

CES Strategic Measures of Student Success

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Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
Early Literacy and Foundational Skill Development	1.Utilize two scheduled days per week for collaboration with PLTs, and administration will be working with different grade levels every month to become more effective at the PLC process as a school and as grade level teams. 2. Implement focused school-wide walkthroughs, grade level meetings, and conferences to improve Tier 1 practices on UFLI, guided reading, engagement strategies, and independent reading. 3. Provide data-driven instruction to students during AO time (Mustang Minutes) 3 times per week. 4. Utilize Intervention Teachers to increase reading levels for our Tier 3 students by using approved highly effective strategies. 5. Provide/use BrainPOP, Flocabulary, and Quaver to introduce new concepts and extend vocabulary acquisition. 6. Implement a strong phonics foundation for Tier 1 by providing training on UFLI and Heggerty. 7. EIP teachers will complete a dyslexia endorsement and implement the strategies with our students. 8. Analyze data as grade levels from i-Ready, HCLI, MAP, CFA, and Summative Assessments to determine the individual needs of students and effectively plan small group instruction during our data check-ins. 9. Provide/utilize Orton-Gillingham training with EIP teachers and implement the targeted instruction.	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	Waived	57.0	72.0	79.0	79.63
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	35.0	57.0	59.0	60.23
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020)	1	-	47.0	37.0	34.0	54.0	55.38
		(2021 = Spring 2021)	2	62.0	48.0	40.0	41.0	52.0	53.44
		School Conditional Growth Percentile for MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020)	1	-	1.0	76.0	66.0	76.0	76.72
		(2021 = Fall 2020 to Spring 2021)	2	75.0	89.0	99.0	93.0	99.0	99.03
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020)	K	-	-	-	0.0	0.0	3.00
		(2021 = Spring 2021)	1	44.0	23.0	25.0	26.0	34.0	35.98
			2	89.0	66.0	68.0	66.0	70.0	70.90
		% of students meeting grade-level expectations for the Phonics portion of Decoding Skills on MAP Reading Fluency assessment (2020 = Winter 2020)	K	-	-	-	79.1	67.0	68.01
		(2021 = Spring 2021)	1	56.0	51.0	0.0	0.0	0.0	3.00
			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	-	-	-	87.3	68.1	69.05
		(2021 = Spring 2021)	1	64.0	70.0	89.4	65.3	74.6	75.39
	2	93.0	86.0	83.3	92.6	60.9	62.07		

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Literacy	<ol style="list-style-type: none"> Utilize two scheduled days per week for collaboration with PLTs, and administration will be working with different grade levels every month to become more effective at the PLC process as a school and as grade level teams. Implement focused school-wide walkthroughs, grade level meetings, and conferences to improve Tier 1 practices on guided reading, engagement strategies, and independent reading times. Provide data-driven instruction to students during AO time (Mustang Minutes) 3 times per week. Utilize Intervention Teachers to increase reading levels for our tier 3 students by using approved highly effective strategies. Provide/use BrainPOP, Flocabulary, and Quaver to introduce new concepts and extend vocabulary acquisition. EIP teachers are completing a dyslexia endorsement and implement the strategies with our students. Analyze data as grade levels from GMAS, i-Ready, HCLI, MAP, CFA, and Summative Assessments to determine the individual needs of students and effectively plan small group instruction during our data check-ins. Implement goal setting and identifying clear learning targets for students based on grade level proficiency. 	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	52.4	Waived	53.6	58.8	44.0	45.68	
		4	42.2	42.3		45.1	50.5	51.99		
		5	64.0	64.4		66.3	60.2	61.39		
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	-	62.0	82.0	67.0	55.0	56.35	
		4	20.0	63.0	76.0	68.0	68.0	68.96		
		5	-	33.0	59.0	68.0	66.0	67.02		
		School Conditional Growth Percentile for MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	-	3.0	99.0	81.0	94.0	94.18	
		4	1.0	21.0	78.0	99.0	79.0	79.63		
		5	-	3.0	35.0	55.0	69.0	69.93		
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	81.6		78.3	82.3	72.5	73.33	
		4	78.9		79.5	84.6	81.7	82.25		
		5	83.8	Waived for 2020	79.3	87.5	85.2	85.64		
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	3		86.4		78.3	79.7	69.2	70.12
		4	65.1			60.3	69.2	68.8	69.74	
		5	83.8		73.6	78.8	73.9	74.68		
		% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	4	68.2		-	-	-	-	
		5	90.1		-	-	-	-		
		% of students meeting grade-level expectations (L3 & L4) on the English Language Arts portion of the Georgia Alternate Assessment in grades 3, 4 and 5 combined (must be 15 students or more)	3, 4 & 5		Waived for 2020	IP	-	-	-	
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Math Proficiency	<ol style="list-style-type: none"> Utilize two scheduled days per week for collaboration with PLTs, and administration will be working with different grade levels every month to become more effective at the PLC process as a school and as grade level teams. Provide professional development and time for unpacking new math standards, units, and forming clear learning targets through collaboration days. Implement focused school-wide walkthroughs, grade level meetings, and conferences to improve Tier 1 practices on math mini lessons, engagement strategies and small groups. Provide data-driven instruction to students during AO time (Mustang Minutes) 3 times per week. Utilize Intervention Teachers to increase number sense for our Tier 3 students by using approved highly effective strategies. Analyze data as grade levels from GMAS, i-Ready, HCLI, MAP, CFA, and Summative Assessments to determine the individual needs of students and effectively plan small group instruction during our data check-ins. Implement goal setting and identifying clear learning targets for students based on grade level proficiency. Implement IXL, Brainpop, Generation Genius, and Flocabulary to engage students and extend learning. 	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-number learning progression	K	-		63.0	84.0	77.0	77.69	
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-objects learning progression	K	-	Waived for 2020	75.0	83.0	86.0	86.42	
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	90.3		88.4	92.5	89.0	89.33	
			4	88.1		83.1	92.3	86.0	86.42	
			5	81.8		85.1	83.8	80.7	81.28	
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3	65.0		59.4	62.5	44.0	45.68	
			4	58.7		53.2	49.5	57.0	58.29	
			5	39.4		39.1	46.3	39.8	41.61	
		% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	4	87.0			-		-	
			5	65.1			-		-	
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-		32.0	54.0	50.0	64.0	65.08
			2	97.0		41.0	60.0	52.0	52.0	53.44
			3	-		54.0	74.0	67.0	51.0	52.47
			4	37.0		54.0	77.0	67.0	59.0	60.23
			5	-		41.0	64.0	69.0	53.0	54.41
		School Conditional Growth Percentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-		26.0	94.0	82.0	91.0	91.27
			2	99.0		84.0	99.0	99.0	99.0	99.03
			3	-		2.0	96.0	62.0	73.0	73.81
			4	59.0		28.0	88.0	97.0	48.0	51.50
			5	-		7.0	90.0	55.0	42.0	51.50
% of students meeting grade-level expectations (L3 & L4) on the Math portion of the Georgia Alternate Assessment in grades 3, 4 and 5 combined (must be 15 students or more)	3, 4 & 5		Waived	IP		-	-	-		

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Safety	1. Implement our PBIS plan to show Mustang Pride through Character, Expectations, and Safety, which we review daily on announcements and through several visible matrices. 2. Implement Second Step Curriculum to promote healthy social and emotional skills. 3. Implement Positive Behavior Incentive Plan (PBIS) to include: individual student recognition and celebration, School Store to spend Mustang Bucks'	% of students reporting feeling safe at school	3-5	89.4	Waived	-	-		-
		Safe and Substance Free Learning Environment Climate Rating	K-5	95.0		-	-		-
		Student Discipline Climate Rating (Weighted Suspension)	K-5	78.9		-	-		-
Attendance	1. Ensure attendance procedures are followed according to HCSd guidelines by developing an attendance committee. 2. Use School Messenger, Class DOJO, and social media to remind parents of the importance of school attendance. 3. Celebrate student and staff attendance.	% of students absent less than 10% of enrolled days	K-5	91.7	Waived for 2020	82.6	-		-
		Teacher attendance rate	All	95.1		-	-		-
		Staff attendance rate	All	97.2		-	-		-
		Administrator attendance rate	All	98.0		-	-		-
All Students on Track for Success	1. Assess and engage in the PLC process through focusing on the teaching & assessment cycle and analyzing alignment, intent, and rigor of standards to assessments. 2. Utilize CFAs to determine proficiency at grade level standards. Then we will use this data to effectively plan small group instruction. 3. Incorporate hands-on engaging lessons that teach scientific processes (construct, observe, and draw conclusions) through science lessons and our Imagination Station Lab. 4. Incorporate online support (BrainPOP, IXL, and Generation Genius) to grow our learners and increase critical thinking skills in all areas. 5. Provide mentor reading program for grades 1,2, and 3 through Read United. 6. Provide family engagement activities through our Family Engagement Liaison and school events. 7. Every grade level will have a representative attend county professional learning and Cadre Leaders will redeliver professional learning in a timely manner.	Overall CCRPI Score	All	79.4	Waived for 2020	N/A	-		-
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	80.0		75.9	81.3	75.0	75.75
		% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	44.0		46.0	52.5	34.1	36.08

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).