MARSHALL ELEMENTARY SCHOOL

VISION STATEMENT

Thoughtful Learners Achieving Success

MISSION STATEMENT

Marshall Elementary School provides learning experiences
that engage and empower thoughtful learners for a global community.

BELIEFS

◆ All students can learn.

◆ Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

◆ The unique learning needs of the military child should be the primary focus of all decisions impacting student success.

◆ Student learning is the chief priority for the school.

◆ Each student is a valued individual with unique physical, social, emotional and intellectual needs.

◆ As stakeholders, teachers, administrators, staff, parents, and the community share the responsibility of advancing the school's mission and ensuring its success.

Unique Local Insights

Customer Satisfaction Survey Results

Marshall Elementary School's parents, students and teachers were invited to participate in an on-line Customer Satisfaction Survey in the spring of 2007. Nine percent of parents, ninety-four percent of students, and eighty-six percent of teachers responded to the on-line survey. The questionnaire included interrogative sentences in the following areas:

1. Purpose of DoD schools

2. Communication with parents and community

3. Achievement testing assessment

4. Measuring students academic success

5. Three biggest challenges within the school

6. Most promising aspect of school improvement

Most parents (90%) and most teachers (75%) felt the purpose of DoD schools is to provide a balanced education to prepare responsible citizens for our global community.

Communication is an important aspect of a balanced education. Most parents (67%) feel Marshall Elementary is communicating well between school and home. Parents expressed the three most effective forms of school/home communication include: newsletters (67%), school visits by parents (67%), and open house events (58%). Teachers expressed the same three most effective forms of communication Marshall Elementary includes: visits by parents (47%), newsletters (40%), and open house events (37%).

A balanced education must include effective assessment tools to measure academic growth. Both parents (60%) and teachers (53%) feel Marshall Elementary School places the right amount of emphasis on achievement testing. Seventy percent of teachers believe a collage of student's work in a portfolio format and other demonstrations is the best way to measure a student's academic success. Fifty-one percent of students believe test scores is the best measure of academic success.

On the journey of achieving a balanced education, a school must face some challenges and search for ways to improve. Parents feel the three biggest challenges at Marshall Elementary School include: a need for more teachers (27%), lack of attention of students by teachers (27%), and parent's lack of interest (27%). Students feel the three biggest challenges at Marshall Elementary School include: poor lunch program (40%), lack of financial funding (29%), and inadequate bus transportation (24%). Teachers feel the three biggest challenges at Marshall Elementary School include: parent's lack of involvement (53%), lack of financial funding (50%), and overcrowded school (47%). Parents expressed ways to help Marshall face these challenges with promising improvement strategies. Parents believe more qualified competent teachers (33%) and reduced class size (25%) offer the most promising ways to improve Marshall Elementary School.

Former Student

Follow-Up on Former Students

Twenty-five sixth grade students participated in a group discussion to describe their former experiences at Marshall Elementary. The data was collected by notes taken during the informal discussion group time.

Strengths of Marshall:

The former students of Marshall Elementary reported being well prepared in math computation skills. The also reported helpful support services such as: guidance, art, music, and physical education. Our former students of furthermore reported an emphasis on reading throughout the curriculum.

Weaknesses of Marshall:

The former students of Marshall Elementary reported a need for more written and oral communication opportunities. They stated a need for more research skill development. The students also felt a need for more after-school programs to support enrichment and also desired more student recognition throughout the school year.

The twenty-five former Marshall Elementary students indicated a need for more experiences with communication proficiency to be incorporated into the curriculum. The school improvement goal to improve writing and oral communication across the curriculum will help address this need cited by the alumni. A need for analysis of research skills and reasoning in communication will be addressed by the school improvement plan's goal to improve reasoning and analyzing information across all subject areas.

School Student Data – Student Assessment Data

Achievement Data

Standardized Tests
Marshall Elementary school improvement decisions are developed based on a number of student achievement data. Student achievement information is an important type of data to analyze. Educators understand that achievement data is gathered in forms other than standardized test data. A comprehensive assessment
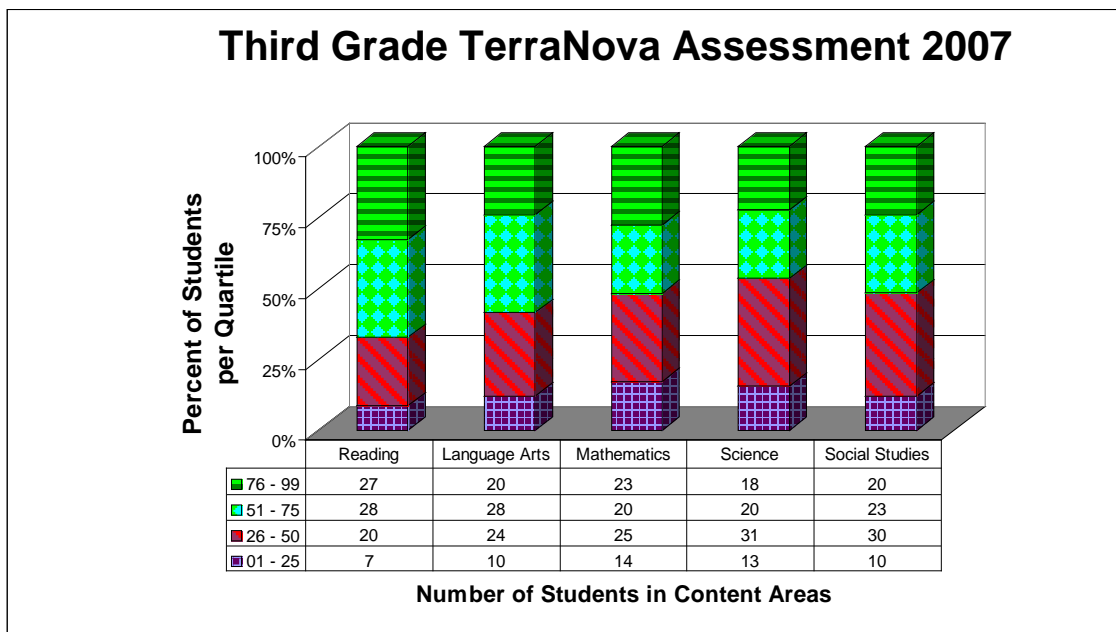
plan incorporates data from three levels. Large-scale assessment data, such as the Terra Nova provides the school community a broad view of the district's achievement. Periodic assessments provide immediate results of student performance on key learning standards. Educators use assessments including, SRI, DRA, and common assessments to monitor student performance. On going classroom assessment and use of data is an integral part of each teacher's professional practice. Marshall Elementary School has adopted a cyclic practice of assessing, analyzing, planning and implementing interventions based on data to drive student achievement.
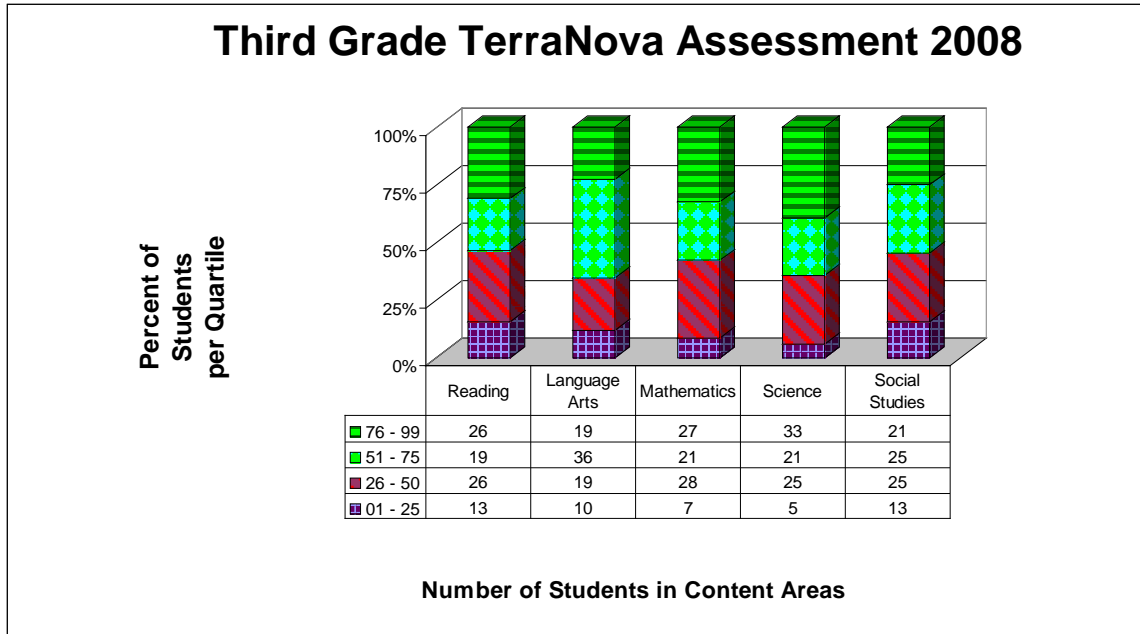
This process is integrated at the school, team and classroom level.

Analyzing performance standards indicates assessing the depth of each student's conceptual understanding, knowledge, and skills.
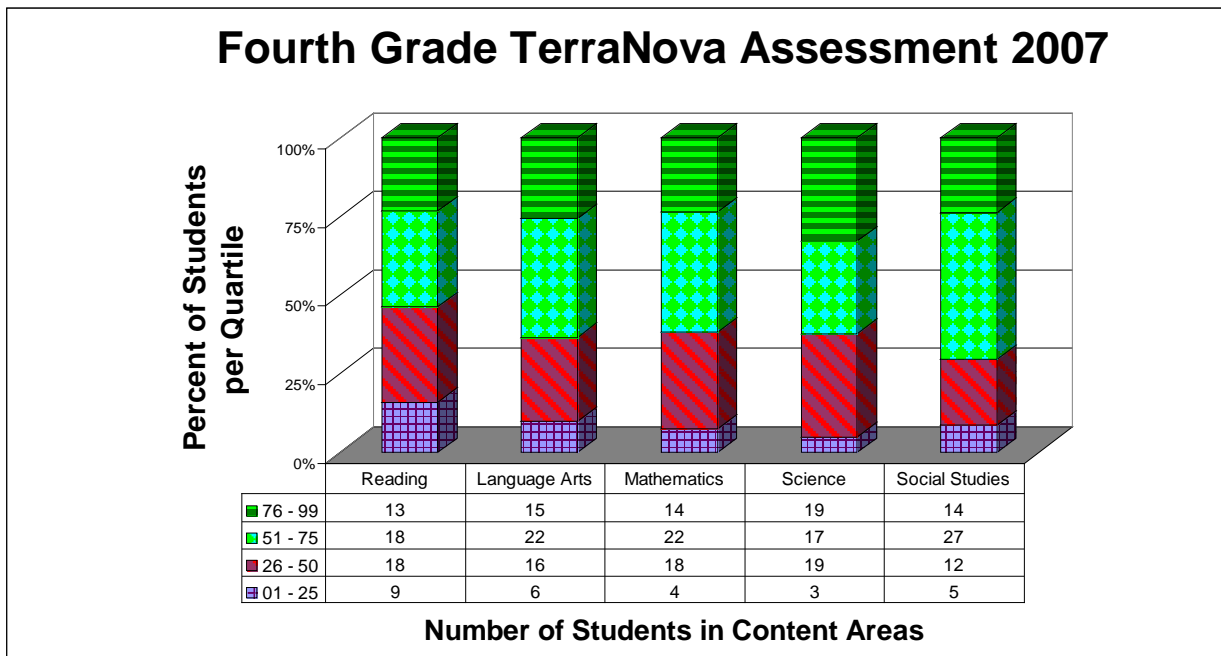
Triangulation of the data includes information gained from standardized achievement assessment, (Terra Nova), and common assessments (Problem Solving Prompts, Writing Prompts, and DRA), demographic data and perception data (parent and student surveys). Based on the data we studied and the patterns we have observed, we found that problem solving across the curriculum, general reasoning and written communication were areas of weakness that appeared across the scope of the analysis.

Terra Nova

Third Grade TerraNova Assessment 2007

	Reading	Language Arts	Mathematics	Science	Social Studies
76 - 99	27	20	23	18	20
51 - 75	28	28	20	20	23
26 - 50	20	24	25	31	30
01 - 25	7	10	14	13	10

Number of Students in Content Areas

(Y-axis: Percent of Students per Quartile — 0%, 25%, 50%, 75%, 100%)

Third Grade TerraNova Assessment 2008

Percent of Students per Quartile

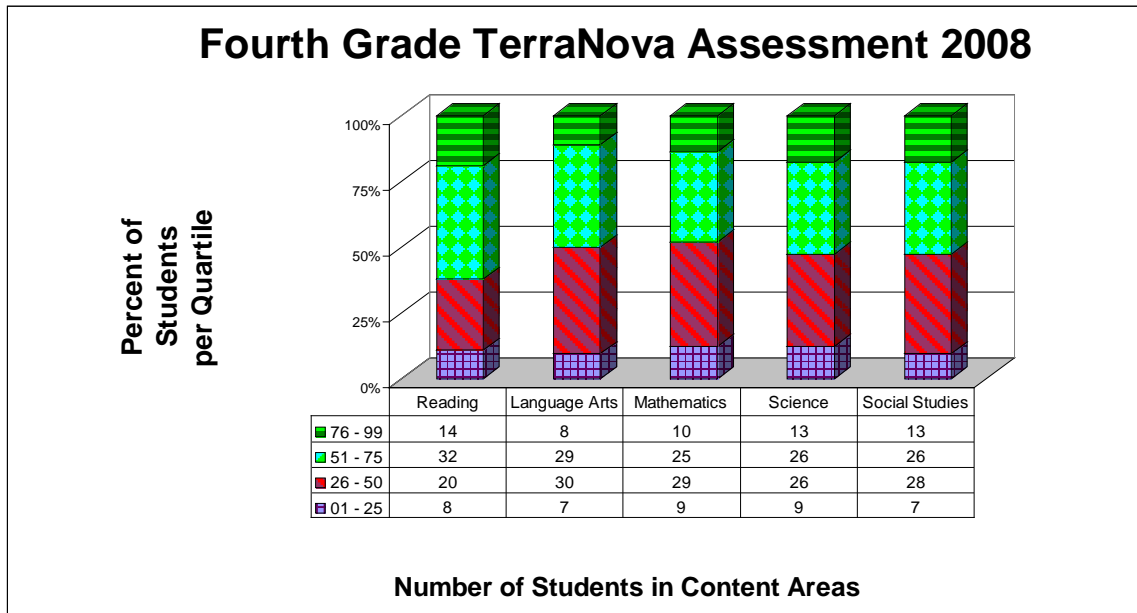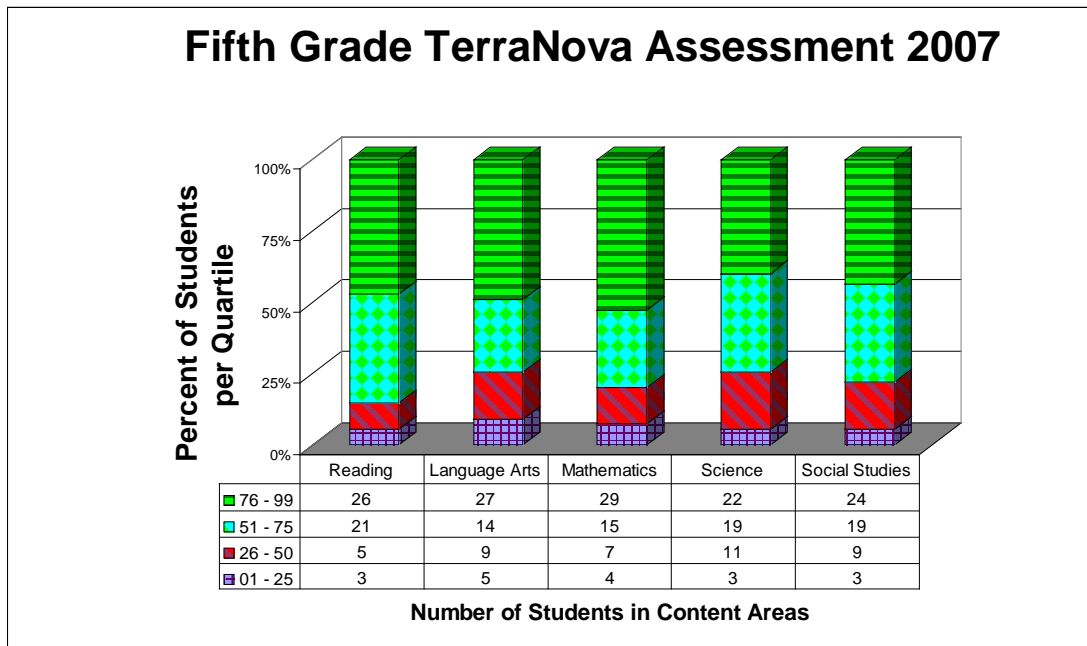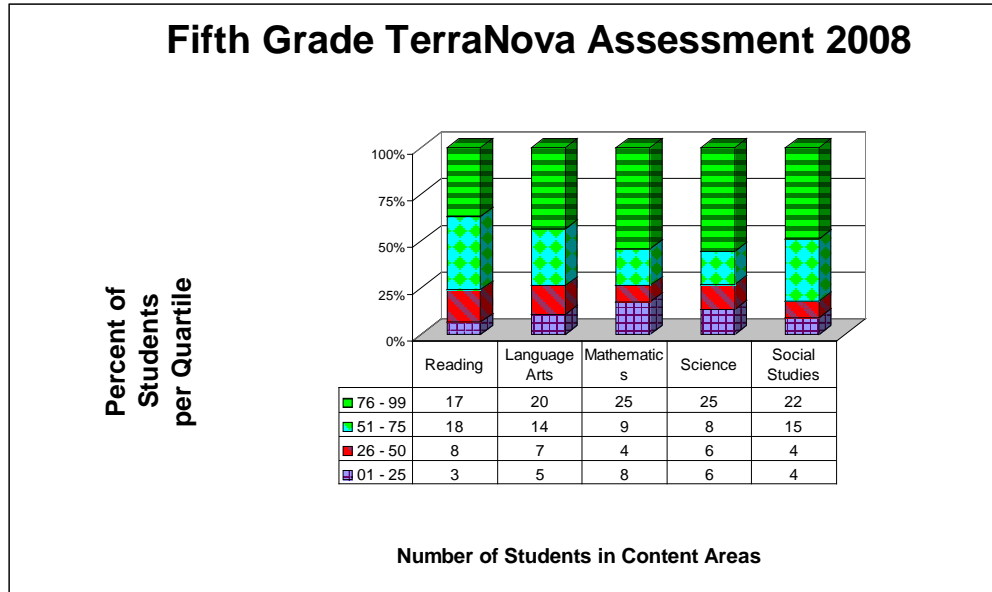|	Reading	Language Arts	Mathematics	Science	Social Studies
76 - 99	26	19	27	33	21
51 - 75	19	36	21	21	25
26 - 50	26	19	28	25	25
01 - 25	13	10	7	5	13

Number of Students in Content Areas

The tables above show the performance of Marshall Elementary School 3rd grade students on the Terra Nova assessment for the school years 2007-2008. Mathematics data show a decrease in the top and bottom quartiles and an increase in the middle two quartiles. The Language Arts data show a decrease in the top quartile, an increase in the middle two quartiles and the bottom quartile remained static.

Fourth Grade TerraNova Assessment 2007

Percent of Students per Quartile

	Reading	Language Arts	Mathematics	Science	Social Studies
76 - 99	13	15	14	19	14
51 - 75	18	22	22	17	27
26 - 50	18	16	18	19	12
01 - 25	9	6	4	3	5

Number of Students in Content Areas

Fourth Grade TerraNova Assessment 2008

Percent of Students per Quartile

	Reading	Language Arts	Mathematics	Science	Social Studies
76 - 99	14	8	10	13	13
51 - 75	32	29	25	26	26
26 - 50	20	30	29	26	28
01 - 25	8	7	9	9	7

Number of Students in Content Areas

The tables above show the performance of Marshall Elementary School 4th grade students on the Terra Nova assessment for the years 2007-2008. Mathematics data had a decrease in the top quartile and an increase in the bottom three quartiles. Language Arts data show a decrease in the top quartile and an increase in the bottom three quartiles.
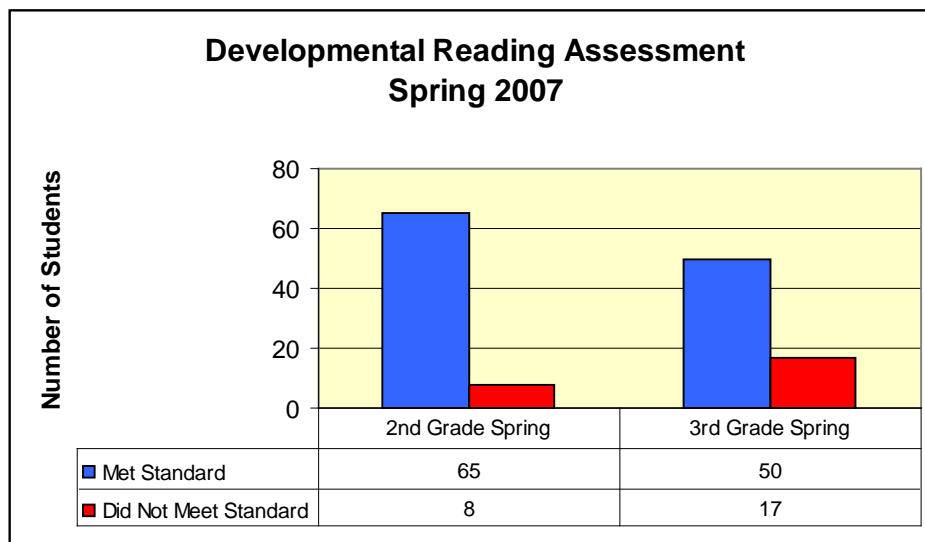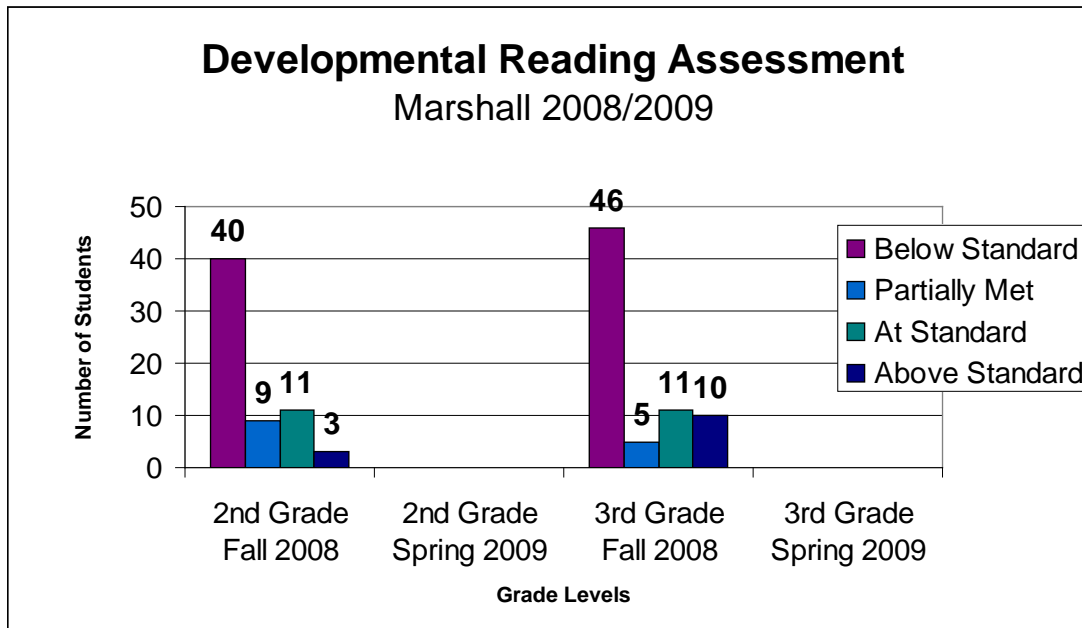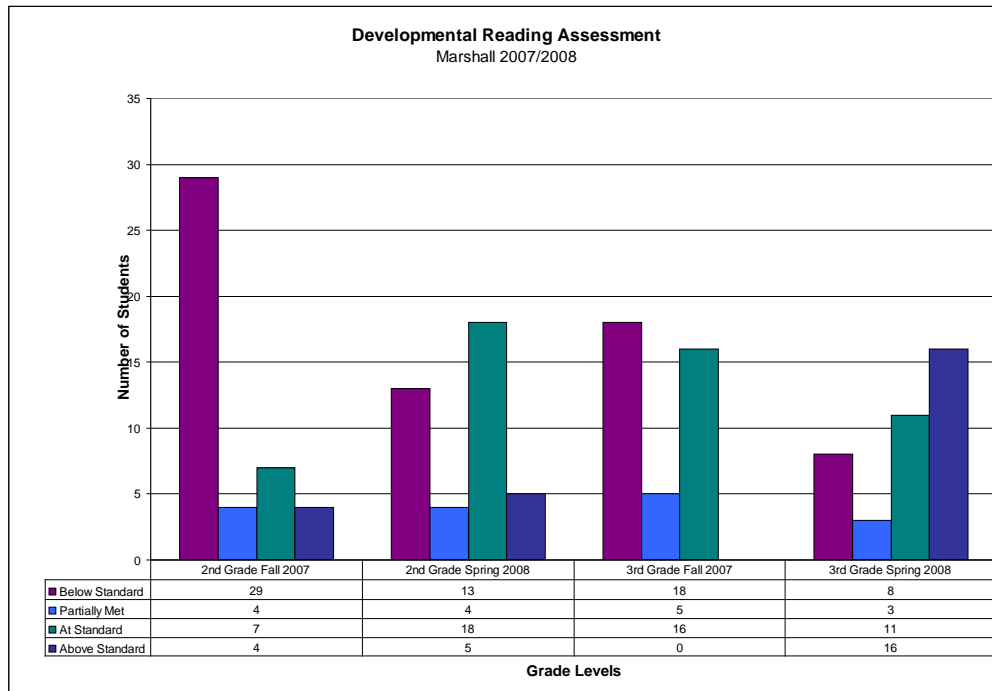
Fifth Grade TerraNova Assessment 2007

Percent of Students per Quartile

	Reading	Language Arts	Mathematics	Science	Social Studies
76 - 99	26	27	29	22	24
51 - 75	21	14	15	19	19
26 - 50	5	9	7	11	9
01 - 25	3	5	4	3	3

Number of Students in Content Areas

Fifth Grade TerraNova Assessment 2008

Percent of Students per Quartile

	Reading	Language Arts	Mathematics	Science	Social Studies
■ 76 - 99	17	20	25	25	22
■ 51 - 75	18	14	9	8	15
■ 26 - 50	8	7	4	6	4
■ 01 - 25	3	5	8	6	4

Number of Students in Content Areas

The tables above show the performance of Marshall Elementary School 5th grade students on the Terra Nova assessment for the years 2007-2008. Mathematics data show an increase in student population in the bottom quartile and a decrease in the top two quartiles. Language Arts data show a decrease in the top quartile and other quartiles remain static.

Other Common (Every-Student) Measures
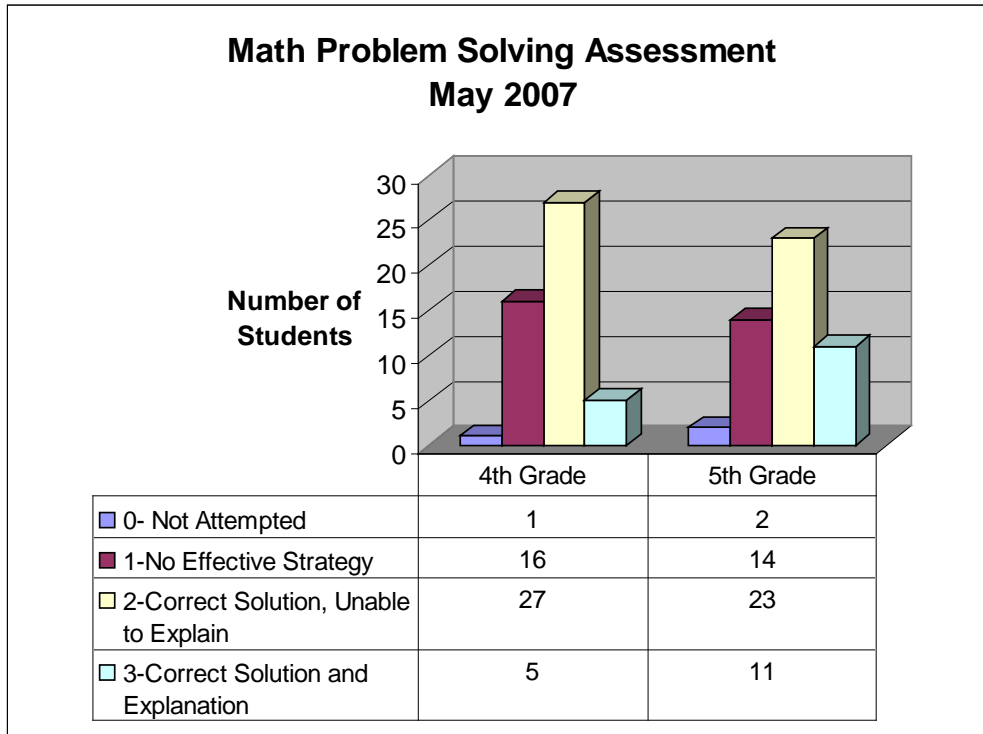
Periodic Common Assessments

Developmental Reading Assessment
Spring 2007

Number of Students

	2nd Grade Spring	3rd Grade Spring
■ Met Standard	65	50
■ Did Not Meet Standard	8	17

The above chart shows that eight 2nd grade students did not meet the standard for Developmental Reading Assessment. Sixty-five 2nd grade students met the standard. Seventeen 3rd grade students did not meet the standard and fifty 3rd grade students met the standard.

Developmental Reading Assessment
Marshall 2007/2008

	2nd Grade Fall 2007	2nd Grade Spring 2008	3rd Grade Fall 2007	3rd Grade Spring 2008
Below Standard	29	13	18	8
Partially Met	4	4	5	3
At Standard	7	18	16	11
Above Standard	4	5	0	16

Grade Levels

Developmental Reading Assessment
Marshall 2008/2009

- Below Standard
- Partially Met
- At Standard
- Above Standard

2nd Grade Fall 2008: 40, 9, 11, 3
3rd Grade Fall 2008: 46, 5, 11, 10

Grade Levels

The chart above shows 2nd and 3rd grade student performance on pre and post test Developmental Reading Assessments for the school year 2007-2008. Data shows a

decrease in the *below standard* score in both 2nd and 3rd grade students. Also, data shows an increase in the *at standard* and *above standard* scores from the pre-test to the post-test.

Math Problem Solving Assessment
May 2007

Number of Students

	4th Grade	5th Grade
☐ 0- Not Attempted	1	2
■ 1-No Effective Strategy	16	14
☐ 2-Correct Solution, Unable to Explain	27	23
☐ 3-Correct Solution and Explanation	5	11

The chart above shows five out of forty-nine 4th grade students were able to solve the problem correctly and explain their reasoning. Forty four students were unable to solve the problem and/or explain their thinking. Eleven out of fifty 5th grade students were able to solve the problem and provide an explanation. Thirty-nine students were unable to solve the problem and/or explain their strategies. This data shows a weakness in the area of problem solving with students unable to use effective strategies to solve problems. Although, many students were able to solve the problem, they were unable to explain their reasoning.
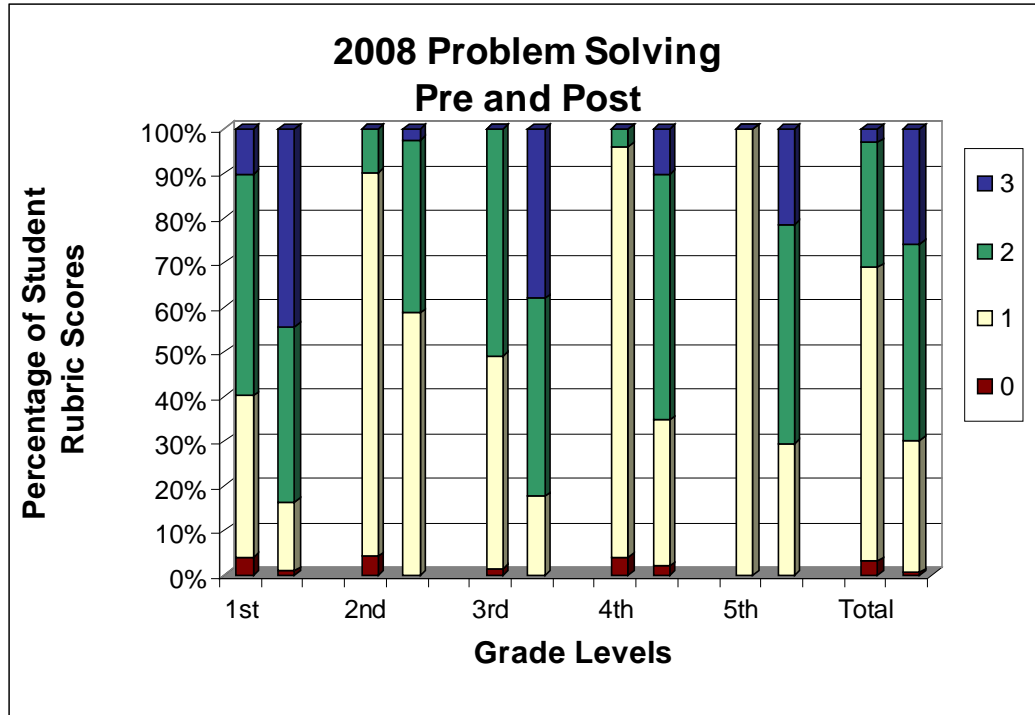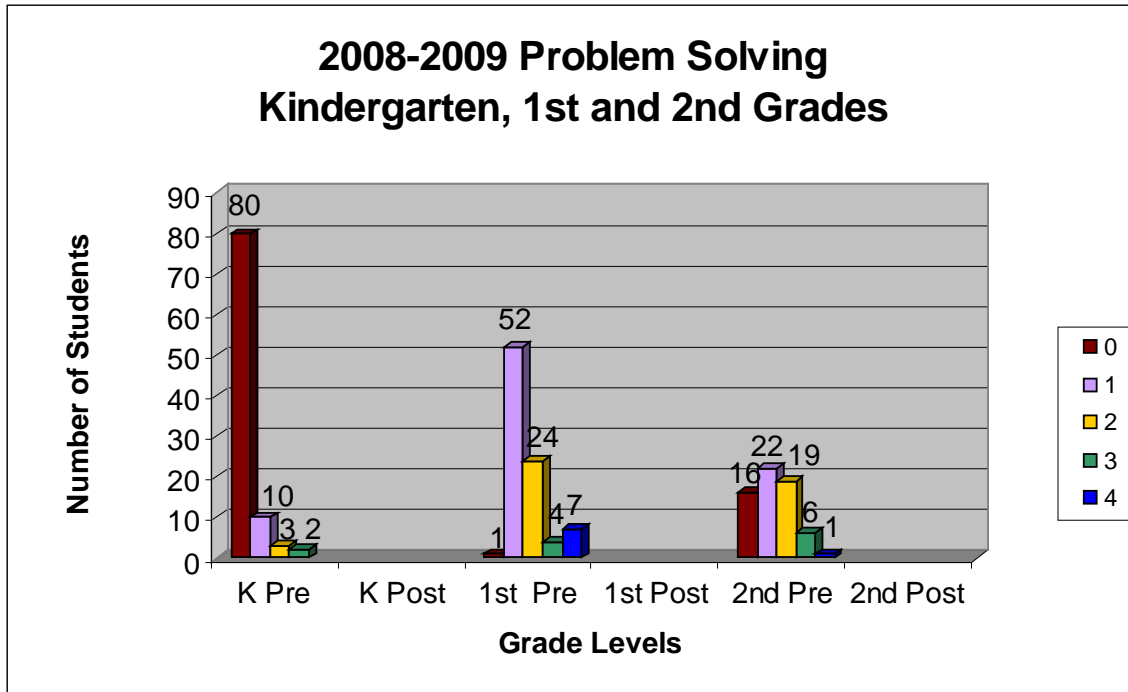
Problem Solving Rubric

3 – The student selects a strategy that enables them to reach an acceptable solution(s) for the problem.   The student is able to explain their problem solving process clearly.

2 – The student selects a strategy that enables them to reach an acceptable solution(s) for the problem. However, the student is unable to explain their problem solving process clearly.

1 – The student is unable to select an effective strategy to reach an acceptable solution for the problem. The student is unable to explain their problem solving process.

0 – No attempt is made by student.

The chart above shows data from the pre and post problem solving assessment from the school year 2007-2008. Total school data show an increase in scoring in the second and third level of the rubric. Data show a decrease in the zero and one level of the rubric.

2008-2009 Problem Solving Kindergarten, 1st and 2nd Grades

Problem Solving Rubric

0-No response given
1-Does not meet expectations
2 Partially meets expectations
3 Meets expectations
4-Exceeds expectations

Data show the number of students at each rubric level for Kindergarten, 1st and 2nd grades. On the pre-test, 90 out of 95 Kindergarten students scored at the 0 and 1 rubric levels, 53 first grade students scored at the 0 and 1 rubric levels and 38 second grade students scored at the 0 and 1 rubric levels. Post tests will be administered in May 2009 and data will be analyzed to assess student growth.

2008-2009 Problem Solving
3rd, 4th and 5th Grades
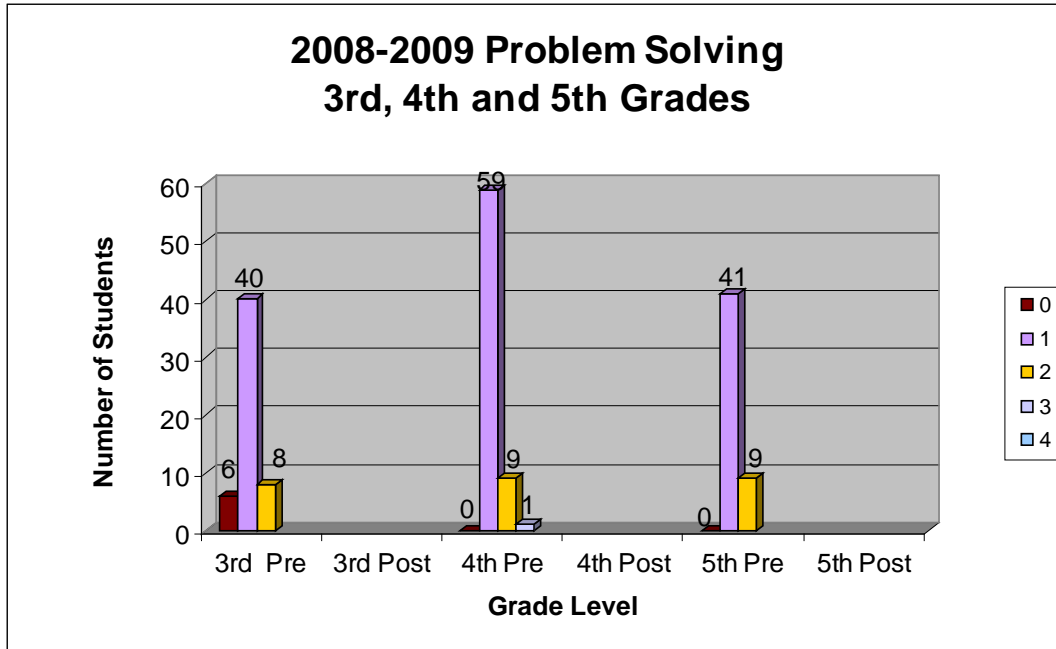
Problem Solving Rubric

0-No response given
1-Does not meet expectations
2 Partially meets expectations
3 Meets expectations
4-Exceeds expectations

Data show the number of students at each rubric level for 3rd, 4th and 5th grade students. On the pre-test, 46 out of 54 third grade students scored at the 0 and 1 rubric level, 59 out of 72 fourth grade students scored at the 0 and 1 rubric level and 41 out of 50 fifth grade students scored at the 0 and 1 rubric level. Post tests will be administered in May 2009 and data will be analyzed to assess student growth.
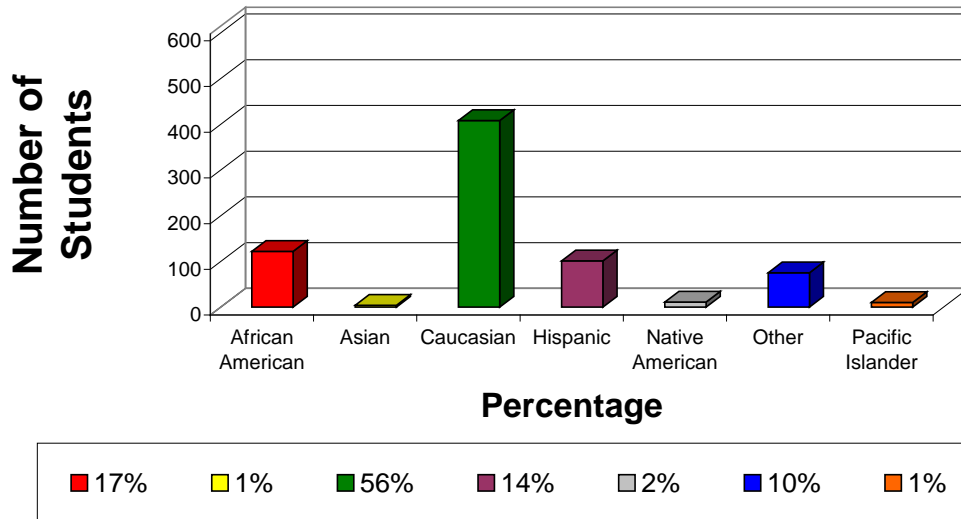
Enrollment by Grade Level
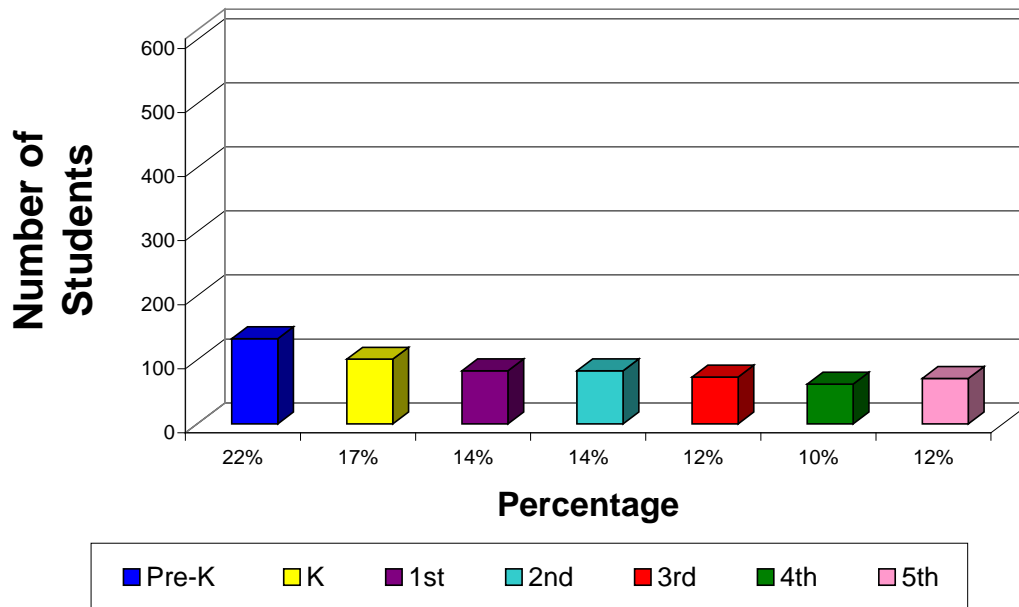
*The percentage equates to the total number of students in the school.

Marshall Elementary School has a current enrollment of 641 students. These students are broken into grade levels from Pre-Kindergarten to 5th grade. One-hundred and thirty-three children in Pre-Kindergarten, one-hundred and six children in Kindergarten, one-hundred and one children in first grade, eighty-three children in second grade, seventy-four in third grade, sixty-two children in fourth grade, and seventy-one children in fifth grade comprise the grade levels.
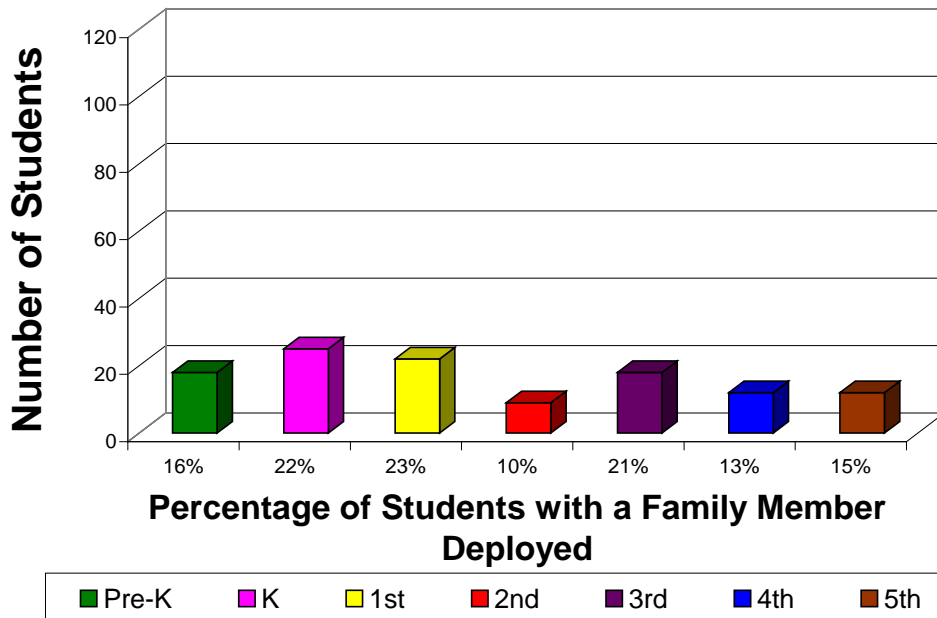
Enrollment by Ethnicity Groups

*The percentage equates to the total number of students in the school.

Marshall Elementary School is comprised of a diverse student body. Using the Chancery system data, the ethnicity of our student population is broken into seven categories. The current student enrollment incorporates fifty-six percent Caucasian, seventeen percent African American, fourteen percent Hispanic, ten percent Other Ethnic Backgrounds, two percent Native American, one percent Pacific Islander, and one percent Asian.

Deployment By Grade Level

Number of Students (y-axis: 0, 20, 40, 60, 80, 100, 120)

Bars labeled with percentages: 16%, 22%, 23%, 10%, 21%, 13%, 15%

Percentage of Students with a Family Member Deployed

Legend: ■ Pre-K ■ K □ 1st ■ 2nd ■ 3rd ■ 4th ■ 5th

*The percentage equates to the total number of students in the school.

Marshall Elementary School students have parents who are frequently deployed. Currently, they are deployed to a variety of areas throughout the world. Sixteen percent of Pre-Kindergarteners, twenty-two percent of Kindergarteners, twenty-three percent of first graders, ten percent of second graders, twenty-one percent of third graders, thirteen percent of fourth graders, and fifteen percent of fifth graders report at least one family member is currently deployed.

Other Factors

Free and Reduced Lunch	**84.80%**
Special Education Services	**16%**
Mobility Rate	**58.68%**

Marshall Elementary School consists of a community with a consistent change in population due to the global military mission creating a mobility rate of 58.68%. Of the 508 children at Marshall, 84.80% are on free and reduced lunch with 16% of students having their educational needs being met through an Individual Education Plan (IEP). These statistics provide an insight to the Marshall School community of learners.

Marshall Elementary School community has a variety of services available on the Ft. Campbell Army Installation to meet each family's individual needs.

1. Army Community Services
    a. Lending Closet: loans a variety of household items to all incoming personnel
    b. Variety of Classes: citizenship, ESL, newcomers and deployment briefings

2. Family Member Employment Readiness Program
    a. Individual Employment Counseling
    b. Job Search Skills Training
    c. Local Job Leads and Information

3. Military Family Life Consultant
    a. Counseling to individual, couples, or groups to address life   problems

4. Armed Services YMCA
    a. Organized activities for youth
    b. CPR and First Aid Classes
    c. Babysitting Training

5. Morale Welfare Resource
    a. Youth Services
    b. Community Events
    c. Recreation Centers

6. School Age Services
    a. Character Building Youth Activities
    b. Recreation Services for Children
    c. Child-care services

7. Exceptional Family Member Program
    a. Support for Identified Children with Medical Needs
    b. Recreational and Social Activities for Identified Children with
        Medical Needs

School Instructional Data

Marshall Elementary School Environmental Scan

We began looking at current trends that students need to be successful in the future we found that much of the material we wanted to look at was in an electronic or on-line format. Our school first assessed where we were in preparing our students for the future. How do our current instructional strategies help us achieve our goals or do they hinder our goals? We then looked at what experts are saying students will need to be able to accomplish as adults in order to be successful in a world that is constantly changing. Our question…How do we prepare children for a world that we really do not know about? Changes in society and technology are altering so fast, we feel we must prepare our children to be able to think, reason, collaborate, communicate and accept diversity of an ever-changing global society.
We decided to use the following web quest to help us see what current trend would help us prepare our students to be successful in the future. We took time during PD days to look through the various articles of research and then met together and discussed what we found that would be important and lead our students on to being successful adults.

Our Findings

To be successful in the future one must be able to:

- Reason and Problem Solve
- Communicate well in Writing and Orally
- Work Collaboratively
- Respect Diversity
- Understand Change

Marshall Elementary School WebQuest
Environmental Scan

Thoughtful Learners Achieving Success

Key Question: What are the most important things we can develop in our students that will help them in the kind of world in which they are likely to live?

Definition: Environmental scan data is information about society and the world that we may use to determine the skills, knowledge and abilities our students will need in order to be successful in "their future". It helps us understand the world in which our school may exist at various times in the future. It helps us know what we may have to adapt to be successful in such a new world. It pulls together key trends and predictions from good sources to give us a sense of the range of possible futures our students may experience.

- *Please view the PowerPoint in number 1, 2020 Graduates as a grade level team after you complete Curriculum Mapping on October 24th*
- *Please choose one of the other links below and report back at our Wednesday Meeting on October 31, 2007 with at least three comments on how this information relates to what you do in school?*
- *What's one idea you can start implementing to better prepare students for their future?*

1. **2020 Graduates (Takes a little while to open)**
http://www.lps.k12.co.us/schools/arapahoe/warriorportal/2020vision.mov

2. **Education for the 21st Century**
http://www.eschoolnews.com/news/showstory.cfm?ArticleID=6485

3. **Top Ten Resources for Education Futurists**
http://www.educationfutures.com/category/books/

4. **Parent Toolbox**

http://www.ed.gov/parents/academic/involve/schoolbox/index.html

5. Education for the 21st Century 2
http://www.eschoolnews.com/news/showstory.cfm?ArticleID=4523

6. What Works
http://ies.ed.gov/ncee/wwc/

7. DoDEA Data
http://www.dodea.edu/datacenter/index.cfm