

Balanced Score Card
Indian River School District
2016-2017
Lord Baltimore Elementary School

Mission:

The Indian River School District's mission is to ensure that all students attain the knowledge, skills, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as world citizens through a partnership of students, parents, staff, and community.

Goals:

Increase student achievement through deep implementation of Delaware standards so that ALL students meet or exceed their fullest potential.

Increase student access to technology to continue the development of 21st Century college and career readiness skills.

Hire and retain a diverse, highly qualified staff and provide them the opportunities for continued learning and growth while working toward a shared vision.

Develop, provide, and monitor support and services for the district's most struggling students.

Create and maintain a safe, orderly learning environment that maximizes students' opportunities to achieve.



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Measureable Goal	Person Responsible	Activities	Baselines	2016-2017 Target	2016-2017 Actual
1. Increase student achievement through deep implementation of Delaware standards so that ALL student meet or exceed their fullest potential.				State SBAC Target	State SBAC
1.1 The percentage of third, fourth and fifth grade students who exhibit or exceed the expected annual growth in reading as measured by SBAC will annually increase.		1.11 LF Lesson Plans Scientifically based RTI resources 95% in both small and whole group settings Book Talks Data Analysis- development of schoolwide tool	SBAC 2016 Baseline	54.6%	
			3 rd grade reading = 76%	3 rd grade reading = 82%	3 rd grade reading =
			4 th grade reading = 80%	4 th grade reading = 85%	4 th grade reading =
			5 th grade reading = 81%	5 th grade reading = 85%	5 th grade reading =
1.2 The percentage of third, fourth and fifth grade students who exhibit or exceed the expected annual growth in math as measured by SBAC will annually increase.		1.21 Continue to implement the district's math materials. Align to state standards and implement rigorous lesson. Item Analysis of district math modules Math RTI	SBAC Baseline	43.3%	
			3 rd grade math = 82%	3 rd grade math = 85%	3 rd grade math =
			4 th grade math =77%	4 th grade math = 80%	4 th grade math =
			5 th grade math =64%	5 th grade math = 70%	5 th grade math =

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1.3 The percentage of fourth and fifth grade students who meet or exceed the standards in science and social studies as measured by DCAS will annually increase.		1.3 Include Next Gen Science professional development in the school's PD plan. Increase connection through text and cross-curricular activities	4 th Grade Social Studies = 81% 5 th Grade Science= 78%	4 th Grade Social Studies= 85% 5 th Grade Science = 82%	4 th Grade Social Studies 5 th Grade Science
1.4 The number of security incidents involving the Delaware System of Student Assessment (DeSSA) as evidenced by the online assessment security portal will annually decrease.	Teplica/ Keller/ Webb/ Vickers	1.41 Protocol and training	2 incidents	0 incidents	
1.5 RtI will be conducted at all school levels.	Teplica/ Keller/ Webb/ School Leadership Team	1.51 Assure that Math /ELA RTI is in place and fully functioning. Monitor RTI data through I-Tracker -Ensure that RTI has "push-in" help to maximize resource availability,	RTI regulations followed Implementation of data binder & Student Progress Monitoring Each grade level will have 2 additional staff members for differentiation of RTI groups	RTI groups meet 90 minutes /120 minutes weekly based on Tier. Teachers will collect data in a binder to monitor student progress and RTI movement Additional staff members will be assigned to each grade level for RTI (ELA)	

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1.6 PLC period in which core teachers weekly participate will be closely monitored.	Webb Keller	1.61 Develop and implement a system for tracking PLC data and activity. PLC Binder Administration Attendance	2015-16 Teachers had 90 minutes uninterrupted PLC time weekly	60 minute uninterrupted time PLC Development Plan & Productivity	
2.0 Increase student access to technology to continue the development of 21st Century college and career readiness skills.					
2.1 The level of technology integration for teachers as measured by the District Tech survey will annually increase.	Principal	2.11 Support tech integration through professional development and classroom coaching support. Increase the use of Schoology schoolwide Introduce Chromebooks to Grades 4 and 5	Tier 1 – 37% Teacher Productivity Tier 2 – 55% Instructional Presentation Tier 3 – 8% Student-centered Environment;	Tier 1 – 25% Teacher productivity Tier 2 – 60% Instructional Presentation Tier 3 – 15% Student-centered Environment	Tier 1= Tier 2 = Tier 3 =
2.2 The number/quality of, and the amount of feedback provided to teachers related to, learning walks within and between schools will annually increase.		2.21 Collaborate with the Department of Instruction in the conduct of 6 full school snapshots. Increase admin/teacher coaching conferences (feedback-Face-to Face)	14 Snapshots Less than 50	6 full school-wide snapshots Meet with grade levels following learning walks(individual or team)	

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3.0 Hire and retain a diverse, highly qualified staff and provide them the opportunities for continued learning and growth while working toward a shared vision.					
3.1 The school will hire 100% of the units allocated by the State of Delaware through the unit count process in full compliance with state and local guidelines.		3.11 Identify qualified candidates, conduct interviews, and fill all positions earned via unit count.	100%	100%	
3.2 The school will strive to increase the diversity of its staff.		3.21 Create a plan that will enable staff demographic to more closely reflect student demographic	Initial Plan	Continue to work on plan for staff diversity	
3.3 100% of the school's classes will be taught by highly qualified teachers.		3.31 Identify and maintain highly qualified educators	100%	100%	

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4.0 Develop, provide, and monitor support and services for the district's most struggling students.					
4.1 The percentage of students in all sub-groups that exhibit proficiency in reading will annually increase.		4.11 Monitor progress on initial and mid-year districtwide assessments in reading	Students with Disabilities	State SBAC Target <u>26%</u>	State SBAC
			3 rd gr. reading 2016 = 60% 4 th gr. reading 2016 = 43% 5 th gr. reading 2016 = 11%	3 rd gr. reading = <u>70 %</u> 4 th gr. reading = <u>70 %</u> 5 th gr. reading = <u>70%</u>	3 rd gr. reading = 4 th gr. reading = 5 th gr. reading =
		Data analysis	African American	State Target <u>41.1 %</u>	State Target
			3 rd gr. reading 2016 = % 4 th gr. reading 2016 = % 5 th gr. reading 2016 = 50%	3 rd gr. reading = <u>100%</u> 4 th gr. reading = <u>75%</u> 5 th gr. reading = <u>100%</u>	3 rd gr. reading = 4 th gr. reading = 5 th gr. reading =
		Hispanic	State Target <u>44.1%</u>	State Target	
		3 rd gr. reading 2016 =100% 4 th gr. reading 2016 = 83% 5 th gr. reading 2016 = 43%	3 rd gr. reading = <u>80 %</u> 4 th gr. reading = <u>100%</u> 5 th gr. reading = <u>100%</u>	3 rd gr. reading = 4 th gr. reading = 5 th gr. reading =	
		Low Income	State Target <u>39.6%</u>	State Target	
		3 rd gr. reading 2015 =76% 4 th gr. reading 2015 = 80% 5 th gr. reading 2015 = 82%	3 rd gr. reading = 80 % 4 th gr. reading = 85% 5 th gr. reading = 87%	3 rd gr. Reading= 4 th gr. Reading= 5 th gr. Reading=	

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4.2 The percentage of students in all sub-groups that exhibit proficiency in math will annually increase.		4.21 Monitor progress on initial and mid-year districtwide assessments in math	Students with Disabilities	State Target 22.1_ %	State Target
			3 rd gr. math 2016 = 40% 4 th gr. math 2016 = 43% 5 th gr. math 2016 = 22%	3 rd gr. math = 60 % 4 th gr. math = <u>60</u> % 5 th gr. math = <u>60</u> %	3 rd gr. math = 4 th gr. math = 5 th gr. math =
			African American	State Target 28.5%	State Target
			3 rd gr. math 2016 = 100% 4 th gr. math 2016 = 100% 5 th gr. math 2016 = 0%	3 rd gr. math = <u>100</u> % 4 th gr. math = <u>75</u> % 5 th gr. math = <u>100</u> %	3 rd gr. math = 4 th gr. math = 5 th gr. math =
			Hispanic	State Target 34.6%	State Target
			3 rd gr. math 2016 = 75% 4 th gr. math 2016 = 50% 5 th gr. math 2016 = 29%	3 rd gr. math = <u>80</u> % 4 th gr. math = <u>70</u> % 5 th gr. math = <u>70</u> %	3 rd gr. math = 4 th gr. math = 5 th gr. math =

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			Low Income	State Target 30.1%	State Target
			3 rd gr. math 2016 = 82% 4 th gr. math 2016 = 77% 5 th gr. math 2016 = 65%	3 rd gr. math = <u>85</u> % 4 th gr. math = <u>85</u> % 5 th gr. math = <u>80</u> %	3 rd gr. math = 4 th gr. math = 5 th gr. math =
4.3 The school's IST process will be well established.	I.S.T Team Webb/Keller Vickers Bollinger T. Easter Teplica Salisbury Trout O'Shields Teachers	4.31 Complete all district-provided IST paperwork in a timely manner. -Meet weekly to address needs and concerns	Use correct forms to begin the IST process Case Managers assigned at targeted IST meetings (K-2) and (3-5)	IST meetings will be held on Thursdays to ensure team attendance. District paperwork will be used and completed in a timely manner to determine student needs and decrease Tier 2 and 3 students	
4.4 The percentage of standards-based IEPs will annually increase.	Kelly Vickers	4.41 Require appropriate staff to complete the initial standards-based IEP training. 4.42 Review IEPs to assure that they are standards-based.	100% of appropriate staff that is involved with IEP development has received trainin Special Education Coordinator will view IEP documentation for accuracy Coordinate with district to prepare for monitoring	Provide monthly training for staff members that are involved in IEP development. Coordinator will hold meetings to review laws and regulations. Work with staff members to ensure IEP compliance	

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		4.43 Prepare for IEP monitoring via district office team and the ACCESS Project.		Frequent communication with district personnel regarding monitoring	
5.0 Create and maintain a safe, orderly learning environment that maximizes students' opportunities to achieve.					
5.1 The school's student attendance percentage will be increased or, at a minimum, maintained.	Webb Keller Keeler/Emmanuel	5.11 Communicate policy to parents Meet with visiting teacher/families Perfect attendance awards	Open House Newsletters Attendance meetings monthly Quarterly Attendance Awards	Open House Power Point Folders/Newsletter Parent Contacts and Letters Awards Assembly each marking period	Policy reviewed at Open House and (2) Discipline Assemblies Parent Meetings (3) Assemblies
5.2 Each School's cleanliness rating as assessed during building maintenance inspections will annually increase.	Morris Webb Keller	5.21 Inspect building monthly with custodians	Building Inspection = 84%	Fall Goal = 91	
5.3 The number if repeat offenders will decrease by 10%.	Webb Keller Leadership Team	5.31 Discipline Assembly Positive Recognition	2 Discipline Assemblies held	Discipline Assembly Twice a year Hold Quarterly Awards Assemblies(Honor Roll & Behavior)	

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		<p style="color: red;">Schoolwide Behavior Plan: New Schoolwide Rules</p>	<p style="color: red;">103 Referrals</p>	<p style="color: red;">Develop Schoolwide Plan –STAR Students</p>	