

# John C. Calhoun Elementary School

## School Summary Report 2020-2021

Milton Scott, Principal

### Summary of 2019– 2020 School Year

April 2021

The 2019-2021 school year did not finish as planned due to the pandemic. School was closed on March 13, 2020 and did not reopen until the fall of 2020. The following are strategies John C. was adhering to up until the closure.

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.

JCCE teachers also monitor student progress through SLOs. This process allows teachers to see the growth that their students make as the year progresses and aids in the development of individual student goals. These goals are visited three times per year and to determine any changes that need to be made in accordance with individual student goals.

Our students take the SCReady State Test in the spring of each year. (Spring 2020 tests were cancelled) 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 school's overall rating was "Good" with an overall score of 55 from the spring 2019 tests. The SCREADY data for the spring of 2019 indicate that the percentage of students in the "Meets to Exceeds" category were as follows:

ELA: Grade 3: 30%  
Grade 4: 48.1%  
Grade 5: 34.6%  
Math: Grade 3: 73.3%  
Grade 4: 37%  
Grade 5: 53.8%

This information lets us know that we need to improve in both ELA and Math as we move the needle of students from "Approaches" to "Meets and Exceeds". Guided Reading groups, interventions using LLI as well as math grouping should help to move students to the next level.

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 aca-

demic 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.

The schedule for third through fifth grades remained the same. Each teacher in these grade levels are departmentalized by ELA, Math, and Science and Social Studies. Students changed classes four times a day and received instruction in each area for 145 minutes daily. This allowed the teachers to specialize in a certain area where they placed all of their planning and expertise. It also allowed the students to experience changing classes and build the responsibility required to succeed in Middle School where this is a requirement.

**2019-2020**  
School Leadership  
Team  
Stephanie Gray  
Anita Usher  
Tammy Chappell  
Fran Brown  
Lesa Thomas  
Mindy Rogers  
Sara Harmon  
Rebekah Parnell  
Adrienne Wells  
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 2020-2021 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.

We were also encouraged by this years MAP scores. 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. Vocabulary 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!*

