

NES 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. Implement focused school-wide ELA instructional walkthroughs to improve practices on F & P guided reading, IRAs, and shared reading lessons as well as UFLI and Heggerty phonics using a checklist to provide teachers with specific feedback on their lessons. Conduct walk-throughs when possible with T & L ELA Coaches and/or EIP teachers for all areas. 2. Monitor MTSS data team meetings three times a semester with all grade level teachers, EIP teachers, counselor, and API to discuss progress and effectiveness of interventions for each student. (data and intervention) 3. Train teachers to use Heggerty to strengthen tier 1 instructional practices in phonics for grades K-2 and use NWEA progress monitoring for continuous assessment and adjustments to AO and/or intervention groups. 4. Provide the program ESGI to monitor and track Common Formative Assessment data and provide appropriate interventions (data and intervention) in grades K -2 and for EIP students grades 3-5. 5. Provide intervention paraprofessionals to improve and support remediation and interventions. 6. Provide and use LLI kits to address EIP, tier 2, and tier 3 reading students. 7. Provide and use UFLI and decodable texts (Raz-Plus and county decodables) to address Tier 1 K-2 instruction and grades 3-5 EIP students, and tier 2 and tier 3 reading students to support reading fluency. 8. Provide a clear incentive plan and use Accelerated Reader to promote literacy and comprehension skills. 9. Implement UFLI, decodable texts, and Raz-Plus with EIP reading students for decoding and phonological awareness. 10. Pending availability of staff, we will provide tutoring for students below the 38th percentile in reading on the MAP Growth Assessment and at Level 4 or lower on MAP Fluency Assessment after school in the Falcon Academy for grades (2-5). 11. Implement Bridging the Gap program for EIP, SPED, tier 2 and 3 students that need foundational reading/decoding skills. Assess all EIP readers and/or students below 30% on MAP Growth using NWEA Fluency assessment and use for progress monitoring and adjustments to AO groups and instruction. 12. Purchase and implement the use of reading manipulatives in all K-3 classes and with struggling readers in grades 4 and 5. 13. Use cleot Observation instrument to monitor and strengthen student engagement.	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	Waived	71.0	68.0	65.0	66.05
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	45.0	35.0	28.0	30.16
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-	66.0	46.0	32.0	76.0	76.72
			2	46.0	64.0	56.0	36.0	34.0	35.98
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-	68.0	92.0	63.0	96.0	96.12
			2	8.0	1.0	91.0	92.0	98.0	98.06
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020) (2021 = Spring 2021)	K	-	-	-	0.0	0.0	3.00
			1	52.0	22.0	-	28.0	33.0	35.01
			2	83.0	75.0	-	58.0	69.0	69.93
		% 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	0.0	54.9	-	68.7	72.2	73.05
			1	0.0	0.0	-	0.0	0.0	3.00
			2	0.0	0.0	-	0.0	0.0	3.00
			K	89.3	64.3	-	67.5	78.0	78.66
	1	81.8	100.0	-	68.4	84.0	84.48		
	2	85.7	88.6	-	88.6	54.0	55.38		

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Literacy	1. Implement focused school-wide ELA instructional walkthroughs to improve practices on F & P guided reading, IRAs, and shared reading lessons as well as UFLI and Heggerty phonics using a checklist to provide teachers with specific feedback on their lessons. Conduct walk-throughs when possible with T & L ELA Coaches and/or EIP teachers for all areas. 2. Monitor MTSS data team meetings three times a semester with all grade level teachers, EIP teachers, counselor, and API to discuss progress and effectiveness of interventions for each student. (data and intervention) 3. Provide the program ESGI to monitor and track Common Formative Assessment data and provide appropriate interventions (data and intervention) in grades K -2 and for EIP students grades 3-5. 5. Provide intervention paraprofessionals to improve and support remediation and interventions. 6. Provide and use LLI kits to address EIP, tier 2, and tier 3 reading students. 7. Provide and use UFLI and decodable texts (Raz-Plus and county decodables) to address Tier 1 K-2 instruction and grades 3-5 EIP students, and tier 2 and tier 3 reading students to support reading fluency. 8. Provide a clear incentive plan and use Accelerated Reader to promote literacy and comprehension skills. 9. Implement UFLI, decodable texts, and Raz-Plus with EIP reading students grades 3-5 for decoding and phonological awareness. 10. Pending availability of staff, we will provide tutoring for students below the 38th percentile in reading on the MAP Growth Assessment and at Level 4 or lower on MAP Fluency Assessment after school in the Falcon Academy for grades (2-5). 11. Implement Bridging the Gap program for EIP, SPED, tier 2 and 3 students that need foundational reading/decoding skills. Assess all EIP readers and/or students below 30% on MAP Growth using NWEA Fluency assessment and use for progress monitoring and adjustments to AO groups and instruction. 12. Purchase and implement the use of reading manipulatives in all K-3 classes and with struggling readers in grades 4 and 5. 13. Provide a reduced class size fifth grade teacher with Title I funds to improve student learning and growth through more personalized instruction. 14. Using EIP funding to support Innovative Model #6 and 7, a teacher will support ELA instruction in grades 2 and 3. 15. Provide Write Score to evaluate writing progress and choose appropriate remediation and enrichment strategies for individual students. 16. Continue a school-wide professional learning initiative that focuses on writing. 17. Use eleot Observation instrument to monitor and strengthen student engagement.	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	37.4		42.1	33.2	31.3	33.36
			4	42.5		33.3	44.4	28.8	30.94
			5	63.7		53.9	50.6	44.6	46.26
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	-	38.0	32.0	48.0	24.0	26.28
			4	43.0	48.0	57.0	65.0	50.0	51.50
			5	-	32.0	55.0	50.0	31.0	33.07
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	-	5.0	5.0	99.0	68.0	68.96
			4	32.0	18.0	75.0	72.0	98.0	98.06
			5	-	4.0	84.0	53.0	86.0	86.42
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	74.7		54.4	55.6	54.4	55.77
			4	80.0		66.2	70.4	70.0	70.90
			5	75.5		75.0	75.9	68.7	69.64
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	3	74.7		57.9	55.6	54.4	55.77
			4	73.8		54.9	57.4	57.0	58.29
			5	73.5		64.5	66.3	67.5	68.48
		% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	4	94.1		-	-	-	-
			5	97.5		-	-	-	-
% 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	-	-	-		

Waived for 2020

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				2019	2020	2021	2022	2023	2024	
Math Proficiency	<ol style="list-style-type: none"> Monitor MTSS data team meetings with all grade level teachers, EIP teachers, intervention paraprofessionals, counselor, and API to discuss progress and effectiveness of interventions for each student. (data and intervention) Provide intervention paraprofessionals to improve and support remediation and interventions. Provide tutoring for students below the 38% in math on the MAP Growth Assessment after school for Falcon Academy grades (2-5) Provide a reduced class size fifth grade teacher to improve student learning and growth through more personalized instruction. Provide collaborative time for math cadre members to redeliver professional learning to support teacher understanding of the new math standards and the new county-wide text. Continue to provide 3 Read Protocol training for all new math teachers, maintain a set time in all schedules for regular practice of the strategy and set times for coaching if necessary. Continue to provide number routines training to all new math teachers, add a set time in all schedules for daily practice of the strategy and set times for coaching if necessary. Provide time for teams to plan for new math standards and the use of manipulatives for instruction/exploration. Use eleot Observation instrument to monitor and strengthen student engagement. 	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-objects learning progression	K	-	Waived for 2020	70.0	67.0	78.0	78.66	
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	93.4		75.4	87.3	76.3	77.01	
			4	88.8		79.7	87.0	83.8	84.29	
			5	84.3		78.9	69.9	65.1	66.15	
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3	40.7		35.1	41.3	30.0	32.10	
			4	45.0		43.5	53.7	47.5	49.08	
			5	38.2		25.0	32.5	36.1	38.02	
		% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	4	88.2		-	-	-	-	
			5	87.2		-	-	-	-	
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020)	1	-		41.0	37.0	48.0	89.0	89.33
			2	87.0		59.0	52.0	61.0	45.0	46.65
		(2021 = Spring 2021)	3	-		33.0	48.0	41.0	35.0	36.95
			4	23.0		33.0	68.0	70.0	41.0	42.77
			5	-		32.0	55.0	51.0	58.0	59.26
		School Conditional Growth Percentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020)	1	-		89.0	89.0	98.0	99.0	99.03
	2	90.0	1.0	94.0	99.0	99.0	99.03			
(2021 = Fall 2020 to Spring 2021)	3	-	13.0	95.0	86.0	71.0	71.87			
	4	32.0	50.0	99.0	99.0	49.0	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	-	IP	-	-	-	-			
Safety	<ol style="list-style-type: none"> Implement the 2nd Step Program with fidelity. Implement PBIS procedures and provide behavior reward celebrations. Provide and communicate clear expectations for students and parents through charts, TV monitors, DOJO, callouts, matrixes, and signage around the building. Use MTSS data team meetings to review behavior data and interventions with classroom teachers, Behavior Coach, Counselor, and API and set plans for Tier 2 and 3 behavior issues. Continue to implement safety procedures, regularly practice all codes, and provide continued professional learning for the use of Centegix. Purchase and use the "Why Try" curriculum to provide instruction and interventions for Tier 2 and 3 behavior students. Provide time for teachers to create social-emotional lessons for all grade levels. Design a common year-long schedule for all grade levels for teaching specific SEL skills, focus on those skills when students engage in unsafe actions, and purchase professional learning books to support teachers as they write and implement SEL lessons. Provide AO time for teachers to deliver SEL lessons. 	% of students reporting feeling safe at school	3-5	79.9	Waived for 2020	-	-	-		
		Safe and Substance Free Learning Environment Climate Rating	K-5	97.6		-	-	-		
		Student Discipline Climate Rating (Weighted Suspension)	K-5	82.6		-	-	-		

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Attendance	<ol style="list-style-type: none"> 1. Hold monthly meetings with the social worker to discuss truancy and develop action steps. 2. Work with PBIS committee to develop attendance incentives. 3. Hold monthly attendance check-in meetings with ATS and APD to address concerns. 	% of students absent less than 10% of enrolled days	K-5	90.4	Waived for	81.8	-		-	
		Teacher attendance rate	All	96.4		-	-		-	
		Staff attendance rate	All	95.7		-	-		-	
		Administrator attendance rate	All	97.5		-	-		-	
All Students on Track for Success	<ol style="list-style-type: none"> 1. Monitor MTSS data team meetings with all grade level teachers, EIP teachers, intervention paraprofessionals, counselor, and API to discuss progress and effectiveness of interventions for each student. (data and intervention) 2. Provide and attend grade level collaborative planning times to support the PLC processes (common planning time, unit planning, data analysis, creating CFAs, and use of AO time (enrichment and remediation). 3. Require that every grade level be represented at county-wide professional learning sessions to ensure best practices for all students. 4. Improve student learning and growth through the use of intervention paraprofessionals and teachers. 5. Provide tutoring after school for Falcon Academy grades (2-5) if staff is available. 6. Use goal-setting with students in various areas including MAP Growth, GMAS proficiency levels, Accelerated Reader, and/or CFAs. 7. Provide time for all SIP PLTs to design ways for students to consider and reflect on the elements measured by the school climate survey and discuss and implement ways to improve their perceptions about those elements. 	Overall CCRPI Score	All	78.6		N/A	-		-	
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	66.0		65.3	63.4	53.0		54.41
		% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	44.0		32.0	35.4	25.3		27.54

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).