

Board/ Superintendent	Strategic Goal	Goal 4: Achieve recognition as a world-class educational system.	
	Board/ Superintendent Priority	A unit of the School Division will pilot benchmarking its performance against Baldrige National Quality Criteria.	
Superintendent/Assessment Staff	Yearly Measurement Indicators	Knowledge of the Baldrige Criteria for Excellence will be demonstrated by 100% of Albemarle County Schools employees. (Goal) School and department staff participated in initial training (100% of departments and ~80% of schools) .	
		The Baldrige Criteria (leadership, strategic planning, customer/market focus, measurement, analysis and knowledge management, human resources focus, process management and organizational results) will be incorporated by 100% of the organizational units in the school system (i.e. schools, departments, feeder patterns, and subunits within) as the expected model for conducting business. (Goal) Three Division organizational units are in the process of incorporating Baldrige criteria into their operations. The Strategic Planning Steering Committee was transitioned to a Division Quality Council structure.	
		Annually, at least one unit of the School Division will submit an application for the Senate Productivity and Quality Award (SPQA.) (Priority) Three Division organizational units are engaging in a trial application process for the SPQA.	
		Albemarle County Schools will submit an application for the Senate Productivity and Quality Award by 2010. (Goal)	
Superintendent/Staff	Division-level High-level Strategies 2008- June 2009		July
			Status
	Work with the 2007-08 RFP recipients to complete their SPQA trial applications for 2009, receiving feedback from an examiner and then from the SPQA examiners. After feedback is received, work with the applicants to discuss the recommendations and to develop plans to implement some of them.		Three Division organizational units were awarded funding through the RFP process and completed SPQA trial applications.
	Work with schools and departments to implement the Baldrige process as the normal way of conducting continuous improvement to include training, meetings with Quality Council, schools and departments in coaching, completing SPQA trial applications, receiving feedback from an examiner, and using feedback to make improvements.		An overview of the Baldrige criteria has been developed and delivered to school and department staffs. In addition, Three Division organizational units were awarded funding through the RFP process and completed SPQA trial applications.
Superintendent/Staff	Work with the Division Quality Council and its subcommittees (arranged according to the Baldrige criteria) to engage in the process of selfassessment for the Division. As gaps between the current and desired states are determined, the Quality Council will receive recommendations from the subcommittees and then make recommendations for possible changes to the Superintendent.		A Division Quality Council and subcommittees have been involved in the process of self-assessment for the Division. The self-assessment is scheduled to be complete in September 2009.

Goal 4

Artifact Portfolio Materials

Balanced Scorecard Example

Project Charter Example

PMOC Meeting Minutes

“Face of the Division” Project Information

Division Survey Data

Example of SPQA Application



BALANCED SCORECARD FOR DIVISION LEVEL PROJECTS

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5/14/2009
Report 2009-10 Q2

SCHOOL BOARD GOALS	Goal 1	Prepare all students to succeed as members of a global community and in a global economy.													
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	Goal	Priority	Strategy	Timeframe	Departments Responsible	Measurement Indicator	LINK	Baseline	Target	PROJECT MEASUREMENT PERIOD					NEXT SCHEDULED ASSESSMENT DATE
										Q1	Q2	Q3	Q4	Current Status	
1	1.1	The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.	Teachers use the revised concept-centered, standards-based curriculum frameworks in language arts, social studies, mathematics and science to plan units, construct assessments and demonstrate instructional strategies consistent with the FQL.	July 2008 - June 2009	Office of Instruction, coordinators, and teacher teams	Classroom learning walk data will show use of essential understandings, essential questions, and key concepts in all classrooms in 90% of the visitations recorded. (Goal)	CHARTER 	Need to identify s							11/6/2008
1	1.1	The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.	Teachers use the revised concept-centered, standards-based curriculum frameworks in language arts, social studies, mathematics and science to plan units, construct assessments and demonstrate instructional strategies consistent with the FQL.	July 2008 - June 2009	Office of Instruction, coordinators, and teacher teams	90% of all students will pass the SOL tests in mathematics, language arts, science and social studies. (Goal)	CHARTER 	Need to identify b							11/6/2008
1	1.1	The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.	Develop, share and use rubrics that ensure high-quality Framework for Quality Learning units of instruction.	Complete development and implement 2008-09	Office of Instruction, coordinators, and teacher vertical teams	Assessment data (quarterly benchmarks and standardized) will show increased levels of performance. Problem solving data in grade 4 mathematics will increase from 15.6% meeting the standards to 50%, and 8th grade from 37.3% to 50% (The Division will establish baseline data using rubrics to measure achievement on high-quality, open-ended and constructed response items.) (Goal)	CHARTER								
1	1.1	The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.	Develop and use high-quality assessments within SchoolNet (including performance assessments) to benchmark student achievement and inform instructional practice and intervention in all content areas.	Quarterly during 2008-09	Office of Instruction, coordinators, teacher teams, and Office of Assessment	SchoolNet is populated with high-quality open-ended and constructed response items mapped to the Division's concept-centered standards-based curriculum. (Priority)	CHARTER								
1	1.1	The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.	Continue the development of the revised concept-centered, standards-based curriculum frameworks in all content areas (e.g., world languages, health and physical education, career and technical education).	Identified areas completed and presented to Board in Spring 2009	Office of Instruction, coordinators, and lead teachers	Teachers will develop, implement and evaluate a minimum of one high-quality Framework for Quality Learning unit of instruction. (Priority)	CHARTER								



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1	1.1	The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.	Principals expand teacher participation in the summer CAI Institute with a focus on teachers who have not attended to date.	Summer 2009	Principals and coordinators									
1	1.2	1.2 All students embrace rigorous learning through high-level, student-centered work representative of the Division's Lifelong Learning Standards.	Full implementation of the Framework for Quality Learning with emphasis on the development of performance-based assessments consistent with content discipline, habits of mind, and life-long learner standards.	On-going	Office of Instruction, vertical teams, and the Office of Assessment	CHARTER								
1	1.2	1.2 All students embrace rigorous learning through high-level, student-centered work representative of the Division's Lifelong Learning Standards.	Review and revise the division curricular frameworks to encompass citizen responsibilities, integrate career education and soft skills programming, service learning projects, internships, job shadowing experiences, increased opportunities for authentic learning experiences, business partnerships, world language experiences, visual and performing arts experiences, and grade-level competencies aligned to Virginia Workplace Readiness Skills.	Teacher vertical teams continue revisions to prepare for presentation to the Board by the Spring 2009	Office of Instruction and teacher vertical teams	CHARTER								
1	1.2	1.2 All students embrace rigorous learning through high-level, student-centered work representative of the Division's Lifelong Learning Standards.	Professional learning communities (school-based and division-level) will review and analyze samples of student work assigned to see evidence of rigor and application of life-long learner standards.	On-going	Office of Instruction, principals, teachers	CHARTER								
1	1.2	1.2 All students embrace rigorous learning through high-level, student-centered work representative of the Division's Lifelong Learning Standards.	Research and continue development of models for rigorous/relevant curricular programs, such as AVID, Speciality Centers, International Baccalaurate and virtual schools, that prepare students for success in a global economy, and develop 21st century skills and competencies, and the attitudes and knowledge needed for citizenship.	Prepare report to the Board November of 2008	Office of Instruction, Office of Assessment, and Office of Community Engagement, principals, and teachers	CHARTER								

Status Key - CLICK ON DOT TO LINK TO SUPPORTING DOCUMENT

Meets Expectations

Improving but needs focus

Not meeting expectations

NEXT SCHEDULED ASSESSMENT



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	Goal	Priority	Strategy	Timeframe	Departments Responsible	Measurement Indicator	LINK	Baseline	Target	Q1	Q2	Q3	Q4	Current Status
2	2	Support all students to meet high expectations for performance and achievement through the consistent implementation of professional learning communities in all schools and departments.	Develop and use high quality assessments in language arts, mathematics, science, and social studies/history to benchmark and analyze student achievement and inform instructional practices and interventions.	Quarterly administration throughout 2008-09	Teachers and Principals, Office of Assessment and Info Services, Office of Curriculum and Instruction		CHARTER							
2	2	Support all students to meet high expectations for performance and achievement through the consistent implementation of professional learning communities in all schools and departments.	Establish and implement guidelines for school-level professional learning community work, incorporating regular review of student achievement data from common assessments. Develop and incorporate effective, research-based instructional strategies and interventions.	Teacher teams will use common quarterly assessments throughout 2008-09	Teachers and Principals, Office of Assessment and Info Services, Office of Curriculum and Instruction, Office of Intervention and Prevention		CHARTER							
2	2	Support all students to meet high expectations for performance and achievement through the consistent implementation of professional learning communities in all schools and departments.	Review, and as necessary, revise gifted identification procedures to include improved processes for (1) increasing the identification of underrepresented populations, (2) ensuring use of psychometrically-sound selection instruments that provide useful information for all students, (3) collecting valid, reliable and consistent teacher input, and (4) aligning screening and identification procedures with programming.	Initiate revision process in the Fall of 2008, completed in the Spring of 2009	Office of Curriculum and Instruction and Gifted Advisory Committee		CHARTER							
2	2	Support all students to meet high expectations for performance and achievement through the consistent implementation of professional learning communities in all schools and departments.	Establish mechanisms to monitor and provide consistent criteria for the identification of students for special education services. Use the Division's new web-based management system to monitor pre-referral interventions and use an electronic Individual Education Plan (IEP) planning and monitoring tool to ensure consistent application of the criteria for special education services.	Fully implemented for 2008-09	Office of Curriculum and Instruction; Office of Special Education		CHARTER							



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PROJECT MEASUREMENT PERIOD						
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4	4	A unit of the School Division will pilot benchmarking its performance against Baldrige National Quality Criteria.	Work with the 2007-08 RFP recipients to complete their SPQA trial applications for 2009, receiving feedback from an examiner and then from the SPQA examiners. After feedback is received, work with the applicants to discuss the recommendations and to develop plans to implement some of them.	2008-2009 school year	RFP recipients with support from the Special Assistant for Quality Systems, Planning, and Superintendent Support		CHARTER											
4	4	A unit of the School Division will pilot benchmarking its performance against Baldrige National Quality Criteria.	Work with schools and departments to implement the Baldrige process as the normal way of conducting continuous improvement to include training, meetings with Quality Council, schools and departments in coaching, completing SPQA trial applications, receiving feedback from an examiner, and using feedback to make improvements.	2008-2009 school year	Schools and departments with support from the Special Assistant for Quality Systems, Planning, and Superintendent Support		CHARTER											
4	4	A unit of the School Division will pilot benchmarking its performance against Baldrige National Quality Criteria.	Work with the Division Quality Council and its subcommittees (arranged according to the Baldrige criteria) to engage in the process of self-assessment for the Divison. As gaps between the current and desired states are determined, the Quality Council will receive recommendations from the subcommittees and then make recommendations for possible changes to the Superintendent.	2007-2008 school year	Quality Council with support from the Special Assistant for Quality Systems, Planning, and Superintendent Support		CHARTER											
5	5.1	5.1 a. Use feedback/analysis from VCU-CEPI resource utilization study to identify and develop short-term and long-term applications of the study to financial planning, including but not limited to: budgeting, staffing, organizational structures, capital projects and space/facilities utilization. b. Identify the resources needed to support the Division's vision, mission and goals.	The VCU-CEPI study recommendations will continue to be studied and discussed by the Board, Superintendent and staff for possible implementation. Recommendations for ideas for implementation in the 2009-10 school year will be made by staff and included in the budget, if feasible.	July 2008 - December 2008	Senior leadership/cost center managers with support from Executive Director for Fiscal Services		CHARTER											



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5	5.1	5.1 a. Use feedback/analysis from VCU-CEPI resource utilization study to identify and develop short-term and long-term applications of the study to financial planning, including but not limited to: budgeting, staffing, organizational structures, capital projects and space/facilities utilization. b. Identify the resources needed to support the Division's vision, mission and goals.	The cross-walk of the CEPI study's recommendations to the Baldrige criteria will be used in assessing the relationship of budget initiatives to Board goals.	September 2008 - April 2009	Board members and senior leadership/cost center managers with support from Executive Director for Fiscal Services		CHARTER													
5	5.1	5.1 a. Use feedback/analysis from VCU-CEPI resource utilization study to identify and develop short-term and long-term applications of the study to financial planning, including but not limited to: budgeting, staffing, organizational structures, capital projects and space/facilities utilization. b. Identify the resources needed to support the Division's vision, mission and goals.	Costs for long-term initiatives (2009 and beyond) are projected in time for submission for the 2009-2010 budget	September 2008 - November 2008	Senior leadership/cost center managers and budget steering committee		CHARTER													



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	Goal	Priority		Strategy	Timeframe	Departments Responsible	Measurement Indicator	LINK	Baseline	Target	PROJECT MEASUREMENT PERIOD				
5	5.2	5.2 Identify the resources needed to support the Division's vision, mission, and goals	Consistently implement continuous improvement model, including piloting implementation of a balanced scorecard and project management model to improve management and alignment of projects and resources in support of Division goals.	Ongoing	Leadership Team		CHARTER								
5	5.2	5.2 Identify the resources needed to support the Division's vision, mission, and goals	Identify and document position-based responsibilities and key processes. A user-friendly guide will be developed to allow easy access to responsibilities and responsible staff.	September 2008 - February 2009	Senior central staff and Special Assistant for Quality Systems, Planning, and Superintendent Support		CHARTER								
5	5.2	5.2 Identify the resources needed to support the Division's vision, mission, and goals	Develop and implement results-based professional development model (job-embedded) for classified staff that defines skill sets by position and assures competency in those skills in the use of appropriate systems/tools.	Ongoing	Human Resources		CHARTER								



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5	5.2	5.2 Identify the resources needed to support the Division's vision, mission, and goals	Identify and document standard operating procedures.	September 2008 - March 2009	Senior central staff and Special Assistant for Quality Systems, Planning, and Superintendent Support		CHARTER								

Project Management – Project Charter Template

(Last updated December 10, 2008)

Important Note: Macros must be enabled for this form to function properly. If you were not prompted to enable macros when you opened this document, you must adjust your macro security settings, then exit the document, and then reopen it, selecting Enable Macros when prompted. To adjust your macro security settings, from the Tools menu, expand the Macro menu and select Security. From the Security Level tab, switch your preference to Medium and select OK. If you were prompted and selected Disable Macros, simply exit the document and then reopen it, this time selecting Enable Macros when prompted.

Student Information System Replacement

PROJECT CHARTER

December 11, 2008

Project Description/Rationale:

Albemarle County Public Schools (ACPS) has been using Pearson's SASIxp (Schools Administrative Student Information) software since the 1998-99 school year. The system is a distributed database with individual SASIxp applications installed for each school. Nightly uploads from individual schools populate the District database which includes consolidated data files for reporting purposes. Middle schools and high schools use Integrate Pro for the teacher's electronic gradebook, while elementary schools use an internally developed gradebook application.

SASIxp has served the District's needs and expectations in previous years. However, SASIxp does not have the utility and flexibility needed to meet the 21st century initiatives set forth by ACPS, including but not limited to:

- A parent and teacher portal with secure access to real-time/near real-time student data via the World Wide Web
- A centralized database with multi-year reporting and analysis capabilities
- An integrated gradebook for Windows-based and Macintosh-based systems

This project recommends a replacement Student Information System that can support these emerging initiatives.

Level of Impact

Indicate the project's highest level of impact: *(Select only one)*

☒ Division

☐ School

Select impacted school



☐ School Department

[indicate department]

☐ Department

Select impacted department



Correlation to Strategic Plan

This project supports the following Strategic Goal(s) of Albemarle County Public Schools: *(Check all that apply)*

- ☐ Goal 1 – Prepare all students to succeed as members of a global community and in a global economy.
- ☐ Goal 2 – Eliminate the Achievement Gap.
- ☐ Goal 3 – Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
- ☐ Goal 4 – Achieve recognition as a world-class educational system.
- ☒ Goal 5 – Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.

Strategic Plan Measurement Indicator(s) Addressed:

Press Ctrl and [CLICK HERE](#) to access Albemarle County Public Schools' Strategic Plan. For each Strategic Goal addressed by the project, indicate the relevant yearly measurement indicators.

Staff capacity will be increased to maximize efficiency through appropriate productivity and communication tools.

Desired Results:

Create SMART goals (Specific, Measurable, Attainable, Realistic, Timely) to address the objectives the project aims to accomplish.

1	100% of the key data fields required for state reporting will be validated through regular, automated validation processes within 3 months of full production.
2	100% of our students will have associated parent/guardian logins within 6 months of full production.
3	100% of our teachers will have the technical access to electronic gradebook and attendance reporting, regardless of platform upon full production.
4	100% of all eligible reports will be submitted through VDOE's Electronic Information Management System upon full production, as required by the individual reports.
5	100% of all administrators and other key user groups will have access to all reports (or similar reports) to what was previously available and will have access to additional, key reports within 3 months of full production.
6	100% of all identified state and local reports will be evaluated for data requirements and persons of responsibility established prior to full production.

Note: To list more than 5 Desired Results, from last row in table, <Tab> to add additional rows.

Deliverables

List specific products or events (nouns) to be produced by the project. Deliverables are intended to align with and produce the Desired Results. (Examples: a training session, a document, a software product, a process definition, etc.)

1	Project Plan
2	Scope of Work
3	Centralized SIS database populated with converted ACPS SIS data
4	Web-based application interfacing with Windows-based and Macintosh-based computers
5	Centralized reporting and State reporting system (including all reports)
6	Electronic Grade Book with Attendance Functionality
7	Parent Portal (including Parent Logins)
8	Automated Interoperability between primary SIS and other key information systems
9	Validation Process
10	Data Field Report (Document that identified data fields required for State reports)
11	Chart of Reports with Person of Responsibility Identified
12	Lessons Learned Document

Note: To list more than 5 Deliverables, from last row in table, <Tab> to add additional rows.

Project Organization

Role	Description	Staff Assigned
Sponsor (PMOC member)	Has ultimate authority over and is responsible for a project and/or program, its scope and deliverables.	Dr. Luvelle Brown
Project Manager(s)	Develops and maintains Project Charter and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	Becky Fisher (as of July 1, 2008)
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Ben Davidson Chris Gilman Dennis Nissley Melissa Anderson Rachel Collier Robert Rejonis Selina Deale Daren Collins
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	Central Office Administrators Principals SIS Contacts Teachers Communications Coordinator County Attorney Parents (Parent Council)

Project Strategies/Processes

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date
1.0	Project Plan	Becky Fisher with Project Team and Implementation Partner	1/1/2008	1/31/2010
1.1	Coordinate planning meeting with implementation partner and project team members	Becky Fisher	1/1/2008 Reset: 12/1/2008	1/31/2008 Reset: 12/2/2008
1.2	Approve project plan	Becky Fisher	2/1/2008 Reset: 12/1/2008	2/28/2008 Reset: 12/19/2008
1.3	Monitor project plan and ensure regular status reports. Conduct risk management and monitor issues resolution.	Becky Fisher	2/28/2008	1/31/2010
2.0	Scope of Work	Becky Fisher with Project Team and Implementation Partner	1/1/2008	1/31/2010
2.1	Coordinate SOW discussion with implementation partner, project team, and County Attorney	Becky Fisher	1/1/2008 Reset: 12/1/2008	2/1/2008 Reset: 12/19/2008
2.2	Facilitate approval of SOW	Becky Fisher	2/1/2008 Reset: 12/1/2008	2/28/2008 Reset: 12/1/2008
3.0	Centralized SIS database populated with converted ACPS SIS data	Becky Fisher with Project Team and Implementation Partner	2/28/2008	12/31/2008
3.1	Install hardware, operating system, and supporting technologies	Robert Rejonis	2/1/2008	3/31/2008
3.2	Install software	Implementation partner in cooperation with Robert Rejonis	2/1/2008	3/31/2008
3.3	Work with vendor on system configuration and data conversion according to agreed upon specifications	Dennis/Rachel/Ben – Data Conversions and System Configuration	3/31/2008	4/30/2008
3.4	Coordinate internal acceptance of Verification Test	Becky Fisher	4/30/2008 Reset: 12/1/2008	12/31/2008 Reset: 1/30/2009
4.0	Web-based Application Interfacing with Windows-based and Macintosh-based Computers	Becky Fisher with Project Team and Implementation Partner	2/1/2008	12/31/2008
4.1	Install hardware, operating system, and supporting technologies	Robert Rejonis – Data Center Installations	2/1/2008	3/31/2008
4.2	Install software	Implementation Partner in cooperation with Robert Rejonis	3/31/2008	4/30/2008
4.3	Work with implementation partner on system configuration according to agreed upon specifications	Robert/Dennis/Rachel/Ben	3/31/2008	4/30/2008
4.4	Coordinate internal acceptance of Verification Test	Becky Fisher	4/30/2008	12/31/2008 Reset: 1/30/2009
5.0	Centralized reporting and State reporting system (including all reports)	Becky Fisher with Project Team and Implementation Partner	2/1/2008	12/31/2008

5.1	Install hardware, operating system, and supporting technologies	Robert Rejonis – Data Center Installations	2/1/2008	3/31/2008
5.2	Install software	Vendor in cooperation with Robert Rejonis	3/31/2008	4/30/2008
5.3	Work with implementation partner on report configuration options including State report requirements	Dennis/Rachel/Ben	3/31/2008	4/30/2008
5.4	Verification and Acceptance	Becky Fisher	4/30/2008	12/31/2008 Reset: 1/30/2009
6.0	Electronic Grade Book with Attendance Functionality	Becky Fisher with Project Team and Implementation Partner	4/30/2008	12/31/2008
6.1	Work with implementation partner, project team, and instructional department leaders to coordinate setup and configuration of Electronic Grade Book	Becky Fisher with Project Team and Implementation Partner	4/30/2008	12/1/2008
6.2	Verification and Acceptance	Becky Fisher	12/1/2008	12/31/2008 Reset: 1/30/2009
7.0	Parent Portal (including Parent Logins)	Becky Fisher with Project Team and Implementation Partner	2/1/2008	12/31/2009
7.1	Install necessary hardware and software. Configure network.	Robert Rejonis	2/1/2008	3/31/2008
7.2	Coordinate installation and configuration of Parent Portal	Becky Fisher, Dennis Nissley, Robert Rejonis, Selina Deale	4/1/2008	6/30/2009
7.3	Implement support structure for parent community including any necessary training	Becky Fisher with Rachel Collier	1/1/2009	6/30/2009
7.4	Communicate and/or disseminate necessary login and access information to parent community	SIS Contacts, Communications Coordinator	7/1/2009	12/31/2009
8.0	Automated Interoperability Between Primary SIS and Other Key Information Systems	Dennis Nissley, Melissa Anderson, Robert Rejonis, Ben Davidson	1/1/2009	12/31/2009
8.1	Identify systems eligible for incorporation into existing SIF environment.	Melissa Anderson with Project Team	1/1/2009	6/30/2009
8.2	Coordinate meetings with data administrator for target system.	Melissa Anderson with Project Team	2/1/2009	6/30/2009
8.3	Install necessary agents	Robert Rejonis	6/30/2009	12/1/2009
8.4	Configure agents	Robert Rejonis with Project Team	12/1/2009	12/31/2009
9.0	Validation Process	Becky Fisher with Project Team	1/1/2009	12/31/2009
9.1	Identify data thresholds	Dennis Nissley, Rachel Collier, Ben Davidson	1/1/2009	6/30/2009
9.2	Write/Program validation process logic	Ben Davidson, Dennis Nissley	6/30/2009	12/1/2009

9.3	Communicate process changes to stakeholders	Becky Fisher with Project Team, Maury Brown, and Luvelle Brown	12/1/2009	12/31/2009
9.4	Implement validation process	Dennis Nissley, Rachel Collier, Ben Davidson	12/31/2009	1/1/2010
10.0	Data Field Report (Document that identified data fields required for State reports)	Becky Fisher with Project Team	1/1/2009	12/31/2009
10.1	Identify data fields	Dennis Nissley, Rachel Collier	1/1/2009	9/30/2009
10.2	Document required data fields in Data Field Report that is maintained as needed	Dennis Nissley, Rachel Collier	9/30/2009	12/31/2009
11.0	Chart of Reports with Person of Responsibility Identified	Becky Fisher with Project Team		
11.1	Identify person of responsibility for required SIS reports	Becky Fisher, Dennis Nissley, Rachel Collier, Luvelle Brown	1/1/2009	6/30/2009
11.2	Prepare and maintain chart of reports with person of responsibility in a shared location	Rachel Collier	6/30/2009	9/1/2009
12.0	Lessons Learned Document	Becky Fisher with Project Team	1/1/2010	1/31/2010
12.1	Conduct retrospective meeting upon project completion.	Becky Fisher	1/1/2010	1/15/2010
12.2	Write report and submit to PMOC.	Becky Fisher	1/15/2010	1/31/2010

Note: To delete a row in table, click to the left of the row to be deleted to highlight the desired row. Then, right click and select Cut. To add more than 4 Action Steps for any Deliverable, click to the left of any Action Step to highlight the row. Next, right click and select Insert Row. This may result in a need to renumber Items. To detail Action Steps for more than 5 Deliverables, from last field under Projected End Date, <Tab> to add additional rows.

Project Dependencies and Assumptions

Identify other project dependencies and/or efforts that are related to, affect, or may be affected by the project being planned. Also, identify any assumptions that, depending on their outcome, could significantly affect the project. (Examples: staff availability, another project that must be done prior to launch, etc.)

Dependency/Assumption (brief description)	Degree of Impact (Low, Medium or High)
Vendor meets development and contractual requirements by providing fully functional SIS within timeframe necessary for scheduling requirements of ACPS	High
Data integrity standards are established, communicated, and followed	High
Staff members are adequately trained	High
Internal staffing resources are available for each aspect of project management and implementation	High
Funding sources remain available	High

Note: To list more than 3 Dependencies/Assumptions, from last field under Degree of Impact, <Tab> to add additional rows.

Risk Management

Risk management is a defensive measure involving identifying, analyzing, and either accepting or mitigating risk. The purpose of risk management is to minimize both risk and costs.

Risk(s)	Probability of Occurrence (Low, Medium or High)	Potential Impact	Strategy (Research, Accept, Mitigate or Watch)	Action(s) To Support Strategy
Vendor does not deliver fully functional product.	Medium	Unable to transition to new SIS. Continue using SASIxp, which lacks a web interface and gradebook.	Watch	Project Manager will track project progress and report identified risks to PMOC for resolution.
Vendor delivers requirements, but not according to the schedule necessary to incorporate the system into the Division's administrative and scheduling workflow.	Medium	Unable to transition to new SIS. Continue using SASIxp, which lacks a web interface and gradebook.	Watch	Project Manager will track project progress and report identified risks to PMOC for resolution.
User resistance or low adoption.	Medium	Low usage. Inconsistent or inaccurate reporting. Frustrated parents.	Mitigate	Provide training for SIS contacts at each school to build site-based support structures. Provide training and support for teachers and staff.
Internal staffing resources are insufficient due to competing priorities/workload	Medium	Extended problem resolution timeframes, frustrated users	Mitigate	Identify necessary resources and provided dedicated time to support project.
Hardware or Network Failure	Low	All systems inaccessible	Mitigate	Install all hardware in Data Center with backup power. Purchase support contracts on all hardware. Regular backups.

Note: To list more than 3 Risks, from last field under Action(s) To Support Strategy, <Tab> to add additional rows.

Project Budget Summary

The budget and costs reflected in the Project Charter should account for all resource labor, hardware, software, facilities, etc., required to achieve the stated scope and objectives. (For each year, the amounts allocated for each budget category should total the amounts contributed by each funding source. For example, if the External Resource Costs for Year 1 total \$2,500, Funding Source 1 might contribute \$2,000, while Funding Source 2 might contribute the remaining \$500.)

Budget Categories	a	b	c	d	e	f	TOTAL (sum rows b-f)
	Internal Resource Labor (estimate the number of hours that will be required to complete the project)	External Resource Costs (Total Contract Costs)	Materials and Supplies	Employee Expenses (i.e., travel, registration fees, etc.)	Training	Other	
Year 1	8000 hours	\$209800	\$53000	\$1000	\$55000	\$1000	\$319800
Admin/Instructional CIP		\$209800	\$53000	\$[XXX]	\$55000	\$[XXX]	\$317800
DART Operational		\$[XXX]	\$[XXX]	\$1000	\$[XXX]	\$1000	\$2000
Year 1 Expense Detail	Materials & Supplies: Servers and storage hardware						
	Employee Expenses: Travel and workshops						
	Training: Application training						
	Other: Food for meetings, copy costs						
Year 2	500 hours	\$48641	\$[XXX]	\$[XXX]	\$[XXX]	\$[XXX]	\$48641
DART Operational-Software maintenance		\$48641	\$[XXX]	\$[XXX]	\$[XXX]	\$[XXX]	\$[XXX]
Year 2 Expense Detail	Materials & Supplies:						
	Employee Expenses:						
	Training:						
	Other:						

Note: To add more than 2 funding sources for Years 1 or 2, click to the left of any funding source under the desired year to highlight the row. Next, right click and select Insert Row.

Approved by Sponsor: _____ Date: _____

Approved by PMOC: _____ Date: _____

Actual Payment Table for TEMS

	Qty	Price	Total
Tyler Education Management Software	1	\$146,050	\$146,050
		<i>Subtotal</i>	\$146,050
Services	Qty	Price	Total
Tyler Education Management Data/Migration	1	\$18,250	\$18,250
Tyler Education Management Installation	1	\$8,000	\$8,000
Tyler Education Management Reporting & Localization	15	\$1,250	\$18,750
		<i>Subtotal</i>	\$45,000
Tyler Education Management Consulting	15	\$1,250	\$18,750
		<i>Subtotal</i>	\$18,750
Tyler Education Management Training	50	\$1,100	\$55,000
		<i>Subtotal</i>	\$55,000
Total Software			\$146,050
Total Services			\$118,750
SUMMARY TOTAL			\$264,800

Team Member Agreement to Participate

Hold a review of the Project Charter with your team members and obtain their agreement to participate. A single hard copy of the completed Charter should contain each team member's signature representing his or her agreement to participate in this effort. Enter the phrase "*signature on file*" into the electronic copy to represent each team member's signature. (Please do not use electronic signatures.)

Organization/Team Member	Signature	Date
Dr. Luvelle Brown (Sponsor)	<i>signature on file</i>	
Becky Fisher (Project Manager)	<i>signature on file</i>	
Ben Davidson	<i>signature on file</i>	
Chris Gilman	<i>signature on file</i>	
Daren Collins	<i>signature on file</i>	
Dennis Nissley	<i>signature on file</i>	
Melissa Anderson	<i>signature on file</i>	
Rachel Collier	<i>signature on file</i>	
Robert Rejonis	<i>signature on file</i>	
Selina Deale	<i>signature on file</i>	

Note: To list more than 10 Team Members, from last field under Date, <Tab> to add additional rows.

Albemarle County Public Schools
Project Management Oversight Committee (PMOC) Meeting

March 23, 2009
10:30 a.m. – 12:30 p.m.
COB 246

Minutes

I. Call to Order

The Facilitator called the meeting to order at 10:30 a.m. The following PMOC members were present:

- | | |
|---|--|
| ☒ Jennifer Albert, Coordinator | ☒ Carole Hastings |
| ☒ Melissa Anderson, Coordinator | ☒ Billy Haun |
| ☒ Bruce Benson, Vice-Chair | ☒ Pam Moran, Chair |
| ☐ Luvelle Brown | ☒ Bill Sterrett |
| ☒ Debbie Collins, Facilitator | ☒ Brian Wheeler |
| ☒ Meade Harris, Coordinator | |

II. Welcome Don Ginder

The PMOC welcomed CELT Corporation Executive Vice President Decision Support Services, Don Ginder, who joined the meeting to observe the process and provide feedback/address areas of improvement.

III. Meeting Logistics

- A. Approval of Minutes from Previous Meeting (Feb. 12, 2009)
The draft minutes from the February 12, 2009 meeting were approved.
- B. Approval of Agenda for Current Meeting
The agenda was approved with the addition of a brief item about future projects under New Business.

III. Ongoing Discussion Items

- A. Update: Balanced Scorecard Development – Goal 2
In response to feedback from the PMOC's last meeting, Chris Gilman presented an update on Goal 2 metrics. Chris reported that he has a meeting scheduled next week with Tom Nash to discuss the appropriateness of the metric addressing statistical parity of enrollment for all NCLB populations in gifted and special education courses. Chris also announced that, per Debbie Collins' suggestion, the Lexiles metric had been removed.

Regarding use of the Algebra Readiness Exam to determine readiness for Algebra I coursework, with the goal that 90% of middle school students will successfully complete the exam, Pam Moran wondered if

this would move us toward a common benchmark. Chris deferred to Marlene Robinson as the content expert, but mentioned we could watch other states, such as California, that have taken the lead. Pam expressed concern about how few children of color take Algebra I in middle school, stating that this is clearly not an issue to be handled in middle school, but rather, one to be redirected to elementary school (2nd or 3rd grade). In response to Billy Haun's inquiry as to whether the Algebra Readiness Exam would be treated like a "gatekeeper", Chris maintained that it would not, but asserted that we want a determinant on which to base readiness beyond teacher recommendation. According to Billy and Debbie, we currently rely on teacher recommendation, SOL scores, and common quarterly assessments. Billy expressed concern over narrowing the pool of candidates for Algebra I; Carole Hastings echoed that concern, maintaining that we want to make sure students are ready, but we do not want to prevent them from taking Algebra I. Chris responded that the goal is to find a determination of readiness, with the aim of broadening the pool, not narrowing it. Bill Sterrett wondered if we should also be using school-based assessments as a determinant for math readiness, in addition to SOL data, exit slip data, and quarterly assessments, especially considering the metric addressing quarterly review of grade level math in elementary grades. Billy asserted that any child who passes the 8th grade Algebra I SOL should be in Algebra I, not Algebra I – Part I. Regarding readiness, Pam brought up a Falls Church study that, after looking at both standardized and performance-based data, determined a differentiated path between 2nd and 3rd grade. The study found that acquiring problem solving skills at an early age was a real differentiator for future math success. Pam wondered, if we view taking Algebra I in middle school as a predictor of college readiness and job success, how we go back and figure out the benchmarks and when they need to start. Pam further stressed that, while problem solving skills may be the primary determinant in elementary school, by the time students reach middle school, math success is very much about teacher competency. Billy added that middle school certification does not provide a great background in math skills, and recommended that the Division move toward a math endorsement for secondary math teachers. Pam wondered if this should be a placeholder for Goal 3.

Regarding the metric that addresses the percentage of NCLB populations enrolling in Algebra I during middle school, Chris pointed

out that the number of math courses offered in middle school varies by school (e.g., geometry is not offered at all three middle schools). The group agreed that a comparison may need to be done to determine why some middle schools have a higher percentage of students taking Algebra I.

The metric addressing the on-time graduation rate challenges the Division to achieve a 90% graduation rate for all student membership groups, which is slightly above our current rate. Pam wondered what the cohort groups look like at comparable divisions, and requested that Chris look into what other divisions are doing to lessen their drop-out rates. Chris reported that Steele Howen is already analyzing this, and preliminary information shows ACPS to be in the middle of the pack. Steele is investigating what other divisions ahead of us are doing; Chris will report back with her findings.

Addressing the goal that 80% of ACPS grads will attend a two- or four-year college, Chris commented that he is concerned about increasing the percentage, in that many graduates do not plan to attend college, but rather, plan to go directly into the workforce or join the military, or move on to alternative forms of continuing education (e.g., culinary school). Bruce Benson articulated that the metric should focus on the success of the students who attend college (e.g., do they graduate in four years), rather than the number of students who go to college. Pam inquired as to whether the High School Graduate Clearing House can track our current seniors. Chris believes so, and thinks we can even go back and track past groups of seniors, depending on what we've "signed up for." The Committee talked about potentially using Facebook to track students, acknowledging that e-mail addresses and cell phone numbers change more frequently than Facebook sites.

Regarding the PLC metric, Chris said the frequency at which PLCs shall be videotaped (twice each year) is fairly arbitrary, but achieves balance. The metric assumes a rubric is already in place (Chris alluded to one developed by the DuFours), but the Committee did not believe that to be the case. Billy suggested providing PLCs with a flip camera for videotaping, and stressed the importance of figuring out what is and is not effective. Bill pointed out that if PLCs submit two videotaped meetings to a panel, the process would enable discovery of trends, and said he would embrace the idea. Bill further noted that the PLC metric is

definitely measurable, and sees it coming from the Division and principals embracing consistency.

Pam and Bruce acknowledged that, while we still have work to do on Goal 2 metrics, we are better off than when we started. Chris agreed he had enough feedback to continue development. Pam expressed an interest in Chris partnering with principals and teachers in focus group work.

B. Update: Balanced Scorecard Development – Goal 3

In a brief update on the development of Goal 3 metrics, Bruce reported that he met with Kimberly Suyes, Director of Human Resources (HR), to discuss challenges. DART will continue to partner with HR to further develop the metrics. Bruce also spoke about the piloting of new approaches to hiring and interviewing (e.g., videotaping, role-playing) in an attempt to go beyond a resume to a more authentic context. Bruce affirmed his interest in revisiting the TPA rubrics with the commitment that teachers need to demonstrate growth by moving across an entry-to-expert level continuum. Pam expressed an interest in using the Education Competency Wheel by Microsoft for administrators and teachers. Bruce said he has not talked with Kimberly about this, but did employ it in the last round of interviews for administrative positions. Further, Bruce suggested that training for interview panelists advance to incorporate the competency wheel.

In closing, Pam expressed interest in looking at how metrics for Goal 3 tie into strategic planning work. The Committee introduced the idea of Goal 3 becoming a project charter.

C. K-12 Business Meeting Presentation

Jennifer Albert notified the Committee that the March 24, 2009 K-12 Business Meeting had been canceled, and therefore, the PMOC would not be presenting a brief overview of Project Management. Jennifer expressed concerns about the timing of this presentation and the amount of information to be presented, given the upcoming transition to the instructional coaching model and the intense focus it is receiving from principals right now. Jennifer solicited feedback from the Committee.

From a principal's perspective, Bill and Billy both agreed it would be better to wait. Debbie reminded the Committee that in previous conversations, the Committee decided it was important to put some

information in front of leadership/principals via presentation. Carole suggested that we present during the August K-12 Business Meeting. In that he used the PMOC format during Woodbrook's mid-year review, and by August, will be into year 2, Bill volunteered to assist with presenting. Debbie also mentioned that, by August, the Committee will have put two project charters through the process.

Billy asked if a project management update could at least be mentioned at an upcoming K-12 meeting. Pam suggested a brief presentation (about four slides) prior to the August meeting. Pam also expressed interest in updating Quality Council (QC). Carole qualified that QC needs an update regarding the projects being handled at the PMOC level, and the K-12 group needs a brief overview of project management via principal presentation.

Next steps were decided as follows:

- April 21, 2009 K-12 Principals Meeting
Present about four slides that provide a brief overview of project management and bring the group up-to-date concerning projects being directed at the PMOC level. Presentation should include brief comments from at least one principal on the Committee.
- Committee members who are also members of QC will update QC.

IV. New Business

- A. Status Report: Student Information System (SIS) Replacement
- Melissa Anderson presented the status of the SIS Replacement Project. Given the vendor's inability to provide a fully functional product, the project team elected to terminate the Division's contract with Tyler Technologies. The team felt it was not in the best interest of the Division to move forward at this time. The team was able to secure a contract that included a full refund to the Division upon termination, although the full refund does not address compensation for more than 800 hours of dedicated staff time.

Next steps include upgrading to SASI 10 for 2009-10, and investigating new vendors for 2010-11. Bruce expressed interest in looking into open source student information systems, especially since we're "starting over." Brian Wheeler reminded Melissa that the TEMS information needs to be removed from the Division website. Per Don, a new charter is needed for SIS Replacement.

B. Project Charter: Accessing Curriculum

Debbie, as Project Manager, presented the “Accessing Curriculum” project charter. This project involves transforming the curriculum work in the four core areas into a common format, and making the curriculum documents available through a single tool, SchoolNet.

In response to the Desired Results, Pam inquired as to whether the template for entering curriculum units could be ready by June 1, in that some schools are working to build curriculum units in June. Billy asserted that MoHS already has teams working on curriculum units. Debbie committed to having the template ready by June 15.

Pam inquired as to who will be doing this work ... framework advisors? Bruce mentioned there is a plan to lessen the impact experienced by folks moving from 12- to 10-month contracts, and that this work may serve as a transition mechanism. Pam encouraged the use of framework advisors in areas where we have retirements. Brian looks forward to seeing that this shared curriculum is not only available, but also being used.

Pam posed the question, what have we learned from this – watching how hard it’s been for these groups to come to consensus? Debbie responded that this experience has shown how disconnected people have become, even people working on the same work. Bruce reiterated that stakeholder input is important, and that we want to make sure folks have ample opportunity to weigh in, but added that this process has moved along too slowly. Pam agreed that some folks are highly involved and opinionated, so much so that their collective contributions slow down the work; however, she also added that other groups, simultaneously, feel they are underrepresented. The Committee determined stakeholder input should be a “parking lot” issue to carry over to the next meeting.

Pam suggested the project may need a Year 2 Charter to address application and implementation. Don suggested the next Charter could simply be dedicated to defining the process for implementation in the classroom.

Debbie reported that the team is currently on track, though she has a couple of concerns, including expectations for the April to June window

and efficacy (i.e., folks in transition feeling less responsible for the work). Pam echoed Debbie's concerns about efficacy.

The Committee unanimously approved the Accessing Curriculum Project Charter. The Committee expects the first status report at the next PMOC meeting.

C. PMOC Operating Procedures and Norms

Melissa presented a draft document containing the PMOC operating procedures and norms. The document includes the purpose of the PMOC, key terms, meeting norms, prerequisites for project approval, reporting norms, and presentation protocols.

There was a brief discussion around the status report expectations. The Committee agreed that any active project shall submit a status report every month. The status report shall be prepared by the project manager and presented by the project sponsor. Don recommended that the project manager be present to answer questions at the presentation of the status report, especially with more detailed status reports.

Pam inquired as to how we know when the ElectronicSchoolBoard Project is complete. Brian responded that the project is complete when all steps are accomplished, and at this point, all steps are not yet complete. Jennifer will communicate with project managers of active projects prior to agenda construction regarding the time required by each for status report presentation.

D. Lessons Learned Template

Melissa presented a draft Lessons Learned Report, suggesting that the report be completed at project completion, but noting that the nature of a project may call for the report to be completed intermittently. The purpose of the report is to highlight information that could enable better planning at later stages of a project as well as with future projects. Don commented on the benefit of this report not only for the project team, but also others, as some of these lessons will be general enough to apply to other projects. Pam added that she would like to see a sample completed. The Committee agreed the SIS project would be a good candidate to go through this process.

E. Structure of PMOC for 2009-10 School Year

Carole posed this item at the last PMOC meeting, noting that this year's Committee is an interim committee. The group discussed insights about representation for next year.

Pam asked Brian for his thoughts on Board member participation, to which Brian responded that, going forward, Board member participation is not essential. Don responded that he is unaware of any other PMOC with Board member representation, but he could find out and get back to us. Pam inquired about the Coordinators and Facilitator, which led to group consensus that the key players should remain permanent, including the Superintendent, Assistant Superintendent(s), CIO, Facilitator, and Coordinators. Bruce mentioned that with TAC, one-third of the members cycle off the committee each year. Pam responded that probably just the principals should rotate off the PMOC.

F. Future Projects

Carole mentioned she has two projects (Facilities Master Plan and Continuous Improvement Model) to bring forward to the PMOC, one she can present in April, and the other in May. Billy requested that we revisit the project list from last year. Pam requested that the next meeting agenda include a debriefing and discussion of next steps and next projects. Pam also wondered if the Instructional Coaching Model should be a project. Brian inquired about the correlation between the metrics work of the PMOC and the work of the School Board, noting that the two need to tie together.

G. Feedback from Don Ginder

Don complimented the structure in place with the Facilitator and Coordinators. Regarding meeting agendas and minutes, Don recommended including an issues list—linking current issues to the responsible person(s)—and action items. He also recommended using an “at a glance” charter submission log to indicate the status of all active projects. He suggested incorporating color, using green to indicate that deliverables are on schedule, yellow to indicate the team is behind, and red to indicate the project is in trouble. Yellow and red both signify a need for project review.

With regard to Balanced Scorecard (BSC) development, Don questioned whether our measures are acting as indicators of our progress; in other words, are our measures telling us whether our strategies are working? He asked if our strategies exist within the PLC and TPA. He questioned how easily we are able to gather the data required by our measures. He encouraged the Committee to consider, “Where have you seen evidence that you are doing the process well and seeing the results you want?”

Regarding policies, goals and strategies, Don said that while the School Board sets the policies and goals, the strategies should come from the PMOC. Goals stay the same, he added, but the strategies may change.

Regarding Project Charters, Don recommended specifying the day level (May 15, for example, instead of just May), when appropriate. Don also inquired as to when the PMOC will begin measuring project status using the BSC tool? Pam expects that by mid-year 2009-10, with the completion of the next Strategic Plan, the BSC tool will be in use.

VI. Meeting Schedule

Next meeting: Monday, April 20, 2009
2:30 – 4:30 p.m.
COB 246

VII. Adjournment

The Facilitator adjourned the meeting at 12:36 p.m.

"Face of the Division" Project

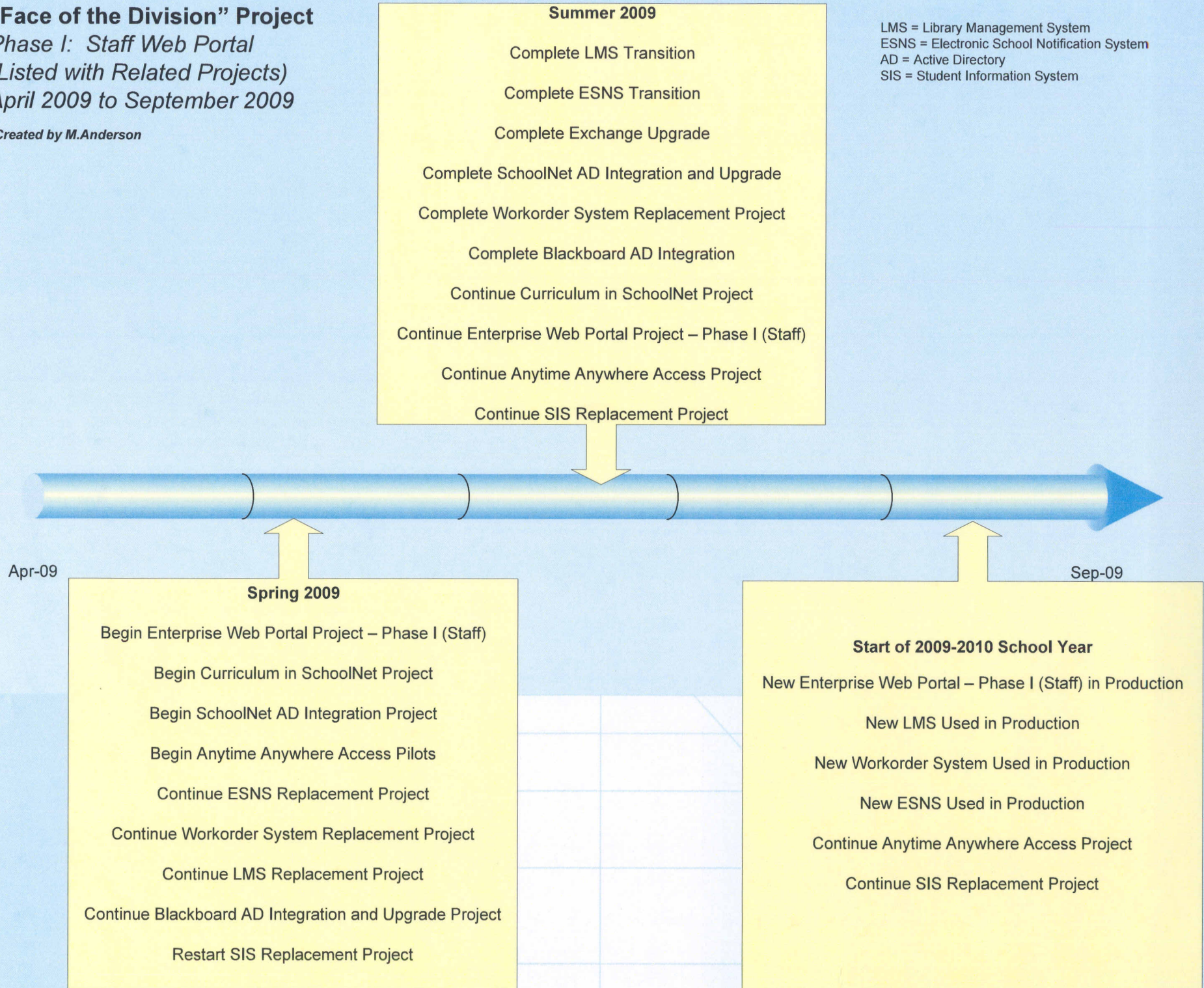
Phase I: Staff Web Portal

(Listed with Related Projects)

April 2009 to September 2009

Created by M.Anderson

LMS = Library Management System
ESNS = Electronic School Notification System
AD = Active Directory
SIS = Student Information System



ACPS Face of the Division

www.k12albemarle.org



Employees

ACPS News, Announcements,
Information, Listserv, Web 2.X
Blogs, Wikis, RSS, PodCasts, Digital
Audio/Video

Student Information System/
Electronic Gradebook
(SASlxp/ERC)**

Library Management System and
Catalog
(InfoCentre)**

Courseware Server (Blackboard)

Instructional Management System
(SchoolNet – All Modules)

Email/SPAM Filter
(MS Exchange)

WorkOrder/Project Tracking System
(Heat)**

Local Government Resources
(Access Albemarle/Mainframe)

Virtual PLCs

Digital File Storage

Professional Development and
Online Learning Resources

Electronic School Board

Surveys

Forms



Students

ACPS News, Announcements,
Information, Listserv, Web 2.X
Blogs, Wikis, RSS, PodCasts,
Digital Audio/Video

Library Catalog
(InfoCentre)**

Courseware Server
(Blackboard)

Instructional Management
System (SchoolNet –
Outreach)

Email
(Under review but not
currently available)

Digital File Storage

Online Learning Resources

Electronic School Board

Surveys

Forms



Parents

ACPS News, Announcements,
Information, Listserv, Web 2.X
Blogs, Wikis, RSS, PodCasts,
Digital Audio/Video

Library Catalog
(InfoCentre)**

Courseware Server
(Blackboard)

Instructional Management
System (SchoolNet – Outreach)

Electronic School Board

Surveys

Forms



Community

ACPS News, Announcements,
Information, Listserv, Web 2.X
Blogs, Wikis, RSS, PodCasts,
Digital Audio/Video

Electronic School Board

Surveys

Forms

***“Providing Access to School Tools
and Resources
from Anywhere at Anytime”***

High Level Design Concept for Enterprise Web Portal

**Indicates that a replacement product is under review

Survey Details

Survey Title: Division Climate Survey -
COMMUNITY SURVEY [160 responses]

Report Type: Bar Graph

Other Survey Details

Start Date: 01-May-2009
End Date: 31-Dec-2009
Invitations Sent: 0
Delivered: 0
Bounced: 0
Completed Responses: 160
Response Rate: Public Survey
Incomplete Responses: --
Incomplete responses included in this report: --

Please provide your responses to the following using the scale provided. This section applies to all survey participants.

1. Please select from the options below

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did not answer	Total
(a)	I believe that the vision and goals for Albemarle County's schools provide clear direction.	[17] 10.63% 	[68] 42.50% 	[49] 30.63% 	[12] 7.50% 	[6] 3.75% 	8	160
(b)	The public is kept informed about School Division activities.	[19] 11.88% 	[69] 43.13% 	[20] 12.50% 	[34] 21.25% 	[9] 5.63% 	9	160
(c)	I believe students in Albemarle County's schools are being prepared to be successful in 21st century careers.	[17] 10.63% 	[70] 43.75% 	[33] 20.63% 	[22] 13.75% 	[10] 6.25% 	8	160
(d)	I believe Albemarle County Schools receive sufficient financial resources for quality instruction.	[37] 23.13% 	[45] 28.13% 	[28] 17.50% 	[22] 13.75% 	[19] 11.88% 	9	160
(e)	I am satisfied with the overall education children receive in Albemarle County's schools.	[19] 11.88% 	[72] 45.00% 	[28] 17.50% 	[25] 15.63% 	[8] 5.00% 	8	160
(f)	I think children are safe in Albemarle County's schools.	[36] 22.50% 	[84] 52.50% 	[22] 13.75% 	[3] 1.88% 	[7] 4.38% 	8	160
(g)	Individual differences are respected in Albemarle County schools.	[25] 15.63% 	[57] 35.63% 	[41] 25.63% 	[20] 12.50% 	[7] 4.38% 	10	160
(h)	I feel welcome when I visit Albemarle County's schools.	[36] 22.50% 	[60] 37.50% 	[41] 25.63% 	[6] 3.75% 	[5] 3.13% 	12	160
(i)	I know how to become a volunteer in Albemarle County's schools.	[29] 18.13% 	[64] 40.00% 	[16] 10.00% 	[28] 17.50% 	[11] 6.88% 	12	160
(j)	Albemarle County's schools are clean and well maintained.	[39] 24.38% 	[79] 49.38% 	[25] 15.63% 	[1] 0.63% 	[3] 1.88% 	13	160
(k)	I use the Division and school websites to get information.	[39] 24.38% 	[61] 38.13% 	[21] 13.13% 	[19] 11.88% 	[10] 6.25% 	10	160
(l)	I am able to find the information I am looking for on the Division and school websites.	[22] 13.75% 	[61] 38.13% 	[45] 28.13% 	[12] 7.50% 	[9] 5.63% 	11	160

Albemarle County Public Schools has begun a multi-year master planning process to analyze factors that affect the need to renovate existing or add new school facilities. Our community's perspective is one such factor. The purpose of the planning process is to recommend a master plan to the School Board that will address future changes in facilities and school boundaries. The master plan will focus upon increasing the effective and efficient use of facility resources so that student learning is the highest priority for funding support. Please respond by selecting the choice that best matches your disagreement or agreement with the statements given.

2. For the purposes of this survey, a small school is one with approximately 200 students.

		Strongly Agree	Agree	Neutral/No opinion	Disagree	Strongly Disagree	Did not answer	Total
(a)	I believe that Albemarle County should maintain small schools even if it costs more to educate children in those schools.	[67] 41.88% 	[25] 15.63% 	[16] 10.00% 	[25] 15.63% 	[22] 13.75% 	5	160
(b)	I believe small schools have better student achievement.	[61] 38.13% 	[32] 20.00% 	[21] 13.13% 	[29] 18.13% 	[11] 6.88% 	6	160

(c)	I believe smaller school communities are more active in their schools than larger school communities.	[63] 39.38% 	[33] 20.63% 	[21] 13.13% 	[27] 16.88% 	[10] 6.25% 	6	160
(d)	I believe that all students should attend school in modern facilities.	[32] 20.00% 	[54] 33.75% 	[29] 18.13% 	[30] 18.75% 	[9] 5.63% 	6	160
(e)	I believe students in small schools have better behavior.	[50] 31.25% 	[35] 21.88% 	[32] 20.00% 	[28] 17.50% 	[9] 5.63% 	6	160

3. Please rank the following in the order of importance1 - Most Important, 5 - Least Important:

Responses	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Weighted Rank (Score)
High student achievement	99	37	12	1	3	1 (684)
Community involvement in schools	15	35	45	38	19	2 (445)
Cost efficiency for schools	22	33	35	33	29	3 (442)
Size of school	11	26	32	39	44	4 (377)
Having modern facilities	5	21	28	41	57	5 (332)
(Did not answer)						8
Total Responses						160

Note: Percentage values may exceed 100% because of rounding errors.



CLIMATE SURVEY RESULTS

Sunday, May 17, 2009

COMMUNITY CLIMATE SURVEY

Please provide your responses to the following using the scale provided. This section applies to all survey participants.

1. Please select from the options below

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Did not answer	Total
(a)	I believe that the vision and goals for Albemarle County's schools provide clear direction.	17	10.63%	68	42.50%	49	30.63%	12	7.50%	6	3.75%	8	160
(b)	The public is kept informed about School Division activities.	19	11.88%	69	43.13%	20	12.50%	34	21.25%	9	5.63%	9	160
(c)	I believe students in Albemarle County's schools are being prepared to be successful in 21st century careers.	17	10.63%	70	43.75%	33	20.63%	22	13.75%	10	6.25%	8	160
(d)	I believe Albemarle County Schools receive sufficient financial resources for quality instruction.	37	23.13%	45	28.13%	28	17.50%	22	13.75%	19	11.88%	9	160
(e)	I am satisfied with the overall education children receive in Albemarle County's schools.	19	11.88%	72	45.00%	28	17.50%	25	15.63%	8	5.00%	8	160
(f)	I think children are safe in Albemarle County's schools.	36	22.50%	84	52.50%	22	13.75%	3	1.88%	7	4.38%	8	160
(g)	Individual differences are respected in Albemarle County schools.	25	15.63%	57	35.63%	41	25.63%	20	12.50%	7	4.38%	10	160
(h)	I feel welcome when I visit Albemarle County's schools.	36	22.50%	60	37.50%	41	25.63%	6	3.75%	5	3.13%	12	160
(i)	I know how to become a volunteer in Albemarle County's schools.	29	18.13%	64	40.00%	16	10.00%	28	17.50%	11	6.88%	12	160
(j)	Albemarle County's schools are clean and well maintained.	39	24.38%	79	49.38%	25	15.63%	1	0.63%	3	1.88%	13	160
(k)	I use the Division and school websites to get information.	39	24.38%	61	38.13%	21	13.13%	19	11.88%	10	6.25%	10	160
(l)	I am able to find the information I am looking for on the Division and school websites.	22	13.75%	61	38.13%	45	28.13%	12	7.50%	9	5.63%	11	160

Survey Title: Division Climate Survey - PARENT SURVEY [580 responses] **Report Type:** Bar Graph

Start Date: 01-May-2009
End Date: 31-Dec-2009
Invitations Sent: 0
Delivered: 0
Bounced: 0
Completed Responses: 580
Response Rate: Public Survey
Incomplete Responses: --
Incomplete responses included in this report: --

1. SCHOOL NAME

	Agnor-Hurt ES	Baker-Butler ES	Broadus-Wood ES	Brownsville ES	Cale ES	Crozet ES	Greer ES	Hollymead ES	Meriwether-Lewis ES	Murray-Elementary ES	Red Hill ES	Scottsville ES	Stone-Robinson ES	Stony Point ES	Woodbrook ES	Yancey ES	Burley MS	Henley MS	Jouett MS	Sutherland MS	Walton MS	Community Charter MS	Albemarle High School	Monticello High School	Murray High School	Western Albemarle High School	CATEC	Did not answer	Total
(a) The school evaluated below is	[11] 1.90%	[30] 5.17%	[15] 2.59%	[23] 3.97%	[20] 3.45%	[27] 4.66%	[6] 1.03%	[16] 2.76%	[21] 3.62%	[24] 4.14%	[23] 3.97%	[14] 2.41%	[19] 3.28%	[76] 13.10%	[31] 5.34%	[6] 1.03%	[11] 1.90%	[25] 4.31%	[6] 1.03%	[20] 3.45%	[2] 0.34%	[1] 0.17%	[32] 5.52%	[13] 2.24%	[5] 0.86%	[37] 6.38%	[0] 0%	66	580

2.(a) Number of children from this household attending this school: The school evaluated below is

[View Responses](#)

Please provide your responses to the following using the scale provided.

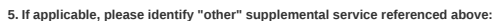
3. Please select from options below

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did not answer	Total
(a)	I am satisfied with the overall quality of my child's education.	[219] 37.76% 	[258] 44.48% 	[35] 6.03% 	[53] 9.14% 	[11] 1.90% 	4	580
(b)	I am satisfied with my child's level of engagement in learning.	[204] 35.17% 	[259] 44.66% 	[34] 5.86% 	[56] 9.66% 	[22] 3.79% 	5	580
(c)	I am satisfied with the rigor of my child's learning.	[173] 29.83% 	[229] 39.48% 	[69] 11.90% 	[91] 15.69% 	[14] 2.41% 	4	580
(d)	I think my child is learning information and skills that will benefit him/her.	[229] 39.48% 	[253] 43.62% 	[58] 10.00% 	[27] 4.66% 	[9] 1.55% 	4	580
(e)	I am satisfied with the relationships between my child and his/her teacher (s).	[278] 47.93% 	[201] 34.66% 	[45] 7.76% 	[40] 6.90% 	[12] 2.07% 	4	580
(f)	I am satisfied with the leadership of my child's school.	[266] 45.86% 	[169] 29.14% 	[62] 10.69% 	[43] 7.41% 	[35] 6.03% 	5	580
(g)	I am satisfied with the quality of student behavior.	[182] 31.38% 	[245] 42.24% 	[67] 11.55% 	[54] 9.31% 	[25] 4.31% 	7	580
(h)	My opinion is valued by school educators when making decisions that affect my child's education.	[189] 32.59% 	[218] 37.59% 	[87] 15.00% 	[46] 7.93% 	[34] 5.86% 	6	580
(i)	I am satisfied with support and supplemental services.	[167] 28.79% 	[227] 39.14% 	[104] 17.93% 	[54] 9.31% 	[18] 3.10% 	10	580

Please indicate your level of satisfaction with the supplemental services offered at your school:

4. Satisfaction Level

		Satisfied	Neutral / Undecided	Dissatisfied	Did not answer	Total
(a)	Communication	[413] 71.21% 	[104] 17.93% 	[57] 9.83% 	6	580
(b)	Educational technology	[412] 71.03% 	[131] 22.59% 	[30] 5.17% 	7	

[View Responses](#)

Responses	Count	% Percentage of total respondents
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7. SCHOOL NAME

Please answer the survey for your child's school. If you have children in more than one school, you will be given the opportunity to complete this section up to 3 times (elementary, middle and high school)

8.(a) Number of children from this household attending this school: The school evaluated below is

[View Responses](#)

Please provide your responses to the following using the scale provided. This section is for parents with students in Albemarle County's schools.

9. Please select from options below

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did not answer	Total
(a)	I am satisfied with the overall quality of my child's education.	[53] 9.14%	[88] 15.17%	[8] 1.38%	[16] 2.76%	[9] 1.55%	406	580
(b)	I am satisfied with my child's level of engagement in learning.	[52] 8.97%	[72] 12.41%	[16] 2.76%	[25] 4.31%	[9] 1.55%	406	580
(c)	I am satisfied with the rigor of my child's learning.	[51] 8.79%	[67] 11.55%	[17] 2.93%	[25] 4.31%	[14] 2.41%	406	580
(d)	I think my child is learning information and skills that will benefit him/her.	[57] 9.83%	[80] 13.79%	[23] 3.97%	[7] 1.21%	[7] 1.21%	406	580
(e)	I am satisfied with the relationships between my child and his/her teacher(s)	[57] 9.83%	[75] 12.93%	[23] 3.97%	[11] 1.90%	[7] 1.21%	407	580
(f)	I am satisfied with the leadership of my child's school.	[56] 9.66%	[57] 9.83%	[28] 4.83%	[18] 3.10%	[15] 2.59%	406	580
(g)	I am satisfied with the quality of student behavior.	[37] 6.38%	[79] 13.62%	[33] 5.69%	[14] 2.41%	[10] 1.72%	407	580



10. Satisfaction Level

11. If applicable, please identify "other" supplemental service referenced above:

[View Responses](#)

12. Do you have children at a different Albemarle County Public school?By selecting Yes you will have the opportunity to evaluate another school.You may evaluate up to 3 schools (elementary, middle and high school.)



13. SCHOOL NAME

Please answer the survey for your child's school. If you have children in more than one school, you will be given the opportunity to complete this section up to 3 times (elementary, middle and high school)

14.(a) Number of children from this household attending this school: The school evaluated below is

[View Responses](#)

Please provide your responses to the following using the scale provided. This section is for parents with students in Albemarle County's schools.

15. Please select from options below

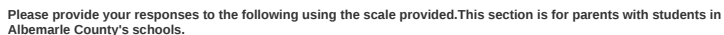
http://research.zarca.com/zRM/Bar_Graph.aspx?slink=1&sid=107&dna=&PRN=1&decimal=0.00&DNACtr=0,0,0,0,0,0,0,0,0,0,0,0...

Please indicate your level of satisfaction with the supplemental services offered at your school:

17. If applicable, please identify "other" supplemental service referenced above:

[View Responses](#)

18. My child(ren) have access to the Internet at home, allowing for completion of school assignments.



		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did not answer	Total
(a)	I use the Division and school websites to get information.	[205] 35.34%	[315] 54.31%	[23] 3.97%	[23] 3.97%	[8] 1.38%	6	580
(b)	I am able to find the information I am looking for on the Division and school websites.	[108] 18.62%	[311] 53.62%	[77] 13.28%	[61] 10.52%	[15] 2.59%	8	580

Responses	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Weighted Rank (Score)
High student achievement	385	90	63	21	14	1 (2530)
Community involvement in schools	58	175	148	119	73	2 (1745)
Size of school	92	136	129	94	122	3 (1701)
Having modern facilities	20	115	125	162	151	4 (1410)
Cost efficiency for schools	18	57	108	177	213	5 (1209)
(Did not answer)						7
Total Responses						580

http://research.zarca.com/zRM/Bar_Graph.aspx?slink=1&sid=107&dna=&PRN=1&decimal=0.00&DNACtr=0,0,0,0,0,0,0,0,0,0,0... 5/18/2009



CLIMATE SURVEY RESULTS

Sunday, May 17, 2009

PARENT CORE SURVEY

Please provide your responses to the following using the scale provided. This section is for parents with students in Albemarle County's schools.

15. Please select from options below													
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Did not answer	Total
I am satisfied with the overall quality of my child's education.		285	36%	360	46%	45	6%	71	9%	22	3%	4	787
I am satisfied with my child's level of engagement in learning.		271	34%	341	43%	53	7%	83	11%	34	4%	5	787
I am satisfied with the rigor of my child's learning.		237	30%	306	39%	90	11%	119	15%	31	4%	4	787
I think my child is learning information and skills that will benefit him/her		301	38%	346	44%	83	11%	35	4%	18	2%	4	787
I am satisfied with the relationships between my child and his/her teacher.		349	44%	287	37%	70	9%	54	7%	22	3%	4	786
I am satisfied with the leadership of my child's school.		335	43%	235	30%	95	12%	64	8%	53	7%	5	787
I am satisfied with the quality of student behavior.		230	29%	339	43%	102	13%	71	9%	37	5%	7	786
My opinion is valued by school educators when making decisions that affect my child's education.		246	31%	278	35%	140	18%	68	9%	49	6%	6	787



CLIMATE SURVEY RESULTS

Sunday, May 17, 2009

PARENT COMMUNICATION PREFERENCES (sorted by preference)

Select up to three preferred ways to receive information from Albemarle County Public Schools:	First choice	Second choice	Third choice	Total
E-mail	426	107	35	568
Backpack mail/weekly folder	73	159	106	338
Printed newsletters	28	98	157	283
School Division webpage	18	121	116	255
Telephone reminders	26	66	106	198
Did not answer	6	10	25	41
Text messages	3	14	22	39
Twitter/ RSS feeds	0	5	13	18
Total	580	580	580	

21. I would like to receive information from Albemarle County Public Schools about: (choose as many as apply)

Responses	Count	%
Upcoming events	475	81.90%
Student achievement on standardized tests	363	62.59%
Personnel changes	338	58.28%
Information on community resources for children	336	57.93%
Accomplishments by students	331	57.07%
Education-related topics and trends	314	54.14%
Information about study skills	286	49.31%
Budget Information	281	48.45%
Information about child safety	269	46.38%
Resources on parenting	177	30.52%
(Did not answer)	39	6.72%
Total Responses	3209	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

18. My child(ren) have access to the Internet at home, allowing for completion of school assignments.

Responses	Count	%
Yes	453	78.10%
No	11	1.90%
(Did not answer)	116	20.00%
Total Responses	580	



CLIMATE SURVEY RESULTS

Sunday, May 17, 2009

PARENT COMMUNICATION PREFERENCES
(sorted by preference)

Please provide your responses to the following using the scale provided.This section is for parents with students in Albemarle County's schools.													
19. Please select from options below													
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Did not answer	Total
I use the Division and school websites to get information.		205	35.34%	315	54.31%	23	3.97%	23	3.97%	8	1.38%	6	580
I am able to find the information I am looking for on the Division and school websites.		108	18.62%	311	53.62%	77	13.28%	61	10.52%	15	2.59%	8	580

Survey Title: Quality Council - Baldrige / [1119 responses]
Report Type: Bar Graph
Start/End Date: 10/20/08 - 12/31/08 Responses: 1119 Status: Active

LEADERSHIP												
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total
(a)	I know Albemarle County Public School's mission (what it is trying to accomplish)	432	39%	591	53%	52	5%	30	3%	4	0%	1109
(b)	My senior (top) leaders use Albemarle County Public School's values to guide us.	366	33%	554	50%	124	11%	59	5%	8	1%	1111
(c)	My senior leaders create a work environment that helps me do my job.	328	30%	486	44%	132	12%	133	12%	33	3%	1112
(d)	Albemarle County Public School's leaders share information about Albemarle County Public Schools	287	26%	603	54%	122	11%	80	7%	15	1%	1107
(e)	Albemarle County Public School's leaders encourage learning that will help me advance in my career	252	23%	519	47%	197	18%	120	11%	21	2%	1109
(f)	Albemarle County Public Schools lets me know what it thinks is most important	295	27%	560	51%	149	13%	87	8%	16	1%	1107
(g)	Albemarle County Public Schools asks what I think	131	12%	394	36%	240	22%	240	22%	104	9%	1109

AGREE		DISAGREE	
1023	92%	34	3%
920	83%	67	6%
814	73%	166	15%
890	80%	95	9%
771	70%	141	13%
855	77%	103	9%
525	47%	344	31%

STRATEGIC PLANNING												
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total
(a)	As it plans for the future, Albemarle County Public Schools asks for my ideas.	63	6%	356	32%	268	24%	334	30%	89	8%	1110
(b)	I know the parts of Albemarle County Public School's plans that will affect me and my work	129	12%	511	46%	263	24%	174	16%	31	3%	1108
(c)	I know how to tell if we are making progress on my school/department's part of the plan	171	15%	507	46%	241	22%	162	15%	28	3%	1109

AGREE		DISAGREE	
419	38%	423	38%
640	58%	205	19%
678	61%	190	17%

CUSTOMER & MARKET FOCUS												
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total
(a)	I know who my most important customers are	723	65%	326	29%	43	4%	11	1%	4	0%	1107
(b)	I keep in touch with my customers	622	57%	423	38%	41	4%	9	1%	5	0%	1100
(c)	My customers tell me what they need and want	412	38%	537	49%	103	9%	36	3%	5	0%	1093
(d)	I ask if my customers are satisfied or dissatisfied with my work	316	29%	529	48%	158	14%	85	8%	9	1%	1097
(e)	I am allowed to make decisions to solve problems for my customers	291	27%	529	48%	154	14%	91	8%	33	3%	1098

AGREE		DISAGREE	
1049	95%	15	1%
1045	95%	14	1%
949	87%	41	4%
845	77%	94	9%
820	75%	124	11%

Survey Title: Quality Council - Baldrige / [1119 responses]
Report Type: Bar Graph
Start/End Date: 10/20/08 - 12/31/08 Responses: 1119 Status: Active

MEASUREMENT, ANALYSIS & KNOWLEDGE MANAGEMENT												
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total
(a)	I know how to measure the quality of my work	416	38%	612	55%	65	6%	11	1%	3	0%	1107
(b)	I know how to analyze (review) the quality of my work to see if changes are needed	427	39%	614	55%	58	5%	7	1%	2	0%	1108
(c)	I use analyses for making decisions about my work	380	34%	597	54%	104	9%	22	2%	3	0%	1106
(d)	I know how the measures I use in my work fit into the Albemarle County Public School's overall measures of improvement	255	23%	548	50%	214	19%	76	7%	12	1%	1105
(e)	I get all the information I need to do my work according to expectations	214	19%	531	48%	200	18%	137	12%	23	2%	1105
(f)	I get the information I need to know how Albemarle County Public Schools is doing	193	17%	568	51%	216	20%	108	10%	19	2%	1104

AGREE		DISAGREE	
1028	93%	14	1%
1041	94%	9	1%
977	88%	25	2%
803	73%	88	8%
745	67%	160	14%
761	69%	127	12%

WORKFORCE FOCUS												
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total
(a)	I can make changes that will improve my work	333	30%	582	53%	88	8%	80	7%	19	2%	1102
(b)	The people I work with cooperate and work as a team	396	36%	474	43%	105	10%	95	9%	31	3%	1101
(c)	My supervisor encourages me to develop my job skills so I can advance in my career	334	30%	470	43%	176	16%	93	8%	31	3%	1104
(d)	I am recognized for my work	234	21%	444	40%	188	17%	174	16%	65	6%	1105
(e)	I have a safe workplace	445	40%	518	47%	83	8%	37	3%	20	2%	1103
(f)	My supervisor and Albemarle County Public Schools care about me	203	18%	485	44%	240	22%	115	10%	58	5%	1101

AGREE		DISAGREE	
915	83%	99	9%
870	79%	126	11%
804	73%	124	11%
678	61%	239	22%
963	87%	57	5%
688	62%	173	16%

PROCESS MANAGEMENT												
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total
(a)	I can get the resources I need to do my job according to expectations	185	17%	605	55%	148	13%	135	12%	29	3%	1102
(b)	I collect information (data) about the quality of my work	239	22%	652	59%	146	13%	59	5%	2	0%	1098
(c)	We have good processes for doing our work	186	17%	558	51%	216	20%	118	11%	21	2%	1099
(d)	I have control over my work processes	194	18%	503	46%	203	18%	165	15%	35	3%	1100

AGREE		DISAGREE	
790	72%	164	15%
891	81%	61	6%
744	68%	139	13%
697	63%	200	18%

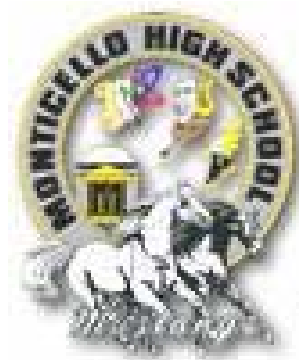
Survey Title: Quality Council - Baldrige / [1119 responses]
Report Type: Bar Graph
Start/End Date: 10/20/08 - 12/31/08 Responses: 1119 Status: Active

RESULTS												
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total
(a)	My customers communicate that they are satisfied with my work	300	28%	652	60%	110	10%	26	2%	3	0%	1091
(b)	My work products meet specified requirements	348	32%	648	59%	80	7%	14	1%	1	0%	1091
(c)	I know how well Albemarle County Public Schools is doing financially	108	10%	474	43%	262	24%	214	19%	45	4%	1103
(d)	Albemarle County Public Schools uses my time and talents well	123	11%	491	45%	226	21%	185	17%	72	7%	1097
(e)	Albemarle County Public Schools removes things that get in the way of progress	58	5%	270	25%	393	36%	266	24%	111	10%	1098
(f)	Albemarle County Public Schools obeys laws and regulations	317	29%	623	57%	115	10%	31	3%	14	1%	1100
(g)	Albemarle County Public Schools has high standards and ethics	312	28%	574	52%	135	12%	55	5%	20	2%	1096
(h)	Albemarle County Public Schools helps me help my community	193	18%	568	52%	239	22%	80	7%	16	1%	1096
(i)	I am satisfied with my job	271	25%	563	51%	152	14%	81	7%	31	3%	1098

AGREE		DISAGREE	
952	87%	29	3%
996	91%	15	1%
582	53%	259	23%
614	56%	257	23%
328	30%	377	34%
940	85%	45	4%
886	81%	75	7%
761	69%	96	9%
834	76%	112	10%



Monticello High School Application for 2009



SPQA PILOT APPLICATION

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P Preface: Organizational Profile

P.1 Organizational Description

Monticello High School (MOHS) is a responsive and forward-thinking public high school in the Albemarle County Public School system. It is located at the foot of the mountain on which Thomas Jefferson's home is found and bears the name of his private residence. Sharing a property boundary with Piedmont Virginia Community College (PVCC), it is less than ten miles from the University of Virginia (UVA.) MOHS actively seeks to involve itself in the community that it serves and to take advantage of community partnerships.

Albemarle County Public Schools offer three traditional high schools and one alternative high school to serve the needs of students in its vast 726 square mile area. MOHS provides these services to half of that geographic district (363.76 square miles), illustrative of the fact that MOHS houses a varied and diverse population. That economic diversity runs "from trailer parks to country clubs" is a colloquial phrase often used to describe this region. For administrative purposes, the Albemarle County School Board divides this geographic region into three feeder patterns based on the three traditional high schools: the southern, the northern and the western feeder patterns. The southern feeder pattern is composed of six elementary schools (Paul H. Cale, Red Hill, Scottsville, Stone-Robinson, Stony Point and B.F. Yancey) and two middle schools (Jackson P. Burley and Leslie H. Walton). MOHS serves as the high school for the southern feeder pattern.

MOHS organizes the learning environment in a logical manner which incorporates a large degree of fluidity. This ensures that new and innovative ideas can be readily implemented. Core beliefs found in the vision and mission of the school provide the consistent foundation underlying change. Monticello serves the citizens of the southern feeder pattern in Albemarle County by providing curricular and extracurricular activities for the students in its attendance area. The core curriculum is developed by the faculty according to guidelines established by the Albemarle County School Board and the Virginia State Board of Education. The Virginia Standards of Learning (SOL's), developed by the state board of education, are the vehicle by which this school, school division and state comply with the mandates of No Child Left Behind (NCLB). This base curriculum is responsively supplemented to meet the needs specific to the students of the southern feeder pattern and MOHS.

MOHS offers Standard and Advanced Studies Diplomas for its students and provides courses for students in three levels: College in high school, high school in high school, and preparation for high school. College in high school courses allows students to experience the rigor of college level work and, at times, accrue college level credit. College in high school experience is available through the Scholars program, the Talent Development program, Advanced Placement (AP) courses, dual enrollment courses and virtual courses. High school courses are available at Academic and Honors levels. Remediation courses are offered at the standard level. These programs are delivered through a 7-period modified A/B schedule. Monday includes most classes for 40 minutes while Tuesday through Friday classes generally meet for a longer block of time on alternative days. The calendar year is comprised of a traditional 10 month schedule with two months off in the summer.

Monticello also offers emotional, physical, social and family support services beyond the scope of academic programs as outlined in Figure P.1(1). When some relief can be given for areas of personal struggles, there is a greater chance of those students being successful for their lives beyond the wall of this building.

Figure P1 (1) Support Services for Student Learning			
Academic	Physical	Social/Emotional	Family Support
- Teacher Assistance Teams (TAT) - School-Based Intervention Teams (SBIT) - Mustang Mornings - Advanced Placement Exam Prep (APEX) - Madison House tutors - Literacy Coordinator - Special Services Department - Curriculum Technology Integration Partner (CTIP)	- Full Time School Nurse - Full Time School Resource Officer 10 Child Nutrition Workers - Food Services Program 24 Bus Drivers - Transportation to school	- Full Time School Psychologist - Peer Mediation - Community Based Instructional Program (CBIP) - Region 10 Community Services Board - English as a Second or Other Language (ESOL)	- Full Time Truancy Counselor - Home Bound Instruction - Student Assistance Program (SAP)

Monticello High School encourages participation in school activities beyond academics, believing this investment of time is beneficial to the overall growth of the student. A full time athletic director guides these activities with full time clerical support. Most impressive is the total number of students successfully involved in activities at any given time of the year.

Figure P.1(2)- Student Options for Extra Curricular Engagements		
Activity	Total Number of Student Options for Engagement	Total Number of Students Engaged in Activity
Music	12	320
Clubs	18 clubs	700 students
Student Leadership	1 class	58 students
Athletics	39 teams	800 students
Academic Competition Teams	National History Day, Destination Imagination, Envirothon, Model United Nations, Quiz Bowl, Chess Club	250 students

Monticello High School opened its doors in the fall of 1998. At the core of the original vision of this school was a belief in the importance of the classroom teacher as an agent of change and as important members of the administrative hierarchy. Monticello has been fortunate to have building level principals who support and advocate this work for teachers. An empowered teacher can create powerful learning environments for students. Monticello charges its teaching staff with the responsibility with facilitating success for 100% of the students in our district.

Figure P.1(3) Vision and Mission Statements

Vision Statement

At Monticello High School, we strive to inspire, create, and support a student-centered community of life-long learners who value and respect diversity, take an active and responsible role in their learning, and are equipped with the skills necessary to succeed as citizens of a constantly changing global society.

Mission Statement

The mission of Monticello High School is to foster academic and personal excellence. To this end, we join with the home and community to cultivate skills, attitudes, and talents that will prepare our graduates not only to succeed in college and careers, but also to become informed, responsible citizens who respect diversity, value life-long learning and lead fulfilling lives.

Students in the southern feeder pattern require a broad array of programs, activities and people to meet their needs as Monticello High School works to fulfill its articulated vision and mission statements. To work with this population of students, Monticello High School employs a total faculty and staff of 173 people as shown in Table P.1(4). While the majority of this staff is teachers, each of these people plays a crucial role in delivering the necessary services and programs to the student body.

MOHS is a modern facility with open-air architecture throughout the building. The 70-acre campus provides a sustainable home for continued growth and learning. MOHS is currently working to establish a common inventory system for equipment and technology.

Figure P.1 (5) Facilities and Equipment			
Core Academic	Student Support	Administrative	Athletic
73 Classrooms with LCD projectors, cable and internet access and DVD/VCR players 3 Business Labs 10 Science Labs 3 Computer Labs 12 Portable Computer Labs 1 Media Center 1 Talent Development Lab	1 Band Room - Choral/Strings Room - ROTC Classroom - Photography Lab - TV Studio 2 Art Rooms - CAD Lab - Driver Ed. Range - Woodworking Shop - TV Studio	- Woodworking Shop - Administrative Office Suite - Black Box 500 seat Forum 850 seat Auditorium - Cafeteria - Commons Area	- Main Gymnasium - Auxiliary Gym 1 Wrestling Room 1 Weight Room - Lighted Stadium w/track - Lighted Baseball Field - Lighted Softball Field 5 Full Size Practice fields

The amount of national legislation dedicated to education is voluminous. MOHS's programs and curricula are regulated by national legislation as long as it receives funds from the Department of Education. Most notable among these pieces of legislation are the laws generically referred to as No Child Left Behind (NCLB). NCLB is an evolution of laws initially passed in 1965 as the Secondary and Elementary Education Act of 1965. National legislation also provides regulation for the operation of food services as long as the cafeteria receives funds from the United States Department of Agriculture (USDA) as outlined and amended in the Child Nutrition Act of 1966. National laws also supply regulation for providing transportation for students. National regulation for the treatment of students with disabilities largely began with the Individuals with Disabilities Education Act (IDEA), which has grown out of the Education for All Handicapped Children Act (EHA) in 1975.

The Virginia State Department of Education provides regulation for the operation of schools within the commonwealth. The most prominent curriculum program is found in the SOL program which supplies curriculum guidelines and testing standards for core academic areas. The SOL program supplies the data necessary to demonstrate compliance with NCLB. Locally, an elected school board provides regulation through the form of policy and budget control. The school board requests funding from the local Board of Supervisors and establishes the operational budget for the division. Further regulatory compliance at the local level is promoted by the presence of a safety resource office at MOHS provided by the Albemarle County Police force.

The School is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS). Its athletic programs are regulated by the Virginia High School League (VHSL). The focal point for governance at MOHS is the administrative team. The administrative team coordinates all communication throughout the organization and executes the policies created as a result of this interaction. The critical aspect of the structure of MOHS can be found in the role of the building level principal. The administrative team works with the department chairs in developing instructional strategies. The administrative team insures communication is consistent with the mission and vision of the Albemarle County Public School system.

MOHS serves a population of 1154 students in grades 9-12. While the majority of this student body is white, there is a great amount of diversity among these young people. A demographic breakdown of this population can be seen in Table P.1b (2)-1. While difficult to track, the socio-economic status of this population may be its most diverse indicator. On average, 75% of this population reports that they will go to college (of these, 30.4% will go to a two-year college and 46.85 to a four-year college.) Of the remainder of these students, 16.7% say they will go on to work; 3.3% say they will take some time off and 2.8% indicate that they will go into the military.

Figure P.1(5)-1 Student Demographic Analysis										
Total Students	Male	Female	Black /not Hispanic	Hispanic	White /not Hispanic	Asian/Pacific Island	American Indian Alaskan Native	Other	Special Education Services	Limited English Proficiency
1,154 100.0%	561 48.6%	593 51.4%	183 15.9%	77 6.7%	867 75.2%	16 1.4%	2 2.0%	9 0.8%	158 13.7%	34 3.0%

Additional stakeholders include parents, community members, and community organizations. Community members have a financial and pragmatic stake in the use of funds and in the success of the students. Community members are subject to tax support of the schools and are beneficiaries of the reputation the community acquires as a result of the success of the schools. Community members also use the facilities for meetings and recreational sports. Community organizations include businesses that support the school and well as businesses that need prospective employees and have a vested interest in the quality of the graduates of the school. Local colleges and universities have a vested interest in the graduates. Local clubs benefit from the membership of faculty and students and work to support educational issues. Many students and faculty are members of local churches that have a vested interest in the development of these young people.

With its position in a highly competitive and talented area, MOHS cultivates effective relationships with partners and collaborators in the community. Table P.1b (3) identifies the roles these members play at MOHS.

Figure P.1(6) Key Suppliers, Partners, Student, and Stakeholder Relationships and Communication Mechanisms

Supplier	Role they Play
Transportation Department	Provide fuel, maintenance, and drivers to transport students.
Food Services	Provide food and equipment to keep students and faculty nourished.
Building Services	Maintain cleanliness and functionality of physical plant.
Paper Vendors	Office supplies and books
Technology	Internet access and maintenance of equipment
Downtown Athletic	Athletic equipment
Jostens	Class rings and graduation supplies
Pepsi	Financial support, vending machines, drinks for the athletic department /other school events
Partner	Role They Play
PVCC	Curriculum enrichment (Dual Enrollment programs)
UVA	Curriculum enrichment (Monticello Scholar programs)
Feeder Pattern Schools	Curriculum integration and alignment
Academic Foundation	Financial sustainability for non-traditional programs
Collaborators	Role They Play
PTSO	Communication and support for educational programs
Band Boosters	Additional financial for music programs
Athletic Boosters	Additional financial support for athletic programs
PVCC	Program development (Early College High School Initiative)
UVA	Teacher training, professional development

Maintaining effective communication with all invested parties is a difficult task and yet remains at the apex of the work done at MOHS. Data driven decisions require effective communication. Effective communication requires constant vigilance in seeking new and better ways to complete the cycle of communication.

Figure P.1(7)-1 Stakeholder Communication

Stakeholder Groups	Requirements and Expectations	Communication Mechanisms
Students	A safe environment, high expectations for performance, value in the diploma, activities	Report Cards, On-line classroom, e-mail
Parents	Communication about programs and progress	Web site, newsletters
Partners	Collaboration,	Face-to-face meetings,
Suppliers	Honesty, Accuracy, Timeliness	Phone, fax, electronic communication

Preface: Organizational Profile

P.2 Organizational Challenges

In June 2008, Forbes Magazine ranked Albemarle County as the 13th best place to raise a family in America. Albemarle County is a highly competitive area in which to live and therefore creates high expectations for services by its residents. MOHS has positioned itself to flourish in this highly competitive market. There are 30 public schools and 17 private schools in the area. Public schools serve 80.4% (13,437 students) of the eligible student population. MOHS has 1154 of those students. MOHS competes against 91 other schools in athletic and academic activities in its AA alignment group as determined by the VHSL. With a quality and rigorous academic program,

championship competitive programs in athletics and academics, and unique and innovative programs for students, MOHS is a public school of choice for many.

As result of its competitive environment MOHS examines many factors to consider its success rate. Key success factors for MOHS include: MOHS sets the standard in this region for innovative program implementation and stakeholder satisfaction. Frequent school visits by visiting teams and contact for information about programs are common elements of life at MOHS. In order to judge whether or not MOHS is being successful, it examines the following data:

Figure P.2 (1) Key Success Factors
As result of its competitive environment MOHS examines many factors to consider its success rate. Key success factors for MOHS include:
• Graduation Rates • SOL scores • Maintaining low student to faculty ratios • Success and recognition of extra-curricular • Innovation and implementation of new programs • Shareholder satisfaction • Alumni satisfaction and success

Figure P.2 (2) Comparative and Competitive Data
In order to judge whether or not MOHS is being successful, it examines the following data:
• SOL scores • NCLB national state local report cards • Enrollment and Graduation Rates • Extra-curricular program success • SAT PSAT scores • New programs

MOHS finds itself with more advantages than disadvantages. Some of the disadvantages are cyclical and some will be addressed as MOHS leads the way for the ACPS to become a continual improvement system.

Figure P.2 (3) Strategic Challenges and Advantages	
Strategic Advantages	Strategic Challenges
• Facilities ◦ Proximity to PVCC and UVA ◦ modern architecture and technology • Leadership model ◦ Innovative program development ◦ Mustang Mornings • Faculty and Staff ◦ PLC • Monticello High School Academic Foundation	• Success for a diverse population • Financial Stability ◦ Consistent budget for programs ◦ Staffing at optimal rates • Communication ◦ Within the organization ◦ Within the community • Delivery of Services ◦ Technology services and equipment ◦ Professional Development Support

MOHS has adopted self-studies and invited examination of its programs since its inception. A continual process of affirming goals and missions and examining data to guide its evolution has made MOHS a responsive and forward thinking organization. MOHS has an active SIP team, has a developing Continual Improvement Team, has conducted SACS reviews, and conducts internal data studies through its academic departments and administrative staff. The willingness and ability of the MOHS staff to self-direct improvement in its performance attracted the attention of Rick and Becky Dufour:

“We cannot overstate our sincere admiration for what the administration and staff of Monticello High School has accomplished in the past three years....We intend to share the Monticello story in our travels across North America, and we hope that other educators will find that story as inspirational as we did....It was an honor to spend an afternoon with you. Thank you for what you are doing for your students and our profession.” (*Rick Dufour, 2008*)

1 Leadership

1.1 Senior Leadership

Monticello High School is part of the Albemarle County Public School System. While the most important leader for MOHS is the building level principal, the ACPS provides direction and support for the work of this school. ACPS has worked hard to develop a vision for the school system. The vision and values of ACPS are reflected in the work of MOHS.

Figure 1.1 (1)-1 ACPS Vision, Mission, Goals, and Values	
OUR VISION	
All learners believe in their power to embrace learning, to excel, and to own their future.	
OUR MISSION	
The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time.	
OUR GOALS	
We believe that these five goals will help us work together to become more focused on our core work, more diverse in our delivery structure, broader in our approach to teaching and learning, and more stable and relevant within the various communities with which we interact. By accomplishing these goals, we will better assist all students to achieve high levels of learning and to pursue their dreams for their future.	
1 Prepare all students to succeed as members of a global community and in a global economy. 2 Eliminate the Achievement Gap. 3 Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators. 4 Achieve recognition as a world-class educational system. 5 Establish efficient systems for development, allocation, and alignment of resources to support the division's vision, mission, and goals.	
OUR VALUES	
• Excellence- We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities. • Young People deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning. • Community- We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community, and listening to the community. • Respect- We treat all individuals with honor and dignity.	

Using the direction provided by these key elements, MOHS extends that vision with its own vision as stated in Table P.1(3) Vision and Mission Statements. The school promotes an ethical environment by adhering to board policies and adopting policies and practices that demand ethical behavior for all within the system. In its statement of educational philosophy (School Board Policy AD-Educational Philosophy), the BOE writes it is their policy to:

- “Provide the necessary trained and dedicated leadership, qualified personnel, equipment, and materials to assure an appropriate education as required by law for every student, regardless of race, color, religion, age, sex, disability, national origin, pregnancy, marital status, or sexual orientation *;”
- “Treat all personnel equitably with the highest degree of respect.”

The BOE has also adopted standards of conduct for all employees (School Board Policy GBC-Standards of Conduct). An excerpt from this policy reads, “The Board requires its employees to conduct themselves in a manner which reflects favorably upon them as representatives of the school division. To this end, the Board will establish and maintain certain

standards of conduct designed to... establish a fair and objective process for correcting and treating unacceptable conduct.”

In addition to direct policies relating to ethical behavior, the BOE has also adopted a set of core values to promote a positive school climate which encourages an environment that fosters ethical behavior. These values are found in Table 1.1(1)ACPS Core Values.

Another aspect of maintaining an ethical environment is created through the evaluation process for teachers. The Teacher Performance Appraisal (TPA) is the instrument used to guide this process. In a letter to the system, the superintendent describes the TPA in this way, “The Teacher Performance Appraisal process supports professional accountability to developing and extending the behaviors and beliefs of effective educators.” Under the performance domain of the TPA, Standard A asks all evaluation to consider if the teacher “models professional and ethical standards as well as personal integrity in all interactions.” At every level of the division and within the school, there is an emphasis on encouraging and modeling ethical behavior so that the primary mission of the school remains in focus.

The continued financial support of the community and state as a result of the satisfaction with the work of MOHS makes it a sustainable organization. This continued support comes as a result of the continual improvement process guided by an effective vision and mission. Understanding some aspects of the continual improvement process at MOHS can be seen through the development of innovative programs. From its beginnings, MOHS has fostered an environment of creative professional collaboration among its workforce. Empowering teachers to construct the reality of its vision has yielded a constant march of pilot programs and new opportunities for all. MOHS has been the flagship for ideas adopted by the ACPS. Some examples of these programs are:

Figure 1.1 (2) Innovative Programing	
Program Innovation	
• Collapsing Academic Level to create higher expectation of rigor for all • Monticello Scholars Program (when you raise the floor, you must also raise the ceiling) • Monticello High School Academic Foundation (private, non-profit support for programs) • AP programs in the 10th grade; pre-AP in the 9th grade • Dual Enrollment courses through a partnership with PVCC • Professional Learning Community work • Common assessments	

It is possible for MOHS to operate in this innovative fashion with the support of a locally elected Board of Education. The BOE has adopted a

complete set of policies to guide the work of the schools and the division. The local Board of Supervisors for Albemarle County controls fiscal policy for the county and works with the BOE to provide funds for the schools.

The MOHS administrative team consists of 2 assistant and 1 associate principal along with the Athletic Director and Guidance Director. Meetings and retreats are held on a regular basis so that this communication is timely and two-way. The Faculty Advisory Committee (FAC) also gives individual faculty members a regular opportunity to meet with the administrative team and discuss concerns and questions about the operation of the school. The administrative team meets regularly with the superintendent and her support staff at the central office to make sure they are aware of the work being done at Monticello High School and that the work is in line with the vision and goals of the division.

The primary vehicle used to communicate with the workforce is through the departments that meet weekly in various configurations to disseminate these shared understandings. The

MOHS website is also an excellent source of information about MOHS for all stakeholders. Email is used appropriately to provide immediate and written communication for the workforce. The principal also conducts faculty meetings as needed for information and communication. MOHS produces a monthly newsletter to communicate with its stakeholders, including the workforce. A crucial aspect to understanding the effective communication with the workforce is the open door policy maintained by the administrative team. The workforce knows that immediate attention to any issue is available.

Continual improvement at MOHS results in a strong focus on data to drive the decisions made within the building. The principal begins and ends the year by sharing an analysis of broad ranging data points in a State of the School address to the workforce and stakeholders. The departments conduct quarterly common assessments. The administrative team meets with all departments at mid-year to review data. The focus of the superintendent's evaluation of the building level principal is the examination of school improvement data.

1 Leadership

1.2 Governance and Social Responsibilities

MOHS must work with the governance hierarchy that oversees the larger work of the school division, the state and the nation. However, in order to meet the mandates found in its directives, MOHS must also actively work to insure that these hierarchies do not become inverted. State and national laws dictate a framework for governance of some aspects of all schools. The BOE also develops policies of governance. The BOE hires a superintendent to facilitate the work mandated by these regulations. Building level principals are state employed administrators appointed by the BOE based on recommendations from the superintendent.

Administrators meet with the Principal within the first 9 weeks of school beginning each fall. During this meeting, each associate/assistant principal sets three SMART goals relating the school and/or county goals. One goal must be directed towards student achievement – eliminating the achievement gap. A second goal must be directed toward implementation of the Framework for Quality Learning or assisting teachers with improving instruction while the third goal is identified by the administrator that will assist with personal and professional growth. All goals must be written so that quantitative data can be gathered to support the attainment of the goal. During May, the Principal meets with the administrators to evaluate progress on these goals.

For the evaluation of teachers and classified staff, the administrative team works with teachers within the departments they are responsible. The evaluation processes all involve goal setting, observation, meetings on progress and a final evaluation that is based on clearly stated benchmarks.

In accordance with BOE policy, MOHS has developed specific procedures to deal with a number of situations that could create adverse impacts. The Crisis Response Team has published information about these procedures, including specific plans for:

- Medical emergencies
- Suicide interventions
- Tornado, hurricane or earthquake
- Violence between students
- An angry patron/ parent/ student
- Bomb/telephone threats
- Fire drills during class
- Fire drills during non-instructional time such as lunch
- An intruder/stranger in the building
- Lockdown procedures

By policy definition at MOHS, crisis management “considers the health, safety, and welfare of student and staff; anticipates potential problems, and establishes a coordinated response and follow-up.”

MOHS endorses the strong position that ACPS has taken in relation to promoting ethical behavior. According to the BOE policy statement related to core values, ACPS states, “It is the intention of Albemarle County Public Schools to encourage students and staff to aspire to behaviors representative of the following core values. Employees of Albemarle County Public Schools will work together to promote understanding of the core values, developing and supporting relationships that exemplify these values.”

Figure Table 1.2 (1) ACPS Core Values	
Core Value	Definition
Cooperation	The capacity to work together for a common end or purpose.
Courage	The state of mind enabling one to face danger or hardship with confidence and resolution. Bravery.
Fairness	Justice and impartiality in dealings and actions.
Honesty/Integrity	Truthfulness (honesty). Firm adherence to a code or standard of values (integrity).
Industry	Diligence and persistence in effort.
Justice	Fairness and righteousness in dealings and actions.
Loyalty	Faithfulness to a person, custom, or ideal.
Patience/Self-Control	The capacity to endure delay, hardship, or inconvenience calmly and without complaint (patience). Control of one's feelings, desires, or actions by one's own will (self-control).
Patriotism	Love of and devotion to one's country.
Respect for Authority	Regard for the right and power to command, enforce laws, exact obedience, determine, or judge.
Respect for Others	The demonstration of concern, deference, appreciation or consideration of others.
Responsibility	Accountability for one's own behavior. Reliability.
Self-Respect/Esteem	Due respect for one's self and one's character and conduct (self-respect). Satisfaction with one's self (self-esteem).
Virtue	Moral excellence and righteousness. Goodness.

“Values are a part of a code of behavior and not a part of the curriculum. As such, creating tests for these important values would be inappropriate. No ‘values tests’ are or will be required of students. However, teachers and schools, acting in partnership with parents and community members, communicate the importance of the values in all aspects of the school experience.”

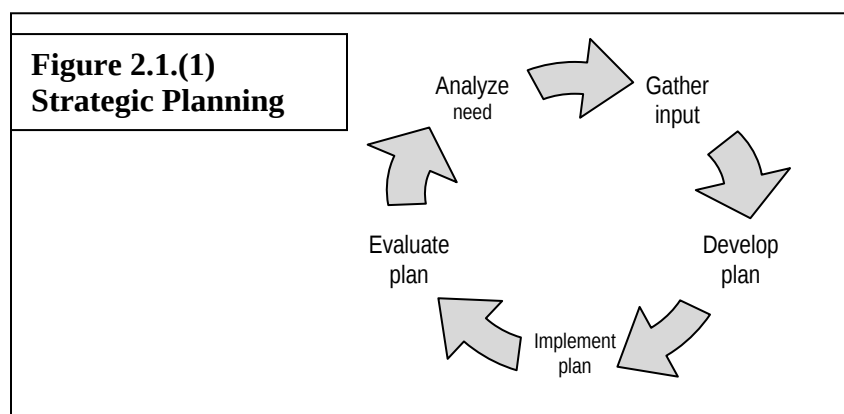
MOHS is actively involved in giving back to its key communities. Teachers regularly present findings and results of their work at professional conferences. Last year, teachers from MOHS presented at the National Council for the Social Studies in San Diego, CA and to the National Association for Supervision and Curriculum Development in New Orleans, LA. MOHS entertains educators and administrators from other schools in sharing the vision and successes of its work. MOHS also has teachers who share their knowledge by serving as graders for a variety of AP tests each year.

The first goal of the ACPS is to ‘prepare all students to succeed as members of a global community.’ With that guidance, MOHS sees key communities in the international arena as well. MOHS conducts bi-annual cultural exchanges of students with its sister school in France. MOHS students have studies abroad in Germany through the Goethe Institute. Students at MOHS have adopted The Sister School Project as a key community as well. This project “seeks to transform the poor community of El Zaite in El Salvador through investing in the education of individual children and creating leaders for the future.” Teachers at MOHS also provide student travel opportunities outside of the contract time with ACPS.

2. Strategic Planning

2.1 Strategy Development

MOHS develops its strategic plans by keeping a focus on the needs of the stakeholders in the southern feeder pattern within the framework provided by ACPS. At MOHS, strategic planning begins with the analysis of data and data trends. The administrative team becomes a clearinghouse for much of the data that comes into the school. Community perceptions, student efficacy, academic rigor and process efficiency are all important elements of strategic planning. Once the data have been analyzed for need, input is solicited from respective areas and brought back to the department chairs and administrative teams. A draft of a plan is developed and shared with stakeholders for further input. Another important aspect of the process is deciding on what data will be collected to measure the success or failure of a particular plan. Once the data is in, the treatment is evaluated. The process is continual; however, there are some important timetables to be remembered when planning for schools. Calendar years, fiscal years and academic years rarely coincide. Often times, collaborators and stakeholders operate on a regular calendar year. Schools have the onus of keeping the strategic planning schedule focused on an academic year calendar. August is the beginning of a new academic year. Much of the staff is not working from June until August. In order to deploy plans optimally, groundwork for the implementation of a new plan must be complete by the end of the first semester.



In short, the primary job for a teaching professional at MOHS is to diagnose and prescribe. It is through strategic planning that the school develops a broader array of prescriptions for its students. For MOHS, strategic planning begins with data. AYP data from the statewide SOL testing

process provides a strong starting point for one level of analysis. Strong student cohort groups for ESOL students, special education, and low socio-economic status (SES) exist at MOHS and therefore become a target for strategic planning. Continuous planning ensures the direction of all strategic plans. Only in the process of revisiting the results of a treatment can one be assured that it has addressed a specific key factor. Many eyes focused on the same target will yield the most accurate results. The diagram in Table 2.1(1) Strategic Planning Flowchart illustrates how MOHS keeps many eyes focused on the target.

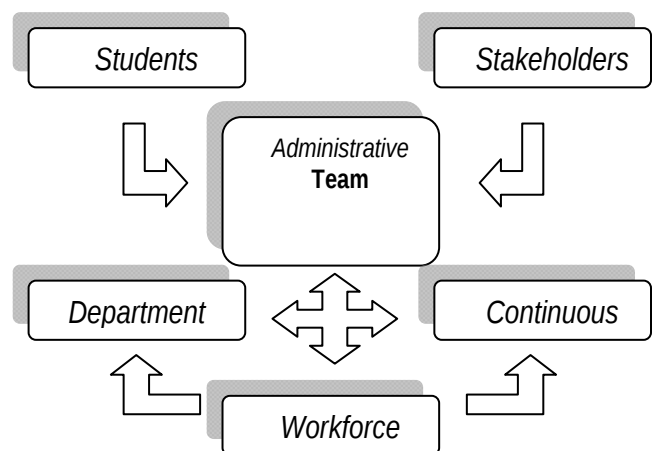
Table 2.1b(2)-1 Strategic Objectives			
	Strategic Objectives	Action Plan	Measure
Financial Stability			
Offer consistent services to all stakeholders despite fluctuations in economic factors	Develop external funding sources by moving the foundation budget toward an endowed fund.	- Creation of onsite office for academic foundation. - Use foundation resources to develop comprehensive alumni database for tracking success of programs and charitable donations. - Identify sources of super funds within the southern feeder pattern.	- Establishment of onsite foundation office - Increase foundation monies by 100% annually
Provide consistent delivery of services with changing staffing formulas	- Maximize staff flexibility to ensure continued delivery of services in case of staff cuts. - Encourage responsible deliberations at the central office as the initial step toward staff cuts.	- All curricula in FQL units with common assessment. - Encourage central office to maximize budget cuts outside the classroom first.	- Digital copies of units on the share drive - Results of common assessment analysis at mid-year review with administrative team
Communication			
Poor communication within the organization	Improve communication within the organization	- Encourage staff to take advantage of new efforts by the central office to improve communication, i.e. Compass - Encourage central office to incorporate more direct lines of communication to teachers and the work of schools - Encourage central office to upgrade web site	- Number of meetings that provide direct communication - Reorganization of ACPS central offices in spring 2009
Desire for better communication with stakeholders	- Improve school web site - Employ TEMS system to communicate grades more quickly to parents	- Create a collaboration between web page coordinator and continuous improvement team - Conduct staff development on the use of TEMS in spring 2009	- Meeting with coordinator and CIT - Staff development conducted
Delivery of Services			
Technology department does not provide services and equipment in a timely fashion	Move technology services to an academic year schedule for operations.	Request meeting with Dr. Brown after the reorganization of technology services in the spring 2009	Meeting conducted
Level of technology equipment supplied to schools does not match ACPS vision and mission statements	Acquire enough computers in the building for online testing and access to online courses	Apply for grants to fund purchase of more computers	- Application submitted - Acquisition of more computers
Professional Development Support			
Professional development plan does not support the acquisition of content degrees for teachers	Encourage teachers in the core areas to obtain a Master's Degree in their content areas and support those who are willing	- Include MOHS teachers who are pursuing content area degrees in funding by the academic foundation - Encourage ACPS to broaden its funding formula in regards to these teachers	At least one teacher begin content area master's degree work by summer 2009
Student Achievement and Success			
All means all	100% pass rate for all students on SOL tests	PLC work focus	SOL test scores in spring 2009
Programs with terminal outlets for all students	Create appropriate prescriptions for all student outcomes	Early College High School Initiative	Program initiated by fall 2010

2 Strategic Planning

2.2 Strategic Deployment

MOHS is highly fluid in deploying strategic plans. The leadership model allows for quick diffusion of ideas throughout the school. When the building level principal receives approval from the superintendent and school board, he meets with department chairs to discuss deployment. Key to the successful deployment of action plans is the leadership model adopted by MOHS. While the administrative team plays a central role in coordinating input and receiving data, various stakeholders have direct access at many points. Department chairs work to stay in front of communication and deliberation issues so that decisions can be thoughtful rendered and turned around quickly when necessary. Once an action plan is developed, decisions must be made as to whether a whole school or smaller deployment will be most effective. Smaller deployments include teacher as change agent and department adaptation.

Figure 2.2 (1) Strategic Planning Flowchart



Until external funding through the foundation is enough to sustain services regardless of the larger economic picture of the community, continuous improvement and effective deployment of action plans require flexible responses. When economic situations dictate that desired funding is not available, controllable resources must be managed so as to deliver the needed services anyway.

Action plans at MOHS are modified most often based on two variables; time and data. When action plans are implemented more quickly than projected, they must be modified accordingly. In the process of deploying an action plan, new data

become available, action plans must be modified accordingly. MOHS desired to start an Early College High School by fall 2009. After new data came in as a result of visits to ECHS programs in North Carolina, the deployment of this action plan had to be modified to be delayed until the fall of 2010. Table 2.2 (2) Performance Projections suggests how action plans have both short-term and long-term implications for students and stakeholders.

The most important human resource supports are the classroom teachers who implement action plans for student learning. Empowering teachers as professionals by making them part of continuous improvement is an effective strategy for keeping them invested in this support. Strategic plans incorporate potential staff reductions. Among the ACPS goals is statement 3, Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators. MOHS uses the Strategic Planning Flowchart found in Diagram 2.2(1) to help identify community human resource support for donations of money, time and talent.

Table 2.1b(2)-1 Strategic Objectives			
	Strategic Objectives	Action Plan	Measure
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Student Achievement and Success			
All means all	100% pass rate for all students on SOL	PLC work focus	SOL test scores in spring 2009
Programs with terminal outlets for all students	Create appropriate prescriptions for all student outcomes	Early College High School Initiative	Program initiated by fall 2010

3 Student, Stakeholder, and Market Focus

3.1 Describe how your organization determines requirements, needs, expectations, and preferences of students and stakeholders and markets to ensure the continuing relevance of your products and services and to develop new business opportunities.

MOHS uses a variety of processes for making sure the program development and growth meet the expectations and need of its stakeholders and students.

- Administrators meet regularly with department chairs to discuss student progress, course sequence, and course development;
- Administrators conduct a mid-year review with each department to discuss specific student and course progress. Administrators seek input for solutions to student and course problems in these meetings;
- Open communication between parents, students, teachers and administrators brings informal input related to stakeholder satisfaction;
- Course registration allows for student choice of program and provides vital input for what courses are needed,
 - each students meets with a school counselor to discuss their academic goals during the registration process
 - school counselors bring this information to the department chairs and administration to help direct program sequencing and development;
- MOHS is active in new program development to meet the needs of its students and stakeholders. There are numerous programs MOHS has initiated already. MOHS is currently is collaborative research with PVCC to develop an Early College High School program. Program development is essential to keeping MOHS relevant to its stakeholders.

The biggest conflict to be resolved in the process of determining the needs and requirements of stakeholders is found in the conflicts that arise between the ACPS central office level and the MOHS building level.

- One aspect of this conflict arises from the desire of ACPS to be uniform in its offerings and the desire of the feeder pattern to be responsive to the specific needs of its stakeholders. While there continues to be some issues regarding control and communication about program development between these layers, there is also improvement taking place as ACPS re-organizes.

3.2 Describe how your organization builds relationships to acquire, satisfy, and retain students and stakeholders and student and stakeholder loyalty. Describe how your organization determines students and stakeholder satisfaction and dissatisfaction.

MOHS has several outlets for collecting data regarding student and stakeholder satisfaction and dissatisfaction. Report cards and interim reports.

- The most important conduit of this information is through the open relationships and communication that exists between the students/stakeholders and the administrative team/teachers. However, this process is informal and lacks the systemization necessary to be most effective in our responses. This informal system is too reliant on specific individuals.
- The guidance department does do some surveys related to stakeholder and student satisfaction, but they are not comprehensive in nature.
- MOHS has several areas of communication to its students and stakeholders. MOHS sends home regular newsletters. MOHS maintains a current website. However, the level and detail of this communication should be improved.

There are three specific areas that MOHS is planning to address regarding this topic:

- MOHS does not have a formal system of surveying stakeholders for input. ACPS has several survey tools available for use for this purpose. MOHS is working toward formalizing this process and incorporating that input into its future growth.
- MOHS is in the process of encouraging the extension of the MOHS Academic Foundation. One role of the foundation extension will be to create a formal alumni base with greater communication to them.
- MOHS is also working to create better publication of the successes it has experienced. Creating a better profile of these stories will be an important step for maintaining a high level of satisfaction among stakeholders.

4 Measurement, Analysis, and Knowledge Management

4.1 Describe how your organization measures, analyzes, aligns, reviews, and improves its performance through the use of data and information at all levels and in all parts of your organization. Describe how you systematically use the results of reviews to evaluate and improve processes.

The most important data used by MOHS are academic performance measurements. The Standards of Learning (SOL) tests provided verification for core courses in the academic curriculum as well as demonstrate compliance with the national No Child Left Behind (NCLB) legislation. These are end of course tests.

MOHS uses common assessments that each course develops to help track progress up to these final tests.

MOHS incorporates the Professional Learning Community (PLC) model as espoused by Rick and Becky Dufour. An aspect of this model requires that time be created in the weekly schedule for the purpose of systematically reviewing the results of this data and responding appropriately to that analysis.

The administrative team leads a mid-year review of the data results of each department to incorporate another level of review and analysis of this data.

4.2 Describe how your organization ensures the quality and availability of need data, information, software, and hardware for your workforce, suppliers, partners, collaborators, and students and stakeholders. Describe how your organization builds and manages its knowledge assets.

The backbone of the ACPS need data and information management system is SchoolNet. From the ACPS website, “The Division's *SchoolNet Project* is a multi-year journey to implement a powerful instructional management tool providing web-based access to high-quality assessment materials, instructional resources, and performance data in support of student learning. ...SchoolNet is a tool which allows us to integrate data from our student information system with other important instructional and assessment information to create a singular, unified, instructional data warehouse that powers data-driven decision-making and data-driven instruction.”

5 Workforce Focus

5.a Describe how your organization engages, compensates, and rewards your workforce to achieve high performance. Describe how members of your workforce, including leaders, are developed to achieve high performance. Describe how you assess workforce engagement and use the results to achieve higher performance.

The quality of the workforce employed at MOHS is the single most significant factor in creating a high performing quality school. Compensation is a realistic aspect of recruiting and retaining such employees. Compensation for MOHS employees are dictated by local, state and national forces. The aspect of recruiting and retaining high level of employees that MOHS can impact is in the culture and work environment in the school. Maintaining an organizational structure at

MOHS that effectively relays its mission and engages the intellect of these employees increases the possibility of pushing the workforce to higher performance.

The annual Human Resources Department 2008-2009 report states:

“The School Board and Board of Supervisors Total Compensation Strategies are to target employee salaries at 100% of market median, teacher salaries at the top quartile and benefits slightly above the market. The Joint Boards follow a process to establish the annual merit increase, teachers’ step and scale increases and classified salary scale adjustment. Based on the Boards’ adopted process and compensation strategies and based on a review of retention and exit data, this process and strategy appears to be effective in attracting and retaining talented staff.”

The following statements regarding compensation are from the 2008-2009 School Board Budget:

- “Albemarle County has a very high cost of living which challenges Human Resources staff to recruit and retain highly-qualified staff for both schools and local government. Some positions are difficult to fill even within the local market. Each year, Human Resources staff collects information about future salary increases from WorlDatWork data. They also examine changes in our competitors’ salary scales. Using this information, they compute how salaries need to change to maintain market competitiveness.”

In regard to market studies about compensation, current findings are:

- For classified staff:
 - As an organization overall salaries currently 0.35% below FY 07/08 defined market
 - Classified scale is slightly below defined market
 - A number of positions may be below defined market
 - Highly skilled and certain administrative positions are more competitive regionally
- For teachers:
 - Achieved competitive position within the top quartile for our most experienced
 - Teacher salaries are improving when compared to VA averages
 - Ability to hire teachers is improving, maintain competitive position
 - Retention and competitive position within the top quartile need to be future focus
 - Market Recommendations
- Board recommendations for classified staff:
 - 3.35% Merit Pool (based on WorlDatWork data of 4.00% less 1%)
 - Increase scale by 2.0% (affects only new hires)
 - Address position discrepancies identified as below defined market
- Board recommendations for teachers:
 - 4.00% increase across scale (based on WorlDatWork data of 4.00%)
 - Approximately 1.67% to a 5.76% increase (including step) in salary
 - Each Full-Time Participating Employee Will Receive:
 - Contribution toward Health Insurance \$6,645
 - Contribution towards Dental Insurance \$241
- In Addition, the Following Benefit Rates Apply:
 - Social Security (FICA) 7.65%
 - Virginia Retirement System (VRS)
 - Professional Rate 15.47%
 - Non-Professional Rate 12.60%
 - Virginia Retirement System Group Life Insurance 0.89%

The budget for the 2009-2010 reflects a freeze in pay across the board due to difficult economic circumstances.

5.b Describe how your organization manages workforce capability and capacity to accomplish the work of the organization. Describe how your organization maintains a safe, secure, and supportive work climate.

The main lever of the ACPS for managing the workforce is the Teacher Performance Appraisal (TPA). According to a letter from the superintendent:

“We believe that the Teacher Performance Appraisal model engages you in a systematic, inquiry-based process designed to support your individual growth and development. This structure supports a culture of professional learners committed to meeting the educational needs of all students. The appraisal model honors lifelong learning as a hallmark of all professions, especially within the field of education.

The appraisal process provides opportunities for self-assessment, professional reflection, results-based "SMART" goal-setting and access to ongoing learning walk and formal observational data to inform targeted improvements in practice. The Domains, Standards, and Key Elements of the Teacher Performance Appraisal model adopted by the Albemarle County School Board represent current educational research and the proven practices of high performing teachers. Together, these constitute professional expectations for all teachers in the Division, regardless of assignment. The Teacher Performance Appraisal process supports professional accountability to developing and extending the behaviors and beliefs of effective educators.”

In addition to and support of the TPA, the department chairs are responsible for evaluating the performance of the teachers in their department. Department chairs work in concert with the administrative team to make sure that a supportive climate is in place.

ACPS is currently undergoing a transition to an instructional coaching model that will impact this model. This new model should be in place by the beginning of the 2009-2010 academic year.

The annual Human Resources Department report for 2008-2009 states, in regard to health and safety:

“This has been a very successful year redefining safety and wellness as part of the culture in the Albemarle County Public School Division. These efforts have resulted in numerous positive outcomes benefiting our employee population.

Safety: Management presentations were conducted in both group and individual settings resulting in a better understanding of the roles and responsibilities in improving employee safety. In an effort to address safety issues and reduce employee injuries, departments are implementing effective safety programs. Workplace injuries result in immediate and thorough investigations by management to determine the root cause and needed corrective action.

The Workers’ Compensation program for the school division is administered by Sedgwick CMS. We continue to provide a comprehensive approach to case management with a focus on providing employees with timely transitional work. Once an employee has been released to modified duty, we make every effort to identify productive work for the injured employee. This results in decreasing lost work days and provides a structured plan for the employee to return to full duty. These efforts have resulted in improving our incurred for FY 2007-08.

Health/Wellness: A comprehensive wellness program was offered to all benefit - eligible employees starting in February 2007. The program included biometric screenings, health risk assessments and telephonic coaching. Additionally, an Albemarle County and School Division wellness team was developed to improve communication and to drive program participation. Wellness initiatives included on - site flu immunizations and mobile mammograms.

Unemployment Claims: As a result of improved claims management, we experienced a 40% decrease in the FY 2007 - 08 unemployment costs. We will continue to manage costs and drive initiatives in this area.”

6 Process Management

6.a Describe how your organization determines its core competencies and designs its work systems and key processes to deliver customer value, prepare for potential emergencies, and achieve organizational success and sustainability.

Process management for MOHS is integrated throughout the system. The superintendent and school board establish goals and priorities for the system. The superintendent communicates these directives to schools and administrative teams.

Work for refining the operation of these processes takes place both at the system level and at the building level.

ACPS is currently in the process of re-organizing its process structure to better server these ends. By the end of the 2008-2009 academic year, this organization should be complete and in operation.

6.b Describe how your organization implements, manages, and improves its key work processes to deliver customer value and achieve organizational success and sustainability.

ACPS is currently in the process of re-organizing its process structure to better server these ends. By the end of the 2008-2009 academic year, this organization should be complete and in operation.

7 Organizational Results

7a. Performance Results. In 2006, MOHS instituted a three year school improvement plan with two major goals related to student achievement. The first goal was to eliminate all achievement gaps and have a 100% pass rate for all students. The second goal was to increase the number of students challenging themselves with the rigor of college level courses. MOHS administers 11 SOL tests in math, science, social studies and English. The SOL results over the last 3 years clearly demonstrate significant gains in student achievement. Continued results at this level confirm the effectiveness of the strategic planning process at MOHS (Figure 7.1a-1).

Figure 7.1a-1 Spring 2007	
All 11 SOL tests had scores above 91%	
7 of 11 SOL tests has scores above 94%	
All 11 tests are within a range of -3 to +2 when compared to the division for all students.	
All 11 tests are above the state average by a range of +1 to +7 for all students.	
Comparison between White and African/American students:	
6 of 11 tests have achievement gaps of 6% or less	
2 of 11 tests have achievement gaps between 7 – 10%	
3 of 11 tests have achievement gaps of 11%, 15%, and 28%	

Table 7.1a-2 Student Enrollment in College Courses			
Courses	2006/07	2007/08	2008/09
AP	492	451	602
Dual Enrollment	181	208	252
Total	673	659	854
*These numbers do not reflect Monticello Scholars or independent study students taking courses at the University of Virginia.			

The most commonly offered college courses are Advanced Placement and Dual Enrollment courses. A beginning point for this goal was to increase the level of rigor students were experiencing in these courses. MOHS offered 9 courses with an enrollment of more than 20 students. There were six tests that showed increased participation. 6 tests also showed an increase in the number of students scoring a 3, 4 or 5 on an AP test. The average increase was 17.3%. Four of the tests (Government,

European History, Biology, and Statistics) all showed increases greater than 19%. Total enrollment in all college courses has increased significantly.

7b. Customer Focus

In the 2008 Albemarle County Citizen Satisfaction Survey, the most important priority (99%) was that the county provide a “quality education to school children.” This is up slightly from the 2006 survey (96.5%). Education was also the number issue (95.3%) on which taxpayers wanted their money spent.

However, when asked if they were satisfied with the services provided, education dropped to #15 on the list with an 84.8% satisfaction rate. This number is down somewhat from 2006 (88%). While still a very high number, it is a clear indicator that there is room for improvement. In a follow-up, the survey asked its citizens if they believed schools had gotten better, worse or stayed the same. Roughly half of the respondents believed they had stayed the same.

More specific and focused data on its feeder pattern satisfaction is necessary for MOHS in this area.

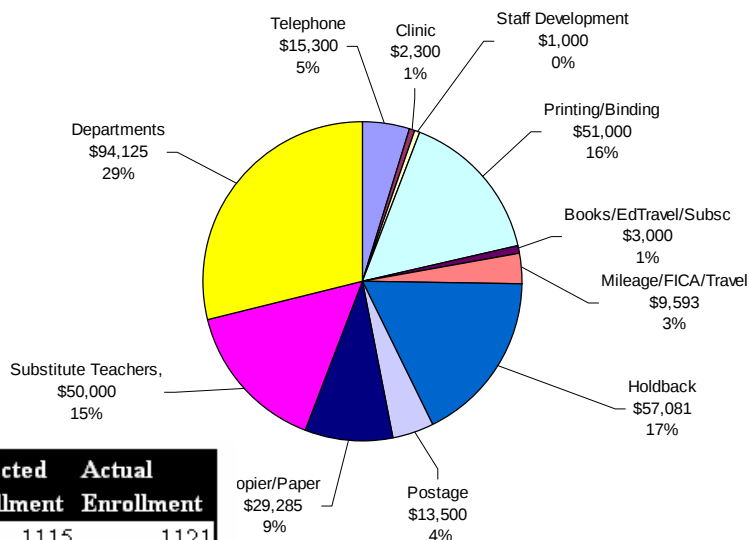
7C. Financial Results. The Albemarle County School budget for the 2008/2009 school year is \$169,964,770 with a pupil expenditure of approximately \$11,064. MOHS's budget totaled \$468,542. While the principal ultimately controls the entire budget, the \$142,342 allocated to the athletic department is managed by the Athletic Director. The remaining portion of \$326,200 is managed by the Principal, Chart 7.3a (1) shows the percentage and total amount break down of that portion of the budget.

Chart 7.c (1)

Each school's annual school budget is based on several factors, some of which are projected enrollments, per pupil expenditure and at risk factors such as special education and free-reduced lunch. The following chart displays the budget and enrollment figures for the last three school years.

Chart 7.3c- MOHS Budget

Year	School Budget	Athletic Budget	Projected Enrollment	Actual Enrollment
2006 - 2007	\$320,568	\$142,342	1115	1121
2007 - 2008	\$320,483	\$140,337	1141	1152
2008 - 2009	\$326,184	\$142,342	1133	1154



Monticello High School also has 132 activity accounts that total \$240,000 in assets. The money in these checking accounts while managed by the school belongs to the many clubs, activities and organizations that exist as a part of the school. Three organizations, the Monticello Athletic Booster club, Monticello Music Booster club and the Monticello High School Academic Foundation, have tax exemptions and are financially independent of the school. While this money is used to support various aspects of the school community, it is independent of the school accounts. Additionally, Monticello receives a minimal amount of donations yearly (approximately \$6,000) per year from private families or organizations. This money is put into a fund known as the Make a Difference Fund and is used to assist socio-economically disadvantaged students with school fees and supplies. e. Summarize your organization's key operational performance results that contribute to the improvement of organizational effectiveness, including your organization's readiness for emergencies.

Figure 7.d.(1) HR

7d. Workforce Results. The most effective data available at this time about workforce comes from the 2008-2009 School Annual Report of the Human Resources Department. The Human Resources Department is actively engaged exit survey employees who leave the system to find out about their work experience. The results of this work are contained in the chart to the right in Figure 7.d.(1).

MOHS is working to formalize more specific results for building level employees to support the larger work of the human resources department. In the 2008 Albemarle County Citizen Satisfaction Survey, the most important priority (99%) was that the county provides a "quality education to school children." This is up slightly from the 2006 survey (96.5%). Education was also the number issue (95.3%) on which taxpayers wanted their money spent. However, when asked if they were

Dimension	Albemarle School Div. Score 2005 - 06	Albemarle School Div. Score 2006 - 07	Albemarle School Div. Score 2007 - 08
1. Work Satisfaction	78%	75%	77%
2. Work Distribution/ Schedule Flexibility	63%	48%	69%
3. Pay/Benefits	57%	51%	71%
4. Training and	62%	48%	71%
5. Career Advancement Opportunities	44%	36%	51%
6. Supervisory Consideration	66%	48%	64%
7. Work Group Communication	58%	56%	72%
8. Organizational Culture	51%	45%	65%

satisfied with the services provided, education dropped to #15 on the list with an 84.8% satisfaction rate. This number is down somewhat from 2006 (88%). While still a very high number, it is a clear indicator that there is room for improvement. In a follow-up, the survey asked its citizens if they believed schools had gotten better, worse or stayed the same. Roughly half of the respondents believed they had stayed the same.

More specific and focused data on its feeder pattern satisfaction is necessary for MOHS in this area..

7 e. Key Performance Results & Emergency readiness

Ultimately, the success of MOHS students is measured by quantitative standardized scores. Key results can be found in the progress shown in Figures 7d.(2) Scholastic Aptitude Test results, 7.d.(3) Standards of Learning scores by race, and 7.d.(4) Advanced Placement test results by No Child Left Behind (NCLB) grouping.

Figure 7.d.(2) SAT Scores

Monticello High School			
	2006	2007	2008
Verbal	511	529	523
Math	521	536	521
Writing	499	514	518
% Grads	57	67	63

Albemarle County			
	2006	2007	2008
Verbal	554	557	553
Math	555	554	544
Writing	548	543	540
% Grads	63	77	73

Figure 7.d(3) SOL Scores by race

	Monticello HS													
	All		Black		Hispanic		White		SWD		FRL		LEP	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
English														
05-06	283	94	56	89			215	95	35	77	49	92		
06-07	276	91	56	93	13	77	197	91	34	71	55	80	12	75
07-08	306	94.8	50	82	16	87.5	236	97.9	37	81.1	58	86.2	11	90.9
Math														
05-06	732	80	143	62	30	60	546	85	89	62	152	66	31	61
06-07	638	91	121	83	35	77	466	94	67	75	127	82	31	74
07-08	680	92.4	111	88.3	47	93.6	498	93.2	80	88.8	131	91.6	40	92.5
	ACPS													
	All		Black		Hispanic		White		SWD		FRL		LEP	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
English														
05-06	6309	89	808	73	239	82	4971	92	901	73	1115	73	356	83
06-07	6422	87	841	69	275	78	4950	92	850	71	1168	70	435	80
07-08	6478	91	835	78	308	81	4975	94	900	76	1247	75	440	82
Math														
05-06	8294	82	1021	56	303	68	6538	86	1085	60	1295	59	453	75
06-07	7680	84	1014	65	327	71	5897	88	987	65	1350	63	532	77
07-08	7809	89	1025	73	368	79	5953	92	1068	74	1442	73	549	84

7.d(4) AP Score With NCLB Grouping

	MHS Frequency Tables by NCLB Subgroup								Division Frequency Tables by NCLB Subgroup							
	Enrolled in AP		Took a Test		Passing Score				Enrolled in AP		Took a Test		Passing Score			
	N	%	N	%	N	%			N	%	N	%	N	%		
Monticello	331	29.1	267	80.7	121	45.3			1076	27.6	942	87.5	603	64		
Males	133	24.6	111	83.5	56	50.5			462	24	407	88.1	274	67.3		
Females	198	33.1	156	78.8	65	41.7			614	31.1	535	87.1	329	64.5		
Black	29	14.5	18	62.1	4	22.2			45	8.5	33	73.3	10	30.3		
Hispanic	6	8.3	6	100	5	83.3			18	12.1	18	100.0	16	88.9		
White	279	33.4	211	75.6	103	48.8			934	30.9	774	82.9	504	65.1		
Disadvantaged	18	7.9	15	83.3	5	33.3			31	4.7	25	80.6	13	52		

7e. Key Operational Performance Results & Emergency Preparedness.

MOHS regularly conducts safety drills in accordance with its policies. Fire, tornado and intruder drills are practiced to ensure that these processes can be followed if the need arises. MOHS is working to create processes that will formalize data for this category of information.