



# Strategic **Planning** GUIDEBOOK

<sup>20</sup>**09**-<sup>20</sup>**12**

*Mr. Tracey Shafer, Superintendent*



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## *Superintendent's Message*

*I*n an effort to create a “world-class learning organization,” we have adopted the operating philosophy of “continuous quality improvement” which we define as “ensuring the continuous improvement of processes and outcomes through evidence-based strategies and empowered staff and learners in order to exceed stakeholder expectations.”

Central to our continuous quality improvement efforts is the development of a corporation strategic plan that includes the key components of:

- Core Beliefs
- Vision
- Mission
- Continuous Improvement Philosophy
- Dashboard and Scorecard
- Focus Teams with CEOs
- Benchmarks
- SMART Goals
- Evidence-Based Strategies and Specific Action Plans
- Implementation Rubrics
- System-to-System Talks

Our 2009-2012 strategic plan was developed during the 2007-09 school years and is the result of a collaborative effort involving faculty members, administrators, employees, community members, and the Board of School Trustees.

Research tells us that strategic plans often do not work out in practice because leaders place too much emphasis on high-level strategy, on philosophizing, and not enough on implementation (Bossidy and Charan, 2002). One of the most important aspects of our strategic plan is the use of SMART goals and System-to-System Talks (Benjamin, 2007) that are designed to ensure our plans are implemented as intended and that results are checked frequently to determine if performance is improving as projected. Huntington County Community School Corporation intends to be very much “results focused” and “evidence-based” as we move toward the creation of a “world class” learning organization.

We appreciate the dedication, professionalism, and support of our staff, faculty, administrators, students, parents, and community members as we begin the challenging work indicated in the following pages. Together, we can achieve our vision of creating world-class learners.

Thank You,

Mr. Tracey Shafer, Superintendent



## ***Board of School Trustees Support Statement***

**T**he Huntington County Community School Corporation has a long history of achieving excellent results for our students and our community. However, we recognize that changes must occur if we are to prepare our students for life in the 21<sup>st</sup> century where our students must be able to compete in an integrated global society and economy. To that end, we have embarked on this strategic planning initiative that is designed to create a ***world-class learning organization*** that is anchored to the solid foundation that has already been established.

We believe that if we are to achieve this challenging goal, every student, employee, family member, and citizen must adopt the philosophy of continuous quality improvement that accepts the importance of high expectations, shared leadership, evidence-based decision-making, accountability, alignment, and benchmarking to the highest performing organizations in the nation and the world.

If we are to meet these challenges and stay true to our leadership and organizational beliefs, everyone must work together to build on the strengths of our existing system while finding new and more effective ways of working. We charge the superintendent, our administrators, our teachers, employees, families, and citizens to implement the plan that is contained in this document and to regularly report progress and recommended enhancements to the Board of School Trustees.

We also believe that, in an era that presents difficult economic challenges, the continuous improvement philosophy is the best method for ensuring excellent performance while limiting resource requirements. To that end, we have recommended the following section to our board policies:

### **Huntington County Community School Corporation Board Policy Statement in Support of Continuous Quality Improvement, presented, September 30, 2009**

*HCCSC believes that the best method of ensuring world-class performance in a challenging state, national, and global environment is through continuous quality improvement.*

*Continuous Quality Improvement (CQI) is defined as “ensuring the continuous improvement of processes and outcomes through evidence-based strategies and empowered staff and learners in order to exceed stakeholder expectations.”*

*The HCCSC Board of School Trustees, in order to create a world-class learning organization, will:*

- *Ensure the development and nurture of a CQI culture at HCCSC.*
- *Support all students, staff, faculty, and administrators in the process of learning CQI principles and tools.*
- *Expect all students, staff, faculty, and administrators to engage in regular and frequent Plan, Do, Study, Act activities and projects.*
- *Develop and continually improve a comprehensive, systems-oriented district improvement plan.*



- *Develop and continually improve key CQI-related processes such as vision, mission, and values development and deployment; monitoring of performance data; leadership development and succession planning; strategic planning (dashboard and scorecard development and maintenance); action plan monitoring; stakeholder needs and satisfaction determination; knowledge management and best practice identification; benchmarking; employee motivation and recognition; communication and marketing; professional development; student recognition; partnership development; process development, flowcharting, and improvement; and additional processes determined by the administration to be supportive of a CQI culture and critical in helping us achieve our goal of becoming a world-class organization.*

*In addition to regular System-to-System (S2S) updates, the Superintendent will report quarterly to the Board regarding progress and results related to the specific initiatives listed above.*

One way we can help our students, family members, stakeholders, and employees to engage in continuous improvement is to lead by example. “By engaging in continuous improvement activities ... boards effectively model the importance of the continuous improvement process, and in so doing, *lead by example*” (Adamson, 2006).

This strategic plan helps us accomplish several of the expectations outlined in the HCCSC Continuous Quality Improvement policy statement. We wish to thank everyone who has contributed to the development of this strategic plan. We value your efforts in support of our students and out community.

Sincerely,

HCCSC Board of School Trustees



## *Strategic Planning Process*

We have customized our strategic planning process steps to meet the unique requirements of the HCCSC community while adhering to core elements recommended by authoritative sources in the fields of leadership and organizational development (*Education Criteria for Performance Excellence*, NIST, 2009; The Center for Applied Research, 1997, 1999).

These approaches require the strategic planners to engage in process steps that help answer the following questions:

- Who are our stakeholders and what expectations do they hold for HCCSC?
- What is our mission?
- Where do we see the organization in the future? What is our vision?
- What do we believe?
- What organizational and environmental strengths, weaknesses, opportunities, and challenges are of most significance?
- What key goals will we focus on?
- What evidence-based strategies will most likely help us close performance gaps?
- How will we monitor implementation of strategies?
- When necessary, how will we adjust and continually improve our strategies, results, and the overall planning process?

Our response to these important questions led us to engage in the following key activities (Table 1) during a 22-month period.

<b>Table 1. HCCSC Strategic Planning Process</b>	
<b>Dates</b>	<b>Activities</b>
Fall 2006/ Spring 2007	Began dialogue regarding need to engage in strategic planning as part of an overall continuous quality improvement framework.
March/April 2007	Each principal recommended parents and community stakeholders who would participate in a “Moving from Good to Great: Helping HCCSC Become World-Class” open forum. Mailed invitation letters to identified stakeholders. Met at Crestview Middle School (April 18) and Lancaster Elementary (April 19) to gather stakeholder strengths, weaknesses, opportunities, and challenges data and to consider input regarding expectations of a world-class learning organization.
March 2007— Present	Developed preliminary Balanced Scorecard and Dashboard that linked with stakeholders’ expectations, including IDOE and federal requirements.
May 17, 2007	Conducted a follow-up meeting at HNHS with stakeholders to share the results of the two April sessions and to seek their response.
June 25, 2007	Presented the draft Scorecard and Dashboard to Board of School Trustees
November 11, 2007	Met with School Board in retreat to discuss quality philosophy, aligned management systems model, core beliefs, and strategic planning. Developed proposed list of core beliefs that would support the continuous improvement initiative.
Fall 2007—Present	Chartered seven Focus Area Committees to review current strategies, benchmark best practices, conduct a gap analysis, and recommend additional evidence-based strategies.
February 2008	Surveyed stakeholders on draft core values, beginning definitions, and examples that demonstrate how HCCSC currently lives and embeds the values in practice. Published report February 12, 2008.



February 16, 2008	Met with School Board in retreat to review the results of core values surveying and to further discuss quality philosophy, aligned management systems model, and strategic planning. Finalized list of core beliefs in support of the continuous improvement initiative.
April 28, 2008	School Board adopted the core values.
May 2008 and July 10, 2008	Distributed stakeholder satisfaction surveys (buildings and district). Analyzed SWOC results and used data for planning. Produced final report in July 2008.
September 12-13, 2008	Conducted fall School Board and administrator retreat to brainstorm potential updates to mission and vision and to consider possible board goals.
November 11, 2008	Board of School Trustees adopted Board Goals.
February 24, 2009	Met with Continuous Improvement Cabinet to review prior work on potential vision and mission statements. Refined both statements in preparation for submission to Board of School Trustees.
Spring 2007— Present	Developed school and department dashboards aligned to the district dashboard.
SY 2007-08— Present	Initiated S2S meetings throughout the system.
SY 2007-08— Present	Initiated development of implementation rubrics for key district strategies, including guided reading, highly effective teaching, and continuous quality improvement.
March 16, 2009	Provided initial CQI training to leadership teams from each HCCSC school, especially in relation to Level 1 Rubric activities.
Ongoing	Provided regular updates to Board.

Generally, the task of identifying the correct focus areas (literacy, career readiness, and mastery of the state standards, etc.) is a fairly straightforward activity. Little disagreement exists among all stakeholder groups regarding the central importance of literacy. However, identification of evidence-based strategies that will truly close performance gaps is another issue entirely. Few educators agree regarding the best strategies for delivering improved reading and writing results, for example. Nevertheless, it is paramount that HCCSC implements true high-yield strategies. The equation is: quality of strategies plus the degree of implementation of those strategies results in some degree of improvement. Therefore, we must ensure that HCCSC implements with fidelity and in all classrooms the very best strategies that can be identified.

Through previous community “listening and learning” activities, the following committees (as well as the HCCSC Peer Review Committee and the Collaboration Committee) were chartered in alignment with the district dashboard:

- Literacy
- Stakeholder Satisfaction
- Safe Learning Environment
- Mastery of Indiana Academic Standards
- Wise Use of Resources
- Career Readiness
- Leadership Development
- Continuous Improvement



Team charters were developed which indicated the key responsibilities to be:

1. Catalog school, district, and committee strategies that are currently being implemented along with information regarding degree of implementation and current success data.
2. Develop lists of additional “evidence-based” strategies that HCCSC should consider. Use the HCCSC “evidence grid” to ensure data-driven decision-making.
3. Make recommendations to the Continuous Improvement Cabinet for changes in practice.
4. Once a few “high-impact” strategies are identified, develop action plans, complete with resource lists and timelines for consideration by the Continuous Improvement Cabinet.
5. CEOs will assist in monitoring of strategy implementation.

Table 2 shows key responsibilities of the Focus Area Committees as well as the due dates when their work was expected.

**Table 2. HCCSC Focus Area Committees’ Activities and Timelines**

<b>Key Activities of the Project</b>	<b>Due Date</b>
Catalog (within your assigned area of responsibility) most important school, district, and committee strategies currently being utilized.	January 31, 2008
Determine degree of implementation of strategies (limited, moderate, great).	January 31, 2008
Determine degree of success of existing strategies (limited, moderate, great).	January 31, 2008
Identify “evidence-based” strategies (within your assigned area of responsibility) that may be considered for implementation. Each person completes one or more Potential Strategy Identification Forms.	January 31, 2008
Reach consensus regarding new strategies recommended for consideration, and suggest four-five in a short (less than five pages) report (attach summary Strategy Identification Forms or otherwise show evidence backing your recommendations). Submit report to Continuous Improvement Cabinet.	February 15, 2008
Develop detailed action plans for implementation of approved strategies, complete with anticipated resource requirements and timeline.	March 14, 2008
Monitor (CEO) implementation of strategies, and make regular reports to school board.	Ongoing
Note: Use benchmarking of organizations (Baldrige, National Blue Ribbon Schools, IDOE, etc.), internet searches, review of position statements of national organizations such as International Reading Association, professional journals, and other “evidence-based” approaches to gather data). Use tools such as affinity process to reach consensus. Complete evidence grids.	





Strategic planning is an ongoing process, and we will continue to refine our approaches as we learn from implementation, data collection, and dialogue. One positive outcome of a systemic approach to continuous improvement is creating a more aligned learning organization. Although in the past, all of our schools and departments were working diligently to provide excellent services and to achieve high performance, we were not engaging in a systems approach to organizational improvement. Fragmentation results in unhealthy competition, ineffective communication, inefficient use of resources, lack of a common culture, and reduced overall performance.

We strive for a systems approach that respects the individual “personalities” of buildings and departments while understanding that alignment will result in many positive outcomes for the Huntington County Community School Corporation. In the future, we hope our learning system resembles Figure 2, not Figure 1.



*Figure 1* Potential misalignment among schools and departments

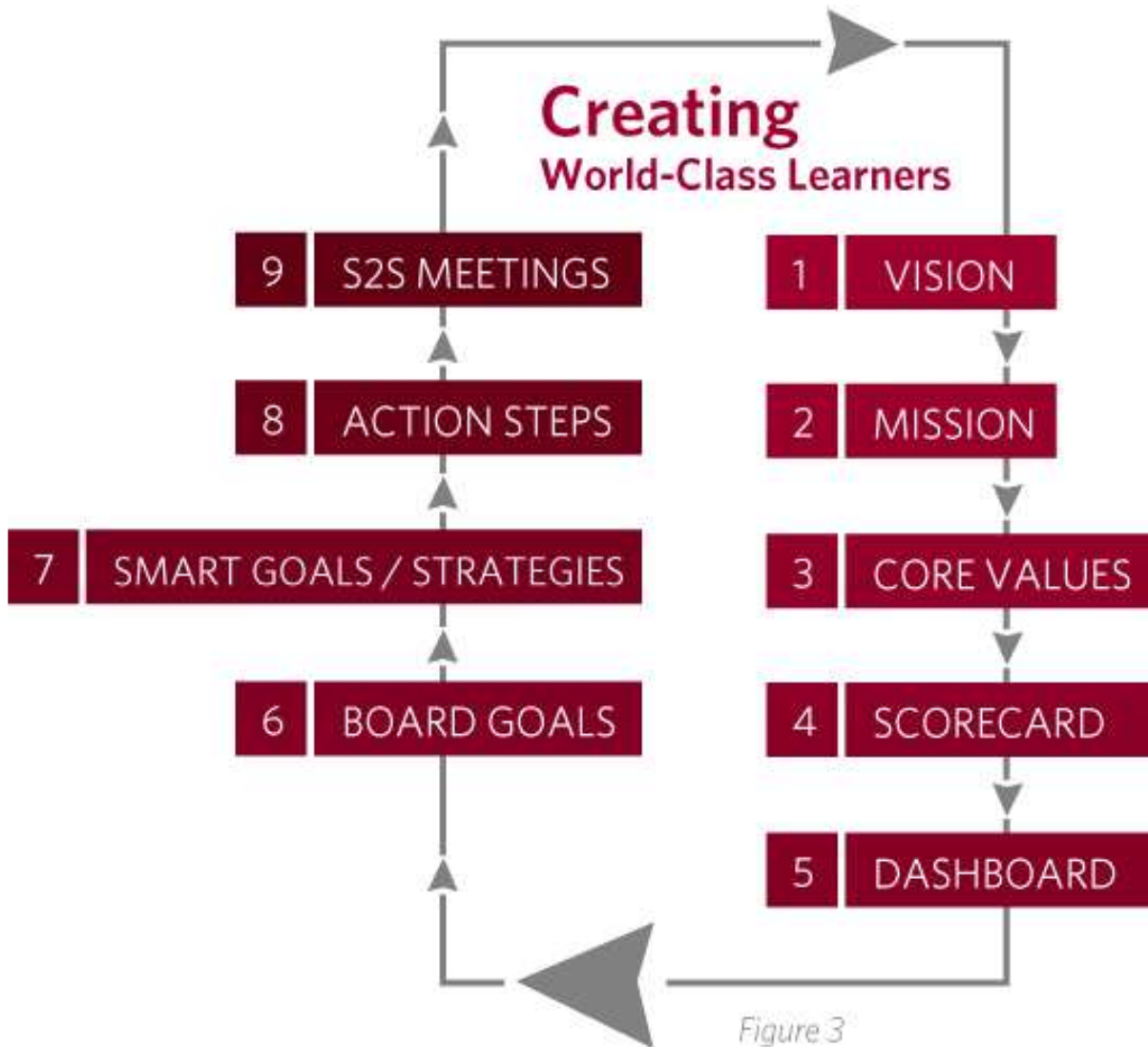


*Figure 2* Alignment achieved with common values, philosophy, and strategic plan



The following graphic (Figure 3) shows a number of the concepts, processes, and activities that are central to our continuous improvement journey. In the following pages, each element will be discussed in detail.

**Figure 3. Nine Key Elements of HCCSC Continuous Improvement Culture**



For further information continuous improvement cultural elements that should be visible in our classrooms and schools in the future, review Appendix I: Shifting to the Quality Paradigm and Appendix II: HCCSC Classroom Quality Rubrics.



***Orientation to the HCCSC Nine Elements of a Continuous Improvement Culture: In this section, we will discuss elements 1, 2, and 3 (Vision, Mission, and Core Values)***

The *Baldrige Education Criteria for Performance Excellence* asks the leadership system to consider the following questions and that as a result of our inquiry, we create effective systems that will enable us to perform better in the future:

- How do senior leaders set organizational vision and values?
- How do senior leaders deploy your organization’s vision and values throughout the system?
- How do senior leaders create an environment that supports the accomplishment of your mission and strategic objectives?

***The Core Drivers: Vision, Mission, and Core Values***

Rosenthal and Masarech (High Performance Cultures, 2003) write that “to gain competitive advantage and to achieve high performance, it is essential to understand the elements of high-performance cultures—in particular, the core drivers: organizational values, vision, and mission.” In the Aligned Management Systems Model (Figure 6, see Benjamin, 2007) that many continuous quality improvement organizations use to guide system-level organizational development, these key elements (values, vision, mission) are viewed as the “magnet” that can help align the various individuals, departments, processes, and systems. In addition, we have adopted a guiding philosophy that will give us the correct processes, tools, knowledge and attitudes to achieve our challenging goals.

***HCCSC Guiding Philosophy***

One of the first steps in building a world-class learning organization is to help all employees, learners, and stakeholders understand the vision, mission, philosophy, values, and strategies that have been identified as most likely to help us achieve excellence in performance results. Organizations require a unifying model or philosophy that everyone can articulate. The philosophy that underpins all work in HCCSC is continuous improvement.

***Philosophy: Continuous improvement for all***



## ***HCCSC Vision***

Organizational development specialists remind us that effective people and corporations “begin with the end” in mind and work backwards from a desired vision of success, selecting short-term goals, strategies and actions that will lead to the desired performance results. Reflecting our core values of high expectations, accountability, continuous improvement, and teamwork, the vision of HCCSC is:

***Vision: Creating world-class learners***

In the future, we intend to produce exemplary results in each of our dashboard and scorecard performance indicators. We strive to compare favorably with the highest performing school systems in the state, nation, and world. Ensuring that all students learn to read and write at high levels, master the core academic standards, demonstrate good behavior and attendance, graduate, and transition successfully to productive post-secondary learning and work environments will result in successful and productive student-citizens, high stakeholder satisfaction, and demand for our services.

## ***HCCSC Mission***

High-performing organizations have a clear sense of mission. They understand what the central purpose is, and the employees and students, as well as other stakeholders, have no difficulty answering the question: Why do learners and workers come to school each day? The mission of HCCSC is as follows:

***Mission: Creating world-class learning results by focusing on:***

- ***Literacy***
- ***Academic Standards***
- ***Safe Learning Environment***
- ***Stakeholder Satisfaction***
- ***Career and Life Readiness***

The vision, mission, and core values must be measurable, and we are working to put systems, processes, expectations, and tools in place to ensure that we are able to gather data regularly regarding the degree to which we are embedding these “magnet” leadership statements into daily practice.



## Core Values

High performing organizations maintain a clear focus on a few fundamentally important core beliefs. In 2008-09, the School Board engaged in a process to identify eight core values that would guide the ongoing improvement of the HCCSC learning system. The core values of Lifelong Guidelines, LIFESKILLS, and a secure environment; High expectations, high achievement, and accountability; Focus on the future; Continuous improvement for all; Responsive communication; Evidence-based decisions; Shared leadership; and Stakeholder satisfaction will become the standards against which we measure ourselves.

Figure 4 indicates the importance of moving beyond merely identifying and posting a set of core beliefs. In order to truly create a high-performing culture, we will challenge ourselves to continually find ways to live and embed our eight values in daily operations.

**Figure 4. Embedded Values Create a High Performance Culture**



Figure 4



## *The HCCSC Core Values, Definitions, and Examples*

The following section provides definitions and examples of each Core Value to show how we live and embed them into processes and systems.

**1. Lifelong Guidelines, LIFESKILLS, and a Secure Environment:** Providing a safe learning environment that is absent of threat through the:

- Application of Lifelong Guidelines and LIFESKILLS.
- Implementation of building safety and security measures.

**Lifelong Guidelines:** Trustworthiness, Truthfulness, Active Listening, No Put-downs, and Personal Best

**LIFESKILLS:** Caring, Common Sense, Cooperation, Courage, Creativity, Curiosity, Effort, Flexibility, Friendship, Initiative, Integrity, Organization, Patience, Perseverance, Pride, Problem Solving, Resourcefulness, Responsibility, and Sense of Humor

**Examples identified by stakeholders:**

- Use of HET training in classrooms; Emphasis on the LIFESKILLS in daily classroom procedures; LIFESKILLS displayed in classrooms and hallways; Students nominated for LIFESKILL Awards; Announcements by counselors highlighting LIFESKILLS; Teachers using Target Talk; Many of the classrooms (primarily elementary) are being set-up utilizing the HET philosophy of creating secure, emotionally safe classrooms where the LIFESKILLS and Lifelong Guidelines are promoted daily in the students' lives; Some classrooms are utilizing the yearlong theme to integrate all areas.
- All doors except the main entrance are locked; Visitors are required to sign in; Fire, tornado, and code red drills; Buzzing system for entrance at HNHS (needed at all schools)
- Peer Tutoring at HNHS

**2. High Expectations, High Achievement, and Accountability:** HCCSC holds high expectations for meeting academic and professional standards; including shared accountability for what is taught and learned. High achievement is realized through the implementation of a rigorous and relevant aligned curriculum guided by formative assessments.

**Examples identified by stakeholders:**

- SSP Program; Standardized exams at the end of each semester; Use of data spreadsheets, data binders in Guided Reading, and the upcoming Curriculum Mapping; Rigby; Teachers taking Running Records during reading, keeping documentation, and anecdotal notes during Guided Reading groups and using the assessments to help guide instruction; Students keeping track of their own data
- Honor Roll; BUG Award (Bringing Up Grades); LIFESKILL Awards; Do The Right Thing Awards
- Goal setting conferences are one way that expectations are set throughout the corporation
- Coaches do a great job of teaching high expectations, high achievement, and accountability; The high school acknowledges the scholar athletes in their programs and for their senior year they acknowledge the Academic Letter winners.



**3. Focus On The Future:** In response to shifting global demands, HCCSC continually investigates and implements best practices to purposefully improve instruction.

**Examples identified by stakeholders:**

- HCCSC is continuing its efforts in focusing on the future by taking long and hard looks at those programs and techniques that center on moving forward in terms of achievement and excellence.
- Trying new teaching methods through training; Making real-life connections for teachers; “Where in the World” discussions in some classrooms; Changes in the reading program to help improve reading skills.
- Technology in the buildings; Use of Team Boards; LCD projectors and screens in computer labs; Teachers are integrating more technology into daily lessons and activities; Installation of new computers in the English classrooms at HNHS (one-to-one computing).

**4. Continuous Improvement For All:** HCCSC values continuous personal and professional growth. We are committed to provide opportunities and recognition for improvement of all stakeholders.

**Examples identified by stakeholders:**

- Rigby does a great job of allowing continuous improvement for all with the Guided Reading groups; Our writing prompts, math quarterlies, SSP, and NWEA also helps us evaluate how well we are meeting this goal; Extended day programs; Resource rooms; Curriculum Mapping
- Most teachers are always striving to improve by reading professional materials, belonging to professional organizations, etc.; Also, our continued professional development opportunities within the corporation include: book talks, model classroom observations and coaching, and additional inservice trainings from outside resources (Jill Hey, Rauline Morris, Kirstina Smekens); The expectation of personal and professional improvement has been made clear, and stagnation is not an option.
- Students continuously monitored to be sure they reach their fullest potential; Students taught at their own level as determined by on-going assessments.
- Family University

**5. Responsive Communication:** HCCSC values effective two-way communication that is receptive, proactive, and timely.

**Examples identified by stakeholders:**

- Principals sending weekly newsletters to staff
- Parent newsletters; E-mail; Open Houses; Goal setting Conferences; PowerSchool parent access to grades; Websites; Written notes; Phone calls; Surveys are sent to stakeholders to assess needs and concerns
- Parental communication is improving since we now have so many different forms of assessments to share with them. As a parent and staff member, I appreciate the assessments and the information I gain about my children.



**6. Evidence-Based Decisions:** Decisions are based upon documentation that is valid and reliable.

**Examples identified by stakeholders:**

- Assessments are active, on-going, and task directed so that decisions can be made using the best information and data available; Since assessments have been used in a much more productive way, it is driving curriculum; Teachers use the evidence from ISTEP scores, NWEA, Rigby Theme Assessments, Running Records, writing benchmarks, quarterlies and DIBELS to drive instruction, remediation, and the need for change; Formative assessments
- Continuing to use best practices and doing book studies that describe what those best practices are help with curriculum decision-making.

Figure 5 shows how HCCSC will make use of data and evidence-based thinking to achieve our vision of world-class learning results.

*Figure 5. Evidence-Based Improvement*

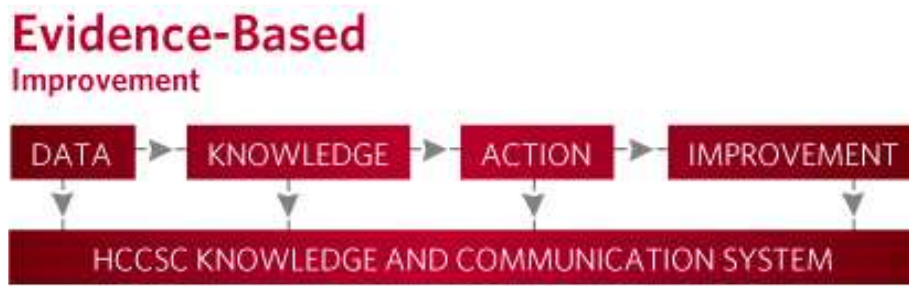


Figure 5

**7. Shared Leadership:** HCCSC values a system that encourages diverse stakeholder input into the decision making process.

**Examples identified by stakeholders:**

- Parents have become more involved by participating in goal setting conferences for their children; Parents are reading newsletters, checking grades online, and checking the school websites; Parent volunteers and teachers working together to provide remediation to students in need of additional help and practice; Parents chaperone on field trips; Title I parent group; PTO; Family Fun Evenings
- DARE; Veteran's Day Programs; Community leaders interacting with students; Student Council

**8. Stakeholder Focus:** HCCSC is a customer service oriented organization with a primary commitment to students. We must continually evaluate and respond to the needs of our stakeholders, defined as: students, parents, faculty, staff, administration, school board, and community members.

**Examples identified by stakeholders:**

- The survey asking stakeholders to define the Core Values through examples; Asking parents, teachers, and other staff members to give input on strengths and concerns; Teachers and parents come in to help decide what reading series we were going to choose for our school
- Stakeholders are invited to Board Meetings and school events
- Community members are invited to take part in our Biz Town (formerly Exchange City) preparations and instruction; The community are our stakeholders, knowing that their future depends upon the education today's youth receives from our corporation; There is a difficult balance between making stakeholders happy and doing what is best for our students.





The Aligned Management Systems Model (Figure 6) demonstrates the central importance of core values to our strategic planning efforts.

**Figure 6. Aligned Management Systems Model: Vision, Mission, and Core Values Magnet**

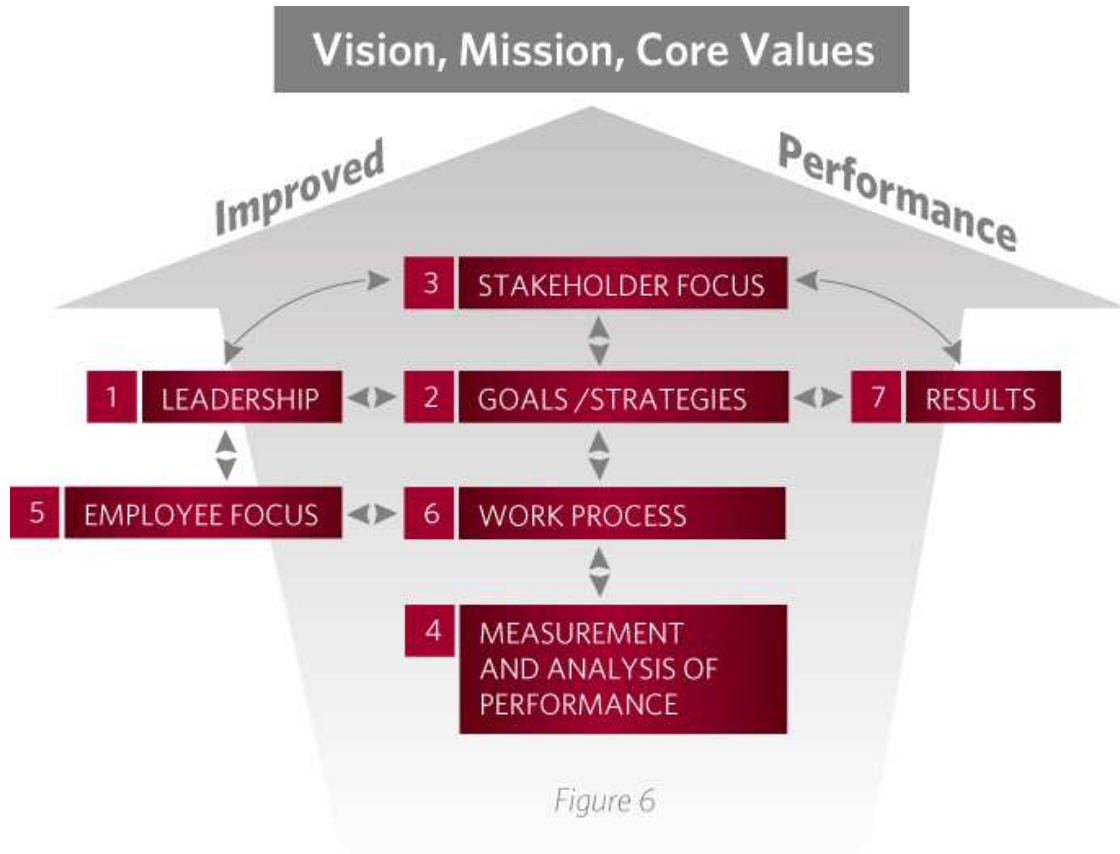


Figure 6

The Aligned Management Systems Model contains other key elements that will be discussed in this strategic plan, including our dashboard (goals, measurement and analysis of performance) and S2S Talks (employee focus, results, leadership, goals, and measurement and analysis of performance).





***Orientation to the HCCSC Nine Elements of a Continuous Improvement Culture: In this section, we will discuss elements 4 and 5 (Scorecard and Dashboard)***

The *Baldrige Education Criteria for Performance Excellence* asks the leadership system to consider the following questions and that as a result of our inquiry, we create effective systems that will enable us to perform better in the future:

- How do senior leaders select, collect, align, and integrate data and information for tracking daily operations and overall performance?
- What are your key performance measures?
- How do you select and ensure the effective use of key comparative data and information to support operational and strategic decision-making and innovation?
- How do you use data to support organizational decision-making and innovation?

### ***Scorecard and Dashboard***

**T**hroughout the past two years, HCCSC has created and refined a district scorecard and dashboard. Both tools are intended to help the various levels of the system, as well as all employee and student groups, focus on the most important performance indicators—those results that we will strive to continuously improve until we reach our goal of becoming a world-class learning organization.

The HCCSC **scorecard** (Table 3) contains several additional performance indicators that are also important to monitor, but which are “once a year” or “once a career” in nature (e.g., graduation rate, dropout rate, ISTEP+ and Core40 end-of-course results). In addition, the scorecard includes non-student learning indicators such as satisfaction levels of employees, students, and stakeholders; financial results; and facility adequacy data.

*“Not surprisingly, schools and school systems that do well under external accountability systems are those that have consensus on norms of instructional practice, strong internal assessments of student learning, and sturdy processes for monitoring instructional practice and for providing feedback to students, teachers, and administrators about the quality of work” (Elmore 2003).*



**Table 3. Huntington County Community School Corporation’s Balanced Scorecard (Red Indicates Dashboard Indicators)**

<i>Focus Area</i>	<i>Key Performance Indicators</i>	<i>Measurement Collection Methods</i>	<i>Benchmark Performance</i>	<i>Frequency</i>
<b>1.0 Literacy</b>	1.1 % students K-12 reading at or above grade-level	1.1.1 NWEA: % of students at grade-level appropriate RIT/Lexile range; grades K-12	90%	Fall, Winter, and Spring
		1.1.2 A % of students meeting Oral Reading Fluency benchmark on F/P, K-5	90%	Fall, Winter, and Spring
		1.1.2 B % of students meeting benchmark on F/P, K-5	90%	Fall, Winter, and Spring
		1.1.3A % of students in READ 180 demonstrating 100+ Lexile points per year	TBD	Annually
		1.1.3B % of students in System 44 reaching the 400 Lexile level	TBD	Annually
		1.1.4 NWEA: % of students meeting fall to spring growth targets; grades K-12	90%	Annually
		1.1.5A ISTEP+ Nonfiction/Informational Text; % at Mastery, grades 3-8	90%	Annually
		1.1.5B ISTEP+ Literary Text; % at Mastery; grades 3-8	90%	Annually
		1.1.5C ISTEP+ Vocab.; % at Mastery, grades 3-8	90%	Annually
		1.1.6 English 10 ECA: % at pass and pass+, (reading scores)*	90% combined	Annually
		1.1.7 AP Literature/Composition Exam: % score a 3 or higher	90%	Annually
		1.1.8 SAT Critical Reading: % +/- state and national average	TBD	Annually
	1.2 % students K-12 mastering language arts standards/skills	1.2.1 NWEA: % of students at grade-level appropriate RIT score; grades K-8	90%	Fall, Winter, and Spring
		1.2.2 Assessment for 9-10	90%	Quarterly
		1.2.3 NWEA: % of students meeting fall to spring growth targets; grades K-8	90%	Annually
		1.2.4A ISTEP+ English/Language Arts; % at pass and pass+; grades 3-8	90% combined	Annually



		1.2.4B ISTEP+ Lang. Conventions; % at Mastery; grades 3-8	90%	Annually	
		1.2.5 English 10 ECA: % at pass and pass+*	90% combined	Annually	
		1.2.6 English 11 ECA: % at pass and pass+	90% combined		
		1.2.7 AP Lang./Composition Exam: % score a 3 or higher	90%	Annually	
		1.2.8 AP English Exam: % students taking AP English courses	90%	Annually	
		1.3 % students K-12 mastering writing standards/skills	1.3.1 % of students scoring at a passing level on the Quarterly Writing Assessments; grades K-8	90%	Quarterly
			1.3.2 Assessment for 9-12	90%	Fall, Winter, and Spring
			1.3.3A ISTEP+ Writing Applications; % at Mastery; grades 3-8	90%	Annually
		1.3.3B ISTEP+ Writing Process; % at Mastery, grades 3-8	90%	Annually	
		1.3.4 SAT Writing: % +/- state and national average		Annually	
	1.4 % students K-12 mastering the literary response/analysis standard	1.4.1 % students scoring a 3 or 4 on the Quarterly Read/Write Assessments; grades K-8	90%	Twice a year	
2.0 Mastery of Indiana Academic Standards	2.1 % students K-12 mastering math standards/skills	2.1.1 NWEA: % of students at grade-level appropriate RIT score; grades K-12	90%	Fall, Winter, and Spring	
		2.1.2 NWEA: % of students meeting fall to spring growth targets; grades K-12	90%	Annually	
		2.1.3 ISTEP+ Math; % at pass and pass+; grades 3-8	90% combined	Annually	
		2.1.4A % of ATW students advancing to the next module	TBD	Quarterly	
		2.1.4B Algebra 1 ECA: % passing (MS & HS)	90%	Annually	
		2.1.5 AP Calculus Exam: % receiving a 3 or higher	90%	Annually	
		2.1.6 AP Math Courses: % of students taking AP math courses	TBD	Annually	
		2.1.7 SAT Math: % +/- state and national average	TBD	Annually	
	2.2 % students mastering math facts	2.2.1 Math Fact Tests; grades K-8	90%	Weekly	



2.3 % students mastering science standards/skills	2.3.1 Quarterly Science Assessments; grades K-?	90%	Quarterly
	2.3.2 ISTEP+; % at pass and pass+; grade 4 and 6	90% combined	Annually
	2.3.3 Biology I ECA: % passing	90%	Annually
	2.3.4 AP Biology Exam: % scoring a 3 or above	90%	Annually
	2.3.5 AP Chemistry Exam: % scoring a 3 or above	90%	Annually
	2.3.6 AP Physics Exam: % scoring a 3 or above	90%	Annually
	2.3.7 AP Science Courses: % of students taking AP science courses	TBD	Annually
2.4 % students mastering social studies standards	2.4.1 Quarterly Social Studies Assessments; grades K-?	90%	Quarterly
	2.4.2 ISTEP+; % at pass and pass+; grades 5 and 7	90% combined	Annually
	2.4.3 U.S. History ECA: % passing	90%	Annually
	2.4.4 AP U.S. History Exam: % scoring a 3 or higher	90%	Annually
	2.4.5 AP Government Exam: % scoring a 3 or higher	90%	Annually
	2.4.6 AP Economics (Macro) Exam: % scoring a 3 or higher	90%	Annually
	2.4.7 AP Social Studies Courses: % of students taking the AP courses	TBD	Annually
2.5 AYP categories met for the corporation	2.5.1 State AYP Report	100%	Annually
2.6 % of schools achieving "Commendable" or "Exemplary" performance status	2.6.1 State PL 221 Category Status Report	100%	Annually
2.7 % graduation	2.7.1 HCCSC Graduation Report	97%	Annually
2.8 % students on-track to graduate by cohort	2.8.1 HNHS Cohort Pipeline Report	97%	Annually
2.9 % dropout/mobility	2.9.1 HCCSC Dropout Report	5%	Quarterly
2.10 # of credits earned through credit recovery program	2.10.1 HNHS Alternative/Credit Recovery Report	TBD	Annually
2.11 % of students earning 2 or more credits in Alternative High School	2.11.1 HNHS Alternative High School Report	100%	Quarterly
2.12 % Academic Honors Diploma	2.12.1 HNHS Graduation Report	TBD	Annually
2.13 % Technical Honors Diploma	2.13.1 HNHS Graduation Report	TBD	Annually
2.14 % Core 40 Diploma	2.14.1 HNHS Graduation Report	TBD	Annually
2.15 % taking AP exam	2.15.1 Annual Performance Report	TBD	Annually



	2.16 Number of students taking/receiving credit for dual credit courses	2.16.1 HNHS Dual Credit Report		
	2.17 % taking SAT	2.17.1 HNHS SAT Report	TBD	Annually
	2.18 SAT composite score	2.18.1 SAT Test Grades 11-12	TBD	Annually
	2.19 # and % of students served in high ability programming	2.19.1 High Ability Report		
	2.20 % of all students and students in identified subgroups participating in ISTEP+	2.20.1 ISTEP+ and AYP Reports	98%	Annually
	2.21 # and % of identified special education students assessed with ISTAR instead of ISTEP+	2.21.1 Special Education, ISTEP+, and AYP Reports	TBD	Annually
	2.22 Parent conference attendance %	2.22.1 Fall parent conference attendance %	100%	Annually
		2.22.2 Spring parent conference attendance	100%	Annually
3.0 Stakeholder Satisfaction	3.1 % of stakeholders rating HCCSC as high performing	3.1.1 District Stakeholder Satisfaction Survey	85%	Fall, Winter, and Spring
	3.2 % of parents satisfied with special education programs	3.2.1 District Special Education Stakeholder Satisfaction Survey	85%	Annually
	3.3 % of parents satisfied with high ability programs	3.3.1 District High Ability Stakeholder Satisfaction Survey	85%	Annually
	3.4 % satisfaction with food service	3.4.1 District Stakeholder Satisfaction Survey	85%	Annually
	3.5 % satisfaction with technology maintenance response/effectiveness including network reliability	3.5.1 District Stakeholder Satisfaction Survey and Staff Technology Survey	85%	Annually
4.0 Leadership Development	4.1 % of school board members trained in the CAP Series	4.1.1 ISBA Report	100%	Annually
	4.2 % of principals who conducted quarterly S2S meetings with all grade-levels/dept.	4.2.1 S2S Documentation Form	100%	Quarterly
	4.3 # of S2S meetings conducted between central office administrators and direct reports	4.3.1 S2S Documentation Form and Superintendent's Calendar	4 per administrator	Annually



	4.4 # of hours of professional development for administrators	4.4.1 My Learning Plan Report and PD Sign-in Sheets	TBD	Annually
5.0 Safe Learning Environment	5.1 % student attendance	5.1.1 HCCSC Attendance Report	97%	Quarterly
	5.2 % of students with more than 10 days unexcused absences	5.1.1 HCCSC Attendance Report	1%	Quarterly
	5.3 % of students with 3 or more office referrals	5.3.1 HCCSC PowerSchool Reports	2%	Quarterly
	5.4 # and % of suspension incidents	5.4.1 DOE Suspension Reports	5%	Quarterly
	5.5 # and % of expulsion incidents	5.5.1 DOE Suspension Reports	0.33%	Quarterly
	5.6 % of students who feel safe at school	5.6.1 District Stakeholder Satisfaction Survey	95%	Quarterly
	5.7 % of stakeholders who report their schools are caring	5.7.1 District Stakeholder Satisfaction Survey	95%	Quarterly
	5.8 % of students demonstrating Lifelong Guidelines and LIFESKILLS	5.8.1 K-5 report card	TBD	Quarterly
		5.8.2 TBD for grades 6-12	TBD	Quarterly
	5.9 # and % of student/staff accidents requiring medical attention	5.9.1 HCCSC Accident Reports (Building and Personnel)	TBD	Quarterly
	5.10 % staff attendance (non-professional development days)	5.10.1 HCCSC Attendance Report	97%	Quarterly
	5.11 # of bus accidents	5.11.1 HCCSC Bus Survey and Accident Reports	0	Quarterly
5.12 # of bus discipline referrals	5.12.1 HCCSC PowerSchool Report	TBD	Quarterly	
6.0 Career Readiness	6.1 # & % of students participating in vocational programs as reported by INTERS	6.1.1 INTERS Report	TBD	Annually
	6.2 # of hours of service learning completed by each graduating cohort	6.2.1 HCCSC Student survey	TBD	Quarterly
	6.3 % students entering state universities	6.3.1 Commission of Higher Education Report	TBD	Annually



	6.4 % students reporting preparedness for post-secondary education, workforce, military, etc.	6.4.1 HNHS Post-Secondary Preparedness Report	TBD	Annually
	6.5 # of students participating in internships	6.5.1 HCCSC PowerSchool Report	TBD	Annually
	6.6 % of students in grades 11-12 earning a Work Ethic Certificate	6.6.1 HCCSC Work Ethics Report	TBD	Annually
7.0 Wise Use of Resources	7.1 % operating cash balance in the general fund	7.1.1 % operating balance in general fund HCCSC Financial Report	12%	Quarterly
	7.2 % of stakeholders reporting satisfaction with quality and appearance of facilities	7.2.1 District Stakeholder Satisfaction Survey	85%	Quarterly
	7.3 Student/teacher ratio	7.3.1 DOE Class Size Report	TBD	Annually
	7.4 Student per instructional computer ratio	7.4.1 HCCSC Technology Report	TBD	Annually
	7.5 % of instructional expenditures vs. non-instructional expenditures	7.5.1 HCCSC DOE Report	TBD	Annually
8.0 Continuous Improvement	8.1 % of staff in levels 3 or 4 on the Classroom Quality Rubric	8.1.1 HCCSC CQI Report	90%	Quarterly
	8.2 Average number of staff development days segmented by employee groups	8.2.1 HCCSC Staff Development Report	TBD	Quarterly
	8.3 % of certified staff deemed "highly qualified" within NCLB	8.3.1 State Report	100%	Annually





The HCCSC **dashboard** (Table 4) includes those performance indicators that have been judged to be the most important leading indicators of student learning success. Just like the dashboards in our automobiles, an organization dashboard must frequently produce reliable data that can be used for instructional and managerial decision-making. The HCCSC dashboard indicates which best practice measures have been selected to give us “continuous” information about our performance. We have selected assessments and measurement tools that provide data to the system on a daily, weekly, monthly, or quarterly basis.

This version of our dashboard also contains some information regarding key strategies that have been selected to drive improved performance in each of the focus areas. These approaches have either proven to be effective at HCCSC and therefore, we have chosen to continue their implementation, or several of the strategies have been newly identified as the result of the Focus Area Committees’ work during 2008. We will continue to benchmark high performing organizations and to review the research from important journals such as *Reading Teacher*, *Phi Delta Kappan*, *Educational Leadership* in order to find examples of programs and practice that have been proven to be effective.

*“After the leadership team has developed its dashboard, it is presented to the next level of the organization with this message: ‘This is what we are watching. Design a dashboard that is appropriate for your work and that is aligned with and supports our dashboard.’ This process continues until each level and department in the organization has designed its own dashboard. All dashboards are linked and aligned both vertically and horizontally and support the organization’s strategy” (Huggett 1999).*

Our dashboard helps us focus our attention on the few performance indicators that are the most important. The dashboard concept operationalizes the notion of 80/20 thinking—a key concept in continuous quality improvement. Figure 7 shows how high performing organizations focus their resources on the few most important variables in order to achieve break-through performance improvements. Ineffective organizations and leaders allow themselves to be distracted by the “trivial many” and fail to align resources with priorities.

**Figure 7. 80/20 Pyramids: Focus Resources on the Most Important Performance Needs**

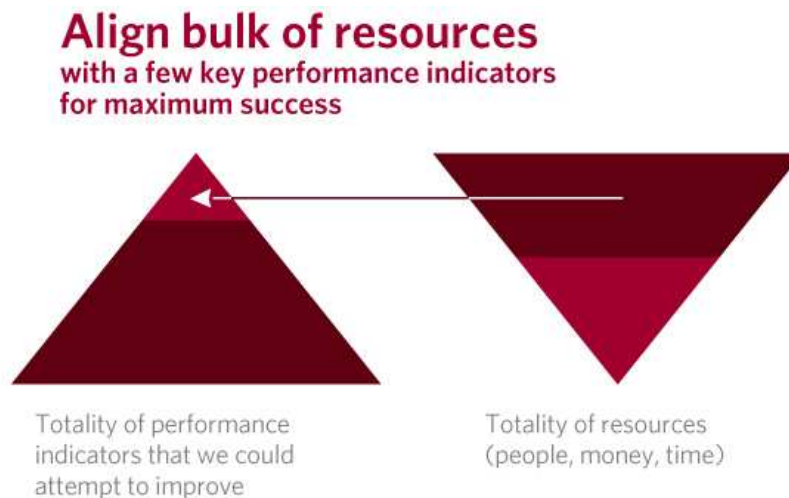


Figure 7



Because of our focus on the few most important performance indicators such as reading rates, academic standards mastery, and grades, to name a few, we believe that many additional indicators found in our scorecard will gradually improve. For example, as students achieve higher levels of reading, improved grades, and better end-of-course assessment results, indicators such as graduation rate, dropout rate, enrollment in two- and four-year post-secondary institutions and preparedness and success in the workforce will also improve. Figure 8 demonstrates this relationship between dashboard indicators and success in scorecard results.

**Figure 8. How a Dashboard Focus Can Drive Improvement in Many Other Areas**

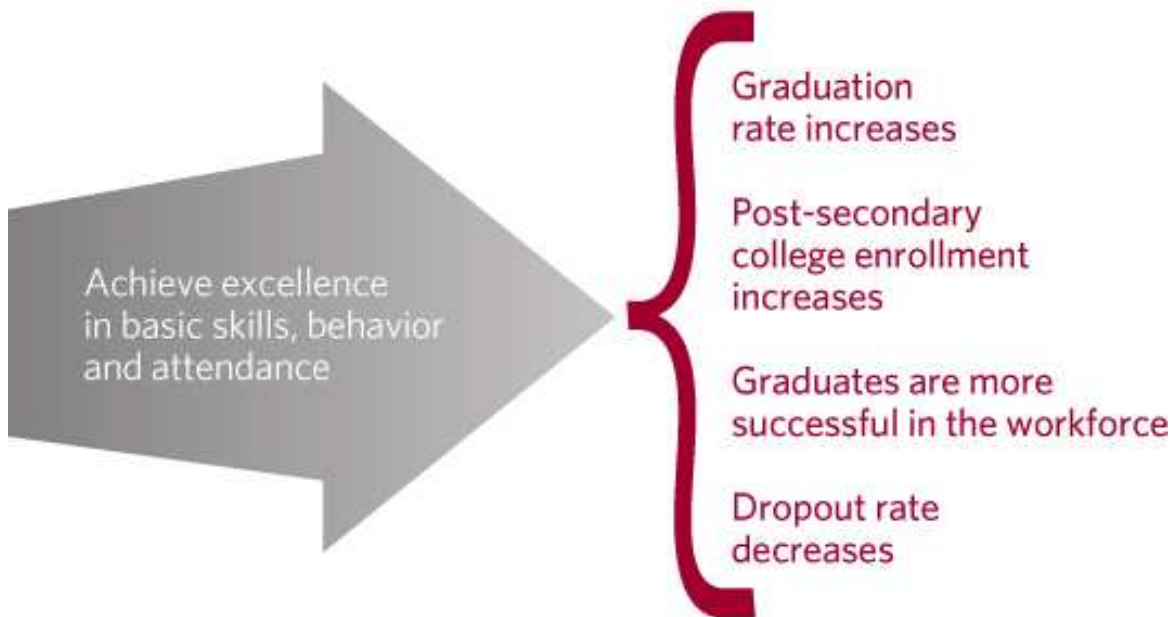


Figure 8



**Table 4. Huntington County Community School Corporation's Dashboard**

<i>Focus Area</i>	<i>Performance Indicators</i>	<i>Measurement Collection Methods</i>	<i>Bench-Mark Performance</i>	<i>Frequency</i>	<i>Whose Data Folder?</i>
1. Literacy	1.1 % students K-12 reading at or above grade-level	1.1.1 NWEA: % of students at grade-level appropriate RIT/Lexile range; grades K-12	90%	Fall, Winter, Spring	All Levels
		1.1.2 A % of students meeting Oral Reading Fluency benchmark on F/P, K-5	90%	Fall, Winter, Spring	All Levels
		1.1.2 B % of students meeting benchmark on F/P, K-5	90%	Fall, Winter, Spring	All Levels
	1.2 % students K-12 mastering language arts standards/skills	1.2.1 NWEA: % of students at grade-level appropriate RIT score; grades K-8	90%	Fall, Winter, Spring	All Levels
		1.2.2 Assessment for 9-12	90%	Quarterly	All Levels
	1.3 % students K-12 mastering writing standards/skills	1.3.1 % of students scoring at a passing level on the Quarterly Writing Assessments; grades K-8	90%	Quarterly	All Levels
		1.3.2 Assessment for 9-12	90%	Fall, Winter, Spring	All Levels
	2. Mastery of Indiana Academic Standards	2.1 % students K-12 mastering math standards/skills	2.1.1 NWEA: % of students at grade-level appropriate RIT score; grades K-12	90%	Fall, Winter, and Spring
2.1.4A % of ATW students advancing to the next module			TBA	Quarterly	All Levels
2.9 % Dropout/Mobility		2.9.1 HCCSC Dropout Report	5%	Quarterly	District, Building
2.11 % of students earning 2 or more credits in Alternative High School		2.11.1 HNHS Alternative High School Report	100%	Quarterly	All Levels



3. Stakeholder Satisfaction	<b>3.1</b> % of stakeholders rating HCCSC as high performing	<b>3.1.1</b> District Stakeholder Satisfaction Survey	85%	Fall, Winter, and Spring	District, Building
4. Leadership Development	<b>4.2</b> % of principals/directors that conducted quarterly S2S meetings with all grade-levels/dept.	<b>4.2.1</b> S2S Documentation Form	100%	Quarterly	Building, Teacher
	<b>4.3</b> # of S2S meetings conducted between central office administrators and direct reports	<b>4.3.1</b> S2S Documentation Form and Superintendent's Calendar	4 per administrator	Quarterly	District, Building, Department
5. Safe Learning Environment	<b>5.1</b> % student attendance	<b>5.1.1</b> HCCSC Attendance Report	97%	Quarterly	All Levels
	<b>5.2</b> % of students with more than 10 days unexcused absences	<b>5.2.1</b> HCCSC Attendance Report	1%	Quarterly	All Levels
	<b>5.3</b> % of students with 3 or more office referrals	<b>5.3.1</b> HCCSC PowerSchool Reports	2%	Quarterly	Building, Teacher
	<b>5.4</b> # and % of suspension incidents	<b>5.4.1</b> DOE Suspension Report	5%	Quarterly	District, Building
	<b>5.5</b> # and % of expulsion incidents	<b>5.5.1</b> DOE Suspension Report	.33%	Quarterly	District, Building
	<b>5.10</b> % staff attendance (non-professional development days)	<b>5.10.1</b> HCCSC Attendance Report	97%	Quarterly	District, Building, Teacher
	<b>5.11</b> # of bus accidents	<b>5.11.1</b> HCCSC Bus Survey	0	Quarterly	District, Driver
6. Career Readiness	<b>6.2</b> # of hours of service learning completed by each graduating cohort	<b>6.2.1</b> HCCSC Student survey	TBD	Quarterly	All Levels
7. Wise Use of Resources	<b>7.1</b> % operating cash balance in the general fund.	<b>7.1.1</b> % operating balance in general fund, HCCSC Financial Report	12%	Quarterly	District
8. Continuous Improvement	<b>8.1</b> % of staff in levels 3 or 4 on the Classroom Quality Rubric	<b>8.1.1</b> HCCSC CQI Report	90%	Quarterly	District, Building, Teacher



***Orientation to the HCCSC Nine Elements of a Continuous Improvement Culture: In this section, we will discuss element 6, 7, and 8 (Board Goals, SMART Goals/Strategies, and Action Steps)***

The *Baldrige Education Criteria for Performance Excellence* asks the leadership system to consider the following questions and that as a result of our inquiry, we create effective systems that will enable us to perform better in the future:

- What are your key strategic objectives and your timetable for accomplishing them?
- What are your most important goals for these strategic objectives?
- How do you ensure that your strategic objectives consider and balance the needs of all key stakeholders?
- What are your key short- and longer-term action plans?
- How do you develop and deploy action plans throughout the organization to your workforce in order to achieve your key strategic objectives?

***Preparing or Goal Setting: Analysis of Strengths, Weaknesses, Opportunities, and Challenges***

Reviewing HCCSC strengths, weaknesses, opportunities and challenges (SWOC) is a key step in our strategic planning process. Throughout 2007 and 2008, we gathered information from employees and stakeholders in order to understand our current capabilities as well as significant challenges facing us in the future. members engaged in a SWOC process.

Table 5 indicates the dominant themes offered by employees, students, parents, and community members. The Focus Group Committees and CEO Cabinet have been charged with building on our strengths, seizing opportunities, and working to overcome our weaknesses and challenges. All HCCSC plan teams have considered this information when solidifying current strategies and selecting new approaches that will fill any gaps in operations.

<b><i>Table 5. Results of SWOC Activities (Dominant Themes)</i></b>
<b>Strengths</b>
System focus on continuous improvement
System focus on Highly Effective Teaching Model and strategies
Standardized curriculum & programs
Safe learning environments, including LIFESKILLS & Lifelong Guidelines
Technology
<b>Weaknesses</b>
History of having too many initiatives that are not seen as interrelated
Short attention span in terms of sticking with strategies and program long enough to see results
Strategies not fully implemented in every classroom
<b>Opportunities</b>
Continuous Improvement Philosophy
Focused professional development linked to our goals, dashboard, and Core Values
Better alignment



Guidance Documents (Strategic Plan, RTI, Curriculum Mapping, etc.)
Weekly collaboration time for teachers
Data warehouse & data walls to better support data-based decision making
<b>Challenges</b>
Increasing poverty in a difficult economic environment
Increasing ELL population
Striving to make AYP and to have excellent ISTEP+/ECA results
Decrease in funding
Decrease in time for professional development & parent conferences

### ***Alignment to the State Board of Education Aims***

The Indiana State Board of Education has identified five broad aims for education (Table 6), and HCCSC is designing a system that aligns to the direction set and requirements established at the state level. The aims are listed below. Earlier versions of our balanced scorecard were oriented directly to the state board of education aims; however, after conducting our community-wide strategic planning activities, our scorecard now reflects the seven key requirements expressed by our employees, students and their families, and local citizens. Having made this adjustment to better align with community expectations, we are confident that our focus and strategic planning activities support the goals of the State Board.

***Table 6. State Board of Education Aims***

Aim 1. Safe and caring schools
Aim 2. High standards, assessments, and accountability
Aim 3. A high performing system preparing high performing, responsible, and responsive citizens
Aim 4. High student achievement
Aim 5. Effective use of resources

In addition, we have examined the more detailed results measures that support these five State Board of Education aims. Where possible and appropriate, we have placed performance indicators on our dashboard and scorecard that align with the more specific expectations. For example, the State Board of Education lists beneath Aim 4. High Student Achievement, the following indicators (Table 7), all of which are on our balanced scorecard. Many, if not all, of the indicators linked to the other four aims are embedded in our performance measurement and goal-setting system.

***Table 7. State Board of Education Indicators for Aim 4 (All can be found on the HCCSC Balanced Scorecard)***

4-1 Performance on the ISTEP+ assessments
4-2 Performance on Core 40 end-of-course exams
4-3 Percent of corporations achieving reading levels at or above grade level by grade 3
4-4 Graduation rate
4-5 Percent of students scoring 3, 4, or 5 on Advanced Placement tests
4-6 Dropout rate
4-7 Scholastic Aptitude Test (SAT) and American College Testing (ACT) scores and percent of students taking tests
4-8 Percent of students receiving Academic Honors Diploma, Core 40 Diploma, and Vocational Certificates of Achievement

Although not all indicators are within the scope of our responsibility, HCCSC will continually revisit these State Board of Education aims to ensure that we maintain appropriate alignment.



## ***Board Goals***

The Board of School Trustees and the Superintendent have agreed on the following goals that align with the corporation's core values and many of the targets specified in our dashboard and scorecard.

### **Organizational Performance Goals (Primary Focus)**

1. By 2012, 90% of HCCSC students will be reading at or above grade level.
2. By 2012, the HNHS graduation rate will be at 95% or higher.
3. By 2012, 90% of HCCSC students will be at mastery of math skills.
4. By 2012, 90% of HCCSC teachers will score at Levels 3 or 4 on the Classroom Quality Rubric.

### **Board Development Goals**

1. The HCCSC school board will embrace, embed and model the HCCSC Core Values.
  - Strategy: Develop a program to recognize our best and brightest teachers/employees/students/stakeholders
  - Strategy: Adhere to code of ethics of ISBA
2. The HCCSC school board will increase communication with the community.
  - Strategy: The HCCSC school board will have materials provided and review presentations prior to board meetings.

### **Continuous Improvement Strategy Implementation Goals**

1. Measurable continuous improvement projects aligned with the corporation's dashboard are undertaken in all areas of operations.
2. Resources are aligned with specified dashboard and scorecard indicators.
3. Continuous improvement elements are observed in classrooms and workplaces.
4. Regular S2S meetings are conducted to increase accountability.

## ***Strategies and Action Steps***

A key part of our strategic planning process is the creation of strategies for each major focus area indicated on the scorecard.

Table 8 indicates the HCCSC strategies and action plans for each key focus area. In order to achieve the goals established in this strategic plan, seven Focus Area Committees have been established. They, along with other key groups, including the HCCSC Curriculum and Professional Development Committees and CEO Cabinet have responsibility for developing detailed lists of strategies and action steps. The broad mission of these teams is to:

- Catalog current HCCSC best practice strategies designed to close the performance gaps in major goal focus areas.
- Seek additional strategies through evidence-based decision-making (using the HCCSC Evidence Grid).
- Develop implementation rubrics for each major strategy.
- Identify professional development and related resource requirements.
- Develop detailed action plans.
- Make recommendations to the .....



- Engage in continuous improvement.
- Report regularly to the Board of School Trustees.

Within a continuous improvement culture, it will be important that we regularly review degree to which action plans have been implemented (check progress to plan) and how well the strategies are working. Our S2S meetings will help us focus on implementation and will provide opportunities to continually update our strategic plan, especially the strategies.







**Table 8. HCCSC SMART Goals and Strategies**

**Literacy Performance Targets**

**1.1 By 2012, 90% of HCCSC students will be reading at or above grade level.**

**1.2 By 2012, 90% of HCCSC students will be at mastery of English/Language Arts Standards/Skills.**

**1.3 By 2012, 90% of HCCSC students will be at mastery of writing standards/skills.**

<i>Major Strategies</i>	<i>Key Action Steps in Support of Strategies</i>	<i>Who is Responsible</i>	<i>Implementation Status</i>
<p><b>A.0</b> Implement the HCCSC RTI Model in all K-12 classrooms.</p> <p><b>A.1</b> Implement the HCCSC Literacy Models in all K-12 classrooms.</p> <p><b>A.2</b> Utilize formative assessment data to drive differentiated instruction in all K-12 classrooms.</p>	<p><b>A.0.1</b> Implement, document, &amp; monitor Tier 2 &amp; Tier 3 interventions for reading (see complete list on pages 46-47 in RTI Guidance Document). Enter supporting documentation in Inform and the HCCSC RTI Form.</p>	<p>Assistant Sup. for Instruction Director of Special Programs Director &amp; Assistant Director of Special Education Principals PD Coordinators Teachers</p>	●
	<p><b>A.1.1</b> Monitor Guided Reading implementation &amp; the utilization of best practice strategies from the HCCSC Literacy Models.</p>	<p>Teachers PD Coordinators Principals Rauline Morris Reading Specialists</p>	●
	<p><b>A.2.1</b> Determine effective universal screening and progress monitoring tools for all grade levels to identify students needing differentiation at each tier.</p>	<p>Assistant Sup. for Instruction Director of Special Programs Director &amp; Assistant Director of Special Education PD Coordinators Data Coach Technology Integration Specialist RTI Leadership Team Principals</p>	●
	<p><b>A.2.2</b> Differentiate instruction for all students based on data.</p>	<p>Assistant Sup. for Instruction Director of Special Programs Dir./Asst. Dir. of Spec. Ed. PD Coordinators Principals Teachers</p>	●



<p><b>A.3</b> Implement Literacy Data Walls, Pearson Inform, &amp; student data folders to track achievement in all K-12 classrooms</p> <p><b>B.0</b> Implement the Highly Effective Teaching Model (HET) in all K-12 classrooms.</p> <p><b>B.1</b> Implement Madelyn Hunter's strategies for direct instruction in all K-12 classrooms.</p>	<p><b>A.3.1</b> Implement Classroom Quality Rubric Levels 1, 2, &amp; 3.</p>	<p>Principals Teachers</p>	
	<p><b>A.3.2</b> Monitor student achievement &amp; instruction through the use of the Literacy Data Wall, Pearson Inform, &amp; S2S Meetings.</p>	<p>Assistant Sup. for Instruction PD Coordinators Principals Director of Special Programs Director &amp; Assistant Director of Special Education Teachers Rauline Morris Deb Miller Dr. Steve Benjamin</p>	
	<p><b>B.0.1</b> Utilize the nine HET Body/Brain Elements.</p>	<p>Assistant Sup. for Instruction HET Consultants PD Coordinators Principals Teachers</p>	
	<p><b>B.1.1</b> Plan and deliver instruction utilizing Madelyn Hunter's lesson design.</p>	<p>HET Consultants PD Coordinators Teachers Principals</p>	



**Mastery of Indiana Academic Standards Performance Targets**







- 2.1 By 2012, 90% of HCCSC students will be at mastery of math standards/skills.
- 2.3 By 2012, 90% of HCCSC students in grades 4 & 6 will be at mastery of science standards/skills.
- 2.4 By 2012, 90% of HCCSC students in grades 5 & 7 will be at mastery of social studies standards/skills.
- 2.8 By 2012, 100% of HCCSC schools will achieve a “Commendable” or “Exemplary” performance status.
- 2.9 By 2012, HNHS’s graduation rate will be at 95% or higher.
- 2.11 By 2012, HNHS’s dropout/mobility rate will be at 5% or less.
- 2.13 By 2012, 100% of HCCSC Alternative HS students will be earning 2 or more credits.

<i>Major Strategies</i>	<i>Key Action Steps in Support of Strategies</i>	<i>Who is Responsible</i>	<i>Implementation Status</i>
<p><b>A.0</b> Implement the HCCSC RTI plan in all K-12 classrooms.</p> <p><b>A.1</b> Utilize formative assessment data to drive differentiated instruction in all K-12 classrooms.</p>	<p><b>A.0.1</b> Implement, document, &amp; monitor Tier 2 &amp; Tier 3 interventions for math (see complete list on pages 46-47 in RTI Guidance Document). Enter supporting documentation in Inform and the HCCSC RTI Form.</p>	Assistant Sup. for Instruction Director of Special Programs Director & Assistant Director of Special Education Principals PD Coordinators Teachers	●
	<p><b>A.0.3</b> Utilize Curriculum Mapping process, including collaboration &amp; peer review, to align state standards, curriculum, and instruction vertically and horizontally.</p>	Assistant Sup. for Instruction CM Cadre, Cabinet, & Councils Principals Teacher	●
	<p><b>A.1.1</b> Determine effective universal screening and progress monitoring tools for all grade levels to identify students needing differentiation at each tier.</p>	Assistant Sup. for Instruction Director of Special Programs Director & Assistant Director of Special Education PD Coordinators Data Coach Technology Integration Specialist RTI Leadership Team Principals	●



<p><b>A.2</b> Implement student data folders to track achievement in all K-12 classrooms.</p> <p><b>A.3</b> Implement Success Maker in each K-8 building</p> <p><b>B.0</b> Implement the Highly Effective Teaching Model (HET) in all K-12 classrooms.</p> <p><b>B.1</b> Implement Madelyn Hunter's strategies for direct instruction in all K-12 classrooms.</p>	<b>A.1.2</b> Differentiate instruction for all students based on data.	Assistant Sup. for Instruction Director of Special Programs Director & Assistant Director of Special Education PD Coordinators Principals Teachers	
	<b>A.2.1</b> Implement Classroom Quality Rubric Levels 1, 2, & 3	Principals Teachers Dr. Steve Benjamin	
	<b>A.3.1</b> Implement and monitor the utilization of Success Maker as a math intervention	Assistant Sup. for Instruction Principals Teachers Chris Campbell	
	<b>B.0.1</b> Utilize the nine HET Body/Brain Elements.	Assistant Sup. for Instruction HET Consultants PD Coordinators Principals Teachers	
	<b>B.1.1</b> Plan and deliver instruction utilizing Madelyn Hunter's lesson design.	HET Consultants PD Coordinators Teachers Principals	
<p><b>Stakeholder Satisfaction Performance Targets</b></p> <p><b>3.2 By 2012, 85% of stakeholders will rate HCCSC as high-performing.</b></p>			
<i>Major Strategies</i>	<i>Key Action Steps in Support of Strategies</i>	<i>Who is Responsible</i>	<i>Implementation Status</i>
<b>A.0</b> Educate stakeholders on the HCCSC Strategic Plan.	<b>A.0.1</b> Hold faculty and Townhall Meeting, and utilize technology to share information concerning the Strategic Plan with stakeholders.	Superintendent Assistant Superintendents Technology Director Principals	
<b>B.0</b> Implement HCCSC Marketing Plan.	<b>B.0.1</b> Implement marketing calendar and website development	Superintendent Tech Director	



<b>C.0</b> Survey stakeholders and use data for continuous improvements.	<b>C.0.1</b> Analyze, report, and PDSA survey findings.	CEO Cabinet Stakeholder Satisfaction. Committee	
<b>Leadership Development Performance Targets</b> <b>4.3 100% of principals and directors continue to conduct S2S meetings on at least a quarterly basis with all grade-levels and departments.</b> <b>4.4 100% of central office administrators continue to conduct at least a quarterly S2S meetings with their direct reports.</b>			
<i>Major Strategies</i>	<i>Key Action Steps in Support of Strategies</i>	<i>Who is Responsible</i>	<i>Implementation Status</i>
<b>A.0</b> Provide leadership training opportunities for administrators.	<b>A.0.1</b> Monitor attendance of administrators at district PD sessions.	Assistant Sup. for Instruction Principals	
	<b>A.0.2</b> Schedule leadership PD sessions specifically for administrators.	Superintendent Assistant Superintendents	
<b>Safe Learning Environment Performance Targets</b> <b>5.1 By 2012, HCCSC will maintain at least a 97% student attendance rate.</b> <b>5.2 By 2012, 1% or less of HCCSC students will have more than 10 days of unexcused absences.</b> <b>5.3 By 2012, 2% or less of HCCSC students will have 3 or more office referrals.</b> <b>5.4 By 2012, HCCSC will have a suspension incident rate of 5% or less.</b> <b>5.5 By 2012, HCCSC will have an expulsion incident rate of .33% or less.</b> <b>5.8 By 2012, HCCSC will maintain a rate of 85% or higher of stakeholders reporting their school is a caring school.</b> <b>5.14 By 2012, HCCSC will maintain at least a 97% staff attendance rate (non-professional development days).</b>			
<i>Major Strategies</i>	<i>Key Action Steps in Support of Strategies</i>	<i>Who is Responsible</i>	<i>Implementation Status</i>
<b>A.0</b> Implement the Highly Effective Teaching Model (HET) in all K-12 classrooms.	<b>A.0.1</b> Utilize the nine HET Body/Brain Elements.	Assistant Sup. for Instruction HET Consultants PD Coordinators Principals Teachers	
<b>B.0</b> Implement the HCCSC RTI plan in all K-12 classrooms.	<b>A.0.2 &amp; B.0.1</b> Train classified staff on HET & Ruby Payne components	Assistant Superintendents PD Coordinators Cindy Kiefer	
	<b>B.0.2</b> Train new teachers on Ruby Payne's Understanding the Framework of Poverty	Assistant Sup. for Instruction Cindy Kiefer Principals	



<p><b>B.1</b> Implement student data folders to track attendance in all K-12 classrooms.</p> <p><b>C.0</b> Conduct regular Safety Committee meetings</p> <p><b>D.0</b> Conduct annual safety audits at each HCCSC facility.</p> <p><b>E.0</b> Non-violent Crisis Intervention</p>	<p><b>B.0.3</b> Utilize the discipline tracking features in PowerSchool and monitor each category.</p>	Principals	
	<p><b>B.1.1</b> Train, support, &amp; monitor Classroom Quality Rubric Levels 1, 2, &amp; 3 (i.e.: student data folders to track achievement in K-12).</p>	Assistant Sup. for Instruction Principals PD Coordinators	
	<p><b>C.0.1</b> Conduct Safety Committee and outside agency meetings on a quarterly basis.</p>	School Safety Specialists	
	<p><b>D.0.1</b> Conduct annual safety audit in June.</p>	School Safety Specialists	
	<p><b>E.0.1</b> Train teams and staff members on non-violent Crisis Intervention Strategies.</p>	Chris Campbell Principals	

**Career Readiness Performance Targets**

**6.1 By 2012, increase the number of students that participate in vocational programs, as reported by form 30-A, by 6% of all HNHS students.**

**6.2 By 2012, increase the number of students participating in service learning at HNHS by 6% of cohort.**

**6.5 By 2012, increase the number of students participating in internships/job shadowing by 6% of cohort.**

<i>Major Strategies</i>	<i>Key Action Steps in Support of Strategies</i>	<i>Who is Responsible</i>	<i>Implementation Status</i>
<p><b>A.0</b> Develop Internship Program for students in grades 11 and 12.</p> <p><b>B.0</b> Develop curriculum and job shadowing opportunities for students in 9<sup>th</sup> grade Career Course.</p>	<p><b>A.0.1</b> Identify all internship pathways &amp; secure partnerships</p>	Alternative HS Director Adult Ed. Director	
	<p><b>B.0.1</b> Identify/secure job shadowing pathways &amp; partners</p>	Alternative HS Director Adult Ed. Director	
	<p><b>B.0.2</b> Implement Career Day annually.</p>	Alternative HS Director Adult Ed. Director	
	<p><b>B.0.3</b> Identify current middle school career &amp; post-secondary experiences.</p>	Principals	
<p><b>C.0</b> Expand HCCSC Alternative HS curriculum and programming.</p>	<p><b>C.0.1</b> Align curriculum delivery to DOE Alternative Education guidelines.</p>	Assistant Sup. for Instruction Alternative HS Director HNHS Principals	



<b>D.0</b> Implement New Tech HS Model at HNHS.  <b>E.0</b> Realign vocational programming with DOE Career Pathways.  <b>F.0</b> Implement service learning programming.	<b>C.0.2</b> Engage Alternative HS students in internships, job shadowing, & vocational opportunities	Alternative HS Director HNHS Principals	
	<b>C.0.3</b> Identify a better location for the Alternative HS.	Superintendent Assistant Superintendents HNHS Principals Alternative HS Director	
	<b>D.0.1</b> Complete steps In New Tech Master Plan Document	Superintendent Assistant Superintendents New Tech Director HNHS Principals	
	<b>E.0.1</b> Reorganize HNHS Program of Studies to reflect Career Pathways	HNHS Principals HNHS Guidance Counselors	
	<b>F.0.1</b> Develop service learning website to track participation by cohort	HNHS Class Sponsors HNHS Class Officers Community Partners	
<b>Wise Use of Resources Performance Targets</b>			
<b>7.1 By 2012, HCCSC will maintain at least a 12% general fund cash balance.</b>			
<b>7.2 By 2012, HCCSC will maintain a rate of 85% or higher of stakeholders reporting satisfaction with quality and appearance of facilities.</b>			
<i>Major Strategies</i>	<i>Key Action Steps in Support of Strategies</i>	<i>Who is Responsible</i>	<i>Implementation Status</i>
<b>A.0</b> Increase additional pupil count dollars in General Fund formula	<b>A.0.1</b> Increase percentage of vocational students in high wage, high demand areas.	HNHS Principals HNHS Guidance Counselors	
	<b>A.0.2</b> Improve the identification & participation on the F/R lunch program.	Principals Food Services Director	
<b>B.0</b> Increase dollars available for instruction.	<b>B.0.1</b> Reduce overhead.	Superintendent Assistant Superintendents Directors Principals	



<b>C.0</b> Increase student enrollment at HCCSC  <b>D.0</b> Implement strategic maintenance plan  <b>E.0</b> Efficient use of facilities	<b>B.0.2</b> Implement Energy Education Program.	Assistant Sup. for Business Energy Education Director	
	<b>C.0.1</b> Implement HCCSC Marketing Plan.	Superintendent Technology Director	
	<b>C.0.2</b> Implement distance learning opportunities for non-traditional or out-of-county students.	Assistant Sup. for Instruction Technology Director Principals	
	<b>D.0.1</b> Align custodial & maintenance Dashboards with strategic maintenance plan.	Assistant Sup/ for Business Custodial Director Maintenance Director	
	<b>E.0.1</b> Combine central offices & support services.	Superintendent Assistant Superintendents Directors	
<b>Continuous Improvement Performance Targets</b> <b>8.1 By 2012, 90% of HCCSC teachers will score at Levels 3 or 4 on the Classroom Quality Rubric.</b>			
<i>Major Strategies</i>	<i>Key Action Steps in Support of Strategies</i>	<i>Who is Responsible</i>	<i>Implementation Status</i>
<b>A.0</b> Implement HCCSC Classroom Quality Rubric, K-12.	<b>A.0.1</b> Train, support, & monitor Classroom Quality Rubric Levels 1, 2, & 3.	Assistant Sup. for Instruction Principals PD Coordinators Dr. Steve Benjamin	
	<b>A.0.2</b> Develop the online training components to support the Classroom Quality Rubric.	Assistant Sup. for Instruction Technology Director PD Coordinators Tech. Integration Specialist Principals	
	<b>A.0.4</b> Train administrators and teachers on the use of quality tools.	Assistant Sup. for Instruction Dr. Steve Benjamin Principals	





<b>B.0</b> Continually review/revise the HCCSC Strategic Plan	<b>A.0.5</b> Implement administrative and classified salary schedule tied to continuous improvement.	Superintendent Assistant Sup. for Business	
	<b>B.0.1</b> Conduct regular CEO Cabinet meeting to monitor/modify progress of plan implementation.	Superintendent CEO Cabinet	
	<b>B.0.2</b> Monitor implementation of each key strategy with fidelity through S2S meetings.	Superintendent Assistant Superintendents Directors Principals	

- = Not started or just beginning (0% - 19% completion)
- = In progress (20% - 79% completion)
- = Well implemented (80% - 100% completion)



***Orientation to the HCCSC Nine Elements of a Continuous Improvement Culture: In this section, we will discuss element 9 (System-to-System Meetings)***

The *Baldrige Education Criteria for Performance Excellence* asks the leadership system to consider the following questions and that as a result of our inquiry, we create effective systems that will enable us to perform better in the future:

- How do senior leaders review organizational performance and capabilities?
- How do you use reviews to assess organizational success, performance relative to competitors and comparable organizations, and progress relative to strategic objectives and action plans?
- How do you translate organizational performance review findings into priorities for continuous and break-through improvement?
- How do you ensure that your overall action plan measurement system reinforces organizational alignment?
- How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain its vision??

**P**erformance results linked to the HCCSC Dashboard are reviewed a minimum of four times each year during System-to-System (S2S) Talks that occur between the Superintendent and building leaders. Building leaders are expected to conduct S2S meetings with faculty and staff, and teachers and students should engage in S2S talks, too. We expect that students will lead their own S2S talks with parents and family members during student-led conferences.

System-to-System (S2S) Talks involve two levels of the learning system (Figure 9) in a review of dashboard performance results. These meetings model the important leadership responsibilities of:

- Setting Direction (Core Values, Dashboard, Mission, Vision, Goals) “Where do we want to go?”
- Engaging in “gap analysis,” “benchmarking,” and “action research” to determine strategies.
- Measuring Deployment of Strategies “How will we get there?”
- Measuring Interim Results (Leading Data) “Are we making progress?”

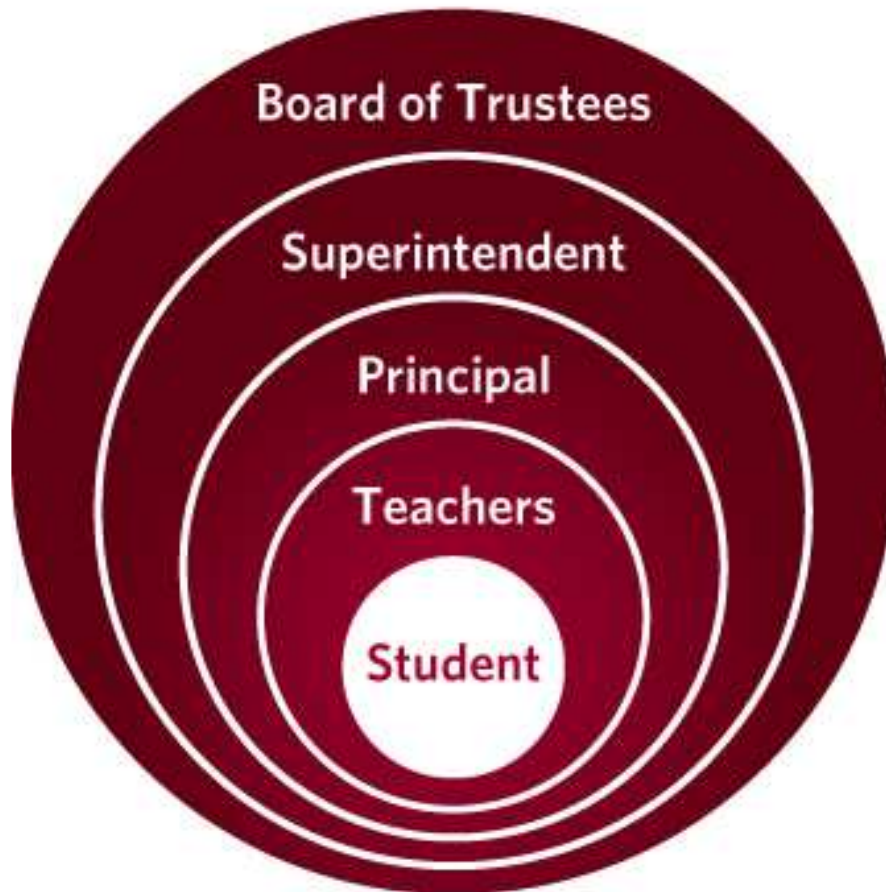
Beginning in 2007, we instituted System-to-System Talks between the superintendent and building leadership levels in order to ensure that we are having regular dialogue regarding performance improvement activities. Too many organizations fail to check action plan implementation, strategy deployment, and leading performance results on a regular basis. They fall into the trap documented by Bossidy and Charan (2002): “Strategic plans often did not work out in practice. Leaders placed too much emphasis on high-level strategy, on philosophizing, and not enough on implementation.”

These meetings have begun to change the culture in HCCSC. We are much more focused on results and continuous improvement. The S2S process helps us embed several of our core values, including High Expectations, High Achievement, and Accountability; Focus on the Future; Continuous Improvement for All; Responsive Communication; Evidence-Based Decisions; and Shared Leadership.



*Figure 9. System-to-System Talks Connect Two Levels of the System in Dashboard Performance Reviews*

## **S2S Talks are Run-Up and Socratic**



*Figure 9*

We will use our S2S process to ensure that we are regularly checking deployment of action plans tied to our key strategies and interim (leading) performance data. This process will allow us to engage in continuous improvement when necessary, adapting our plans as the need arises.



## *Conclusion*

We believe that this strategic plan offers the proper foundation for continuous improvement of our schools and our performance results because we have:

- Adopted the philosophy of continuous improvement.
- Selected leadership core values that will keep us pointed in the correct direction.
- Identified inspirational, challenging, and measurable vision and mission statements.
- Created a dashboard and scorecard designed to focus us on the most important performance indicators and ensured alignment to the State Board of Education Aims.
- Reviewed our strengths, weaknesses, opportunities, and challenges and factored this information into our planning processes.
- Aligned board goals with our values, dashboard, and scorecard.
- Chartered aligned continuous improvement teams that will report regularly to the HCCSC Board of School Trustees regarding progress to plan and ongoing performance results.
- Established System-to-System Talks to monitor dashboard and scorecard results system-wide.

We envision a learning system in which all students, teachers, staff, administrators, family members, and community stakeholders work together to help us achieve our vision and mission.

Thank you,



## *References/Resources*

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## Appendix I: Shifting to the Quality Paradigm

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The world is changing, and our education system must change too. We currently allow too much failure. For example, only one-third of high school seniors are proficient readers (NAEP, 2005), three of ten students do not graduate from high school, and the rate is lower for African American and Hispanic students (Alliance for Excellent Education, 2007). Our education system must produce students who have the skills and attitudes to be successful in a competitive, global knowledge society (The Partnership for 21<sup>st</sup> Century Skills, 2004).

Donella Meadows (1999, *Leverage Points: Places to Intervene in a System*) notes that perhaps the most effective way to impact system performance is to change the paradigm from the old way of seeing things to a more effective orientation.

<i>Old Paradigm (Less of This)</i>	<i>Quality Paradigm (More of This)</i>	<i>Explanation</i>
←	→	
Teacher-centered	Student-centered	<p><b>The teacher becomes a facilitator of learning, not the “sage on the stage.” Students take a much more active role in their learning.</b></p> <ul style="list-style-type: none"> <li>• <b>HET, RTI, New Tech High School Model, Alternative High School, Professional Learning Communities (PLC)</b></li> </ul>
Transmission teaching	Inquiry teaching	<p><b>Classrooms become active hubs of learning rather than dull sites where teachers talk toward students 90% of the time.</b></p> <ul style="list-style-type: none"> <li>• <b>HET Key Points &amp; differentiated Inquiries, RTI, New Tech High School Model, Curriculum Mapping, Literacy Models</b></li> </ul>
Leadership at the top	Leadership at all levels	<p><b>Students understand that they must lead their own learning. Teachers, support staff, and administrators share leadership responsibilities, including accountability for continuous improvement.</b></p> <ul style="list-style-type: none"> <li>• <b>CQI, Strategic Plan, Goal Setting &amp; Student Led Conferences, Student Data Folders, Stakeholder Matrix, Mission Statements, New Tech High School Model, HET, RTI, PLC</b></li> </ul>
Normal curve thinking	Mastery/success thinking	<p><b>We no longer believe that it’s acceptable if one quarter of students (or higher) experience failure. We implement approaches and systems that ensure greater success.</b></p> <ul style="list-style-type: none"> <li>• <b>RTI, HET, CQI, Strategic Plan, S.S.P./Student Success Time, Alternative High School, Credit Recovery, Curriculum Mapping, Literacy Models, PLC</b></li> </ul>



Hunches, opinions, traditions	Evidence-based decision-making	<p>Quality systems evaluate programs, structures, techniques, materials, and equipment against results and benchmarks to determine “best practices.”</p> <ul style="list-style-type: none"> <li>• <b>RTI, Pearson Inform, CQI, Strategic Plan, Curriculum Mapping, Literacy Models, PLC</b></li> </ul>
Blaming	Continuous improvement	<p>We see failure as a source of valuable information, not a reason to punish or “grade” people. Occasional failure is common when leaders seek to establish a culture of innovation.</p> <ul style="list-style-type: none"> <li>• <b>CQI, Strategic Plan, RTI, PLC</b></li> </ul>
External locus of control	Internal locus of control	<p>Each person becomes accountable for his/her own performance results while accepting responsibility for personal decisions and actions.</p> <ul style="list-style-type: none"> <li>• <b>RTI, Student Data Folders, Goal Setting &amp; Student Led Conferences, Strategic Plan, PLC</b></li> </ul>
Textbook-driven	Standards-driven	<p>From a curriculum perspective, we replace “covering the textbook” with “mastery of essential standards” as our operating philosophy. The textbook is merely a resource.</p> <ul style="list-style-type: none"> <li>• <b>RTI, Curriculum Mapping, HET, Literacy Models</b></li> </ul>
Cover it all	Master the essential learning	<p>The system has identified the “non-negotiable” learning and organizes itself to ensure that practically all students achieve mastery (eventually) of the essential KSAs.</p> <ul style="list-style-type: none"> <li>• <b>RTI, HET, Curriculum Mapping, Focus Standards, S.S.P./Student Success Time, Literacy Models</b></li> </ul>
Grades used for sorting	Grades as input to higher future results	<p>Teachers view grades as valuable formative information that can be used to further learning and improve teaching.</p> <ul style="list-style-type: none"> <li>• <b>RTI, PLC</b></li> </ul>
Value “on-time” performance & compliance	Value “quality” of performance & engagement	<p>We value &amp; reward the quality of the work rather than the timeliness of the work. We value actively engaged students that think outside the box and challenge the status quo.</p> <ul style="list-style-type: none"> <li>• <b>HET, CQI</b></li> </ul>
Insular	Cooperative	<p>Everyone works together to achieve excellence. We share our learning results and use the data to strengthen teaching and learning. The system uses common approaches that build vocabulary, meaning, and culture.</p> <ul style="list-style-type: none"> <li>• <b>RTI, HET, PLC, Curriculum Mapping</b></li> </ul>
Random arrows	Pulled by the magnet	<p>Our core values, mission, vision, dashboard, and continuous improvement philosophy shape the entire system into a high-performing organization.</p> <ul style="list-style-type: none"> <li>• <b>CQI, Strategic Plan</b></li> </ul>



Work	Results	<p>We expect results, not just hard work.</p> <ul style="list-style-type: none"> <li>• <b>Strategic Plan, RTI, HET, Literacy Models, PLC</b></li> </ul>
Low expectations	High expectations	<p>We believe that all students can be successful (all adults, too). The system strives for “world-class” performance results in the dashboard key performance indicators.</p> <ul style="list-style-type: none"> <li>• <b>Strategic Plan, RTI, HET, Literacy Models, PLC</b></li> </ul>
Reactive	Proactive	<p>The system seeks opportunities for improvement long before full-blown problems manifest themselves.</p> <ul style="list-style-type: none"> <li>• <b>Strategic Plan, RTI, HET, PLC</b></li> </ul>
Everything to everyone	Focus on the vital few	<p>We realize that we can’t “do it all” well. A quality system focuses relentlessly on the few most important performance indicators (literacy, standards, and responsibility) and understands that if excellence is achieved in the vital few, then many other positive outcomes will follow.</p> <ul style="list-style-type: none"> <li>• <b>RTI, HET, Literacy Models, Curriculum Mapping</b></li> </ul>
<p>How do you change the paradigm? “You keep pointing at the anomalies and failures in the old paradigm, you keep speaking louder and with assurance from the new one, you insert people with the new paradigm in places of public visibility and power. You don’t waste time with reactionaries; rather you work with active change agents and with the vast middle ground of people who are open-minded” (Meadows, 1999, p. 18).</p> <p><i>For more information, contact Steve Benjamin and Associates: <a href="mailto:qualityconsultants@comcast.net">qualityconsultants@comcast.net</a> (email); 812.325.4066 (mobile); <a href="http://www.stevebenjamin.net">www.stevebenjamin.net</a> (website).</i></p>		





**Appendix 2: Elementary Classroom Quality Rubric**  
 Adapted from *The Quality Rubric*, ASQ Press, Dr. Steve Benjamin, 2007

<b>HCCSC Elementary Classroom Quality Rubric Checklist</b>	
<b>Accomplish each task in a level. Seek “certification” by your building principal. Move on to the next level and repeat.</b>	
✓	<b>Quality Level 1</b>
	Completed teacher <b>customer/stakeholder matrix</b> at the teacher level
	Facilitated student-generated classroom and personal <b>mission statement</b> (Gr. K-2 teacher and classroom only; gr. 3-5 teacher, classroom, and student)
	Established and displayed an aligned <b>dashboard</b> of performance indicators as a team and/or individual
	Created <b>student data folders</b> aligned with your dashboard
	Conducted and/or participated in <b>Goal-Setting &amp; Student-Led Conferences</b>
✓	<b>Quality Level 2</b>
	Completed all components of Level 1
	Completed teacher <b>customer/stakeholder matrix</b> at the teacher and classroom level
	Maintained and continually updated your <b>dashboard</b> of performance indicators as a team and/or individual
	Maintained, continually updated, and aligned your <b>student data folders</b> with dashboard
	Developed <b>teacher data folder</b> with classroom dashboard data within <b>Pearson Inform</b>
	Conducted quarterly <b>System-to-System (S2S) meetings</b> with the principal (team, grade-level, department, or individual)
	Demonstrated use of <b>one quality tools</b> for classroom improvement
	Conducted <b>quarterly celebrations</b> of performance achievement/progress as a team and/or individual
	Demonstrated use of <b>one ongoing PDSA</b> aligned to the dashboard
✓	<b>Quality Level 3</b>
	Completed all components of Level 1 & 2
	Completed teacher <b>customer/stakeholder matrix</b> at the teacher, classroom, and student level
	Conducted <b>two S2S meetings with students</b> (one per semester) using their data folders
	Demonstrated use of <b>two quality tools</b> for classroom improvement
	Participated in at least one <b>benchmarking visit or best practice identification team</b>
	Completed <b>publication</b> documenting continuous improvement project that delivered improved student learning <u>or</u> process improvement with supporting data that will be shared with stakeholders
	Demonstrated use of <b>two ongoing PDSAs</b> aligned to the dashboard
✓	<b>Quality Level 4</b>
	Completed all components of Level 1, 2, & 3
	Conducted <b>quarterly S2S meetings</b> with students using their data folders
	Demonstrated use of <b>three quality tools</b> for classroom improvement
	Participated in at least <b>two benchmarking visits or best practice identification teams</b>
	Completed <b>two publications</b> documenting continuous improvement projects that delivered improved student learning <u>or</u> process improvements with supporting data that will be shared with stakeholders
	Demonstrated use of <b>three ongoing PDSAs</b> aligned to the dashboard
<b>Training for all components is available on each building’s shared drive in a folder called “Classroom Quality Rubric – How to”</b>	



### Appendix 3: Secondary Classroom Quality Rubric

Adapted from *The Quality Rubric*, ASQ Press, Dr. Steve Benjamin, 2007

<b>HCCSC Secondary Classroom Quality Rubric Checklist</b>	
<b>Accomplish each task in a level. Seek “certification” by your building principal. Move on to the next level and repeat.</b>	
✓	<b>Quality Level 1</b>
	Completed teacher <b>customer/stakeholder matrix</b> at the teacher level
	Facilitated student-generated classroom and personal <b>mission statement</b> (gr. 6-12 teacher, classroom, and student)
	Established and displayed an aligned <b>dashboard</b> of performance indicators as a team/department and/or individual
	Created <b>student data folders</b> aligned with your dashboard as a team/department and/or individual
	Conducted and/or participated in <b>Goal-Setting &amp; Student-Led Conferences</b> as a team and/or individual
✓	<b>Quality Level 2</b>
	Completed all components of Level 1
	Completed teacher <b>customer/stakeholder matrix</b> at the teacher and classroom level
	Maintained and continually updated your <b>dashboard</b> of performance indicators as a team/department and/or individual
	Maintained, continually updated, and aligned <b>student data folders</b> with your dashboard as a team/department and/or individual
	Developed <b>teacher data folder</b> with classroom dashboard data within <b>Pearson Inform</b>
	Conducted quarterly <b>System-to-System (S2S) meetings</b> with the principal (team, grade-level, department, or individual)
	Demonstrated use of <b>one quality tools</b> for classroom improvement
	Conducted <b>quarterly celebrations</b> of performance achievement/progress as a team and/or individual
	Demonstrated use of <b>one ongoing PDSA</b> aligned to the dashboard
✓	<b>Quality Level 3</b>
	Completed all components of Level 1 & 2
	Completed teacher <b>customer/stakeholder matrix</b> at the teacher, classroom, and student level
	Conducted <b>two S2S meetings with students</b> (one per semester) as a team and/or individual using their data folders
	Demonstrated use of <b>two quality tools</b> for classroom improvement
	Participated in at least one <b>benchmarking visit <u>or</u> best practice identification team</b>
	Completed <b>publication</b> documenting continuous improvement project that delivered improved student learning <u>or</u> process improvement with supporting data that will be shared with stakeholders
	Demonstrated use of <b>two ongoing PDSAs</b> aligned to the dashboard
✓	<b>Quality Level 4</b>
	Completed all components of Level 1, 2, & 3
	Conducted <b>quarterly S2S meetings</b> with students as a team and/or individual using their data folders
	Demonstrated use of <b>three quality tools</b> for classroom improvement
	Participated in at least <b>two benchmarking visits <u>or</u> best practice identification teams</b>
	Completed <b>two publications</b> documenting continuous improvement projects that delivered improved student learning <u>or</u> process improvements with supporting data that will be shared with stakeholders
	Demonstrated use of <b>three ongoing PDSAs</b> aligned to the dashboard
<b>Training for all components is available on each building’s shared drive in a folder called “Classroom Quality Rubric – How to”</b>	

