

Calhoun City Schools

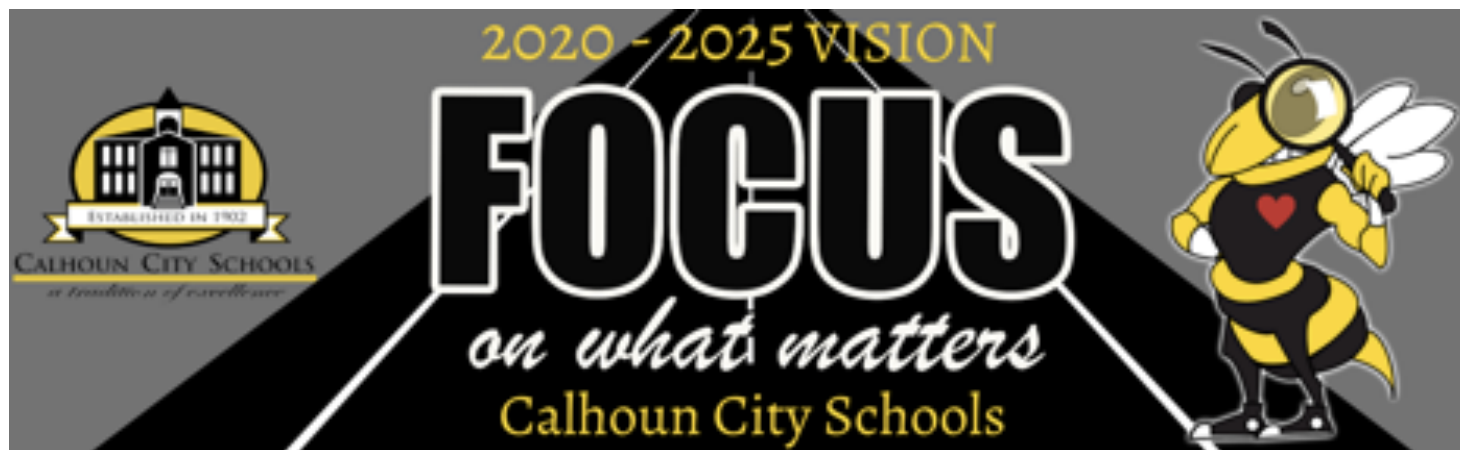
*Our mission is to inspire ALL
students to become lifelong learners in the
pursuit of excellence.*



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Calhoun Primary and Elementary School Annual Title I Meeting October 1, 2020



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What is Title I?

- The purpose of Title I under the Elementary and Secondary Education Act of 1965 (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
- Title I is the largest federal assistance program for our nation's schools.
- Title I provides federal funds to public schools with high numbers or percentages of economically disadvantaged children to help ensure that all children meet the state's challenging academic content and student achievement standards.
- Schools with 40% or more of children from low income families can develop school wide Title I programs to serve all students.
- Calhoun Primary, Elementary, Middle and High School operates a school wide Title I program.
- The primary goal of a school wide Title I program is a high-quality education for every child.

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How Does Our School Participate in the Title I Program?

- The federal government provides funding to states each year for Title I.
- To receive the funds, each state must submit a plan describing what all children are expected to know and be able to do; the high-quality standards of performance that all children are expected to meet and ways to measure progress.
- State Educational Agencies (SEAS) send the money to school districts based on low income percentages.
- The local school district (LEA) identifies eligible schools and provide Title I resources.



How Does Our School Spend Title I Money? How is Title I Parent and Family Engagement Money Spent?

- **To increase student achievement for all students.**
- **Needs Based Assessment (conducted by school staff, school Leadership Team, PTO, School Governance)**
 - **Family Involvement Coordinators**
 - **Additional instructional faculty and staff (Language Academy, Literacy Lead, Attendance Officer, Paraprofessionals, and ESOL)**
 - **Software Subscriptions**
 - **Intervention Materials and Resources**
 - **Instructional Resources and Supplies**
 - **Technology (Chromebooks and Interactive Boards)**
 - **Classroom Trade Books**
 - **Supplies for Parent Workshops**
 - **Books and Periodicals for Professional Development**
 - **ESOL and Gifted Endorsements**
 - **Professional Development**
 - **Parent Literacy Training and Materials**
 - **Parent Resource Room Materials**
 - **Literacy Book Bags**
 - **Literacy and STEM Night**
 - **Home Connections**

What are Our School's Title I Schoolwide or Targeted Assistance Requirements?

- Calhoun Primary/Elementary School runs a schoolwide Title I program.
- A schoolwide Title I program uses its Title allocation to upgrade the entire educational program of the school to raise academic achievement for all students at the school.
- A schoolwide program is built upon reform strategies rather than separate, add-on services directed towards select group(s) of students/programs. This schoolwide reform strategy requires that a school:
 - Conducts a comprehensive needs assessment;
 - Identify and commit to specific goals and strategies that address those needs;
 - Create a comprehensive plan; and
 - Conduct an annual review of the effectiveness of the schoolwide program and revise plan as necessary.

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What are Our School Wide Goals?

- 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in reading on winter and/or spring MAP.
- 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in math on winter and/or spring MAP.
- To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids' Hearts framework and executing a consistent school wide discipline plan.

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What Programs and Supports Are in Place to Help My Child?

- Georgia Standards of Excellence - Common Core Curriculum
- Collaborative Planning (Units and Lessons)
- Differentiated Instruction
- Small Group Instruction
- Student Engagement
- Special Services (EIP, ESOL, Discovery, ESS, etc.)
- Benchmarks/Progress Monitoring (AIMSweb, Writing Rubrics, pre/post-tests)
- Data Analysis
- Instructional Technology
- Continuous Staff Development
- HIVE- Tier 2 interventions
- Tutorials
- STEM
- COLA Jr.
- CKH

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What is the State's Grade Report for Our School?

- **CCRPI**
 - The College and Career Ready Performance Index is a comprehensive school improvement, accountability, and communication platform for Georgia. It aims to promote college and career readiness for public school students. It is comprised of four indicators at the elementary and middle level: Content Progress 35%, Mastery 30%, Readiness 20% and Closing Gaps 15%.
 - View any school's report in its entirety at gadoe.org
- 2019 College and Career Ready Performance Index Scores
 - Calhoun Elementary School's CCRPI score: 79.3
 - Georgia State Average CCRPI score for Elementary Schools: 79.9

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What Curriculum Does Our School Use?

- Georgia Standards of Excellence
 - The Georgia Standards of Excellence (GSE) provide a consistent framework to prepare students for success in college and/or the 21st century workplace.
 - The performance standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards.

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What Tests Will My Child Be Taking This School Year?

State

- Kindergarten: GKIDS
- K-5th Grade ELLs: ACCESS
- 3rd-4th Grade: Georgia Milestones ELA and Math
- 5th Grade: Georgia Milestones ELA, Math and Science

Local

- MAP (Measure of Academic Progress)
- Grade Level Formative Assessments
- Pre/Post Assessments in Writing

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How Do These Tests Measure My Child's Progress? What Proficiency Levels Is My Child Expected to Meet?

- GKIDS
 - Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS) is a progression-based formative assessment, integrated into classroom work, that is aligned to the Georgia Standards of Excellence. GKIDS 2.0 provides teachers with one source of real-time information to adjust instruction, by identifying what a student already knows, what the student needs next, and by allowing teachers to monitor growth.
 - ELA and Math standards will be assessed using two to five performance levels for each element. Beginning, Emerging, Developing, Demonstrating and Exceeding. Non-Academic domains including approaches to learning and personal and social development have three performance levels: Beginning, Developing and Demonstrating. GKIDS is a growth model where students work toward a proficiency level of Demonstrating and Exceeding.

How Do These Tests Measure My Child's Progress? What Proficiency Levels Is My Child Expected to Meet?

- Georgia Milestones
 - The Georgia Milestones is a comprehensive summative assessment program spanning grades 3 through high school. This assessment is designed to provide information about how well students are mastering the state-adopted content standards in English Language Arts, mathematics, and science. Performance on the English Language Arts portion of Georgia Milestones is linked to the Lexile scale, a national reading measure that matches students to appropriately challenging reading materials.
 - Milestones results are reported using four categories of achievement: Level 1: Beginning, Level 2: Developing, Level 3: Proficient, and Level 4: Distinguished. Milestones is used to measure student growth with a level 3 of proficiency being the target.

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How Do These Tests Measure My Child's Progress? What Proficiency Levels Is My Child Expected to Meet?

- ACCESS

- Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS) is a standards-based, criterion referenced test that is administered annually to English Learners to determine progress toward English language proficiency in the domains of speaking, listening, reading and writing.
- Students are assessed and given proficiency level scores that describe student performance in the terms of the six WIDA English Language proficiency levels: 1- Entering, 2- Emerging, 3- Developing, 4-Expanding, 5-Bridging, and 6-Reaching. Student progress is monitored by comparing current scores to previous scores. Students with an overall and literacy score of 4.8 or higher are no longer considered an English Learner.

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How Do These Tests Measure My Child's Progress? What Proficiency Levels Is My Child Expected to Meet?

- Writing Assessment
 - Lucy Calkins on-demand writing assessments are given at the beginning and end of each Lucy Calkins writing unit. The writing prompts that make up the assessments direct students to compose the best piece of writing they can, within the genre being studied - narrative, information, or argument, in a fixed period of time.
 - Progress is measured by using grade specific rubrics to score the writing pieces. The expectation is to see gains and progress from the pre on-demand assessment to the post on-demand assessment. It is expected that students have reached the proficiency level that corresponds to their grade level; however, growth is key.

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How Do These Tests Measure My Child's Progress? What Proficiency Levels Is My Child Expected to Meet?

- MAP
 - MAP Growth is a computer adaptive test that students take three times per school year. The purpose of MAP Growth is to determine what the student knows, regardless of his or her grade level, and what he/she is ready to learn next.
 - MAP Growth measures student achievement growth over time, by tracking students' progress throughout the school year and across multiple years. The results provide teachers with information to help them deliver appropriate content for each student. Results are delivered in the form of a RIT score. Students scoring average or above based on national norms for the students' grade level are considered proficient and/or exceeding.

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What is Required by Law for Parent and Family Engagement?

- Ask for meetings and trainings.
- Review the results of our annual Parent Involvement Survey.
- Review the school's achievement data.
- Review and have input on the School Improvement Plan.
- Review and have input on the Title I Family Engagement Policy and Stakeholder Compact.
- To know the credentials of faculty/staff and Professional Qualification status.

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What is the District Parent and Family Engagement Policy?

- Every Title I district, in collaboration with parents, must develop a Family Engagement Policy. The Family Engagement Policy describes how the school will involve the parents/family in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I program at the school.

What is a School-Parent Compact?

- The school's Stakeholder Compact describes the responsibilities of the school staff, the parent(s), and the student for improved student achievement.
- This document is developed in collaboration among parents, teachers and students. It is updated annually.
- The compact is reviewed and signed off on by each stakeholder annually (student, parent, teacher and administration) during scheduled parent conferences in the fall.

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Does My Child's Teacher Meet Professional Qualifications? What is a Parent's Right to Know?

Parents have a right to know that their children are being taught by professionally qualified teachers and paraprofessionals. All of these individuals must be considered professionally qualified by meeting rigorous standards including:

- Competency in subjects taught
- Passed state tests (Teachers/Paraprofessionals)
- Full certification
- College degree

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What Opportunities Does the School Provide for Family Engagement?

- PTO
- School Governance Team Meetings
- Committees
- Family Engagement Coordinator– Maria Garza and Esperanza Campa
- Parent Resources located in Parent Resource Center (located in the Media Center)
- Open Lines of Communication Between Home and School
- Communication Folders
- Volunteer Program
- Orientation, Literacy trainings, Jacket Parent University, STEM Night, Career Day, etc.
- Stakeholder Meetings-Lunch and Learns, Eggs and Issues, etc.
- Parent Conferences
- Special Program Meetings
- School/System Website, School Messenger, Newsletters, Facebook, Twitter, etc.
- Parent Portal



School Governance Team

- School Governance Team
 - A school governance team is a group of parents/guardians, educators and community members who work together to support student learning and well-being in their school.
 - Members: Mike Afdahl (parent), Jaime Bramblett (teacher), Allison Davis (parent), Suzanne Land (parent), Gregg Hansen (community), Harris Housley (community), Lauren Howard (parent), Suzanne Roberts (community), Shawn Parr (teacher), Mandy Robertson (teacher), Steven Waters (community), Holly Williams (teacher), Kristen Williams (teacher), Megan Walraven (parent), April Witmer (teacher) and Brittney Worley (parent)
 - Meeting Dates for 2020-2021: August 31, September 28, November 12, January 21, February 25, and April 22
 - ✦ School level meetings are held at the Complex and start at 8:00 am (virtual during pandemic)
 - ✦ System Level Training/Meetings: October 20 and March TBA



School Contact Information

Should you have any questions about Title I or the school program in general please do not hesitate to contact one of the following individuals at Calhoun Primary 706-629-8323 and/or Calhoun Elementary 706-629-7130:

Position	Name	Email	Extension
Principal 2-5	Beth Holcomb	holcombb@calhounschoools.org	91882
Principal PK-1	Mana Smith	smithm@calhounschoools.org	26649
Assistant Principal	Julie Thomas	thomasj@calhounschoools.org	26717
Assistant Principal	Allison Eubanks	eubanksa@calhounschoools.org	26772
Assistant Principal	Josh McCanless	mccanlessj@calhounschoools.org	26775
Assistant Principal	Tiffany Watson	watsont@calhounschoools.org	26726
Bookkeeper	Emily Hurd	hurde@calhounschoools.org	26633
Cafeteria Manager	Shelley Whitton	whittons@calhounschoools.org	26713
Counselor K-1	Brenda Franco	francob@calhounschoools.org	26681
Counselor 2-3	Darlene Bateman	batemand@calhounschoools.org	26647
Counselor 4-5	Elaine Hite	hitee@calhounschoools.org	26771
Discovery/Gifted	Angie Gravitt	gravitta@calhounschoools.org	main line
Discovery/Gifted	Melea Robbins	robbinsm@calhounschoools.org	main line
ESOL Lead	Heather Hamilton	hamiltonh@calhounschoools.org	26702
ESS Lead	Rhiannon Patterson	pattersonr@calhounschoools.org	26644
ESS Lead	Marcia McCollister	mccollisterm@calhounschoools.org	26644
Family Engagement K-2	Maria Garza	garzam@calhounschoools.org	26715
Family Engagement 3-5	Esperanza Campa	campae@calhounschoools.org	26631
Federal Programs	Kelli Kendrick	Kendrickk@calhounschoools.org	706-629-2900
Media Specialist	Deidra Ross	rossd@calhounschoools.org	26637
Nurse K-2	Connie Wehunt	wehunte@calhounschoools.org	26636
Nurse 3-5	Verneva Henson	hensonv@calhounschoools.org	26642
School Resource Officer	Josh Justice	justicej@calhounschoools.org	26708
Student Information K-2	Cindy Meadows	meadowsc@calhounschoools.org	26711
Student Information 3-5	Teresa King	kingt@calhounschoools.org	26616
Social Worker	Abigail Ayers	ayersa@calhounschoools.org	26648

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System and School Website

calhounschools.org

- School tabs are on top right-hand corner of system home page.
- Tabs
 - About CPS/CES
 - Academics
 - Community
 - Parent
 - Student



Thank you for your support!

With the Complex faculty & staff, students,
and parents *working together*, we will
accomplish great things for the future of
Calhoun City and Gordon County!

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