

# CBWPS Strategic Measures of Student Success

Due to the cancellation of Spring 2020 testing and reduced testing in 2021, there will be no color coding of results for 2021. Use caution when comparing scores from 2017-2019 with 2021 scores.

Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
Early Literacy and Foundational Skill Development	Form vertical collaborative teams for planning and instruction. Utilize collaborative teams to discuss data and create plans for improvement for instruction, planning small groups, and planning Warrior Time. Utilize Georgia Standards of Excellence, Patterns of Power, F&P resources, UFLI resources, and interactive writing resources to plan for instruction of language and writing. Utilize F&P reading mini lessons and writing mini lessons. Utilize F&P guided reading small groups, focusing on phonics and writing about reading. Utilize interactive read alouds, read alouds, and shared reading daily to ensure students are exposed to skills and behaviors of critical reading, speaking, listening, fluency and vocabulary. Use strategies learned from Jennifer Serravallo's books The Reading Strategies Book and The Writing Strategies Book to address fluency, comprehension, and grammar. Utilize UFLI and the Heggerty Phonics series to conduct daily lessons. Ensure students receive daily independent reading practice with familiar texts. Create and implement CFAs to monitor student progress to make instructional adjustments. Utilize Warrior Time to reinforce and extend essential foundational skills. Utilize I-Ready to supplement instruction. Utilize MAP data, I-Ready data, and GKIDS data to plan for Warrior Time and small group instruction. Utilize WSO in PK to monitor student progress.	Utilize GKIDS 2.0 phonics learning progression	K	-	Waived	76.0	74.0	61.0	62.17
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	58.5	61.0	53.0	54.41
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020)	1	-	24.0	19.0	70.0	60.0	61.20
		(2021 = Spring 2021)	2	11.0	30.0	14.0	50.0	30.0	32.10
		School Conditional Growth Percentile for MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020)	1	-	2.0	79.0	97.0	97.0	97.09
		(2021 = Fall 2020 to Spring 2021)	2	21.0	28.0	48.0	99.0	98.0	98.06
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020)	K	-	0.0	6.0	8.0	5.0	51.50
		(2021 = Spring 2021)	1	-	13.0	32.0	38.0	23.0	51.50
		% of students meeting grade-level expectations for Phonics Decoding Skills on MAP Reading Fluency assessment (2020 = Winter 2020)	2	65.0	53.0	54.0	69.0	63.0	64.11
		(2021 = Spring 2021)	K	-	66.7	87.0	86.4	78.6	79.21
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (2020 = Winter 2020)	1	-	48.0	0.0	0.0	0.0	3.00
		(2021 = Spring 2021)	2	0.0	0.0	0.0	0.0	0.0	3.00
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (2020 = Winter 2020)	K	-	73.0	92.6	87.3	75.4	76.09
		(2021 = Spring 2021)	1	-	64.3	65.8	73.6	62.9	64.00
Literacy	Utilize all F&P resources, UFLI resources, the county curriculum and pacing guides, and the GA Standards of Excellence with fidelity to plan for instruction to meet students' instructional needs. Create and implement CFAs to monitor student progress to make instructional adjustments. data, I-Ready, and GKIDS data to plan for Warrior Time and small group instruction. Grade planning time with PSES's 3rd Grade planning time. 3rd Grade at PSES to collaborate (in June) for forward instructional planning. (2nd Grade)	Utilize MAP	3*	-	Waived	-	-	-	
		Align CBWP's 2nd	3*	-	Waived	-	-	-	
		Form vertical team with	3*	-	Waived	-	-	-	

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				2019	2020	2021	2022	2023	2024
<b>Math Proficiency</b>	Form vertical/collaborative/grade level teams for planning and instruction to analyze data and provide opportunities for professional growth. Use GKIDS and MAP Growth data to plan math instruction for Kinder. Create MAP action plans where teachers identify students' academic ranges on MAP and where they fall on GMAS predictions. Using the MAP data, create an action plan, to include individual needs as well as small and whole group instructional needs in order to help students grow. Utilize iReady regularly and examine data to monitor progress and determine next steps. Students will use iReady for 45 minutes each week. Utilize Number Talks, Number Sense Routines, and the 3-Read Protocol to enhance student math growth. Consistently implement the Concrete-Representational-Abstract process with fidelity. (This means manipulatives are FOUNDATIONAL, then move to pictorial representations, and then to written expression of mathematical concepts.) Collect student progress on our key essential standards by student, by standard and enter in data sheet. This information will be used to see which students are mastering our essential standards and who is not mastering those standards. This will help guide our instruction and Warrior Time. Update math centers regularly based on students' needs and instructional focus (DI). Create and implement CFAs to monitor student progress to make instructional adjustments. Implement new math curriculum and learn new grade level math standards.	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-number learning progression	K	-	Waived for 2020	75.0	72.0	71.0	71.87
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-objects learning progression	K	-	Waived for 2020	81.0	78.0	72.0	72.84
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3*	-	Waived for 2020	-	-	-	-
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3*	-	Waived for 2020	-	-	-	-
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020)	1	-	17.0	29.0	86.0	67.0	67.99
		(2021 = Spring 2021)	2	33.0	22.0	18.0	33.0	29.0	31.13
		School Conditional Growth Percentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020)	1	-	27.0	89.0	99.0	99.0	99.03
(2021 = Fall 2020 to Spring 2021)	2	56.0	31.0	87.0	88.0	96.0	96.12		
<b>Safety</b>	Utilize the Centegix program exterior and classroom doors locked friendly environment outside on the playground phones during the day safety codes Conduct monthly fire drills Utilize PBIS strategies to decrease behavior referrals academic, and behavior celebrations	Safe and Substance Free Learning Environment Climate Rating	K-2	99.0	Waived	-	-	-	
		Student Discipline Climate Rating (Weighted Suspension)	K-2	93.4	Waived for 2020	-	-	-	
<b>Attendance</b>	Build relationships with students and families attendance in the month of September by creating attendance posters to encourage students to come to school Create a task force to address attendance issues program created to monitor attendance: 3, 5, 8 guidelines attendance, academic, and behavior celebrations attendance incentive for adults policy with staff members	% of students absent less than 10% of enrolled days	K-2	91.6	Waived for 2020	77.3	-	-	
		Teacher attendance rate	All	95.5	Waived for 2020	-	-	-	
		Staff attendance rate	All	94.7	Waived for 2020	-	-	-	
		Administrator attendance rate	All	95.5	Waived for 2020	-	-	-	
<b>All Students on Track for Success</b>	Build relationships with students. Teach with fidelity. Collaborate across grade levels (vertical collaboration). Utilize PBIS strategies to decrease behavior referrals. Use data to plan instruction/small groups to help students master standards. Monitor MAP data. Monitor iReady data/Monthly Celebrations. Implement all F&P components with fidelity. Implement Heggerty components daily. Implement UFLI components with fidelity. Collaborate weekly in PLTs to study student data to determine what they know, what they need to know, and how we will know that they know. Determine next steps.	Overall CCRPI Score	All	55.8	Waived	N/A	-	-	

Prior year results are color coded to signify whether a target was met (green), performance improved but target was not met (yellow), or performance did not improve and target was not met (red). \* These scores are current year 3rd grade scores from the corresponding elementary school