

WES 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	<ul style="list-style-type: none"> Use the Learning Continuum in the MAP Growth reports to plan small group instruction and AO time Work with District Literacy Coaches to model and monitor the implementation of guided reading, phonics word study, UFLI phonics instruction, interactive read-aloud, Heggerty, Bridge the Gap, and provide follow up PL as needed Monitor non-negotiables through tailored walkthrough form and provide timely feedback to teachers Provide weekly E/R computer lab time for iReady, alternating weekly between math and reading to ensure minutes are obtained Provide after school tutoring for 1st- 5th grade students who scored between the 20th-40th percentile on the Fall MAP Growth assessment focusing on foundational skills through guided reading and iReady lessons Use iReady to monitor time on task and lessons passed to support students in targeted areas of need that are identified in the diagnostic test Intervention team meets monthly to support teachers with effectively implementing and monitoring interventions to address targeted needs of students Collaborative teams will focus on the four PLC questions during weekly collaboration: o What is it we expect students to know and be able to do? How will we know when they have learned?; How will we respond when they do not learn?; How will we respond when they already know it? •K-5 learning team create and continuum of foundational reading skills which include the most critical phonemic-awareness, phonological-awareness and phonics skills. Identify and unwrap essential standards that are in alignment with standards based on Reading Foundational Skills on NWEA MAP Growth Assessment. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI. Explicitly and directly teach foundational skills during whole group and small group instructions by using resources such as Heggerty-Phonemic Awareness, UFLI, and F&P Reading Curriculum Improve teacher clarity and teacher efficacy through needs based professional learning. 	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	31.0	56.0	77.0	88.0	88.36
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	40.0	64.0	52.0	53.44
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-	31.0	9.0	21.0	26.0	28.22
			2	10.0	26.0	28.0	13.0	17.0	19.49
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-	50.0	57.0	85.0	62.0	63.14
			2	16.0	8.0	99.0	99.0	95.0	95.15
			K	-	0.0	1.0	0.0	0.0	3.00
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-	10.0	10.0	20.0	3.0	5.91
			2	71.0	56.0	48.0	44.0	3.0	5.91
			3	95.0	68.0	-	-	-	#VALUE!
		% 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	-	52.9	62.0	72.5	75.7	76.41
			1	-	54.6	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	-	70.6	77.2	65.0	74.3	75.09
			1	-	63.6	71.7	68.1	70.0	70.90
	2	83.3	78.6	93.6	84.4	85.0	85.45		
Literacy	<ul style="list-style-type: none"> Work with District math Coaches and Math Task Force to model and monitor the implementation of the 3 read protocol, number talks, and number routines and provide follow up PL as needed Use the Learning Continuum in the MAP Growth reports to plan small group instruction and AO time Monitor non-negotiables through tailored walkthrough form and provide timely feedback to teachers Provide weekly E/R computer lab time for iReady, alternating weekly between math and reading Provide after school tutoring for 1st-5th grade students who scored between the 30th-40th percentile on the Fall MAP Growth assessment focusing on strengthening reading and basic math skills through guided reading and iReady lessons. Sessions are held on Tuesdays and Thursdays and will end in April. Educational coach provides teachers with effective classroom management strategies and consults with students about positive behaviors Use iReady to monitor time on task and lessons passed to support students in targeted areas of need that are identified in the diagnostic test Intervention team meets monthly to support teachers with effectively implementing and monitoring interventions to address targeted needs of students Focus on the essential standards in Reading and Math when creating and analyzing CFAs to plan for instruction and facilitating AO to meet students' various needs. Track individual student progress towards mastery based on the CFAs. Collaborative teams will focus on the four PLC questions during weekly collaboration: What is it we expect students to know and be able to do?; How will we know when they have learned?; How will we respond when they do not learn?; How will we respond when they already know it Identify and unwrap essential standards that are in alignment with standards based on math domains on NWEA MAP Growth Assessment. Create and analyze common summative and formative assessments by student by standard by target. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI-using data from daily formative checks, CFAs, End of Unit assessments, MAP and I-Ready. Explicitly and directly teach math skills during whole group and small group instructions by using resources such as those provided by the district math coaches and curriculum coordinator, EnVision, I-Ready resources and NWEA Math Continuum. Improve teacher clarity and teacher efficacy through needs based professional learning. Implement Guided & Independent practice; Small group intervention (teacher, para, and/or interventionist) Teams will implement the learning cycle and deliver direct engaging Tier 1 instruction. Promote reading, writing, and academic vocabulary in all content areas. Teachers will intentionally plan daily number talks and short discussions around mathematical understanding Create and analyze common summative and formative assessments by student by standard by target. Students track their own data on common formative assessment by standard and target using student data notebooks. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI-using data from daily formative checks, CFAs, End of Unit assessments, MAP and Ready. Improve teacher clarity and teacher efficacy through needs based professional learning. 	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	35.4	18.8	23.1	20.0	22.40	
			4	19.4	19.2	20.2	37.9	39.76	
			5	37.2	35.2	31.4	30.9	32.97	
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	11.0	5.0	14.0	17.0	22.0	24.34
			4	1.0	20.0	5.0	17.0	29.0	31.13
			5	2.0	6.0	10.0	15.0	17.0	51.50
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	36.0	23.0	72.0	95.0	74.0	74.78
			4	1.0	26.0	8.0	92.0	95.0	95.15
			5	3.0	27.0	87.0	91.0	87.0	87.39
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	63.2	47.1	43.3	50.0	51.50	
			4	53.8	46.6	55.1	60.9	62.07	
			5	50.0	62.0	52.3	55.7	57.03	
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	3	67.1	47.1	44.2	51.3	52.76	
			4	33.0	35.6	41.8	52.9	54.31	
			5	45.7	52.1	52.3	54.6	-	
% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	4	72.9	-	-	-	-			
	5	83.9	-	-	-	-			
% 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	-	-	-	3.00		
Civics	<ul style="list-style-type: none"> Work with District math Coaches to model and monitor the implementation of the 3 read protocol, number talks, and number routines and provide follow up PL as needed Use the Learning Continuum in the MAP Growth reports to plan small group instruction and Wildcat Academy Monitor tight and loose processes through tailored walkthrough form and provide timely feedback to teachers Provide weekly E/R computer lab time for iReady, alternating weekly between math and reading Provide after school tutoring for 1st-5th grade students who scored between the 30th-40th percentile on the Fall MAP Growth assessment focusing on strengthening reading and basic math skills through guided reading and iReady lessons. Sessions are held on Tuesdays and Thursdays and will end in April. Educational coach provides teachers with effective classroom management strategies and consults with students about positive behaviors Use iReady to monitor time on task and lessons passed to support students in targeted areas of need that are identified in the diagnostic test Intervention team meets monthly to support teachers with effectively implementing and monitoring interventions to address targeted needs of students Focus on the essential standards in Reading and Math when creating and analyzing CFAs to plan for instruction and facilitating Wildcat Academy to meet students' various needs. Track individual student progress towards mastery based on the CFAs. 	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-number learning progression	K	-	72.0	84.0	84.0	84.48	
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-objects learning progression	K	-	79.0	89.0	91.0	91.27	
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	72.4	70.6	69.2	70.1	71.00	
			4	63.7	69.9	69.7	75.0	75.75	
			5	58.5	60.6	58.1	56.7	58.00	
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3	21.1	28.2	25.0	27.5	29.68	
			4	23.1	17.8	26.3	27.9	30.06	
	5	12.8	7.0	10.5	18.6	-			

Math Proficient	<ul style="list-style-type: none"> Collaborative teams will focus on the four PLC questions during weekly collaboration: What is it we expect students to know and be able to do?; How will we know when they have learned?; How will we respond when they do not learn?; How will we respond when they already know it Identify and unwrap essential standards that are in alignment with standards based on math domains on NWEA MAP Growth Assessment. Create and analyze common summative and formative assessments by student by standard by target. Students track their own data on common formative assessment by standard and target. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI-using data from daily formative checks, CFAs, End of Unit assessments, MAP and I-Ready. Explicitly and directly teach math skills during whole group and small group instructions by using resources such as those provided by the district math coaches and curriculum coordinator, EnVision, I-Ready resources and NWEA Math Continuum. Improve teacher clarity and teacher efficacy through needs based professional learning. Implement Guided & Independent practice; Small group intervention (teacher, para, and/or interventionist) Teams will implement the learning cycle and deliver their best first explicit and direct instruction. Promote reading, writing, and academic vocabulary in all content areas. Teachers will intentionally plan daily number talks and short discussions around mathematical understanding Create and analyze common summative and formative assessments by student by standard by target. Students track their own data on common formative assessment by standard and target. Implement intervention and extension (Vitamin Approach); implement small group instruction and RTI-using data from daily formative checks, CFAs, End of Unit assessments, MAP and Ready. Explicitly and directly teach math skills during whole group and small group instructions by using resources such as those provided by the district math coaches and curriculum coordinator, Engaged New York, I-Ready resources and NWEA Math Continuum. Improve teacher clarity and teacher efficacy through needs based professional learning. 	% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	4	74.7			-	-	-	
		5	85.7			-	-	#VALUE!		
		1	-	22.0	10.0	24.0	40.0	41.80		
		2	25.0	19.0	9.0	16.0	33.0	35.01		
		3	6.0	6.0	20.0	13.0	22.0	24.34		
		4	3.0	20.0	19.0	21.0	25.0	27.25		
		5	4.0	12.0	14.0	15.0	20.0	51.50		
		1	-	94.0	27.0	74.0	83.0	83.51		
		2	73.0	50.0	95.0	99.0	99.0	99.03		
		3	18.0	88.0	96.0	97.0	88.0	88.36		
4	7.0	85.0	99.0	93.0	91.0	91.27				
5	18.0	99.0	98.0	95.0	67.0	-				
% 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	-	-	-			
Safety	<ul style="list-style-type: none"> All teachers are provided with a safety bag with the necessary tools in case of an emergency Students redeem tickets for good behavior through our school store monthly and can earn 9-week celebrations based on their behavior Administrators celebrate the class on each grade level that is awarded the most dojo points by hosting pop-up dance parties every other month Bus drivers are provided with an informational breakfast to support them on on-going communication, implementation of bus expectations, and CATS tickets to reinforce when students meet expectations (PBIS on the bus) The PBIS team will meet monthly to review school data, celebrate small wins and problem solve any concerns noted. 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. Faculty and staff will be trained each nine weeks on PBIS process to ensure successful and consistent 	% of students reporting feeling safe at school	3-5	84.7			-	-	-	
		Safe and Substance Free Learning Environment Climate Rating	K-5	94.4			-	-	-	
		Student Discipline Climate Rating (Weighted Suspension)	K-5	83.0				-	-	-
		% of students absent less than 10% of enrolled days	K-5	87.3		71.9		-	-	-
Attendance	<ul style="list-style-type: none"> Students are presented with a perfect attendance certificate, recognized on the announcements, and have their pictures taken and posted on a shout out board every 9 weeks Faculty and staff with perfect attendance are provided with a lunch of their choice every 9 weeks and are recognized during faculty meetings The truancy team meets bi-weekly to discuss attendance, celebrations, and concerns Follow truancy protocol with active support from the school admin team Leadership team will create a school wide systematic process to monitor the percentage of students who miss more than 10% of school days. Included in the process will be an acknowledgement system for students' acknowledgment system for students and teachers. Attendance team will meet bi-weekly to review students who have missed 3, 5, 7, 10 or more days. The Parent Engagement Liaison will add a section to the parent newsletter about the importance of school attendance. The Parent Engagement Liaison will post monthly about the importance of attendance on Class Dojo and social media websites. Every nine weeks, the social groups are formed to support students identified through Project Aware, a universal screener, and they meet weekly with the counselor and/or Educational coach Teachers conference with individual students using the goal-setting sheet on the MAP growth reports before every MAP administration Admin meets regularly with collaborative teams on Tuesdays, Wednesdays, and Thursdays. All teams must use data to inform their instruction on Wednesdays. Monitor student progress "by student, by standard" and "by student, by learning target" Students will participate in hands-on activities to increase learning engagement. Teacher teams meet three times per week to focus on the four guiding questions What do we want all students to know and be able to do? 	Teacher attendance rate	All	96.1			-	-	-	
		Staff attendance rate	All	95.5			-	-	-	
		Administrator attendance rate	All	96.6				-	-	-
		Overall CCRPI Score	All	66.9		N/A		-		3.00
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	62.2		54.3	56.5	50.5	51.99	
All Students on Track for Success	<ul style="list-style-type: none"> Social groups are formed to support students identified through Project Aware, a universal screener, and they meet weekly with the counselor and 	% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	31.1		22.9	11.8	28.9	14.45	

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).





















