

2009 Balanced Score Card

<u>Reading</u>	<u>L/A</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>Subgroups</u>	<u>Human Resources</u>	<u>Parent Involvement</u>
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Dunleith Elementary School

Tiffany Pollock, Principal

[Reading](#)[L/A](#)[Math](#)[Science](#)[Social
Studies](#)[Subgroups](#)[Human
Resources](#)[Parent
Involvement](#)

CRCT Reading

% Meets & Exceeds

Grade Level	2007	2008	2009
1	92%	93%	94%
2	91%	90%	92%
3	65%	78%	77%
4	85%	80%	89%
5	73%	81%	81%

Writing

% Meets & Exceeds

Grade Level	2007	2008	2009
5	69%	89%	88%

09-10 Strategies:

- ~flexible reading groups (classroom teachers, EIP staff, Title I staff, Intervention staff)
- ~focus on specific needs during Reading Flex and Intervention time
- ~focused Professional Learning in vocabulary and comprehension strategies
- ~individual or small group work through specific programs; Omosaze Saturday Reading, BlueLinx Reading Buddies, Splash, Communities In Schools, MIP, and

Balance Score Card



CRCT Language Arts

% Meets & Exceeds

Grade Level	2007	2008	2009
1	83%	83%	84%
2	85%	73%	81%
3	65%	76%	72%
4	86%	74%	84%
5	68%	83%	90%

09-10 Strategies:

~focused Professional Learning in writing instruction with Literacy Coach; Write From the Beginning and Thinking Maps revisited

~emphasis on language arts skills in all subjects

~emphasis on writing across the curriculum

~implementation of Math Journals

~expectation of two pieces of published writing in each genre; Publisher's Reef

Balanced Score Card



[Reading](#)[L/A](#)[Math](#)[Science](#)[Social
Studies](#)[Subgroups](#)[Human
Resources](#)[Parent
Involvement](#)

CRCT Mathematics

% Meets & Exceeds

Grade Level	2007	2008	2009
1	86%	82%	88%
2	86%	85%	86%
3	84%	46%	70%
4	73%	52%	68%
5	83%	65%	63%

09-10 Strategies:

- ~flexible math groups (classroom teachers, EIP staff, Title I staff, Intervention staff)
- ~focus on specific needs during Math Flex and Intervention time
- ~individual or small group work through specific programs; Splash, Intervention staff, SWIM Time, community volunteers
- ~focused Professional Learning around GPS and math instruction with Math Coach

Balanced Score Card



[Reading](#)[L/A](#)[Math](#)[Science](#)[Social
Studies](#)[Subgroups](#)[Human
Resources](#)[Parent
Involvement](#)

CRCT Science

% Meets & Exceeds

Grade Level	2007	2008	2009
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	38%	59%	67%
4	68%	60%	73%
5	49%	63%	74%

09-10 Strategies :

- ~non-fiction science texts will be infused into reading instruction school-wide
- ~increased use of hands-on learning in science; Camp Dunleith science lab
- ~focused Professional Learning in science standards and instructional needs across grade levels



Balanced Score Card



CRCT Social Studies

% Meets & Exceeds

Grade Level	2007	2008	2009
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	76%	79%	64%
4	89%	79%	60%
5	78%	82%	61%

09-10 Strategies:

- ~social studies texts will be infused into reading instruction school-wide
- ~focused Professional Learning in social studies standards and instructional needs across grade levels
- ~increased support for social studies themes with Principal's Book of the Month

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Balanced Score Card



Subgroup Reading Performance

% Meets & Exceeds

Group	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
ED	94%	92%	77%	89%	81%
LEP	90%	93%	n/a	n/a	n/a
SWD	90%	n/a	n/a	n/a	n/a

09-10 Strategies:

~flexible reading groups (classroom teachers, EIP staff, Title I staff, Intervention staff)

~focus on specific needs during Reading Flex and Intervention time

~focused Professional Learning in vocabulary and comprehension strategies

~individual or small group work through specific programs; Omosaze Saturday

Reading, BlueLinx Reading Buddies, Splash, Communities In Schools, MIP, and SWIM Time



Balanced Score Card



Subgroup Math Performance

% Meets & Exceeds

Group	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
ED	88%	86%	70%	68%	63%
LEP	89%	100%	n/a	n/a	n/a
SWD	90%	n/a	n/a	n/a	n/a

09-10 Strategies:

- ~flexible math groups (classroom teachers, EIP staff, Title I staff, Intervention staff)
- ~focus on specific needs during Math Flex and Intervention time
- ~individual or small group work through specific programs; Splash, Intervention staff, SWIM Time, community volunteers
- ~focused Professional Learning around GPS and math instruction with Math Coach



Human Resource Highlights

	2007	2008	2009
% Highly Qualified Teachers	98%	100%	100%
% Advanced Degrees	65%	70%	65%
% Para Pros Highly Qualified	98%	100%	100%
% Voluntary Separation	8%	10%	4%
% Retirement	4%	4%	2%
Avg. Days Sick Leave Teachers/Adm.	8/9	9/8	8.5/5
Avg. Days Prof. Learning Teachers/Adm.	1/7.5	2/8	1.5/3.75

Attendance

(% of students missing 15 or more days of school)

Subgroups	All Students	Black	Hispanic	White	SWD	ELL	ED
2007	4.4% (13)	5.8% (10)	2.1% (2)	n/a	13% (6)	1.7% (1)	4.4% (13)
2008	3.4% (11)	4.3% (9)	2.3% (2)	n/a	2.6% (1)	1.9% (1)	3.4% (11)
2009	4.3% (14)	3.3% (7)	6.3% (5)	n/a	n/a	4.4% (2)	4.3% (14)

09-10 Strategies:

- ~increase communication between home and school regarding attendance/tardy issues
- ~coordination of follow-up between teacher and counselor
- ~increased attendance incentives school-wide

Conference Week Statistics

Year	Fall	Spring
2006-2007	97%	96%
2007-2008	98%	97%
2008-2009	97%	94%

09-10 Strategies:

- increased outreach through Parent Liaison with support from Communities in Schools
- continuation of consistent parent communication by all staff
- parent workshops with support from Communities in Schools
- coordination of follow-up between counselor, social worker, administration, and teachers

