

**Monroe County Schools
Performance Leadership Handbook
2015-2016**



**Building a Performance
Culture Through the Use Of:
Aligned Continuous Improvement Plans
Balanced Scorecards
Visual Reporting
Annual Reports**

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PURPOSE

This handbook is intended to provide structure and guidance to the leadership staff of Monroe County Schools in the development, implementation, and use of a four-part process for creating a performance culture. The four processes are:

- 1) The use of aligned and focused continuous improvement plans;
- 2) The use of balanced scorecards;
- 3) The use of visual reporting; and
- 4) The use of annual reports to the Board of Education and community.

Fulfilling these processes will help us reach our Vision, “MCS will be recognized for developing students with the knowledge and skills necessary to be successful in a global environment.”

These processes create a structured, aligned, comprehensive system for planning, monitoring, managing, improving and communicating student achievement results. The MCS Performance Culture is shown in figure 1.

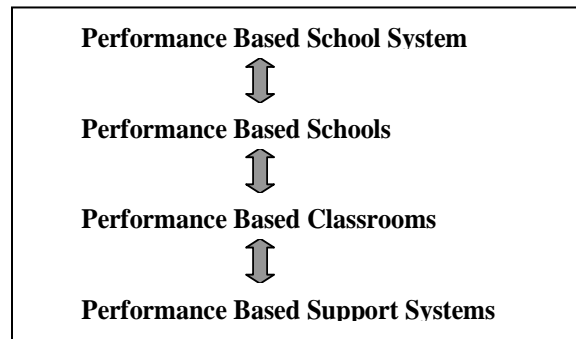


Figure 1

To achieve maximum effectiveness the following 5 characteristics must be evident at each of the levels outlined in Figure 1 in order to effectively improve Teaching and Learning which impacts Student Achievement:

- Clearly defined goals, standards and performance targets (**CIP's & BSC's**)
- Aligned and integrated improvement plans developed with input from all stakeholders (**CIP's**)
- System processes synchronized and focused on system strategic objectives (**Alignment**)
- Use of a continuous improvement model to ensure effectiveness and efficiency (**PDCA Cycle**)
- All stakeholders accept responsibility for achieving goals and targets (**Performance Culture**)

The initiatives, measures and targets selected for use in the process of developing a performance culture represent a framework for school leaders to use in communicating to internal and external stakeholders the outcomes and performance drivers by which the system will achieve its Vision, Mission, Guiding Principles, Strategic Objectives, Board Priorities, and System Areas of Focus. This links the system's strategic directions to plans, budgets and personnel evaluations.

Figure 2 illustrates the system's four **Strategic Objectives** and their relationship to the continuous improvement process using the **Plan, Do, Check, Act Cycle (PDCA)**. These are wrapped with the system's **Vision, Mission and Guiding Principles**. This model seeks to make the focus for the system consistent and pervasive for all parts of the school system.

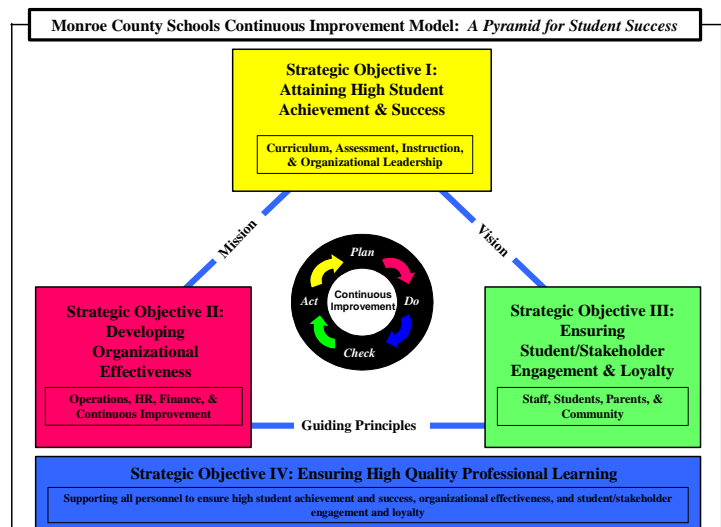


Figure 2

Section I. Aligned Continuous Improvement Plans

Continuous Improvement Plans (CIP's)

The Monroe County School System believes in the use of aligned acts of improvements guided by a single improvement plan for each school and the system. Each plan will serve as both the strategic and operational plan for the school and the system. Each plan will revolve around the system's four strategic objectives:

- Attaining High Student Achievement & Success
- Developing Organizational Effectiveness
- Ensuring Student/Stakeholder Engagement & Loyalty
- Ensuring High Quality Professional Learning

These plans will have embedded within them all of the components needed for the AdvancED System Evaluation process, CTAE, IDEA, Technology Plans, Title I Consolidated Application, and other individual improvement plans that schools may be required to develop. This plan is a living document that should guide all improvement planning for the school.

Continuous Improvement Plan (CIP) Components

School Profile

Strategic Objective I – Attaining High Student Achievement & Success

Performance Objective – Ensuring Student Mastery of Curriculum

Performance Objective – Ensuring Student Success through an Effective Instructional Program

Performance Objective – Implementing Effective Monitoring Processes for Standards-based Instructional Environments using the GAPSS Analysis Process

Performance Objective – Implementing Effective Student Support Services

Strategic Objective II – Developing Organizational Effectiveness

Performance Objective - Developing Effective Operational Processes

Performance Objective - Developing Effective Financial Processes

Performance Objective - Developing Effective Personnel Processes to include Hiring, Induction and Retention

Performance Objective – Developing Effective Continuous Improvement Processes

Strategic Objective III – Ensuring Student/Stakeholder Engagement & Loyalty

Performance Objective - Providing a Safe and Enriching School Climate

Performance Objective - Developing Student and Stakeholder Engagement & Loyalty

Strategic Objective IV – Ensuring High Quality Professional Learning

Performance Objective - Professional learning for certificated staff

Performance Objective - Professional learning for classified staff

Addendums - As needed

***Each Performance Objective will include:

- Initiatives
- Actions Steps
- Performance Targets

Use of Continuous Improvement Plans (CIP's)

Each school will start the review process of their CIP during February of each year. The review should involve the school administrative team, school leadership team, school staff (departments or grade levels), school councils, central office staff and students where applicable. Each group should be given opportunity for input using the following criteria.

- Review progress towards performance targets set in the current CIP and BSC

- Review of Initiatives
 1. Perform an inventory of all current initiatives (Refer to CIP)
 2. Map the initiatives to the four strategic objectives of the system
 3. Eliminate initiatives that cannot be mapped to the strategic objectives
 4. Delete initiatives that have been completed
 5. Add new initiatives
 6. Prioritize initiatives
- Review of action steps for each initiative
 1. Perform an inventory of all action steps for each initiative
 2. Delete action steps that have been completed
 3. Retain action steps that need to be repeated
 4. Modify action steps if needed
 5. Add action steps needed to reach performance objective
 6. Put the initials of the individual(s)/group(s) responsible for each action step in parenthesis beside it
 7. Note budget or fiscal impacts
- Review State School Standards (school keys) to ensure CIP meets recommended standards.
- Review AdvancED System Accreditation standards to ensure the CIP addresses items mandated by AdvancED.
- Review CIP to ensure all DOE requirements are embedded if the school/system has deficits
- Review Professional Learning needs and initiatives for alignment with CIP
 1. Conduct professional learning needs assessment survey
 2. Review system professional learning initiatives
 3. Develop priority list of professional learning needs
 4. Develop professional learning calendar for the coming year
- Review proposed budget for alignment with CIP and BSC
 1. Complete program request form by department/grade level
 2. Detail expenditures and link to improvement initiatives on bottom of program request form
 3. School leadership team reviews program request forms and approves or returns to department based on alignment with CIP
 4. Media specialist reviews program request
 5. School technology committee reviews program requests and consolidates technology requests on Technology Expenditure Plan
 6. Principal and school administrative staff review and approve program request
 7. Principal completes school expenditure matrix
- Review proposed student and teacher handbooks for alignment with the System Personnel Handbook, CIP, and BSC

The elimination, revision, and addition of initiatives or action steps are a natural part of the continuous improvement process. This allows for the direction of resources towards the initiatives with the highest priority.

While the school continuous improvement plan defines and addresses school-wide initiatives and performance targets, content specific outcomes should be defined for each grade level or content area after a review of student data at the beginning of each school year. This process should be **cascaded** down to individual teachers to set expected classroom and individual student outcomes.

School CIP and BSC documents will be hosted in the system Confid Folder (School Improvement Folder, School specific folder), the system and school websites and eBoard.

Use of the S.M.A.R.T Method to Set Goals, Objectives or Targets

Monroe County Schools believe in the use of SMART goals, objectives and targets as a part of the performance culture. This should be a part of the CIP review process.

Specific – a specific performance within the area of performance focus

Measurable – data is collected to determine progress and results

Attainable – it can be reached by average performers in the school or system

Relevant – it is important to the improvement of student achievement

Time Oriented – deadlines are set and adhered to

Example: By 2018, 70% of Hispanic sixth grade students will meet or exceed the standards for reading as measured by the sixth grade Georgia Milestones.

2016 – 55%

2017 – 60%

2018 – 70%

Use of Lagging vs. Leading Indicators

Lagging Indicators are typically the measures of performance for which the school or school system is publicly accountable. The most widely used lagging educational indicators are state and national test scores. Test scores in education are the equivalent to financial measures (e.g. profit) in business. Although both profit and test scores reflect the overall success of their respective organizations, these indicators alone do not tell those inside the organizations enough about all the drivers of performance that are impacting results. The use of lagging indicators does not allow the organization to make decisions in time to make a change or use interventions that can improve results.

Leading Indicators are performance drivers used to monitor the results of processes and systems that impact lagging indicators. For example, comparing leading indicators such as student performance on classroom assessments against specific standards can give students, teachers and other school leaders an indication of students' achievement progress before state tests are administered in time to provide additional support to students.

Cascading the CIP

It is the responsibility of the Principal or Director to make sure that everyone in the school/department has access to the CIP. This accessibility should ensure that everyone involved fully understands the district's strategic directions and measures of success before initiatives and projects are selected.

A copy of the schools' CIP will be included in the teacher handbook, available in the school data room and posted on the school's website. This document should be the basis of discussions with school leadership teams, departments, grade levels, school councils and parent groups.

Additionally, the use of the CIP & BSC will help create a "**Line of Sight**" so that groups and individuals can identify those targets they influence through their day-to-day work.

Section II. Balanced Scorecard - Use of College and Career Readiness Performance Index Balanced Scorecard

Purpose:

The Monroe County Schools use College and Career Readiness Performance Index Balanced Scorecards (CCRPI BSC, or BSC) in conjunction with aligned Continuous Improvement Plans. The BSC are used as strategic/operational management, measurement and communication tools. They are aligned around the system's four strategic goals.

Balanced Scorecard Components

Strategic Objective I – Attaining High Student Achievement & Success

Performance Objective – Ensuring Student Mastery of Curriculum

Performance Objective – Ensuring Student Success Through an Effective Instructional Program

Performance Objective – Implementing Effective Monitoring Processes for Standards-based Instructional Environments using the GAPSS Analysis Process

Performance Objective – Implementing Effective Monitoring Processes for Standards-based Instructional Environments using the GAPSS Analysis Process

Performance Objective – Implementing Effective Student Support Services

Strategic Objective II – Developing Organizational Effectiveness

Performance Objective - Developing Effective Operational Processes

Performance Objective - Developing Effective Financial Processes

Performance Objective – Developing Effective Personnel Processes to include Hiring, Induction, and Retention

Performance Objective – Developing Effective Continuous Improvement Processes

Strategic Objective III – Ensuring Student/Stakeholder Engagement & Loyalty

Performance Objective – Providing a Safe and Enriching School Climate

Performance Objective – Developing Student and Stakeholder Engagement & Loyalty

Strategic Objective IV – Ensuring High Quality Professional Learning

Performance Objective – Professional learning for certificated staff

Performance Objective – Professional learning for classified staff

Use of the Balanced Scorecard

Each school will start the review process of their BSC in February and complete the process by July of each year. The review should involve the school administrative team, school leadership team, school staff (departments or grade levels), school councils, central office staff and students where applicable. Each group should be given opportunity for input and review. This input should come as follows:

- Review progress towards performance targets set in current BSC
- Review Performance Measures set in current BSC
 1. Determine continued need for performance measure
 2. Eliminate performance measures no longer needed
 3. Add any new performance measures needed
- Review, change, refine or add if needed Units of Measure for each Performance Measure
- Review CIP Initiatives, action steps and targets for alignment with BSC (see page 4)
- Determine suggested targets for upcoming BSC
- Recommend to the Superintendent any changes, modifications or revisions to the BSC

Balanced Scorecard Performance Measures and Targets

The performance measures and targets selected for the BSC will be aligned with the CIP, state/federal mandates, and others areas deemed critical to the success of the system’s four strategic objectives. School staff, school administration, school councils, central office staff and the BOE may recommend these targets. The superintendent and principal will negotiate the performance measures and targets ultimately chosen for the BSC.

Use of Lagging vs. Leading Indicators

The BSC should contain a mixture of leading and lagging indicators of success. For more information on leading and lagging indicators see Section I, page 6.

Cascading the BSC

A copy of the school’s BSC will be included in the teacher handbook, posted in the school’s data room and posted on the school’s website. This document should be used with the CIP as the basis of discussions with school leadership teams, departments, grade levels, school councils and parent groups.

Additionally, the use of BSC’s will help create a “**Line of Sight**” so that groups and individuals can identify those targets they influence through their day-to-day work.

Section III: Visual Reporting

All schools will have a data room to use as a focus of discussion with staff, parents, students and community. The data room should be chunked around the system's four strategic objectives. The data displayed in the room should be updated regularly. Additionally, each school should keep a copy of its CIP, Curriculum Guides, School Safety Plan, Professional Learning Calendar and any handbooks that could be used in the planning process in the data room. The school should post its current and past years' BSC in the data room.

School and system departments (i.e. school nutrition, custodians, athletics, band, etc.) should develop visual reporting areas to display performance data and targets.

The system and schools will develop and use strategy maps to visually show how system objectives and initiatives will be reached. The Pyramid of Success, Using a Continuous Improvement Plans, Balanced Scorecards, Visual Reporting and Annual Reports charts serve as the overarching strategy maps for the school system. (Figures 2 & 3)

Messaging

Each school and department should develop a set of messages around the data in the school's data room to explain why this particular piece of data is gathered. These messages should be displayed and communicated regularly with stakeholders.

Section IV: Annual Reports

Principals, their administrative team, and school leadership team will present their annual report to the Board of Education. Schools will present their annual reports to their school councils, schools leadership teams, school staffs and make the report available for the public. This annual report will include:

- Title Page
- School Student /Staff Data and AYP Status Report
- Balanced Scorecard Data
 1. Strategic Objective I
 2. Strategic Objective II
 3. Strategic Objective III
 4. Strategic Objective IV
- School Highlights

Section V: Putting it all Together

The use of aligned continuous improvement plans, balanced scorecards, visual reporting and annual reports bring together a unique performance culture that can drive improvement of student achievement.

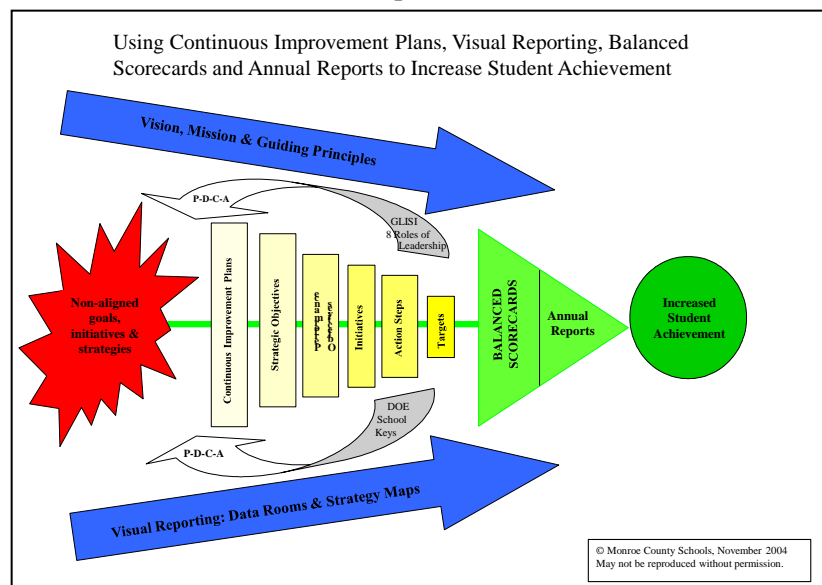


Figure 3

Section VI: Supporting Processes

A. Alignment & Focus

A school district is a dynamic system that functions best when their components are aligned and designed to work together smoothly and efficiently. Any change we introduce to the school system, then, must, be aligned to fit the existing organization – or there must be agreement for the system to modify itself to accept the change. The figure below is a simplified systems framework for understanding the relationship between organizational components.



Figure 4

The figure describes two interdependent paths for moving from a broad statement of the school systems vision and mission to specific organizational results:

- **Strategic:** The left side emphasizes **what** needs to be done: the strategic goals/objectives the school system will work toward; the initiatives that groups and individuals must accomplish to carry out those strategies; the actions that must be performed to meet the goals and objectives.
- **Cultural:** The right side emphasizes **how** things should be done: the values that will guide people carrying out the vision/mission; the practices which reflect those values; the specific, day to day behaviors that must be performed to meet the goals and objectives.

Organizational alignment requires compatibility between the strategic and cultural paths, and consistency with them. Values should be compatible with goals and day to day behavior should be consistent with stated values. The **way** we do things influence results fully as much as **what** we do.

Maintaining an aligned organization requires clarity about values as well as strategies and goals. It means that leaders must consistently communicate organizational strategies as well as values to ensure that typical behavior in the organization reflects those values. The clear communication of **consistent & pervasive** strategies and values will create a **line of sight** for system employees so that their focus can be clearly on what is needed to produce the results expected.

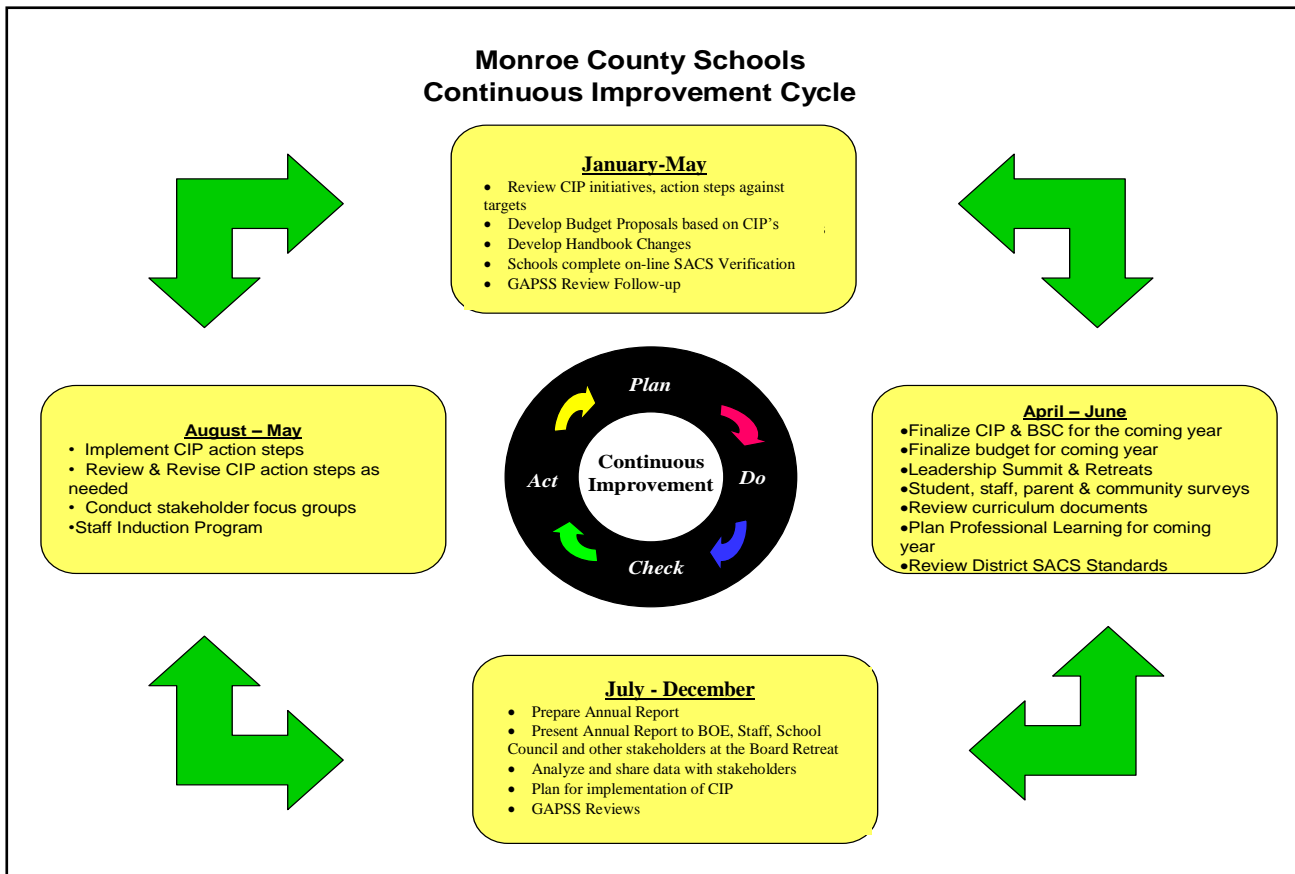
B. Budget Planning

All budget planning should be accomplished as a part of the review of the CIP and BSC. The school budget information can be accessed in the confid. folder by clicking on the school improvement folder, school folder, school budget folder and current year Excel worksheet. All budget documentation should be kept and saved in this folder (central office staff will use this folder to access school budget requests). For details on the budget development process, see Section I. The budget planning process should begin in January of each year.

C. Community/Business Partnerships

Each school is expected to actively solicit community/business partnerships for the purpose of leveraging outside support, resources, skills, and to improve the learning opportunities for the students of the school. These partners should be kept abreast of results of their involvement with our schools. Each school will create and post a display board listing the school business partners as well as posting partners on school website. Schools are expected to do some type of recognition and thank you for partners during the year. A list of all school and system business partners can be found in the confid. folder, System Forms, Partnership Program folder, Partners list.

D. Continuous Improvement Cycle



E. Data Collection & Analysis

Each Principal and Central Office Administrator will develop a data collection process to monitor and store data needed to assess progress towards the targets set in the CIP, BSC. During pre-planning each school will have a data analysis day for all staff to engage in an in-depth review of data. Additionally, each school will use an instructional tracking sheet to individualize the tracking of students academically at risk. Data review and analysis should be a part of the normal meeting structure, culture and professional learning of each school/department/grade level.

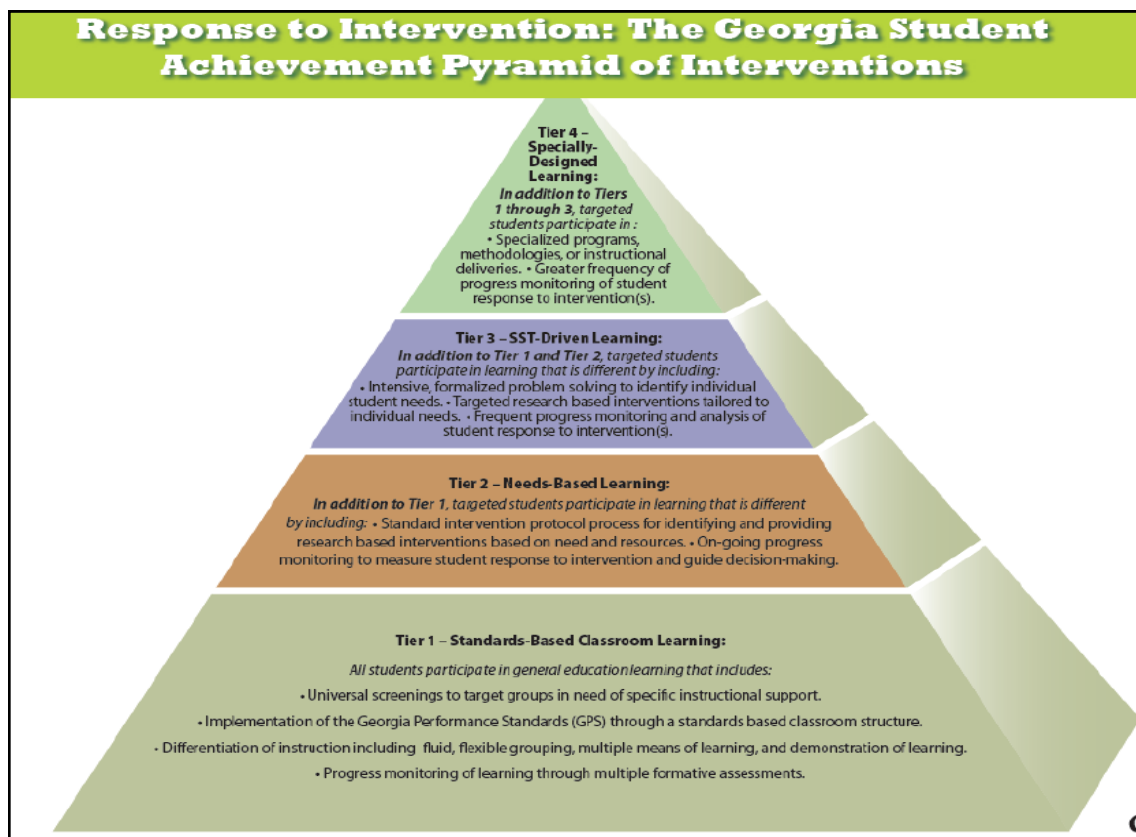
F. Focus Walks

Focus Walks provide a systematic process for schools to monitor, review and discuss curricular, instructional or assessment initiative implementations. The process is not intended to be used for evaluation of teachers. It is intended to give a framework to support teachers in the ongoing improvement of student achievement.

Each school schedules Focused Walks that allow teachers to see other teachers teach. A small group of staff members go into a classroom for approximately five minutes and make notes on the targeted strategy or practice.

The visit is followed by a short debriefing session in the corridor. This sequence is repeated three or four more times, and then a slightly longer debriefing session is held where the group can talk about all the classrooms. Principals strategically select teachers and targeted practices to enhance their ability to cascade practices throughout the school. All teachers new to the school should be included in a focus walk within the first month of school, and all teachers should participate in at least one focus walk during the school year. Department or grade level chairs should visit all members of their department or grade at least once during the year.

G. Framework for Student Success



H. Georgia Assessment of Performance on School Standards (GAPSS)

During the 2010-2011 school year, MCS started the process of using the Georgia Assessment of Performance on School Standards: Closing the Gap (GAPSS) as a standardized tool to monitor the implementation of Board of Education priorities and system and school initiatives and targets. The first year’s GAPSS Analyses were conducted by Middle Georgia Regional Educational Services Agency (RESA). The initial GAPSS by external evaluators provided baseline data for the future internal reviews in succeeding years. Since the initial GAPSS, MCS administrators and teachers have completed an internal analysis providing detailed reports to each school. GAPSS reviews involve multiple sources of data collection in the form of surveys, classroom observations, stakeholder interviews, and school documentation reviews (data rooms and other sources of student achievement data).

Using the data collected, GAPSS Review Teams assess the level of implementation for each school on eight different indicators known as *School Keys*. The eight keys are intended to serve as a descriptor of effective, high impact practices for schools. The eight keys are Curriculum, Assessment, Instruction, Planning and Organization, Student, Family, and Community Involvement and Support, Professional Learning, Leadership, and School Culture. Each of the indicators is marked on a continuum of *Not Addressed, Emergent, Operational, or Fully Operational*.

I. Georgia Leadership Institute for School Improvement (GLISI)

Monroe County Schools participate in the Georgia Leadership Institute for School Improvement as a leadership development model. The system embraces and promotes the eight leadership roles for educators used in the GLISI framework. Monroe County leaders are expected to embrace, use and improve in eight roles of leaders as outlined in the GLISI model (<http://www.glisi.org>). GLISI participants should link their Better Seeking Team Initiative with their CIP's.

GLIS Eight Roles of Leadership

- Curriculum, Assessment and Instruction Leader
- Data Analysis Leader
- Process Improvement Leader
- Learning & Professional Development Leader
- Relationship Leader
- Performance Leader
- Operations Leader
- Change Leader

J. Georgia Department of Education

Monroe County Schools works to align school improvement planning with the recommended school and curriculum standards of the Georgia Department of Education. Each year schools are carefully review continuous improvement plans against the DOE school standards. It is recommended that schools do an internal GAPPs Analysis to do this review. **(School Keys)**

K. Leadership Teams & other School Teams - Collaborative Protocols

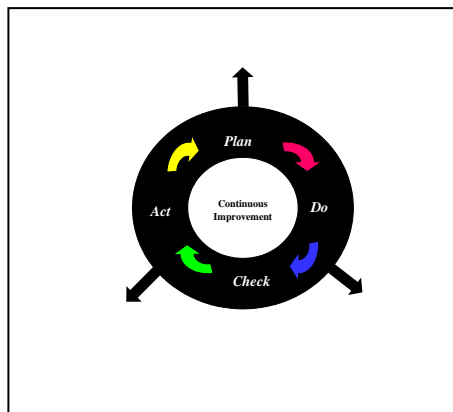
Monroe County believes in a team based approach to improving student achievement. We expect teacher teams to meet regularly to examine student work in a collaborative, data informed, consensus driven format. Proper use of team norms, values and protocols should drive the structure of team meetings.

Each school should develop and use a site based leadership team to assist with the governance, decision making, and improvement processes for the school. This team should be based on a distributed leadership model and help the administration with tasks such as developing the CIP, analyzing data, reviewing BSC, developing budget, as well as updating staff handbooks, student handbooks, school policies, etc. This team should be representative of the entire school staff with members rotating on and off periodically. The members should exhibit leadership in helping the school focus on creating a performance culture. The leadership team should meet on a regularly scheduled basis and provide the administration with input from the students and staff. It is the responsibility of leadership team members to communicate the issues and decisions of the leadership team to the members of the respective groups they represent after each meeting.

During the summer the system will hold a system leadership summit for school leadership team training. Additionally, each school is expected to have a leadership retreat or planning session prior to the start of pre-planning.

L. PDCA Cycle

The Plan, Do, Check, Act Cycle will be used as the basis for continuous improvement review from the classroom to the Central Office. Administrators and staff will review all processes and events using this model. Quality tools such as +/- reviews should be used to assess the success of activities such as assemblies, banquets, concerts, training sessions, etc. The information gathered from these reviews should be used to continuously improve all aspects of the school program.



M. Professional Learning

All professional learning and training planning should be addressed in the CIP. System level professional learning initiatives should also be reflected in the school's CIP & BSC. The system level professional learning initiatives for the coming year are integrating Learning Focused Schools, Differentiated Instruction, Georgia Performance Standards (GPS) and Understanding Poverty. Specific instructional focus areas across all initiatives are vocabulary and higher order thinking skills.

N. ADVANCED

Monroe County Schools is a District ADVANCED accredited school system. This District ADVANCED process is based on the premise that improving student achievement is best achieved when there is a commitment by the school system to engage in continuous improvement for the district and each school. District ADVANCED is based on Quality Standards developed by ADVANCEDCASI. These standards are listed on pages 17-19.

Additionally, each school is responsible for meeting school based standards as set by ADVANCEDCASI. The school principal will follow a collaborative process for ensuring compliance with school level standards.

O. School Councils

The school council should play an advisory role in the development and implementation of the CIP and BSC. The school council should be involved during the CIP and BSC revision process. The principal should present the school council with the school's annual report of progress. Additionally, training must be offered annually to all school council members. (for more information refer to MC BOE Policy BBFA)

P. School Safety Plans

Each school should update its school safety plan prior to the start of pre-planning. If there are specific improvement needs associated with the school safety plan, they should be addressed in the school's CIP.

Q. Staff Evaluation

Staff evaluations should be performance based and linked to the CIP & BSC for each department/school. Leaders are to use a variety of strategies to monitor, evaluate and improve employee performance

- Focused Walks
- Informal Teacher Evaluations
- Formal Teacher Evaluations
- Monroe County Schools Classroom Rubric
- Approved administrative and support staff evaluations/rubrics (Guidance, Media, Instructional Coaches, etc.)
- Classified evaluations

It is expected that all staff members will have a copy of their job description in their personnel handbook. (for more information on leadership evaluation process refer to Monroe County Leadership Evaluation Process Procedures Manual in the Administrative Procedures Manual)

An important piece of our performance culture is the use of coaching techniques to improve employee performance. Using the book, Coaching for Improved Work Performance, as a guide, leaders are expected to use the techniques of performance coaching both formally and informally to work with employees. We believe that by making sure that all employees know the following about what they are asked to do will better create the **line of sight** we need to be successful.

- Know what to do
- Know how to do it
- Know why to do it
- Know if they are doing it correctly

Note: Staff will be evaluated using the approved state and/or local evaluation instruments.

R. Staff Handbooks

Staff handbooks should have a copy of the individual job description, system vision & mission, school BSC, MC Pyramid for Student Success and MC Framework for Student Success in the appendix. A copy of school CIP will be housed electronically on the school web page. These should be reviewed annually with all personnel during preplanning and at various school level meetings throughout the year.

S. Strategic vs. Operational Planning

High performing organizations characteristically pay attention to two levels of organizational planning, operational and strategic. The continuous improvement process for Monroe County Schools serves as both an operational and strategic planning framework. Continuous Improvement Plans and Balanced Scorecards should be developed to include both operational and strategic planning issues.

Operation Planning typically involves a 12 month cycle for budget, action accomplishments and accountability. Operational plans assure that day-to-day and month-to-month activities and accomplishments support the strategic objectives of the organization. Operational plans focus on issues of control and efficiency.

Strategic Planning typically involves a 2-5 year cycle that allows high performing organizations to anticipate and design the future rather than reacting as the future engulfs them. The first step in the strategic planning process is for the organization to strategically think about creating a long range competitive vision. Then strategy is designed to achieve the desired competitive position. Strategic plans focus on issues of change, adaptation and innovation.

T. Teacher Induction Program (TIP)

All employees new to the system are expected to participate in the Teacher Induction Program prior to pre-planning. This program will be used to induct new employees to the performance culture, expectations and direction of the school system. As a part of the program, each school will host its new employees for a building specific induction. The TIP process continues through the first year with mentoring, focused walks and participation in focus groups with the Director of Human Resources. (for more information on mentoring process refer to Monroe County Mentoring Guide in the Administrative Procedures Manual)

U. Teaching & Learning

Vertical and horizontal **alignment** across the school system is essential in the areas of curriculum, instruction and assessment. The priorities and areas of focus for grade levels, programs and initiatives throughout the system are to be aligned with each other and focused on the four strategic objectives of the school system. Specific expectations include:

- Use of Learning Focused Schools instructional best practices
- Use of Differentiated Instruction best practices
- Use of and focus on Georgia Performance Standards and standards based classroom best practices (School Keys)
- Focus on the 3 R's – Rigor, Relevance & Relationships
- Use of Instructional Binders for grade levels or departments
- Use of Instructional Tracking sheets to monitor progress of bubble students, power students, and other groups of students.
- Use of common assessments across grade levels or subject areas
- Use of benchmark assessments of student progress prior to state testing
- Use of appropriate safety nets to support students who are not meeting expectations
- Use of collaborative processes to discuss, analyze and evaluate student work
- Use of Test Talks about teachers and administrators
- Use of Performance Matters software and the Georgia LDS to deliver student achievement data to teachers

V. Use of Surveys and Focus Groups

The school system will administer an annual climate survey to staff, students, parents and community members in the spring of each year. Additionally, each school should use surveys to collect data during the year to use as leading indicators for the annual climate survey. Schools are also encouraged to use pulse check surveys and conduct focus group sessions to gather perception and satisfaction data.

W. Vision, Mission & Guiding Principles

Each school is expected to have current Vision, Mission and Guiding Principles that are **aligned** and linked to the system Vision, Mission and Guiding Principles. These documents should be used as the basis of decisions, discussions and improvement planning for the school. School administrators will lead an annual review process each spring, with revisions made as needed. Include a random sampling of responses gleaned at parent meetings.

MONROE COUNTY SCHOOLS

“Committed to Excellence”

Vision

MCS will be recognized for developing students with the knowledge and skills necessary to be successful in a global environment.

Mission

The mission of MCS is to motivate and inspire a passion for learning so all students grow, learn, and succeed.

Guiding Principles

Monroe County Board of Education

The MCBOE provides guidance and support to the MCS administration and schools by establishing clear policies, aligned goals, and effective systems which produce accountability.

The MCBOE believes students should have access to effective instruction, co-curricular opportunities, and extra-curricular activities that assist in shaping the lives of students to become successful men and women in a global society.

The MCBOE believes all decisions made must consider the interests of and impact on all students, staff, parents, and the community.

Academic Achievement

We believe all students can learn and achieve.

We believe in providing an environment of high expectations, respect, and dignity.

We believe in promoting student learning and success by using a variety of teaching strategies to meet the diverse learning needs of students.

Recruit and Retain Employees

We will recruit, employ, develop, and retain a workforce that is committed to the success of all students.

Fiscal Responsibility

We believe responsible stewardship of financial resources will optimize student achievement.

Partnerships

We believe students are more successful when parents, staff, and the community share responsibility for educating students.

Safety

We believe a safe, secure, and orderly environment is essential for teaching and learning.

Wellness

We are committed to promoting healthy lifestyles that positively impact student success through physical education, counseling, nursing programs, and school nutrition.

Monroe County Schools
Performance Culture Beliefs & Benefits

The use of Aligned Continuous Improvement Planning, Visual Reporting, Balanced Scorecards and Annual Reports will increase student achievement

The use of Aligned Continuous Improvement Plans, Visual Reporting, Balanced Scorecards and Annual Reports serves as both a strategic and operational performance management system, measurement system and communications tool

The use of Aligned Continuous Improvement Plans, Visual Reporting, Balanced Scorecards and Annual Reports is a tool for leaders to use in communicating to internal and external stakeholders the outcomes and performance drivers by which the organization will achieve its mission and strategic objectives

Use of a Balanced Scorecard provides for a “balance” of success indicators rather than just the use of student achievement data

Focus on the Plan-Do-Check-Act cycle gives an organization the data to determine what is working and what is not

What you measure is what you get

Clearly defined indicators/measures will allow an organization to accelerate the pace toward reaching improvement goals

Problems must be clearly identified in order to be solved

Something that cannot be measured cannot be systematically improved

All objectives should have a balance of leading and lagging indicators

We cannot measure everything that matters; not everything that is measurable matters

The majority of strategic failures come not as a result of poor strategy, but from poor execution

No organization can improve faster than its leader(s) can learn

Leading the implementation of a Performance Culture initiative is a leadership task that cannot be delegated

AdvancED Standards for Quality School Systems

Standard 1: Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator 1.1

The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

Indicator 1.2

The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 1.3

The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Indicator 1.4

Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

Standard 2: Governance and Leadership

The system operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator 2.1

The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.

Indicator 2.2

The governing body operates responsibly and functions effectively.

Indicator 2.3

The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 2.4

Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

Indicator 2.5

Leadership engages stakeholders effectively in support of the system's purpose and direction.

Indicator 2.6

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

Standard 3: Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator 3.1

The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Indicator 3.2

Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Indicator 3.3

Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Indicator 3.4

System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Indicator 3.5

The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

Indicator 3.6

Teachers implement the system's instructional process in support of student learning.

Indicator 3.7

Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

Indicator 3.8

The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

Indicator 3.9

The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience

Indicator 3.10

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Indicator 3.11

All staff members participate in a continuous program of professional learning.

Indicator 3.12

The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

Standard 4: Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator 4.1

The system engages in a systematic process to recruit, employ, and retrain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

Indicator 4.2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.

Indicator 4.3

The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.4

The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

Indicator 4.5

The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support education programs throughout the system.

Indicator 4.6

The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

Indicator 4.7

The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

Indicator 4.8

The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Standard 5: Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator 5.1

The system establishes and maintains a clearly defined and comprehensive student assessment system.

Indicator 5.2

Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.

Indicator 5.3

Throughout the system professional and support staff are trained in the interpretation and use of data.

Indicator 5.4

The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Indicator 5.5

System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

GAPSS - School Keys

Curriculum Planning

1. Shared understanding of expectations
2. Curriculum documents
3. Curriculum monitoring

Assessment

1. Balanced system of assessment
2. Assessments aligned with required curriculum standards
3. Common assessments
4. Assessment results analyzed to provide feedback and adjust instruction
5. Assessment practices provide accurate indication of student progress

Instruction

1. Orderly, well-managed learning environment
2. Academically-challenging environment/higher-order thinking skills
3. Research-based instructional strategies
4. Differentiated instruction
5. Students set learning targets
6. High expectations with students actively monitoring their own progress
7. Technology integrated into teaching and learning
8. Student performance feedback
9. Timely, systematic, data-driven interventions

Planning and Organization

1. School, campus, & equipment provides safe, clean, & orderly environment
2. Common vision/mission that defines school culture
3. Rules, policies, schedules, and procedures
4. Data-driven and consensus-oriented school improvement plan
5. Allocates and monitors available resources
6. Monitors implementation of the school improvement plan

Family and Community Engagement

1. Environment welcomes family & community members to the school
2. Partnerships and decision-making processes
3. Two-way communication between school and families/school & community
4. Grade-level/course expectations & student achievement communicated
5. Available school interventions & support strategies communicated
6. Families connected to agencies and resources in community

Professional Learning

1. Professional learning aligned with needs identified through data analysis
2. Multiple professional learning designs
3. Resources and support structures support staff learning needs
4. Collaborative inquiry and learning cultivated
5. Implementation expectations for teacher and staff practices communicated
6. Impact of professional learning monitored & evaluated

Leadership

1. Relationships to improve student achievement
2. Leader for school's work in CAI and PL
3. Data-driven school leadership team focused on student learning
4. Collaborative, distributed leadership
5. Change agent
6. Ongoing performance feedback to teachers and staff
7. Leader for data analysis
8. Teacher and staff performance monitored

School Culture

1. Rules, policies, and procedures ensure a safe, orderly learning environment
2. Culture of trust and respect
3. Academic achievement and career readiness promoted
4. Personal growth and development of all students supported
5. Achievements of students and staff celebrated

Glossary of Terms

Annual Climate Surveys	End of the year student, staff, parent and community surveys used to gauge perceptions of quality and effectiveness.
Balanced Scorecard Card (BSC)	Performance Management, Strategic Management and Communications tool used by Monroe County.
Baseline	Current performance against the target, expressed as a number.
Benchmarking	Identifying high performing peers, then comparing to their standards, best practices and results.
Bubble Student	Students whose test scores are just over or just under a test cut score. Their progress is tracked in detail using the Student Tracking Sheet.
Cascading	Is the process of driving an initiative, tool, process or information to all levels of the organization.
Confid. Folder	Common network folder for administrators and system leaders. Includes school and system improvement plans, data, forms, budgets, and other information used to improve the organization.
Continuous Improvement Plans (CIP's)	Aligned and integrated improvement plans used by each school and system. The CIP serves as both a strategic and operational plan.
Continuous Improvement Plan Profile	This is the first section of the CIP and should contain demographic and academic data to show the current status of school.
Continuous Improvement Plan Addendum	An addendum can be added to the CIP for special program areas that may need separate tracking of progress.
Customers	Students are the primary customers of the school and system. However, other stakeholder groups can be viewed as customers also (staff, parents, etc.)
Data Handbook	The Monroe County Schools Data Handbook details the purposes and procedures for gathering and analyzing data. It also included information regarding all state testing.
Data Room	An area at each school designated to display data around the system's four strategic objectives.
Framework for Student Success	This pyramid shows how all of the strategies used in Monroe County work together. The three sides of the pyramid represent: Teaching and Learning, Structure and Behavior, and Communication and Support.
Guiding Principles/Values	Beliefs that guide the actions and decisions of an organization; held by leaders, developed in members.
High Impact Student	Students who are in more than one of the following at –risk demographic categories: special education, economically disadvantaged, minority, ESOL. Their progress is tracked in detail using the Student Tracking Sheet and teachers make communicating with their parents a priority.
Incremental Targets	A target set to develop short step by step improvements over time.
Instructional Tracking Sheet	Academic tracking sheet for students at risk at each grade level.
Job Embedded Professional Learning	PLU credit awarded on the basis of a portfolio of items that document professional growth that has occurred during the school year.
Key Performance Indicators (KPI's)	The three to five key indicators of success for each organization unit or department in the school system.
Lagging Indicators	Indicators of past performance (i.e. test scores).
Leading Indicators	Measurable performance drivers that lead to the achievement of lagging indicators.
Line of Sight	The ability of an individual or group at any level in the organization to be able to determine how their performance and results influence the success of the organization as measured by the organization's Balanced Scorecard.
Mission	The main purpose/core work of an organization; all functions, actions

	and decisions should support it.
Messaging	Visual display of priority information about organizational directives.
Operational Planning	The month to month improvement planning within a year.
Performance Culture	An organizational structure that facilitates an environment where everyone holds themselves accountable for achieving the identified targeted results for the organization.
Performance Measures	What is measured to determine success or progress in each performance objective.
Performance Metrics	Numeric values by which improvement will be expressed for each performance measure.
Performance Objectives	Within each strategic objective area, these goals must be met in order to achieve the needed results.
Performance Reviews	Predetermined reviews of progress towards CIP and BSC targets and initiatives.
PDCA Cycle	Plan, Do, Check, Act continuous improvement process.
Process Management	The way everything in the organization is systematically improved. Requires a shift in thinking from “Everything that can be measured can be punished” to “Everything that can be measured can be improved”
Pulse Check Surveys	Short electronic surveys used during the first and second semesters to gauge staff perception of progress and support
Quality Tools	Performance management tools such as +/A, fishbone, etc.
School Leadership Team	School level team created to assist with the governance, direction and improvement of the organization. This team should be representative of the different internal stakeholder groups of the organization.
SMART Criteria	Specific, Measurable, Attainable, Relevant and Time-oriented criteria for targets, goals or objectives.
Stakeholders	Staff, teachers, parents, community, etc.
Standards Based Classrooms	Is a classroom in which the environment, resources, instructional practices and assessments are aligned to student knowledge of and demonstration of articulated, state standards.
Strategic Objectives	3 to 4 key performance areas in which an organization must have high performance in order to succeed.
Strategy Map	A visual display of the aligned strategy elements of a strategic direction/plan.
Strategic Planning	The 3-5 five year improvement planning for the organization.
Stretch Target	A target that “raises the bar” for short term performance in order to reach higher long-term results.
Student Tracking Sheet	Tacking sheets used to track academic, behavioral, or attendance performance of a specified group of students.
Target	The desired result, expressed as a number, and expected to be achieved by a specified time.
Tracking Sheet	A sheet designed to track the performance of an individual, group, or program against targets, objectives or goals of the organization.
Vertical Teaming	A process by which educators of similar content area collaborate in a committed and collegial professional learning relationship to increase student achievement.
Vision	The desired long-term “to be” state of the organization, which determines its strategic themes.
Visual Reporting	Use of data rooms to display data, strategies, maps and messages.