

Pierce Terrace Elementary School Profile



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Dea Wages – Team Member
Amber Cerchione – Parent Representative
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Core Values / Belief Statements

Within our school community we believe that:

- All learners will have opportunities to achieve their greatest potential in all areas.
- We must encourage, support and expect all learners to meet their individual goals.
- Responsibility for one's self is an important part of learning and growing.
- Maximum success is achieved when teachers, students and parents work together.
- Students, parents and staff should respect themselves, each other, their families, school property and individual differences.
- Everyone has a shared responsibility and ownership for our school.

Vision

Pierce Terrace and Community

UNITED

Building Lifelong Learners for the 21st Century.



Mission

*To Provide an Exemplary Education that Inspires
and Prepares All DoDEA Students for Success
in a Dynamic, Global Environment.*

Overview of the Community and the School

Pierce Terrace Elementary School provides educational services for military dependents in grades pre-kindergarten through second grade whose parents reside in permanent housing on Fort Jackson. Fort Jackson is the largest and most active Initial Entry Training Center in the U.S. Army, training 50 percent of all Soldiers and 80 percent of the women entering the Army each year. Providing the Army with trained, disciplined, motivated and physically fit warriors who espouse the Army's core values and are focused on teamwork is the post's primary mission. Accomplishing that mission means training in excess of 50,000 basic training and advanced individual training Soldiers every year.

The post has other missions as well. Fort Jackson is home to the U.S. Army Soldier Support Institute, the U.S. Army Chaplains Center and School and the Defense Academy for Credibility Assessment (formerly the Department of Defense Polygraph Institute). An additional 12,000 students attend courses at the Soldier Support Institute, Chaplain Center and School and Drill Sergeant School annually.

The fort continues to grow as a result of the Base Realignment and Closure Commission's decision to make Fort Jackson the home of the Army's only Drill Sergeant School, the Armed Forces Chaplain Center and the 81st Regional Reserve Command.

Another exciting change has arrived in the form of family housing with the Residential Communities Initiative (RCI). Balfour-Beatty, a private contractor, is currently demolishing old quarters and building new homes. The end result will be 640 new and 210 renovated homes for Army families.

Pierce Terrace Elementary was built in 1972 in Columbia, South Carolina. It was originally constructed as a bomb shelter. The classrooms were originally configured into an "open space" concept. Later accordion-styles walls were installed to allow for both self-contained classrooms and open areas for instruction. Currently, the physical plant at Pierce Terrace Elementary School is a traditional building with 15 classrooms. The school also houses an Information Center, music room, art room, health office, and a multi-purpose room that is used as our cafeteria, gymnasium, and auditorium. Additional facilities include a computer lab. In 2004, a Pre-Kindergarten annex was built to provide up to date classrooms for our younger students.

Since 1996, Pierce Terrace Elementary has been part of several Department of Defense Domestic Dependents' Elementary and Secondary Schools (DDESS) consolidations. Currently, the school is part of the South Carolina / Fort Stewart – DDESS System. In 2008, Pierce Terrace Elementary combined with CC Pinckney Elementary to form one school and worked on improvement efforts together to meet the needs of Fort Jackson students. This organization of both schools was under the leadership of one principal. However, the decision for Pierce Terrace to operate separate from CC Pinckney was made during the fall of 2009. In Dec 2009, Brian Perry was hired to be the new principal at Pierce Terrace.

School Program

Curriculum standards = content + process and performance standards

Pierce Terrace Elementary School's academic curriculum is in compliance with DoDEA requirements and curriculum standards in academic disciplines: Reading/Language Arts, Math, Science, Social Studies. The faculty and staff are committed to following the DoDEA Community Strategic Plan (CSP) with the #1 goal being Highest Student Achievement.

The DoDEA curriculum grade-level standards guide instructional planning as well as formative assessments used by the teachers. In addition to the academic areas of Reading/Language Arts, Mathematics, Science and Social Studies, students receive instruction or participate in:

- Guidance
- FLES (Foreign Language in the Elementary School)
- Music Education
- Physical Education
- Visual Arts Education
- Technology
- Media

For students requiring extra academic support, Pierce Terrace Elementary School offers the following programs:

- Mild-Moderate / Moderate-Severe Learning Impaired Program
- Pre-School Child Development Program for 3/4 year-olds (PSCD)
- Speech / Language Services
- Reading Intervention
- Extended Learning Opportunities (ELO) – Grades 1 & 2
- English as a Second Language (ESL)

Students are encouraged to build character by using the correct Kelso Choice when a problem arises. The Kelso Choice program ties directly to our Pierce Terrace Peace Flag. To build character, leadership and teamwork among our students, the Pierce Terrace Peace Flag flies at the beginning of each day. The flag continues to fly unless a student makes a bad choice. Other leadership opportunities are for students such as conducting morning announcements with Ms. Brown and Ms. Mallory.

An active PTO (Parent Teacher Organization) provides support for the instructional program and school goals. The PTO provides volunteers and/or funds to assist the school in celebrating student success. Also, community involvement is evident through special events, community projects, including Harvest Hope and International Day.

Unique Local Insights

Current School Demographics

Student Population by Gender

n=292

■ Males ■ Females

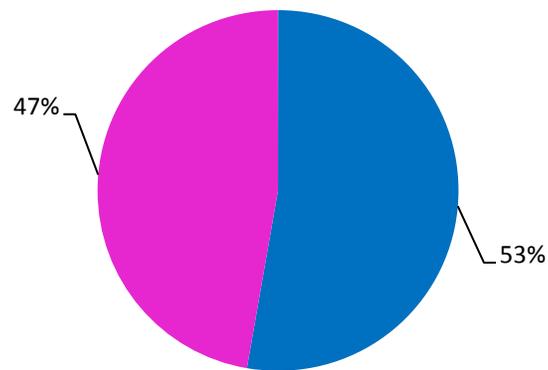


Chart 1.1

Chart 1.1 shows the student population at Pierce Terrace Elementary School by gender. The school population consists of 128 female students (47%) and 143 male students (53%). The total number of students enrolled is currently 271.

Student Population by Race

n=271

- White
- African American
- Asian
- Native American
- Pacific Islander
- Multi-Race
- Decline to State
- Hispanic

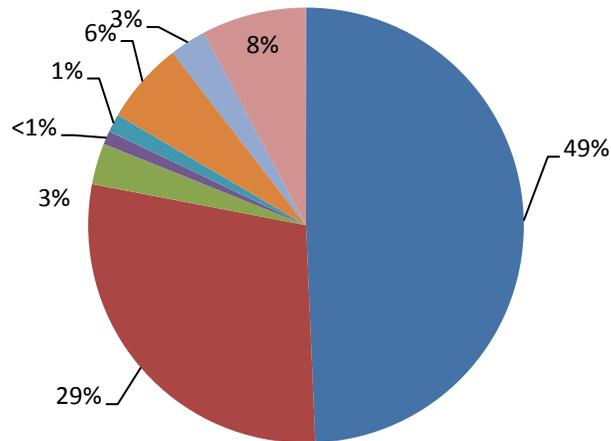


Chart 1.2

Chart 1.2 shows the student population at Pierce Terrace Elementary School by race. The population consists of 146 White students (49%), 85 African American students (29%), 9 Asian students (3%), 18 Multi-Race students (6%), 3 American Indian / Alaskan Native students (1%), 4 Pacific Islander students (3%), 23 Hispanic students (8%) and 8 students (3%) who declined to state. The total number of students enrolled is currently 296.

Student Population by Ethnicity

n=271

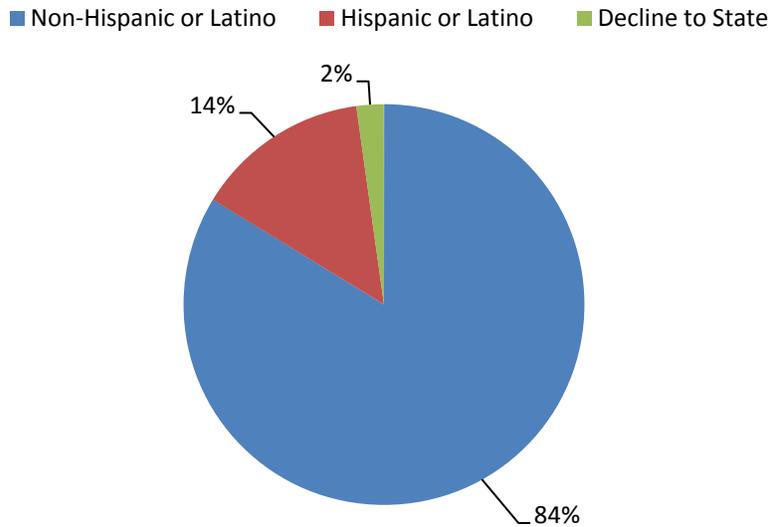


Chart 1.3

Chart 1.3 shows the student population at Pierce Terrace Elementary School by Ethnicity. The population consists of 227 Non-Hispanic or Latino students (84%), 38 Hispanic or Latino students (14%), and 6 students (2%) who declined to state. The total number of students enrolled is currently 271.

Student Population by Lunch Status n=271

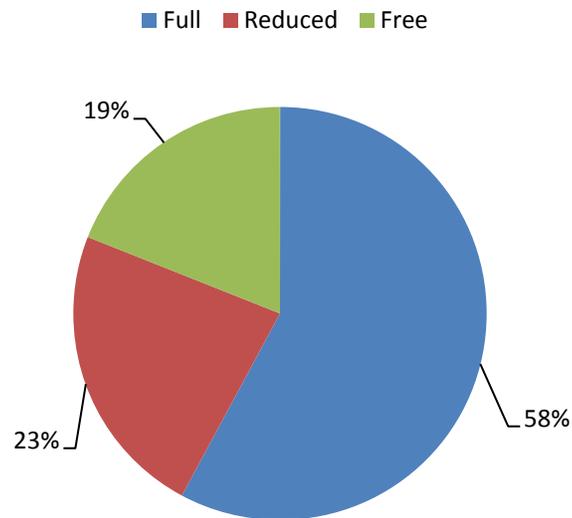


Chart 1.4

Chart 1.4 shows the student population at Pierce Terrace Elementary School by Lunch Status. The population consists of 125 students paying full price (58%), 50 students paying a reduced price (23%), and 41 students receiving free lunch. The total number of students enrolled is currently 216.

Student Population by Services

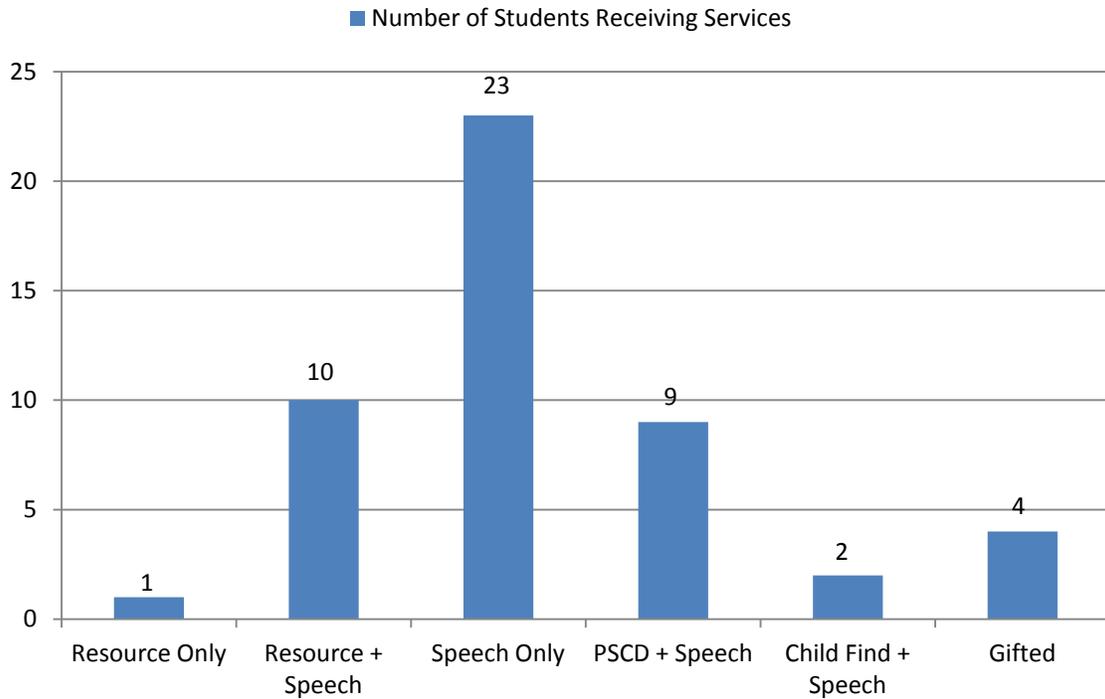


Chart 1.5

Chart 1.5 shows the student population at Services. A total of 11 students (5%) receive resource services. Only one of these resource students does not require speech services. A total of 44 students (20%) receive speech services. Our current enrollment in the Pre-School for Children with Disabilities (PSCD) is 9 students (4%). A total of 4 students (2%) receive gifted services. A total of 169 students (78%) receive no services or are educated only in the general classroom. The total number of students enrolled is currently 216.

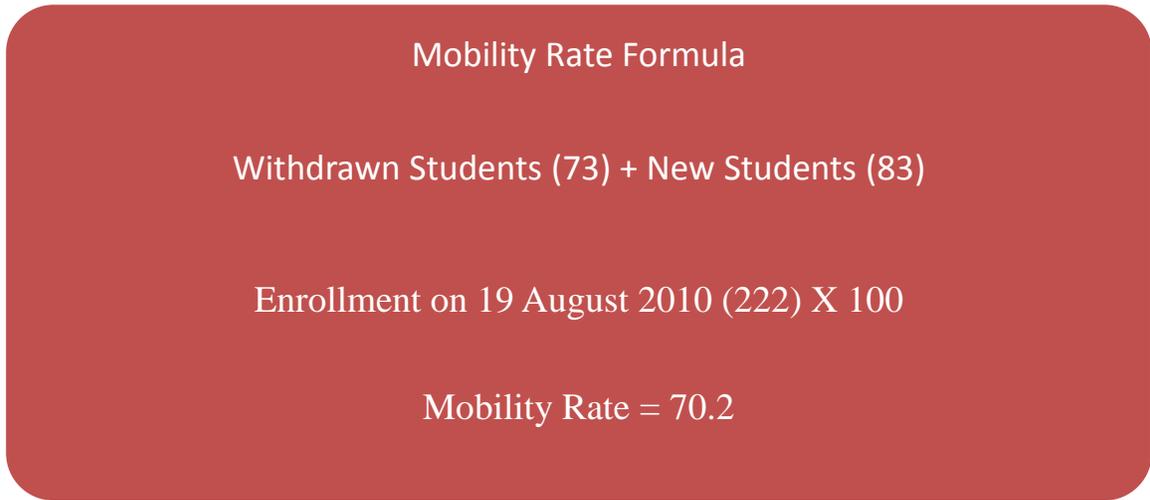


Figure 1.1

Figure 1.1 shows the current mobility rate for this school year as of 10 March 2011.

Existing School Data

Kindergarten Students Scoring "At" or "Above" the Standard on the Developmental Reading Assessment (DRA)

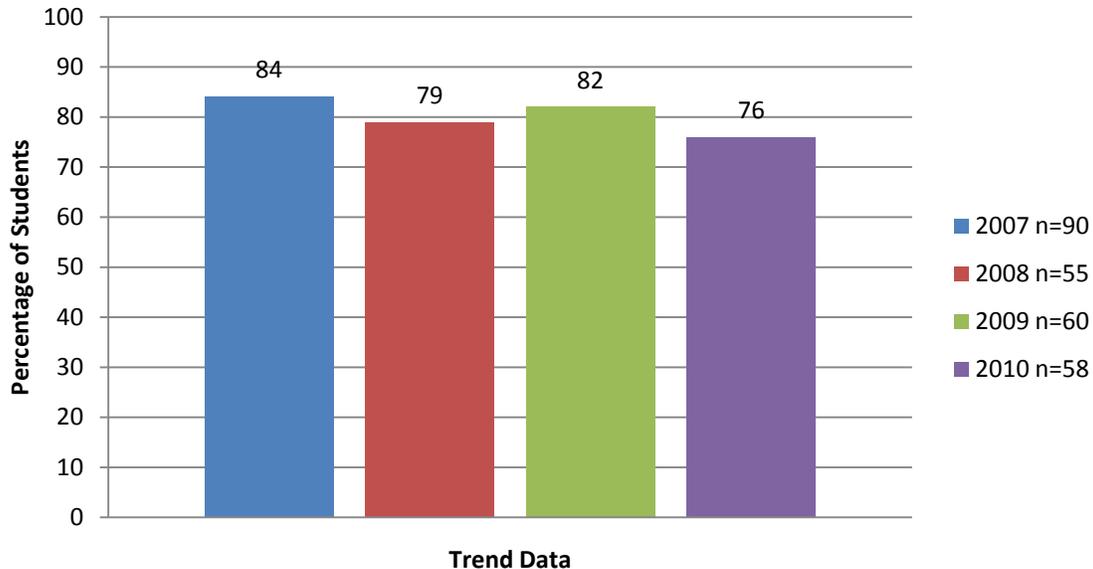


Chart 2.1

Chart 2.1 indicates the percentage of students scoring at or above the local standard of 3 on the Development Reading Assessment (DRA) from 2007 to 2010. Chart 2.1 indicates scores that are consistently over the goal of 75 percent of the students scoring “At” or “Above” the standard. These scores have fluctuated; however show a decrease from 2007 to 2010. The local standard from DRA in this chart is 2. Pierce Terrace will use the standard of 3 when reporting DRA beginning in 2011.

First Grade Students Scoring "At" or "Above" the Standard on the Developmental Reading Assessment (DRA)

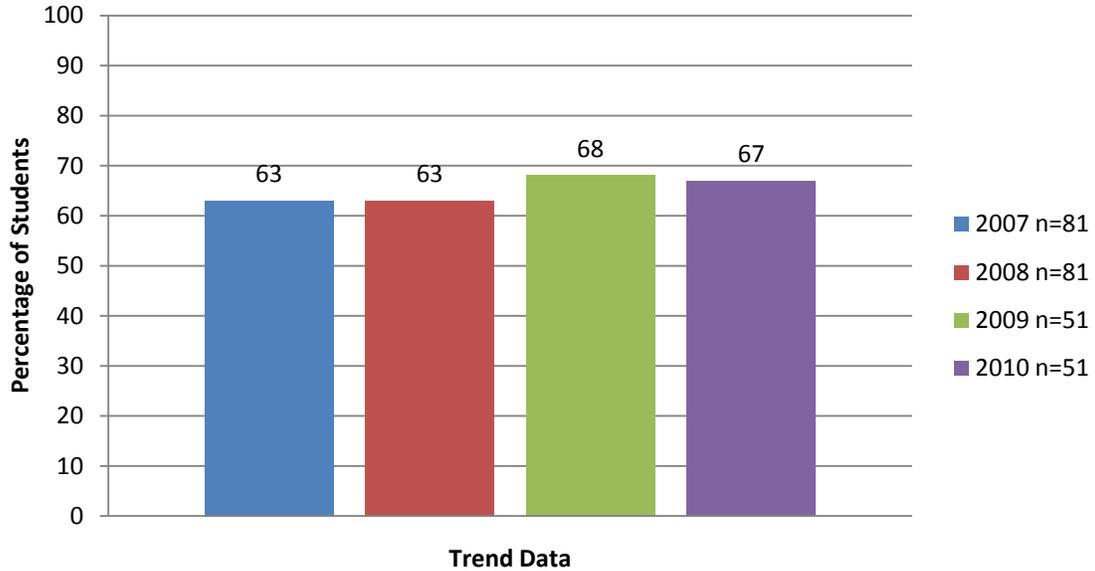


Chart 2.2

Chart 2.2 indicates the percentage of students scoring at or above the local standard of 18 on the Development Reading Assessment (DRA) from 2007 to 2010. Chart 2.2 indicates scores that are consistently below the goal of 75 percent of the students scoring "At" or "Above" the standard. The chart indicates a 4 percent increase in the percentage of students scoring "At" or "Above" the standard from 2007 to 2010. The first grade standard on DRA in this chart is 16. Pierce Terrace will use the standard of 18 when reporting DRA beginning in 2011.

Second Grade Students Scoring "At" or "Above" the Standard on the Developmental Reading Assessment (DRA)

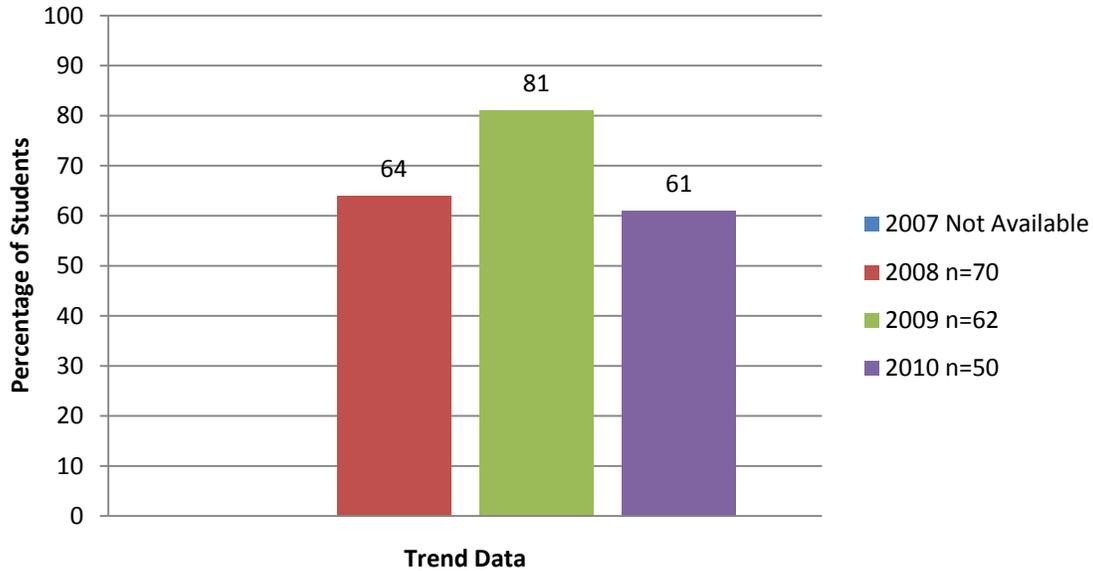


Chart 2.3

Findings: Chart 2.3 indicates the percentage of students scoring at or above the local standard of 28 on the Development Reading Assessment (DRA). Chart 2.3 indicates scores that have fluctuated in terms of the percentage of students scoring "At" or "Above" the standard. The chart indicates a 17 percent increase in the percentage of students scoring "At" or "Above" the standard from 2008 to 2009, however this percentage decreased by 20 percent the following year. The chart indicates a 3 percent decrease in the percentage of students scoring "At" or "Above" the standard from 2008 to 2010. The second grade standard on DRA in this chart is 24. Pierce Terrace will use the standard of 28 when reporting DRA beginning in 2011.

3rd Grade Reading and Language Objective Performance Index (OPI) Scores on TerraNova Multiple Assessments

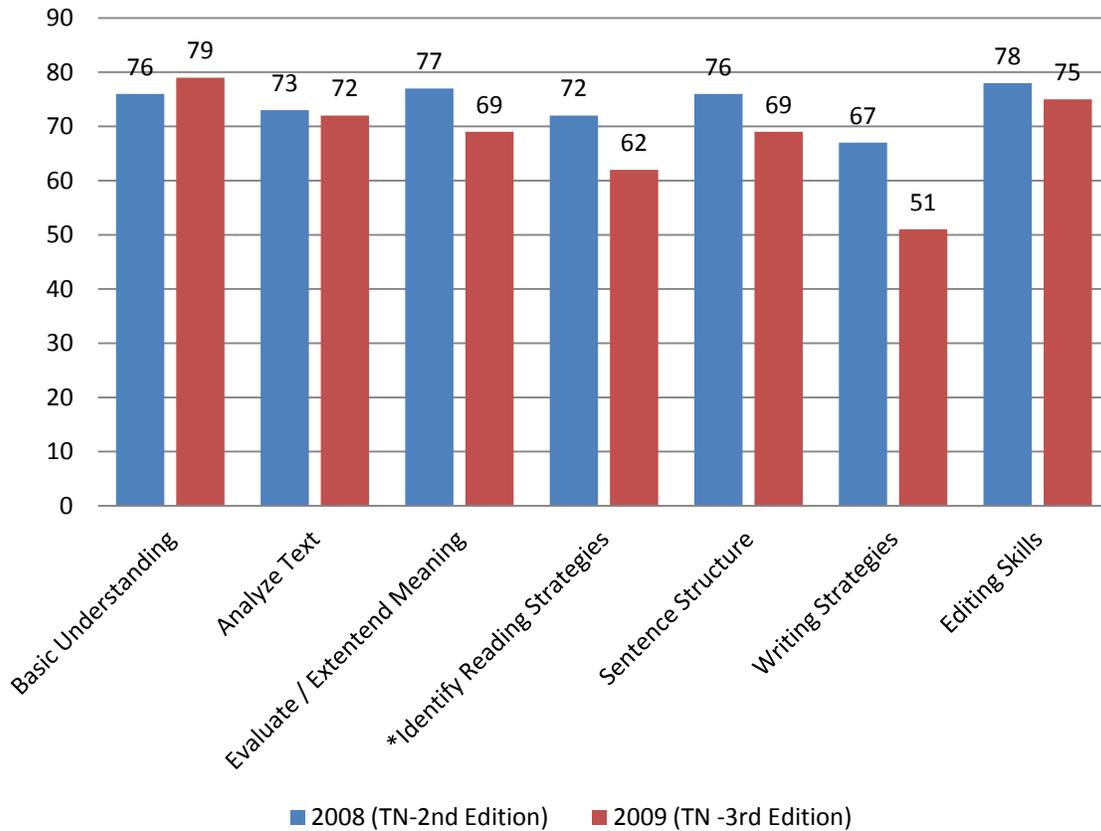


Chart 2.4

Findings: Chart 2.4 indicates 2008 and 2009 scores on TerraNova (2nd and 3rd Editions), specifically the Objectives Performance Index (OPI) scores for 3rd grade students at CC Pinckney Elementary School located on Fort Jackson. The Student OPI score is an estimate of the percentage of items that a student answered correctly out of a possible 100 percent. The maximum possible OPI score is 99. The OPI also breaks down the specific skills in a content area. Chart 2.4 displays OPI scores for Reading and Language. In 2008 and 2009, scores indicate *Identify Reading Strategies* as an opportunity for improvement. These specific skills were lower than all other skills. *On TN 3rd Edition, *Writing Strategies* is identified as *Writing/Reading Strategies* on the language sub skills.

Pierce Terrace students who remain at Fort Jackson after second grade attend CC Pinckney.

Implications for Reading Comprehension

An analysis of data in the area of reading, specifically on the Developmental Reading Assessment (DRA) and 3rd grade TerraNova scores indicates a need to improve reading comprehension. DRA scores have remained around the 75 percent of students scoring “At” or “Above” the local standard; however no steady increase has been shown. When administering the DRA, the report a difference in the accuracy and comprehension levels of students. On TerraNova, scores were low in Reading Strategies when looking at OPI. Based on these scores the staff of Pierce Terrace has chosen to implement the Story Retelling Rubric as its intervention to increase reading comprehension.

Pierce Terrace Students Scoring "Practitioner" or "Expert" on the Exemplars Problem Solving Assessment (Spring 2010)
n=157

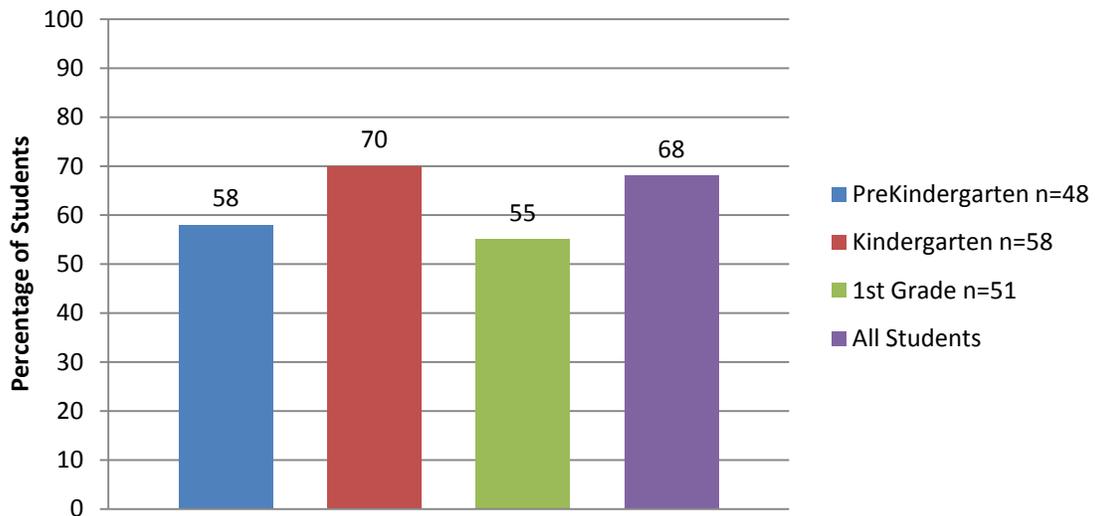


Chart 2.5

Findings: Chart 2.5 indicates the percentage of students scoring at the “Practitioner” or “Expert” level on the Exemplars Problem Solving Assessment during spring 2010. These percentages are below the goal of having 75 percent of students scoring “At” or “Above” standard.

3rd Grade Math Objective Performance Index (OPI) Scores on TerraNova Multiple Assessments

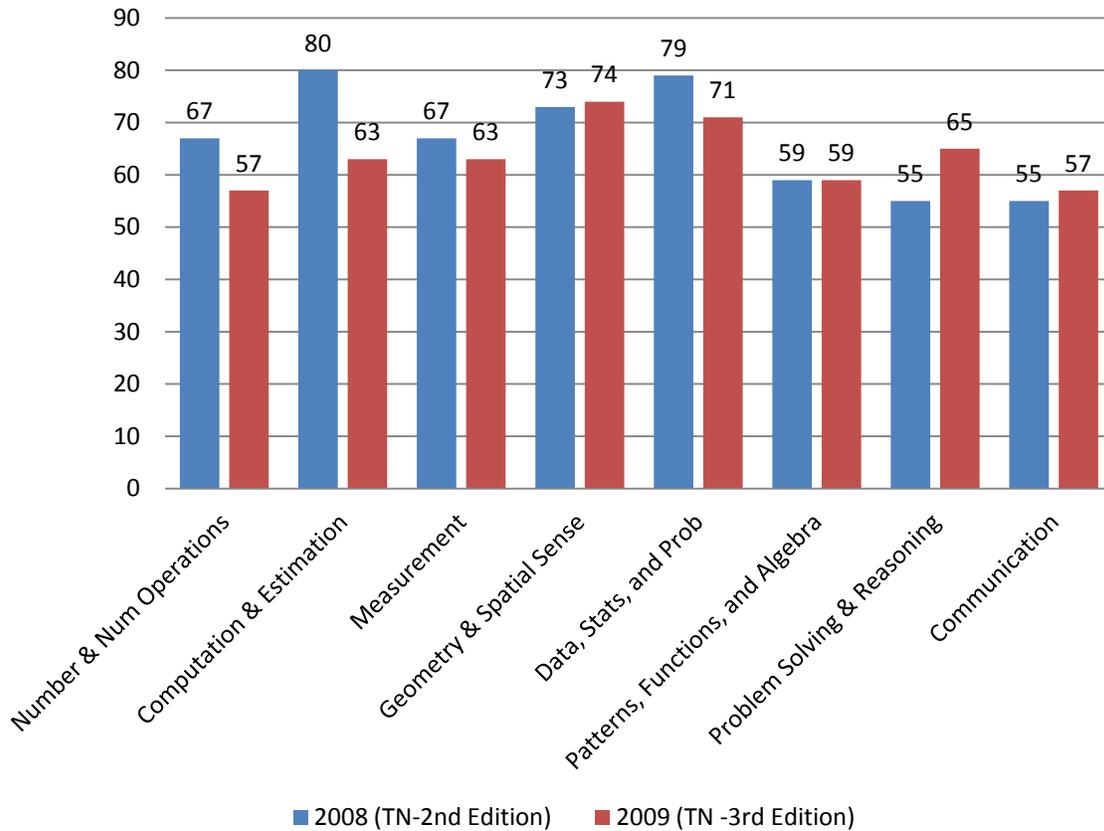


Chart 2.6

Findings: Chart 2.6 indicates 2008 and 2009 scores on TerraNova (2nd and 3rd Editions), specifically the Objectives Performance Index (OPI) scores for 3rd grade students at CC Pinckney Elementary School located on Fort Jackson. The Student OPI score is an estimate of the percentage of items that a student answered correctly out of a possible 100 percent. The maximum possible OPI score is 99. The OPI also breaks down the specific skills in a content area. Chart 2.6 displays OPI scores for Math. In 2008, scores indicate *Problem Solving and Reasoning*, as well as *Communication* as an opportunity for improvement. These specific skills were lower than all other skills in 2008.

Pierce Terrace students who remain at Fort Jackson after second grade attend CC Pinckney.

Implications for Problem Solving

An analysis of data in the area of math, specifically 3rd grade TerraNova OPI scores and recent spring 2010 Exemplars scores indicates a need to improve in the area of problem solving. Based on these scores the staff of Pierce Terrace has chosen to implement the 4 Step Problem Solving Method as its intervention to increase problem solving.

Instructional Data

The principal conducts classroom walk throughs (CWT) and observations a way to identify instructional strategies and grouping strategies at Pierce Terrace. In the appendix, a copy of the CWT document is provided. This document is used to provide teachers with direct and timely feedback on their instructional practices. The principal has a plan in place to share updated data on the entire school each month a faculty meeting.

Community Data and Information

Follow up on former students

Pierce Terrace is looking at creative ways to ensure that we follow up on former students. We will be able to follow up on students that transition to CC Pinckney easily; however we will explore new and effective ways to follow up with students whose parents PSC to another location.

Customer Satisfaction Survey

Previous Customer Satisfaction Survey data is not valid at this time due to the number of responses, as well as the survey was last conducted in when Pierce Terrace and CC Pinckney was combined and under one administration.

The school is excited to report that we had 65 percent participation during the recent Customer Satisfaction Survey in 2010. The results should be out soon and will give us valuable input as we move forward and continuously improve.

Community Data

Pierce Terrace will implement a plan in place to gather data on the community, i.e. branch of service, education level of parents, etc.



Environmental Scan



As we prepare students for the future, the Fort Jackson School Staff reviewed information focusing on future trends. The staff identified information that was helpful in determining the knowledge and skills students will need to be better prepared when completing their formal education and choosing careers.

Some of the major trends from these articles are:

- Our country will become a nation of minorities, and older citizens will outnumber the young.
- To survive in the 21st century continuous improvement will be necessary.
- 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.

For our students' future success, the Fort Jackson School Community believes that good educators will:

- Incorporate life skills in the classroom that will empower students with leadership and social responsibility.
- Our schools will foster information and technology literacy.
- Educators will use a balance of assessments, including authentic assessments.
- Educators will guide students not only to acquire knowledge, but also to effectively and creatively use what they know---and to become continuous learners.

We want to prepare our students for success in a dynamic and global environment.

A few of the resources reviewed by the staff included:

1) *Creating the 21st Century Classroom*

2) *Educational Leadership: Expecting Excellence*, Vol 66, No 2, ASCD Journal, October 2008

3) www.21stcenturyskills.org

4) Trend of the Month, December 2008, 20-20 Foresight by Carolyn Woempner and The Future of Schooling: Educating America in 2014

5) The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need— and What We Can Do About It by Tony Wagner, Basic Books, 2008

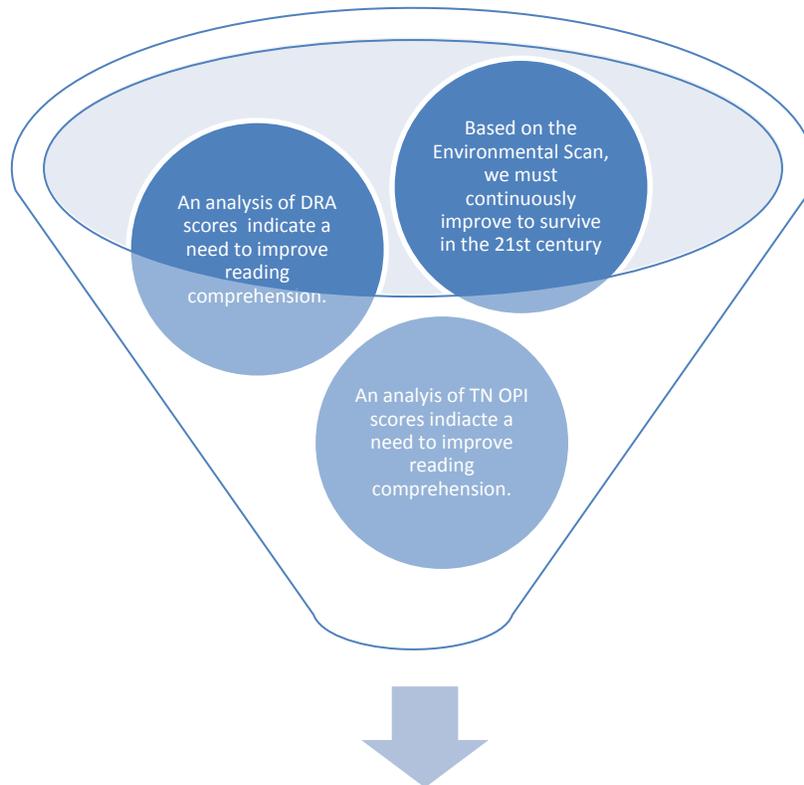
6) A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, 2001. David Krathwohl and Lorin Anderson

7) EDUCATIONSECTOR REPORTS November 2008

8) Measuring Skills FOR THE 21st Century by Elena Silva

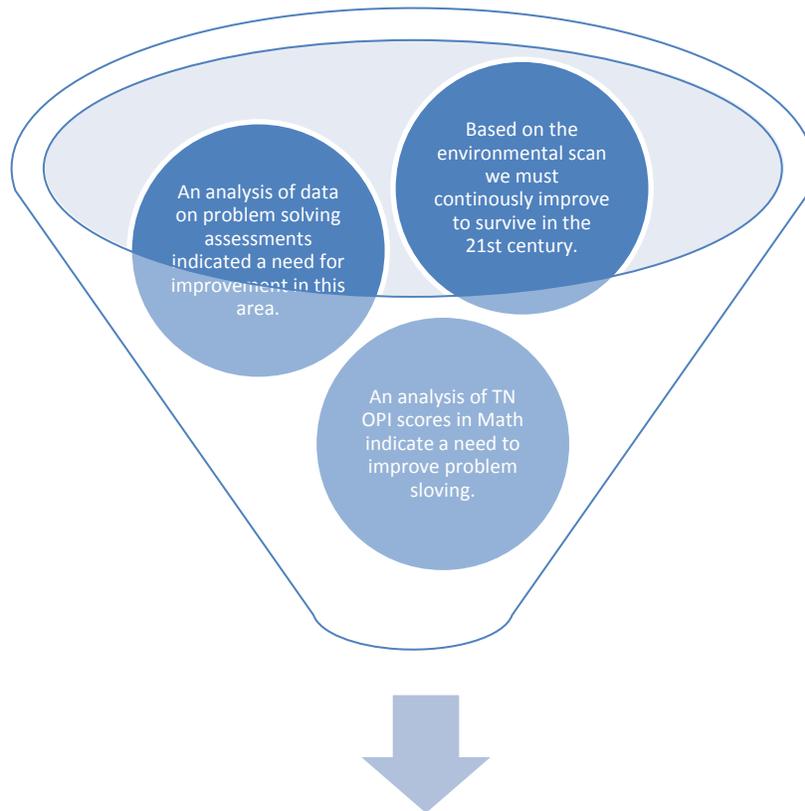
Triangulation of Data

Goal 1



By June 2011, students will improve their reading comprehension skills, by identifying main idea and story elements such as plot, character, setting, and sequence, as measured by an increase in the percentage of students scoring at or above grade level standard on the Developmental Reading Assessment (Grades K-2) and the Story Retelling Rubric (Grades PreK).

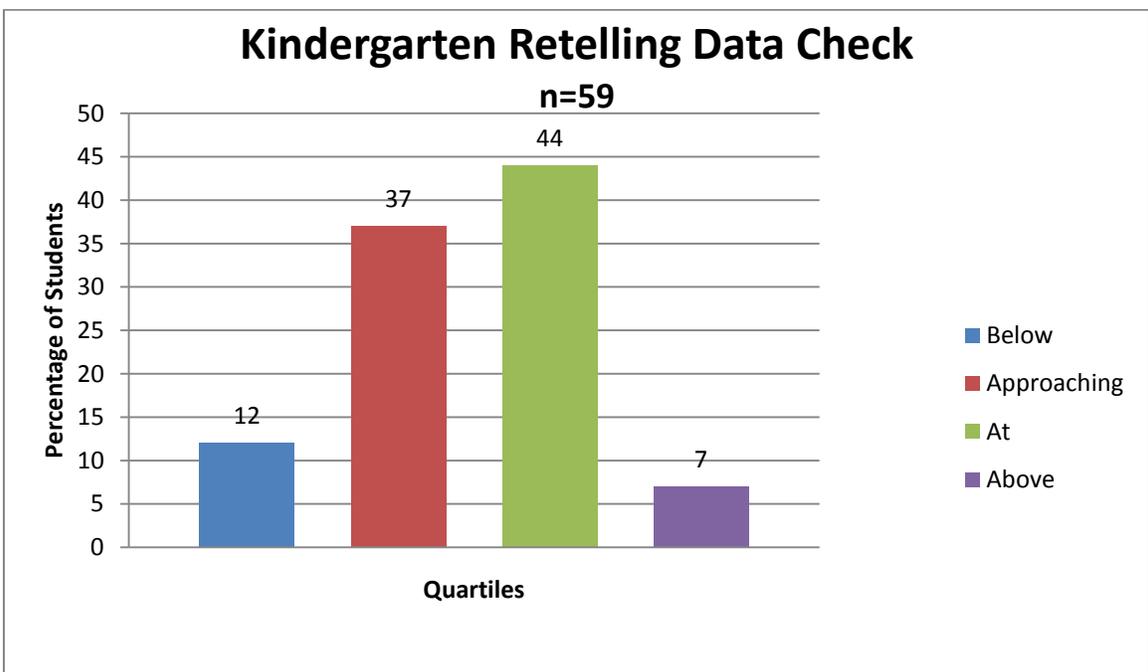
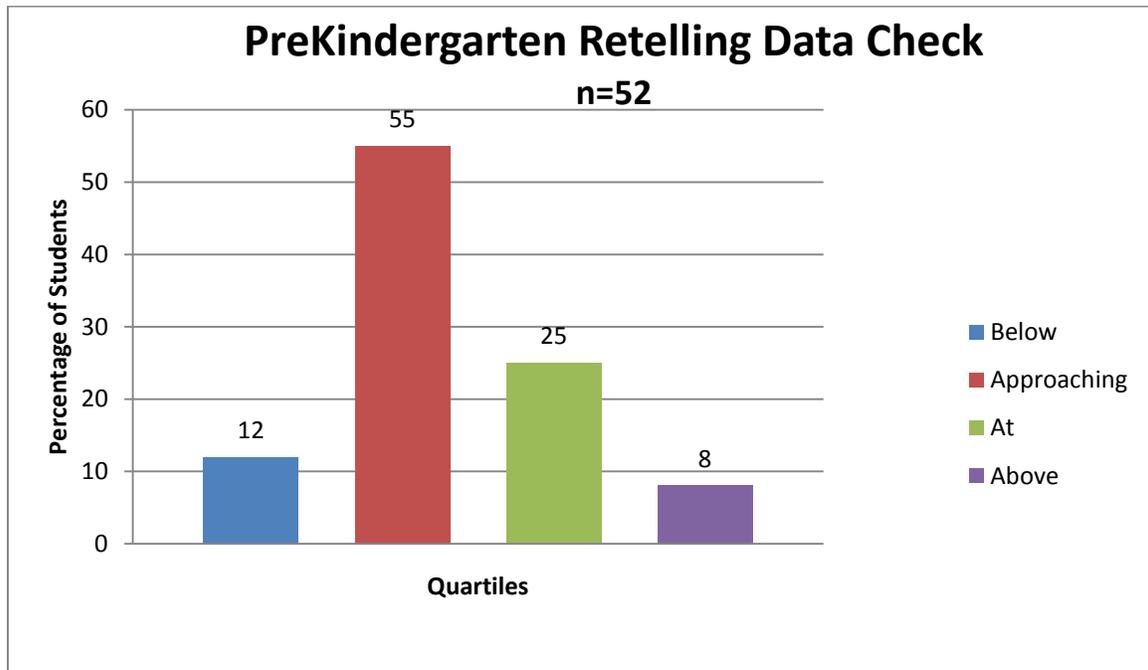
Goal 2



By June 2011, students will improve their problem solving skills, by selecting and applying problem solving strategies and justifying answers, as measured by an increase in the percentage of students scoring at the practitioner or expert level on the Exemplars (PreK-2).

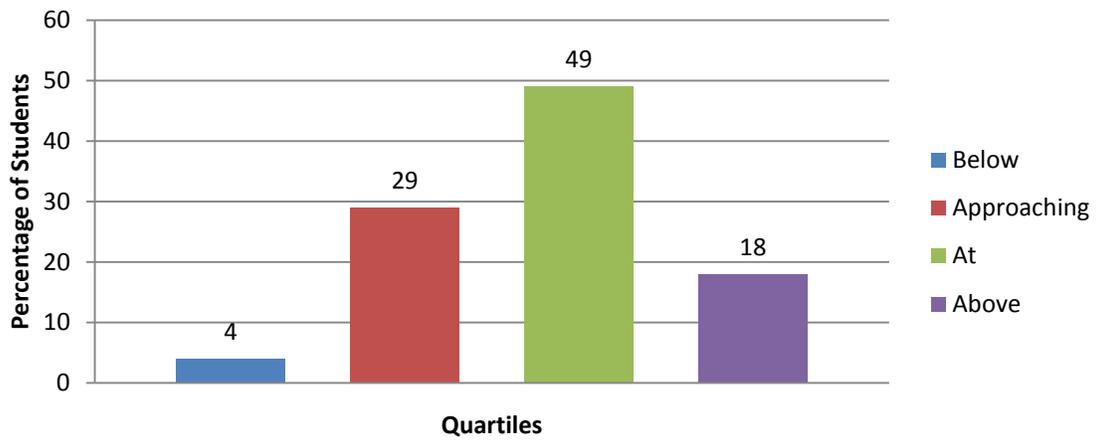
Current School Data

Goal 1 – Reading Comprehension



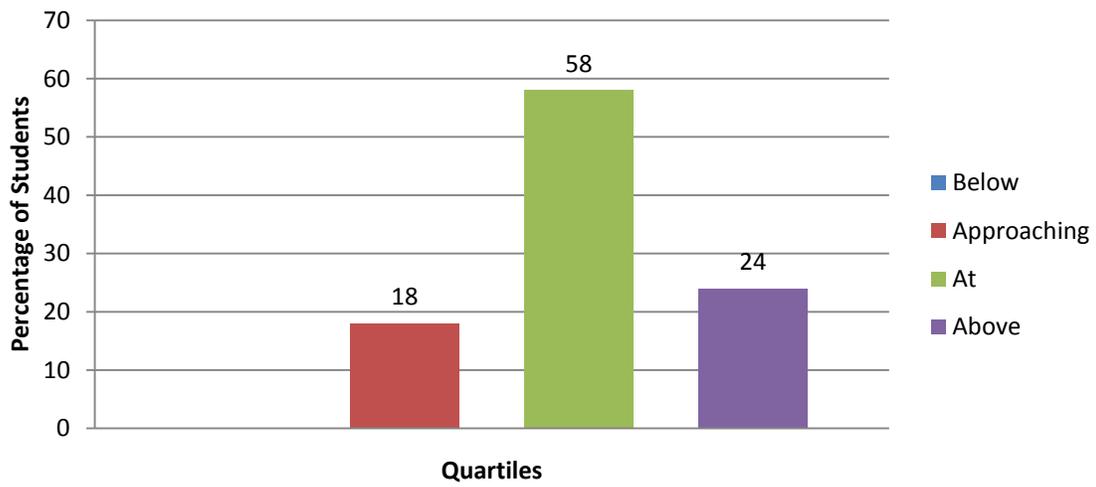
1st Grade Retelling Data Check

n=49

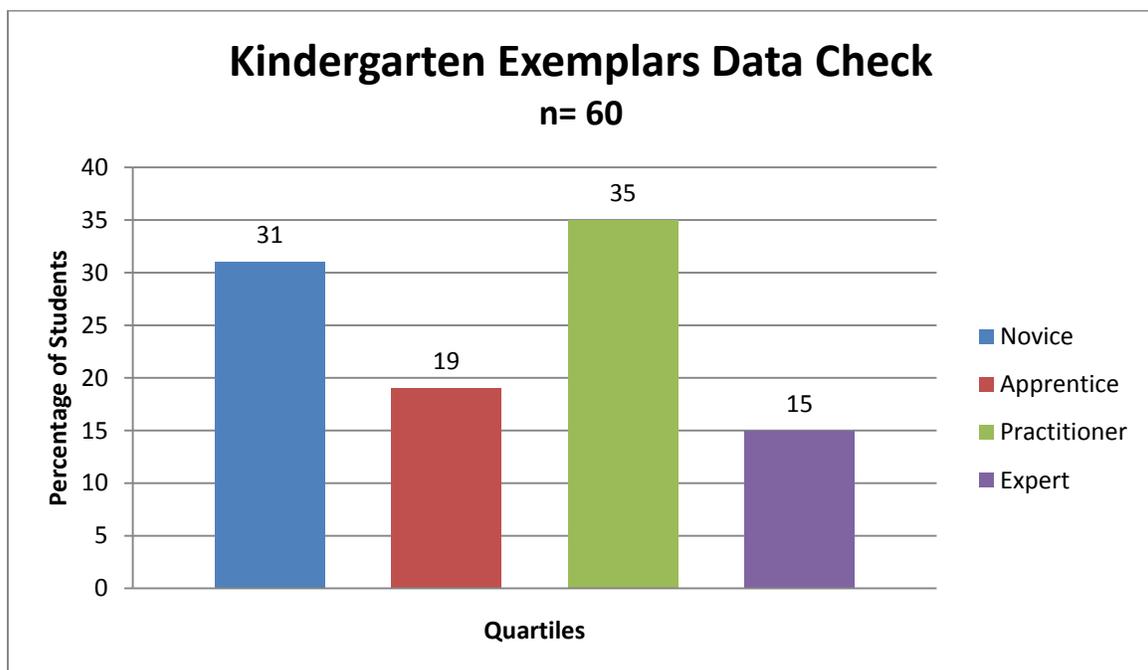
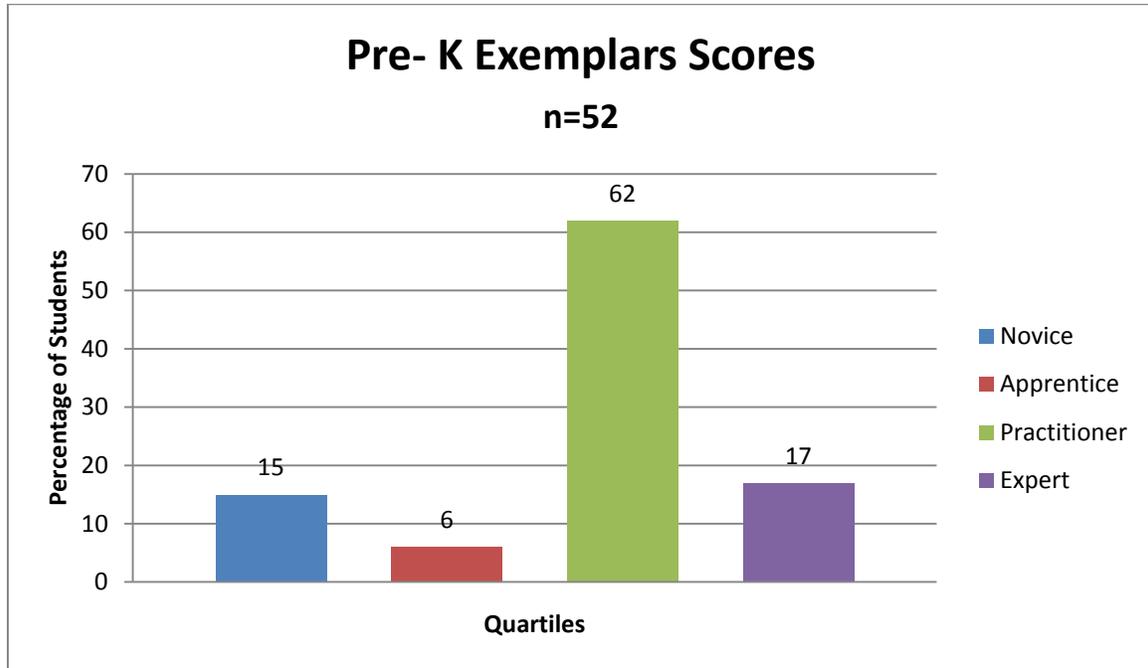


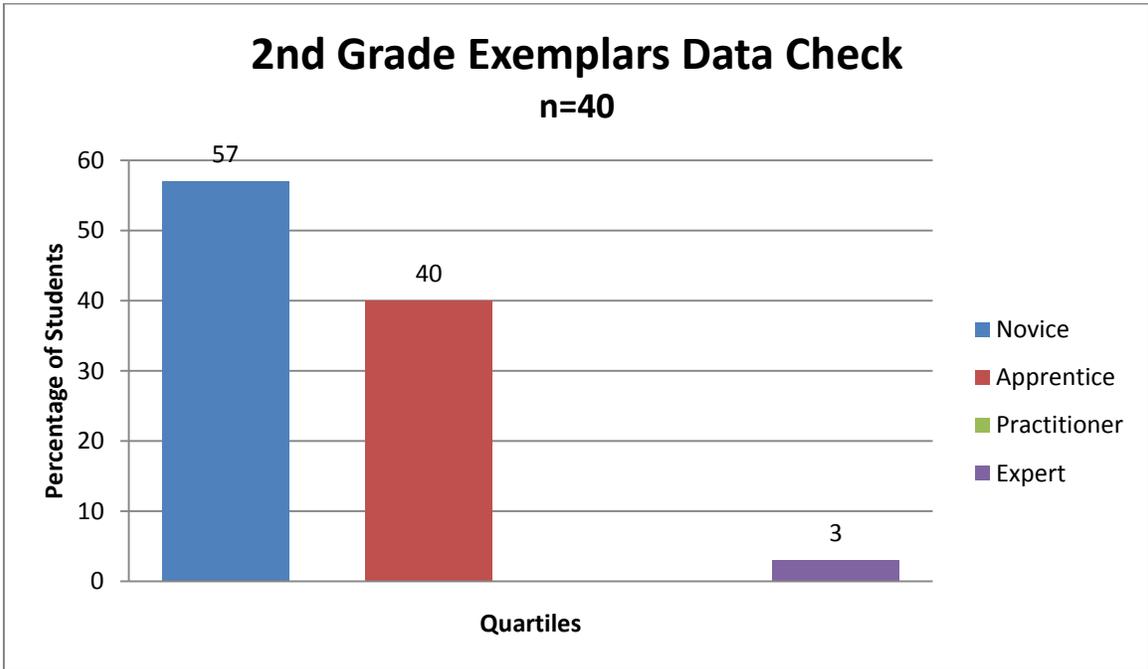
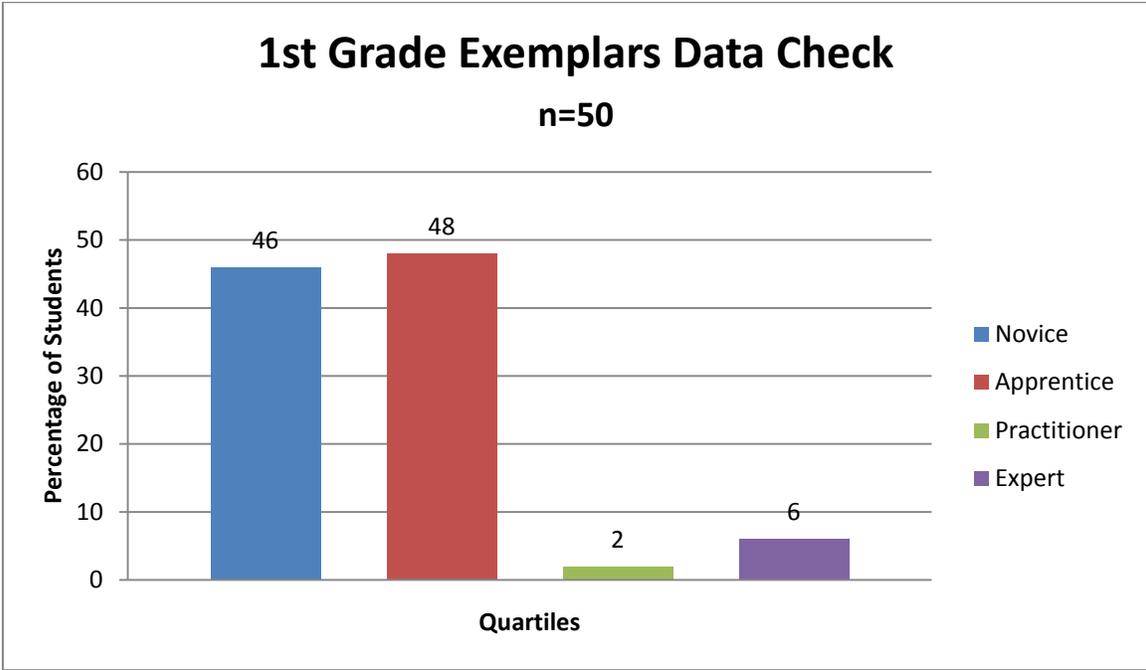
2nd Grade Retelling Data Check

n=38



Goal 2 – Problem Solving





Appendix

Story Retelling Rubric

Name of Student _____

Teacher/Grade _____ Date _____

Title of Book/Level _____

Circle the Total Score for Rating
18-20 *Above the Standard*

13-17 *At the Standard*

8-12 *Approaching Standard*

5-7 *Below the Standard*

Score: _____

Elements	1 Does Not Meet the Standard	2 Partially Meets the Standard	3 Meets the Standard	4 Exceeds the Standard
Plot	1 Provides no response or an inaccurate statement about the main idea	2 Provides a partial/incomplete statement about the main idea	3 Includes a simple accurate statement about the main idea	4 Includes a detailed statement describing what the story is about
Sequence	1 Recalls a few or no events/key facts; Events are out of sequence	2 Recalls some events/ important facts are in order	3 Recalls many events/important facts are in sequential order	4 Recalls beginning, middle, and end of the selection or key facts in sequence
Characters	1 Names few; or Refers to main characters as (he, she, it, they)	2 Names some main characters/Uses general names for others (man, cat)	3 Names most main characters in the text	4 Names all main characters and supporting characters
Setting	1 Responds with inaccurate time and place/ Setting is unclear	2 Tells either when or where the story takes place	3 Tells when and where the story takes place	4 Tells when and where the story takes place using descriptive words
Retelling Assistance	1 Receives many questions and prompts	2 Receives 4/5 prompts/questions	3 Receives 2/3 prompts/questions	4 Receives 1 or no prompts/questions

*To obtain a score for each element, circle the number next to the phrase that best describes the student's retelling.

Pierce Terrace Elementary: Retelling Rubric 2010