MES 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. Kindergarten GKIDS data will be used to differentiate small groups in literacy to help improve instruction in the areas of print motivation, print awareness, letter knowledge, phonological awareness, vocabulary, and narrative skills. 2. Implement University of Florida Literacy Institute (UFLI) in Grades K-2 program for Phonemic Awareness and Phonics. Implement instructional walkthroughs to improve ELA instruction with Teaching and Learning ELA Coaches and additional training with EIP teachers to support this work. 3. Continue to implement Fountas & Pinnell Literacy program to improve comprehension skills through Guided Reading, Interactive Read Aloud, and phonemic awareness and phonemic awareness in grades K-3 through Heggerty. 4. Focus on Writing and Math Tier 1 instruction in all grade levels. 5. Utilizing MAP growth fluency data to inform instruction and drive our Additional Opportunity (AO) time instruction. 6. Monitor a multi-tiered system of support (MTSS) data team meeting monthly with teachers, EIP teachers, counselor, special education teachers, and administrators to discuss the progress and effectiveness of interventions. 7. Provide intervention paraprofessionals to	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	Waived	50.0	75.0	76.0	76.72
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	48.0	58.0	53.0	54.41
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-	62.0	12.0	37.0	46.0	47.62
			2	5.0	22.0	33.0	20.0	46.0	47.62
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-	47.0	18.0	87.0	99.0	99.03
			2	5.0	69.0	87.0	98.0	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	0.0	1.0	1.0	3.97
			1	-	14.0	16.0	12.0	11.0	13.67
			2	-	-	-	15.0	25.0	27.25
		% 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	-	71.4	54.2	69.1	81.2	81.73
			1	-	43.8	0.0	0.0	0.0	3.00
			2	-	-	-	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	-	69.4	70.8	79.0	80.0	80.60
			1	-	66.7	53.7	74.0	77.0	77.69
			2	-	-	-	72.7	90.0	90.30

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				2019	2020	2021	2022	2023	2024
Literacy	1. Monitor and use informal running records to plan for classroom instruction. 2. Implementation of Write-Score to improve 3rd - 5th grade writing instruction working with them in small groups or providing individualized instruction based on analysis from Write-Score. 3. Analyze MAP Growth for Reading to determine the areas of need for the students. 4. Continue to implement Fountas and Pinnell literacy program using resources such as guided reading, interactive read aloud, reading mini-lesson, and word study/UFLI to improve literacy development and comprehension. 5. Provide remediation and enrichment by implementing small group instruction 6. Use I-Ready Reading program in computer lab during specials and during grade-level AO/BLAST time in classrooms to monitor on-going progress. 7. Work with ELA County Coaches to model, observe, and provide feedback to help improve literacy instruction. 8. During school-wide AO, use MAP Reading Fluency data for 1st – 5th grades to work with small groups on identified areas of deficit. 9. Provide intervention	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	32.9	Waived	26.9	39.7	21.2	23.56
			4	57.5		33.8	23.3	30.4	32.49
			5	54.6		40.4	40.2	34.8	36.76
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	4.0	15.0	12.0	34.0	12.0	14.64
			4	44.0	26.0	30.0	28.0	41.0	42.77
			5	15.0	48.0	29.0	40.0	29.0	31.13
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	1.0	11.0	1.0	56.0	96.0	96.12
			4	20.0	41.0	78.0	87.0	93.0	93.21
			5	9.0	76.0	51.0	77.0	55.0	56.35
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	60.5	Waived for 2020	43.3	54.8	36.4	38.31
			4	80.8		48.5	62.8	67.1	68.09
			5	71.4		59.6	60.9	58.7	59.94
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	3	64.5		43.3	56.2	37.9	39.76
			4	75.3		41.2	36.0	46.8	48.40
			5	66.2		50.9	53.3	57.6	58.87
		% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	4	98.5		N/A	-	-	-
			5	73.2		N/A	-	-	-
		% 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	-	-	-
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MES Strategic Measures of Student Success

Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
Math Proficiency	1. Analyze MAP Growth for Math to determine the areas of need for the students 2. Provide remediation and enrichment by implementing small group instruction 3. Use I-Ready Math program in computer lab during specials and during grade-level AO/BLAST time in classrooms to monitor on-going progress. 4. Work with Math County Coaches to model, observe, and provide feedback to help improve math instruction. 5. Provide intervention professionals to improve and support remediation and interventions. 6. Utilize EIP funding to create a 5th grade Self-contained EIP class to provide targeted evidence-based interventions and instruction. 7. Monitor MTSS data team meeting monthly with teachers, EIP teachers, counselor, special education teachers, and administrators to discuss the progress and effectiveness of interventions. 8. Provide collaborative time for math cadre members to redeliver professional learning to support teacher understanding of the new math standards.	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-number learning progression	K	-		61.0	78.0	88.0	88.36
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-objects learning progression	K	-		69.0	80.0	88.0	88.36
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	73.7	Waived for 2020	53.7	72.6	63.6	64.69
			4	90.4		64.7	70.9	74.7	75.46
			5	77.9		64.9	56.5	57.6	58.87
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3	34.2		17.9	24.7	27.3	29.48
			4	56.2		26.5	33.7	36.7	38.60
			5	24.7		17.5	28.3	17.4	19.88
		% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	4	86.4		N/A	-	-	-
			5	76.1		N/A	-	-	-
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-	30.0	21.0	21.0	57.0	58.29
			2	52.0	22.0	23.0	19.0	28.0	30.16
			3	6.0	15.0	9.0	27.0	18.0	20.46
			4	47.0	23.0	23.0	18.0	51.0	52.47
			5	12.0	50.0	17.0	28.0	20.0	22.40
		School Conditional Growth Perecentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-	26.0	57.0	93.0	98.0	98.06
			2	99.0	86.0	92.0	99.0	92.0	92.24
			3	32.0	17.0	10.0	93.0	97.0	97.09
			4	49.0	24.0	97.0	95.0	98.0	98.06
			5	15.0	8.0	63.0	76.0	70.0	70.90
		% 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	-	-	-
									-
									-

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				2019	2020	2021	2022	2023	2024
Safety	1. Implementing a daily school-wide Second Step and Positive Behavior Interventions and Support (PBIS) programs from 8:00-8:25, which helps our students BLAST off (be brilliant, be a leader, be accountable, be safe, and be timely). 2. Continue to meet all the	% of students reporting feeling safe at school	3-5	87.6	Waived	-	-		-
		Safe and Substance Free Learning Environment Climate Rating	K-5	98.3		-	-		-
		Student Discipline Climate Rating (Weighted Suspension)	K-5	89.6		-	-		-
Attendance	1. Follow the school attendance plan for students and staff by taking proactive measures to encourage our Rockets to be at school every day. 2. Utilize the PAC (Perfect Attendance Committee), led by Counselor, to promote perfect attendance and encourage students and staff to have great attendance.	% of students absent less than 10% of enrolled days	K-5	87.4	Waived for 2020	75.3	-		-
		Teacher attendance rate	All	95.1		-	-		-
		Staff attendance rate	All	96.0		-	-		-
		Administrator attendance rate	All	98.0		-	-		-
All Students on Track for Success	1. Strengthen our PLC by making sure our PLTs (collaborative teams) are purposely meeting for to address one of the four critical questions to plan for instruction, create CFAs/Unit assessments, analyze data from various data sources, and use the data to provide remediation and/or enrichment for our students. 2. Monitor a	Overall CCRPI Score	All	70.3	Waived for 2020	N/A	-		-
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	58.7		56.1	44.6	45.7	47.33
		% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	25.3		28.1	26.1	13.0	15.61

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).