

# Memorial Drive Balanced Scorecard

						Target			Actual				
Strategic Goal	Strategic Objective	Performance Objective	Performance Measure	Unit of Measure	Baseline 2007	2008	2009	2010	2008	2009	2010	Initiatives	
						Year 1	Year 2	Year 3	Year 1	Year 2	Year 3		
Achieve all students	Improve Curriculum Mastery and Instructional Delivery Process	1.1 Establish baseline data from 2006-2007 and develop strategies for improvement for 2007-2008.	1.1a. Grade 3 Writing Assessment	% meeting or exceeding standards								6+1 Traits Writing Retraining, Collaborative Instructional Planning within Professional Learning Community groups, State-developed rubrics and anchor papers, writing across the curriculum, use of system-developed rubrics and anchor papers for all grades.	
			Informational Ideas		89%	92%							
			Informational Organizations		85%	88%							
			Informational Style		80%	83%							
			Informations Conventions		87%	90%							
			Persuasive Ideas		80%	85%							
			Persuasive Organizations		58%	65%							
			Persuasive Style		60%	65%							
			Persuasive Conventions		76%	80%							
			Narrative Ideas		98%	100%							
			Narrative Organizations		91%	94%							
			Narrative Style		82%	85%							
			Narrative Conventions		80%	85%							
			Response to Literature Ideas		69%	73%							
			Response to Literature Organizations		53%	63%							
			Response to Literature Style		59%	64%							
			Response to Literature Conventions		71%	75%							
			1.1b. Grade 5 Writing Assessment										
		1.1c. GKAP	% ready for first grade	92%	95%								Testgate Pre- and Post-Tests, GPS Training, After-School Tutoring, Buckle Down Parental Involvement Program, Test Prep Booklets, Scheduling for Direct Instruction, Co-Teaching in all grades, Accelerated Math, Prioritized System Pacing Guides in DayFrame, training teachers on Levels 1 and 2 on Pyramid of Intervention, Standards-based classrooms, training and implementation for new math textbooks.
		1.1d. CRCT Grade 1 Reading (All Students)	% meeting or exceeding standards	99%	100%								
		1.1e. CRCT Grade 2 Reading (All Students)		95%	97%								
		1.1f. CRCT Grade 3 Reading (All Students)		94%	97%								
		1.1g. CRCT Grade 4 Reading (All Students)		84%	87%								
		1.1h. CRCT Grade 5 Reading (All Students)		94%	97%								
		1.1i. CRCT Grade 1 Language (All Students)		88%	91%								
		1.1j. CRCT Grade 2 Language (All Students)		90%	93%								
		1.1k. CRCT Grade 3 Language (All Students)		88%	91%								
		1.1l. CRCT Grade 4 Language (All Students)		92%	95%								
		1.1m. CRCT Grade 5 Language (All Students)		99%	100%								
		1.1n. CRCT Grade 1 Mathematics (All Students)		83%	86%								
		1.1o. CRCT Grade 2 Mathematics (All Students)		82%	85%								
		1.1p. CRCT Grade 3 Mathematics (All Students)	96%	98%									
		1.1q. CRCT Grade 4 Mathematics (All Students)	87%	90%									
		1.1r. CRCT Grade 5 Mathematics (All Students)	94%	96%									
		1.1s. Accelerated Reader - projections indicate 3% increase	Average number of AR points per grade level										Accelerated Reader Books, Family Night Reading
				2nd grade	1225	1262							
				3rd grade	688	709							
				4th grade	957	986							
		5th grade	1080	1112									
		1.2 Emphasize school/grade level student achievement in English/Language, Arts/Reading, Math, Science, Social Studies, and Writing.	1.2 Weekly assessments on basic math facts										Weekly tests and Benchmarks, Number Worlds, Math Facts in a Flash, Accelerated Math, Barrow's Basic Math Fluency Assessments, Average on weekly Barrow's Basics Tests
1.2a. 1st Grade	% of accuracy on week 27 on Barrow's Basics		81%	85%									
1.2b. 2nd Grade			96%	99%									
1.2c. 3rd Grade			79%	82%									
1.2d. 4th Grade			89%	92%									
1.2e. 5th Grade		82%	85%										
1.3 Increase performance in math and reading by scheduling additional time for instruction.	1.3a. CRCT Grade 1 Reading (All Students)	% meeting or exceeding standards	99%	100%							Additional 45 minutes instruction/day in reading - DI Reading		
	1.3b. CRCT Grade 2 Reading (All Students)		95%	97%									
	1.3c. CRCT Grade 3 Reading (All Students)		94%	97%									
	1.3d. CRCT Grade 4 Reading (All Students)		84%	87%							Additional 30 minutes instruction/day in mathematics - DI Math		
	1.3e. CRCT Grade 5 Reading (All Students)		94%	97%									
	1.3f. CRCT Grade 1 Mathematics (All Students)		83%	86%									
	1.3g. CRCT Grade 2 Mathematics (All Students)		82%	85%									
	1.3h. CRCT Grade 3 Mathematics (All Students)		96%	98%									
	1.3i. CRCT Grade 4 Mathematics (All Students)		87%	90%									



1.0 To successfully ed	Reduce Achievement Gap	1.4 Track, review, and implement strategies that will improve student attendance.	1.4a. Track student attendance following attendance protocol.	Percent of students who were absent fewer than 15 days for the year	93%	95%						Infinite Campus training to track attendance, follow attendance protocol in handbook, 9-weeks' attendance rewards, yearly perfect attendance recognition	
		1.5 Address integration of technology at all grade levels in all subject areas.	1.5a. Integrate technology in weekly lessons.	Percent of teachers who integrate technology into plans	33%	43%							Require collaborative lesson with Tech Mentor to integrate technology into unit planning, upgrade and maintain technology, 50 hours of training for 21st Century Classrooms.
			1.5.b. Provide 21st Century Classrooms.	Number of classrooms equipped with Smartboard, projector, and response system	0	12							
	Reduce Achievement Gap	1.6 Identify subgroups that did not make absolute bar for AYP and develop strategies to improve performance.	1.6a. CRCT Math, Grades 3-5, African American subgroup	% meeting or exceeding absolute bar of 58.3% math or 66.7% reading	94.3%	97%						Prioritized System Pacing Guides & Unit Plans in Dayframe, Collaborative Instructional Planning and Professional Learning Groups, Testgate Pre and Post-Tests, Barrow's Basics Math Fluency, GPS Training standards-based classrooms, Flexible grouping, co-teaching.	
			1.6b. CRCT Reading/ELA, Grades 3-5, African American subgroup		94.3%	97%							
			1.6c. CRCT Math, Grades 3-5, White		93.1%	96%							
			1.6d. CRCT Reading/ELA, Grades 3-5, White		96.5%	99%							
			1.6e. CRCT Math, Grades 3-5, SWD		73.1%	76%							
			1.6f. CRCT Reading/ELA, Grades 3-5, SWD		80.8%	84%							
			1.6g. CRCT Math, Grades 3-5, Economically Disadvantaged		93.8%	97%							
			1.6h. CRCT Reading/ELA, Grades 3-5, Econ. Disadvant.		94.8%	97%							
			1.6i. CRCT Math, Grades 3-5 All Students		93.1%	96%							
			1.6j. CRCT Reading/ELA, Grades 3-5, All Students		94.6%	97%							
	Reduce Achievement Gap	1.7 Identify students at each grade level that are at-risk of not meeting standards on state assessment.	1.7a. Identify students in Early Intervention Program.	Number qualifying for Early Intervention Program	56	50			67			Use pre and post data from Testgate, CRCT data analysis, use EIP rubrics, Flexible Direct Instruction Small Groups, After-School Tutoring Program, Adopt-a-Student Program, Response to Intervention, DIBELS, SST/RTI	
			1.7b. Identify students in grades K-5 who were retained.	Number of students retained in grades K-5	15	14							
			1.7c. Identify students in grades 1-5 who scored below 815 on reading on the CRCT.	Number of students who scored below 815 in reading	62	59							
			1.7d. Identify students in grades 1-5 who scored below 815/315 on math on the CRCT.	Number of students who scored below 815/315 in math	71	67							
	Improve Instructional Delivery Process & Maintain a Superior Instructional Environment	1.8 Continue to implement professional learning communities K-5 and Learning Focus Strategies along with other Best Practices. Establish Whole Faculty Study Groups (Murphy/Lick) with emphasis on academic achievement.	1.8a. Redeliver site-based training in WFSGs.	Number of redelivery sessions based upon agendas/sign-in sheets	20	20						Log that reflects a minimum of 1 hour per week, action plans per group, participation in Instructional Council, presentation of LF strategies by staff members in WFSGs, training sign-in sheets, informal observation record and folder, evidence in unit/lesson plans	
			1.8b. Employ Learning Focused Schools Strategies and other exemplary practices.	Percent of teachers trained in LF	100%	100%			94.2%				
1.8c. Establish performance-based classrooms.			Number of training sessions provided	0	5			5					
1.8d Utilize LFS observation instrument.			Completed observation forms for each teacher	100%	100%			100%					
1.8e Leadership will conduct informal classroom observations.			Number of completed 5X5 walk-throughs	6	10								
Improve Instructional Delivery Process & Maintain a Superior Instructional Environment	1.9 Coordinate shared reading studies with staff.	1.9a. Utilize strategies from book studies.	Number of Staff Presentations at Staff Meetings	0	20			8			Provide Professional Literature for Growth, Professional feedback log for presentations		
			Number of observations by Principal or IC	0	3								

2.0 To expand the climate/culture of success, credibility, and trust with all stakeholders (students, parents, staff, business, and the community at large)	Build a Positive Organizational Climate	2.1 Promote Memorial Drive by showcasing student achievement and award-winning recognitions of staff and students.	2.1a. Develop data rooms/walls at school.	Number of displays that reflect current data	21	22						Post data in Curriculum Planning Room (CPR)	
			2.1b. Recognize 9-week achievement.	Average number of students recognized during Honors assemblies	200	210						Honors Assemblies at end of each Term	
			2.1c. Publicize staff and student honors.	Number of articles submitted to public	20	25						Assign staff sponsor to coordinate with principal and ICs	
		2.2. Work to develop strategies to recruit and maintain professional staff members.	2.2a. Recruit and maintain effective teachers.	Percent of highly qualified staff	98.20%	100%						Interview all interested prospective minority teachers at the Ware County Job Fair, Adhere to Ware County Nondiscrimination Policy GAA/JAA	
			2.2b. Recruit and maintain minority teachers and staff members.	Percent of teachers and staff members	16%	16%			12.5%				
		2.3 Promote Community Involvement.	2.3a. Provide mental health services.	Number of children served	N/A	14				14		Satilla Mental Health	
			2.3b. Provide anti-bullying program.	Number of classes served	19	19				19		Satilla Mental Health	
			2.3c. Establish School Council.	Number of meetings held	4	4						Georgia School Council Institute	
		2.4 Use rating scale to evaluate the cleanliness of every school.	2.4a. Define the scope of expected work for custodians and develop levels of performance for standard tasks.	Percent of Custodians meeting or exceeding standards	0	3						Develop and implement rating scale	
		3.0 Increase Parental Involvement	Increase parental engagement in supporting academics	3.1. Provide materials for parents to use at home to assist students in achievement.	3.1a. Increase the number of parents of at-risk students who participate in the Supplemental At-Home Program.	Percent of parents of at risk students who commit to AT-Home Program	42	50				67	
3.2. Schedule PTO meetings for the year.	3.2a. Improve PTO attendance.			Percentage of parents who attend PTO meetings	30%	40%						Grade Level PTO programs, Sign-in sheets	
3.3 Increase time spent with children in school-related activities.	3.3a. Plan grade level "school" for parents.			Number of parent representatives at announced parent "school"	N/A	200				103			Teacher-lead discussions concerning how parents may assist students
	3.3b. Invite parents to attend grade level luncheons during the year.			Number of parent representatives at announced luncheons	312	325							Accelerated Reader, Family Night Reading , Monthly Grade-Level Luncheons