.C. Pinckney ES implemented and monitored the 90-minute uninterrupted reading block using the components of a balance literacy program 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. Due to the fact that the Reading Street program includes Reading and Language Arts curriculum, a decision was made to increase the 90-minute uninterrupted reading block to a 120-minute uninterrupted English/Language Arts (ELA) block. Instructional personnel will receive professional development in facilitating successful guided reading groups and using effective instructional 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 create 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 Goal Two was not met for 2010-2011 school year, the implemented strategies of a 90-minute uninterrupted reading block, professional development on the use of the intervention and 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



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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.

**APPENDIX**

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 t

**Guide for Describing Meaningful Differences**

Descriptive Difference	Total Number of Students Being Compared			
	50	100	200	500+
	<b>Percentages Points Difference</b>			
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+