

Glossary:

- Action Steps – Individual steps needed to be completed to execute an initiative which is linked to a performance objective.
- Action Plans – A set of initiatives with individual action steps to implement one of the stated performance objectives. Action plans should reflect cost implications, resources needed, personnel responsible and timeframe for completion.
- Balanced Assessment - A variety of effective assessments utilized to monitor student progress and inform instructional practices.
- Balanced Scorecard – A measurement-based strategic management tool, originated by Robert Kaplan and David Norton, which provides a method of aligning business activities to the strategy, and monitoring performance in strategic goal areas over time. The “Balanced” perspectives of the Scorecard take into account the cause and effect relationships of strategies and results, ensuring that all the drivers of performance are managed and aligned. The Scorecard is a strategic management tool which supports performance planning, alignment, measurement, monitoring and communicating about performance needs and results.
- Baseline – Is the current level of performance against the target, usually expressed as a number.
- Beliefs – The fundamental convictions and core values that guide the actions and decisions of an organization.
- Benchmarking – Identifying high performing-peers, then comparing to their standards, best practices and results.
- Better Seeking Team – a representative group of teachers and administrators focused upon instructional goals and issues, working collaboratively and consistently to contribute to the develop, revision, and implementation of the School Improvement Plan.
- Career Academy - serves high school students. Primary goals include increasing 1.) the graduation rate, 2.) the number of students in work-based learning programs, and 3.) the number of students earning WorkReady certificates.
- Concentrator – a high school student who took at least 3 CTAE courses in a particular program area during high school.
- Co-Teaching - an instructional arrangement that involves two teachers with different expertise sharing instructional responsibility.

- Diagnostic Assessment - A variety of assessment tasks and processes used to determine students' level of knowledge, skills, and understandings at the beginning of a course, grade level, unit, and/or lesson.
- Formative Assessment - Formal and informal assessment processes and tasks used throughout a unit or course of study to monitor student progress, elicit evidence of learning gaps and strengths, and provide feedback to students so that they can adjust their learning process.
- Georgia Performance Standards (GPS) – The GPS go into much greater depth than the content standards used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.
- Initiatives – A plan, program, project, process, or task put in place to affect a positive impact on progress towards one of the stated performance objectives.
- Mission – Defines why an organization exists; the organizations purpose/core work; all functions, actions and decisions should support the mission.
- Performance Measures – Are quantifiable standards used to evaluate and communicate performance against targeted results. Performance Measures are tools used to determine whether organizations, groups and individual performers are meeting performance objectives and moving toward the successful implementation of strategy.
- Performance Objectives – Are concise statements that describe the specific things within each strategic goal or goal area that must be performed well for an organization to execute its strategy and achieve its desired results. Performance Objectives along with specific measures will be used to determine progress towards overall strategic goals or goal areas. Performance objectives should be stated in action terms, beginning with an action verb, such as improve, increase, reduce, initiate, develop, lower, become, achieve, etc.
- Performance Targets – Desired levels of performance for performance measures, usually expressed as a number, and expected to be achieved by a specific time.
- Professional Learning Communities - Adults in the school are organized into learning communities whose goals are aligned with those of the school and system.
- Pyramid of Intervention - A formalized process of differentiated strategies to support students.
- School Improvement Plan – The school improvement plan is aligned to the system balanced scorecard and system improvement plan and services as the strategic and operational plan for the school.

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- Stakeholders – An individual or group with an interest in the success of an organization in delivering intended results and maintaining the viability of the organizations services. In education these include staff, teachers, parents, community, etc.
- Standards-Based Classroom - A standards-based classroom is a classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day’s learning is an important thing to know or know how to do, and how to do it. They also know that they are working toward meeting standards throughout the year...that standards-based learning is a process not an event.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.” The performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

- Rubric - Describes what work must look like to be fully operational, operational, emergent, or not addressed. Rubrics are needed to minimize subjective judgments of performance assessments.
- Second Step Prevention Program – Program designed to promote positive student engagement.
- SmartWeb - database program that allows teachers to input student attendance and grades and allows access for parents and students to view student data.
- Strategic Goal Areas or goals - Educational balanced scorecards typically have between three to five strategic goal areas which provide a framework to describe the organization’s mission, vision and strategy. Strategic Goal Areas are often referred to as Strategic Perspectives because they highlight the key strategic areas that an organization must attend to as it moves to achieve its mission.
- Strategy – How an organization intends to accomplish its vision and maximize future success; a focused approach, or “game plan”. Strategy is systematic and makes the value proposition for the connection of the organization’s mission, goals, objectives and initiatives.
- Strategy Map – A visual display of the aligned strategy elements of a strategic direction/plan. It displays the cause-effect relationship among the objectives that make up the organizations strategy. It usually shows the strategic goal areas (perspectives) on the left side of the chart with the performance objectives mapped beside each linked by cause and effect arrows.

- Student Engagement - the student is involved with a task, activity or work that is associated with a result or outcome that has clear meaning and relatively immediate value.
- Summative Assessment - Formal assessments administered at key juncture points in a student's education (e.g., at the conclusion of a unit, grading period, course of study) to evaluate the extent to which they have mastered required GPS and related learning goals.
- System Improvement Plan (System Strategic Improvement Plan) – The system level improvement plan that is aligned with system strategic goals or goal areas and serves as the strategic and operational improvement plan for the school system. The system improvement plan is based on a continuous improvement approach.
- Title I - Federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain high-quality education and reach proficiency on state academic achievement standards.
- Vision – The statement of an organization's picture of future success which communicates; where it wants to be in the future. The vision helps to determine the organization strategic perspectives.

Acronym List:

- AP - Advanced Placement
- AYP - Adequate Yearly Progress
- CRCT - Criterion-Referenced Competency Tests
- CTAE – Career, Technical, and Agricultural Education
- EIP - Early Intervention Program
- ELL - English Language Learners
- EOCT - End-of-Course Tests
- ESOL - English to Speakers of Other Languages
- GAPSS – Georgia's Keys to Quality - Georgia Assessment of Performance on School Standards
- GHS GT - Georgia High School Graduation Tests
- GHS WT - Georgia High School Writing Test
- GLISI - Georgia's Leadership Institute for School Improvement
- GKIDS - Georgia Kindergarten Inventory of Developing Skills
- GPS - Georgia Performance Standards
- IR - Georgia's Keys to Quality – Implementation Resource
- LEADing Edge Academy - Learning, Energized, Accountable, Disciplined
- NCLB - No Child Left Behind
- SACS CASI - Southern Association of Colleges and Schools Council on Accreditation and School Improvement
- SNP – School Nutrition Program
- SK – Georgia's Keys to Quality – School Keys
- SWD – Students with Disabilities
- WIDA - World-Class Instructional Design and Assessment (WIDA)