

Calhoun City Schools

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



CALHOUN CITY SCHOOLS

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Calhoun Primary and Elementary School

Annual Title I Meeting

August 30, 2018 at 5:30 pm

- Welcome
- Introductions
 - Principal- Beth Holcomb
 - Assistant Principals- Susan Bennett, Jason Hawkins, Josh McCanless, Mana Smith and Tiffany Watson
 - Family Engagement Coordinator- Maria Garza and Esperanza Campa
 - Faculty and Staff
- Meeting Agenda Posted
- Sign In (sheets on table outside the cafeteria)
- Translation

Please Note: We welcome questions and input throughout the presentation. We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get involved.



Vision, Mission and Beliefs

Vision

The Calhoun Educational Complex will be a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

Mission

To inspire all students to become life-long learners in the pursuit of excellence.

Beliefs

The basic human needs of students must be met before learning can take place.

Each student is a valued individual with unique cultural, physical, social, emotional and intellectual needs; such diversity enriches the learning and teaching environment.

A safe and orderly environment promotes student learning.

Student success is best achieved through the cooperation of home, school and community.

Student learning is the chief priority at our school.

Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

Students must apply their learning in meaningful contexts.

Learning is a lifelong process.

We believe the classroom climate should be supportive, challenging, nurturing and be well equipped with resources to meet student needs.

We believe children should use higher order thinking skills while being active learners in the classroom.

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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 Title I Work?

- 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.
- The Title I school (parents, teachers, school staff and administrators) set goals for improvement; measure student progress using standards set forth in the state Title I plan, develop programs that add to regular classroom instruction and involve parents in all aspects of the program.

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Title I Designation Status

As a part of Georgia's waiver from the Elementary and Secondary Education Act (ESEA), GaDOE created a one-time designation of Priority and Focus Schools that would receive intensive state support over a three year period. The Priority designation focused on the performance of all students in a school, whereas the Focus designation emphasized within-school achievement gaps between subgroups. Only Title I schools could receive either designation. Per US ED guidelines, the GaDOE named 5% of Title I schools as Priority and 10% of Title I schools as Focus.

Per US ED guidelines, non-Title I schools were not identified as Priority or Focus schools. As a result, the GaDOE created three categories (Graduation, Subgroup and Subject) of Alert Schools that are to receive the same level of state support as Focus Schools for three years, but they do not have to be Title I schools. Unlike Priority and Focus Schools, which were named once, the state identifies Alert Schools each year.

Neither Calhoun Primary or Elementary School appear on any aforementioned list.



How are Title I Funds Allocated to Schools?

The funding for this program is based upon the percentage of students who apply for and receive free or reduced school meals. It is therefore important to our system to give every family an opportunity to apply for a free or reduced school meals through each school's school nutrition program. Every family is given the opportunity to complete electronically a free or reduced meals application at the beginning of the school year or upon enrollment.

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How Have Title I Funds Been Utilized at Calhoun Primary and Elementary School?

- **To increase student achievement:** Needs based assessment is conducted by school staff, school Leadership Team, PTO, School Governance to determine supports most needed.
 - Family Involvement Coordinator
 - Additional faculty and staff
 - Software Subscriptions
 - Instructional Supplies
 - Technology (Chromebooks and Interactive Boards)
 - Classroom Trade Books
 - Supplies for Parent Workshops
 - Books and Periodicals for Professional Development
 - Summer School

How Do We Allocate Title I Funding Each Year?

- Needs Based Assessment
 - Data Analysis
 - Leadership Team Meetings
 - School Governance Team Meetings
 - Parent Meetings/Conferences
 - Faculty and Staff Meetings
- School Improvement Process: Plan-Do-Check-Act
 - School Improvement Plan
 - Stakeholder Feedback (as listed above)
 - Monitoring

2018 GKIDS

- 87% of students met/exceeded Content Area Strands in ELA
 - 89% in Reading
- 90.5% of students met/exceeded Content Area Strands in Math
 - 93% Measurement and Data/92% Geometry

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ACCESS

- 5% of 3rd grade ESOL students scored a Proficiency Level of 5 (Bridging)
 - 28% of 3rd grade ESOL students scored a Proficiency Level 5-6 in the Reading section and 39% in Comprehension
- 23% of 4th grade ESOL students scored a Proficiency Level of 5 (Bridging)-6 (Reaching)
 - 50% of 4th grade ESOL students scored a Proficiency Level 5-6 in the Reading section and 78% in Comprehension
- 26% of 5th grade ESOL students scored a Proficiency Level of 5 (Bridging)
 - 44% of 5th grade ESOL students scored a Proficiency Level 5-6 in the Reading section and 68% in Comprehension

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Student Achievement Data

- **CCRPI**
- 2018 College and Career Ready Performance Index (CCRPI) should drop in the next month or two
- **Georgia Milestones**
 - Third Grade Percent at Each Level of Learning

Levels	ELA CES 2018	ELA CES 2017	ELA CES 2016	ELA CES 2015	Math CES 2018	Math CES 2017	Math CES 2016	Math CES 2015
Distinguished	14	4	4	6	13	7	3	8
Proficient	28	21	22	22	34	31	28	26
Developing	32	43	37	31	38	42	48	42
Beginning	25	32	37	41	15	19	21	24

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Georgia Milestones

- Fourth Grade Percent at Each Level of Learning

Levels	ELA CES 2018	ELA CES 2017	ELA CES 2016	ELA CES 2015	Math CES 2018	Math CES 2017	Math CES 2016	Math CES 2015
Distinguished	7	9	7	5	9	4	7	10
Proficient	34	32	21	21	41	38	34	34
Developing	32	34	35	41	37	40	38	41
Beginning	27	25	38	33	13	18	21	16

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Georgia Milestones

- Fifth Grade Percent at Each Level of Learning

Levels	ELA CES 2018	ELA CES 2017	ELA CES 2016	ELA CES 2015	Math CES 2018	Math CES 2017	Math CES 2016	Math CES 2015
Distinguished	6	2	4	10	12	10	7	21
Proficient	37	33	29	36	32	24	31	33
Developing	35	38	37	31	37	46	36	30
Beginning	21	27	30	24	18	19	25	16

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Georgia Milestones 2018 District and State Comparisons

- Third grade ELA and Math Beginning Learner Percentage was **lower** than NWGA RESA and the state. Proficient and Distinguished Percentage was **higher** in both curricular areas.
- Fourth grade ELA Beginning Learner Percentage **matched** that of the state and but was slightly **higher** than NWGA RESA. Math Beginning Learner Percentage matched that of the NWGA RESA, but was **lower** than the state. Proficient and Distinguished Percentage was the **same** percentage as NWGA RESA and the state. Proficient and Distinguished Percentage was **higher** in math.
- Fifth grade ELA and Math Beginning Learner Percentage was **lower** than NWGA RESA and the state. Proficient and Distinguished Percentage was **higher** in both curricular areas.

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Lexile Level Comparisons

- In grades 3-5, Lexile Below the Stretch Band percentages was lower than NWGA RESA and state as well as higher in Above the Stretch Band percentages.

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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, Science and Social Studies

Local

- K-5th Grade: MAP (Measure of Academic Progress)
- 3-5 Grade: Navy (Formative Assessment)
- K-5th Grade: Pre/Post Assessments in Writing

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School Improvement Goals

- To increase the number of K-5 students who meet or exceed their individual Reading RIT growth projection by 3% from spring 2018 to spring 2019.
- To increase the number of K-5 students who meet or exceed their individual Mathematics RIT growth projection by 3% from spring 2018 to spring 2019.
- To operate within the state approved positive behavior system (PBIS) endorsement program and execute 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
- Collaborative Planning (Units and Lessons)
- Differentiated Instruction
- Small Group Instruction
- Student Engagement
- Workshop Model
- Special Services (EIP, ESOL, Discovery, ESS, etc.)
- Benchmarks/Progress Monitoring (MAP, Navvy, Lexia, AIMSweb, Leveled Reading Assessment, Writing Rubrics, pre/post tests)
- Data Analysis
- Instructional Technology
- Instructional Leads
- Continuous Staff Development
- HIVE
- Morning Tutorial
- Summer School
- COLA

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Important: Required School Documents Feedback Appreciated

- Parent Involvement Policy – will be reviewed/revised by our stakeholders, PTO/School Governance Team; available on our website (located under the *Parent* tab)
- Stakeholder Compact – will be reviewed/revised by our stakeholders, PTO/School Governance Team; available on our website (located under the *About CPS/CES* tab)
- School Improvement Plan – is a living document and will be the driving force of the work completed by our School Governance and Leadership Team; available on our website (located under the *Academic* tab)
- Parent Survey – will be reviewed/revised by our stakeholders, PTO/School Governance Team (located under **About CPS/CES** tab and in Title I section)

Parent Involvement

- Districts that receive more than \$500,000 in Title I funding have to set aside a minimum of 1% for parent involvement.
- Allocations of this set aside funding are used for parent involvement activities.
- Through the shared governance process, parents have input into how these funds will be spent to meet the unique parent involvement needs of the school.
- Additionally, Title I provides for Supplemental Educational Services and Parental Choice options, when schools struggle to meet challenging State academic content and student academic achievement standards.
- We are proud to note that all CCS schools have met or exceeded state measures. As a result of this achievement, we are not required to offer Supplemental Educational Services or Parental Choice options.

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How Is Title I Parent Involvement Money Spent?

The 1% of funds that are set aside for parent involvement in our system are utilized to support our Jacket Parent University offerings, school level parent training/meetings, and for parent resources.

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Parent Rights Under Title I

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

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Parent Involvement Policy (school and system)

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

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Parent-School 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 and is updated periodically. This document is reviewed individually and signed off on during regularly scheduled parent conferences annually.

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Staff Qualifications

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

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

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How Do We Involve Our Parents?

- Welcoming Environment
- Family Engagement Coordinator– Maria Garza and Esperanza Campa
- PTO and School Governance Team Meetings
- Committees
- Parent Resources located in Parent Resource Center (located in the Media Center)
- Communication Folders
- Volunteer Program
- Orientation, Literacy Night, Jacket Parent University, STEM, etc.
- “Lunch and Learns” – Parent Workshops, Eggs and Issues, etc.
- Parent Conferences
- Special Program Meetings
- School/System Website, Shout Point, Newsletters, Facebook, Twitter, etc.
- Parent Portal

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Questions

Should you have any questions about the Title I program in your child's school please contact one of the following individuals:

Beth Holcomb- Principal (holcombb@calhounschoools.org)

Susan Bennett-Assistant Principal (bennettsusan@calhounschoools.org)

Jason Hawkins-Assistant Principal (hawkinsj@calhounschoools.org)

Josh McCanless-Assistant Principal (mccanlessj@calhounschoools.org)

Mana Smith- Associate Principal (smithm@calhounschoools.org)

Tiffany Watson-Assistant Principal (watsont@calhounschoools.org)

Maria Garza- Family Engagement Coordinator (garzam@calhounschoools.org)

Esperanza Campa-Family Engagement Coordinator (campae@calhounschoools.org)

Kelli Kendrick- Federal Programs Director (kendrickk@calhounschoools.org)

Calhoun Primary School: 706-629-8323

Calhoun Elementary School: 706-629-7130

Calhoun City Schools Board of Education: 706-629-2900

Website: calhounschoools.org



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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