

John C. Calhoun Elementary School

School Summary Report 2018-2019

Milton Scott, Principal

April 2019

Summary of 2017– 2018 School Year

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. 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 2018 indicate that the percentage of students in the "Meets to Exceeds" category were as follows:

ELA: Grade 3: 39.3%

Grade 4: 31.3%

Grade 5: 34.8%

Math: Grade 3: 53.6%

Grade 4: 16.1%

Grade 5: 65.2%

This information lets us know that we need to improve in both ELA and Math as we move the needs 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 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.

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.

The 2017-2018 School Year was a very productive year. We were pleased with student progress and proud of the community support we have been able to maintain.

**2017-2018
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 2018-2019 School Year

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 growth according to their MAP scores. Translating the scores into their SCREADY equivalents allows us to compare the past scores from ACT Aspire to how they performed this year on MAP.

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 differ-

entiate 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 2018-2019 School Year has been 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!*

