

Tara Elementary School – Annual Title I Meeting

2019-2020

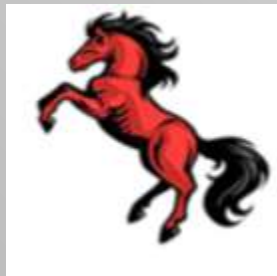


August , 2019

Tara Elementary School

**LOCAL
SCHOOL
COUNCIL**

Ms. Victoria Mitchell & Ms. Sonya Jackson



Local School Council

TARA ELEMENTARY SCHOOL COUNCIL NEWSLETTER August 2019

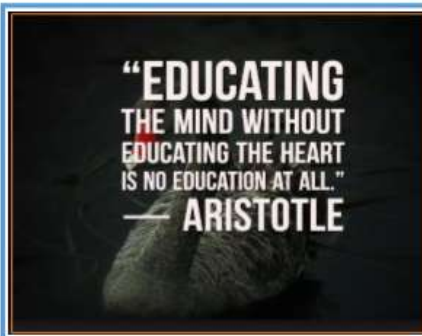


BEING PREPARED EVERY DAY- Ready. Start. Let's Go!!

A positive attitude can make all the difference for a successful school year! Here are 3 ways to mentally prepare your child for daily success in the classroom.

- Good breakfast! Adequate Sleep (9-10 hours)! Exercise!
- Initiate regular communication with your child about expectations and accountability.
- Build your child's confidence by saying things like, "I believe in you and I know you have the skills to succeed."

Parents let's continue to do our part to help our children succeed in the areas of attendance and discipline!



Vision & Mission Statement

The vision of Tara Elementary School is to be a school of excellence preparing ALL students to live and compete successfully in a global society.

The mission of Tara Elementary Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

How to Participate in School Council

School Council is a parent led advisory board. We need your input into student achievement and school improvement strategies. You can become involved by attending one School Council training sessions.

Training sessions will be held at the Truett Cathy Professional Learning Center, located at 1087 Battle Creek Road, Jonesboro, GA. All sessions will be held from 5:00pm to 7:00pm.

August 26, 2019 5:00PM-7:00PM

September 9, 2019 5:00PM-7:00PM

September 23, 2019 5:00PM-7:00PM

October 7, 2019 5:00PM-7:00PM

October 21, 2019 5:00PM-7:00PM

November 4, 2019 5:00PM-7:00PM

November 18, 2019 5:00PM-7:00PM

December 2, 2019 5:00PM-7:00PM

December 16 2019 5:00PM-7:00PM

Do You Have the 6 Keys to Parental Involvement?

Parenting– A home environment that supports learning.

Communicating– Clear two way channels for communicating from home to school and from school to home.

Volunteering– Use your time and talents volunteering at school.

Learning at home– Help students at home with homework and other curriculum related activities, decisions, and planning.

Decision Making– Active in parent organizations, advisory, or committees involving parent leadership and input.

Collaborating with Community– Integrate resources and services from the community to strengthen school programs, and student learning and development.



Mrs. S. Gillespie on being selected the 2019-2020 Teacher of the Year!

Tara Elementary School

937 Mt. Zion Road

Morrow, GA 30260

(770) 968-2916 (phone)

"Coming together is the beginning...keeping together is progress...working together is success!"

UPCOMING Events

8/26/19- Local School Council Training
5:00-7:00

9/5/19- Open House Curriculum Night
5:00-7:00

9/25/19- 9/27/19—Fall Break



Thanks for all of the volunteers that came to welcome our students back to school on August 5, 2019. We sincerely appreciate your kindness

- Board Member Ms. Ophelia Burroughs
- Vine Connection Ministries– Pastor Rouzard Thomas
- Solomon's Temple– Mr. Jason Fletcher & Mr. Anthony Walker
- Fruit of Vine Church– Mr. & Mrs. Enrague Johnson & Pastor Jose Figueroa
- Believers Bible Christian Church– Mr. Darroll Mitchell
- 100 Black Men of South Metro Atlanta– Mr. Henry Myrick (founding member), Dr. James Paschel, Dr. Clarence Burnough, Mr. Paul Vaughn, Mr. Horace Gorgan & Mr. Twari Gordon



Title I Revision Meeting



Presented by:

Principal: Dr. Wakea N. Brown

Assistant Principal: Dr. Frances Thomas



Vision/Aspiration Statement

The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.



Mission Statement

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

Complaints Procedure

Clayton County Public Schools - Complaint Procedures under the Elementary and Secondary Education Act (ESEA) of 1965

- A. Grounds for a Complaint
- B. Federal Programs for Which Complaints Can be Filed
- C. Federal Programs for Which Complaints Can be Filed
- D. Filing a Complaint (from Receipt to Resolution)
- E. A complaint must be made in writing or submitted via the online Web complaint form and sign by the complainant.

The complaint must be addressed to:

Dr. Morcease Beasley, Superintendent

Clayton County Public Schools

1058 Fifth Avenue

Jonesboro, Georgia 30236

F. Investigation of Complaint

H. Right of Appeal





Expected Outcomes:



1. Explain the purpose and use of Title I and Title I Funds.
2. Build capacity for faculty and staff regarding parental involvement.





Every Student Succeeds Act



The Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

Info Cited from: <http://www.ed.gov/essa>



Purpose of Title I



Title I serves 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.





What Is A Title I School?



Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended to read as follows:

- Title I funds aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school district to meet the needs of at-risk and low-income students.
- Title I is the nation's oldest and largest federally funded program, according to the U.S. Department of Education.





Title I Eligibility



Children eligible for free and/or reduced lunches under the National School Lunch Act.

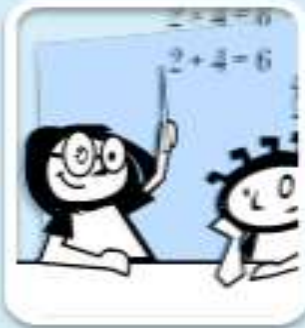


Some children are deemed automatically eligible to participate:

- A. Any student served in the Migrant Education Program;
- B. Any child who participated in Head Start, Even Start, the Early Reading First program, or Title I preschool services at any time within the previous two years;
- C. Any child attending a community day program or living in a state or local institution for neglected or delinquent children; and
- D. Any child who is homeless and attending any school in the District.



School-wide Title I



Volunteering

—
recruit and organize parent help and support - both in schools and in the local community

Parenting

—
Help all families establish home environment to support children as students. That is as simple as keeping the neighborhood safe and quiet.

Communicating

—
Design more effective forms of school-to-home and home-to-school communication about school programs and child progress

Learning at Home

—
Provide information and ideas to families about how to help students with homework and other curricular related activities, decisions and planning

Decision Making

—
Include parents in school decision making and develop parent leaders and representatives

Collaborating with Community

—
Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development



School-wide vs. Targeted Assistance



School-wide Assistance

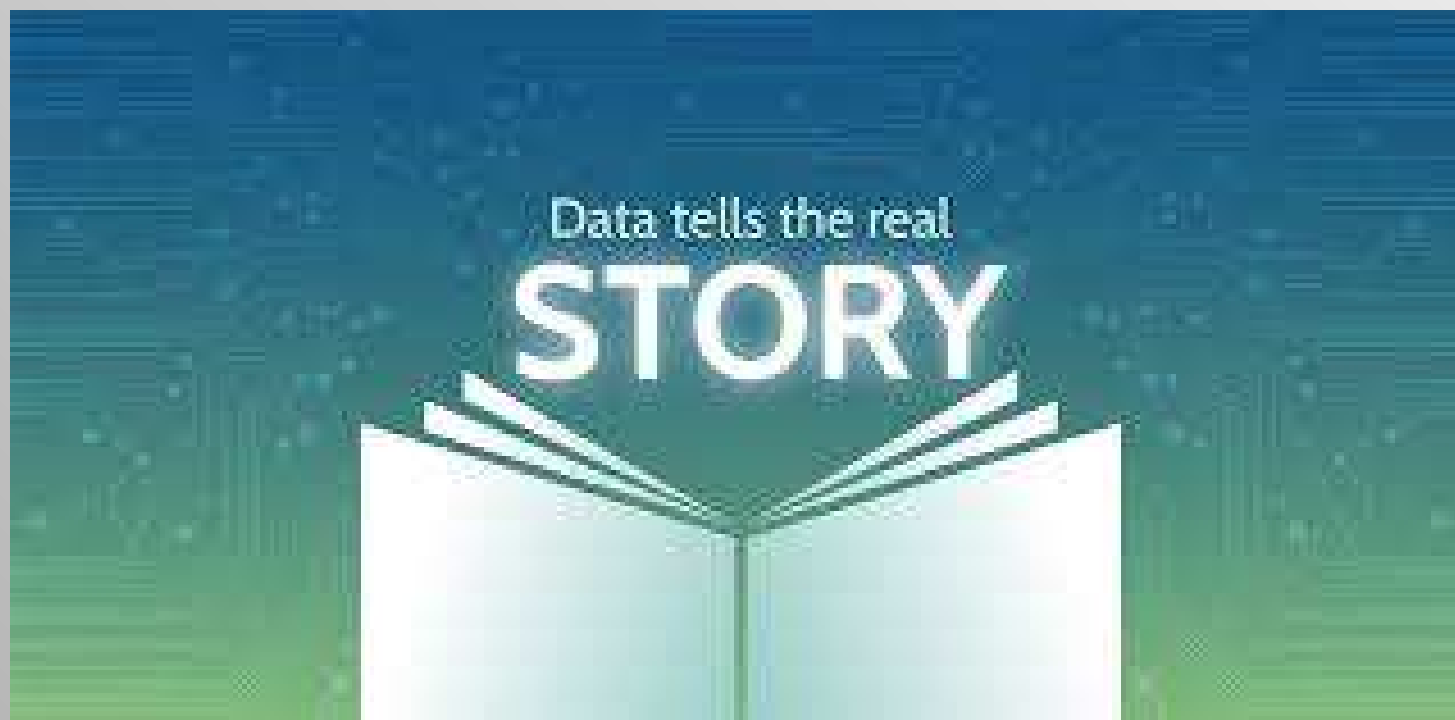
- * Comprehensive site plan in which parents are invited to give input
- * The entire school benefits from Title I

Targeted Assistance

- * Students are identified
- * Targets on students who are academically at risk of failing
- * Ranking system is utilized to see who will be served
- * Campuses with a low-income percentage of 35-40% are considered a “targeted assistance” campus.



Tara Elementary CCRPI

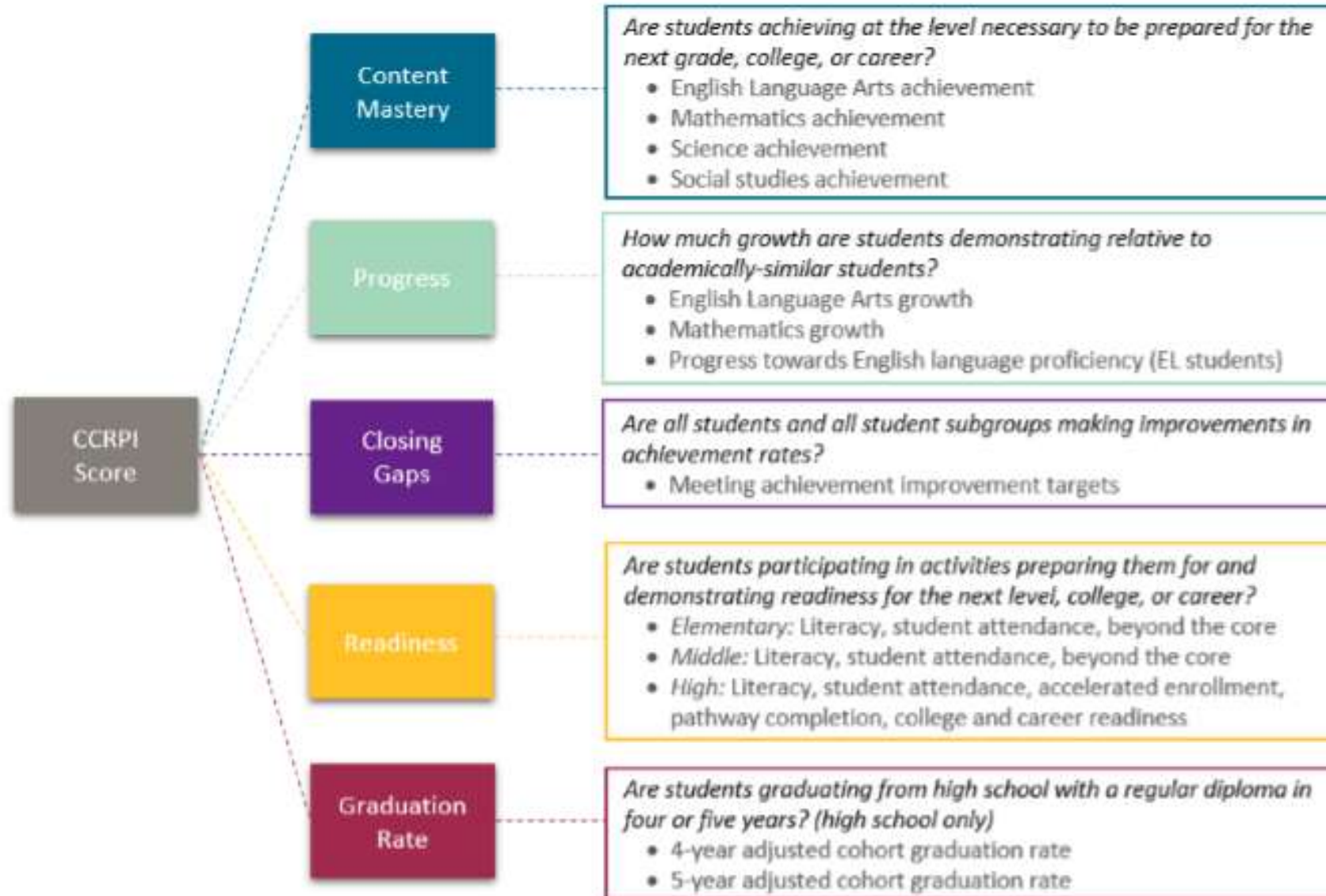


Principal: Dr. Brown

Academic Coach: Ms. Chopra

The Redesigned College and Career Ready Performance Index (CCRPI) Framework

Redesigned CCRPI Framework



GARDEN ELEMENTS



Seeds



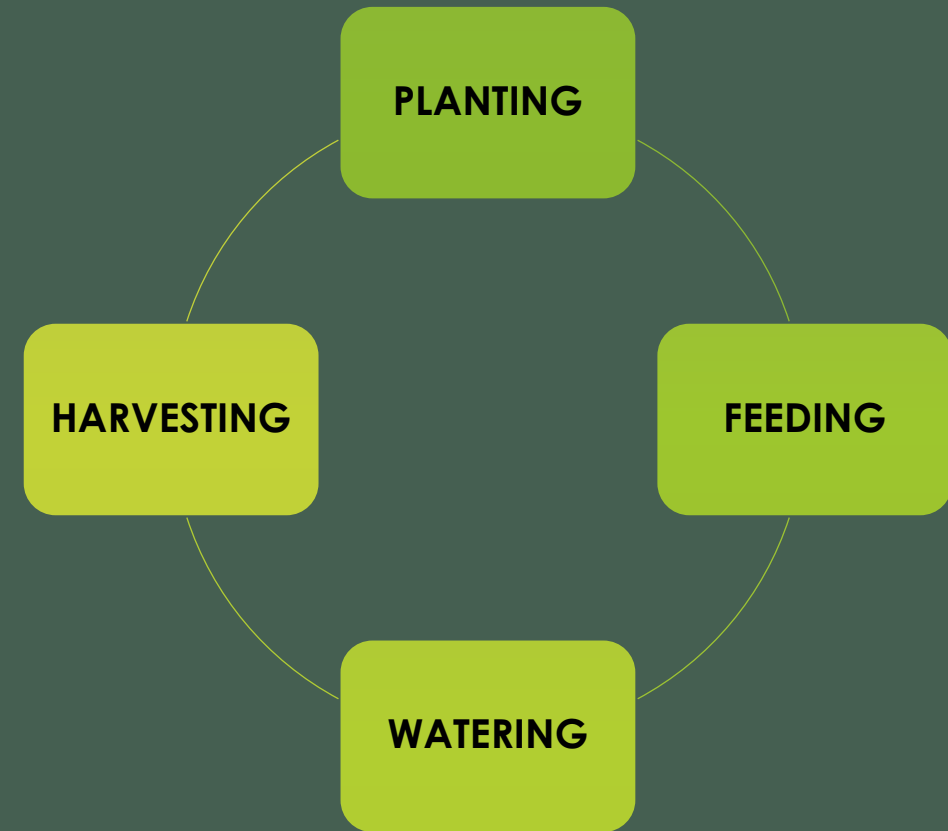
Plants



Weather

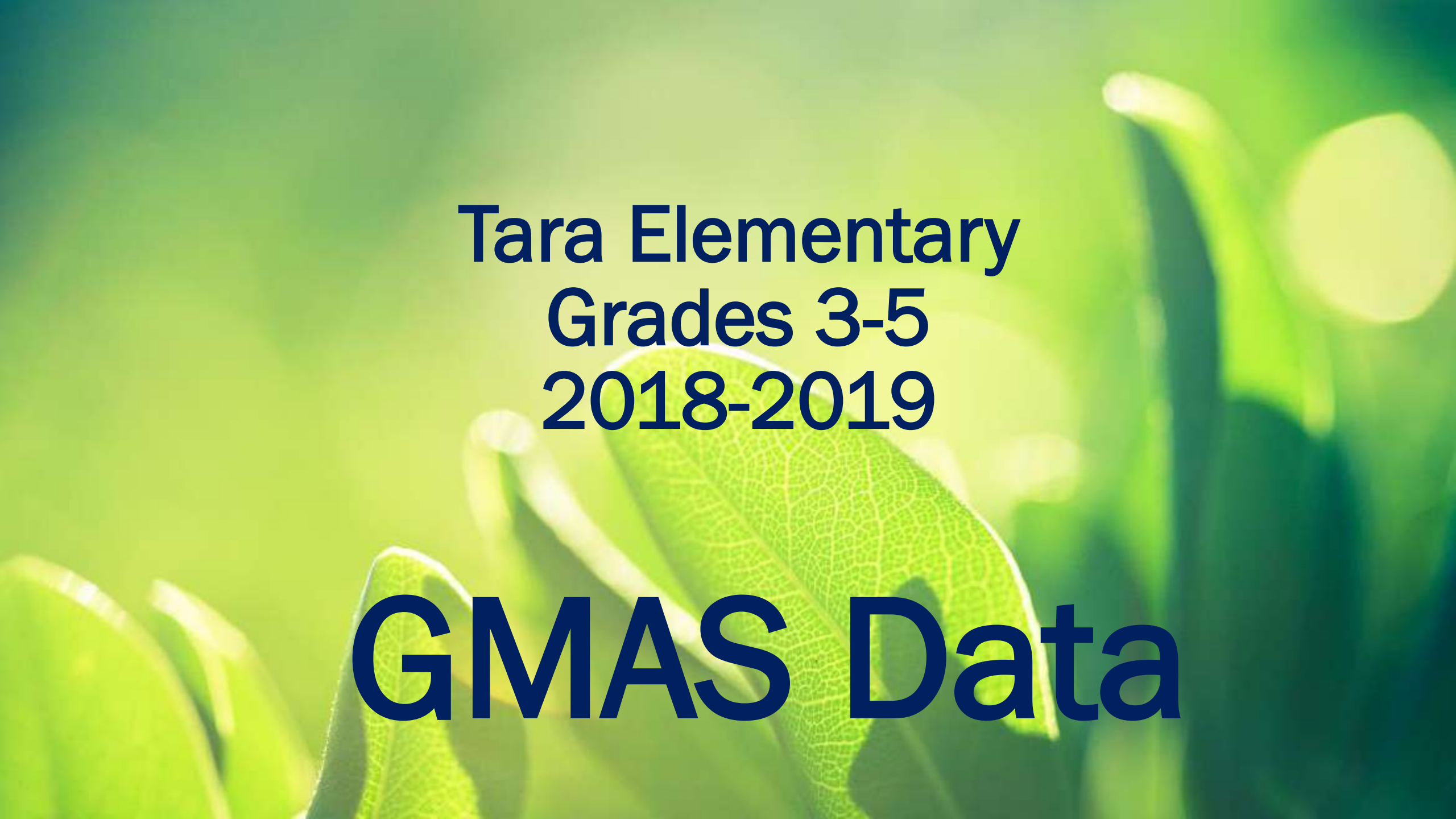


THE PLANTING CYCLE



A Deep Dive into the Data





**Tara Elementary
Grades 3-5
2018-2019**

GMAS Data



Elementary School

5th Grade Science

School	Number of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	DL +	PL+	2017-2018 PL+	Difference PL+ from 2017-2018 Percentage Points
Anderson ES	87	62.00%	20.00%	17.00%	1.00%	38.00%	18.00%	26.00%	8.00%
Brown ES	149	55.00%	21.00%	21.00%	3.00%	45.00%	24.00%	9.00%	15.00%
Fountain ES	7600.00%	54.00%	25.00%	16.00%	5.00%	46.00%	21.00%	25.00%	4.00%
Kemp ES	238	40.00%	34.00%	21.00%	4.00%	59.00%	25.00%	30.00%	5.00%
King ES	114	59.00%	31.00%	8.00%	3.00%	42.00%	11.00%	16.00%	5.00%
Lake Ridge ES	105	41.00%	32.00%	16.00%	10.00%	58.00%	26.00%	14.00%	12.00%
Mt. Zion ES	234	51.00%	23.00%	22.00%	4.00%	49.00%	26.00%	21.00%	5.00%
Oliver ES	123	52.00%	26.00%	20.00%	2.00%	48.00%	22.00%	15.00%	7.00%
Smith ES	190	45.00%	28.00%	19.00%	7.00%	54.00%	26.00%	28.00%	2.00%
Tara ES	124	39.00%	24.00%	34.00%	3.00%	61.00%	37.00%	21.00%	16.00%

5th Grade Social Studies

School	Number of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	DL +	PL+	2017-2018 PL+	Difference PL+ from 2017-2018 Percentage Points
Anderson ES	87	39.00%	53.00%	6.00%	2.00%	61.00%	8.00%	11.00%	3.00%
Brown ES	149	40.00%	46.00%	9.00%	5.00%	60.00%	14.00%	6.00%	8.00%
Fountain	7600.00%	45.00%	49.00%	5.00%	1.00%	55.00%	6.00%	22.00%	16.00%
Kemp ES	238	27.00%	50.00%	14.00%	9.00%	73.00%	23.00%	23.00%	0.00%
King ES	114	48.00%	45.00%	4.00%	3.00%	52.00%	7.00%	9.00%	2.00%
Lake Ridge ES	105	30.00%	46.00%	14.00%	10.00%	70.00%	24.00%	9.00%	15.00%
Mt. Zion ES	234	31.00%	51.00%	10.00%	8.00%	69.00%	18.00%	19.00%	1.00%
Oliver ES	123	49.00%	42.00%	8.00%	1.00%	51.00%	9.00%	10.00%	1.00%
Smith ES	190	28.00%	44.00%	16.00%	12.00%	72.00%	28.00%	30.00%	2.00%
Tara ES	124	23.00%	60.00%	14.00%	2.00%	76.00%	16.00%	9.00%	7.00%



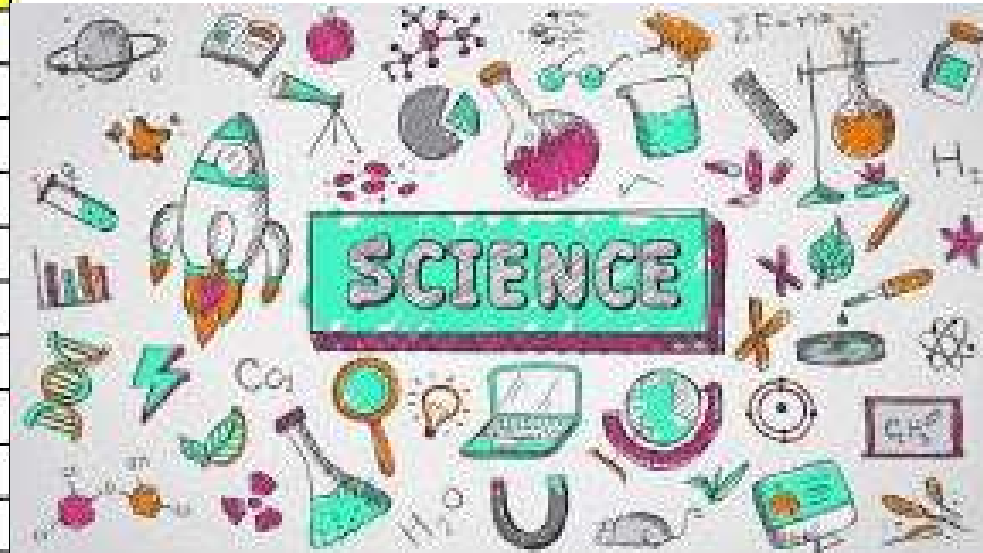
Elementary School Rankings

5th Grade Science

School	PL+
Tara ES	37.00%
Lake Ridge ES	26.00%
Mt. Zion ES	26.00%
Smith ES	26.00%
Kemp ES	25.00%
Brown ES	24.00%
Oliver ES	22.00%
Fountain ES	21.00%
Anderson ES	18.00%
King ES	11.00%

5th Grade Social Studies

School	PL+
Smith ES	28.00%
Lake Ridge ES	24.00%
Kemp ES	23.00%
Mt. Zion ES	18.00%
Tara ES	16.00%
Brown ES	14.00%
Oliver ES	9.00%
Anderson ES	8.00%
King ES	7.00%
Fountain	6.00%



School Name	Science Data								
	N	Mean SS	% BL	% DL	% PL	% DSL	% DL+	% PL+DSL	Rank (N=1)
Arnold Elementary	98	524.3	20.4	31.6	36.7	11.2	79.6	48	270
Lake City Elementa	95	510.2	27.4	34.7	29.5	8.4	72.6	37.9	486
Suder Elementary	114	503.5	29.8	37.7	28.1	4.4	70.2	32.5	594
Morrow Elementar	71	501.4	28.2	39.4	28.2	4.2	71.8	32.4	598
Tara Elementary ★	95 (+33.9)	491.1	43.2	26.3	26.3	4.2	56.8	30.5	650
Mount Zion Elemer	196	497.3	36.2	34.7	23	6.1	63.8	29.1	683
McGarrah Element	114	502	28.1	43	24.6	4.4	71.9	28.9	688
Church Street Elen	132	492.3	39.4	32.6	23.5	4.5	60.6	28	716
East Clayton Elem	111	487.6	41.4	31.5	26.1	0.9	58.6	27	737
Oliver Elementary	102	490.9	40.2	35.3	19.6	4.9	59.8	24.5	798
Brown Elementary	136	488.1	43.4	33.1	20.6	2.9	56.6	23.5	818
James Jackson	144	484.2	40.3	36.8	21.5	1.4	59.7	22.9	830
Hawthorne Elemer	167	484.9	43.7	34.1	17.4	4.8	56.3	22.2	847
Unidos Dual Langa	52	480.3	44.2	34.6	19.2	1.9	55.8	21.2	870
Huie Elementary	127	479.8	48	33.1	17.3	1.6	52	18.9	924
Eddie White Acade	132	477.7	44.7	36.4	18.2	0.8	55.3	18.9	922
Anderson Element	68	488.7	38.2	44.1	17.6	0	61.8	17.6	948
Marshall Elementa	145	475.8	52.4	30.3	14.5	2.8	47.6	17.2	957
Riverdale Element	104	476.7	52.9	30.8	15.4	1	47.1	16.3	979
Haynie Elementary	130	473.2	51.5	32.3	15.4	0.8	48.5	16.2	983
River's Edge Elem	107	473.4	55.1	29	14	1.9	44.9	15.9	988
Callaway Elementa	122	476.3	50.8	33.6	14.8	0.8	49.2	15.6	995
Smith Elementary	179	476.4	51.4	33.5	12.3	2.8	48.6	15.1	1004
Kilpatrick Elementa	96	474.9	51	34.4	14.6	0	49	14.6	1015
Edmonds Element	84	472.9	52.4	33.3	13.1	1.2	47.6	14.3	1020
West Clayton	62	467.9	56.5	30.6	11.3	1.6	43.5	12.9	1049
Lee Street Elemen	86	470.9	53.5	33.7	11.6	1.2	46.5	12.8	1057
Lake Ridge Eleme	105	468.4	55.2	32.4	11.4	1	44.8	12.4	1064
Kemp Elementary	231	473.9	50.6	37.7	10	1.7	49.4	11.7	1075
Fountain Elementa	80	473.1	52.5	36.3	10	1.3	47.5	11.3	1083
Pointe South Elem	109	465	48.6	40.4	9.2	1.8	51.4	11	1088
Swint Elementary	81	468.9	51.9	38.3	9.9	0	48.1	9.9	1110
Harper Elementary	133	467.1	51.1	39.8	9	0	48.9	9	1123
King Elementary	166	457.2	64.5	26.5	9	0	35.5	9	1122
Northcutt Elementa	88	458.9	63.6	30.7	3.4	2.3	36.4	5.7	1178

Science Data:

Data chart shows comparison of other schools to Tara Elementary based on schools that performed well on the benchmark assessments.

GMAS testing scores places each school in green and Tara as developing in science.

Based on the DL%+ category, other schools had a higher percentage of Distinguished learners on the science GMAS.

To be proficient in science, as a school, Tara will have to gain 33.9 more averaged point in the students mean science score.

Elementary Schools in Ranking Order 2019 GMAS Scores (% Proficient +)		Growth/ Decline 2018 to 2019
Kay Pace Elementary (41.5%)		X
Marshall Elementary (30.2%)	+	+6%
Smith Elementary (27.9%)	-	-2%
Church Street Elementary (27.5%)	-	-2%
Arnold Elementary (26.3%)	-	-19%
Harper Elementary (24.7%)	+	+1%
Lake Ridge Elementary (23.8%)	+	+14%
Swint Elementary (23.6%)	+	+2%
Kemp Elementary (23.1%)	-	-0.1%
Unidos Dual Language (21.1%)	-	-11%
Lake City Elementary (19.8%)	-	-10%
Suder Elementary (19.7%)	+	+9%
River's Edge Elementary (19.3%)	+	+4%
Mt. Zion Elementary (18.0%)	-	-1%
Callaway Elementary (17.3%)	+	+4%
Tara Elementary (16.1%)	+	+7%
Morrow Elementary (15.8%)	-	-5%
Brown Elementary (14.8%)	+	+10%
Edmonds Elementary (14.3%)	+	+0.5%
East Clayton Elementary (14.0%)	-	-4%
Riverdale Elementary (13.9%)	-	-4%
McGarrah Elementary (13.0%)	-	-13%
Hawthorne Elementary (12.1%)	-	-2%
Eddie White Academy (10.2%)	+	+5%
Northcutt Elementary (10.2%)	-	-0.2%
West Clayton Elementary (9.4%)	+	+1%
Haynie Elementary (9.4%)	-	-8%
Oliver Elementary (8.9%)	-	-1%
Anderson Elementary (8.1%)	-	-3%
Pt. South Elementary (7.8%)	-	-3%
Kilpatrick Elementary (7.2%)	-	-2%
King Elementary (7.0%)	-	-2%
Fountain Elementary (6.6%)	-	-16%
Lee Street Elementary (5.8%)	-	-9%
Hule Elementary (4.2%)	-	-5%
Jackson Elementary (4.1%)	-	-16%

Road to Distinguished

How do we meet the 80% of students passing by 2023?



Tara Elementary 16.1% versus Calloway Elementary 17.3%

3rd Grade Language Arts									
School	Number of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	DL +	PL+	2017-2018 PL+	Difference PL+ from 2017-2018 Percentage Points
Anderson ES	94	52.00%	22.00%	18.00%	7.00%	47.00%	25.00%	7.00%	18.00%
Brown ES	138	35.00%	35.00%	24.00%	7.00%	66.00%	31.00%	18.00%	13.00%
Fountain	8600.00%	51.00%	34.00%	13.00%	2.00%	49.00%	15.00%	18.00%	-3.00%
Kemp ES	219	42.00%	32.00%	19.00%	8.00%	59.00%	27.00%	28.00%	-1.00%
King ES	111	45.00%	32.00%	19.00%	5.00%	56.00%	24.00%	26.00%	-2.00%
Lake Ridge ES	101	45.00%	40.00%	10.00%	6.00%	56.00%	16.00%	23.00%	-7.00%
Mt. Zion ES	186	48.00%	31.00%	18.00%	3.00%	52.00%	21.00%	13.00%	8.00%
Oliver ES	104	39.00%	31.00%	20.00%	10.00%	61.00%	30.00%	23.00%	7.00%
Smith ES	160	41.00%	29.00%	25.00%	6.00%	60.00%	31.00%	32.00%	-1.00%
Tara ES	95	41.00%	32.00%	22.00%	5.00%	59.00%	27.00%	20.00%	7.00%
4th Grade Language Arts									
School	Number of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	DL +	PL+	2017-2018 PL+	Difference PL+ from 2017-2018 Percentage Points
Anderson ES	84	48.00%	32.00%	14.00%	6.00%	52.00%	20.00%	20.00%	0.00%
Brown ES	153	47.00%	33.00%	14.00%	5.00%	52.00%	19.00%	33.00%	-14.00%
Fountain	8700.00%	40.00%	41.00%	17.00%	1.00%	59.00%	18.00%	29.00%	-11.00%
Kemp ES	219	42.00%	32.00%	19.00%	7.00%	58.00%	26.00%	32.00%	-6.00%
King ES	93	51.00%	33.00%	13.00%	3.00%	49.00%	16.00%	21%	-5.00%
Lake Ridge ES	92	43.00%	28.00%	20.00%	9.00%	57.00%	29.00%	32%	-3.00%
Mt. Zion ES	192	48.00%	31.00%	14.00%	6.00%	51.00%	20.00%	28.00%	-8.00%
Oliver ES	102	38.00%	34.00%	20.00%	8.00%	62.00%	28.00%	37.00%	-9.00%
Smith ES	178	35.00%	30.00%	26.00%	8.00%	64.00%	34.00%	33.00%	1.00%
Tara ES	132	38.00%	36.00%	22.00%	5.00%	63.00%	27.00%	37.00%	-10.00%
5th Grade Language Arts									
School	Number of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	DL +	PL+	2017-2018 PL+	Difference PL+ from 2017-2018 Percentage Points
Anderson ES	87	41.00%	39.00%	18.00%	1.00%	58.00%	19.00%	29.00%	-10.00%
Brown ES	149	36.00%	27.00%	31.00%	6.00%	64.00%	37.00%	26.00%	11.00%
Fountain	7600.00%	37.00%	36.00%	26.00%	1.00%	63.00%	27.00%	28.00%	-1.00%
Kemp ES	239	28.00%	41.00%	26.00%	5.00%	72.00%	31.00%	28.00%	3.00%
King ES	114	43.00%	30.00%	23.00%	4.00%	57.00%	27.00%	16.00%	11.00%
Lake Ridge ES	105	37.00%	32.00%	23.00%	8.00%	63.00%	31.00%	23.00%	8.00%
Mt. Zion ES	235	35.00%	41.00%	22.00%	2.00%	65.00%	24.00%	23.00%	1.00%
Oliver ES	122	36.00%	34.00%	22.00%	7.00%	63.00%	29.00%	19.00%	10.00%
Smith ES	189	35.00%	35.00%	25.00%	5.00%	65.00%	30.00%	35.00%	-5.00%
Tara ES	124	23.00%	41.00%	33.00%	3.00%	77.00%	36.00%	22.00%	14.00%

3rd Grade Language Arts

School	PL+
Brown ES	31.00%
Smith ES	31.00%
Oliver ES	30.00%
Kemp ES	27.00%
Tara ES	27.00%
Anderson ES	25.00%
King ES	24.00%
Mt. Zion ES	21.00%
Lake Ridge ES	16.00%
Fountain	15.00%

4th Grade Language Arts

School	PL+
Smith ES	34.00%
Lake Ridge ES	29.00%
Oliver ES	28.00%
Tara ES	27.00%
Kemp ES	26.00%
Anderson ES	20.00%
Mt. Zion ES	20.00%
Brown ES	19.00%
Fountain	18.00%
King ES	16.00%

English Language Arts



5th Grade Language Arts

School	PL+
Brown ES	37.00%
Tara ES	36.00%
Kemp ES	31.00%
Lake Ridge ES	31.00%
Smith ES	30.00%
Oliver ES	29.00%
Fountain	27.00%
King ES	27.00%
Mt. Zion ES	24.00%
Anderson ES	19.00%

English Language Arts



MATH MATH MATH

3rd Grade Mathematics

School	Number of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	DL +	PL+	2017-2018 PL+	Difference PL+ from 2017-2018 Percentage Points
Anderson ES	94	34.00%	38.00%	18.00%	10.00%	66.00%	28.00%	17.00%	11.00%
Brown ES	138	36.00%	39.00%	22.00%	4.00%	65.00%	26.00%	13.00%	13.00%
Fountain	88	26.00%	35.00%	36.00%	2.00%	73.00%	38.00%	29.00%	9.00%
Kemp ES	218	23.00%	43.00%	28.00%	5.00%	76.00%	33.00%	31.00%	2.00%
King ES	111	37.00%	34.00%	26.00%	3.00%	63.00%	29.00%	26.00%	3.00%
Lake Ridge ES	101	41.00%	35.00%	23.00%	2.00%	60.00%	25.00%	29.00%	-4.00%
Mt. Zion ES	186	32.00%	39.00%	25.00%	5.00%	69.00%	30.00%	21.00%	9.00%
Oliver ES	104	27.00%	45.00%	25.00%	3.00%	73.00%	28.00%	24.00%	4.00%
Smith ES	160	21.00%	33.00%	35.00%	11.00%	79.00%	46.00%	45.00%	1.00%
Tara ES	95	25.00%	40.00%	28.00%	6.00%	74.00%	34.00%	34.00%	0.00%

4th Grade Mathematics

School	Number of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	DL +	PL+	2017-2018 PL+	Difference PL+ from 2017-2018 Percentage Points
Anderson ES	84	35.00%	37.00%	24.00%	5.00%	66.00%	29.00%	25.00%	4.00%
Brown ES	153	39.00%	43.00%	13.00%	5.00%	61.00%	18.00%	13.00%	5.00%
Fountain	87	33.00%	46.00%	20.00%	1.00%	67.00%	21.00%	42.00%	-21.00%
Kemp ES	219	27.00%	43.00%	26.00%	3.00%	72.00%	29.00%	34.00%	-5.00%
King ES	93	39.00%	41.00%	16.00%	4.00%	61.00%	20.00%	15.00%	5.00%
Lake Ridge ES	92	45.00%	35.00%	16.00%	4.00%	55.00%	20.00%	35.00%	-15.00%
Mt. Zion ES	192	33.00%	44.00%	21.00%	2.00%	67.00%	23.00%	22.00%	1.00%
Oliver ES	102	25.00%	47.00%	25.00%	4.00%	76.00%	29.00%	25.00%	4.00%
Smith ES	178	24.00%	32.00%	37.00%	7.00%	76.00%	44.00%	43.00%	1.00%
Tara ES	133	38.00%	35.00%	23.00%	3.00%	61.00%	26.00%	27.00%	-1.00%

5th Grade Mathematics

School	Number of Students	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	DL +	PL+	2017-2018 PL+	Difference PL+ from 2017-2018 Percentage Points
Anderson ES	87	38.00%	40.00%	16.00%	6.00%	62.00%	22.00%	25.00%	-3.00%
Brown ES	149	47.00%	34.00%	12.00%	7.00%	53.00%	19.00%	18.00%	1.00%
Fountain	76	34.00%	37.00%	24.00%	5.00%	66.00%	29.00%	21.00%	8.00%
Kemp ES	239	33.00%	41.00%	19.00%	6.00%	66.00%	25.00%	22.00%	3.00%
King ES	114	61.00%	32.00%	6.00%	2.00%	40.00%	8.00%	14.00%	-6.00%
Lake Ridge ES	105	41.00%	34.00%	17.00%	8.00%	59.00%	25.00%	16.00%	9.00%
Mt. Zion ES	235	46.00%	36.00%	16.00%	2.00%	54.00%	18.00%	13.00%	5.00%
Oliver ES	123	46.00%	32.00%	15.00%	7.00%	54.00%	22.00%	15.00%	7.00%
Smith ES	189	30.00%	35.00%	22.00%	13.00%	70.00%	35.00%	32.00%	3.00%
Tara ES	124	50.00%	40.00%	10.00%	0.00%	50.00%	10.00%	12.00%	-2.00%



3rd Grade Mathematics

School	PL+
Smith ES	46.00%
Fountain	38.00%
Tara ES	34.00%
Kemp ES	33.00%
Mt. Zion ES	30.00%
King ES	29.00%
Anderson ES	28.00%
Oliver ES	28.00%
Brown ES	26.00%
Lake Ridge ES	25.00%

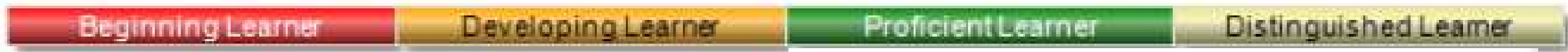
4th Grade Mathematics

School	PL+
Smith ES	44.00%
Kemp ES	29.00%
Anderson ES	29.00%
Oliver ES	29.00%
Tara ES	26.00%
Mt. Zion ES	23.00%
Fountain	21.00%
King ES	20.00%
Lake Ridge ES	20.00%
Brown ES	18.00%

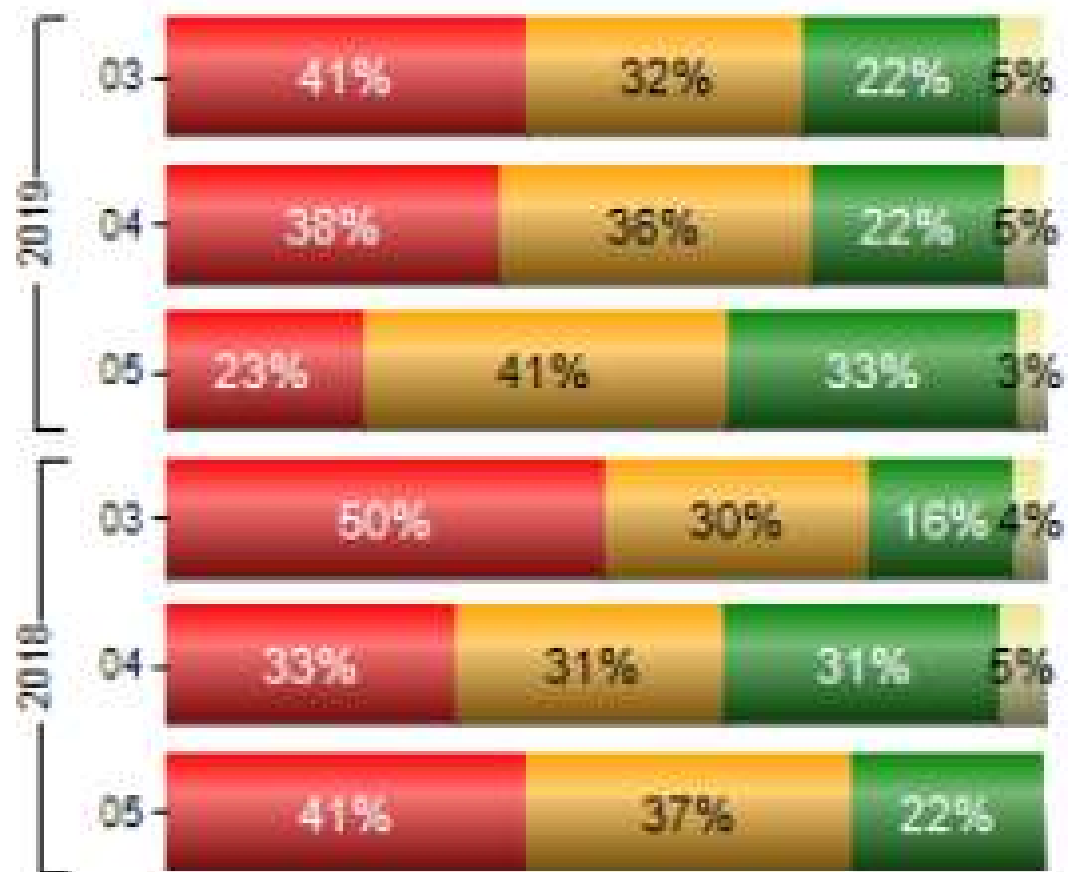
5th Grade Mathematics

School	PL+
Smith ES	35.00%
Fountain	29.00%
Kemp ES	25.00%
Lake Ridge ES	25.00%
Anderson ES	22.00%
Oliver ES	22.00%
Brown ES	19.00%
Mt. Zion ES	18.00%
Tara ES	10.00%
King ES	8.00%

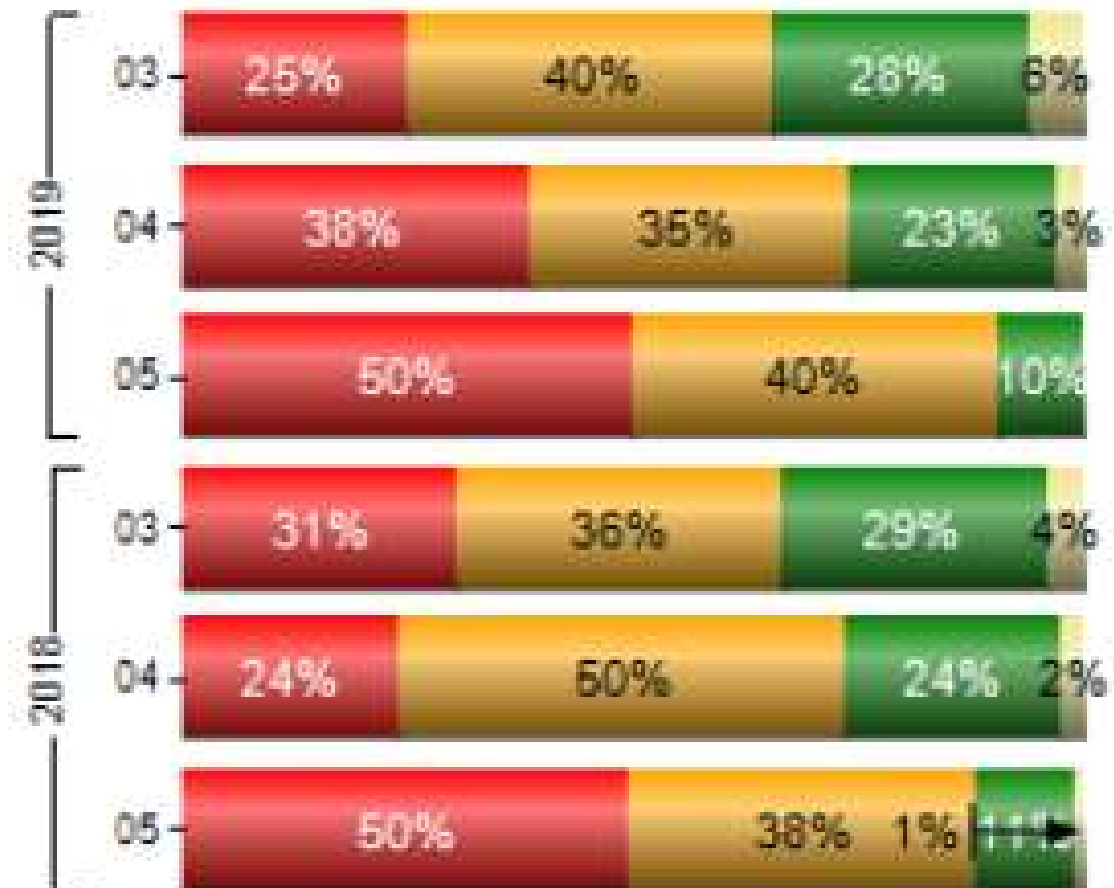


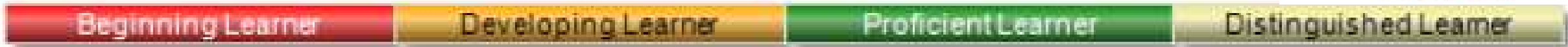


ELA

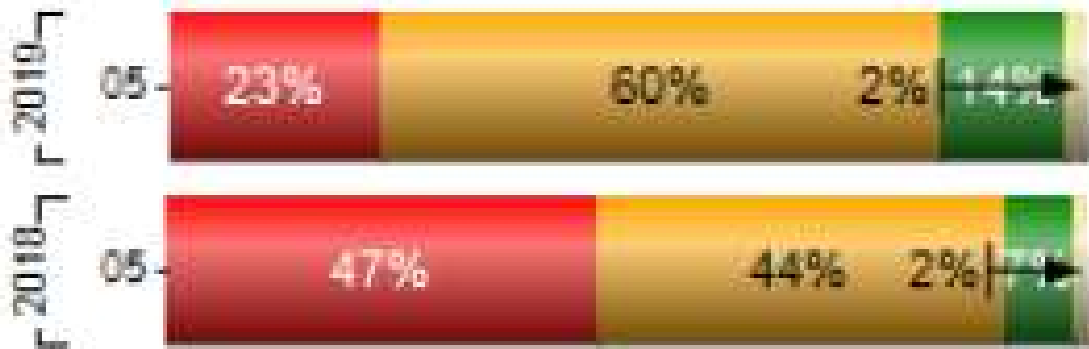


Mathematics





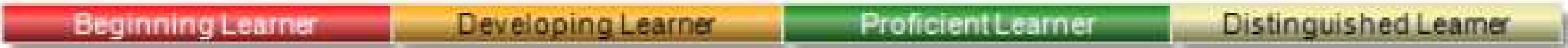
Social Studies



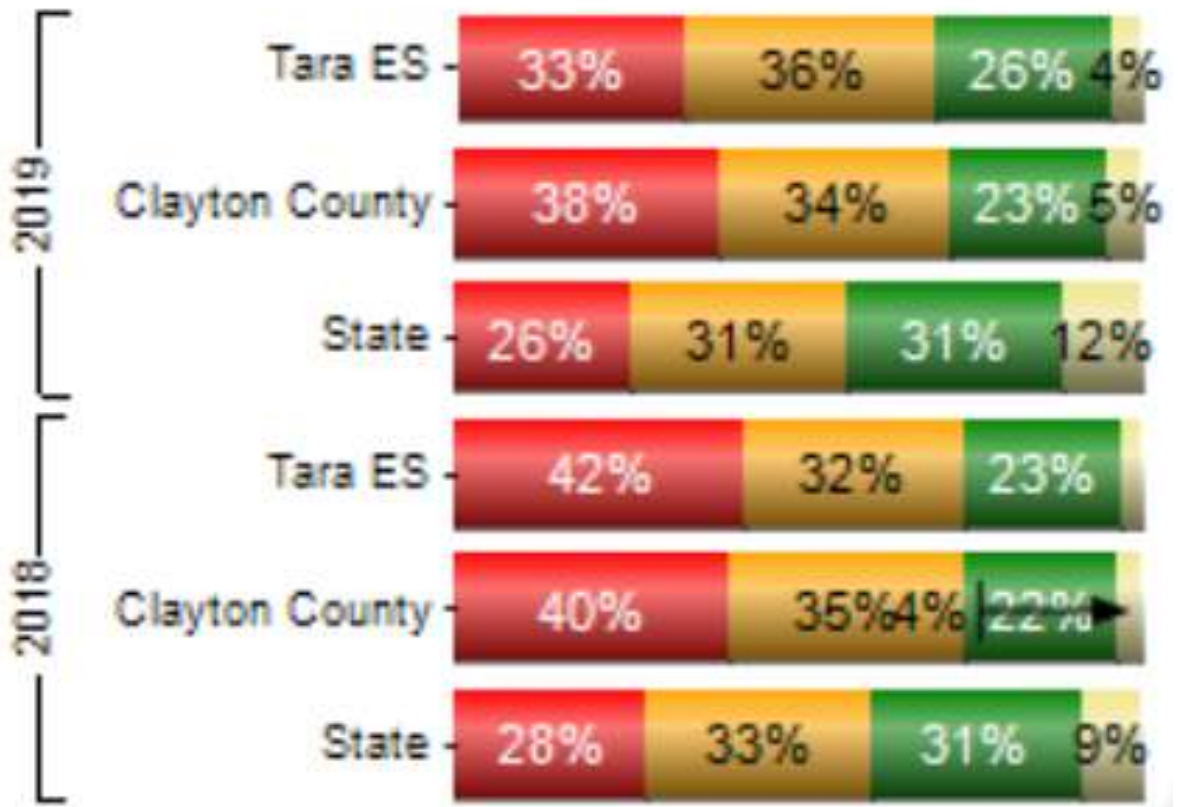
Science



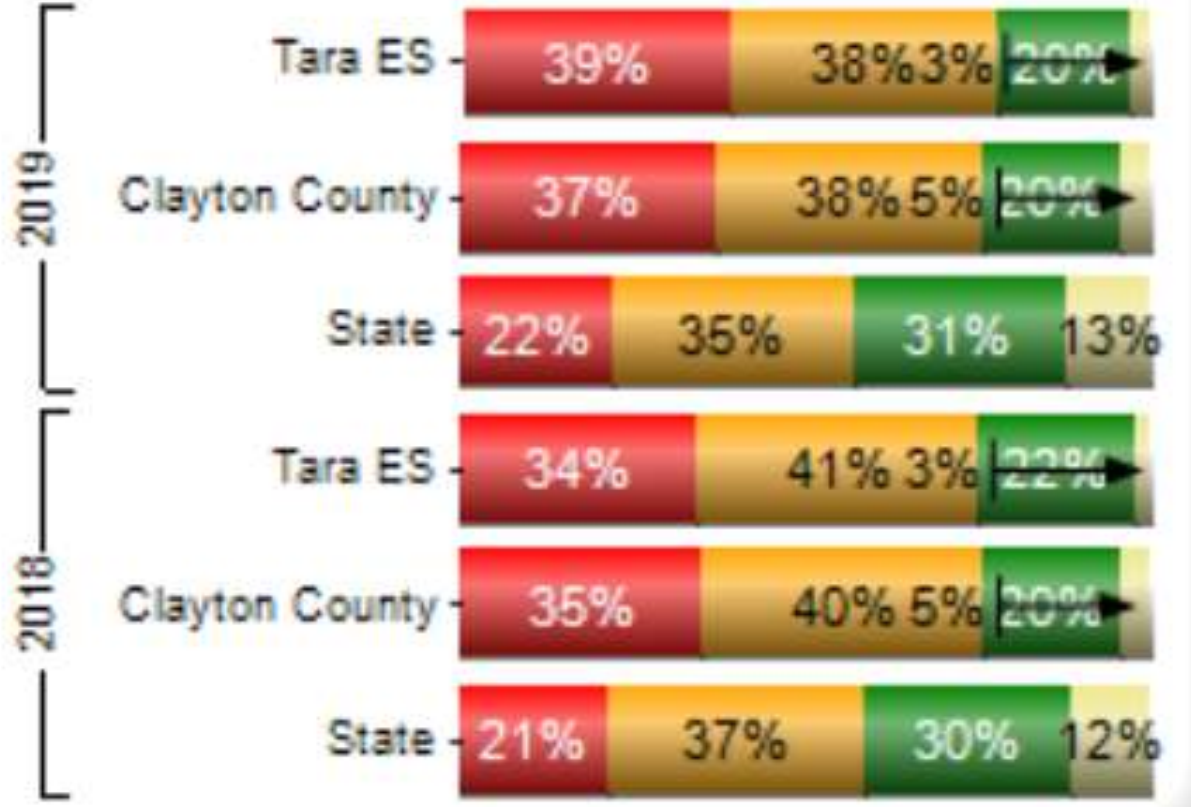
Tara Elementary in relation to System, RESA, and State

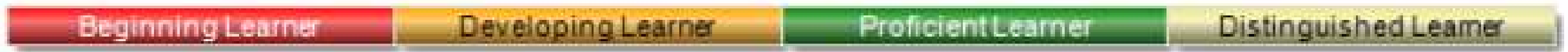


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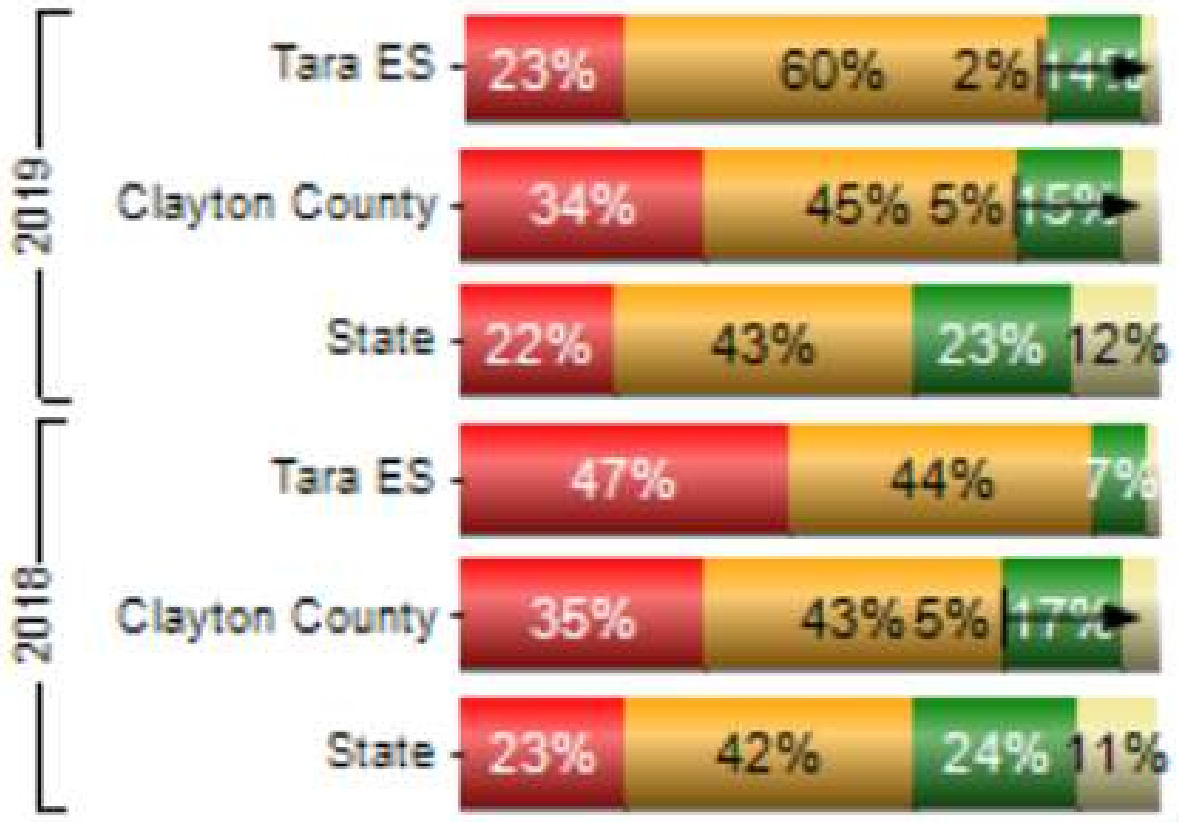


Mathematics

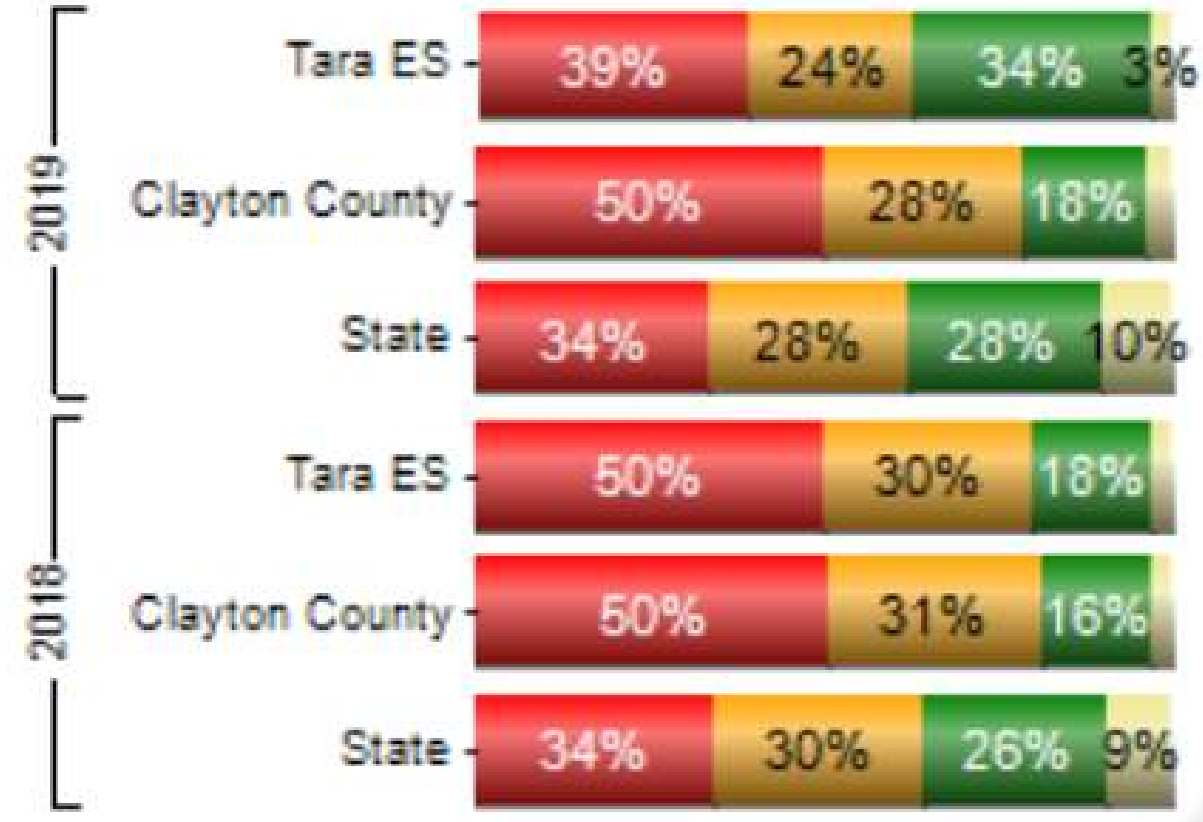




Social Studies



Science



TARA ELEMENTARY'S STUDENT GROWTH

2018-2019 SCHOOL YEAR



Presented by Madhuri Chopra

OVERVIEW OF STUDENT GROWTH

- **We currently have comparison data for 82 out of 124 4th grade students**
- **We currently have comparison data for 95 out of 120 5th grade students**

LEXILE GROWTH

- **35 % of the 4th grade students have a Lexile of 840 or higher**
- **56 % of the 5th grade students have a Lexile of 920 or higher**
- **74 % of 4th grade students Lexile grew more than 100 points**
- **67 % of 5th grade students Lexile grew more than 100 points**

GROWS

- **Lexile growth**

GROWS

- **Increasing student growth as measured by the increase in the scale score in math**

2016

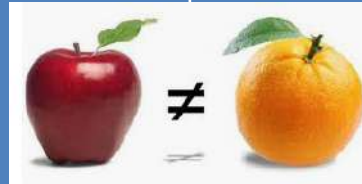
Old CCRPI
Calculation



53.8%

2017

Old CCRPI
Calculation



67.8%

+14

2018

New CCRPI Calculation
Re-designed



64.7%

See **NOTE**
below

2019



TOGETHER

NOTE: The 2018 CCRPI uses an updated calculation approved as part of Georgia's state plan for the Every Student Succeeds Act (ESSA). 2018 scores are NOT comparable to any prior year. Any comparison, or statement that a school or district's scores have "risen" or "dropped," is incorrect.



Instructional Strategies



and

Support Services

C.I. “A.” Team

Academic Coach
(All Contents)
Ms. Chopra

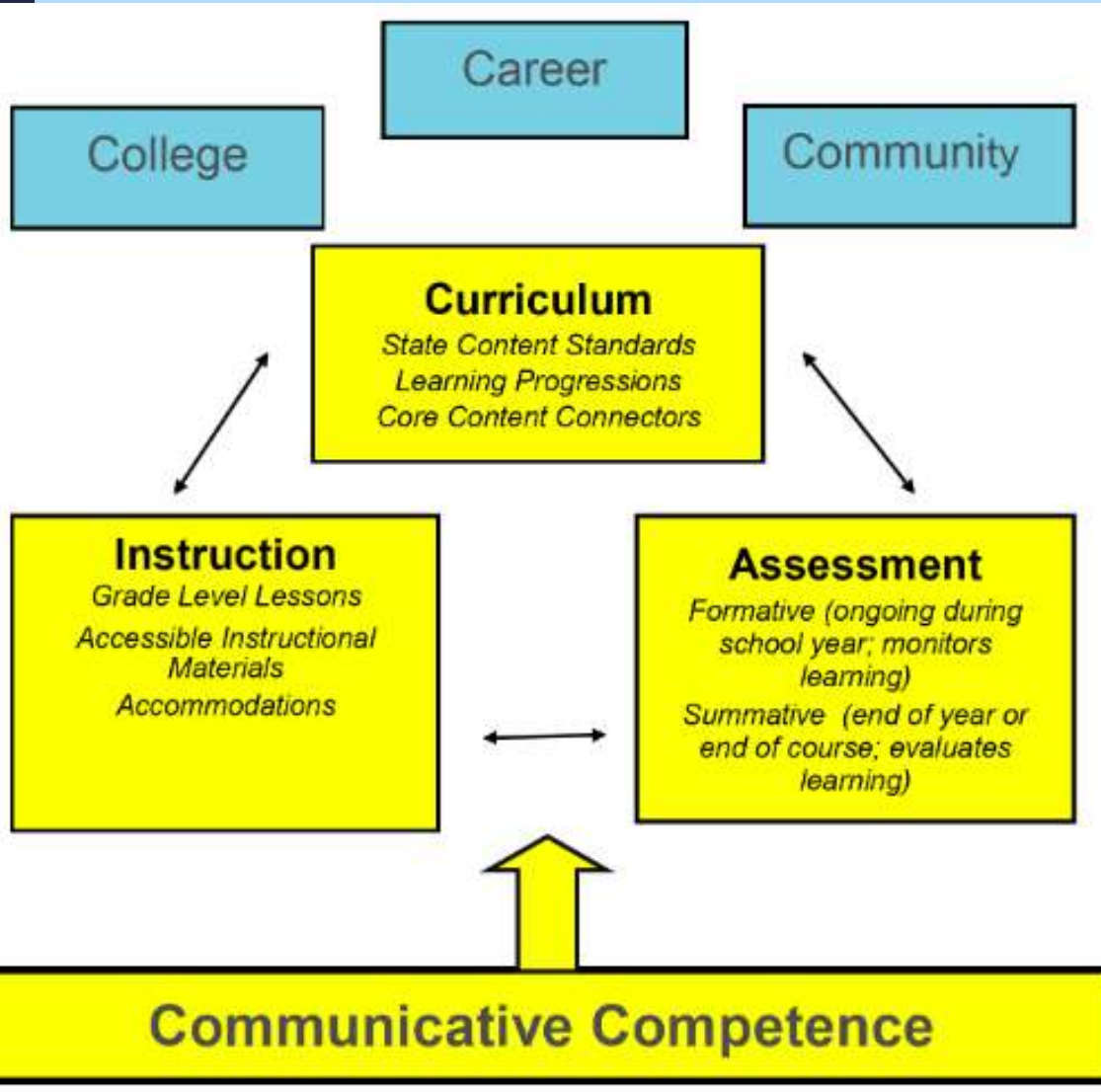
Instructional Support
Teacher (All Contents)
Ms. Simmons

Instructional Support
Teacher (All Contents)
Ms. Ohanenye

Instructional Support
Teacher
(STEM/Science/Social
Studies)
Ms. Winfield



C.I. "A." Team



COLLABORATIVELY PLANNING FOR HIGH PERFORMANCE

TRIS 1.1.3.3.6.9.10

WHAT TO CONSIDER DURING COLLABORATIVE PLANNING						STEPS FOR DECONSTRUCTING STANDARDS INTO CLEAR LEARNING TARGETS		
S. STUDENTS	T. TIME	A. ASSESSMENT	R. RESOURCES	T. TEACHING TECHNIQUES	S. STANDARDS	Step 1 → Perform a CLOSE READ of the standard.		
Analyze data to determine the specific learning needs of all students.	Determine the appropriate amount and sequencing of learning objectives based on knowledge of prior standards, students' readiness, and content-specific modalities.	Identify and/or design formative assessments to monitor and measure student learning throughout daily lessons and/or the unit.	Select a variety of resources that align to the standards and student interest, learning needs, and the selected teaching strategies.	Select the most appropriate evidence-based practices that will help increase students' mastery of standards and their motivation.	Continue to deepen knowledge of standards and content. Use this knowledge to write clear, thoughtful learning targets that align to the standards and grade students toward mastery.	Step 1 → Perform a CLOSE READ of the standard. ✓ What is the overall significance or intent of the standard? What are the big ideas? ✓ What prior knowledge is needed to access the standard? ✓ What level of thinking is required to demonstrate mastery of the standard? ✓ How does this standard relate to future learning in the content area? ✓ What relevant connections can be made while teaching this standard?		
USE OF ASSESSMENT DATA TO INFORM INSTRUCTION						BEFORE – DURING – AFTER PLANNING CONSIDERATIONS		
(1) Determine Students' Overall Performance Levels						Before		
What percent of (ALL) students demonstrated on or above proficiency vs. below proficiency? What were these percentages for each subgroup?						✓ Determine the learning standards and learning targets of focus. ✓ Locate the appropriate resources/materials for planning. ✓ Preview/read the content that will be taught to students. (if applicable) and produce/formative assessments. ✓ Determine the appropriate student data or student work to bring to planning that demonstrates students' level of learning of the standards taught.		
(2) Perform a Standards Analysis						During		
On which standard(s) did students perform more proficiently, and on which standards did they display the greatest deficits? Analyze this by class period and by subgroup.						✓ Develop a common understanding of the standard(s). ✓ Identify clear learning targets based on the standard and students' learning needs/interests. ✓ Determine the high-impact strategies and supports based on students' learning needs. ✓ Finalize the formative assessments that will be used for monitoring student learning during instruction. ✓ Determine what will be acceptable evidence of student mastery (success criteria).		
(3) Conduct a Student Analysis						After		
What factors may have contributed to individual student performance (e.g. access to the core, access to extended learning opportunities, absences, etc.) Are the most appropriate strategies (academic and/or behavioral) being used based on student performance? Are parents aware of student performance?						✓ Preview/read the content that will be taught. ✓ Secure the resources and materials for lesson delivery and assessment. ✓ Determine what resources students will need in their possession versus what can be displayed for the class. ✓ Determine the most appropriate delivery and learning models (e.g. whole group, small group, partners, individual, etc.). ✓ Collect student work to share and analyze with colleagues at the next planning session.		
(4) Conduct a Test in Hand Analysis								
How do the design and structure of the test question align or differ from how the questions and tasks are presented during instruction? Consider: question wording, DOQ level, test complexity, distractors, etc.								
(5) Use the data to inform instruction								
How will students be informed of their performance and engaged in goal setting and error analysis of missed questions? How will future lessons allow time for re-teaching or enrichment opportunities? What strategies and resources will be used to address students' learning needs? What formative assessment methods will be used to monitor and measure students' attainment of deficit areas?								



CCPS FRAMEWORK FOR HIGH PERFORMANCE

COMPONENTS OF AN EFFECTIVE LESSON

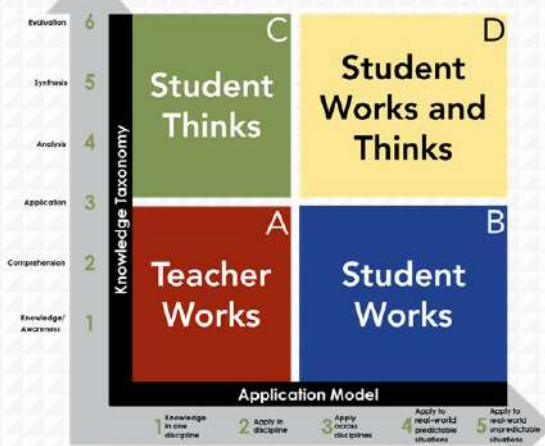
Setting the Stage for Learning	TRIS 1.1.3.3.7	Preparation for Student Application	TRIS 1.1.3.3.7
Teacher Behaviors <ul style="list-style-type: none"> Actively engage the students, gain all students' attention Introduce standards, learning targets, and success criteria Build students' conceptual understanding and/or knowledge and skills Model problem-solving and communication strategies (use of think aloud, demonstration, explanations, etc.) Ask strategic questions to promote critical thinking Student Behaviors <ul style="list-style-type: none"> Access prior knowledge and make connections Engage in note-taking techniques/strategy Participate in classroom discussions, investigations and analysis thinking Ask thoughtful-provoking and/or clarifying questions 		Teacher Behaviors <ul style="list-style-type: none"> Provide guided student practice Use strategic questioning techniques to check understanding and to encourage critical thinking Engage students in discipline-specific discussions Anticipate organizing tools for instructional moments Review learning targets, success criteria and expectations for learning tasks Student Behaviors <ul style="list-style-type: none"> Engage in guided practice Participate in academic discussions (peer-to-peer, peer-to-teacher) Prepare organizing tools or resources Ask thoughtful-provoking and/or clarifying questions 	
Application of Learning	TRIS 1.1.3.3.8	Reflection and Assessment of Learning	TRIS 1.1.3.3.8
Teacher Behaviors <ul style="list-style-type: none"> Facilitate independent and/or small group work, scaffold learning tasks Intentionally assign collaborative groups and differentiation tasks (as needed) Use strategic questioning techniques to check understanding and to encourage critical thinking Alerts students to engage in problem-solving, make inferences, and engage in error analysis Monitor, question and document student progress, explicitly clarifies misconceptions to student understanding Clarifies frequently and informally with students and provides standards-based feedback Student Behaviors <ul style="list-style-type: none"> Engage in independent or collaborative learning Complete rigorous, conceptually-rich performance or learning tasks Demonstrates a command of the standards-based vocabulary Demonstrates proficiency in skills and concepts related to content standards Collaborates with teacher and resources and applies standards-based feedback 		Teacher Behaviors <ul style="list-style-type: none"> Frequently or informally assess student understanding Provide targeted, standards-based feedback to students Explicitly clarifies misconceptions to student understanding Summarizes and synthesizes progress toward learning target and mastery of standard(s) Identifies next steps for instruction based on data analysis Student Behaviors <ul style="list-style-type: none"> Share, answer, and justify work using language of the standards Provide feedback to teacher on the day's learning (e.g. challenges, success, etc.) Complete a brief assessment of learning (paper, quiz, written response, self-reflection, etc.) Reflect and summarize progress towards mastery of learning target/standard based on success criteria 	

HIGH-IMPACT PRACTICES FOR RIGOROUS INSTRUCTION FOR ALL

What is Thoughtful Work? (Evidence-Based Writing)	TRIS 1.1.3.3.7	What is Higher-Order Questioning? (Contributes to Quid D Moments)	TRIS 1.1.3.3.7	What are Academic Discussions? (Command of Content Vocabulary)	TRIS 1.1.3.3.7
<ul style="list-style-type: none"> All students demonstrate their understanding of a text (e.g. selection, illustration, graph, etc.) through the use of a Close-Reading Protocol. All students demonstrate their understanding of text-dependent questions (responses) by responding and/or paraphrasing. All students demonstrate their understanding by producing a written response that includes a precise claim and relevant textual evidence with justification/reasoning. All students are required to use a writing rubric to assess and/or revise their response. 		<ul style="list-style-type: none"> All students are required to respond to questions that depict their levels of thinking. All students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, all students generate questions about content that demonstrate rigorous independent thinking. All students actively engage in both developing and responding to peer-generated rigorous questions with little guidance from the teachers. 		<ul style="list-style-type: none"> Lesson clearly structures discussions as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality. Students engage with peers to academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. Students support their claims with concrete explanations and evidence, paraphrasing or appraising, and build on or challenge the ideas of others. Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and expressing the opinion and thoughts of both; the lesson shifts to dialogue rather than a Q&A session on the major concepts studied. 	

- **Vocabulary knowledge** correlates with reading comprehension.
- **Reading comprehension** correlates with procedural and content knowledge.
- **Text-based Writing** correlates with content knowledge.
- **Content knowledge** correlates with academic success.

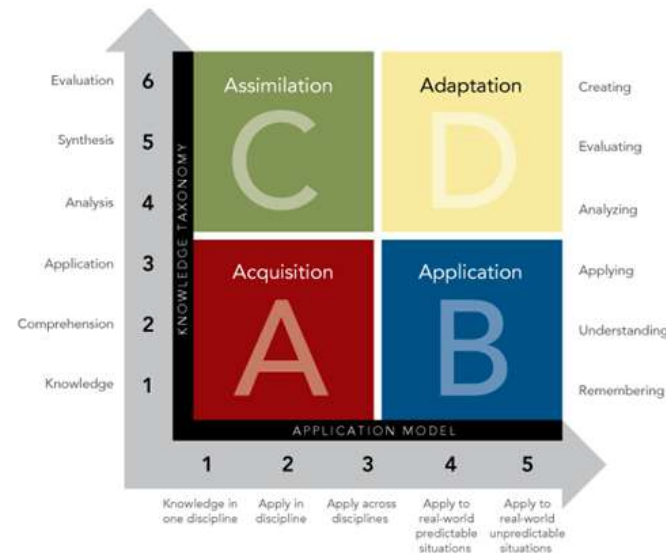
Rigor/Relevance Framework



Rigor/Relevance Framework

Student

VOCABULARY



Student Discourse

Student Discourse, or students talking on-top in an academic environment, is vital to language acquisition, student engagement and ultimately student achievement. Student discourse can happen at the partner, group, whole class, or student-to-teacher level. Student discourse routines need to be explicitly taught to students and reinforced in order to be most effective.

We emphasized the importance of using correct vocabulary. For example, math students often confuse an expression and an equation. Making that distinction is important for students. To retain the difference between the two words, they must practice using those words.



School-wide Strategies

-Differentiated Instruction

- “The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is (in all subject areas) and assisting in the learning process.” (Hall,2005) Students at Tara will be taught using differentiated instruction using the following strategies:
 - Mixed-ability classrooms.
 - Hands-on activities and authentic tasks that aids in learning and conceptual understanding
 - Create and integrate lessons that combine learning styles, and multiple intelligences to meet the needs of all students
 - Utilize Imagine It and Reading Wonders student sites for lesson extensions.
 - Utilize readtheory.org for monitoring Lexile measures and comprehension development

Flexible Grouping and Grouping for Instruction

- Teachers will utilize flexible grouping arrangements to accommodate student
 - readiness
 - learning styles
 - interests, while balancing social needs.



“Flexible grouping arrangements allow teachers to make membership changes to accommodate student readiness, learning styles, and interests, while balancing social needs.” (Rogers, 1991; Unsworth, 1984)



Teaching Explicitly



- It is a direct approach to teaching and includes both instructional design and delivery procedures
- It incorporates a series of supports or scaffolds where students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved.



Project Based Learning (PBL)



- An instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. PBL presents opportunities for deeper learning in-context and for the development of important skills tied to college and career readiness.



Productive Struggle



- A state of engagement that enables students to work through increasingly challenging problems and new problems they have never seen before. In this way, making things harder on your students so they will stretch their brains can be a good thing. Productive struggle means more than simply giving a student "hard work" and leaving them alone to struggle. It is a learning opportunity that requires a teacher to create, facilitate, and monitor the process, especially as students are learning how to struggle productively.



Argument Driven Inquiry (ADI)



- Is not a curriculum but an innovative approach to laboratory instruction that is based on current research about how people learn science and current recommendations for making lab activities more meaningful for students? Argument Driven Inquiry gives students an opportunity to learn how to participate in the practices of science and use the core ideas of science to make sense of natural phenomena. This instructional approach also gives students an opportunity to learn how to read, write, and speak in the context of science.

TES Galloping Mustangs Tutorial Program



- In order to address the needs of low achieving and at risk students, we are conducting a Supplemental Instructional Support Program
- **The program's outlook is to provide students with a reduced student-teacher ratio. This will allow teachers to work closely with each student on a specific learning objective and check for student understanding. Simultaneously, the teacher will collect data and chart each students' progress leading their way towards being proficient. We will be working on Beginner learners progressing to Developing Learners, Developing students progressing to Proficient and Proficient students progressing to Distinguished.** We will be encouraging academic discourse thru learning in a collaborative environment.

The Program will meet on the following Tuesday and Thursday: Starting in September 2019!!!

Support Services (Support Services/Programs: Counseling, ELP, and ESOL)



- At Tara Elementary School, student support strategies are provided to all students including our SWD and ELL students. The academic performance of students is monitored during grade level data disaggregation meetings and by review of 4½ weeks and 9 weeks grade reports. After students are identified, additional support is provided from our SWD or ELL teachers through the collaborative or co-teaching models. The SWD and ELL teachers collaborate regularly with the general education teacher to disaggregate data and plan strategies to support students.
- Other low performing students may receive support services from our Early Intervention Program teachers. These teachers support the classroom teachers and provide small group instruction in math and reading. Students who receive support from these teachers are identified by results from benchmark testing and progress monitoring by the classroom teacher which indicates that the student is performing below grade level.
- Additionally, students receive social and academic support from the school counselor through classroom guidance lessons. Classroom guidance may include lessons on Time Management, Test Taking Strategies, or College and Career Awareness.

Title I

How does Title I Help Your Child Learn?



Title I Parent Liaison: Ms. Figueroa

How Does **Tara Elementary** School Spend Title I Money?

- Supplies
- Personnel
- PD Books & Conferences
- Parent Resource Center
- Professional Learning



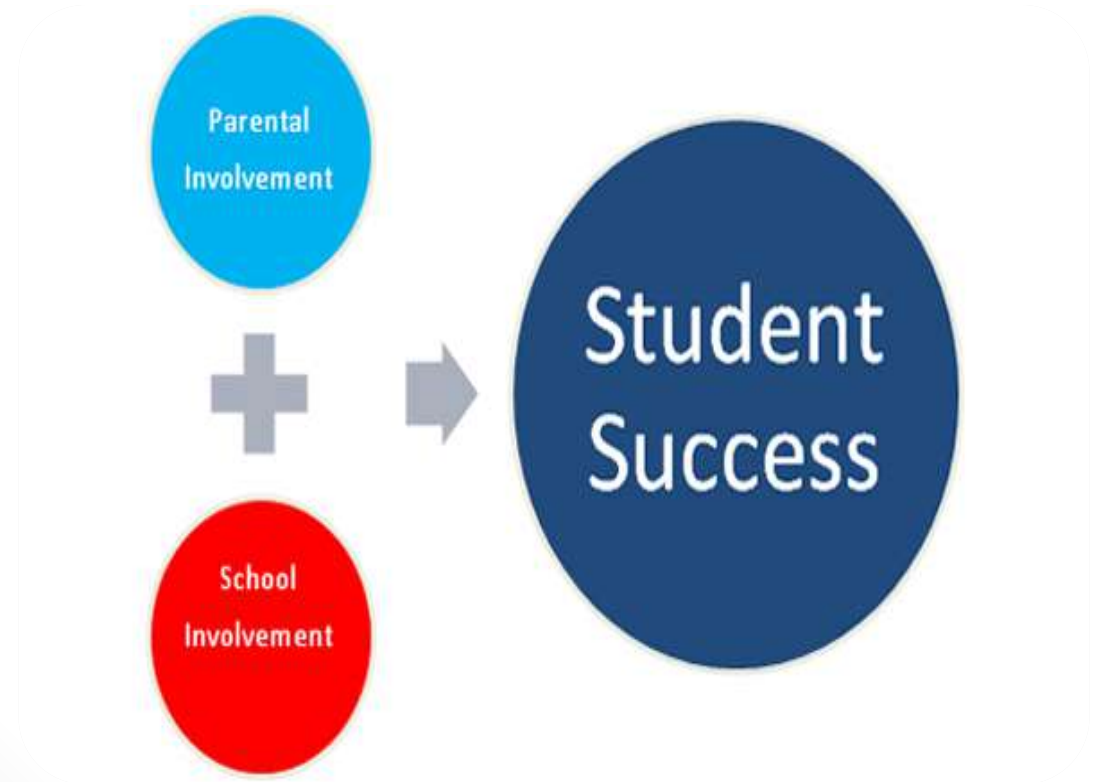
Uses of Title I Funds

- Small group instruction
- Differentiated instruction
- Additional personnel
- Parent & Family Engagement
- Professional Development
- Online Learning
- Take Home Resources
- Tutoring
- Supplemental Educational Services
- **Supplementary** materials to address student needs

~ Supplementary ~

a : something that completes or makes an addition. b : a part added to or issued as a continuation of.

<http://www.merriam-webster.com/>



How is Title I Parent Involvement Money Spent?



Title I Budget Allocation:

- The 1% Title I Parent & Family Engagement allocation for the 2019-2020 school year was This is how we spent the money last school year:



2016 - 2017 Parent and Family Engagement Budget



- Reading and Math materials for parents to check-out
- Parent involvement resources, materials, supplies, and printing for Parent Resource Center
- Supplemental materials to support instruction at home
- Workshop and training materials focused on how to support student's education

2017 - 2018 Parent and Family Engagement Budget



- Family Resource Center Reading and Math Materials
- Family Resource Center Supplies
- Family Workshop Materials
- Printing and Communications

What is the School-Parent Compact

AN AGREEMENT FOR SUCCESS



- The compact is a commitment from the school, the teacher, the parent, and the student to share in the responsibility for improved academic achievement
- Title I Parents, have the right to be involved in the development of the School-Parent Compact
- Living Document that holds each stakeholder accountable throughout the school year.
- **Parents KEEP the school-parent compact and return the signed cover sheet.**

School –Parent Compact – Copies sent home during the first 10 days – Additional copies are available upon request or on the website: http://124ccps.ss10.sharpschool.com/parents/title_1



Title I Policy



Related to everything we do in the school.

You can find it in the TES Parent Resource Center or via the CCPS website

Title I Parent and Family Engagement School Policy –
Located on the school website:

http://124ccps.ss10.sharpschool.com/parents/title_1

Ensuring Your Child's Success



Counselor: Dr. Colbert

School Counseling Program

**Guidance
Curriculum**

**Responsive
Services**

**Individual/Small
Group
Counseling**

System Support

Volunteering

- **Classroom**
- **Media Center**
- **Fieldtrips**
- **Cafeteria**
- **School Events**



Homework

- **Neat Backpack**
- **Special Homework Area**
- **Schedule Homework Time**
- **No Interruptions**
- **Prioritize Assignments**
- **Parent Check**
- **Prepare for the Next Day**



Every Child

Every Seat

Every Day

Parent's Role in Attendance



Parent's Role in Attendance

- Understand the State laws and CCPS procedures on attendance, and penalties /consequences for absences and tardies.
- Discuss with your child(ren) the importance of daily and on-time attendance and the effect on the educational process.
- Send a note to your child's teacher if student is absent, and make arrangements for make-up work and/or missed tests/quizzes
- Provide notes/doctor's excuses with dates and reason for absence within three days of your child's return to school.
- Attend attendance meetings when required



- CCPS Curriculum Night Thursday, September 5th – 5-7 PM

3rd & 5th grade Town Hall Meeting - Report to Media Center





Title I

