

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>
----------------	------------	-------------	----------------	---------------------------	------------------	----------------------------	-------------------------------

West Side School
Jennifer Lawson, Principal

CRCT Reading

% Meets & Exceeds

Grade Level	2007	2008	2009 Meets & Exceeds	2009 Exceeds
1	96%	92%	92%	60%
2	97%	100%	98%	70%
3	95%	95%	97%	39%
4	87%	100%	97%	33%
5	78%	86%	92%	22%

Writing

Meets & Exceeds

Grade Level	2007	2008	2009
5	68%	76%	88%

09-10 Strategies:

- Universal Screening procedures (TOWRE, QRI) to determine instructional needs and track progress
- Flexible reading groups (classroom teachers and EIP staff)
- Integration of content areas through unit writing and technology integration (Professional Development)
- Individual/small group support through TAG class, as well as an expanded extended day opportunity four days/week (Monday thru Thursday)
- Utilization of Skills Tutor software to target areas of instructional need
- Focus on increasing reading stamina using non-fiction passages and chapter books



CRCT Language Arts

% Meets & Exceeds

Grade Level	2007	2008	2009 Meets & Exceeds	2009 Exceeds
1	94%	95%	87%	35%
2	91%	100%	99%	44%
3	68%	88%	91%	47%
4	75%	91%	93%	32%
5	82%	86%	98%	30%

09-10 Strategies:

- Integration of writing through the development of rigorous units at all grade levels
- Departmentalization that fosters increased writing time in all content areas
- School-wide Writing Fair
- Continue to develop writing skills using “Write from the Beginning”
- Implement “Six Traits of Writing”
- Collaborative across-grade level team planning



CRCT Mathematics

% Meets & Exceeds

Grade Level	2007	2008	2009 Meets & Exceeds	2009 Exceeds
1	96%	95%	89%	58%
2	88%	100%	97%	56%
3	93%	83%	91%	57%
4	78%	74%	78%	33%
5	82%	81%	97%	26%

09-10 Strategies:

- Math Compacting implementation (enrichment/remediation opportunities)
- On-going professional learning with Math coaches
- Increased academic support on non-TAG days, as well as an expanded extended day opportunity four days/week (Monday thru Thursday)
- Utilization of Skills Tutor software to target areas of instructional need
- Utilize Math Expressions strategies to provide more engaging math homework experiences



CRCT Science

% Meets & Exceeds

Grade Level	2007	2008	2009 Meets & Exceeds	2009 Exceeds
1	na	na	na	na
2	na	na	na	na
3	75%	76%	89%	39%
4	75%	86%	87%	42%
5	63%	71%	92%	47%

09-10 Strategies:

- Implementation of the Science Lab as a resource to encourage hands-on exploration of science concepts
- Integration of Science content throughout reading and writing instruction
- Focused instructional opportunities utilizing hands-on investigations
- Departmentalization in grades 4 & 5 to allow for focused instruction time with Science content.




CRCT Social Studies

% Meets & Exceeds

Grade Level	2007	2008	2009 Meets & Exceeds	2009 Exceeds
1	na	na	na	na
2	na	na	na	na
3	93%	91%	78%	14%
4	90%	94%	90%	17%
5	85%	94%	90%	28%

09-10 Strategies:

- Identification of “Connection Themes” to promote enduring understandings
- Integration of Social Studies, Reading, and Writing instruction
- Departmentalization in grades 4 & 5 to allow for focused instruction time with Social Studies content
- Use of Smart Boards as an interactive research tool
- Utilize [Social Studies Weekly](#) to provide meaningful, real world connections in Social Studies 



Subgroup Reading Performance

% Meets & Exceeds

Group	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
ED	na	na	95%	92%	95%
LEP	na	na	na	na	na
SWD	na	na	na	na	na

09-10 Strategies:

- Academic Support Team will develop and monitor interventions for identified students
- Focus on Inferences at 3rd grade level (not as prevalent in grades 1 & 2)
- Utilization of Skills Tutor software to target areas of instructional need
- Utilize school personnel (Parent Liaison and Title I Paraprofessional) to intervene with students and families as needs arise that affect academic performance



Subgroup Math Performance

% Meets & Exceeds

Group	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
ED	na	na	84%	65%	99%
LEP	na	na	na	na	na
SWD	na	na	na	na	na

09-10 Strategies:

- Extended Day
- Academic support on non-TAG days
- Utilization of Skills Tutor software to target areas of instructional need
- Utilize school personnel (Parent Liaison and Title I Paraprofessional) to intervene with students and families as needs arise that affect academic performance



Human Resource Highlights

	2007	2008	2009
% Highly Qualified Teachers	100%	100%	100%
% Advanced Degrees	65.0%	74.0%	70%
% Para Pros Highly Qualified	100%	100%	100%
% Voluntary Separation	0.02%	14.0%	5%
% Retirement	0.05%	5.0%	0.0%
Avg. Days Sick Leave Teachers/Adm.	4.67%	5.47%	6.32%
Avg. Days Prof. Learning Teachers/Adm.	1.64%	1.79%	1.11%

Attendance

Subgroups	All Students	Black	Hispanic	White	SWD	ELL	ED
2007	3.5%	3.2%	7.7%	3.7%	11.1%	0%	4.2%
2008	3.1%	2.7%	0%	4.5%	3.2%	0%	4.8%
2009	2%	0%	0%	4.1%	9.1%	0%	2.1%

09-10 Strategies:

- Individual Attendance plan for chronic absentees

Conference Week Statistics

Year	Fall	Spring
2006-2007	94%	95%
2007-2008	99%	95%
2008-2009	93%	94%

09-10 Strategies:

- Coordination of scheduling sibling conferences
- Increase translator availability for non-English-speaking parents

