

LRES 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		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	Waived	83.0	81.0	81.0	81.57
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	56.0	58.0	57.0	58.29
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-	83.0	78.0	81.0	83.0	83.51
	2		63.0	53.0	84.0	82.0	80.0	80.60	
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-	31.0	93.0	99.0	97.0	97.09
	2		61.0	56.0	99.0	99.0	99.0	99.03	
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020) (2021 = Spring 2021)	K	0.0	1.0	5.0	5.0	4.0	6.88
	1		56.0	27.0	53.0	28.0	39.0	40.83	
	2		86.0	63.0	89.0	81.0	77.0	77.69	
		% of students meeting grade-level expectations for the Phonics portion of Decoding Skills on MAP Reading Fluency assessment (2020 = Winter 2020) (2021 = Spring 2021)	K	85.5	68.1	86.1	85.6	84.4	84.87
	1		0.0	63.2	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) (2021 = Spring 2021)	K	88.0	67.9	84.4	74.0	77.0	77.68
1	75.0		79.8	85.7	67.7	72.0	72.84		
2	71.4		86.1	83.3	76.9	83.0	83.51		

LRES 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	
Literacy	<ul style="list-style-type: none"> *Use data such as CFA, HCLI, HARP and MAP and iReady to develop, instruct, and assess Tier I differentiated small groups in reading. *Use "Saddle-Up" Academic Opportunity time to address Tier II needs as well as reinforce and enrich on reading essential standards. This model focuses on all students, not simply students in need of Tier II interventions. *Collaborate in professional learning teams to create formative assessments, common formative assessments, and common summative assessments to help guide reading instruction. *Teachers will track reading levels monthly. *Incorporate Monthly Data Debriefs with each 3-5 teacher to closely analyze student growth and achievement as well as projected proficiency. (utilizing past and present data from assessments) * LRES will focus on 3rd grade through the use of a self-contained EIP classroom, as well as the use of the UFLI program to support students who are reading below grade level. *Use the computer platform iReady, which is a diagnostic and needs based program, to work with students in grades 3-5 on their deficits in the areas of reading and math as well a provide an iReady reading incentive. *Implement RTI team meetings to assess Tier II and Tier III strategies and interventions in grades 3-5, and to assess the fidelity of the small group instruction. *Maintain BST as a guiding coalition and leadership team to continue to improve in our PLC process as well as ensure best practices are used in the classrooms. Include representatives from each grade level to assist in leadership decision making. *Use LLI kits in all grade levels to support our Tier II and Tier III students. 	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	56.4	Waived	55.5	64.5	63.8	64.89	
			4	62.7		64.2	60.5	60.6	61.78	
			5	69.6		66.7	72.0	68.8	69.74	
			National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	74.0	57.0	72.0	86.0	90.0	90.30
		4		69.0	76.0	75.0	85.0	87.0	87.39	
		5		72.0	71.0	80.0	76.0	89.0	89.33	
			School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	48.0	1.0	88.0	90.0	99.0	99.03
		4		81.0	4.0	98.0	98.0	99.0	99.03	
		5		86.0	40.0	77.0	88.0	98.0	98.06	
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	87.3		77.4	83.7	87.4	87.78	
	4		88.0		87.8	90.4	85.6	86.03		
	5		92.0		85.7	88.6	89.0	89.33		
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	3	88.2		76.0	84.6	85.8	86.23	
	4		78.2		83.7	73.7	75.8	76.53		
	5		89.6		80.2	82.6	83.2	83.70		
	% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	4	87.8		N/A	-	-	-		
5		87.9		N/A	-	-	-			
								-		

LRES 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
	Identify students in need of Tier II and Tier III instruction through monthly "catches", the first being in August (utilizing Spring MAP Growth, Fall MAP Growth, HCLI, HARP, and iReady for identification and instructional planning)	% 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			IP	-	-	

LRES 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
Safety	<ul style="list-style-type: none"> *Implement Code Yellow, Red, and Blue Drills, which are practiced each semester. *Morning meetings are implemented in the classroom each day. *Perform fire drills monthly (twice in August). *Update the LRES Safety plan annually. *Use Project Aware, to increase awareness and identification of mental health and behavior in students 3-5. *Implement an "open door" procedure so students and parents can contact administration at any time with concerns. *Use PBIS (Positive Behavior Interventions and Supports) to assist students with positive behavior and to improve safety. 	% of students reporting feeling safe at school	3-5	81.0	Waived	-	-		-
		Safe and Substance Free Learning Environment Climate Rating	K-5	98.1		-	-		-
		Student Discipline Climate Rating (Weighted Suspension)	K-5	92.8	Waived for 2020	-	-		-
Attendance	<ul style="list-style-type: none"> *We will continue PBIS as another component of our MTSS model of support. * Teachers will monitor student attendance and notify administration with attendance concerns. 	% of students absent less than 10% of enrolled days	K-5	92.2		Waived	84.9	-	
		Teacher attendance rate	All	95.5	-		-		-
		Staff attendance rate	All	97.7	-		-		-
		Administrator attendance rate	All	99.6	-		-		-
	<ul style="list-style-type: none"> *Implement RTI to monitor student progress. *Hold Monthly Data Debrief meetings with administration and teachers to closely analyze individual student growth and achievement (by student, by standard) 	Overall CCRPI Score	All	85.5		N/A	-		-
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	84.0		83.3	89.4	80.3	80.89

LRES 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
All Students on Track for Success	<p>student, by standard)</p> <ul style="list-style-type: none"> *Implement early identification of students in need of Tier II or Tier III support through monthly "catches", beginning in August (Spring MAP Growth, Fall MAP Growth, HARP, last year's HCLI, etc) *Use of BST as a guiding coalition and leadership team as we continue to improve in our PLC process. *Increase the use of LLI kits to involve more students and more teachers in this highly structured instructional resource and program as well as the UFLLI program to support students who are reading below grade level. * Implement use of Grade-Level Database to measure student progress throughout the year with the use of CFAs, benchmark assessments, and pre/post assessments *Review the HARP list to identify students at risk academically and behaviorally 	% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	59.2		50.0	48.5	53.8	55.19

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).