

Lamar County Primary School Transitional Balanced Scorecard

		Description of Performance Target	UOM	Target	FY 2012	FY 2013	FY 2014	FY 2015	Strategies/Initiatives	Accountable In
SO 1: Academic Achievement and Success	1.1 Improve Content Mastery	Percentage of all students showing expected or high growth on all administered SLOs	%	Baseline	N/A	N/A	N/A		Monitor student progress through administration of BOY, MOY, and EOY benchmarks in reading and math; use common assessments to monitor student progress with curriculum; curriculum meetings to monitor teacher implementation of the curriculum; use of intervention time in classroom & with lab intervention teachers; coteaching;	Admin, LSS, Teachers
		Percentage of students in grades K-2 showing growth in reading as measured on BOY, MOY, and EOY benchmark tests through STAR	%	Baseline	N/A	N/A	N/A			
		Percentage of students in grades K-2 showing growth in math as measured on BOY, MOY, and EOY math benchmark tests (GoMath!)	%	Baseline	N/A	N/A	NA			
		3rd Grade students proficient or higher: ELA	%	At or Above State Avg	N/A	N/A	(CRCT)96%			
		3rd Grade students proficient or higher: Math	%	At or Above State Avg	N/A	N/A	(CRCT)73%			
	1.2 Improve the Graduation Rate	Increase the number of science opportunities outside of the classroom by one per year	#	18	N/A	14		57	LSS works with GYSTC to work with students on science topics throughout the year PK-2; LSS schedule teachers into science lab	Admin, LSS, Teachers
		Students in grades 1-2 earning a passing score in Reading, ELA, & Mathematics	%	TBA	N/A	N/A	N/A		Use PowerTeacher gradebooks with teachers in grades 1-2 to track student performance (passing vs. failing grades)	Admin, District Technology, Teachers
		Decrease the number of academic placements (K-2) to the next grade	#	< 10	19	36		22	RTI/ SST process; Early Intervening Services (EIS); Early Intervention Program (EIP); Intervention para-professionals in Reading and Math; Progress monitoring; co-teaching; Kindergarten paraprofessionals; Parent conference and phone calls; mid terms; report cards. <u>Tuesday Folders</u>	Admin, Teachers, LSS, Counselors
	1.3 Increase Student Readiness for the Next Level	Students with disabilities served in the general education environment > 80% of the school day	%	65%	N/A	66.70%	TBD		Work with District SpEd & SpEd teachers on scheduling to ensure CoTeach for SWD in speech and other special education settings	Admin, Special Ed Teachers, Teachers
		Students missing fewer than 6 days of school	%	95%	N/A	N/A	N/A		Admin, Teachers, & office staff monitor attendance thru PowerSchool; Reward students for perfect attendance each nine weeks.	Admin, Teachers
		Students earning a passing score in fine arts classes	#	N/A	N/A	N/A		100%	All Music, Art, & PE enter grades into PowerTeacher	Admin, Music, Art, & PE Teachers
		Students completion of the Georgia Career Clusters' Career Awareness Lessons	%	N/A	N/A		0%	100%	Counselor develops schedule for Career Lessons; provides make-up sessions for absent students.	Counselor

Lamar County Primary School Transitional Balanced Scorecard

Lamar County Primary School Transitional Balanced Scorecard										
SO 2: Learning, Growth, Accountability, and Culture	Description of Performance Target	UOM	Target	FY 2012	FY 2013	FY 2014	FY 2015	Strategies/Initiatives	Accountable Individuals	
	2.1 Provide Strong and Relevant Professional Learning, Aligned to Strategic Goals	Teachers who have completed FIP Modules & participated in weekly/monthly Professional Learning throughout the year	100%	N/A	N/A	N/A	N/A		Weekly Professional Learning with Learning Support Specialist and Professional Learning Communities with revisits to Formative Instructional Practices	LSS, Administration, Teachers, Paraprofessionals
		Teachers utilize and revise CCGPS Common Unit Assessments in Reading, ELA, & Math	Y/N	N/A	N/A	N/A	Yes		Weekly Professional Learning with Learning Support Specialist and Professional Learning Communities and scheduled grade level unit planning days.	
		Teachers participate in relevant monthly professional learning that is applicable to teaching and learning	Y/N	N/A	N/A	N/A	N/A		Weekly Professional Learning with Learning Support Specialist and Professional Learning Communities, RESA trainings	
	2.2 Recruit and Retain Highly Qualified Staff	Employee HQ teachers (PSC HQ Data)	% HQ	100%	N/A	98%	100%		Interview and hire teachers who are HQ	
		Employee HQ paraprofessionals (PSC HQ Data)	%HQ	N/A	N/A	100%	100%		Interview and hire teachers who are HQ	
	2.3 Improve Teacher Instructional and Operational Skills	Level II and IV performances on TAPS	Baseline	N/A	N/A	N/A	N/A		Affiliation with local colleges and Human Resource Dept.	
	2.4 Build a Positive Organizational Culture	Staff attendance < 5 days (Certified)	% Avg Days	N/A	N/A	N/A	N/A		Attendance Addendums to contracts	Administrators, Teachers
		Staff attendance < 5 days (Classified)	% Avg Days	N/A	N/A	N/A	N/A		Classified employee evaluation form	
		Staff Positive Perception ("Professional Learning Plan focuses on student learning" from Quality Online Survey	% Agree	>90	N/A	N/A	N/A		Yearly PL plans which outlines PL aligned to SIP/CIP	
Staff/Student Participation in Literacy Days		Y/N	N/A	Yes	Yes	Yes		Promotion of Literacy Days in staff meetings, morning announcements, and flyers home to parents		