



Candler County Schools - District Balanced Scorecard



Tuesday, September 20, 2011

Goal Area	Strategic Objective	Performance Measure	Unit of Measure	Target /Actual																		
				2006-07			2007-08			2008-09			2009-10			2010-11				2011-12		
					Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual		State		
1 - Academic/Student Performance	1.1 Improve the Graduation Rate	1.1.1 Students Graduating with Reg Diploma	%	59.6%	65.0%	64.4%	74.0%	70.0%	78.9%	78.9%	75.0%	78.0%		82.0%	81.5%	79.5%	90.0%			Provide oversight for the completion of the interest inventory annually in 8th and 10th grades		
		1.1.2 Students Meeting Local Promotion Criteria-Grade 3	%	NA	/	63.0%	/	80.0%	78.0%	/	80.0%	61.0%		90.0%	86.0%	/	90.0%			Implement and evaluate 21st Century tutorials and enrichment segments		
		1.1.3 Students Meeting Promotion Criteria-Grade 3 (After supplemental Education services)		NA	/	76.0%	/	90.0%	84.0%	/	90.0%	92.7%		93.0%	92.7%	/	93.0%					
		1.1.4 Students Meeting State Promotion Criteria-Grade 3		/	88.0%	/	92.0%	90.0%	/	92.0%	89.0%		95.0%	94.1%	90.9%	94.0%						
		1.1.5 Students Meeting Local Promotion Criteria - Grade 5	%	NA	/	58.0%	/	74.0%	80.0%	/	83.0%	81.8%	/	85.0%	87.5%	/	88.0%					
		1.1.6 Students Meeting Promotion Criteria-Grade 5 (After supplemental Education services)		NA	/	78.0%	/	90.0%	91.0%	/	85.0%	90.0%	/	90.0%	94.0%	/	95.0%				Implement, evaluate effectiveness and adjust Tier 2 and SST interventions to meet learners needs (Students mastering standards)	
		1.1.7 Students Meeting Local Promotion Criteria-Grade 8 (spring) Reading, Math ELA	%	NA	/	61.0%	/	75.0%	83.0%	/	90.0%	81.0%		85.0%	87.0%	/	88.0%					
		1.1.8 Students Meeting Promotion Criteria-Grade 8 (After supplemental Education services)	%	NA	/	80.0%	/	83.0%	88.0%	/	92.0%	88.0%		92.0%	89.5%	/	92.0%				Provide oversight and resources for credit recovery programs	
		1.1.9 First time 9th Grade Students on track to graduate - 2nd semester (7 of 8) (after summer school) After supplemental Education services)	%	81%	85.0%	80.0%	/	85.0%	86.8%	/	90.0%	84.5%		90.0%	84.3%	/	90.0%					
		1.1.10 Second year students on track to graduate - 2nd semester (14 of 16) (after summer school)	%	84%	86.0%	80.0%	/	85.0%	81.5%	/	90.0%	82.1%		90.0%	82.1%	/	90.0%					
		1.1.11 Number of Credits recovered	#	9	/	/	/	40	65	/	50	68		70	235	/	NA					



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				2006/07			2007-08			2008-09			2009-10			2010-11				2011-12		
				Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State				
1 - Academic/Student Performance	1.2 Improve Student Mastery of GPS	1.2.1 Schools Making AYP	#	1	4	2		4	2		4	3	NA	4	3		4			Implement a standards based record keeping monitoring system to validate student mastery (part of our academic QR)		
		1.2.2 Schools with 3% or higher gain on GOSA Performance Index	#	1	4	-		3			4	Not available		4	2		4			Develop and implement assessment procedures for determining effectiveness with our Literacy Director.		
		1.2.6 1st graders on or above grade level on CRCT - Reading (Alternative Test began 2011)	%	96.0%	90.0%	94.0%	90.0%	97.0%	97.0%	91.0%	97.0%	95.6%	92.0%	92.0%	96.0%		96.0%			Conduct observations focusing on Standards Based Classroom core practices ensuring all teachers utilize higher order literacy practices daily		
		1.2.7 1st graders exceeded grade level on CRCT - Reading (Alternative Test began 2011)		38.0%	39.0%	39.0%	39.0%	41.0%	48.0%	41.0%		43.0%	42.0%	50.0%	44.0%		47.0%					
		1.2.8 1st graders on or above grade level on CRCT - ENG/LA ((Alternative Test began 2011)		85.0%	84.0%	84.0%	84.0%	84.0%	95.0%	84.0%	95.0%	86.3%	86.0%	90.0%	88.0%		90.0%					
		1.2.9 1st graders on or above grade level on CRCT - Math (Alternative Test began 2011)	%	87.0%	53.0%	91.0%	86.0%	91.0%	97.0%	87.0%	97.0%	84.0%	85.0%	90.0%	93.0%		93.0%					
		1.2.10 1st graders exceeded grade level on CRCT - Math (Alternative Test began 2011)	%	36.0%	34.0%	27.0%	34.0%	37.0%	37.0%	37.0%		28.0%	38.0%	38.0%	40.0%		43.0%					
		1.2.11 2nd graders on or above grade level on CRCT - Reading (Alternative Test began 2011)	%	86.0%	92.0%	97.0%	92.0%	90.0%	95.0%	92.0%	97.0%	95.3%	91.0%	96.0%	93.0%		96.0%					
		1.2.12 2nd graders exceeded grade level on CRCT - Reading (Alternative Test began 2011)		38.0%	39.0%	41.0%	39.0%	48.0%	44.0%	48.0%		39.0%	40.0%	45.0%	48.0%		51.0%					
		1.2.13 2nd graders on or above grade level on CRCT - ENG/LA (Alternative Test began 2011)	%	80.0%	84.0%	92.0%	84.0%	91.0%	87.0%	87.0%	90.0%	93.3%	85.0%	90.0%	83.0%		90.0%					
		1.2.14 2nd graders exceeded grade level on CRCT - Math (Alternative Test began 2011)		15.0%	22.0%	24.0%	22.0%	29.0%	25.0%	29.0%		22.0%	25.0%	25.0%	24.0%		27.0%					
		1.2.15 2nd graders on or above grade level on CRCT - Math (Alternative Test began 2011)	%	77.0%	85.0%	93.0%	85.0%	92.0%	93.0%	87.0%	97.0%	91.9%	87.0%	90.0%	86.0%		95.0%					
		1.2.16 3rd graders on or above grade level on CRCT Reading	%	88.0%	87.0%	88.0%	87.0%	92.0%	93.0%	88.0%	95.0%	88.6%	90.0%	95.0%	94.1%	91.0%	95.0%					
		1.2.17 3rd graders exceeded grade level on CRCT - Reading		35.0%	34.0%	28.0%	34.0%	31.0%	24.0%	31.0%		30.0%	36.0%	45.0%	31.0%	40.0%	30.0%					
		1.2.18 3rd graders on or above grade level on CRCT - ENG/LA	%	83.0%	87.0%	87.0%	87.0%	90.0%	93.0%	86.0%	90.0%	88.6%	88.0%	95.0%	88.0%	89.0%	90.0%					
		1.2.19 3rd graders on or above grade level on CRCT Math	%	89.0%	70.0%	60.0%	70.0%	80.0%	87.0%	78.0%	90.0%	77.2%	80.0%	92.0%	87.0%	81.0%	86.0%					
		1.2.20 3rd graders exceeded grade level on CRCT - Math	%	26.0%	31.0%	20.0%	31.0%	37.0%	33.0%	37.0%		31.0%	36.0%	30.0%	45.0%	41.0%	32.0%			Receive input from Principals regarding student mastery of elements/standards during quarterly Academic Performance Reviews.		
		1.2.21 4th graders on or above grade level on CRCT - Reading				82.0%	87.0%		87.0%	87.0%		92.0%	89.0%	92.0%	92.0%	88.0%	93.0%					
		1.2.22 4th graders exceeded grade level on CRCT - Reading		28.0%	21.0%	19.0%	21.0%	29.0%	23.0%	29.0%		25.0%	31.0%	20.0%	38.0%	38.0%	40.0%					

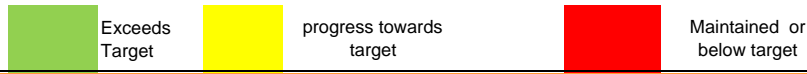
Exceeds Target progress towards target Maintained or below target

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				2006/07	2007-08			2008-09			2009-10			2010-11			2011-12					
					Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State			
1 - Academic/Student Performance		1.2.22 4th graders on or above grade level on CRCT - Math		/	/	72.0%	70.0%	/	71.0%	74.0%	/	82.0%	77.0%	82.0%	89.0%	81.0%	90.0%					
		1.2.22 4th graders exceeded grade level on CRCT - Math		28.0%	21.0%	19.0%	21.0%	29.0%	23.0%	29.0%	/	37.0%	31.0%	30.0%	39.0%	36.0%	41.0%					
		1.2.23 5th graders on or above grade level on CRCT - Reading		/	/	77.0%	87.0%	/	87.0%	88.0%	/	84.0%	90.0%	90.0%	89.0%	91.0%	93.0%					
		1.2.23 5th graders exceeded grade level on CRCT - Reading		23.0%	/	10.0%	22.0%	21.0%	13.0%	21.0%	/	13.0%	24.0%	20.0%	27.0%	34.0%	30.0%					
		1.2.24 5th graders on or above grade level on CRCT - Math		/	/	65.0%	74.0%	/	88.0%	79.0%	/	92.0%	82.0%	85.0%	96.0%	87.0%	92.0%					
		1.2.24 5th graders exceeded grade level on CRCT - Math		42.0%	/	19.0%	26.0%	36.0%	33.0%	36.0%	/	49.0%	39.0%	30.0%	63.0%	42.0%	50.0%					
		1.2.25 6th graders on or above grade level on CRCT - Reading	%	84.0%	/	79.0%	91.0%	87.0%	82.0%	90.0%	92.0%	91.0%	91.0%	90.0%	92.0%	94.0%	94.0%					
		1.2.26 6th graders exceeded grade level on CRCT - Reading		18.0%	/	18.0%	31.0%	35.0%	26.0%	35.0%	/	29.0%	36.0%	22.0%	25.0%	37.0%	33.0%					
		1.2.27 6th graders on or above grade level on CRCT - ENG/LA	%	84.0%	/	73.0%	87.0%	86.0%	79.0%	90.0%	91.0%	93.0%	92.0%	93.0%	88.0%	91.0%	93.0%					
		1.2.28 6th graders on or above grade level on CRCT - Math	%	66.0%	/	59.0%	69.0%	72.0%	70.0%	75.0%	80.0%	80.0%	75.0%	86.0%	69.0%	76.0%	77.0%					
		1.2.29 6th graders exceeded grade level on CRCT - Math		42.0%	/	19.0%	12.0%	18.0%	33.0%	18.0%	/	14.0%	19.0%	25.0%	8.0%	21.0%	18.0%					
		1.2.30 7th graders on or above grade level on CRCT - Reading	%	87.0%	/	91.0%	88.0%	89.0%	87.0%	89.0%	88.0%	81.0%	89.0%	91.0%	88.0%	91.0%	93.0%					
		1.2.31 7th graders exceeded grade level on CRCT - Reading		19.0%	/	8.0%	13.0%	19.0%	16.0%	19.0%	/	11.0%	24.0%	30.0%	16.0%	24.0%	27.0%					
		1.2.32 7th graders on or above grade level on CRCT - ENG/LA	%	92.0%	/	92.0%	90.0%	89.0%	88.0%	89.0%	87.0%	85.0%	92.0%	92.0%	90.0%	93.0%	93.0%					
		1.2.33 7th graders exceeded grade level on CRCT - Math		22.0%	/	25.0%	26.0%	29.0%	23.0%	29.0%	/	27.0%	35.0%	27.0%	27.0%	36.0%	37.0%					
		1.2.34 7th graders on or above grade level on CRCT - Math	%	79.0%	/	85.0%	80.0%	85.0%	87.0%	84.0%	88.0%	86.0%	85.0%	86.0%	88.0%	89.0%	84.0%					
		1.2.35 8th graders on or above grade level on CRCT - Reading	%	81.0%	/	89.0%	90.0%	88.0%	95.0%	93.0%	91.0%	95.0%	95.0%	91.0%	99.0%	96.0%	94.0%					
		1.2.36 8th graders exceeded grade level on CRCT - Reading		14.0%	/	20.0%	22.0%	31.0%	27.0%	31.0%	/	21.0%	31.0%	23.0%	29.0%	37.0%	35.0%					
		1.2.37 8th graders on or above grade level on CRCT - ENG/LA	%	83.0%	/	89.0%	89.0%	88.0%	94.0%	92.0%	91.0%	87.0%	92.0%	90.0%	93.0%	93.0%	94.0%					
		1.2.38 8th graders exceeded grade level on CRCT - Math		22.0%	/	18.0%	15.0%	23.0%	32.0%	23.0%	/	17.0%	24.0%	20.0%	25.0%	26.0%	28.0%					
		1.2.39 8th graders on or above grade level on CRCT - Math	%	81.0%	/	61.0%	62.0%	77.0%	84.0%	70.0%	90.0%	81.0%	74.0%	88.0%	87.0%	78.0%	90.0%					
		1.2.40 3rd Graders level 2 or 3 on CRCT Reading/ELA (AYP)	%	86.7%	88.0%	88.0%	/	90.0%	93.5%		95.0%	88.8%	87.0%	92.0%	89.8%	/	89.8%					
		1.2.41 4th and 5th Graders level 2 or 3 on CRCT Reading/ELA (AYP)	%	81.5%	85.0%	79.5%	/	85.0%	87.5%		90.0%	88.4%	/	92.0%	89.9%	/	92.0%					
		1.2.42 4th and 5th Graders level 2 or 3 on CRCT Math (AYP) GPS - 1st time *	%	79.8%	84.0%	*69.5%	/	75.0%	81.1%		82.0%	87.0%	/	84.0%	92.4%	/	92.0%					
	1.2.43 6th, 7th, & 8th Graders level 2 or 3 on CRCT Reading/ELA (AYP)	%	84.6%	87.0%	84.8%	/	86.8%	86.8%	85.4%	90.0%	89.4%	/	93.0%	90.8%	/	93.0%						

		1.2.44 6th, 7th, & 8th Graders level 2 or 3 on CRCT Math (AYP)	%	75.8%	80.0%	69.8%	/	72.0%	72.0%	79.5%	86.0%	82.8%	/	89.0%	82.0%	/	85.0%			

Exceeds Target progress towards target Maintained or below target

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				2006/07	2007-08			2008-09			2009-10			2010-11			2011-12			
					Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual		State
1 - Academic/Student Performance	1.2 Improve Student Mastery of GPS	1.2.45 HS students meeting GHS GT Math (AYP) (1st time test takers) (After summer school)	%	75.5%	78.0%		75.0%	69.9%		74.0%	71.3%	NA	81.2%	88.0%	84.0%	84.0%				
		1.2.47 HS students exceeding GHS GT Math (1st time test takers)		57.0%		43.0%		41.0%			53.0%	58.0%	20.0%	36.0%	49.0%	50.0%				
		1.2.49 HS students meeting GHS GT ELA (1st time test takers) GPS	%	98.0%	92.0%	85.0%	89.0%	90.0%	79.0%	90.0%	88.0%	82.0%	90.0%	90.0%	90.9%	91.0%	93.9%			
		1.2.50 HS students exceeded GHS GT ELA (1st time test takers) GPS		70.0%		33.0%		31.0%			57.0%	57.0%	59.0%	61.6%	55.0%	63.0%				
		1.2.52 HS students meeting GHS GT (Science) (1st time test takers)	%	67.0%	74.0%	82.0%	86.0%	85.5%	91.0%	88.0%	88.0%	90.0%	90.0%	91.0%	94.0%	93.0%	95.0%			
		1.2.53 HS students exceeded GHS GT (Science) (1st time test takers)		22.0%		34.0%		30.0%			28.0%	38.0%	38.0%	60.0%	61.0%	63.0%				
		1.2.55 HS students meeting GHS GT(Social Studies) (1st time test takers)	%	78.0%	83.0%	77.0%	86.0%	78.0%	82.0%	87.0%	87.0%	65.0%	78.0%	80.0%	85.0%	80.0%	95.0%			
		1.2.56 HS students exceeded GHS GT(Social Studies) (1st time test takers)		34.0%		32.0%		29.0%			52.0%	57.0%	57.0%	43.0%	43.0%	45.0%				
		1.2.58 Students scoring >3 on AP Exams	%	NA	20.0%	27.0%		30.0%	33.3%		35.0%	19.2%	NA	43.9%	26.4%		35.0%			
	1.3 Reduce Achievement Gaps	1.3.1 Black Students Graduating with Reg Diploma	%	42.9%	60.0%	51.1%		63.8%	75.6%		75.0%	68.9%	NA	82.0%	78.4%		90.0%			
		1.3.2 Hispanic Students Graduating with Reg Diploma	%	33.3%	60.0%	53.3%		70.0%	70.0%		90.0%	73.3%	NA	82.0%	73.7%		90.0%			Continue to work with Principal maximizing federal programs in regard student data and teacher assignment to improve performance and teacher quality.
		1.3.3 Black HS students meeting GHS GT Math	%	64.7%	67.0%	47.7%		67.0%	61.8%		74.0%	55.9%	NA	81.7%	65.6%		84.0%			
		1.3.4 Econ Disadv HS students meeting GHS GT ELA	%	87.9%	89.9%	80.3%		87.7%	72.1%		88.0%	79.2%	NA	90.8%	85.9%		93.9%			
		1.3.5 Middle School SWD Students level 2 or 3 CRCT Math (AYP)	%	21.1%	40.0%	39.4%		50.0%	37.1%		50.0%	57.6%	NA	68.0%	68.0%		78.0%			Continue to coordinate, align and assess gifted curriculum grades 1-12
		1.3.6 Middle School SWD Students level 2 or 3 CRCT Reading/ELA (AYP)	%	48.2%	59.0%	52.7%		62.7%	52.1%		70.0%	68.6%	NA	79.0%	76.0%		86.0%			
1.3.7 MIS School SWD Students level 2 or 3 CRCT Reading/ELA (AYP)		%	48.9%	72.0%	34.9%		50.0%	45.8%		60.0%	56.9%	NA	70.0%	67.2%		73.0%				
1.3.8 MIS School SWD Students level 2 or 3 CRCT Math (AYP) GPS - 1st time *		%	47.7%	67.0%	*35%		50.0%	44.4%		51.0%	61.1%	NA	57.0%	94.0%		80.0%			Monitor GAA progress monthly.	
1.3.9 MES School- Black Students level 2 or 3 CRCT Reading 3rd grade		%			86.0%		87.0%	89.8%		92.0%	85.0%	NA	90.0%	90.0%		90.0%			Monitor mentoring in our schools	
1.3.10 MES School- Black Students level 2 or 3 CRCT Math - 3rd grade		%			42.0%		80.0%	79.6%		82.0%	63.0%	NA	70.0%	85.0%		90.0%				
1.3.11 ESOL Students level 2 or 3 in grades 1-8 grade(Reading and Math)		%										NA		79.5%		84.0%				



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2 - Student, Parent, Community Involvement	2.1 Improve Student Attendance and on task behavior	2.1.1 Students absent 15 days or less (AYP)	%	90.2%	92.0%	92.9%		93.1%	93.6%		93.8%	94.9%	NA	94.5%	97.0%		96.0%					
		2.1.2 Students Suspended (OSS) (unduplicated count 6-8)	%	14.0%	10.0%	12.9%		11.0%	11.0%		9.0%	11.2%	NA	9.0%	7.0%		9.0%				Utilize PBIS to create a school environment resulting in less removal from class due to discipline reasons.	
		2.1.3 Students Suspended (ISS) (unduplicated count 6-8)	%	30.0%	30.0%	26.6%		25.0%	25.7%		22.0%	18.6%	NA	15.0%	20.0%		15.0%				Utilize BOE staff to coordinate efforts to maintain high levels of attendance	
		2.1.4 Students Suspended (OSS) (unduplicated count 9-12)	%	32.0%	25.0%	18.2%		17.0%	15.7%		15.0%		Na	15.0%	16.0%		14.0%					
		2.1.5 Students Suspended (ISS) (unduplicated count 9-12)	%	48.0%	44.0%	33.7%		25.0%	30.7%		25.0%		NA	25.0%	26.0%		20.0%				Continue our training on designing effective behavior intervention plans	
	2.2 Improve Student Engagement	2.2.1 # of units designed with Di (rigor activities) for Gifted students by all teachers of gifted New for Fy11	%																			
		2.2.2 Math teachers daily apply all 6 elements of an exemplary math lesson New for Fy11																				
	2.3 Improve Parent Involvement	2.3.1 School/District Parent Activities	#	2	2	2		4	5		5	8	NA	8	10		9				Host district parent meetings (Special Ed, Gifted, etc.)	
		2.3.2 Increase communication with parents that have SWD.	#					100	108		150	172	NA	150	174		170				Provide multiple opportunities for parents of SWD	
		2.3.3 Provide opportunities for parents with SWD to engage in school activities	#								4.0	8.0		8.0	9.0		9.0				Conduct periodic constituent surveys	
	2.4 Increase Community Involvement	2.4.1 District Sponsored Activities	#	2	5	6		6	6		6	6	NA	7	8		8				Host community groups and garner support for school system initiatives	
		2.4.2 Board of Distinction Standards Met	Y/N	NA	Y	Y		Y	Y		Y	Y	NA	Y	Y		Y				Remain current with board member standards	
		2.4.3 Public School Foundation Grants awarded to schools	#	5	6	5		6	8		7	5	NA	7	5		6				Conduct Auunal Foundationn fundraising drive	



Goal Area	Strategic Objective	Performance Measure	Unit of Measure	Target /Actual												Strategies/Initiatives			
				2007-08		2008-09		2009-10		2010-11		2011-12							
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual						
3 - Internal and External Processes	3.1 Improve the Instructional Process	3.1.1 Teachers utilize small group DI based on the learner's level of mastery. (through the use of formative assessment) New Fy2010-11	%	NA	/	/	/	/	/	/	/	/	/	/	/	/	/	Targeted assistance and job embedded training on elements of Differentiated Instruction.	
			%	E	/	/	/	/	/	/	/	/	/	/	/	/	/		
			%	O	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	F	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
		3.1.2 Teachers design instructional units inclusive of higher order activities/assessments according to GSO/UBD. New Fy2010- 11	%	NA	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Academic Performance Reviews
			%	E	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	O	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	F	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
		3.1.3 Teachers plan for and engage students in Reading and Writing daily New Fy2010- 11	%	NA	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Conduct annual needs assessment with FDRESA
			%	E	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	O	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	F	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
		3.1.4 Teachers design engaging lessons that call for higher order thinking, frequent questioning and student interpretation of standards guided by Essential Questions. (LOTS and HOTS) New Fy 2010-11	%	NA	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Conduct Principals' Coaching sessions on district initiatives
			%	E	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	O	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	F	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
		3.1.5 Teachers meet weekly in PLC's/Twins in which they analyze student work, assessments, and data as well as serve as C-A-I accountability partners for their peers. New Fy 2010-11	%	NA	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Continue training, observation, and evaluations of the implementation of high impact teaching strategies
			%	E	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	O	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
			%	F	/	/	/	/	/	/	/	/	/	/	/	/	/	/	

NA- Not Addressed
 E- Emergent
 O- Operational
 F- Fully Operational



Exceeds Target

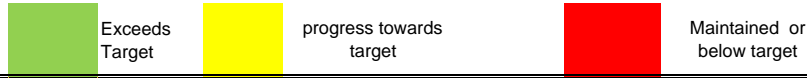


progress towards target



Maintained or below target

Goal Area	Strategic Objective	Performance Measure	Unit of Measure	Target /Actual																		Strategies/Initiatives
				2006/07			2007-08			2008-09			2009-10			2010-11			2011-12			
				Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	
3 - Internal and External Processes	3.2 Improve Use of Instructional Technology	3.2.1 Classrooms equipped with LCD projector, response system and smartboards	%	12%		20.0%	/	40.0%	*31%	/	50.0%	40.0%	NA	50.0%	40.0%	/				Utilize funding from E-SPLOST, Federal, and grants, etc		
		3.2.2 Computers/student(Exclude teacher and computers 4 years or older)	ratio	1 to 7	1 to 4	1 - 4	/	1 -3	1-2	/	1 -2	pending	Na	1 -2	1 -2	/				Twin/PLC 's will focus on improving the use of instructional technology in their planning		
		3.2.3 Increase the score on the 8th grade technology competency test	%	64%		64%	/	68.0%	49.0%	/	58.0%	49.0%	NA	55.0%	64.0%	/	70.0%					
	* 64% with projectors, 41% with white board, 31% with response systems																					
	3.4 Improve Support Processes	3.4.1 Meals per labor hour	Ratio	12.32	13	13.2	/	14.0	14.0	/	13.5	14	/	14	13.4	/	13.5				Continue implementation procedures for increasing meals/labor hours.	
		3.4.2 Reduction in Kilowatt Hours July 1 - June 30	KW	NA		4,137,290	/	3,723,561	3,639,390	/	3,000,000	3,226,361	NA	3,200,000	3,319,766	/					Monitor system management plan for energy usage in all school buildings or facilities.	
							/			/						/					Maintain a daily log on bus arrival and report to Transportation Director quarterly	
						/			/						/						Conduct Quarterly safety training sessions and have random inspections monthly	
	3.5 Improve Resource Management	3.5.1 FTE earnings (Gifted)	\$			\$302,913	/	\$308,000	\$481,402	/	\$490,000	\$504,532	/	\$516,000	\$584,392	/	\$583,000				Continue FTE funding meetings to insure we are maximizing state funding	
		3.5.2 Grant money received for local initiatives	\$	\$100,000		\$101,000	/	\$200,000	\$207,000	/	\$216,000	\$216,000	/	\$272,000	\$412,000	/	\$600,000					



Goal Area	Strategic Objective	Performance Measure	Unit of Measure	Target /Actual															Strategies/Initiatives			
				2006/07			2007-08			2008-09			2009-10			2010-11				2011-12		
				Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State				
4 - Collaboration, Teamwork, and Professional Growth	4.1 Improve Employee Development and Leadership Capacity	4.1.1 Principals Team meeting observation standards(10 hours) weekly	#	NA		22	/	22	22	/	22	24	NA	24	24	/	24			All leaders will log time in schools as it relates to locally designed initiatives.		
		4.1.2 Teachers with Reading, Gifted endorsement , Master Teacher or (CTAE) Industry Certification	#	19	25	25	/	26	29	/	36	46	NA	45	48	/	53					
		4.1.3 Participation in certified leader development (COLT, Adm, Bd Members)	#	178		192	/	192	208	/	210	212	NA	220	227	/	220			Continue to conduct seminars on becoming a Master Teacher		
		4.1.4 District leader team meeting standards for aligned field work (6 hours)	# weeks	NA	22	22	/	22	22	/	24	26	NA	26	26	/	26			Conduct quarterly sessions on data regarding Principal observations of personnel		
		4.1.5 Conduct Performance Reviews	#		NA	NA	/	3	3	/	3	3	NA	3	4	/	4			Continue training for our Academic Coaches. Job embedded - FDRESA training		
							/			/						/				Conduct monthly board workshops on pertinent items relating to the balanced scorecard performance measures		
																			Attend school level PLC and principal leadership meetings			
4.2 Develop a Positive Organizational Culture and Belief System	4.2.3 All Certified Teachers - Highly Qualified NEW FY 11	4.2.1 Completed Applications grades 9-12 core content- local and regional recruitment fairs	#			98	/	100	182	/	180	264	NA	50	57	/	50					
		4.2.2 Lead Learner/model teacher training sessions	#				/	4	4	/	4	4	NA	4	4	/	4					
			%	/	/	/	/	/	100.0%	100.0%	/	100.0%	100.0%	NA	100.0%	100.0%	/	100.0%				
4.3 Improve Staff Attendance	4.3.1 Staff Attendance (certified)	4.3.1 Staff Attendance (certified)	% +/-	93.4%		93.6%	/	94.0%	95.1%	/	95.0%	95.9%	NA	95.0%	94.5%	/	95.0%					
		4.3.2 Staff Attendance (classified)	% +/-	94.4%		95.6%	/	96.0%	95.1%	/	95.0%	95.5%	NA	95.0%	94.4%	/	95.0%					
4.4 Improve Organizational Communications - Internal and External	4.4.1 Develop communication tools with external/internal partners	4.4.1 Develop communication tools with external/internal partners	#				/	3	4	/	4	4	NA	4	4	/	4			System Calendar , web master, communications system		
		4.4.2 Conduct satisfaction surveys with constituents	#				/	2	1	/	1	1	NA	2	2	/	2					

MES



Exceeds Target



progress towards



Maintained or below target

Goal Area	Strategic Objective	Performance Measure	Unit of Measu	Target /Actual												Strategies/Initiatives	
				2007-08			2008-09			2009-10			2010-11				
				Target	Actual		Target	Actual		Target	Actual		Target	Actual			
3 - Internal and External Processes	3.1 Improve the Instructional Process	3.1.1 Teachers utilize small group DI based on the learner's level of mastery. (through the use of formative assessment) New Fy2010-11	NA													Targeted assistance and training on elements of Differentiated Instruction.	
			E											16.0%			
			O												56.0%		
			F												28.0%		
		3.1.2 Teachers design instructional units inclusive of higher order activities/assessments according to GSO/UBD. New Fy2010- 11	NA														Academic Performance Reviews
			E														
			O												71.0%		
			F												29.0%		
		3.1.3 Teachers plan for and engage students in Reading and Writing daily New Fy2010- 11	NA														Conduct annual needs assessment with FDRESA
			E												13.0%		
			O												60.0%		
			F												27.0%		
		3.1.4 Teachers design engaging lessons that call for higher order thinking, frequent questioning and student interpretation of standards guided by Essential Questions. (LOTS and HOTS) New Fy 2010-11	NA														Conduct Principals' Coaching sessions on district initiatives
			E												14.0%		
			O												61.0%		
			F												24.0%		
		3.1.5 Teachers meet weekly in PLC's/Twins in which they analyze student work, assessments, and data as well as serve as C-A-I accountability partners for their peers. New Fy 2010-11	NA														Continue training, observation, and evaluations of the implementation of high impact
			E												2.0%		
			O												65.0%		
			F												33.0%		

NA- Not Addressed
 E- Emergent
 O- Operational
 F- Fully Operational

MIS



Exceeds Target



progress towards target



Maintained or below target

Goal Area	Strategic Objectiv	Performance Measure	Unit of Measu	Target /Actual												
				2007-08			2008-09			2009-10			2010-11			
				Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State	
3 - Internal and External Processes	3.1 Improve the Instructional Process	3.1.1 Teachers utilize small group DI based on the learner’s level of mastery. (through the use of formative assessment) New Fy2010-11	NA													
			E											23.0%		
			O												48.0%	
			F												29.0%	
		3.1.2 Teachers design instructional units inclusive of higher order activities/assessments according to GSO/UBD. New Fy2010- 11	NA													
			E												4.0%	
			O												4.0%	
			F												92.0%	
		3.1.3 Teachers plan for and engage students in Reading and Writing daily New Fy2010- 11	NA													
			E												23.0%	
			O												29.0%	
			F												48.0%	
		3.1.4 Teachers design engaging lessons that call for higher order thinking, frequent questioning and student interpretation of standards guided by Essential Questions. (LOTS and HOTS) New Fy 2010-11	NA													
			E												23.0%	
			O												29.0%	
			F												48.0%	
		3.1.5 Teachers meet weekly in PLC’s/Twins in which they analyze student work, assessments, and data as well as serve as C-A-I accountability partners for their peers. New Fy 2010-11	NA													
			E												29.0%	
			O												29.0%	
			F												42.0%	

NA- Not Addressed
 E- Emergent
 O- Operational
 F- Fully Operational

Strategies/Initiatives

Targeted assistance and training on elements of Differentiated Instruction.

Academic Performance Reviews

Conduct annual needs assessment with FDRESA

Conduct Principals' Coaching sessions on district initiatives

Continue training, observation, and evaluations of the implementation of high impact teaching strategies

MMS



Exceeds Target



progress towards target



Maintained or below target

Goal Area	Strategic Objective	Performance Measure	Unit of Measure	Target /Actual															
				2007-08			2008-09			2009-10			2010-11						
				Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State				
3 - Internal and External Processes	3.1 Improve the Instructional Process	3.1.1 Teachers utilize small group DI based on the learner's level of mastery. (through the use of formative assessment) New Fy2010-11	%	NA															
				E											40.0%				
				O												50.0%			
				F												10.0%			
		3.1.2 Teachers design instructional units inclusive of higher order activities/assessments according to GSO/UBD. New Fy2010- 11	%	NA															
				E													8.0%		
				O													57.0%		
				F													8.0%		
		3.1.3 Teachers plan for and engage students in Reading and Writing daily New Fy2010-11	%	NA															
				E													25.0%		
				O													63.0%		
				F													12.0%		
		3.1.4 Teachers design engaging lessons that call for higher order thinking, frequent questioning and student interpretation of standards guided by Essential Questions. (LOTS and HOTS) New Fy 2010-11	%	NA															
				E													10.0%		
				O													46.0%		
		F													13.0%				
3.1.5 Teachers meet weekly in PLC's/Twins in which they analyze student work, assessments, and data as well as serve as C-A-I accountability partners for their peers. New Fy 2010-11	%	NA																	
		E																	
		O													15.0%				
		F																	

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Strategies/Initiatives

Targeted assistance and training on elements of Differentiated Instruction.

Academic Performance Reviews

Conduct annual needs assessment with FDRESA

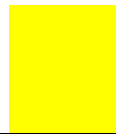
Conduct Principals' Coaching sessions on district initiatives

Continue training, observation, and evaluations of the implementation of high impact teaching strategies

MHS



Exceeds Target



progress towards target



Maintained or below target

Goal Area	Strategic Objectiv	Performance Measure	Unit of Measure	Target /Actual																	
				2007-08			2008-09			2009-10			2010-11								
				Target	Actual	State	Target	Actual	State	Target	Actual	State	Target	Actual	State						
3 - Internal and External Processes	3.1 Improve the Instructional Process	3.1.1 Teachers utilize small group DI based on the learner's level of mastery. (through the use of formative assessment) New Fy2010-11	NA															12.0%			
			E																36.0%		
			O																	52.0%	
			F																		
		3.1.2 Teachers design instructional units inclusive of higher order activities/assessments according to GSO/UBD. New Fy2010- 11	NA																	15.0%	
			E																	33.0%	
			O																	52.0%	
			F																		
		3.1.3 Teachers plan for and engage students in Reading and Writing daily New Fy2010- 11	NA																	15.0%	
			E																	37.0%	
			O																	48.0%	
			F																		
		3.1.4 Teachers design engaging lessons that call for higher order thinking, frequent questioning and student interpretation of standards guided by Essential Questions. (LOTS and HOTS) New Fy 2010- 11	NA																	15.0%	
			E																	27.0%	
			O																	58.0%	
			F																		
		3.1.5 Teachers meet weekly in PLC's/Twins in which they analyze student work, assessments, and data as well as serve as C-A-I accountability	NA																	10.0%	
			E																		
			O																	90.0%	
			F																		

NA- Not Addressed
 E- Emergent
 O- Operational
 F- Fully Operational

Strategies/Initiatives

Targeted assistance and training on elements of Differentiated Instruction.

Academic Performance Reviews

Conduct annual needs assessment with FDRESA

Conduct Principals' Coaching sessions on district initiatives

Continue training, observation, and evaluations of the implementation of high impact teaching strategies