

John C. Calhoun Elementary School

School Summary Report 2020-2021

Milton Scott, Principal

Summary of 2020– 2021 School Year

April 2022

The 2020-2021 school year was a difficult one with the restrictions and protocols placed on the school and system. Social distancing and ITECH proved to be difficult for both students and teachers. As a staff, we did everything in our power to ensure that our students were learning and grasping the concepts they needed to move forward.

The assessment component of our plan at John C. Calhoun Elementary calls for the use of Fountas and Pinell Reading assessment to monitor the reading progress of students who are having difficulty throughout the year. Fountas and Pinell is also used for benchmark testing three times during the year to see if students are progressing in line with prescribed norms. We use this data as guidance to develop reading groups and/or interventions for students. Using these assessments allow us to adjust group needs and to differentiate instruction and to track the success of interventions. All of this information will provide a better idea of how students are performing and how best to meet their needs.

Our Reading Coach has been instrumental in changing the mindset of teaching reading this year.

She goes into classrooms and models what shared reading looks like and has done a great job of transitioning classroom reading to a higher rigor of thinking and understanding.

Our students take the SCReady State Test in the spring of each year. The student score information is rated in the categories of 'Does Not Meet', 'Approaches', 'Meets' and 'Exceeds'. The test report information is used to drive instruction. The SCREADY data for the spring of 2021 indicate that the percentage of students in the "Meets to Exceeds" category were as follows:

ELA:

Grade 3: 42%

Grade 4: 39%

Grade 5: 14%

Math:

Grade 3: 52%

Grade 4: 30%

Grade 5: 21%

This information shows that a huge learning lag exist among our students. Reading and math have suffered a great deal due to the time away from school in the last year and a half.. In order to move the needle once more, a more rigorous approach is

being taken to ensure that learning lag is recovered and grade level standards are being taught as well.

The school also administers MAP Tests three times per year, once in the Fall, once in the winter, again in the Spring. MAP is a way of gauging academic growth and projecting where students will perform on the SCReady Tests.. All students at JCCE showed growth according to their MAP scores and in accordance to the SLO's . Translating the scores into their SCReady equivalents allows us to compare the past scores from SCReady to how they performed this year on MAP.

JCCE continues to use the Data Room as a data 'Hot Spot' of student data. This information is viewed by teachers and administrators for decision making and instructional alignment.

2021-2022

School Leadership
Team

Brandi Anderson
Anita Usher
Tammy Chappell
Devada Kimsey
Peggy Waters
Mindy Rogers
Johnny Gilchrist
Rebekah Parnell
Laura Brown
Milton Scott

Mission Statement

The mission of John C. Calhoun Elementary School is to develop proficient, creative, self-motivated students by providing quality educational opportunities in a safe, nurturing environment, which supports innovations and lifelong learning.



Summary of the 2021-2022 School Year

The fall 2021 opening of school brought new challenges to the education of our students. An achievement gap was discovered early on due to the pandemic. Students were behind in both reading and math. We began intensive interventions, guided reading with leveled differentiated instruction to meet student needs. Academic growth has taken place but there is still a lot of room for continued improvement,

We continue to use the curriculum guidelines for our core program this year and follow the same outline for SRA as we have done in the past.

The assessment component of our plan at John C. Calhoun Elementary calls for the use of Fountas and Pinell Reading assessment to monitor the reading progress of students who are having difficulty throughout the year. Fountas and Pinell is also used for benchmark testing three times during the year to see if students are progressing in line with prescribed norms. We use this data as guidance to develop reading groups and/or interventions for students. Using these assessments allow us to adjust group needs and to differentiate instruction and to track the success of interventions. All of this information will provide a better idea of how students are performing and how best to meet their needs.

Guided Reading is used in ELA classes to give teachers the opportunity to work with small groups for more intensive skill strategies as well as the enrichment of higher leveled readers to increase comprehension skills.

MAP testing showed the same learning lag and growth we were seeing in the classroom. MAP testing is administered once in the Fall, once in the winter, again in the Spring. MAP is a way of gauging academic growth and projecting where students will perform on the SCREADY tests. All students at JCCE showed minimal growth from Fall to Winter testing according to their MAP scores. Vocab-

ulary and comprehension of passages flag as areas of weakness for our students. Spring MAP showed a higher growth rate as we hit the NWEA growth targets in grades 1—5.

Creative scheduling allowed each of these teachers an hour each morning to work with our students in the areas of Math and Reading based on needs through our Student Learning Objectives. SLO's drive classroom instruction for individual students as well as whole group needs. This system allows teachers to better differentiate instruction for students.

JCCE continues to use the Data Room as a data 'Hot Spot' of student data and other data points to help identify individual student performance and mastery of standards. This information is viewed by teachers and administrators for decision making and instructional alignment.

We continue to departmentalize 3rd-5th grades. Each team of teachers are responsible for two core subjects based on their strengths (ELA, Math, Science or Social Studies). Students change classes four times a day and receive instruction in each area for an hour and fifteen minutes. This allows the teachers to specialize in a certain area where they can place all of their planning and expertise. It also allows the students to experience changing classes and build the responsibility required to succeed in Middle School where this is a requirement. We hope that this change in scheduling will increase test scores as well as better prepare students for the next level.

Thus far, the 2020-2021 School Year has been a challenge but a productive year. We are encouraged by the data we have seen with Fountas and Pinell as well as MAP increases and look forward to the results from this year's testing.

JCCE's
Student Motto:

*Together
We
Achieve
and
Succeed!*

