

# SHES Strategic Measures of Student Success

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Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
<b>Early Literacy and Foundational Skill Development</b>	<ol style="list-style-type: none"> <li>1. Collaborative teams will focus on the four guiding PLC questions during weekly collaboration.</li> <li>2. K-5th learning teams create and utilized a continuum of foundational reading skills which include the most critical phonemic-awareness, phonological skills and phonics.</li> <li>3. Identify and unwrap essential standards that are in alignment with standards-based Reading Foundational skills identified on NWEA-MAP Growth Assessment.</li> <li>4. Create and analyze common formative and summative assessments by student by standard and by root cause.</li> <li>5. Students track their own data on common formative assessment by standard and target.</li> <li>6. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI.</li> <li>7. Explicitly and directly teach foundational skills during whole group and small group instructions by using resources such as Heggerty-Phonemic Awareness, F&amp;P Reading Curriculum.</li> <li>8. Improve teacher clarity and teacher efficacy through needs based professional learning.</li> <li>9. Implement Guided &amp; Independent practice; small group intervention (teacher, para, and/or interventionist).</li> <li>10. Teams will implement the learning cycle and deliver their best first explicit and direct instruction.</li> </ol>	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	Waived	58.0	68.0	80.0	80.60
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	40.0	36.0	46.0	47.62
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-	50.0	61.0	63.0	85.0	85.45
			2	58.0	61.0	33.0	69.0	88.0	88.36
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-	44.0	94.0	98.0	91.0	91.27
			2	52.0	41.0	82.0	77.0	93.0	93.21
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020) (2021 = Spring 2021)	K	-	-	-	7.0	3.0	5.91
			1	62.0	27.0	-	26.0	62.0	63.14
			2	84.0	76.0	-	73.0	80.0	80.60
		% 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	-	-	-	83.5	81.7	82.26
			1	0.0	76.0	-	0.0	0.0	3.00
			2	0.0	0.0	-	0.0	0.0	3.00
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (Spring)	K	75.0	-	-	65.9	83.0	83.51
			1	100.0	70.7	-	69.8	61.0	62.17
			2	100.0	87.5	-	87.5	85.0	85.45

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<b>Literacy</b>	1. Collaborative teams will focus on the four guiding PLC questions during weekly collaboration. 2. K-5th learning teams create and utilized a continuum of foundational reading skills which include the most critical phonemic-awareness, phonological skills and phonics. 3. Identify and unwrap essential standards that are in alignment with standards-based Reading Foundational skills identified on NWEA-MAP Growth Assessment. 4. Create and analyze common formative and summative assessments by student by standard and by root cause. Teachers will ensure that CFAs have a written response question. 5. Students track their own data on common formative assessment by standard and target. 6. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI. 7. Explicitly and directly teach foundational skills during whole group and small group instructions by using resources such as Heggerty-Phonemic Awareness, F&P Reading Curriculum. 8. Improve teacher clarity and teacher efficacy through needs based professional learning. 9. Implement Guided & Independent practice; small group intervention (teacher, para, and/or interventionist). 10. Teams will implement the learning cycle and deliver their best first explicit and direct instruction.	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	55.8	Waived	58.1	44.9	55.1	56.45
			4	41.8		49.3	48.1	37.5	39.38
			5	66.7		71.9	61.0	54.3	55.67
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	-	58.0	53.0	52.0	77.0	77.69
			4	35.0	68.0	65.0	71.0	67.0	67.99
			5	-	37.0	64.0	71.0	77.0	77.69
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	-	2.0	29.0	86.0	71.0	71.87
			4	20.0	40.0	26.0	58.0	97.0	97.09
			5	-	3.0	6.0	86.0	89.0	89.33
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	88.3		72.6	68.1	75.4	76.14
			4	72.2	Waived for 2020	86.3	84.4	68.8	69.74
			5	88.9		84.4	87.8	86.4	86.81
		3	87.0	69.4		66.7	78.3	78.95	
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	4	57.0		76.7	70.1	56.3	57.61
			5	84.4		90.6	79.3	80.2	80.79
			4	87.7		-	-	-	-
		% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	5	80.2		-	-	-	-
			3, 4 & 5			IP	93.3	88.9	89.22

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Math Proficiency	<ol style="list-style-type: none"> <li>1. Collaborative teams will focus on the four guiding PLC questions during weekly collaboration.</li> <li>2. K-5th learning teams create and utilize a continuum of foundational math skills.</li> <li>3. Identify and unwrap essential standards that are in alignment with standards-based Math skills identified on NWEA-MAP Growth Assessment.</li> <li>4. Create and analyze common formative and summative assessments by student by standard and by root cause.</li> <li>5. Students track their own data on common formative assessments by standard and target.</li> <li>6. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI.</li> <li>7. Explicitly and directly teach math foundational skills during whole group and small group instructions by using resources such as those provided by the district math department to include Savaas, Number Talks, iReady.</li> <li>8. Improve teacher clarity and teacher efficacy through needs based professional learning.</li> <li>9. Implement Guided &amp; Independent practice; small group intervention (teacher, para, and/or interventionist).</li> <li>10. Teams will implement the learning cycle and deliver their best first explicit and direct instruction.</li> <li>11. Promote reading, writing, and academic vocabulary in all content areas.</li> <li>12. Teachers will intentionally plan daily number talks and short discussions around mathematical understanding.</li> </ol>	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-number learning progression	K	-		64.0	81.0	79.0	79.63	
		% 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	78.0	87.0	87.39	
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	96.1		82.3	82.6	87.0	87.39	
			4	94.9		87.7	89.6	79.7	80.31	
			5	80.0		79.7	85.4	81.5	82.06	
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3	72.7		45.2	43.5	42.0	43.74	
			4	43.0		43.8	48.1	42.2	43.93	
			5	33.3		34.4	47.6	53.1	54.51	
		% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	4	74.7			-	-	-	
			5	65.1			-	-	-	
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-		50.0	68.0	69.0	87.0	87.39
			2	97.0		61.0	31.0	48.0	86.0	86.42
			3	-		66.0	45.0	46.0	64.0	65.08
			4	29.0		60.0	46.0	58.0	61.0	62.17
			5	-		34.0	65.0	59.0	69.0	69.93
		School Conditional Growth Percentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-		44.0	94.0	99.0	97.0	97.09
			2	97.0		41.0	86.0	66.0	98.0	98.06
			3	-		91.0	51.0	85.0	64.0	65.08
			4	18.0		18.0	30.0	88.0	64.0	65.08
			5	-		23.0	98.0	97.0	65.0	66.05
% 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		93.3	82.4	82.88		

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<b>Safety</b>	1. Implement PBIS with fidelity. 2. The PBIS team will meet monthly to review school data, celebrate small wins and problem solve any concerns noted. 3. The PBIS team will use behavior data entered in IC, PFIs, PBIS surveys, and state and district walkthroughs (feedback) to monitor practices, processes, procedures and make any changes needed. 4. Have PBIS celebrations every nine weeks. 5. Faculty and staff will be trained each nine weeks on PBIS processes to ensure successful and consistent implementation of the PBIS framework and processes.	% of students reporting feeling safe at school	3-5	93.7	Waived	-	-		-
		Safe and Substance Free Learning Environment Climate Rating	K-5	94.3		-	-		-
		Student Discipline Climate Rating (Weighted Suspension)	K-5	86.9		-	-		-
<b>Attendance</b>	1. Intervention team/Attendance team will create school wide systematic process to monitor the percentage of students who miss more than 10% of school days. Included in the process with an acknowledgement system for students and teachers. 2. Attendance team will meet weekly to review students who have missed 3, 5, 7, 10 or more days. 3. Attendance team will monitor tardies and send attendance warning letters and attendance letters to students who are in danger of missing 5 days or have excessive tardies. 4. Intervention team/Attendance Team will create an attendance pledge for students and parents to encourage parents and students to keep school attendance a priority. 5. Morning and afternoon announcements will include reminders about the importance of school attendance. 6. Will acknowledge students with 90% or higher school attendance every nine weeks. 7. Will celebrate school attendance week with various activities to encourage students to attend school everyday! 8. Parent engagement liaison will add a section of the parent newsletter about the importance of school attendance	% of students absent less than 10% of enrolled days	K-5	91.4	Waived for 2020	74.5	-		-
		Teacher attendance rate	All	96.2		-	-		-
		Staff attendance rate	All	97.8		-	-		-
		Administrator attendance rate	All	97.3		-	-		-
	1. Collaborative teams will focus on the four guiding PLC questions during weekly collaboration. 2. Identify and unwrap essential standards that are in alignment with standards based on science domains from the GMAS. 3. Create and analyze common formative and summative	Overall CCRPI Score	All	80.1		N/A	-		-
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	65.2		84.4	72.0	71.6	72.45

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<b>All Students on Track for Success</b>	assessments by student by standard and by root cause. Teachers will ensure that CFAs have a written response to the question. 5. Students track their own data on common formative assessment by standard and target. 6. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI. 7. Explicitly and directly teach foundational skills during whole group and small group instructions by using resources from the district science department. 8. Improve teacher clarity and teacher efficacy through needs based professional learning. 9. Implement Guided & Independent practice; small group intervention (teacher, para, and/or interventionist). 10. Teams will implement the learning cycle and deliver their best first explicit and direct instruction. 11. Promote reading, writing, and academic vocabulary in all content areas. 12. Students will participate in hands on activities to increase learning engagement.	% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	41.6		48.4	42.9	46.9	48.49

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).