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Focus Area	Actions	Measure	Grade		Target				
	Actions			2019	2020	2021	2022	2023	2024
	-Continue to provide professional development for literacy to include instructional practices during collaborative	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	58.3	pa	63.6	65.4	70.6	71.48
			4	63.5	aive	56.2	60.9	61.1	62.27
	team timeCollaborate as individual teams weekly to	· •	5	74.3	$\nearrow$	83.0	73.1	75.0	75.75
	also include additional time as a grade level outside of contract hours as an entire team	National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020)	3	80.0	81.0	91.0	92.0	91.0	91.27
	for planning instruction and reviewing data from various assessments. Collaboration		4	67.0	75.0	91.0	89.0	87.0	87.39
	also includes modeling practices and sharing	(2021 = Spring 2021)	5	64.0	79.0	90.0	87.0	85.0	85.45
	of specific strategies for literacyAnalyze data as grade levels from i-Ready,	0 = Winter 2020) 1 = Spring 2021)  ol Conditional Growth Percentile on the MAP Reading Growth assessment 0 = Fall 2019 to Winter 2020) 1 = Fall 2020 to Spring 2021)  students scoring at Developing Learner or above on the Georgia Milestones sh Language Arts EOG  students reading on or above grade level on the Georgia Milestones English	3	79.0	35.0	91.0	98.0	95.0	95.15
	HCLI, MAP, CFA, and Summative Assessments to determine the individualized	(2020 = Fall 2019 to Winter 2020)	4	3.0	1.0	93.0	74.0	78.0	78.66
	needs of students and effectively plan small group instruction during BES administrative collaboration data check-in dates. -Analyze formative and summative	(2021 – Fall 2020 to Spring 2021)	5	4.0	25.0	66.0	82.0	63.0	64.11
		% of students scoring at Developing Learner or above on the Georgia Milestones	3	87.5		81.8	84.3	89.0	89.33
>	assessments for alignment and intent of	English Language Arts EOG	4	89.8	0	89.9	82.8	88.6	88.94
ac	standards and provide feedback on assessments by the BES ELA Coalition.		5	87.2	202	95.3	93.1	89.9	90.20
Literacy	-Provide instruction to students during Academic Opportunity (AO/Wildcat	% of students reading on or above grade level on the Georgia Milestones English	3	88.2		80.2	83.2	88.3	88.65
Ë	Workout) time who demonstrate grade level gaps in their instruction according to GMAS.	Language Arts EOG	4	79.6	for	80.3	75.5	77.3	77.98
	-The intervention team will discuss specific student data and create an intervention		5	87.2	þ	90.1	86.6	85.1	85.55
	action plan for students who are considered		4	60.3	aive	-	-	-	-
	T3. The team will review progress data on 4–6-week basis.	the deorgia innestones English Eungaage 7415 200	5	76.9		-	-	-	-
	-Students will be provided a weekly on grade level passage to read with their				<b>&gt;</b>				
	parents each nightTeachers will attend county cadre meetings for professional learning and redelivery to grade levelsEIP teachers support content literacy groupsLeveled texts are provided to students below grade level.	% 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			ΙP	85.7		-

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-	Author	with 2021 Scores.	Grade		Target				
Focus Area	Actions	Measure		2019	2020	2021	2022	2023	2024
	-Provide professional development over the new math standards and units through extended planning/super specialsCollaborate as individual teams weekly to also include additional time as a grade level outside of contract hours as an	% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	93.1		92.6	94.8	96.3	96.41
			4	97.8	20	94.4	93.4	93.8	93.99
			5	89.2	20	88.9	90.7	87.8	88.17
		% of students scoring at Proficient Learner or above on the Georgia Milestones  Math EOG	3	61.8	or	61.2	72.8	65.6	66.63
			4	69.3	þ þ	71.9	72.8	68.7	69.64
	entire team for planning instruction and reviewing data from various		5	64.2	Vec	63.2	63.4	58.8	60.04
	modeling practices and sharing of Math EOG	% of students demonstrating typical growth or higher on the Georgia Milestones	4	63.7	/aiv	-	-		-
	specific strategies for math instruction.	Math EUG	5	86.9	<b>N</b>	-	-		-
	-Analyze data as grade levels from i- Ready, MAP, Common Formative	National percentile ranking on the MAP Math Growth assessment	3	63.0	74.0	81.0	89.0		
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Pr	-Analyze formative and summative assessments for alignment and intent of		4     64.0     70.0     90.0     89.0     91.0     91.27       5     53.0     61.0     91.0     91.0     91.0     91.27						
ب	standards and provide feedback on				<u>ë</u>			91.0 91.27 91.0 91.27 0 67.0 67.99 0 92.0 92.24	
Math Proficiency	assessments by the BES Math CoalitionProvide instruction to students during Academic Opportunity (AO/Wildcat Workout) time who demonstrate grade level gaps in their instruction according to GMAS	% 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		M	ΙP	81.0	-	-

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Focus Area	Actions	Measure	Grade		Target				
rocus Area	Actions	ivieasure	Grade	2019	2020	2021	2022	2023	2024
Safety	-Implement PBIS program to reduce suspensions and promote appropriate and positive behavior.	% of students reporting feeling safe at school	3-5	87.4	F	ı	-		-
	<ul> <li>Implement Positive Behavior Incentive Plan (PBIS/PAWS) to include Individual student recognition and celebration (PAWS celebrations), PAWS Life Board (individual</li> </ul>	Safe and Substance Free Learning Environment Climate Rating	K-5	96.7	Vaive	1	1		-
	class recognition).  -Develop and implement a school safety plan (fire, severe weather, code blue, code yellow, code red, evacuation).  -Ensure all students and staff are trained in safety code procedures.  -Implement Second Step Curriculum to promote healthy social and emotional skills.  -Utilize SWARM for counselor referrals.  -Analyze results of SRSS IE survey	Student Discipline Climate Rating (Weighted Suspension)	K-5	94.5	)20 w	1	1		-
Attendance	-Develop and implement a school safety plan (fire, severe weather, code blue, code yellow, code red, evacuation)Ensure all students and staff are trained in safety code proceduresImplement Second Step Curriculum to promote healthy social and emotional skillsUtilize SWARM for counselor referrals.	% of students absent less than 10% of enrolled days	K-5	95.5	for 2	86.9	-		-
		Teacher attendance rate	All	96.5		-	-		-
	are recorded as having	Staff attendance rate	All	95.8	Waived	-	-		-
	action planCelebrate student/staff perfect	Administrator attendance rate	All	97.4		-	-		-

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Focus Area	Actions	Measure G	Grade		Target				
	Actions	ivieasui e	Grade	2019	2020	2021	2022	2023	2024
All Students on Track for Success	-Engage in the PLC process through focusing on the teaching & assessment cycle and analyzing alignment, intent, and rigor of standards to assessments. Provide additional focus on student engagement.  -Collect and analyze formative and summative assessment data during collaborative team time.  -Review and analyze MAP, I-Ready, and GMAS data with administration.  -Communicate effectively with parents	Overall CCRPI Score	All	79.2		N/A	1		
	regarding academic and social emotional needs through weekly Thursday folders and Class Dojo.  -Communicate academic behaviors through parent conferences, phone calls, progress reports and report cards.  -Develop and implement a Response to Intervention plan for reading, math, and behavior.  -The intervention team will discuss specific student data and create an intervention	% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	89.2		86.5	86.6	82.4	82.93
	action plan for students who are considered T3. The team will review progress data on 4-6 basis for both academics and behaviorProvide a teacher support program for new teacher or veteran teachers as needed.	% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	68.9		59.6	57.4	58.1	59.36

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).