Iredell-Statesville Schools

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Baldrige National Quality Program Application

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Organizational Profile

P.1 Organizational Description

Iredell-Statesville Schools, referred to in this application as ISS, is a kindergarten through grade 12 public school system located in the southwestern piedmont region of North Carolina. There is considerable diversity present in the communities that make up this school district, with upscale homes on Lake Norman to high-density rental properties housing federally subsidized housing clients in Statesville, the county seat. There is also diversity in the economy of the region where business and industry characterize the southern part of the county and rural farmland prevails in the northern section. The intersection of Interstates 40 and 77 bodes well for future economic development. The county population grew from 122,660 (2000) to 149,877 (2007) and is projected to grow to 189,818 (26% growth) by 2015 according to a recent report commissioned by the Board of Education and County Commissioners.

P.1a (1) Main Educational Programs, Offerings, and Services: Delivery System

ISS offers a variety of courses and education programs to meet students' needs. K-12 course offerings include the four basic areas of English (reading and writing), math, science, and social studies. K-12 offerings are enhanced with a full-range of offerings in the visual and performing arts, foreign language, health and physical education, honors and advanced placement courses, and career and technical education. These courses are delivered in heterogeneously grouped K-2, K-5, 6-8, 9-12 classrooms, 2 at-risk/behavior schools, virtual, and early college settings and taught through state curriculum standards nested in the *North Carolina Standard Course of Study for Grades K-12 (NCSCOS)*. Additionally, the school system offers virtual learning in computer lab settings to address the learning styles of at-risk and gifted students' needs for grades 8-12, on-line dual credit courses for high school and four-year colleges, dual enrollment courses in partnership with the local community college at the community college site and short term alternative site placement programs for out of school and in school suspensions. The school system also offers extended day and extended year programs for enrichment and extended learning time with support from community partners (SHAKE, SPARK) for a safety net and enrichment. The system offers a wide variety of co-curricular programs in the arts and athletics. Community partners also sponsor instruction for such programs as Junior Achievement, DARE, Kids Vote, swimming, fire safety, teen health, health-related issues and KIDS Count. Before and after school care and academic support are provided through the school district's program called Prime Time.

Services offered to provide support for the delivery of education programs include exceptional children's programs, pre-school, ESL services (Title III), at-risk (Title 1), staff development (Title II), and innovation (Title V). Student support services include health related support programs, guidance services, drop-out and Student Assistance Program services, day treatment/reporting, differentiated diploma, and homebound services.

P.1.a(2) Organizational Culture

ISS has committed itself to a culture based on the principles and practices of performance excellence. Consequently, it has an operational Strategic Plan linked to the State Board of Education's Five Strategic Priorities. Seventeen measurable objectives are included under these five priority goal areas. Division, department and school improvement plans are aligned to the strategic plan. Strategies are also provided that are aligned to action steps in division, departmental and school improvement plans. The strategic plan and the aligned operational plans provide clear direction and vision to the entire school system.

Figure P.1-1 ISS Culture

Vision – A school system committed to improving student learning by igniting a passion for learning.
Purpose/Mission – "rigorously challenge all students to achieve their academic potential and to lead productive and rewarding lives."
Values • Student and learning focus • Motivated faculty and staff • Partnerships and teamwork • Continuous improvement focus • Management by fact • Results focus
Strategic Priorities • High Student Performance • Healthy, Safe, Orderly and Caring Schools • Quality Teachers-Administrators-Staff • Strong Family-Community-Business Support • Effective-Efficient Operations

P.1a(3) Workforce Profile

The ISS workforce totals 3416 employees. The minority percentage for staff demographics is 14.8% African American, 1.3% Hispanic, 83.6% white and 0.3% other.

There are three groups of employee categories (P.1-2) including certified instructional (1584), classified (1736), and certified administrative staff (96). Within each group, there are several different segments of staff. Certified instructional staff segments include elementary, middle and high school teachers and student services personnel. Classified staff segments include non-instructional and instructional support. Administrative staff segments include central and school building support.

ISS has the following requirements; OSHA, Fair Labor Standards Act, American Disabilities Act, Family Medical Leave Act, North Carolina General Statute 115-C/323, and others.

ISS key workforce expectations and requirements are defined by the North Carolina Principal/Teacher Working Conditions Survey and the ISS Classified Working Conditions Survey and include leadership, (the ability to guide, direct, or influence people), empowerment (involvement in decision making), time (time to collaborate with their peers),

professional development (learning about job requirements and best practice), facilities and resources (safe and adequate facilities and adequate resources), and competitive benefits and salary/pay.

Of the certified staff, 38% have master's degrees and 153 hold National Board Certification.

ISS workforce job diversity includes teachers, instructional facilitators, instructional technology and software specialists, EC specialists and media coordinators in the elementary, middle and high segments. In the certified segment of student services, job diversity includes health professionals, guidance counselors, social workers, and psychologists. In the classified segment of non-instructional support, ISS job diversity includes transportation, maintenance, child nutrition, district and school office support, and computer/network technicians. Within the classified segment of instructional support, ISS job diversity includes teacher assistants, media assistants, and instructional technologists.

There are no organized labor units within the school system.

ISS offers the following key benefits: competitive salary, cafeteria benefits package, retirement, sick, personal and professional leave days, paid holiday and annual leave days, term life insurance, wellness program, employee assistance program and more.

Figure P.1-2
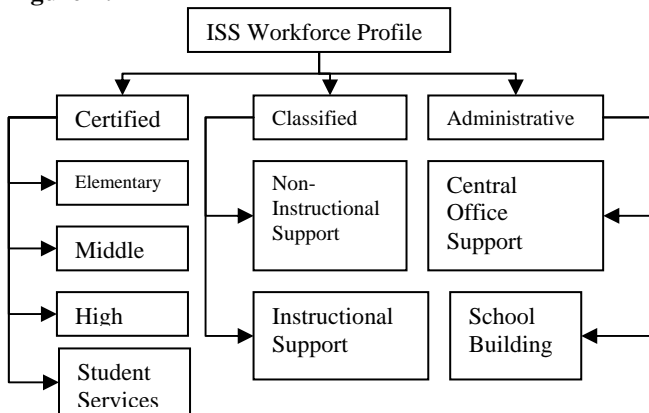
P.1a (4) Major Technologies, Equipment and Facilities
Currently, there are nineteen (19) elementary schools, seven (7) middle schools, five (5) high schools, two (2) early colleges, and two (2) alternative schools in the district, and four (4) support facilities. School facilities range from the most modern to those in need of renovation or replacement. ISS has upgraded and increased the number of computers in the system with over 8,600 computers and no computer over three years old. The district has upgraded to wireless solutions provided through radio/microwave at 100% of school sites which allows the wide area network (WAN) traffic to move at a greater speed. The system has 100mb going to the internet which allows for increased speeds to the internet as well as video and audio stream.

The school system operates the largest transportation business in the county (227 buses) serving over 10,000 students daily and the largest food service business in the county (33 cafeterias) with kitchen equipment required by local and state regulatory agencies. The system has over $111 million in capitalized assets (any asset that is over $1,000) utilized in learning programs and support services.

P.1a(5) Regulatory Environment
North Carolina operates a highly centralized public education system. ISS is one of two systems in the county. Students attend within their boundaries; however, ISS collaborates with neighboring districts and private schools to attract students. Local education agencies are governed by a State Board of Education and its State Department of Public Education, which are responsible for state and federal funding as well as providing a statewide *Standard Course of Study* to which local school systems must adhere. Assessments include state mandated end-of-grade tests in grades 3-8, 3rd grade pre-test, end-of-course tests in 11 high school subjects, a 10th grade comprehensive test, and 8th grade technology and basic skills tests required for graduation. Students have the option to participate in SAT, PSAT, ACT and Advanced Placement testing. ISS must meet or exceed high student achievement standards of the state's Accountability, Basic Skills and Local Control Plan (ABCs) as well as the standards of the federally mandated *No Child Left Behind (NCLB) Act*. The U.S. Congress also mandates certain laws to govern federal expenditures for public education, such as the comprehensive *No Child Left Behind Act*. Federal and state legislative requirements also exist for such programs as Exceptional Children and Career-Vocational/Technical Education. ISS is also subject to such federal and state mandates for environmental protection, American Disabilities Act, Fair Labor Standards Act and OSHA.

The state requires that Safe School Plans, which include emergency planning, be developed and implemented. School Improvement Planning (SIPs) is also a state requirement. ISS Board of Education mandates systemic and systematic use of the Model for Performance Excellence and PDSA cycles. ISS aligns its SIP goals and objectives to its Strategic Plan. The school district is also subject to local fire, building and watershed codes.

The accrediting bodies for ISS include the Southern Association of Colleges and Schools and the State Board of Education. ISS was one of the first 30 in the nation to obtain district accreditation from the Southern Association of Colleges and Schools. Teachers and administrators are certified by the NC Department of Public Instruction, under policies and processes established by the State Board of Education. Under NCLB, teachers and teacher assistants have additional certification requirements to be designated as highly qualified.

Local and state requirements and general statutes establish the district boundaries. ISS serves primarily students within these boundaries. ISS is bounded by the county line with the exception of Mooresville City limits which encompasses Mooresville City Schools.

The 2006-07 ISS budget is $160,832,809, with 65% coming from state funding, 10% federal, and 25% from local and other revenue sources. The capital budget is $13,578,277. To ensure responsible stewardship of financial management,

ISS complies with the fiscal policy and regulations that are mandated by the state. The state requires accountability through financial reporting and audits. Compliance to regulatory requirements is assessed by the state using external auditors. The school system conducts internal and external audits in compliance with the American School Business Officials standards for financial accounting and reporting.

P.1b(1) Structure, Governance, and Reporting Relationships

ISS is governed by a seven-member elected board of education, with alternating four-year terms by district. The school board meets bi-monthly, and as otherwise needed, to set overall direction and policy for the district, ensure appropriate management and fiscal responsibility, and the protection of stakeholders' interests. The board appoints a superintendent as its secretary and chief executive officer. The superintendent hires the required finance officer and other central office administrative, supervisory and administrative support personnel upon the approval of the local board of education. Senior leadership for the school system is defined as the superintendent, Dr. Terry Holliday, and his direct reports. Currently, the direct reports include the Deputy Superintendent, Associate Superintendent for Learning, Chief Finance Officer, Chief Technology Accountability Officer, Assistant Superintendent of Human Resources and the Director of Public Information and Community Relations. The superintendent and school-based teams interview and recommend the hiring of school principals to the local board of education. The governance parameters of the district are contiguous with the county line, with the exclusion of the boundaries of the Mooresville Graded School District.

The superintendent is responsible for implementing policy, establishing administrative procedures, and maintaining district operations. Senior leadership and the board have established a strategic plan to set direction for the district. The superintendent and his staff have developed operational plans and policies to ensure effective and efficient operations within the school district and its thirty-five schools. Specific organization levels and reporting relationships are included in the organizational chart**.**

P.1b(2) Student and Stakeholder Groups

ISS has identified its key stakeholder groups as students, parents, partners, staff, community and business. ISS segments the student group by program, by grade and by demographic group. Student segments by program include regular (88.4%), exceptional children (11.6%), ESL (4.5%), AIG (8.7%), college prep (45.7%), and tech prep (48.7%). Student segments by school level/grade include elementary (k-5), middle (6-8), and high school (9-12). Student segments by demographics include white (72.4%), black (14.5%), Hispanic (8.2%), and economically disadvantaged (35.2%).

The district's key market segment includes school-aged children between the ages of 4-18 who live in the district boundaries and are eligible for public education. A smaller market segment includes children within the ages of 3-21 who are eligible for special education services.

The key requirements for student/stakeholder groups include the district's five strategic priorities: High Student Performance; Healthy, Safe, Orderly and Caring Schools; Quality Teachers, Administrators, and Staff; Strong Family, Community, and Business Support; and Effective and Efficient Operations (Figure p.1-4).

P.1b(3) Suppliers and Partners

The district's numerous key partners/collaborators (Figure P.1-3) are active contributors in helping the district achieve its mission and goals. Partners participate on school and district improvement teams, advisory committees, and specific task forces. Their feedback and recommendations are used by the district as input into the strategic planning and improvement processes. Our partners and suppliers work side-by-side with district staff to continuously improve key work processes using the PDSA methodology as described in P.2c. Partners and suppliers work with the district in developing innovative organizational processes (i.e. energy education 7.3-4).

Figure P.1-3 ISS Strategic Partners/Collaborators

Partner	Role
Chamber of Commerce/ Economic Development	Education Foundation, workforce development, recognition of staff, funding support, and business partner development
Boys and Girls Club	Mentors, tutors, parent training, extended day and year programming
Mitchell Community College Gardner Webb UNCC	Early College, Tech Prep articulation, teacher assistant preparation, South Statesville Skills Center, teacher training, administrative training
Statesville Housing Authority	Statesville Skills Center, extended learning opportunities
Iredell County Partnership for Young Children	Alignment of pre-school programs
PTA's	Resources and support
Faith Based Community	Tutors, mentors, school supplies, resources
City of Statesville	Partner for VPAC
Barium Springs	Space for alternative school and support services for alternative school
Mooresville	Recreation facilities and water/sewer

ISS also partners with volunteers that serve students as mentors, tutors, lunch buddies, etc. Volunteers also assist schools and teachers with clerical tasks and other support for the classroom. ISS's encouragement and support of volunteers resulted in significant increases in volunteer hours over the past three years (Figure 7.2-9).

Figure P.1-5 Key Supplier Examples

Key supplier requirements are on-time delivery, competitive pricing, e-procurement, quality of product or service, and customization for ISS needs.

ISS process	Key Supplier	Example of Product
Professional Development	Teachscape True North Logic	Instruction Tracking impact
Hardware	Lenovo	Computers

Construction	Architects	Facility plans
Maintenance	School Dude	Work orders
Transportation	Before You Hire	Drug testing
Finance	Timekeeper	Payroll
Communication	School Wires	Web page
Human Resources	HRMS E Solutions	Personnel Substitutes

P.1b(4) Key Supplier/Partner/Stakeholder Relationships and Communication Mechanisms

ISS has established through the two-way communication model (Figure 5.1-1) the key stakeholder groups and their requirements. Two-way communication and relationship mechanisms include face-to-face meetings, electronic methods, and contractual agreements.

Figure P.1-4 ISS Stakeholder Key Requirements

Key Requirements	S	P	St	C	B
High Student Performance	X	X	X	X	X
Healthy, Safe, Orderly, and Caring Schools	X	X	X	X	
Quality teachers, administrators, and staff	X	X	X		
Strong Family, Community, and Business Support		X	X		X
Effective and Efficient Operations		X	X	X	X

S-students, P-parents and partners, St-staff, C-community, and B-business

P.2 Organizational Challenges
P.2a(1) Competitive Position
ISS is one of 115 public school systems in the state. ISS enrolled 20,902 students in 2006-07, which is 71.46% of the K-12 student market in this service area. Mooresville City Schools (5200 students- 17.78 % of the market) is the other public school system in the county. Charter schools (3) served 601students or 2% of market. Public schools in Iredell County serve over 90% of market as compared to 88% statewide and 85% in comparison districts. ISS has identified 20 school districts in NC for comparison purposes based on demographics and growth characteristics. (see Figure 7.3-5)

P.2a(2) Principal Success Factors, Changes
The success of ISS in differentiating itself from the competition now and in the future rests with its ability to raise achievement and close the gaps (RACG 6.1-1) and to have effective and efficient support processes (AEESP 6.1-2) by creating an aligned and integrated approach to management. This approach develops a depth and breadth of continuous improvement capability using PDSA for the entire school system.

Key changes taking place include expanding virtual learning systems and collaboration of key partners and cultivating positive community perception of the school system. The district has developed innovations such as CCTL, virtual enrollment, and VPAC through collaboration with the Chamber of Commerce, Mitchell Community College, and Economic Development, which contribute to achieving progress in high student performance and support the district RACG Model and the AEESP Model.

P.2a(3) Comparative and Competitive Data Sources
ISS utilizes the NC Governor's Report Card, EVAAS, the NC Department of Public Instruction Rankings, the NC Association of County Commissioners Tax and Budget Survey, and the NC ABC's Rankings for key comparative data with similar and benchmark school systems within the five strategic priorities. National data are derived from Educational Research Service, APQC, and Education Counts published by Education Week. The school system utilizes benchmark data from state and national Baldrige applicants both within and outside of education. The school system compares itself to 20 peer systems from across NC. Although ISS has a comprehensive student and stakeholder (parent, student, faculty, staff) survey process to assess student, parent, faculty and staff satisfaction levels and to provide longitudinal data for internal comparisons, limited opportunities are available to obtain comparative data for satisfaction results and innovative practices.

ISS also obtains comparative data for support services from child care providers/organizations, food service providers/organizations, transportation providers/ organizations and Baldrige winners both within and outside of education. ISS has limited opportunities for comparative data for satisfaction results and innovative practices.

P.2b Strategic Context
The Board of Education and senior leadership team has identified the following four major strategic challenges in maintaining the school system's capacity to deal with the identified success factors above and to sustain school system performance:

1. **Education and learning/organizational sustainability.** *Improving student achievement.* Given the county's fast population growth, ISS faces a challenge to close the achievement gap in the growing non-English speaking Hispanic and the economically disadvantaged student segments and meet the requirements mandated by the federal *No Child Left Behind(NCLB)* legislation and the state's *ABC Plan Performance Standards.* ISS Provides **a strategic advantage** in addressing this challenge through the instructional facilitator model and PLCs that provide on-time professional development and coaching to teachers as part of the ISS model for raising achievement and closing the gap (Figure 6.1-1). Academic achievement is a key component in sustaining our ability to achieve our vision and strategic objectives and meet our key student and stakeholder requirements in the short- and longer-term.

2. **Human resource/organizational sustainability.** *Alleviating shortage of highly qualified teachers.* The shortage of highly qualified and certified teachers with the skills, competencies, and capabilities to deliver instructional excellence is a dilemma faced by many districts across the country; it is a challenge shared by ISS. Our **strategic advantage** in dealing with this challenge is in our ability to attract and retain a quality workforce through our mentoring program, competitive local supplement, and sign-on bonuses. ISS enjoys a low teacher turnover rate (10.32%). Without ensuring a

qualified workforce, ISS will be unable to sustain the ISS model for raising achievement and closing the gap.

3. **Operational/organizational sustainability** *Ensuring cost effective and equitable school facilities.* The district is faced with two challenges related to ensuring a district-wide level of excellence in school facilities: rapid population growth and aging school buildings. The rapid growth in the county population is stressing the capability of the district to meet capacity requirements in the highest growth areas. ISS also faces the need to renovate or replace aging facilities to ensure equity across the district. Our **strategic advantages** are a predictable funding formula provided by the county commissioners and a growing tax based.

4. **Community-Related** *Ensuring availability of funding*. A key strategic challenge and factor in sustaining the operations of the organization is the availability of funding. Sufficient capital resources are required to ensure our capability to meet current and emerging capacity needs not only in terms of needed building construction and renovation, but in terms of funds for day-to-day operations and funds for salary and employee benefits for a growing workforce and retirement benefits for a workforce that is moving towards retirement. In addition to operational funding, the district must be able to agilely respond to un-funded legislative mandates. The district's **strategic advantage** to the funding challenge lies in our commitment to using a systemic planning process and the predictable funding formula supplied by the county commissioners. Short- and longer-term financial and budgetary issues are addressed in the *ISS Strategic Plan* and its attendant action plans including school improvement and departmental plans. As a result of our planning and budget processes, ISS is currently performing in the top 20 school systems in NC academically and spends in the bottom 10 for per pupil operation dollars. A **strategic advantage** enjoyed by ISS is the proximity of our community to the city of Charlotte. The district anticipates continued economic growth and wealth in our county. This provides an advantage in terms of availability of and support for funding to meet current and future capacity needs.

5. **Community-Related** **Supporting the community to attract and retain existing employers, employees, and students by demonstrating leadership which will result in increased academic performance.** Given the diversity in the community and, especially, the growth in the disadvantaged and English as a second language student segment, the district capabilities to meet the educational and support services needs of this segment are challenged. The strategic advantages include low teacher turnover, continued economic growth, wealthy community, proximity to Charlotte and a low tax rate. In addition, another of ISS' **strategic advantages** is our Performance Excellence Model to continuously improve our key learning-centered and work processes.

P.2c Performance Improvement System

ISS utilizes the Model for Performance Excellence which was adopted by the Board of Education as the foundation of the ISS RACG Model and the AEESP Model. The superintendent brought the Model for Performance Excellence to ISS in 2002 based on his previous work with the Southern Region Educational Board and the SC Total Quality in Education Initiative. The Superintendent's Cabinet meets weekly to guide the system in the implementation of the Strategic Plan. A mid-year and end-of-year review process lead to the identification of key processes that require improvement cycles. ISS has received recognition and feedback through three levels of awards from the NC Awards for Excellence Process, SACS district accreditation, APQC and BNQP, all of which are used to improve the system of systems. ISS was the only education organization to receive a site visit by the BNQP during 2007 award cycle.

Figure P.2-1 ISS Performance Excellence Model
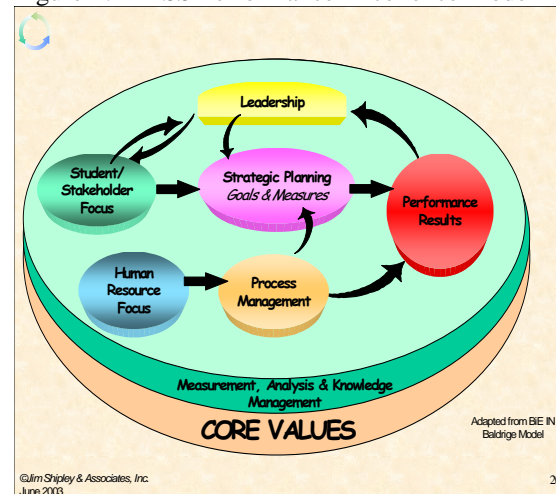
Consistent with our continuous improvement culture, ISS utilizes a systemic and systematic PDSA (as described in 6.0) to improve key processes. The PDSA approach is based on a six step improvement model: (1) validate the need for improvement and (2) clarify purpose, goals and measures (plan); (3) adopt and deploy an approach to continual improvement and (4) translate the approach to aligned action (do); (5) analyze the results (study); and (6) make improvements (act). Schools, departments, and classrooms utilize the PDSA improvement process. PDSAs drive continuous improvement between SWOT analyses. A PDSA in motion may, at any point in time, using the system method through division to cabinet to executive cabinet, call for a reallocation of resources as necessary when urgency of effectiveness requires a turn around time of as little as a week.

Employees are the greatest knowledge assets in achieving organizational learning and improvement. The work of the schools and departments is accomplished through ongoing cross-functional teams called Professional Learning Communities (PLC) as further described in 5.0

The ISS RACG Model is supported through instructional facilitators, predictive assessments, instructional guides, and PLCs and is assessed using the Systems Level Check III and student performance.

Glossary of Term and Abbreviations

A

ABCs: Accountability program in North Carolina

AT: Administrative Team - meets monthly includes Senior leaders and department directors.

AIG: Academically or Intellectually Gifted program in North Carolina

AP: Advanced Placement courses at the high school level

AR: Accelerated Reader program

AYP: Adequate Yearly Progress - It is an annual Federal requirement under No Child Left Behind legislation measuring student progress.

B

Benchmarks: Original name for what are now predictive assessments given quarterly in grades 2-8 and in high school courses which have End of Course state assessments. Results are used to improve instruction.

BOE: Board of Education

C

C: Cabinet - Meets three times per month comprised of Executive cabinet, curriculum department executive directors, and a principal representative from each level.

CAO: Chief Academics Officer

Care team: A term encompassing all referral services at all levels for support for the well being of students.

CATO: Chief Accountability/Technology Officer

Certified: Fully licensed staff members

CEUs: Continuing Education Units

CFE: Chief Finance Officer

Citizens for a Brighter Future: Citizens committee that spearheaded the successful bond referendum.

CoGat: Cognitive Abilities Assessment given at 3rd and 5th grades to all students and results used to identify AIG students and differentiation of instruction.

Communities of Practice: a group of individuals with a common focus of improving student achievement in any given area.

Connect-Ed: telephone solution for mass, almost immediate delivery of announcements and emergency information. Each school has the system as does the district.

COO: Chief Operations Officer

CQO: Chief Quality Officer

Credit Recovery: Opportunities for high school students to remediate and re-assess with support through tutoring or NovaNet to prevent repeating of courses in which they are not successful.

CT: Curriculum Team – meets weekly comprised of COO, ED of Elementary Education, ED of Middle School, EC ED, Principal of Alternative School

D

Data questions: Used to review all data at all levels.
1. What are the key strengths and data to support it?
2. What are the key opportunities for Improvement and the data to support it?
3. What information/data is needed that we do not have?
4. What are your next steps?

DEP: Differentiated Education Plan for Academically or Intellectually Gifted students.

DIP: Department Improvement Plan

E
ExC: Executive Cabinet – Meets weekly comprised of superintendent and his direct reports

EC: Exceptional Children. The name given to the special education programs in North Carolina.

Early College: High school begun in 2005 with a freshman class located at Mitchell Community College through the Governor's Learn and Earn initiative. Student may finish in five years with an associate's degree.

ESP: Environmental Scan Process: Name given to the multiple processes that regularly acquire, review and analyze data to improve processes. (Figure 2.1-3)

EOC: End of Course Test administered at the end of high school required coursework.

EOG: End of Grade Test in grades 3-8 in reading and math with science being added in 2007.

ESL: English as a Second Language students

F
504 Plan: Individualized plan for students who are considered other health impaired and are not identified as EC.

G
Gear Up: federally funded 7 year program to work with Statesville Middle School students to ensure understanding and opportunities for continuing education through goal setting, exposure to colleges and support for academic success and ultimately increase college going rate.

GIST: Gifted Identification Support Team. Either a separate team identified for the purpose of AIG identification and support or the functions of that group being conducted by established school based priority or goal teams.

Governor's Report Card: annual report card comparing all North Carolina Schools in EOG/EOC performance and other strategic priority standards.

Governor's Working Conditions Survey: Survey conducted by Governor's office regarding teacher satisfaction. Given bi-annually, I-SS administers the survey annually as uses the data for category 3 and 5 improvement.

GroupWise: I-SS system of electronic communitcation

I
ICPYC: Iredell County Partnership for Young children. A countywide pre-school aged services agency created and sustained through the NC Smart Start and More at Four initiatives and community funding. It coordinates and licenses pre-school programs in Iredell County.

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Plan for students with disabilities.

IF – Instructional Facilitator - a classroom teacher who meets established criteria to leave the classroom and become coach/mentor and in-time staff development deliverer for school-based needs. The IF is also the single most knowledgeable person on the Model for Performance Excellence for support to the school.

IGP: Individual Growth Plan

INTASC: the Interstate New Teacher Assessment and Support consortium standards for new teachers.

I-SS: Iredell-Statesville Schools

K
Key Learning Questions. Used to review learning processes:
1. What do the students need to learn?
2. How will they learn it?
3. How will we know they have learned it?
4. What will we do if they have not learned it?
5. What will we do if they already know it?

L
LCPD: Learning Centered Process Design Process

Learn NC: A program through UNC-Chapel Hill providing a statewide network for educational resources and staff development.

LEP: Limited English proficient students

M
More at Four: NC supported pre-school initiative for 4 year olds.

MPE or PEM: Model for Performance Excellence. The name of the continuous improvement model used in I-SS.

N
NAEP: National Assessment of Educational Progress

National Quality Process: A nationally adopted standard for curriculum design used by previous Baldrige winners.

NCLB: No Child Left Behind.   The name given to the reauthorization of the Elementary and Secondary Schools Act.

NCSCOS: North Carolina Standard Course of Study. Provides basics for expectation of curriculum to be delivered to all students in NC.

NC Teacher Academy: professional development program for teachers funded by NC General Assembly.

NC Wise: North Carolina window of Information on Student Education. Provides storehouse for student data.

Non-certified: staff who are not licensed

P
Pacing Guides: Original name for what is now call instructional guides providing maps of the NCSCOS and indicate how, when and with what the curriculum may be taught and what assessments may be used to determine student mastery. Instructional guides and predictive assessments are the foundation of continuous improvement.

PDSA: Plan, Do, Study, Act. The systematic improvement cycle used throughout all levels of the system for process improvement

PEP: Principals' Executive Program through UNC-Chapel Hill

Prime Time: I-SS before and after school program

Q
QAR: Quality Assurance Reports – A measure to check for the completion of key processes of the I-SS teamwork matrix and SIPs.

QT: Quality Team

R
RACG: Raising Achievement Closing the Gap. I-SS' systems management model for the learning side of the organization

Read 180: Scholastic reading program

S
SAT: Scholastic Achievement Test

SBE: State Board of Education

SEA System: System for Evaluating and Assessing Professional Development provides electronic tracking for professional development.

Shake/e-Shake: Grant program for South Statesville Schools with community based after school, summer and weekend programs for at risk students.

SIP: School Improvement Plan

SL: Senior Leaders

SMART goals: Specific, Measurable, Aligned, Results Focused and Timely Goals

SOS: Support for our Students after school program for middle school

SPARK; Grant based mentoring program supported by Big Brothers and Big sisters

SRI: Scholastic Reading Inventory score

SSP: Student Support Plan for all under performing students

Study Island: Computer based after school and in school support intervention

SWOT: Strengths, Weaknesses, and Opportunities for Improvement, Trends. It is the twice per year review of progress on Strategic and School Plans

SWRESA: Southwest Region Education Services Alliance. It is a consortium of 12 piedmont NC school districts proving job-alike groups and staff development.

SCIII - Systems Check Level III: Model for Performance Excellence tool for analysis of the seven Baldrige categories at the school at the department, school and classroom levels.

T
TASC: Teachers and Scientists Collaborating Together. An initiative through Duke University and the National Science Foundation providing high quality staff development to classroom teachers for inquiry science.

Title I-IV: Federal funding programs

TOY: Teacher of the Year

TPAI: Teacher Performance Appraisal Instrument

2WCM - Two Way Communication Model: The name given to the various customer/stakeholder feedback mechanisms built into all levels of the system for continuous improvement. The requirements for the feedback are that it must be focused using quality tools for improvement.

Examples: Classified, Certified, Parent, Student Advisory Committees

TWM: I-SS Teamwork Matrix – A district-wide deployment plan for professional learning communities.

V
Virtual Curriculum/Virtual High School: through Mulberry alternatives provides opportunities for students to take on-line courses.

VOCATS: North Carolina Vocational Standards Assessments given at the end of all vocational courses.

Voyager: Vendor with research based intervention materials

1.1 Senior Leadership - SL for I-SS is defined as the superintendent and his direct reports. While I-SS leadership has been in place since 1992, I-SS began the journey to performance excellence in the fall of 2002 by establishing the district's Baldrige-based leadership system. The key functions of the leadership system are shown in Figure 1.1-1. The senior

leadership system is deployed through the various methods defined in Figure 1.1-2. Senior leadership utilizes Executive Cabinet (EC), Cabinet (C), and Admin Team (AT) meetings to develop, deploy, monitor, and improve a systems based approach to reach performance excellence.

Figure 1.1-1 – I-SS Senior Leadership System
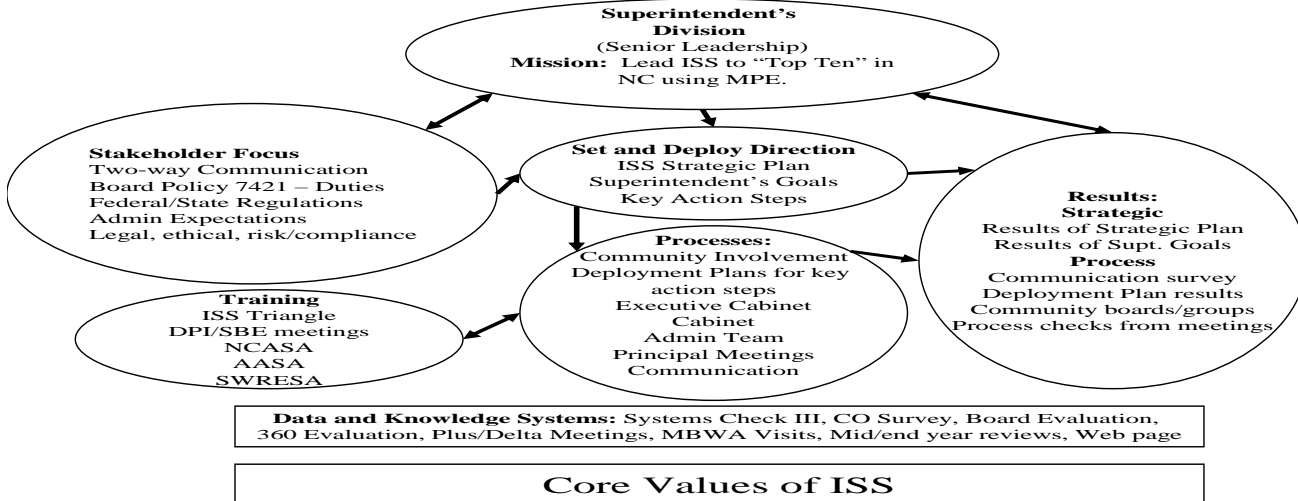
A(1) In 2002-2003, the SLs used a shared vision and values process to set the longer-term direction of the district by developing the vision, mission, and strategic priorities and values (Fig. P.1-1). The vision and strategic priorities established the foundation upon which the SLs could identify short- and longer-term strategic objectives through the use of the **strategic planning process** (Fig. 2.1-2). The values set expectations for how all employees should behave in achieving the vision. The development of vision, values, and strategic priorities was informed through input from the BOE and all key stakeholders, including our partners and suppliers. The input took the form of a dialogue among all parties. The dialogue focused on key questions about how we want the district to look in the future, what are the priorities that should drive our planning and decision-making, and how should we work as a team to make it happen. The two-way flow of communication that occurred in setting our vision and values is illustrated in Figure 5.1-1. Upon completion of our dialogues, the Cabinet drafted vision, values, and strategic priority statements and in June 2003, these were reviewed and approved by the BOE. In the winter of 2005, SLs continued the dialogue to ensure that the vision, values, and strategic priorities reflected the current expectations of the workforce and our stakeholders. The approach to eliciting input was refined using the PDSA improvement methodology described in 6.2b(1). The new process introduced the use of consensograms and opinion polling through electronic methods to make it easier for our stakeholders to provide input. 2005 input highlighted the fact that in order to achieve our vision, the district would require higher levels of employee engagement. To engage employees means motivating employees to contribute to the success of the district. As a result, the statement *focus on motivated faculty and staff* was added to our core values. Since the results of the

consensograms demonstrated a 90% agreement with the other elements of the vision, values, and strategic priorities, those statements remained the same. In 2008, I-SS continued its improvement process and refined its vision using opinion polling. I-SS then adopted the vision, "A School System committed to improving student learning by igniting a passion for learning." An example of supplier involvement in deploying I-SS values has been the ongoing customization of our data warehouse and innovative dashboard software that enable I-SS to deploy the value of management by fact. Starting in August, 2008 SLs will engage, staff, stakeholders, partners, and suppliers in the 4th review of the vision, values, and strategic plan. This review will focus on alignment with the recently adopted NC State Board of Education *Future Ready* plan.

The vision, values, and strategic priorities are deployed by SLs through the I-SS Leadership System (Fig. 1.1-1). This system model embodies the key leadership processes that keep the deployment of the vision and the strategic plan focused on results and aligned to our core values. The model is used by SLs to communicate leadership's role and responsibilities in enabling the district to meet our student and stakeholder requirements, comply with legal and regulatory mandates, develop a highly ethical workforce that has the capability and capacity to deliver against our strategic challenges and to ensure I-SS is a good partner to our community. The SL System has gone through 3 cycles of revision based on semi-annual use of Systems Check 3 and subsequent action steps dedicated to improving the leadership system. Also, the key processes within the leadership system model, such as strategic planning, performance reviews, and communication, have undergone cycles of refinement as a result of using the PDSA continuous improvement methodology. Examples of these improvements are discussed throughout our application

within the respective Category. Finally, underlying the key leadership processes are the core values, which include the value for continuous improvement.

Each and every one of the SLs is personally committed to making our vision happen. Figure 1.1-2 identifies the many ways leaders are involved in communicating with, engaging, and recognizing the workforce to ensure alignment to our goals and values. For example, the superintendent and all of his direct reports communicate and expand upon the meaning of the vision and value statements at meetings, through newspaper articles, district quarterly reports, recognition program, in training workshops, classroom walkthroughs, Leadership Academy presentations, and during performance reviews. SLs also demonstrate the values through role model behavior. For example, all SLs serve as champions on PDSA and Baldrige Category Teams, several SLs are state/national Baldrige examiners, and participate on Partnership boards, demonstrating their commitment to teamwork and partnership.

Figure 1.1-2 Senior Leadership Commitment to and Deployment of Vision/Values

Method type: TW=Two-way communication; FTF=face-to-face; P=print; E=electronic; PA=personal action. **Purpose**: VI=vision; VA=values; C=commitment to values. **Frequency:** D=daily; W=weekly; M=monthly; Q=quarterly; A=annually; **Audience**: St=students; FS=Faculty and staff; Su=suppliers; P=partners

Personal action to deploy vision/values and demonstrate commitment (Method type)	Purpose	Audience	Frequency	Senior leader involved
BOE Meetings	VI,VA,C	All	M	Superintendent Reports
Executive/Cabinet/AT Meetings (All)	VI,VA,C	FS	W	Central Office Admin
Curriculum/Quality/Operations Teams (All)	VI,VA,C	FS	W	Central Office Admin
Two-way Communication Groups (All)	VI,VA,C	All	M,Q,A	Executive Cabinet
Speeches (TW,FTF)	VI,VA,C	All	As needed	Superintendent
Training/Workshops (TW,FTF,PA)	VI,VA,C	FS	M	Executive Cabinet
Articles, Web page, Blogs (P,E)	VI,VA,C	All	M	Superintendent
Recognitions (FTF,E,PA)	VI,VA,C	All	M	BOE, Superintendent
Baldrige Examiner Training (PA)	VA,C	FS	A	Executive Cabinet
Partnership Boards (All)	VI,VA,C	All	M	Executive Cabinet
PDSA Champion (All)	VI,VA,C	All	As needed	Cabinet
Category Champion (All)	VI,VA,C	All	As needed	Executive Cabinet
Performance Reviews (All)	VI,VA,C	FS	A	Cabinet

Figure 1.1-3 Senior Leaders methods to create and sustain a high performing organization

Attributes of a high performance organization	Method to promote, create and/or sustain high performance organization	Target faculty and staff group	Frequency	Senior leader and personal participation
Legal/ethical behavior (i.e., ADA, EEOC, and other regulatory requirements at local, state, and federal levels)	Internal audits – finance and state/federal regulatory training Goals/measures in strategic plan Background checks	All All All All	Q Ad hoc Y Ad hoc	All - Perform audits All - Conduct training Cabinet - Monitors HR A.S. - Reviews
Performance improvement	Baldrige Training PDSA Use	All All	Ad hoc Ad hoc	Supt -Conducts training Cabinet – Reviews/monitors
Accomplishment of strategic objectives, mission, and vision	SWOT Leadership Performance Reviews Balanced Scorecard Strategic Planning	All All All All	A A A A	Cabinet – Develops/reviews Supt, Ex Dir - Completes reviews CATO/C - Develops/reviews Cabinet -Implements/monitors
Innovation and Competitive/ Role Model Performance	PDSA Innovation Pilot Program Research/Best practice Endowment Fund	All F,S F,S	Ad hoc W A	Quality – Reviews/monitors Cabinet – Provides Superintendent monitors
Organizational agility	Leadership Deployment Systemic Use of PDSA	SL All	W Ad hoc	See Figure 1.1-2 PDSA Champion
Organizational learning	True North Logic Web page Continuous Improvement Training PDSA shared	Sl,F,S All All All	Ad hoc D Ad hoc Ad hoc	CQO - Monitors CQO - Monitors Supt - Delivers Cabinet - participates Cabinet-Monitors and reviews
Workforce learning	True North Logic CI and PLC training Web page	SL,F,S All All	Ad hoc Ad hoc D	CQO - Monitors All - Deliver CQO - Monitors
Succession planning	Exec Cabinet Job descriptions Job requirements	SL F,S F,S	W Ad hoc Ad hoc	Supt - sets agenda HR A.S. – Monitors/Reviews HR A.S. – Monitors/Reviews
Leadership development	Leadership Academy IF training	SL,S F,S	M Ad hoc	All develop and deliver training

Target group=SL=senior leaders; F=faculty; S=staff; S=suppliers; P=partners. Frequency: D=daily; W=weekly; M=monthly; Q=quarterly; A=annually; AH=ad hoc)

A(2) SLs foster an environment that requires legal and ethical behavior based on methods listed in Figure 1.1-3.

The ESP is utilized by Cabinet to monitor all federal, state, and local changes in legal and ethical requirements. As a result

of state and national site visit feedback, I-SS has gone through an improvement cycle for fostering legal and ethical behavior. This process improvement focused on improvements related to SLs developing and delivering in-person and online training to clearly communicate legal and ethical behavior expectations. SLs monitor breaches of expectations through weekly Executive Cabinet meetings, ethics hot line reports, investigations of violations, and the measures described in Figure 1.2-1. This systematic process has led to improvements in background checks for volunteers and staff, athletic eligibility compliance, financial guidelines for volunteer support organizations, and increased focus on ethics through the Leadership Academy. Recent revisions to teacher, principal, and central office administrator evaluations include a focus on ethical and legal compliance.

A(3) Numerous methods (Fig. 1.1-3) are used by SLs to create a sustainable organization including using the Baldrige Criteria as a systems approach to leadership and management. SLs utilize the semi-annual performance review (Fig. 4.1-1) and SCIII review process to plan, track, analyze, and improve the effectiveness of the leadership system (Fig. 1.1-1). This system serves as the overall approach to create and sustain a high performing organization. These reviews result in revisions to the Baldrige deployment plan, strategic plan, and department plans to deploy and integrate improvements identified. The systems check review process has been utilized since 2003-04 school year and has resulted in improvements to every category of the Baldrige approach in I-SS (see organizational results in 7.5).

SLs create an environment for organizational performance improvement by sponsoring and participating in training that focuses on Baldrige, continuous improvement, and the PDSA methodology. In fact, the superintendent personally delivers Baldrige and PDSA training throughout the district. SLs serve as PDSA champions for process improvements within their department or division. SLs also utilize the quarterly PDSA radar tracking to determine which district processes will receive priority and resources for improvement. The Executive Cabinet dedicated resources to establish a Quality Team (2005-06) and a CQO, which reports directly to the superintendent. The purpose of the QT is to track and report district-wide progress against the integrated Baldrige Deployment Plan (BDP), the district strategic plan, DIPs, SIPs, and professional development and education plans. For example, the QT tracks professional development and education to monitor progress in developing a high quality teaching staff and employees who possess knowledge and skills to contribute to achieving the goals of the district.

SLs create an environment to accomplish the mission and strategic objectives through the use of the SPP (Fig. 2.1-2) in the development and deployment of district strategic plans, DIPs, and SIPs. SLs are involved in conducting performance reviews (Fig. 4.1-1) against the plans. SLs train, coach, and monitor building and department use of PLCs to accomplish the work of the strategic plan.

To achieve our vision to be a school system committed to improving student learning by igniting a passion for learning, SLship participates in leadership system processes that focus on the values of management-by-fact and a focus on results. SLs have presented at the Georgia Oglethorpe, Florida Sterling, Quality New Mexico, ASQ Superintendent Workshop, NC Awards for Excellence, and National Quality Education Conferences. SLs are often consulted by other school systems across the nation and state who are utilizing a systems approach for leadership and management. I-SS is recognized as an innovator and role model district due to innovations such as Learn and Earn Early College, Visual and Performing Arts Academy, Energy Education, federal grants, alternative learning programs, child care programs, dual enrollment programs, virtual delivery, technology use, data warehouse development, and other projects that are the result of the I-SS Innovation Pilot process. The pilot process was developed to identify promising innovations that could be funded with existing funds or grant funds. The pilot programs utilize the I-SS PDSA template and successes are shared through organizational learning processes. I-SS also encourages innovation in classrooms through the Educational Foundation Endowment fund that provides small grants to teachers for innovative proposals. Recently, I-SS has developed a benchmarking process for student achievement data that utilizes comparative data from the 20 comparison districts in NC. Also, I-SS has implemented a value add process that shows student growth and projected growth at the district, school, classroom, subject, and individual student level. SITs use the benchmarking and value-add processes to identify strategies for improvement in student learning that will assist I-SS in meeting the vision. I-SS has been recognized by APQC as a best practice school system in the use of data driven decision making. I-SS has been recognized by numerous suppliers as being a best practice school system.

Given the rapid growth of our community and the strategic challenge presented by the increase in the disadvantaged student segment, I-SS must remain agile. SLs ensure organizational agility in several ways. SLs are involved in the ESP and closely monitor internal and external threats and challenges to the school system. Once threats are identified, SLs decide on an approach to address the threats and lead the appropriate department in changes to the appropriate department or school level plan.

A high performance organization engages its employees in achieving the vision and goals. SLs enable and empower employees to successfully participate in our success by ensuring opportunities are available for all types of employees to develop the knowledge, skills, and competencies required to accomplish the work of the district. SLs enable individual and organizational learning to occur through the deployment of PLCs and their personal participation in PLCs. SLs train department and building level leaders on the best practices for deploying PLCs. In response to a new state teacher evaluation process and principal request for teacher leader training, the Leadership Academy has been expanded to include development of teacher leaders and aspiring administrators along with existing principals and CO administrators. I-SS also will begin offering leadership academy programs to school districts in NC during the 2008-09 school year.

Succession planning is a monthly discussion in Executive Cabinet. SLs closely monitor quarterly reviews of all department and building leaders (administrative, classified, and IFs). Plans for succession and transfer of organizational knowledge for retirements, transfers, and non-renewals are discussed and plans are developed. A key component of succession planning is leadership development. SLs are personally involved in the training and development of administrative, classified, and IF leadership through workshops and coaching

B(1) SLs are involved in numerous methods to communicate with, empower, and motivate all faculty and staff. Figure 1.1-2 describes the communication methods used by SLship. The superintendent meets with every school and department twice each year to discuss the progress of the school system and how the staff members are involved in reaching the vision and mission of the school system. SLs encourage frank, two-way communication through the 2-WCM and steps described in Fig. 1.1-2. Also, SLs utilize issue bins, plus/deltas, open door policy, and e-mail to encourage communication. SLs utilize a BOE communication survey, annual central office communication survey, superintendent communication survey, and annual community survey to evaluate effectiveness of SL communication. Recent improvements that resulted from review of this data are the weekly principal know and do list, combined e-mails, enhanced web page services, and memo time agenda item at principal meetings. SLs work with staff advisory groups to communicate key decisions and to involve staff in making decisions. SLs also communicate key decisions by providing meeting notes in a standardized format to staff that document decisions made by the EC, C, AT, CT, OT, and QT. BOE decisions are communicated through the meeting notes posted on the web. The superintendent also communicates decisions through routine blog postings. I-SS utilizes electronic surveys to gain feedback and empower staff in decision-making. Recently staff advisory groups utilized electronic polling of staff to provide feedback to SLs for key decisions about sub-calling system, professional development, TWM, school calendar, payroll, budget priorities, and IGP procedures

SLs monitor the level of communication and engagement of staff through the annual Climate Survey, Principal/Teacher Working Conditions Survey, and Classified Working Conditions Survey. Improvements are implemented through the district PDSA process.

SLs take an active role in reward and recognition and reinforce high performance focus through steps described in Figure 1.1-2. During every BOE meeting, an agenda item is dedicated to faculty and staff, student, and stakeholder recognition. Additionally, the BOE agenda is developed in alignment with the district strategic priorities and mission statement. All SL directed meetings are driven by alignment with the district mission, vision, values, and strategic priorities by the use of a common agenda template. Also, all agendas and notes from SL meetings are posted in shared folders for review by all leadership who then cascade information to all levels. The active leadership role taken by SLs during semi-annual performance reviews also provides evidence of commitment to high performance. SLs also attend numerous school level and department level recognition and reward events throughout the school year.

During the 2003-04 school year, SL developed a plan for a district-wide reward and recognition program for staff. In August 2004, the first Back to School Rally was held. The superintendent reviewed the current performance of the school system and individual schools on all strategic objectives. All district employees were in attendance. Schools and departments were recognized for meeting and exceeding objectives. Also, every department recognized outstanding employees. Inherent within the recognition is the balance of student, stakeholder, and staff groups within the strategic priorities of the district strategic plan (High Student Performance, Healthy/Safe/Orderly/Caring Schools, Quality Staff, Partnerships, and Effective Efficient Operations). Based on feedback from staff, I-SS revised the Back to School Rally to focus an entire day each year on RACG achievement and closing gaps. Staff members normally recognized at the Back to School Rally are highlighted with a video on the web page, at a BOE meeting, and with personal recognition in front of their peers on the job sites. All meeting agendas at all levels in I-SS begin with celebrations.

B(2) SLs create a focus on action to attain objectives and improve performance through steps listed in Figures 1.1-2 and 1.1-3, and the SPP (Figure 2.1-2). Specific performance measures are monitored through the Balanced Scorecard (BSC), quarterly PDSA radar tracking, and the leading indicators identified for each strategic measure in the BSC. Actions are prioritized based on recommendations from PDSA cycles at weekly Cabinet meetings, monthly Admin Team meetings, and the quarterly PDSA radar tracking.

SLs create and balance value for students and stakeholders through the systemic use of questions in the district PDSA process. The 2-WCM also ensures that all stakeholders are involved and informed about performance expectations. The School and Department Improvement Plan process requires the involvement of stakeholders in establishing goals, measures, and action strategies (Figure 2.1-2). Finally, the involvement of partners and suppliers in district-wide advisory councils and as part of PDSA's to develop feedback to leadership for the development of policies, goals, measures, and actions steps enables a focus on balance of all stakeholder interests. A recent example of supplier feedback is with the development of the classroom walkthrough instrument with Teachscape. This instrument balances the needs of students, staff, parents, and stakeholders. The instrument was customized to meet I-SS stakeholder needs as a result of on-going collaboration with the supplier.

1.2 Governance and Social Responsibilities A(1) I-SS is governed by a seven member elected board. The Board of Education (BOE) has established policies and procedures to address governance and social responsibilities. These policies and procedures are deployed, monitored, and reviewed by SL through the ESP, strategic planning, and semi-annual performance reviews. The BOE utilizes annual stakeholder and community surveys, SCIII semi-annual review, and comparative data with other Baldrige-based school boards to

monitor and improve the governance system. The BOE governance system has been featured in presentations at state and national conferences.

Management accountability is achieved through the leadership evaluation process. This process ensures alignment of management with the strategic plan and BOE policies. The Executive Cabinet reviews and monitors this process through the SCIII review and semi-annual leadership evaluation process. Fiscal accountability is achieved through the annual budget process, county commissioner review of budget, internal audit process, external audit process, and the bond referendum process. The BOE has a recurring agenda item to review financial reports and receives the annual external financial audit for review. The annual budget process is managed by the leadership budget committee that utilizes a zero-based budget process which has been refined each of the last 4 years. The BOE reviews the recommendations from the committee and makes final decisions regarding the budget. During the 2005-06 school year, the internal audit process was improved to more closely align with state auditing procedures. During the 2007-08 school year, the internal audit process was improved to provide for independent reviews. The bond referendum process is managed by a citizen's committee and was improved in 2005 which led to the passage of a bond referendum that required a slight tax increase (first bond passed since 1947). The county commissioners have since shown their support of this public confidence by approving over $165 million in certificates of participation for school construction. I-SS has also been recognized across NC for the collaboration with county commissioners in developing a funding formula for capital and operating budgets. I-SS has also participated with the county commissioners in the development of long-range enrollment projections, facility planning, and a long-range strategic plan for the county. These activities have led to increased confidence in fiscal accountability of I-SS from the community and stakeholders as evidenced in the annual BOE survey and community survey. The BOE addresses transparency in operations through public participation at BOE meetings, the 2-WCM, and public participation in task forces and advisory groups. The 2-WCM is managed by the Director of Public Relations and Coordinator of Partnerships. Several improvement cycles have resulted in additional communication methods with suppliers, partners, classified staff, and students. The BOE addresses selection and disclosure policies through the election process and ethics process. The BOE election process is an external process managed by the local Board of Elections. The superintendent manages the BOE's ethics process which was improved in 2005-06 by adding a goal related to ethics in the BOE improvement plan. The BOE has numerous processes for internal and external audits of programs. The Quality Assurance audit is integrated with the annual accreditation review for the Southern Association of Colleges and Schools. I-SS was one of the first school systems in NC and the nation to become a district accredited school system. The quality assurance process is managed by the CQO and is integrated with the leadership evaluation process. The quality assurance process went through a PDSA this year and

is now also integrated with the PLC TWM and the I-SS RACG model. Other internal audits include the Safety Audit process which is managed by the Safety Officer. This process ensures compliance with all local, state, and federal requirements for safety and handicap access. This process is integrated with the workplace safety committee and the workmen's compensation evaluation measure. Recent improvements include annual audits of school safety measures. Other internal audits for Title I, Title II, Title III, and Title V ensure I-SS compliance with all regulations related to state and federal management of Elementary and Secondary Education Act (ESEA). A recent internal audit procedure added was the quarterly energy inspections. These inspections are managed by the Director of Energy Education and have resulted in over $4 million in cost avoidance and energy savings over the last 4 years. External audits are managed by the appropriate program director or specialist. These audits include ESEA audits, alternative schools audits, and reviews by the Southern Association of Colleges and Schools for accreditation purposes. Finally, the BOE has established the SPP and 2-WCM to ensure alignment of strategic objectives with stakeholder requirements and the protection of stakeholder interests. Through the 2-WCM, feedback, and involvement of stakeholders is ensured. The refinements to both processes are available in the appropriate category responses.

A(2) All I-SS leadership performance and evaluation procedures are in alignment with the I-SS values of continuous improvement, management by fact, and results focus. The key components of the evaluation system are the SCIII and the SWOT analysis which is based on the use of the district systemic PDSA process. These components are completed at all levels of the school system. The SCIII is a tool that utilizes feedback on how well leadership is leading an aligned and integrated system as well as how the components of the system are working together to achieve continuous improvement and outstanding results. During the first and third quarter of each school year, the superintendent coaches SLship and EDs coach principals on the use of the instrument to improve leadership actions in an integrated and aligned management system. The SLs and principals then have a semi-annual evaluation with their respective supervisor. During this evaluation, the SCIII and SWOT analysis are reviewed. Each evaluation meeting ends with an evaluation summary that lists the strengths, opportunities for improvement, and the focus of the next meeting. The evaluation summary is placed in the leaders personnel file and contract decisions are made based on how well the leader has enabled the school or department to achieve the goals in the improvement plan. The review results become the basis for improving individual effectiveness and effectiveness of the school or department. All district and building administrators receive a performance ABC bonus based on achievement of student learning goals. The leadership evaluation system has now cascaded to the teacher evaluation level. Classroom teachers are evaluated using the SCIII and the IGPs for each teacher are based on the systemic PDSA process of continuous classroom improvement of the learning system in each classroom.

In addition to the above process, the superintendent is evaluated annually by the BOE. The evaluation instrument was altered in 2003-04 to align with the Baldrige criteria. During the 2003-04 school year, the superintendent implemented a 360 feedback process to gain expectations and evaluation feedback from leadership and faculty/staff concerning expectations for the superintendent and actual performance on expectations. Also, an annual electronic survey completed by teachers/staff was added to measure effectiveness of all central office departments in meeting stakeholder expectations. For the 2004-05 superintendent evaluation, a results section was added and aligned to a performance bonus. The BOE has established a self-evaluation process that is completed semi-annually. The process uses the BOE SCIII and specific results as measured against BOE goals. The BOE evaluation process has served as a model for other school systems across the nation. Recently, the BOE was able to gain comparative data from other Baldrige based systems and the BOE implemented a community survey to gauge feedback on stakeholder trust.

The leadership evaluation for SLs and principals has gone through several cycles of improvement. I-SS developed a leadership evaluation system in 2000 that was a goals-based instrument. The evaluation process required an IGP and a semi-annual review of progress on reaching goals in the plan. During the 2003-04 school year, the leadership evaluation system was changed to reflect a greater emphasis on the system value of results focus. At the end of each leadership system evaluation cycle, the superintendent works with SLship to identify possible improvements in leadership preparation, leadership training, and leadership deployment of district processes. Once identified, SL incorporates these improvements into the leadership system and the leadership development process. The BOE utilizes a similar approach to add specific action steps and deployment plans for improvement to the annual BOE Improvement Plan. During 2007-08, I-SS was one of only 16 districts in NC to pilot new standards and evaluation tools for teachers, principals, administrators, and superintendents. I-SS utilized focus groups, surveys, and a PDSA to align and integrate the new NC instruments with the I-SS SCIII, SWOT analysis, PLC's, IGP's, improvement plans, and quarterly coaching and evaluation reviews. As a result, I-SS has been identified as a regional leadership training center by the DPI and has been able to purposefully abandon several layers of paperwork. Also, I-SS has gained comparative data for teacher and leadership evaluation systems through this improvement cycle.

B1. The Superintendent's Cabinet reviews all regulatory, legal, and accreditation requirements (i.e., FERPA, EEO, ADA, IDEA) quarterly and serves as the I-SS Risk and Compliance Management Committee. The SPP (Figure 2.1-2) ensures that environmental scans are done to address any adverse impacts of I-SS programs or offerings. The ESP (Figure 2.1-3) ensures that all concerns are brought to the Cabinet for review and appropriate action. Additionally, I-SS has an on-line concern/complaint management system and Ethics Hot Line available to all internal and external stakeholders to report concerns with violations of legal/ethical behavior and possible negative impacts of district programs on the community.

Internal and external audits of all sites for energy, regulatory, safety, maintenance, fire, electrical, and air quality provide data for reviews by Cabinet. The District Operations Team working under the COO has the major responsibility for development of goals, measures, and deployment plans. Each school has a HSOC Committee that addresses school specific issues and recommends school specific goals and measures to the SIT. All groups utilize the district PDSA process to develop improvement steps and monitor progress. The district PDSA template requires the analysis of possible impacts on stakeholders and society of programs and services. Figure 1.2-1 shows the compliance and risk management processes, requirements, and measures. Suppliers, partners, parents, and other stakeholder feedback are included in all district PDSA improvement cycles. The district Safety Committee has worked to decrease workmen's compensation claims. By partnering with our insurance supplier, the committee has improved handbook procedures and reporting guidelines that have resulted in significant decreases in the number of claims and insurance costs.

During the 2003-04 school year, I-SS proactively sought to develop a program that would implement energy savings and address energy conservation. The Energy Education program was added and has resulted in over $4 million in savings and significant energy conservation. I-SS has been recognized as being in the top 5% of school systems nationally for energy conservation. Also, I-SS prototype for elementary school facilities has been recognized nationally as one of the Top Five models for "Green Schools."

B(2) I-SS promotes and ensures ethical behavior based on processes listed in Figures 1.1-3 and 1.2-1. During the 2000-01 school year, the school system endured a very difficult period with the dismissal of a superintendent due to numerous ethical violations. Also, during that time, there were numerous allegations of unethical behavior related to the management of school construction projects. The BOE has since implemented specific policies, regulations, and training programs to promote ethical behavior. The HR department monitors the deployment of ethical training through the on-line complaint management system and other communication methods. The department responds to ethical violations pursuant to BOE policy guidelines. All employees go through a background check before hiring. Ethical behavior is deployed to the student level through BOE policy and school handbooks. Recently, the Director of Student Services worked with the 2-WCM to implement a specific policy on bullying. Specific goals and measures related to ethical behavior are listed in Figure 1.2-1. Recent evidences of improvement cycles include the addition of background checks for volunteers and field trip chaperones. This improvement was based on feedback from parents that was received through the district 2-WCM and working with other benchmark school districts with similar volunteer and chaperone policies.

Figure 1.2-1 I-SS Compliance and Risk Management Processes, Requirements and Measures

Type of Social Responsibility	Management process	Requirements	Measure Monitor	Goals/ Target	Results
Ethical Behavior	Background Checks Ethical training Ethics Hotline/Complaints BOE Ethics Code Student Ethical Behavior Bus conduct	No violations All New employees trained Response within 24 hours No violations BOE Policy and Handbooks Reduce incidents	Check % trained Response time # Violations # OSS Violations # Incidents	100% check 100% 100% 0 violations Decrease 5% Decrease 5%	7.6-2 7.6-2 7.6-2 7.6-2 7.2-4 7.2-5
Stakeholder Trust	Bond referendum COPS Approval Community Survey	Board of Elections process County Commissioner process A/B rating	Vote Approval Rating	Passage $80 million 75%	2 to 1 margin $80 million 7.2-6
Regulatory	Compliance Management	Health Department Standards DHHS Child Care Standards DPI Transportation Standards NCLB certification Standards DENR Watershed Standards ESEA Audits	Sanitation Rating Rating Rating HQ % % Surface # Violations	Above 96% 4 or 5 star Above 94% 100% Below 25% 0	7.6-2 7.5-8 7.5-7 7.4-7 7.6-2 7.6-2
Accreditation	Quality Assurance	Achieve district accreditation	Peer recommendation	Awarded Accreditation	2006 Achieved
Safety	Workplace safety Electrical/Fire/Insurance Bus accidents Safety	Ensure safe workplace Code Reduce Safe School Plans	# Claims Audit results Accidents Plans in SIP Incidents of Crime	Reduce 0 0 100% Below state	7.4-9, 10 7.6-2 7.6-2 Met 7.2-5
Legal	BOE attorney	Address stakeholder grievances	Law suits	0	7.6-2
Program Risks	Energy Education	Energy conservation	Savings	$3 m	7.3-4
Operations risks	HR department	Compliance with policies	Grievances	0	7.6-2
Community	Key Community Community Survey	Involvement Volunteer Hours Partnership Grants Satisfaction with programs	United Way Total Hours Grants received	Increase $ Increase Grant $	7.6-3 7.2-7 7.5-5 7.2-6

C(1) I-SS has a strategic priority of strong business and community support. This priority is an important component of the mission statement of the school system – "…we will achieve this mission with the support of parents, staff, and the community." I-SS has identified several key communities based on the Strategic Planning Process. Key communities are the Statesville, North Iredell, West Iredell, Lake Norman, and South Iredell areas. I-SS involves key community leaders in the 2-WCM by hosting semi-annual meetings in each of these areas. These meetings help identify key issues that enable the school system to support the local community. Also, the school system supports these communities and identifies areas of organizational emphasis through the involvement of leadership in the Chamber of Commerce for each area, Economic Development Boards for each area, United Way Board, Junior Achievement Board, Juvenile Justice Board, Mental Health Board, and membership in numerous civic clubs. SLs have been involved in numerous Governmental Task Forces to address growth management, strategic planning, and economic development in the county. In 2007-08, I-SS worked with the Statesville Chamber of Commerce to implement a Youth Leadership Program. Also, the BOE added a community survey to gauge the level of satisfaction with I-SS programs, services, and collaboration.

Within the key communities, the school system has identified strategic partners (see Organizational Profile). I-SS works with these partners to improve the key communities through mutually beneficial programs. I-SS works closely with the community college to share resources in facilities and training programs that impact economic development of the entire county. I-SS administrators serve on local Head Start and Smart Start boards. This involvement ensures quality pre-school programs that meet the needs of children and parents in key communities. Also, I-SS implemented a faith-based community initiative in 2003-04 that has grown to over 60 church partners in the county. This partnership has involved student and faculty support for local families in need and senior citizens who need assistance in the community. All schools and departments have programs that support key communities. An example of this support is the annual canned food drives used to support the local food banks. During recent Hurricane Katrina relief efforts, students and staff

raised over $200,000. Finally, I-SS tracks annual giving to United Way. The target goal is to continue to increase the level of giving in both the staff and youth campaigns. Recent improvements in the partnership programs include the development of a two-way partnership agreement that ensures all partnerships are seen as value add by the partner and the school/district.

I-SS is currently working with the Statesville City Council to provide a center for the performing arts. This unique collaboration will provide school facilities for a performing arts magnet program and also provide a much needed fine arts facility for the community. I-SS is also working with Parks and Recreation programs in all key communities to utilize shared facilities to improve the recreation programs for all ages. I-SS has also worked with Mooresville to develop a recreation facility on the site of a new elementary school. Mooresville also worked with I-SS to provide water and sewer solutions to the rapidly expanding South Iredell community.

As a result of involvement in key communities, I-SS successfully passed a bond referendum in 2005. This was the first bond referendum requiring a tax increase to pass since 1947. I-SS conducted a community poll to discern community support for the bond referendum. A key to passage of the referendum identified in the poll was I-SS involvement and support of key communities. An outgrowth of the bond referendum was a community group (Citizens for a Brighter Future) that meets with school officials on a quarterly basis. This group involves key leaders in the community and is currently working behind the scenes to address growth management and collaboration of governmental entities from each of the key communities.

2.1 Strategy Development A(1) In order to achieve the vision of a school system committed to improving student learning by igniting a passion for learning and reach the mission of success for all students with a focus on the future and clear visionary leadership, I-SS implemented a systemic and systematic strategic planning process in 1998 based on the Cambridge model. In 2002, the district improved the process to reflect the Baldrige criteria. Since that time, the district has utilized semi-annual district performance reviews to develop, revise, and monitor the district's strategic plan. During July-August SLs review current performance against goals in preparation for the annual administrative retreat and define the key district advantages and challenges based on the review of data. In addition, I-SS utilizes weekly executive cabinet and cabinet meetings and monthly administrative team meetings to monitor the deployment of the district strategic plan and to ensure that the organization is agile. During these performance reviews, I-SS leadership gathers summary feedback from all participants in the strategic planning process to improve the process. In 2004-05 through the continuous improvement model, I-SS added a systemic process to gain stakeholder feedback on how well leadership deployed the strategic planning process. In 2007, the strategic plan was refined to reduce the number of goals from 31 to 17 to ensure that department and school improvement plans focus on the district's key challenges and opportunities for improvement to address the district's five strategic priorities. Finally, the 2-WCM ensures feedback from all stakeholders concerning strategic priorities and the strategic planning process. Figure

2.1-1 shows how the strategic planning process cascades from district level to work unit or student level. Figure 2.1-2 describes the key steps, participants, timeframe, and how the strategic planning process links to the Leadership Performance Review Process, Human Resource/Training Process and the Budget Process.

Figure 2.1-1 Cascade of the Strategic Planning Process
ISS Strategic Plan

Department Improvement Plans	School Improvement Plans
Work Unit Plans	Grade/Department Plans
Employee Growth Plan	Goal Team and PLC Plans
	Individual Growth Plans

Listening and learning methods utilized by the school system (see 3.1) and the involvement of key stakeholders in the ESP (Figure 2.1-3) help the school system identify blind spots through Systems Check III ratings and in process measures on district level PDSA. Once blind spots are identified, participants set objectives, develop plans, and deploy those plans to respond to meeting internal and external customer requirements (2.1b2).

Overall, the BOE has adopted several planning horizons for reaching the vision of being a school system committed to improving student learning by igniting a passion for learning. These horizons were set as a result of the district strategic planning process and the BOE semi-annual review of performance. The school system was scheduled to better state averages by 2005. The system will exceed region averages by 2008 and will reach Top Ten status by 2010. To deploy these horizons, the school system establishes a three year goal (long-term horizon) and a one year goal for all department and school improvement plans. These timelines align with those established by the state of NC. In accordance with state statute, the district ensures that all school and department plans are approved by the BOE on an annual basis. The long-term horizon is addressed through a district-wide needs assessment that is conducted annually through a systematic district data analysis of the balanced scorecard. Annual revisions are monitored via the systematic data analysis process to address performance gaps in department and/or school improvement plans through quarterly SWOT analysis at the department and school level. EDs and the CQO provide specific feedback and coaching on SIPs at the end of the 1st and 3rd quarter. The superintendent completed an evaluation of the SIP at 2nd and end of the 4th quarter. This process is completed to ensure that SIPs are focused on key stakeholder requirements. DIPs are monitored quarterly during the monthly administrative team meetings and are evaluated annually by the supervisor.

A2. I-SS identifies its organization's strengths and opportunities for improvement using numerous methods including an Environmental Scan and systematic SWOT Analysis of each of the district's key objectives. This process is then cascaded to aligned plans throughout the district (Fig, 2.1-1). Standard reporting templates with standard questions are used to conduct gap analysis (levels, trends, comparisons, and/or benchmarks as appropriate) to identify weaknesses in results. Opportunities for process improvements are identified, and strategic challenges are reviewed and prioritized. PDSA cycles are then initiated and/or continued that validate the

Page 18

need for education reform through research and analysis of internal and external requirements. Resource allocation recommendations are also made to PDSA direct reports. During the 2004-05 review, this process was used to identify Teacher Working Conditions as a goal and measure for the strategic plan. During 2006, stakeholders were involved through a survey process conducted by an external provider to identify teacher working conditions within the district among stakeholders from all schools. The recommendations from this helped to serve the district in the engagement of the workforce and informed planning, goals, and action steps for DIPs and SIPs to impact performance gaps identified in the teacher working conditions survey as well as the internal focus areas to improve district teacher working conditions.

Cabinet analyzes the annual state report on technology for comparison to similar school systems and benchmark school systems. Recently in 2006-2007, the school system completed an analysis of major shifts in providing virtual learning to students and staff. Parents and students along with school stakeholders participated in the PDSA process and recommendations from their efforts impacted strategic planning related to costs as parents and students studied and responded to free virtual AP and college courses online to adjust for college costs for the same courses not offered online. As a result, the school system continues to increase enrollment and performance in Virtual High School and is developing a wide variety of on-line staff and student development opportunities that impact cost savings for stakeholders. Furthermore, Cabinet reviews all community demographics, market share, regulatory, and competitive data through reports on leading indicators, the steps in Figure 2.1-3, and processes listed in 1.1 and 1.2.

Figure 2.1-2 I-SS Strategic Planning Process

Time frame	Input	Process step	Output	Participants
July-Aug	Findings from annual district performance review including progress against IGP, SIP, DIP, and SCIII and results of administrator/coach evaluations	1. Review current performance against goals and define the key district advantages and challenges based on the review of data in preparation for annual administrative retreat.	Assessment of performance	SL
Aug	Findings from Environmental and SWOT analyses	2. Conduct administrative retreat to review findings of scan and SWOT analysis and develop recommendations for strategic plan including ST/LT objectives and target goals.	District strategic plan recommendations	SL
Aug-Sept	District strategic plan recommendations	3. Conduct BOE annual retreat to review performance progress and review/approve strategic plan and budget/resource allocations.	Approved district strategic plan	BOE, SL
Sep-Oct	District Strategic Plan	4. Develop SIPs and DIPs aligned to district strategic plan objectives using systemic action planning process and template; identify performance measure and goals for each action plan.	SIPs and DIPs	SL, Pr, ED, Pa, Sta
Sep-Oct	SIPs and DIPs	5. Develop IGPs aligned to support SIPs and DIPs	IGPs	F, Sta
Sep-Oct	SIPs and DIPs	6. EDs, SL, and BOE reviews and approves DIPs and SIPs	Approved DIPs and SIPs	ED, BOE, SL
Sep-May	District strategic plan, SIPs, DIPs, an IGPs; Findings from ongoing analyses of performance and information/data related to key planning factors	7. Deploy all action plans; review performance and findings from ongoing analyses; modify action plans as needed; identify and redirect resources, as needed	Quarterly Study and Act phase of DIPs and SIP. Mid year and End –of-Year progress on IGPs.	BOE, SL, Pr, ED, F, Sta
Jan-Feb	Mid-year review findings from analyses of performance and information/data related to key planning factors	8. Conduct mid-year performance review (SWOT and environmental scan) on findings; modify action plans as needed; identify and redirect resources, as needed	Progress against LT plans; completion of ST plans/ activities; plan changes; reallocation of resources	BOE, SL, Pr, ED, F, Sta
Feb-Apr	Changes in plan and recommendations for resource allocations	9. Deploy changes to plan; incorporate changes in financial resources into budget plan and changes in workforce into staffing plan	Deployment of action plan and resource changes	SL, Pr, ED, F, Sta
April	Analyzed findings from stakeholder satisfaction survey	10. Review findings and identify priorities /opportunities for improvement and develop new/ modify current plans	Priorities and action plans	F, Sta, Stu, Pa, Pn, B, and Su
May	Analyzed findings from ABC test data	11. Review findings and identify priorities/ opportunities for improvement and develop new/ modify current plans	Priorities and action plans	Pr, Fa, Sta, Su, and Pa
Ongoing	Collected and analyzed environmental scan information and data; input from partners and stakeholders	12. Review findings from environmental scan and feedback from partners/stakeholders and identify priorities/opportunities for improvement and develop new/modify current plans;	Priorities and action plans	Pr, Fac, Pn, B, and Su
Jul-Aug	Strategic plan and budget plan	13. Board approves strategic plan and budget allocation due to fiscal year start state of July 1.	Approved strategic plan and budget	BOE and SL

(Key participants: BOE= board of education; SLs=senior leaders; Pr=principals; ED=executive directors; F=faculty, Sta=staff; Stu=Students; Pa=parents; Pn=partners; B=businesses; Su=suppliers.

Figure 2.1-3 Environmental Scan Process to Address Key Factors

Key Strategic Factor	Information and Data Collected Method	Sources	How Information and Data Results are Analyzed for Goal Attainment and Gap Analysis
Student Needs, Expectations & Opportunities	ABC, SAT Test Data Enrollment / Graduation Data Satisfaction Surveys Focus Groups	DPI, ORED, DPI, I-SS, College Board Facilitator	Student performance data analyzed by district, school, grade, classroom, curriculum obj., student sub-group performance to include levels, trends and comparisons. Survey data analyzed utilizing control chart methodology also focusing on levels, trends and comparisons Action steps prioritized in deployment plans.
Stakeholder Needs, Expectations & Opportunities	Area Advisory Councils Partnership meetings Supplier meetings E- Surveys and Focus Groups Satisfaction Surveys Commissioners Meetings General Assembly meetings Staff Advisory Council	Facilitator I-SS I-SS I-SS I-SS Superintendent PR Dept.	Data reviewed at weekly leadership meetings, mid-year and end-of-year performance reviews, and via survey data analyzed utilizing control chart methodology. Deployment plans monitored by leadership and adjustments made through the PDSA process.
Competitive Environment	Leading Indicator Reports Stakeholder surveys Market/competitor data	I-SS DOA, DPI I-SS	Data reviewed at weekly Cabinet meetings, at mid-year and end-of-year performance reviews, and visitations and/or study methodology employed to determine best practice approaches and deployment aimed at results.
Education Reform and technology changes	NCLB Technology use State and national trends	DPI, AMTR ASCD, HSTW, PDK	Data reviewed at weekly leadership meetings, at mid-year / end-of-year performance reviews, and processed for pilot PDSAs to prioritize results with costs.
Sustainability Human Resource Needs	Needs assessment SEA system reports Labor shortage reports Building needs Budget process PLC reports	I-SS env. scan SEA system Economic Dev ORED I-SS, DPI IFs	Data reviewed at weekly leadership meetings, at mid-year and end-of-year performance reviews, and through benchmark study analysis of high performing human resource districts in order to prioritize action steps for improvement using our PDSA process.
Redirection of resources / Ability to execute action plans	Action plans Indicator reports PDSA reports	Department reports	Data reviewed at weekly leadership meetings, mid-year and end-of-year performance reviews, and through our prioritized, systematic budgeting process.
Capability to assess student learning and development	Benchmarks Instruction guide deployment Training Student achievement	CT CT TNL DPI	Data reviewed at weekly leadership meetings, at mid-year and end-of-year performance reviews, and through our I-SS Model to RACG.
Risks Regulatory Budget/Financial	Budget forecasts Safe Schools Reports Regulatory changes Ethical requirements	NCASA, AASA, NCSBA, NCACC, DPI	Data reviewed at weekly leadership meetings, at mid-year and end-of-year performance reviews, and through systematic process for budget analysis involving stakeholder at all school community levels to prioritize action steps.
Changes in economy	Unemployment reports Housing starts Budget forecasts	Economic Dev Chamber NCACC	Data reviewed at weekly leadership meetings, at mid-year and end-of-year performance reviews, and through chamber studies to evaluate action steps for the district.
Emergency Preparedness	Safe Schools Plan Emergency/Contingency Plan	I-SS I-SS	Reviewed annually, after significant incidents, and as an ongoing PDSA regarding recovery procedures.
Partner/suppliers	Admission changes higher ed Partner requirements and performance	Higher ed Meetings with partners	Data reviewed at weekly leadership meetings and at mid-year and end-of-year performance reviews.

Note: All data are analyzed using the systemic and systematic steps listed in Figure 4.1-1

B. STRATEGIC OBJECTIVES
B1. Key strategic goals, objectives and measures, results references, and short-term and long-term horizon targets for addressing the key success factors and strategic challenges are listed in Figure 2.1-4.

Figure 2.1-4 I-SS Objectives and Timeline

Success Factor	Key Strategic Goals	Strategic Measures	Strategic Challenge	Results Report	Timeline Horizon
High Student Performance	*1.1 By 2010, I-SS will meet 95% of No Child Left behind Target Goals.*	1.1.1 % of No Child Left Behind Target Goals Met	1 1	7.1-1	2008 – 91% 2009 – 93% 2010 – 95%
	1.2 By 2010, 90% of Iredell-Statesville Schools will achieve ABC expected growth targets.	1.2.1 % of schools meeting expected growth targets.	1	7.1-2	2008 – 80% 2009 – 85% 2010 – 90%
	1.3 By 2010, the I-SS graduation rate will meet or exceed 85%	1.3.1 Graduation Rate	1	7.1-3	2008 – 79% 2009 – 82% 2010 – 85%
Healthy, Safe, Orderly, and Caring Schools	*2.1 By 2010, I-SS class size average in EOG and EOC classes will be in Top Ten for NC School Systems.*	2.1.1 Average class size for EOG and EOC classes	1	7.5-4	2008 – 18.9 2009 – 18.6 2010 – 18.4
	2.2 By 2010, 95% of 5th, 7th and 9th graders will measure in the healthy, active zone as measured by the Fitness Gram	2.2.1 Fitness Gram	1, 2	7.2-15	2008 – 85% 2009 – 90% 2010 – 95%
	2.3 By 2010, the I-SS incidents of crime ratio will be 4.0 or lower.	2.3.1 Incidents of crime ratio	1, 2	7.2-5	2008 – 5.0 2009 – 4.5 2010 – 4.0
	2.4 By 2010, I-SS out of school suspension rates will be 5.2% or lower	2.2.1 Out of School Suspension Rates	2	7.2-4	2008 – 11.5% 2009 – 7.5% 2010 – 5.2%
	2.5 Stakeholder satisfaction ratings for the Healthy, Safe, Orderly and Caring Schools Composite will meet or exceed 85%.	2.3.1 HSOC Satisfaction Composite	2,3	7.4-11	2008 – 80% 2009 – 82% 2010 – 85%
	2.6 By 2010, the I-SS Phase II Facilities Plan will be completed on time and within budget.	2.4.2 Percent of projects completed on-time and within budget	3	On-site	2008 – 10% 2009 – 50% 2010 – 100%
Quality Teachers, Administrators, and Staff	*3.1 By 2010, 100% of staff development will meet standards for alignment and impact on student achievement*	3.1.1 Percent of staff development meeting standards for alignment and impact	2	On-site	2008 – 90% 2009 – 95% 2010 -100%
	3.2 By 2010, the percentage of teachers meeting highly qualified standards will be 100%	3.2.1 Percent of teachers meeting the highly qualified standard	2	7.4-4	2008 – 90% 2009 – 95% 2010 – 100%
	3.3 By 2010, I-SS performance on the TWCS will be 3.66 on the performance composite	3.3.1 Composite performance on the TWCS	2	7.4-5	2008 – 3.56 2010 – 3.66
Strong Family, Community, and Business	*4.1 By 2010, 100% of parent/guardians will participate in two school-related conferences*	4.1.1 % of parent/guardians who have received at least two school-related conferences	2	7.2-9	2008 – 80% 2009 – 90% 2010 – 100%
	4.2 By 2010, 80% of community survey respondents will rate I-SS with the grade of A or B	4.2.1 % of community respondents rating I-SS with the grade A or B	4	7.2-6	2008 – 70% 2009 – 75% 2010 – 80%
Effective and Efficient	*5.1 The child nutrition department will be self sustaining*	5.1.1 A self-sustaining (SS) status for the child nutrition department	4	On-site	2008 – SS 2009 – SS 2010 - SS
	5.2 By 2010, stakeholder satisfaction ratings related to school maintenance will improve to 90%	5.1.2 Maintenance stakeholder satisfaction rating	4	7.4-9	2008 – 86% 2009 – 88% 2010 – 90%
	5.3 by 2010, I-SS per pupil expenditures will be in the lowest quartile of NC school systems and student academic performance will be among the Top Ten NC School Systems	5.3.1 Per Pupil Expenditures in lower quartile (LQ) 5.3.2 Student Academic Performance Rating	4	7.3-2 7.1-4	2008 – LQ-Top 20 2009 – LQ-Top 15 2010 – LQ-Top 10

Strategic Challenges: 1- Improving student achievement. 2- Shortage of highly qualified teachers. 3- Ensuring cost effective and equitable school facilities 4- Ensuring availability of funding. See P.2b – Strategic Challenges.

B2. Figure 2.1-4 describes how the strategic objectives address the challenges identified in P.2. The leadership process identified in 1.1 ensures that objectives balance short and longer term challenges and opportunities. The involvement of all stakeholders in the 2-WCM 5.1-1and the identification of stakeholder key requirements (Figure P.1-4) ensure that the strategic objectives meet internal and external requirements. In addition, I-SS uses the PDSA approach to encourage innovation throughout the organization. I-SS also uses a 2% bonus PDSA approach and a pilot PDSA approach to further address opportunities for innovation. I-SS leverages its advantages of low teacher turnover by planning for quality professional development. In addition, I-SS leverages its vision by working with and through the vision to establish a culture that focuses on I-SS values. I-SS uses its Performance

Excellence Model to continuously improve all aspects of the system to achieve positive results.

2.2 Strategy Deployment A1. Figure 2.1-2 describes the major steps in the strategic planning process. The district's values of continuous improvement, management by fact, and results focus are exemplified in the action plan development and deployment that are central to the overall strategic planning process steps. For example, at the end-of-year performance review (July-August) all central office administrators, building administrators, and IFs participate in performance review teams. These teams report on performance strengths and gaps. Department heads responsible for the strategic indicator then utilize the district PDSA process and template (added in 2004 and refined in 2005 and again in 2007) to address gaps in performance. During the August-September timeframe, each department and school has to develop a deployment action plan (added in 2005) with action steps, resources assigned, person responsible and evaluation measures (leading indicators). In 2007, that process was refined to have a quarterly improvement cycle with quarterly coaching/evaluation and has been integrated to include schools, departments and pilot PDSAs, and professional development. Currently, I-SS has 17 strategic performance measures and over 100 leading indicators that are tracked on a monthly basis. The leading indicators track performance on short-term action plans for the one year goal. When reporting on these indicators at weekly Cabinet meetings, administrators have a systematic process for reporting (added in 2004). Organizational learning occurs as recommended action steps are expected from the systematic process directed by cabinet. Study and development via the PDSA team who owns the process improvement sustains updates and reporting at cabinet meetings for senior leadership to monitor fact-based results and improvement through the PDSA process.

A2. The planning templates require that additional resources be identified. When additional resources are identified by SITs or departments, it is shared with cabinet during the budget cycle for reallocation and/or expansion of resources. The budget cycle ensures that adequate financial resources are available to meet the needs of the plans. Plan resources are prioritized in the budget cycle to balance resources. During the off-cycle of the budget cycle, resources may be reallocated for high priority items identified through the environmental scan by cabinet.

A3. All plans have been integrated utilizing a PDSA approach. If data is gathered that indicate that current circumstances require a shift in the plan, then during the Act cycle, the plan is revised to reflect the changes and deployed immediately. School and department plans are required to complete the Study/Act cycle quarterly. If a district plan requires adjustments prior to the quarter, the study/act cycle is completed and shared with cabinet at the weekly meetings to ensure resource allocation and receive approval. During the scheduled reporting time for progress on action plans, Cabinet is charged with the responsibility to make adjustments or modify the district strategic plan. If a leading indicator on the balanced scorecard is in jeopardy of not being met, a PDSA deployment plan is monitored more regularly at cabinet meetings for adjustments and recommendations. A recent example of this agility was the scheduled report on the new

teacher training program (Teachscape). Cabinet directed the Director of Teacher Recruitment/Retention to complete a PDSA on the action plan and to return with recommendations for mid-course corrections. As a result, several key changes were made in the program in regards to time horizons.

Figure 2.2-1 Key Changes for 2005-2007

Success Factor	Key Changes and Indicators
HSP	K-2 Predictive Assessment (Leading Indicator)
	Honors Courses (Lagging Indicator)
	Early College (Leading Indicators)
	Student Accountability (Leading and Lagging)
HSOC	Bandwidth (Lagging Indicator)
	Bullying prevention (Lagging Indicator)
	Alternative Programs (Lagging Indicators)
QS	TOY Forum (Leading Indicators)
	Working Conditions (Lagging Indicator)
	Teachscape (Leading Indicators)
SCFS	Required conferences (Lagging Indicator)
	Mentor program (Leading Indicator)
	Extended learning programs (Lagging Indicator)
EE	Bond passage (Lagging indicator)
	Facilities plan (Leading and Lagging Indicators)
	SACS/CASI District accreditation (Lagging)

A4. Key short and long term action plans are listed in Figure 2.2-2. Examples of key changes for the 2005-07 school years are listed in Figure 2.2-1. The human resource plans derive from key short- and long-term action plans as described in Figure 2.2-2. Success factors related to strategic goals have action plans that involve training and performance measures. These measures are exemplified in the results section 7.0, but an additional column of PDSA adjustments explain how in process measures are evaluated and adjusted for organizational learning. I-SS tracks the implementation of all training programs (section 5.2). For example, True North Logic (added 2007), measures the impact of staff development on strategic and leading indicators in the high student performance success factor. This initiative helps inform quarterly, mid, and annual year reviews along with in-process data analysis at cabinet and administrative team meetings for action plan corrections.

A5. Key performance measures for tracking progress on action plans are listed in Figure 2.2-2. The template for action plan deployment (added in 2005) has a column for evaluation measures for each action plan step. Each action plan is integrated with a PDSA approach, so that each plan must have three evaluation measures that measure completion and fidelity to the overall approach of the PDSA and an evaluation measure that impacts the overall goal (Refined in 2006). Each plan must include additional resources needed and professional development needed to complete the plan. These plans are monitored quarterly during cabinet to address capacity and potential impact. Owners may report significant changes in data that indicate a need for rapid change at any time at cabinet by requesting to be on the agenda and track much of the data monthly. These results from these indicators may impact SIP. In addition, key processes aligned to the 17 key district indicators are tracked using a radar chart quarterly providing information concerning the level of deployment of those processes.

Success Factor	Strat Goal Fig 2.1-4	Action Plans	HR Training and Development	Leading Indicator (Measure)	Data	Owner
High Student Performance	*1.1, 1.2*	CWT	HYIS	CWT Data	7.4-3	CAO
	1.1 1.2	Instructional Guides	Essential Curriculum	Quarterly Plus/Delta	On-site	CAO
	1.1, 1.2, 3.1 3.3	Teamwork Matrix	PLC	PA QAR CWT Quarterly PD Survey	7.5 1-2 On-site 7.4-3 On-site	CQO
	1.1, 1.2	CTG	PLC	PA -Summer Credit Recovery	7.2-11 7.2-13	CAO
	1.3	21st Century	Advisor and Advisee Technology	-AP Results -College scholarships -Summer School Report -Virtual Enrollment -Athletic participation -Drop Out -Credit Recovery	7.1-13 On-site On-site On-site 7.2-6 7.2-3 7.2-13	CAO
Healthy and Safe Schools	*2.1*	TAs to Teachers	SIP Waivers	-SAR Reports -Class size	On-site 7.5-4	ASHR
	2.2	Fitness Zone	Fitness Zone	Fitness Gram	7.2-15	COO
	2.3,2.4	PBS	Positive Behavior Support Modules	-Monthly crime and violence report -Out of school suspension rates -OSS Days Saved	On-site 7.2-4 7.2-14	COO
	2.5	Custodial Inspections	Cleanliness Expectations	-Custodial Inspections -Complaint management	7.5-9 On-site	COO
	2.6	Phase II	Building Code	-Quarterly Report % complete	On-site	COO
Quality Teachers, Admin, and Staff	*3.1*	TNL	Use of TNL PD Request	-Impact Reports -Rally completion reports	On-site On-site	CQO
	3.2	Lateral Entry	Certification	-Teacher Licensure -HRMS Checks -NBCT	On-site On-site 7.4-9	ASHR
	3.3	Sub Calling	Use of sub calling system	-Sub calling reports -teacher attendance reports	On-site On-site	ASHR
	3.3	DASH System	Use of DASH	-Quarterly PD survey	On-site	CATO
SFBS	*4.1*	Conferences	Definition of conference	- # of conferences reported at mid and end of the year	7.2-9	Director of Public Relations
	4.2	Community Survey	On-line survey	-Score on community survey -Partnership Reports -Volunteer Hours	7.2-6 7.2-8 7.2-7	ASHR
Effective and Efficient Operations	*5.1*	CN Participation	Kiosk	-Meals per labor hours -Meals served -Inventory reports -Supplemental Sales -Expense to Profit	On-site On-site On-site 7.5-10 On-site	COO
	5.2	Maintenance Rating	School Dude	-Work orders completed -Contact Logs	On-site On-site	COO
	5.3	Overtime Bus	Financial reports	-Per Pupil Expenditure -Overtime report -Fund Balance	7.3-2 On-site 7.3-1	COO

Figure 2.2-2 A Sample of Key Action Plans, Human Resource Plans, Measures, Targets, Data, and PDSA Adjustments.

A6. The **key** performance measures and indicators for tracking progress on **key** action plans are listed in Figure 2.1-4. Each of the district's 17 objectives is assigned an owner that attends cabinet weekly. These owners are ultimately responsible for the improvement plan (DIP) to address the objective from the district strategic plan. The plans are then developed within the owner's department. The owner monitors the plan quarterly (or more often if the data indicates the need) and reports quarterly to cabinet the progress of the deployment of the plan using a rubric aligned to ADLI and the results of the key measures of the plan. In addition, the SIP must demonstrate alignment to the district strategic plan before approval is granted. The SIPs are then monitored quarterly by the ED and CQO to ensure alignment with the district strategic plan and fidelity to the continuous improvement approach.

B. Performance projections are based on the SWOT analysis of key performance measures and indicators. During steps 1 and 2 of the SPP results are compared to state, benchmarks and other sources and are compared against state and national regulations (NCLB) to determine appropriate short and long-term planning time horizons. In 2007, it was determined that not all measures had adequate comparisons, so all key results reported for the district must now include comparative data.

3.0 Student, Stakeholder, and Market Focus
I-SS is fully committed to performance

excellence. This commitment is extended to students, stakeholders, and our entire educational and community market. Using the key management processes within the student and stakeholder system, I-SS continually seeks to understand both the requirements and expectations of students and stakeholders. The district's model for performance excellence serves to ensure the development and deployment of programs and services that meet both current and future stakeholder needs and requirements. Further, the model is favorable to the building and maintenance of relationships that attract and retain students and stakeholders, as well as improve loyalty to the district and its mission.

The I-SS core values are both student and stakeholder-driven. Through the implementation of the model for performance excellence, SLs work to continually identify stakeholder needs and expectations. We maintain awareness of student and stakeholder needs, as well as conduct routine environmental scans to identify needs and expectations of our potential market base. Student and stakeholder requirements and needs are essential components of student success and academic excellence.

a(1) Both the school district's strategic plan and model for performance excellence focus heavily on customer satisfaction, with particular emphasis placed on high student performance, as well as effective and efficient operation and communication. This is best achieved by segmenting our students and markets into various groups of key stakeholders.

While state and federal requirements have identified the student segment of the district's stakeholders, additional non-mandated student segments have been identified by SLs. In identifying additional stakeholders, SLs rely heavily on both state and federal initiatives aimed at recruiting and retaining quality staff members, as well as engaging both parents and members of the business and faith-based community.

In I-SS, we have identified a core student market that includes all children age 18 and under. The core student audience is further segmented into current students and prospective students, while former students and district alumni are extensions of this core group. Prospective students include students served by alternative education providers including home schools, private schools, children not yet of school age, and also students who could potentially relocate to the Iredell-Statesville district.

The district utilized the PDSA tool as a means to develop and deploy a process to gather feedback from non-I-SS student segments including home-schooled students, students in private/parochial schools, and students currently enrolled in charter schools. The data collected from this feedback enables I-SS to better understand how the district's market share is determined, as well as identify any opportunities for collaboration and partnership. The ways in which I-SS currently offers services to these additional student segments in highlighted in Figure 3.1-1

Because students are the primary customers of the school district, it is important to delineate the various segments of this group. Students are segmented into subgroups for the purpose of organizing and analyzing student information and data, as well as to meet both federal and state reporting requirements (AYP subgroups). Students are further segmented by I-SS in terms of academic program (AIG, regular, EC, ESL, etc.), school level (elementary, middle, and high), grade level, and geographic location within the district. Student and stakeholder segments are continually monitored and refined when data warrant new segments be added and existing ones merit deletion or modification. SLs own this process and decisions about student segments are made at the cabinet level.

I-SS also has a vested interest in both surrounding school districts and students who receive educational services from alternative providers. The district shares financial resources with these entities and often works together to achieve positive outcomes for students. One such instance of this mutual cooperation is through the district's partnership with the Mooresville Graded School District (MGSD) to provide an out-of-school suspension day reporting center for students of both districts. This program was initiated by I-SS based on systematic evaluations of suspension data and stakeholder needs.

While the district's primary mission is to boost student achievement and help ensure long-term student success, the district is well aware of its obligations and responsibilities to additional stakeholders. Additional stakeholders include district employees, parents, and the community, including the business community and higher education institutions. The relationship between each of these stakeholders and I-SS is a symbiotic one—the district and its stakeholders rely on each other to ensure that quality educational programs are provided and to achieve student success.

Figure 3.1-1 Market Analysis

Market	How	We Offer
Home school	Register through DPI	Related service: EC services, to include: OT, PT, Speech Staff development opportunities Drivers education
Charter School	Register and approval by DPI	Funding at state rate
Private/Christian Schools	Registered by DPI	Varies by school
Virtual High School	Register at high school	Offer various courses on-line
Early College	Application process	NCSCOC High School Diploma and two-year Associate's Degree
Huskins	Register at High School	MCC, selected courses
Dual Enrollment	Register at High School	MCC, selected courses

a(2) I-SS takes a proactive role in determining the needs, expectations, and requirements of its stakeholders. Using input and feedback from all stakeholders, I-SS bases all of its decisions on the information gathered during these processes. I-SS uses a detailed process, beginning with SL and deployed throughout the school district, to both listen and learn about our stakeholders' needs and expectations (Figures 3.1-2, 3.1-3).

Student needs are identified through a variety of methods, including state and federal mandates, diagnostic assessment surveys of students, staff, and parents, and through interaction with the business and at-large community. The

district's SLs, along with members of the administrative team, meet on a monthly basis to discuss any issues that arise within the student segment and make service and programming determinations and recommendations at that time.

While much of our information concerning stakeholder requirements emerges from legislative action (NCLB and other state issued mandates), other tools associated with our listening and learning model include: surveys of staff, students, parents, and community members, advisory boards, task forces, booster clubs, curriculum and budget committees, public forums/hearings, individual education plans (developed by teacher, parent, and student) and a variety of printed and electronic communication sources.

Our SL is responsible for staying abreast of local, state, and federal issues affecting public education and our community at large. The ESP is enhanced by conversations the superintendent and other senior district leaders have with community groups, government entities, and at leadership conferences (state superintendents association, department of education, etc.). The information collected and shared during these events is then evaluated and shared with district stakeholders through either direct (face-to-face) or indirect (website, blogs, newsletters) communication. The formal process for sharing this information is through cabinet and administrative team meetings. Notes from these meetings are shared with principals and include actionable items called the 'principal's know-and-do list'. I-SS maintains relationships and conducts routine conversations with the local chambers of commerce, economic development organizations, local businesses, and colleges/universities to develop and market new programs and initiatives.

I-SS uses a variety of stakeholder advisory boards and task forces to better understand the requirements of district stakeholders. I-SS currently has advisory boards for certified employees, classified employees, and parents (area advisories). Most recently a PDSA was developed to address attendance at area advisories and it was determined that a more targeted strategy was needed to involve additional stakeholders. District and school-level administrators worked together to target parent leaders within each school. These entire parent leaders were individually invited and encouraged to participate in the area advisory (held two times each year).

Other parents and the community at large were invited through public announcements, school and district newsletters, and electronic communication. The result was improved attendance and greater communication at all advisory meetings.

Additional staff, parent and community advisory boards are targeted task forces that address the following: the district's AIG program, EC, achievement gaps, school construction, and curriculum. Each of these task forces has significantly contributed to the way the district does business. Examples of this include personnel distribution and plans for a second major phase of school construction. Examples of gathering stakeholder requirements/needs are contained in Figure 3.1-2 and Figure 3.1-3.

The district enhances its communication and listening/learning methods by encouraging all stakeholders to participate on various district committees, including the district's budget committee. In I-SS, budget presentations are made by all SL and departmental directors and principals representing all grade levels serve on the district's budget committee. After budget recommendations have been made by directors, school district employees are given the opportunity to rank budget priorities using an online survey. Parents and the community are then encouraged to offer input and feedback at special BOE hearings.

I-SS deploys a 2-WCM (Fig. 5.1-1) whereby district communication flows symmetrically both to and from SLs and the BOE to staff and stakeholders. This model, fashioned after Grunig's (1992) research-based communication model, is used to enhance current programs and processes; however, the way in which this model is deployed varies among student and market segments depending on the need.

Communication determinations vary between stakeholders and student groups based on the specific needs of individual groups. Due to cultural norms, some minority groups within the district prefer individualized attention outside the traditional school settings, while business partners tend to prefer more convenient electronic methods.

Communication and input gathered from students and stakeholders is used for the purposes of planning, implementing, marketing, and improving work systems.

Figure 3.1-2 How I-SS Addresses needs of Former, Current & Future Students

Future	Current	Former
- Senior leadership sit on boards whose focus is birth to 5.	REGULAR ED All students excluding those who fall under IDEA	- Feedback on student success from state universities
• Iredell County Partnership for Young Children	ALTERNATIVE ED: **Mulberry**	- Serves on Advisory Committees
• More At-Four	• Virtual high school	- Serves on Task Force committees
• Child Care Resources and Referral	• Credit recovery • HS and Middle school 45-day placements	- Statesville Renaissance
- Support Multidisciplinary diagnostic for preschool children	• HS and Middle school 15-day assessments • OSS program	- Remediation tutors - Volunteers
• Iredell Inter Agency Council for Children	**Springs Academy** • HS and MS day treatment	- Parents - Staff members
• Community Collaborative (multi-county, multi-disciplinary groups to support young children).	• HS and MS community classroom Support Summer enrichment program	
	AIG Those who qualify under AIG guidelines	High Schools distribute a survey to all former Tech Prep students called the VEIS.
• ED Dept identifies preschool children at risk and operates	ESL Those who qualify under standardized language survey.	

on campus pre-kindergarten program to support school readiness - Children entering our district in group home placement are offered a pre-assessment service to help insure appropriate placement. - The district coordinator standardizes assessments for all pre-school programs. - Charter school students who come to us after they age out.	ECONOMICALLY DISADVANTAGED Those who qualify for free and reduced lunch RACE As defined by AYP HIGH SCHOOL CURRICULUM TRACKS AND OPPORTUNITIES • College prep • College tech-prep • Occupational • Career prep • ROTC programs SHAKE Program, 21st Century Learning Center program SPARK Big Brothers/Big Sisters Mentors Prime Time for Kids Before and After School tutoring			The CTE program also contracts with Praxis Research to conduct a counselor survey and a senior survey as part of the Iredell County Tech Prep grant in collaboration with MGSD and MCC. All previous year graduates are surveyed and asked eight questions. The results are used to improve the program for future students.

Figure 3.1-3 Sampling of Student and Stakeholder Listening & Learning Methods (full listing available on-site)

Listening & Learning Method	Frequency	Info Sought	How Used	Used By
Segment: Current Students				
Climate Survey	A	Feedback used to continue to improve processes in all 5 strategic priority areas	To develop strategies, priorities, and next steps for SIPs; also 1,2,3,4	Teachers; administrators; district leaders; BOE
Student focus groups	Fall Spring	Feedback on topics deemed in need of improvement which will be used to improve processes	To develop strategies, priorities, and next steps for SIPs; also 1,3,4	Administrators; district leaders; BOE
EOG Testing	A	Achievement	Promotion/retention, intervention, lagging indicator; also 1,3,4	Teachers; administrators; district leaders; BOE
Parent/Teacher Conference	Q/AN	Communication on student progress	Determine student needs; also 1,2,3,4	Teachers; administrators
IEP/DEP/PEP/SSP	A/ AN	Individual student needs	Individual instruction; also 1,3,4	Teachers; administrators
Enrollment data	A/M	Class size; teacher allotment	Program design; staffing; also 1,2,3,4	Teachers; administrators; district leaders; BOE
Segment: Former Students				
State University reports	A	Number of successful students	Evaluate academic program; also 1,3,4	Teachers; administrators; district leaders; BOE
Segment: Future Students				
Partnership for Young Children	AN	Prepare for future students	To determine needs of future students; also 1,2,3,4	Administrators; district leaders; BOE
Facilities Task Force	AN	Growth projections for needed facilities	1,2,3,4	Administrators; district leaders; BOE
Segment: Parents				
Climate Survey	A	Feedback	To develop strategic priorities for SIP; also 1,2,3,4	Teachers; administrators; district leaders; BOE
Area Advisory	SA	Feedback	To develop strategic priorities for SIP; also 1,2,3,4	Teachers; administrators; district leaders; BOE
Parent/Teacher Conference	Q, AN	Communication on student progress	Determine student needs; also 1,3,4	Teachers; administrators
Segment: School Board				
Meetings	M/AN	Feedback	School operations, promotions, standards; also 1,3,4	Teachers; administrators; district leaders; BOE
Segment: Community				
Partnerships *(see Figure P.1-2 I-SS Strategic Partners)*	A	Feedback, needs of workers	Volunteer opportunities, resources, program design, worker expectation; also 1,2,3,4	Teachers; administrators; district leaders; BOE
Interagency Council for Youth	M	Various agency programming updates	Design/develop programs coordinate with student needs; also 1,2,3,4	Teachers; administrators; district leaders; BOE
Event feedback	AN	Use of plus/delta and issue bin items	Evaluate and develop processes; also 2,3,4	District leaders; BOE

M=Monthly, Q=Quarterly, A=Annually, SA=Semi Annually, AN=As needed, AH=ad hoc

1= planning education programs; 2=marketing; 3=improving work system and processes; 4=developing new services

3.1a(3) Information gathered from student and stakeholder groups is used by SL to plan, modify, and enhance instructional offerings. This strategy enables the school district to make decisions that are student-focused and learning-oriented. I-SS routinely evaluates educational offerings, staff development and training, and district strategic objectives. Plus/deltas and issue bins are utilized to collect data from all stakeholders to improve the level of service within I-SS.

The PDSA process is deployed throughout the district, with all departments, schools, grade levels, and individual classrooms utilizing the process. These PDSAs are used to constantly monitor and evaluate instructional strategies, programs, and services.

In I-SS, the PDSA tools helps to drive innovation. Currently, the district uses a pilot process to enable schools to write a proposal for introducing new technology at the schools. Schools write PDSAs with the goal of improving and increasing student learning.

An example of a student-centered PDSA is the district's iPod PDSA. This PDSA, a collaboration between the quality and high school reform departments and a district high school, resulted in piloting iPods and Macbooks for use in the classroom. Both students (particularly EC and AIG) and teachers would participate in Podcasting exercises to improve student achievement. After the completion of the pilot, an additional PDSA cycle will ensue to determine whether district-wide deployment should be considered.

Parent, student and staff input was most recently considered for a school-level PDSA at an I-SS elementary school. Using data collected from the school's stakeholders, SMART Boards™ were purchased through a district matching funds program. The boards are being used to enhance learning opportunities in each of the school's classrooms. The program will be evaluated to determine whether further deployment of the boards to other schools is warranted.

The district also convened a task force to help redesign K-2 report cards. The committee was comprised of teachers, parents, and administrators, and together they developed an improved method for communicating student progress. However, since that time, the PDSA team has decided to reconvene to further enhance the report card. An additional PDSA cycle will determine what further changes are merited.

Further, the district uses input from advisory groups to ensure stakeholder needs are met. Based on input from the classified advisory group and other stakeholders, a PDSA was utilized to design a pilot program aimed at recruiting highly qualified teacher assistants in the southern part of the county. The program will be evaluated at the end of the school year and a determination regarding district-wide deployment will be made.

Feedback from parent and staff advisory groups, as well as from local government entities, is currently being gathered and analyzed to make a recommendation regarding lengthening the school day and changing school start/stop times. I-SS utilizes issue bins and plus/deltas in all classrooms, staff meetings, and at the district level to gain feedback and ideas from stakeholders. This method is not only effective, but enhances and supports the district's 2-WCM. The use of issue bins is deployed throughout the district, including in operational services, at parent/community meetings, as well as in online surveys.

3.1a(4) To ensure the district's listening/learning methods remain current and in line with current mandates, evolving stakeholder requirements, and the community's business and educational climate, SLs rely heavily on the methods included in the district's model for performance excellence. Leaders attend national conferences such as the National Quality Education Conference, engage in local, state, and federal legislative dialogue, and regularly study the latest research and literature affecting public education. The district's leadership closely monitors the local climate, including demographic changes, population growth and shifts, and changes within the local economy. I-SS routinely participates in pilot programs and benchmarking initiatives (i.e., principal and teacher evaluation pilot with DPI; APQC benchmarking studies) to enable the district to gain knowledge on the latest and best innovations in education.

District leaders regularly participate in local chamber of commerce and economic development initiatives, are members of local, state, and national professional associations (NCASA, NSPRA, NCAE, NEA, etc.), and serve on a number of local boards of directors.

Information gathered from these environmental scans is shared across the district at weekly cabinet meetings and monthly administrative meetings. The information gathered is used to develop new programs and partnerships.

3.2 Student and Stakeholder Relationships and Satisfaction

3.1a(1) Using listening/learning approaches, I-SS has a systematic process to build and maintain relationships with stakeholders. Based on feedback gained from student focus groups and area advisory meetings, the district learned that parents and students desire a relationship with the district that ensures friendly, supportive, and safe learning environments.

Relationships with businesses, faith-based organizations and other community agencies are forged through the district's Golden Opportunities Partner program, whereby both schools and the district seek partners to help fulfill the needs and requirements of the both the school and the partner. Each school has at least three partners, with one of them being a faith-based organization. Partners are encouraged to become involved in the school by providing tutors, volunteering in the classroom, and/or by providing contributions to the school to enhance student learning. Our district partnership with the YMCA affords 2nd-graders the opportunity to attend regular swim lessons as a part of enhancing a healthy lifestyle. The school district regularly partners with other education providers to ensure all opportunities for educational enrichment are identified. The district currently partners with Mitchell Community College (MCC) and MGSD to offer dual enrollment opportunities for students in an early college setting. A current proposal suggests increasing involvement with MCC and MGSD to establish additional programs, including health care, technology, and other vocational programs.

Another avenue utilized by I-SS to build relationships is through our involvement with community organizations. Administrators throughout I-SS hold positions in local and state organizations, including the NC Public School Forum,

NC Virtual High School Advisory Committee, Governor's Teacher Working Conditions Advisory Committee, United Way, local chambers of commerce, local economic development commissions, Rotary clubs, crisis communication response teams, and Leadership Statesville. As a result of this extensive community involvement, partnerships have developed. Notably, both the Greater Statesville Chamber of Commerce and the Iredell Economic Commission have teamed up with the district to explore new academic offerings and a small business incubator model aimed at both improving student achievement and the quality of the local workforce. Other partnership examples include the Blumenthal Center for Performing Arts' involvement in an advisory capacity to help establish a performing and fine arts magnet school in the district, as well as a partnership with Big Brothers Big Sisters to provide after school enrichment activities for at-risk students.

Students and staff foster new and continuing relationships by participating in community service activities. I-SS is a Pacesetter Organization for the Iredell County United Way and continues to meet and exceed its fundraising goal each year. The district and individual schools also support March of Dimes, American Cancer Society and Relay for Life, National MS Society, American Heart Association, 5th Street Ministries, Salvation Army, and hosts of additional organizations. Many schools organize fundraising activities, clothing drives, canned good drives, and support individual families throughout the school year. The school district sponsors events of the chambers of commerce, Dove House, Barium Springs Home for Children, and a variety of other causes.

I-SS also works with area realtors to provide information to promote the district to prospective families and businesses. The Greater Statesville and Mooresville-South Iredell chambers of commerce and convention and visitor's bureaus in the community are provided with information packets including a copy of the district's strategic plan, a location map of the district and its schools, and an outline of the district's academic successes. Additionally, I-SS assists with local economic development by providing information to the local chambers and to the Greater Statesville and Mooresville development corporations for presentations to prospective organizations considering relocating or expanding in Iredell County.

The district continually pursues ways in which to improve student performance. I-SS regularly uses PDSAs to identify ways to increase student success and lead to innovation. One such example was the pilot of high yield instructional strategies and classroom walkthroughs with selected school sites. The success of this pilot led to deployment throughout all schools. Additional PDSA cycles will determine broader deployment in the future. A PDSA was also used to establish a partnership between Barium Springs Home for Children and I-SS to provide an onsite alternative school (Springs Academy) aimed at providing students with academic, social, and behavioral support in a therapeutic setting.

3.2a(2) I-SS has a number of key access mechanisms and communication tools designed to enhance the district's 2-WCM (Fig. 512-1). The school district ensures these mechanisms are deployed throughout the school district using a variety of staff development methods, staff meetings, advisory meetings, distribution of district policies, and expectations set forth in the district's strategic plan and individual school and department improvement plans. District and site administrators are all trained on Crucial Conversations and other communication tactics.

The school district offers additional outlets to enable students and other stakeholders to communicate with the district and its schools. One program is the freshman academy orientation program offered by a number of the district's high schools. This program introduces rising freshman and their parents to life in a 21st century high school, including curriculum, extra- and co-curricular activities, and policies and procedures. The program is aimed at improving the vulnerable transition from middle school to high school.

The school district recently deployed a new program entitled the Family Resource Center. A function of the Student Support Services department, the center is aimed at enabling and empowering students, family, and community members to seek and share information, lodge complaints, and voice concerns. The program serves to ensure that student and stakeholder needs are met in a timely and effective manner. The program is a product of student and stakeholder feedback, as well as listening/learning by the school district. Since the inception of the program and its accompanying hotline, an additional online component has been added to allow for greater ease of communication and tracking.

Figure 3.2-2 Key Student and Stakeholder Contact Mechanisms by Mode of Access (Level: D=district; S=school; FS=faculty/staff)

Access Method	Level	Assistance	General Info	Inquiry	Problem Resolutio	Register Complain
Receptionist	D/S/FS	x	x			
Direct Line	FS			x	x	x
Voicemail	D/S	x		x		x
Web	D/S	x	x			
E-mail	D/S/FS	x	x			x
In person	D/S/FS	x	x	x	x	
Fax	D/S	x	x	x		
Sign Language/ Interpreters	D/S	x	x	x	x	

3.2a(3) I-SS understands that situations of concern to students and stakeholders may from time to time arise. The intent of the school district is to use this information as OFI (Figure 3.2-2). The district's primary mechanism for receiving and addressing such issues is the Community Conflict Resolution Tool (for staff: Electronic Issue Bin). Both mechanisms are found online by visiting the school district's website; however, parents, students, and other stakeholders are aware of the Family Resource Center hotline referenced in the above section. The primary goal of the district is to ensure stakeholder satisfaction and complaint resolution at the lowest level possible. Two-way communication and a thorough understanding of the issue are best ensured at the level at which the conflict began. The following procedure is deployed throughout the district:

1. Issues involving a student and his/her teacher/coach need to be first addressed with the teacher/coach
2. If no resolution is achieved at that level, or if the matter involves an individual site or department, the principal or director should be contacted
3. If no resolution is achieved at the department/school level, or if the issue is a district concern, the conflict resolution tool/hotline should be used
4. Matters requiring additional attention or not resolved through the conflict resolution tool/hotline should be addressed to the district COO
5. If satisfaction is not achieved with the COO, complainants may pursue further action with the district's board of education

This procedure provides a sense of empowerment to stakeholders at all levels, preventing complainants from circumventing the area in which the issue arose. The procedure further enhances effectiveness and efficiency by ensuring that problems are resolved at the lowest level possible. The unique feature of this process is the ability of both the complainant and the process owner to 'track' the progress of the resolution using an online, password-protected tool specially assigned to each 'case.' Suppliers also participate in the complaint management process. In I-SS, key suppliers are given electronic surveys that address a variety of issues, including the quality of communication with district officials. Additional procedures are in place within the board of education's policies to ensure specific areas of complaints are addressed. Such examples include the student transfer policy/procedure and the student discipline appeals procedure. Additionally, the use of issue bins is encouraged in all classrooms, school, and district-level meetings to provide opportunities for stakeholder feedback. This feedback is used to modify instruction, enhance programs and services, and improve stakeholder satisfaction.

Figure 3.2-3 Complaint Management Process
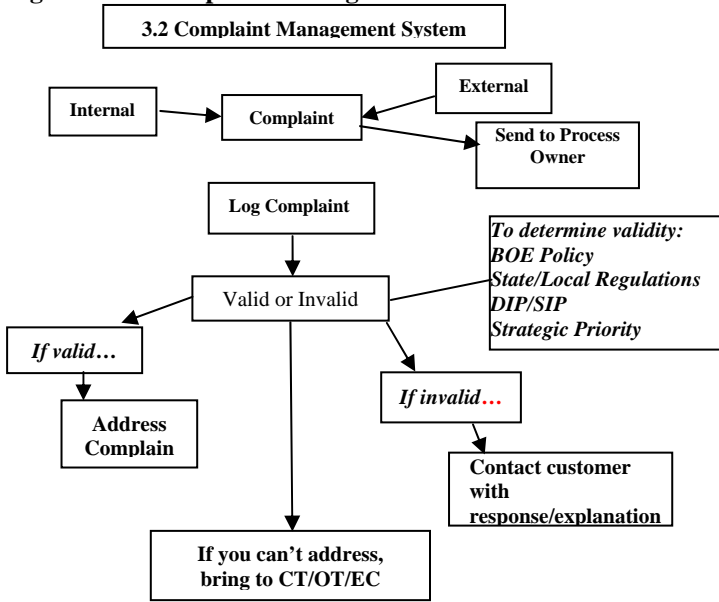
Report Monthly at CT/OT/AT

Customer Service Requirements
- 24 hours turn around time
- Accurate
- Polite/Pleasant

3.2a(4) I-SS continues to improve its approaches to building and sustaining relationships by continually surveying the landscape of the district's stakeholders, surrounding school district's, and major communication and technology trends. District and school leaders are encouraged to use Connect-Ed to communicate important school and district information. Schools also maintain websites and distribute newsletters to share important information. The district regularly distributes a community update newsletter to ensure stakeholder awareness of district goals and achievement, as well as to update the community on the progress and future of school construction. This newsletter features a feedback mechanism that enables stakeholders to weigh in on district issues, resulting in actionable feedback for the district. E-news items are regularly submitted to subscribing parents and contain information about district celebrations, goals, and other information.

The district searches for 'best practices' examples of educational and communication processes to continually foster and sustain relationships. By participating in local and national communication organizations, new ideas are being integrated by the district. The district superintendent uses a personal blog to keep stakeholders informed of issues affecting the district. The district also participates in benchmark studies in an effort to determine where I-SS stacks up against other school districts. The district recently participated in two APQC nationwide best practice benchmarking processes and was identified as a national best practice in professional development and data-driven decision making. The district continually seeks way to improve its communication and relationships with all stakeholders. The district is currently working on a departmental PDSA to improve the district's website and enhance communication between the district and its stakeholders. The PDSA is a result of stakeholder feedback and stated requirements for enhanced technology and communication.

3.2b(1)-(2) Student and stakeholder satisfaction and dissatisfaction are determined through the key communications and satisfaction determination methods as part of the communications/stakeholder relations process. Each year I-SS distributes stakeholder satisfaction surveys to random samples of students, parents, and staff members (survey is offered in both English and Spanish, both electronically and paper). Based on previous stakeholder feedback, the process was expanded this year to include all students (as opposed to a random sample). The stakeholder satisfaction survey traditionally distributed to all staff members has undergone an additional PDSA cycle and now is tailored to specific groups of employees (central office, licensed employees, classified employees). As a component of a third cycle of improvement, the district surveys Golden Opportunities Partners, chamber of commerce members, and other vendors/suppliers. Data obtained from all of these surveys is used to improve the district's programs and services. We celebrate our successes and then identify the areas for opportunities. After analyzing the data, schools and departments use PDSAs to improve key processes.

One example of this actionable feedback is the enhancement and redevelopment of the model for performance excellence (MPE). After receiving feedback from the teacher working conditions survey, the district's quality department

deployed a PDSA to address concerns of time and empowerment by teachers. The result is a modified version of MPE that allows increased flexibility and creativity with the model. Further PDSA cycles will be required to continue to refine the model.

Various measurements are used to capture actionable information by exceeding student and stakeholder expectations throughout the district. This includes specific action steps required in every SIP and DIP and linking them to performance reviews.   We also encourage and often require the use of a PDSA to improve a process and utilize control charts analysis to identify gaps. Additionally, staff issue bins are used at all sites, with an electronic district issue bin on the district's website. Once the issue has been addressed with the required individual, the issue is then shared and posted on the district's webpage. Many times, complainants submit issues that lead to district PDSAs. Examples of actionable feedback resulting in process enhancements include the K-2 report card, online submissions of celebrations, and security enhancements at district schools.

District leaders follow up stakeholder concerns with emails, phone calls (ex: Connect-Ed) and Zoomerang surveys. The district also provides feedback and information to our stakeholders at area advisory meetings (ex: communicating about and generating feedback on a proposal to change school start/stop times).   Minutes of all advisory meetings are distributed via email and posted on the district's website.

3.2b(3) While satisfaction data is collected from I-SS stakeholders, many of the district's competitors do not share stakeholder satisfaction data. Research of competing school districts suggests that many districts do not collect this information.   However, I-SS seeks comparative data by communicating with other schools, attending conferences, reading educational publications, and analyzing information available from the NC and federal education agencies. I-SS compares itself to regional data (SWRESA), state data, and our local competitors (Christian schools, MGSD, Charter Schools), and through benchmarking with peer school systems in NC. Specific examples of deployment of this practice include review of the district's number of National Board Certified teachers, percentage of Highly Qualified Staff as defined by NCLB, and teacher retention rates.

3.2b(4) I-SS keeps current the district's satisfaction methods by using the PEM to continually monitor other school districts, as well as state and national trends. The district continually monitors the MPE model to review existing processes, delete obsolete and ineffective methods, and make additions and modifications as necessary. The district, departments and school use the SCIII approach to continually gauge performance and deployment, and changes are made as necessary. While the district seeks to foster a progressive, innovative atmosphere, it is also cautious to pilot new programs at only one site (ex: iPod/Podcasting pilot and high yield instructional strategies pilot). Results from all pilot programs are shared with stakeholders through newsletters, BOE meetings, blogs, and other communication avenues. Only when the strategy is determined to be effective does the pilot then become deployed at a broader level.

4.0 Measurement, Analysis, and Knowledge Management

To support the I-SS vision and to create a value-based culture that reflects a management by fact and focus on results, I-SS relies on systematic measurement and knowledge.

4.1a (1) I-SS data process is driven by the annual strategic plan development from the district level to the classroom level. The strategic planning process (Cat 2) ensures that the right data are selected, collected, aligned and integrated with organizational and daily operations decision making. I-SS collects numerous types of information/data at the district, school, department, and classroom level including student achievement, financial, market, human resource, compliance, and operational data. Depending on the use of the information, data collection occurs on a daily, weekly, monthly, quarterly, and/or annual basis. Student achievement data are gathered using formative and summative assessments. State assessment results are captured using optical scanners and uploaded into NC WISE, a statewide web-enabled student information system that allows attendance, grades, test data, and other demographic information to follow students within the district and, if necessary, across the state without duplication of entry. District assessment results are captured using optical scanners and uploaded into the data warehouse for access by district administrators and teachers. At the classroom level K-12 assessment data are collected by teachers. All financial data, including purchasing and accounts payable, are collected and maintained through the Integrated Software Information Systems (ISIS). The Human Resource Management System (HRMS) collects and maintains data related to personnel including employee work experience and demographic information. Professional development information is captured through True North Logic (TNL). District and school operational data are collected through various applications applicable to the department such as Meals Plus for Child Nutrition and School Dude for Maintenance, Customer Expressions for complaint management, etc. Figure 4.2-1 details the applications used for data collection and maintenance by the district. The data process undergoes improvement as documented through the strategic planning process. Recent improvements include the implementation of a data warehouse (2006) end user dashboard (2007) and professional development tracking (2006-07). The district PDSA process provides action research and support for innovation at all levels. The district utilizes the following criteria in conjunction with the I-SS Strategic Planning Process (Figure 2.1-2) and the Environmental Scan Process (Figure 2.1-3) to determine the data relevant to the determination of success on strategic district goals:

1. Do the data relate to the district goals?
2. Do the data relate to district and student needs?
3. Are the data valid and reliable?
4. Are trend data available?
5. Are benchmark data available?

Performance reviews such as the environmental scan, mid-year review, and end-of-year review are conducted at various levels of the organization. Reviews occur on a weekly, monthly, quarterly, and semi-annual basis depending upon the performance to be reviewed and as outlined in the Balanced Scorecard Approach (Figure 4.1-2). The performance reviews are conducted at the district, school, and classroom levels with

classroom level reviews being conducted through the Professional Learning Communities.

4.1a (2) I-SS uses a number of sources for comparative performance data within the educational community to assess the performance of the district relative to similar educational organizations. These sources include the state (the overarching governing body for school districts in North Carolina), peer districts (twenty districts that are similar in size and demographics to I-SS), regional (SWRESA which is comprised of thirteen districts of various sizes and demographics that are in the same geographically region as I-SS), Mooresville Graded Schools (the city district which is within the geographical boundaries of I-SS), area Charter Schools (which have a market share of I-SS students), and top ten school districts in North Carolina (the group of districts to which I-SS aspires). In order to achieve the vision of improving student learning, I-SS relies on comparisons to peer districts in order to assess the relative performance of I-SS and to develop strategies to accelerate the rate of improvement in closing the gap between I-SS and the peer school systems. When available, comparable data from national award winning districts and out of industry organizations are also included. In 2007, I-SS implemented an innovative benchmarking process with our schools comparing performance of schools with similar demographics and then our schools using a systemic and systematic process to document best practices. The benchmarking process has received recognition through several state publications.

4.1a (3) I-SS keeps the performance measurement system current with educational service needs by reviewing data related to strategic indicators on a periodic basis. District PDSAs are evaluated on a quarterly basis with progress reported in a radar format (see Cat2). Administrators are able to see trends in leading indicators and make adjustments to the appropriate plans in order to influence results. At the end-of-year review in 2005-2006 it became apparent that an indicator for mobile classroom space was inadequate since similar comparative data were not available. After researching and reviewing the data, the recommendation was made to abandon this indicator for lack of comparative data, and therefore, adjusting the Strategic Planning indicators accordingly.

The I-SS performance management system is sensitive to rapid or unexpected changes with leadership aware of internal and external changes that may impact the school district through constant monitoring of the data. In the event of a rapid or unexpected organizational or external change, the Superintendent meets with the Cabinet and other district leaders to plan processes and strategies to address the situation. When 2006-2007 dropout data were received from the North Carolina Department of Public Instruction in December, 2007 and reviewed, the I-SS dropout rate had slightly increased. The data were analyzed, and it was discovered that many of the dropouts were students who were in grades 11 and 12, but who were not going to graduate on schedule because they could not satisfy the number units for graduation required by I-SS. However, these same students would be on schedule to graduate based on the lesser number of units required by the state of North Carolina. A Differentiated Diploma Program was devised by which a student would be allowed to graduate with the number of units required by the State of North Carolina after meeting the

requirements for admission to the program. This program was put into place during the Spring of 2008 in order to keep potential dropouts in school.

4.1b (1) The organizational performance reviews on leading and lagging indicators for each objective in the Strategic Plan utilize the steps listed in Figure 4.1-1 to assess organizational success relative to competitors and results on strategic indicators and action plans

Figure 4.1-1 Steps for Review by Leadership Team

Step 1	List Strategic Priority
Step 2	List State Goal
Step 3	List aligned I-SS Objective
Step 4 – Analysis	Did we meet our goal/objective? How are we doing over time? (trend) How are we doing compared to state, peer, and region? (comparison) How are we doing compared to Top Ten? (competitive)
Step 5	What do the data tell us? (including indicator data from action plans and Governor's report card data)
Step 6	What do the data not tell us?
Step 7	Good news?
Step 8	Opportunities for improvement?
Step 9 – mid-year only	Recommendations for mid-course corrections?
Step 10	Recommendations for changes to strategic indicators?
Step 11	Recommendations for process redesign, development, or improvement?

District leadership (central office, principals, assistant principals, and instructional facilitators) are involved in the mid-year review of organizational performance in a January to February time frame. District leadership conducts end-of-year performance review July to August. The review utilizes the following systemic data questions to develop a strengths (S), weaknesses (W), opportunities (O), and threats (T) analysis for review by the Board of Education:

1. What do the data tell us? (focus is placed on trend, comparison, and competitive analysis)
2. What do the data not tell us?
3. What are the opportunities for celebration?
4. What are the opportunities for process improvement?

The strengths and weaknesses are developed based on results for the 17 strategic indicators in the strategic plan. During the opportunities phase, the leadership teams look at district processes that have been aligned to the results of the strategic indicators. If there is a performance gap between results on a strategic indicator and the target goals for that indicator, then possible district process improvements are listed as candidates for the district's systemic and systematic PDSA process. Also, during the reviews, the leadership teams identify external threats that could impact the school district's performance on strategic indicators and identify possible candidates for addition to the strategic indicators. The Board of Education reviews the results of the organizational performance reviews at its own mid-year and end-of-year reviews.

During the end-of-year review for 2005-2006, the leadership review teams identified several key processes for district improvement. One such process was performance on the North Carolina Test of Computer Skills which was

targeted due to only fair performance by schools in the district during the previous school years. As a result, performance on the North Carolina Test of Computer Skills was approved for a district-wide PDSA during the 2005-2006 school year. Subsequent strategies and action plans were developed and district capacity to enact the strategies and action plans was included during the budget process for fiscal year 2006. It was determined during the PDSA process that a lower student to computer ratio could enhance scores by making the necessary technology more available. This determination enabled the influx of a large amount of computer hardware into the district and impacted the 8th grade competency results (Figure 7.1-9).

4.1b (2). Since district processes impact organizational performance, the district utilizes the PDSA Model of Continuous Improvement to identify improvements and opportunities for innovation. Results are shared throughout the district with the integration of best practices where appropriate into classrooms or departments. Regular reports are made to appropriate groups using quality tools to communicate changes and improvements to stakeholders. District PDSAs are published online for organizational sharing of knowledge, school PDSAs are shared at principal meetings and department PDSAs are shared by Central Office Administrators. Through performance reviews, opportunities for improvements are identified and prioritized based on impact on student learning and alignment with strategic priorities and School and Department Improvement Plans as well as PDSAs are adjusted accordingly. District PDSA progress is reported quarterly and reported in a radar format with adjustments being made as necessary.

An example of how performance reviews have led to breakthrough performance is related to the High Student Performance strategic indicator of graduation rate. I-SS had a historically high dropout rate that is a leading indicator of graduation rate. The Healthy, Safe, Orderly, and Caring committee identified alternative schools, alternative learning processes, and student attendance as high priorities for improvement that could impact dropout rates. As a result of a district PDSA on alternative learning programs, the structure

of district alternative learning processes changed significantly in the 2003-04 school year. Several innovative programs were added to address the dropout rate. An out of school suspension reporting center which has now been expanded to include a satellite reporting center, in-school credit recovery program, attendance recovery program, virtual courses, virtual credit recovery courses, summer credit recovery programs, and the addition of a strategic partnership with Barium Springs Home for Children including Day Treatment and Community Classrooms were among the innovative programs added to address dropouts. As a result, the district had the lowest dropout rate in the history of the school district and for the first time in 10 years had a dropout rate lower than the state average. This trend continued into the 2005-06 school year with the addition of grade nine to the new Early College program. However, a slight upward change in the rate for 2006-2007 resulted in the development and deployment of the Differentiated Diploma Program which was aimed at preventing students in grades 11 and 12 from dropping out of school.

4.1b (3) All district processes are subject to review utilizing the four systematic data questions previously mentioned. Recommendations for process redesign, development, or improvement are made based on the results of the analysis. For example, the district has an on-going PDSA on local predictive assessment. Each assessment cycle is evaluated for possible process changes. During one such evaluation, it was determined that teachers were spending an inordinate amount of time creating reports before analysis of results could begin. A recommendation was made to change the process so teachers could spend less time generating reports and more time analyzing results. Reports were generated by the Testing Department in a format that facilitates ease of analysis. With the deployment of DASH, the end user interface with the Data Warehouse, in the Fall of 2007, the reporting feature moved from creation by the Testing Department to DASH. Reports are now available on demand utilizing the same comparative data format that was available with the previous reporting method.

Figure 4.1-2 I-SS Balanced Scorecard Approach

Strategic Priority	Goal	Measure	Frequency	Data Source
High Student Performance	Every student masters essential knowledge and skills	Percentage of NCLB target goals met	A	Dept. of Public Instruction AYP Reports: Source – ABC's Software
		Percentage of schools meeting ABC growth targets	A	Dept. of Public Instruction ABC Reports: Source – ABC's Software
	Every student graduates from high school	NCLB Graduation Rate	A	Dept. of Public Instruction AYP Report
Healthy, Safe, Orderly, and Caring Schools	Learning environments inviting and supportive of high student performance	Class Size in EOG and EOC classes	A	Governor's Report Card North Carolina Student Activity Report (SAR)
		Fitness Gram performance in healthy, active zone	SA	I-SS Fitness Gram Report
	Schools free of controlled and illegal substances and all harmful behavior	Annual incidents of crime	SA	Dept. of Public Instruction Crime and Violence Report I-SS Crime Comparison Report
		Annual out of school suspension rate		I-SS Out of School Suspension (OSS) Comparison Report
	Adequate, safe education	Stakeholder satisfaction on	A	I-SS Stakeholder Satisfaction Survey Results

		facilities that support high student performance	Healthy, Safe, Orderly, and Caring Schools composite		
			I-SS Phase 2 Facility Plan on time and within budget	A	I-SS Facility Plan Report
Quality Staff	Professional preparation aligned with strategic priorities		Staff development will meet standards for alignment and impact on student achievement	SA	I-SS Staff Development Evaluation Report: Source – TNL
	A system to recruit, retain and compensate a diverse corps of quality staff		Percentage of teachers meeting highly qualified standards	SA	Dept. of Public Instruction License Report: Source - HRMS
			Governor's Teacher Working Conditions Survey performance composite	A	Governor's Teacher Working Conditions Report
Partnerships	Create, respond to, and sustain meaningful partnerships		Percentage of parents/guardians participating in two school related conferences per year	A	I-SS Parent Conference Report
			Percentage of Community Survey respondents who rate I-SS with grade of A or B	A	I-SS Community Survey Report
Effective and Efficient	Components of system aligned to achieve high performance		Child Nutrition Department self-sustaining	A	I-SS Child Nutrition Financial Report
			Stakeholder satisfaction related to maintenance	A	I-SS Stakeholder Satisfaction Survey Results
	Funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement		Per pupil expenditure in the lowest quartile of NC school districts and student performance among the Top Ten NC school districts	A	Department of Public Instruction Financial Reports Department of Public Instruction Performance Reports

Frequency: A – Annually   SA – Semi-Annually   Q-Quarterly   M –Monthly

4.2 Information Technology and Knowledge

The Continuous Improvement Process provides the basis for the district's systematic approach to excellence in information and knowledge management. I-SS utilizes a systemic and systematic PDSA process as the first step to validate the need for improvement. Built on the value of management by fact, this process drives decisions on how to make data available to all stakeholders. Current procedures, practices, and processes are fully deployed through a state-of-the-art technology platform and have been through multiple cycles of refinement. New processes that will enhance current procedures, practices, and processes are constantly being evaluated, developed, and deployed.

4.2a (1) The District provides a local area network (LAN) and a wide area network (WAN). Figure 4.2-1 displays the data systems that assist in collecting, organizing, and making data available upon demand to the appropriate personnel, parents, students, and partners. Local and wide area networks make data published by national organizations, comparative school districts and the North Carolina Department of Public Instruction (NCDPI) easily accessible.

Information in the public domain is available by way of school and district web sites, email to all certified and most classified staff, through advisory groups, press releases, or by requesting a hard or soft copy, if preferred, from the appropriate department. Information is also disseminated as shown in Figure 3.1a2-3. Historical data regarding student learning are published on the I-SS web site with associated links to pertinent North Carolina Department of Public Instruction web pages provided. I-SS has deployed a data warehouse and the end user interface to the data warehouse, DASH, to provide data to stakeholders in a timelier manner and upon demand. A key strategy for I-SS has been the customization of data systems by our providers. I-SS is currently working with a number of providers to create a software model for NC for the leadership evaluation process.

Figure 4.2-1 Data systems assist in the collection of data

Data System	Functions
Data Warehouse and DASH	All strategic goals and school improvement goals are tracked through this software. DASH is used from superintendent level to classroom teacher level.
ISIS Financial System	All financial functions such as bookkeeping, payroll, purchasing, reports, etc. Controlled access provided to District and school sites by means of the I-SS intranet.
ISIS Timekeeper	Electronic time keeping system for all staff. Controlled access provided to District and school sites by means of the I-SS intranet.
Human Resources Management System (HRMS)	Management of all human resources data including licensure for certified personnel. Controlled access to the remote server provided to District and school users by means of the Internet.
True North Logic (TNL)	Management of staff development activities, online registration, and evaluation. Access is provided to District and school users by means of the Internet.
North Carolina Window of Information on Student Education (NC WISE)	Management of all student accounting, including demographic and parental information, attendance, discipline, grades, progress reports, report cards,

	transcripts, etc. Controlled access is provided to District and school users by means of the Internet.
Transportation Information Management System (TIMS)	Management of bus transportation system including routing and driver time. Controlled access provided to district users.
Comprehensive Exceptional Children Accountability Education System (CECAS)	Management of functions within the Exceptional Children's Program including student accounting and the writing of Individual Education Plans (IEPs). Controlled access provided to District and school users by means of the Internet.
Connect-ED	Centralized telephone calling system used at the District and school to provide information to students, staff, and parents. Controlled access is provided to District and school users by means of the Internet
Meals Plus	Management of cafeteria accounting including the accounting for free and reduced meals. Controlled access provided for District and school users.
School Dude	Management of maintenance work orders and reports. Controlled access is provided to District and school users by means of the Internet.
Big Web Apps	Management of technology work orders and reports. Controlled access is provided to District and school users by means of the Internet.
TetraData	Warehousing of data for access by stakeholders has been deployed. Controlled access is provided to district and school users by means of the Internet.
Education Value Added Assessment System (EVAAS)	Data analysis if facilitated by the use of value added methodology for the identification of significance or processes. Controlled access is provided to district and school users by means of the Internet.
Customer Expressions	Management of stakeholder, both internal and external, complaints. Controlled access is provided to district and school users by means of the Internet

4.2a (2) A district team provides leadership for data collection. The CATO leads the Information Services Team. The purpose of this team is to provide guidance in the development of an information system that 1) provides information to the customer in an effective, accurate and timely manner; 2) establishes an information communication system which is user friendly and integrated; 3) allows for future expansion; and 4) allows for support by the instructional technology coordinators.

Since 2000, I-SS purchases of technology hardware required reliability, durability, and serviceability by I-SS technicians as key criteria. Computers, printers, servers, video monitors, and projectors are purchased from major manufacturers with a reputation for quality products and service. All technology purchases are coordinated through the IT Department, which assists the district in maintaining the integrity and compatibility of the entire system. Hardware is constantly being monitored through the online work order system for potential issues and the need for replacement.

Aging hardware is upgraded when possible or declared surplus when the useful life of the equipment has been exceeded. This process provides up-to-date and highly functional hardware throughout the district. As the result of a PDSA begun in school year 2005-06, a large influx of computer hardware on a four year lease was deployed during school year 2006-07. This lease allows the district to maintain the majority of the computer hardware under warranty for four years, as well as to provide a means to upgrade the majority of the computer hardware every four years (average hardware life) keeping state-of-the-art equipment available to the teachers and students of I-SS.

4.2a(3) Digital information contained on servers is backed up to other storage devices. Data critical to the operations of the organization which reside on local district servers are backed up daily or upon the completion of key processes. These backups are removed to off site locations for secure storage. Data residing on remote servers, i.e., web-enabled applications such as NC WISE, HRMS, TNL, the Data Warehouse, etc., are backed up by those responsible for the maintenance of those servers. A non-public disaster recovery plan which was developed as part of the external audit process in 2004 is in place. The purpose of this plan is to insure continuity of business functions in the event of a catastrophic occurrence.

4.2a(4) Software management and acquisition are based on requirements by outside governing agencies such as the North Carolina Department of Public Instruction, functionality, user friendliness, and compatibility with existing systems including alignment to district and school improvement goals.

ISIS, HRMS, NC WISE, TIMS, CECAS, School Dude, and Big Web Apps are real time data systems and are updated whenever data are revised. Since there is no direct interface available between NC WISE and other data systems, Connect-ED is updated biweekly, and the Data Warehouse is updated weekly with flat file uploads created by NC WISE. Discussions are underway with the North Carolina Department of Public Instruction to allow direct access to the data from the student information management database that will allow for daily updates to the Data Warehouse.

A district technology plan is required for funding by the State of North Carolina. This planning is part of the I-SS process for remaining current with information technology as it involves the creation a district technology plan which outlines short and long term goals for the district. The plan is reviewed annually and indicators are tracked by the appropriate level The IT Department and Information Services Team also rely on multiple faculty and staff members who have training and experience to view demonstrations provided by a variety of suppliers and make recommendations of products to the IT Department. Products are tested for functionality, compatibility, and ease of use when feasible.

Teacher leaders and information technology staff attend the North Carolina Educational Technology (NCET) and the North Carolina Association of Communications and Technology (NCAECT) and other annual conferences to obtain current educational technology information and research-based practices.

District and school sites recommend hardware and software purchases. All hardware and software purchases must obtain final approval from the IT Department to assure system compatibility and compliance with the District Technology Plan which is a requirement for funding by the State of North Carolina. The superintendent serves on the state E-Learning Commission and Virtual Public School Board of Directors. Through this involvement, I-SS has received resources for innovation with virtual courses, 21st century classrooms, and infrastructure needs.

4.2b (1) Confidential information is housed on either internal or remote servers depending upon the data system. External access to confidential information may be provided by controlled access meeting authorization and password requirements as set forth by the State of North Carolina and adopted by I-SS. An Internet filter monitors all network transactions. A state-of-the-art firewall provides additional protection to internal customers and safeguards confidential information. I-SS Board of Education and North Carolina Information Technology Services Internet policies provide guidance and limitations. In accordance with local policy, a Web Use Policy exists for all students and staff. The accuracy, integrity, and reliability demanded of the data have resulted in verification systems created by the owners of the data elements. Timeliness of data is assured by the use of real time data systems, systematic updates to systems that do not function in real time, and on demand reporting. Project time lines and clear expectations for projects assist in the timeliness of data.

4.2b (2) Knowledge can enter the district through a variety of ways. When knowledge enters the District, it is assessed by the administrator who receives it. The knowledge is then either forwarded to the appropriate administrator responsible for distribution or transferred directly to faculty and staff members.

A variety of methods are used to transfer information to faculty and staff, such as: email, professional development, meetings, Connect Ed, newspaper articles, online surveys, both face-to face and virtual PLCs, blogs, online videos, and the district quality web page which offers staff the ability to communicate, collaborate, and access vital information electronically. Job openings, on-line applications, and BOE agendas and minutes are posted on the district web site. Professional development offerings and online registration are provided by direct link from the district web site to the TNL system. Electronic surveys and satisfaction surveys are frequently generated to address stakeholder needs and expectations. Survey data are analyzed utilizing control chart methodology with results driving the development of strategies for continuous improvement.

Many of the same methods previously mentioned also apply to communications with students, stakeholders, and partners. The involvement of partners in district-wide advisory councils provides feedback to leadership for the development of policies, goals, measures, and action steps.

North Carolina Public School laws govern all bidding processes. Bid opportunities are posted in the newspaper and mailed or faxed to suppliers. Construction projects are posted on the district web site and enable contractors to determine bid participation, as well, as to provide notification of bid results.

Organizational knowledge is managed through various processes including PDSA, Professional Learning Communities**,** and Performance Reviews. These processes assist in the collection and transfer of knowledge about effective programs and practices across the district. The identification and sharing of best practices is addressed through information collection and exchange in Professional Learning Communities. Instructional facilitators in Professional Learning Communities integrate best practices across grade levels and departments.

District leaders including principals, assistant principals, and instructional facilitators attend weekly and monthly meetings to collect and transfer knowledge among faculty and staff and assist with the review and analysis of school performance data. Their input and recommendations on Goal Teams support the process for improvement of key learning centered processes.

The Curriculum Team is responsible for the identification, sharing, and implementation of research-based instructional strategies (best practices). This team, composed of instructional leaders from the district meets regularly to identify, plan and further develop a comprehensive plan to educate and support teachers regarding best practices and refine elements of current programs and practices. Other district leaders identify best practices in their areas and direct the sharing and implementation of these practices.

5.1 Workforce Engagement 5.1a(1) During the 2006 review of the I-SS strategic plan and core values, the core value of motivated faculty and staff was added. This core value received over 90% consensus agreement from staff through an electronic consensogram. The key organizational process used to determine key factors for workforce engagement and satisfaction that impact this core value is the 2-WCM (Figure 5.1-1). Within this process are three key advisory groups representing leadership, certified, and classified segments of the I-SS workforce. These groups meet at least quarterly to provide direct feedback related to workforce engagement and satisfaction through the 2-WCM. Additionally, the Teacher of the Year Forum meets twice a year to address the TWCS which is a key measure for engagement and satisfaction. Since 2002, I-SS has been a leader in the use of the TWCS which is a statewide measure (Figure 7.4-5). This survey is a research based instrument that is currently being used by over 20 states. I-SS was the first school system in NC and the nation (featured in *Education Week*) to host a forum focusing on the use of the data from the survey to develop specific school improvement goals. In the spring of 2007, I-SS became the first district in NC to develop a working conditions survey for classified staff that was aligned to the state instrument. The superintendent serves on the Governor's Advisory Board for the teacher survey. The survey was revised for the spring of 2008 administration to include measures related to leadership engagement and satisfaction. I-SS has utilized these research based survey instruments to develop quarterly surveys of all workforce segments to provide actionable data for improvement of workforce engagement and satisfaction. The

actionable data are utilized by schools and departments to revise their quarterly department and school improvement plans. Monthly QARs aligned to the I-SS TWM for professional learning committees are utilized to improve processes and products related to engagement. During 2007-08, I-SS utilize a task force comprised of leadership, teachers, and NCAE representatives to monitor the deployment of the TWM and recommend improvements to the BOE. Recently, I-SS has been recognized by several state and national organization as being a best practice school district for the use of PLCs and our core competency of PDSA use for continuous improvement.

Figure 5.1-1 Two –Way Communication Model
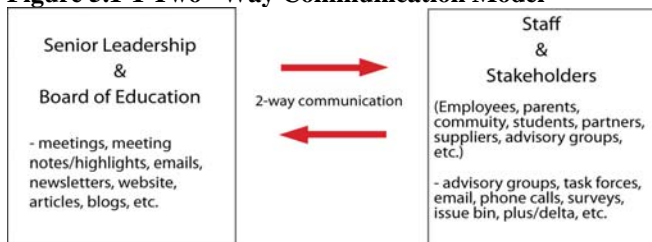
*Based on Grunig's (1992) 2-Way Symmetrical Communication Model

5.1a(2) I-SS strives to create a workforce that is conducive to and motivated to achieve high performance. Cooperation, effective communication and skill sharing among all faculty and staff is achieved through the 2-WCM (Figure 5.1-1) at the district level. Best practices and benchmarking are shared through the IF model to all certified staff and cascaded through the work of the PLC's at the school level to insure that all classrooms, departments, and schools benefit from the latest educational research theory and practice. A recent example of using this best practice sharing is the training that took place to train teachers in the use of Marzano's High Yield Instructional Strategies. Information flows from this two-way model to faculty leaders, supervisors, and administrators at all levels. Employees are empowered and involved in the making of innovative decisions and in the development of the district strategic plan, the DIPs, and the school improvement plans. Based on BNQP feedback reports, the district implemented a systemic innovation pilot program to encourage staff to use technology to impact the strategic goals of the school system. This model utilizes the PDSA cycle to document and share best practices. District wide, the PDSA cycle is used at all levels to encourage innovation and sharing of best practices.

Alignment of goals is achieved through the strategic, department, and school improvement plans. Individual goal setting is accomplished through an (IGP) that is aligned to evaluation tools. Evaluation of employees is based on the attainment of goals that align to the strategic, department, and school improvement plans as appropriate. Initiative and innovation in meeting individual goals that benefit the high-performing system as a whole are rewarded through the various bonus programs as outlined in **5.2b(2)**. I-SS strategic, department, school, and individual improvement plans have gone through several cycles of improvement. During the 2007-08 school year, the planning templates were revised to reflect a quarterly coaching and evaluation process. This quarterly review has enabled every level of the school system to have more agility and innovation through the quarterly monitoring

of data, resources, and professional development impact on short and long term goals.

The district capitalizes on the diverse ideas, cultures, and thinking of our workforce by composing cross-functional operational teams and committees with diverse views. I-SS also utilizes a PLC approach. Teamwork and committees form the basis of what we do through these communities. Hiring of administrators within the district takes place via the use of diverse committees that include district administrators, certified and classified staff, and parents. This selection process has been refined through the PDSA approach to include as many stakeholders as possible and to capitalize on the diverse ideas and views of the broad communities in which we serve. Individual schools use a similar committee process to hire certified and classified staff that involves school stakeholders. Various district committees also capitalize on this diversity. Further examples of a diverse committee structure are the Salary and Classification Committee and the Safety Committee. Numerous certified and classified staff members serve on these two committees. An example of the outstanding results of the safety committee can be seen through an analysis of the reduction of Worker's Compensation Claims in Figure 7.4-8.

5.1a(3) The performance appraisal instrument used by certified staff is based upon years of service. All teachers with less than 3 years of creditable service in NC must use the state validated instrument, the Teacher Performance Appraisal Instrument-Revised (TPAI-R) and an IGP. The TPAI-R is a behavior checklist that is required by state law and I-SS board policy. The district also deploys an instrument called SCIII, which is aligned to the district's PEM. The SCIII is a performance and dialogue based instrument that is used for all teachers. The SCIII is considered the primary instrument because of its focus on the accomplishment of district and school goals, promoting engagement, and high-performance work. The use of both instruments creates a dual system for the appraisal of initially licensed teachers due to the legal requirements as mentioned above. The district recently participated in an innovative pilot program to help the state move to a new evaluation instrument. The new state instrument will replace the TPAI-R and is more closely aligned to a systems approach as is evidenced by the SCIII. The new instrument aligns to state board standards for teacher performance and utilizes a focus on empowerment and engagement connected to schools goals. With the addition of a comprehensive SWOT analysis in 2006-07 for every school and department plan and the revision of school and department improvement templates to a quarterly approach in 2007-08, I-SS has been recognized at the state and national level as being a best practice district for the alignment of evaluation instrument and improvement plans.

Administrator appraisal is aligned to the accomplishment of district and school goals. Administrators review goals and performance four times per year aligned with the overall district mid-year and end of year review processes as outlined in the I-SS SPP in Figure 2.1-2. The performance review consists of current progress, strengths, weaknesses and opportunities for improvement in the updating of the administrators IGP. Any gaps in performance are assessed and action plans created and deployed to correct any strategic or operational issues that are keeping goals from being

accomplished. All performance appraisal instruments are based on the 5 stakeholder requirements: 1) High Student Performance, 2) Healthy, Safe Orderly and Caring Schools, 3) Quality Staff, 4) Partnerships, and 5) Effective and Efficient Operations. This structure helps the district maintain a student, stakeholder, and organizational focus.

Classified employees have a separate appraisal form that measures performance and accomplishment of goals aligned to their specific job. Areas to work on in the evaluation instrument serve as the IGP for the classified employee for the coming year so that specific gaps can be addressed. All classified evaluation instruments show a direct alignment to the school, department and district improvement plans.

Recognition and incentives are in place for all employees as outlined in **5.2b(2)**. There is a yearly program to recognize all "of the year' employees that recognize their individual accomplishments and success in meeting district goals and in helping all children be successful. This program is an attempt to stimulate morale and recognize those employees that exemplify the best our district has to offer and is an important innovation identified by the district. The Teacher of the Year Forum is another innovative method we use to recognize our best teachers and receive feedback from them about the direction of the school system. Further deployment methods include a common agenda item for celebration and PDSA requirements for reward and recognition, because employee compensation is driven by a state salary schedule. Therefore, there is little room for advancement through the scales without promotion. Therefore, several departments have taken the initiative to lead the way in participating in the 2% performance bonus PDSA outlined in **5.2b(2)**. Particularly, the transportation and maintenance departments utilized this PDSA approach to cut costs and improve their internal processes. This bonus incentive is available to all employees who utilize the PDSA to improve processes in their respective departments and schools.

5.1b(1) The needs and desires for learning and development are identified by the workforce through a careful process of gap analysis at all levels and through survey methods within TNL. Administrators utilize the DIP and SIP process to guide the workforce in identifying those strategic areas that must be improved. Our core competency, using PDSA to improve student learning outcomes, is driven by gap analysis and determines the strategic staff development focus at the department and school level. IGP's are utilized to address individual employees' gaps, aid in the accomplishment of short and long-term action plans, address strategic challenges, and encourage performance improvement, technological change, and innovation. The learning program is driven by the I-SS Model to Raise Achievement and Close Gaps for certified staff. This learning module is called CCI, and it is delivered to new employees as they begin work or shortly thereafter. The I-SS Model for Aligned and Efficient Support Processes is the driver for training for all other staff members. Staff satisfaction with professional development, deployment, fidelity, and impact measures are gathered through our TNL software on a quarterly basis or as training sessions are completed.

Staff development offerings are broad in scope. A comprehensive catalog of staff development is maintained in our web-based professional development system, TNL.

Courses are selected based on alignment to strategic, department and school improvement plan goals and course providers indicate measures they will track to determine impact and effectiveness of the course. Additional courses are added to TNL by individuals who need to address a strategic goal from their IGP. Staff can register for courses, view their continuing education transcript, and manage their IGP through TNL. After staff development is completed, a post-assessment measures staff reactions and gathers information used to reinforce new knowledge and assess on the job use and effectiveness in impacting the desired goal or specific action plan step. Just in time training is the staff development philosophy of the district and it is accomplished through the use of TNL The staff development system has been refined over time through the use of the PDSA approach to better impact district goals and measures. Further coaching and mentoring are provided through the IF model and the state's mentor program, in addition to gap staff development.

Knowledge is transferred from departing or retiring employees before they leave. The district allows a transition period during the change of employees where the new employee works with the departing employee. In those situations that a transition period is not possible, additional training and mentoring is provided to make sure those new employees are comfortable in their new work environment. The district's leadership academy and comprehensive orientation program provides the necessary components to ensure job success for employees at all levels.

I-SS has gone through several cycles of improvement to the workforce development and learning system. During the 2007-08 school year, I-SS utilized a stakeholder task force to develop evidences and aligned staff development based on the new state administrator and teacher 21st century professional standards. I-SS has been recognized by NC as a best practice provider of staff development aligned to the 21st century standards. I-SS is working closely with several key suppliers (Teachscape, TNL, and Follett) to develop customized software and training for NC professionals. I-SS will deliver the training through a Regional Leadership Academy. All of the training materials have been developed based on National Staff Development Council standards of presentation, modeling, application, feedback and coaching. I-SS courses are developed with a 1:7 ratio of presentation to the other four components. I-SS also utilizes TNL software to track 5 levels of professional development data – satisfaction, pre/post knowledge, application, impact, and return on investment. TNL provides reports to professional development providers so the training and coaching can be improved and best practices can be identified and shared.

5.1b(2) I-SS places an emphasis on succession planning as part of leadership development and training. Succession planning takes place in the executive cabinet for the district. Due to state laws regarding confidentiality, this succession list is not documented. Once a potential candidate has been identified as a possible leader, they are entered into an applicant pool for leadership positions. The district places an emphasis on internal candidates for these positions and offers internships in administration. I-SS works diligently to promote minority applicants in administration to ensure a diverse applicant pool. The district offers a leadership academy based on NC 21st century professional standards for aspiring leaders

at all levels. The primary focus of the leadership academy is the development of leadership attributes, organizational knowledge and performance improvement, innovation, change management and leadership ethics. There is a rigorous screening process each spring to fill potential leadership positions. Internal principal candidates, who currently serve as AP's, are given priority in the interview process when hiring principals. Likewise, current principals are given priority for CO leadership positions. The Superintendent is active in evaluating all administrators and involved in succession planning for all key leadership positions based on an individual's performance, ensuring that all leadership promotions are based on previous outstanding performance.

The district also maintains a diverse IF pool which offers leadership opportunities focused on student and organizational learning needs. I-SS is keenly interested in developing teacher leaders as well as evidenced by our PLC model. The district also works with community organizations to develop employees into community leaders. Employees take part in Leadership Statesville and Leadership Mooresville to develop the spirit of community service and to become vital leaders in the communities in which we serve.

Current leaders are involved in book studies to engage leaders in the latest educational theory and best practice. For example, leaders are currently engaged in a book study on High Yield Instructional Strategies, with a focus on using these strategies to address our core competencies and strategic challenges. Such staff development allows leaders to remain current in their field. Also, I-SS has partnered with several universities to offer advanced degree programs within the county. I-SS provides all principals and central office heads with a $1000 yearly stipend to further their educational studies. Furthermore, the district employs a new principal mentor, an accomplished, retired principal to work with our new principals in successfully leading their school in meeting strategic goals as outlined in the SIP. Also, schools in improvement for AYP are coached by a district team of retired principals who monitor the deployment and results of the school improvement plan and the professional development. All of the district leadership professional development initiatives are evaluated based on the Principal Working Conditions survey, quarterly PD surveys, and/or the measurements in TNL. Recent improvements include overhaul of principal meetings to provide more opportunities for application, modeling, coaching and feedback. Also, a monthly joint meeting with IFs and principals was added to increase the focus on professional development related to teaching and learning.

5.1b(3) The effectiveness of the leadership development and learning system is assessed through a number of informal and formal methods. Feedback is gathered following all meetings through a plus/delta tool. There is also extensive leadership coaching provided from the QAD and through the EDs of Curriculum to ensure a quality training approach in preparing leaders to do their job and advance in the system as appropriate. The Leadership Academy is assessed based upon specific plus/delta feedback comments following trainings. The book studies are also assessed based on plus/delta feedback and application tools. TNL gathers formal data for satisfaction, pre/post skills, fidelity of deployment of training, impact of training on aligned goals, and return on investment

of training. The effectiveness of the new principal mentor is measured through the mid year and end of year review processes. Principals are polled on the effectiveness and impact of the mentor, and the mentor is polled on the effectiveness of the principal. The information is shared between the two for growth opportunities. Finally, the surveys outlined in 5.1a(1) provide annual measures of effectiveness for the leadership development and learning system.

5.1b(4) All positions are advertised so that a qualified pool of applicants can be developed. An interview team conducts the interview to insure that the most qualified and accomplished employees are promoted for each individual position. Succession planning and career progression for leadership positions are accomplished as outlined in **5.1b(2)**.

The district places an emphasis on hiring staff that are fully licensed and HQ in the area in which they serve. The current HQ rate for I-SS is 98.3%, which is above the state average as outlined in Figure 7.4-4. For teachers who are not fully licensed and HQ (those with provisional licenses as allowed under state law), there are two licensure specialists in the district who work with them on licensure issues. The district also works with the state to close this gap in allowing teachers to take the Praxis II and gain full licensure in any teaching area as allowed under new state board guidelines.

5.1c(1) The primary, formal assessment tool for assessing workforce engagement and satisfaction is the TWCS, Principal Working Conditions Survey, and Classified Staff Working Conditions Survey as outlined in **5.1a(1)**. More informal methods are used in gathering data from staff meetings that are part of the 2-WCM (Figure 5.1-1). Informal methods include the gathering of plus/delta and issue bin comments, quarterly professional development surveys, and the TNL surveys. Responses are generated to this feedback and shared with all staff and providers for clarity and understanding. These methods and measures are segmented based on leadership, certified and classified staff status. Additional meetings among groups is collected and measured using these informal methods. Examples include Child Nutrition meetings, Maintenance meetings and other specific groupings of employees as appropriate. These meetings and assessments of engagement and satisfaction are generally department specific and the information is used by the department in their improvement efforts. During the spring of 2008, EC staff members were provided opportunities through regional focus groups and subsequent surveys to determine priorities for the EC DIP to address engagement and satisfaction.

Other indicators are also measured at the district and school level. The district measures retention/turnover rate, grievances, and safety measures **(Figure 1.2-1).** Performance on these indicators is assessed quarterly as part of the district's reporting on leading indicators. Schools and departments measure and assess absenteeism and productivity as part of the IGP and performance evaluation process. Improvement in these areas is achieved through the DIP and SIP process and the IGP process for individuals who are struggling with absenteeism and/or productivity issues.

5.1c(2) Gaps in performance on engagement and satisfaction measures are addressed in DIPs. Opportunities for improvement based on the assessment findings result in specific action steps and deployment plans to close any

significant performance gaps. Schools follow a similar process for identifying and developing plans to address gap issues pertinent to their schools in the SIP process. This process ensures quarterly reviews and improvement cycles that enable I-SS to be agile and innovative. TNL provides the data to measure impact of professional development on target goals within SIP's and DIP's.

5.2 Workforce Environment 5.2a(1) Workforce Capability and Capacity The I-SS approach to workforce capability begins with analyzing input from the ESP (Cat 2) and determining if changing regulatory requirements and/or changing student/stakeholder needs necessitate a change in job descriptions and job requirements. These changes may include changes in credentials, licensure or specific skills. This continuing process was most impacted in 2002 by NCLB regulations requiring highly qualified teachers and teacher assistants. Over the period of time since 2002, I-SS steadily improved the percentage of highly qualified teachers (Figure 7.4-4) and has had 100% of teacher assistants meet the standard. This measure was removed since we had reached the goal. Another improvement to capability has been the increased focus on 21st century skills for all instructional staff. Significant capability in the use of virtual learning, computers, software, blogs, web pages, smartboard, and numerous other 21st century delivery methods have necessitated the need to screen and recruit employees with these skills. During the 2007-08 school year I-SS led the way in NC in developing rubrics for the evaluation of 21st century standards for leaders and teachers. These standards, evidences, and evaluation components were piloted in 2007-08 and led to changes in skills of school leaders and teacher leaders that I-SS is looking for in 21st century employees. Also, the continual refinement of district expectations for all instructional and operational employees to align their work and actions to the core competencies and I-SS triangles have led to changes in screening interview questions and hiring practices.

Workforce capacity is addressed through the allocation process that is part of the annual zero-based budgeting process. Staffing formulas are analyzed each year for all categories of employees to ensure alignment with district strategic plan. The budgeting process receives input from all stakeholders to determine additional capacity needs based on capabilities required to meet student, program, and stakeholder needs. A recent example of increasing capacity was the addition to our technology staff based on increasing technology requirements for students and programs. Also, additional custodial, maintenance, and security personnel have been added to address strategic challenges of growth and priorities of healthy, safe, orderly and caring schools. Finally, additional capacity has been added to our at-risk programs that address the continued expansion and partnerships to address potential dropouts.

5.2a(2) At the beginning of the 2004-05 school year, I-SS began the year with a number of vacant teaching positions. I-SS employed a full-time recruiter to implement a more systemic and systematic approach to recruitment. The recruitment office analyzed data from prior years recruitment and retention efforts and implemented a PDSA to improve the placement process and retention of new employees. I-SS identified those key colleges and states where we were competitive and able to recruit and place a large percentage of

applicants interviewed. In 2005-06 I-SS began a local Job Fair and we have seen the number of applicants increase from less than 100 to over 500 this past year. A special focus of the recruitment efforts has been the minority recruitment to better reflect the diversity of our local community. Those efforts have resulted in a growth from 12% to 16% of workforce being classified minority. Also, I-SS has gone through a number of PDSA cycles to improve retention rates of lateral entry and new employees. Finally, I-SS has implemented strategies to recruit and retain math, science, EC, and teachers for at-risk schools. These practices include signing bonuses, moving allowances, at-risk supplement, and improvement bonuses. As a result of these efforts, I-SS has started the last two school years with 100% of staff positions filled, minority percentages have increased, teacher turnover remains below state average, and we have waiting lists for most job openings. Key measures for the retention of employees are the surveys described in 5.1c(1) and exit surveys conducted with all employees who leave I-SS prior to retirement.

5.2a(3) I-SS core competencies have driven several cycles of improvement in how our workforce is managed and organized. The RACG and AEESP models were overhauled in both 2006-07 and 2007-08 and are monitored quarterly and annually through surveys of staff. All work is driven from the triangle models and is monitored through principals and department heads with oversight and aggregation by the Quality Department through QARs.

Decisions are made collaboratively to ensure feedback is sought from all stakeholder groups as outlined in the 2-WCM. Action plans and priorities are established at the Executive Cabinet and Cabinet levels and shared to all employees through the 2-WCM. Each department is charged with addressing specific strategic challenges relevant to their workgroup and developing deployment plans to address the challenge in the DIP process. The work system cascades to the schools and action and deployment plans are established at the school level through the work of the PLC's.

I-SS adheres to a philosophy of problems down and solutions up in managing work and resolving process issues that evolve over time. Allowing for local control of school issues and allowing the school to identify and close gaps insures that each individual school is maximizing its capacity and capability in helping all children be successful. Specific action plans are deployed by the PLC's to address at the school level in the SIP process. This flexibility and multi-faceted approach to problem-solving enables I-SS to be agile in addressing issues and to exceed performance expectations. Improved results in all areas show how the refinement and use of I-SS core competencies have addressed student and stakeholder needs.

5.2a(4) Through the ESP, strategic planning process, and deployment of SIP's and DIP's, the capacity and capability needs for the workforce are addressed and monitored. In 5.1b(1), I-SS describes the training and professional development requirements and processes that ensure our workforce is prepared to meet the changing needs of programs and services to students and stakeholders. In 2006-07, I-SS participated in an APQC benchmarking study for professional development and was identified as a best practice site due to our alignment of training to identified gaps that were addressed in SIP's and DIP's. In 2007-08, I-SS was one of 7

national best practice sites for APQC data driven decision making benchmarking study. I-SS core competencies ensure the workforce is prepared to meet changing needs. Through excellent fiscal management, I-SS has established a significant fund balance to address emergencies that could lead to a reduction in force. I-SS also has a well defined RIF policy in case the need should arise. Given the steady growth of student enrollment in I-SS, a RIF is highly unlikely.

5.2b(1) Providing healthy, safe, and secure work sites is a strategic priority of the I-SS district. I-SS Safety Committee is comprised of selected district administrators, principals, and classified staff that address health, safety, and security issues. The goals of the committee are to reduce days away from work, numbers of work-related injury claims, and injured workers. The committee meets quarterly to review and to make recommendations in order to meet the district safety goals. The Safety Committee examines data that reflects the safety measures, looks for gaps in the data and then utilizes the PDSA process to address the gaps. The lowering of Workman's Compensation Claims is one example of how the PSDA process is used. To better communicate safety issues, the Safety Program website was created. The page is maintained to provide information, claims procedures, and resources to assist with the deployment of the safety program. The Occupational Safety and Health Administration (OSHA) have regulations that set the standards for safety and health processes. A full-time OSHA certified Safety Compliance Officer is employed by the district to provide yearly training and safety monitoring for all segments of the workforce. Each school and building site has an HSOC committee that establishes, monitors, and improves school and building safety.

I-SS has implemented a tobacco-free policy for all sites, regularly monitors indoor air quality, provides bloodborne pathogens training, and promotes an employee wellness program to ensure a healthy environment for all staff. The district implemented a "Highway to Health" program to encourage healthy lifestyle choices for employees. The employee Drug and Alcohol policy was updated to further discourage the use of alcohol and drugs by employees. Changes to this policy were driven by the work and recommendations of the Safety Committee. The safety committee was also a driving factor in gaining Board approval for an Employee Assistance Program (EAP) which was introduced to our employees for the 2007-08 school year.

Employee security is addressed with the installation of surveillance systems, emergency and security drills, and the school resource officer program. All schools and worksites maintain a safety plan to address specific security issues and safety concerns as they arise. Input from multiple work groups is considered in the design phase of renovations and new construction projects throughout the district. The biannual TWCS, annual Classified Staff Working Conditions Survey, and Staff Satisfaction Survey, as well as other formal/informal measures, are utilized through the PDSA process to assess workplace health, safety, and security.

5.2b(2) The NC State Employees Benefits Manual outlines the various state benefits awarded to all eligible Iredell-Statesville Schools employees. The manual is accessible via the internet. The district carefully follows the policies regarding sick leave, personal leave, family medical leave, disability, professional development leave, annual leave, military leave, health insurance, life insurance, and other benefits supported by the state. A cafeteria benefits program provides additional local benefits that are optional for employees such as dental insurance, cancer insurance, reimbursed medical expense, and child care expense. The state retirement system provides retirement benefits for all employees based upon years of service to the state. The district sponsors an EAP program to help employees with issues that may effect not only employment, but their personal lives as well. Recently, I-SS worked with a supplier and local partner to develop a health screening process for employees that in turn will be used to develop a personalized health plan. This process was implemented as a result of feedback from staff from our Highway to Health program

The local salary supplement has steadily increased to 7.9% in order to attract and retain the certified staff, while the current local salary for classified staff is at 6.6%, an amount well above the regional and state averages for classified staff.

All staff also qualify for a bonus program. These bonuses are segmented by employee group. All administrators, teachers, and teacher assistants are eligible to receive a state ABC bonus based on student performance on year-end assessments. I-SS also extends this bonus locally to other school based staff, custodians, office support, child nutrition, and primetime before and after school care employees. School bus drivers also qualify for a separate bonus program based on attendance. A 2% performance incentive program is in place for classified staff, who can receive 2% of their annual salary as an incentive to use the PDSA process to reduce district expenses on a process identified through the PDSA.

Figure 5.2-3 Key SS Workplace Health, Safety, and Security Measures

Area to address	Measure	Goals	Results
Workplace Health	Working Conditions Survey Composite	Above state average	7.4-5
	Highway to Health participation	100% sites participate	0n-site 100%
Workplace Safety	Workmen's Compensation Claims	0 claims Reduce loss	7.4-7 7.4-8
	Insurance Inspections	reduce	7.6-2
Workplace Security	Safe school question in annual survey	75% overall composite	7.2-2
	OSS Days	Decrease 5%	7.2-4
	Bus Discipline	Decrease 5%	7.2-5
	Background Checks	0 violations	7.6-2

See also, **Figure 1.2-1**. Measures differ between operational and school sites. For example, school sites focus safety measures on student related behavior and operational sites focus more on workmen's compensation claims.

6.1a (1) Determining core competencies: I-SS is making significant progress in achieving our vision to become a top-ten school district in NC. I-SS is achieving leadership
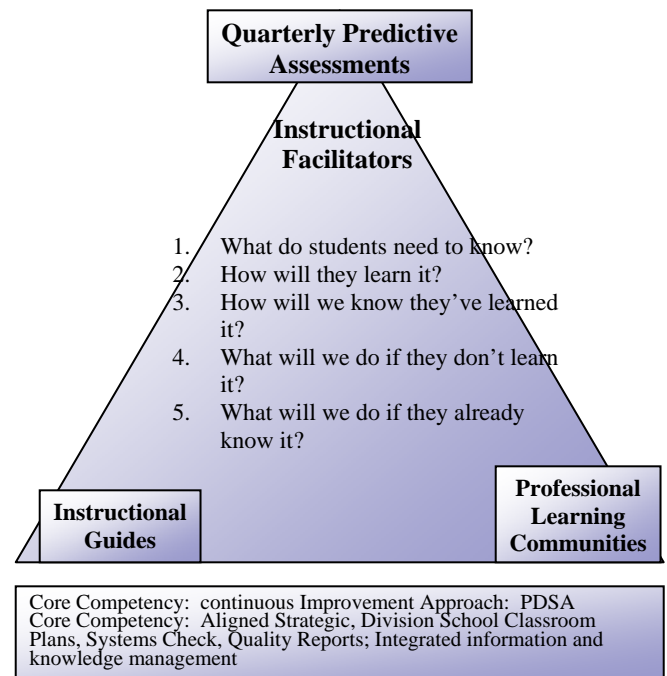
results by leveraging what we do well and building upon those proficiencies until they reach a level of strategic advantage. I-SS uses the Baldrige Criteria for Excellence as a basis for assessing our organization and identifying those key areas of competency that result in education programs and services that meet the needs of our students and stakeholders and result in effective and efficient district operations. (p.2a2) and ultimately helping us achieve our mission. These desired outcomes/success factors are embedded in our values and reflected in our strategic priorities and objectives. (Figure 2.1-4) The findings of a Baldrige assessment also identify those areas for improvement representing hurdles to overcome in building core competencies to be deployed through action plans at all levels. In 2006, the I-SS category champions comprised of the Superintendent and SLs, participated in an exercise for the purpose of more succinctly formulating our core competencies. The information and data used by the category champion team to identify those key areas of expertise included Environmental Scan components of climate survey information, stakeholder focus group feedback, feedback from Baldrige assessments (state, national, and self) and input from category teams. Using a **Core Competencies Determination Matrix**, the team identified two key themes/competencies that cut across our key work processes. These competencies meet the three criteria used in our determination exercise. They represented our most important capabilities; are perceived by our students and stakeholders as adding value to our programs and services, and are viewed by our competitors as a strategic advantage. The team crafted two core competency statements to better communicate to our employees what we are good at and achieve the next level of proficiency. The QT with embedded stakeholders in 2008 revisited the core competencies in a retreat for the purpose of reviewing the determination matrix, the feedback reports from national , state and local evaluations and reaffirmed the core competencies. Understanding our core competencies informs our planning process in terms of developing action plans which are driving strategy, resource allocation and providing a basis for prioritizing opportunities for improvement and innovation resulting from performance reviews. **Our core competencies are 1)** *aligned and integrated systems approach to management and improving the district* **and 2)** *the depth and breadth of our continuous improvement capability.*

Aligned and integrated systems approach to managing and improving the district. This is a core competency because it is a management approach that I-SS has refined into a strategic capability that impacts every key learning-centered and operational work process within our system, every employee in our district, all our students and stakeholders and ensures compliance with our legal and regulatory requirements. The story of the development and sustainability of this core competency is, in fact, the story of the I-SS journey to achieve leadership results and become a top ten district in NC. The system approach was first adopted in 2003 as a way to look at the various processes within the system. To better understand how our processes worked together, the district conducted Baldrige assessments, a best practice used by organizations within and outside the education sector. Based on the insight gained through the various assessments, I-SS began to develop and deploy improvement plans. Our

2008 Baldrige application represents our cycles of assessment and improvement since 2003.
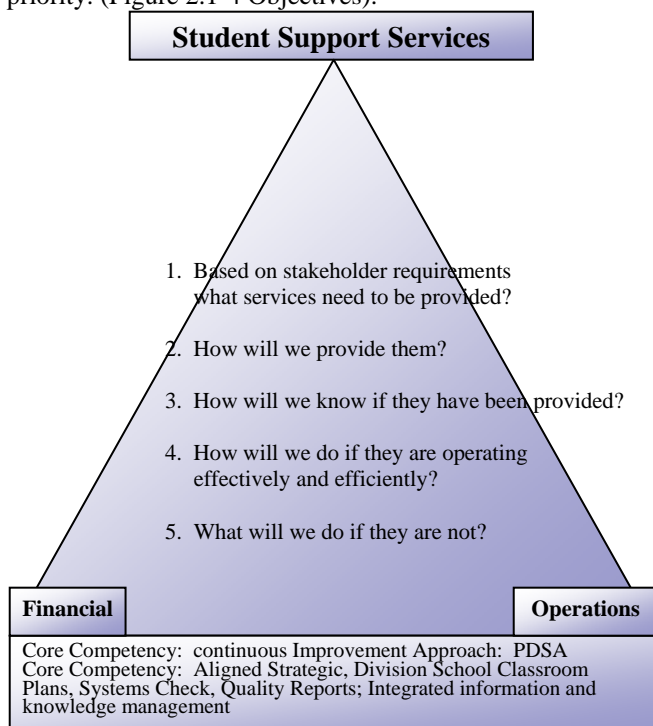
Along the way, the I-SS systems management approach evolved and three district-centric system models were developed. The purpose of these models is to communicate our system management approach in a way that is relevant to our employees and stakeholders, can be used to help employees, stakeholders and partners understand their roles and responsibilities in improving system performance at the district, division, school or classroom level. At the **district level**, the I-SS Performance Excellence Model (PEM) mirrors our work systems. Within each of these work systems are the key processes that accomplish the mission of the district. The PEM has been used to communicate the overall system approach to improvement that is throughout the district. The communication process is outlined in Figure 6.1-3 (Key Work Processes). At the leadership level, the I-SS systems approach is represented by the Senior Leadership System Model Figure 1.1-1(I-SS Senior Leadership System). This Model communicates the integration and alignment of leadership system processes (Category 1) to effectively deliver the vision, mission and values (p.1-1 I-SS **Culture).** At the **learning and operations** level, two models have been developed, each with specific communication purpose. The purpose of the I-SS Model to Raise Achievement and Close Gaps (Figure 6.1-1a), also known as the **Learning Triangle**, is to illustrate the integration of key work processes (instruction represented by the instruction guide design process and assessment represented by the predictive assessment process) and the collective knowledge, competencies and skills of employees who make up our PLCs.

Core Competency: continuous Improvement Approach: PDSA
Core Competency: Aligned Strategic, Division School Classroom Plans, Systems Check, Quality Reports; Integrated information and knowledge management

Figure 6.1-1a I-SS Model to Raise Achievement and Close Gaps: The Learning Triangle

This model is deployed district wide. The I-SS Model for Aligned, Effective and Efficient Support Processes (Figure 6.1-1b) also known as the **Operations Triangle**, is similar to that of the Learning Triangle. The corners of the triangle are work systems rather than system processes as in

the Learning Triangle. The model demonstrates the integration of student support services, financial and administrative services and operations. At the foundation of each of the I-SS system models is reference to our commitment to continuous improvement. A series of **key questions** resides within each of the two models to focus organizational and individual action on students and stakeholders and effective and efficient operations. These questions are asked by SLs, members of PLCs, and work teams at the district, division, department, school and classroom level, as appropriate, and reinforce our basis for action. Furthermore, our aligned and integrated systems approach is a core competency because it results in delivering curriculum/instruction that meets and exceeds the requirements of students and stakeholders for student achievement (p.1b(2))and ensures compliance with regulatory requirements (p.1a(5)). It also results in effective and efficient operations, also a key stakeholder requirement and a strategic priority. (Figure 2.1-4 Objectives).

Student Support Services

1. Based on stakeholder requirements what services need to be provided?

2. How will we provide them?

3. How will we know if they have been provided?

4. How will we do if they are operating effectively and efficiently?

5. What will we do if they are not?

| Financial | Operations |

Core Competency: continuous Improvement Approach: PDSA
Core Competency: Aligned Strategic, Division School Classroom Plans, Systems Check, Quality Reports; Integrated information and knowledge management

Figure 6.1-1b I-SS Model for Aligned, Effective and Efficient Support Processes

Finally, our aligned and integrated systems approach provides the district with a strategic advantage. Although many organizations desire the promise of academic achievement, effective and efficient operations, and performance leadership results that are the expected outcome of this management approach, successfully achieving a systems approach cannot be duplicated over night (p.2b). Our competitors may have difficulty in achieving this capability unless they have been sustaining the commitment to continuous improvement as long as I-SS has. Over time, the maturity of our understanding on how our systems work most effectively has been refined as a result of our organizational analyses and assessments and based on best practices shared by Baldrige winners within and outside the education community. Within each of the corners of our learning and

operations triangles, our understanding of effective processes has evolved and our focus has shifted. In turn, the model has evolved to represent maturity. For example, the key processes represented by the assessment corner of the learning triangle have moved from being reactive to proactive. The district no longer relies solely on end of year testing (lagging indicators). Instead, it conducts predictive quarterly assessments (leading indicators) as a basis for making in-process adjustments in instruction guides. In 2007-2008 common formative assessments were added at the classroom level for tracking student performance between predictive assessments. So, not only has the corner, district process changed, but so has action planning and deployment at other levels of the organization as a result. The model has been refined in 2003, 2005 and 2007 to reflect our growing maturity in managing as a system.

Depth and breadth of continuous improvement capability; our continuous improvement capability is an area where we can identify one of the district's greatest proficiencies. It begins with the SLs making and sustaining a commitment to developing a continuous improvement culture through their personal and visible actions (Fig. 1.1-2). SLs enable the continuous improvement culture to grow and strengthen by sanctioning and personally participating in numerous learning and operation-related initiatives. For example, to develop a cadre of Baldrige Specialists to support and guide the district through the organizational assessment process and to serve as change agents in developing a continuous improvement culture, the district has supported the participation of nine employees, including the superintendent, to participate as national and state examiners.

Our continuous improvement approach is not only embodied in our culture as a core value and as improvement initiatives, but is also articulated through the deployment of numerous improvement approaches, including our strategic planning process, the PDSA methodology and various system checks. All of these fact-based approaches are informed through information and data made available through our data warehouse capabilities. (p.1-5). The Learning and Operations Triangles (Figures 6.1-1a&b) show continuous improvement as a foundation, which supports process improvement and innovation. Our capability for continuous improvement is deployed district-wide, at all schools, divisions, departments and classrooms and by all types and categories of employees. It is a core competency because as a result of our fact based and systematic continuous improvement approaches, such as PDSA, improvement and innovation is a way of life for I-SS employees. Numerous examples of improvement in our key management and work processes are included in improvements in education and operations that are valued by our students and stakeholders. (Figure p.1-4). Our continuous improvement capability is a strategic advantage because like our systems approach to management, it too, cannot be easily duplicated by our competitors without the leadership commitment, methods and tools to enable and deliver against the commitment, and the integration of continuous improvement into key processes to sustain that commitment through the day to day activities of employees through the district.

6.1a (2) I-SS has both traditional and non-traditional configurations for how work is done. Central Office Services are divided into primary work systems called divisions named

specifically operations and learning (formerly curriculum and instruction) which are further subdivided into departments. To facilitate agile and innovative actions ,the departments are configured into professional learning communities, job alike groups or teams to design, innovate and improve processes depending on the specific work to be done(Fig. 6.1-2a&b process). Learning work processes are designed by the teams within the learning division using the flow processes described in Figure. 6.1-2a . A similar chart exists for operations in Figure 6.1-2b(available on site). Teams have embedded stakeholders as members. For example, the learning team has curriculum directors, EC,AIG, ESL, quality and technology representatives as the work system to deploy the key learning work processes (corners of the triangle in Fig. 6.1-1a&b). Agendas and minutes are sent to all leadership and other operations team members may attend when agenda items relating to their areas of responsibility are involved. Customer and stakeholder requirements are filtered through data/information questions and through the appropriate 5 key learning or operations process questions to enable the team to develop an improvement plan of S(trategic) M(easurable)A(ctionable) R(relevant or results oriented)T(imely) goals and specific outputs and results. Data are then analyzed using the five data questions and an improvement cycle is begun using a P(lan)D(o)S(tudy)A(ct) method (explained in 6.2b1). In the event that it was decided during a PDSA cycle that the expertise was not available in house or that the process might be handled more cost or time effectively from an external vendor, the following process would occur 1) design team, goal team or PLC would identify potential vendors 2) put out a request for proposal (or bid) 3) evaluate the RFP or bids against the criteria 4) conduct a cost benefit analysis 5) review information surrounding vendor performance and safety, and 6)make a recommendation to the department from the team yielding the output of the recommendation. (see Figure 6.1-2 a &b charts)

6.1b(1) I-SS has defined its key work processes (Figure 6.1-3). All key work processes must relate to both of the core competencies and have a direct impact on a strategic goal/objective (Figure 2.1-4) leading to the fulfillment of the mission and achieving the vision. The relationships occur through use of common work design, process design plans (PDSA), data questions for analysis, key learning or operational questions, quality tools use and improvement cycles (also through PDSA). Processes contribute to delivering student and stakeholder value and student success as a result of common focus, addressing stakeholder requirements and using common questions for direction.(Fig. 6.1-2a&b). Reaffirming the value of student focus and innovation the system reaches out to pilot progressive learning experiences for students. For example, based on work already done in I-SS and the success of our students in virtual courses, we were chosen as 1 of 9 pilot sites in the state to work with Virtual Public High School to design and deploy a systematic virtual high school to NC students. Within any pilot or process design   sustainability is addressed through commitment to continuous improvement once the PDSA has begun. For example, for three years PRIME TIME, the afterschool and before school program had a strategic goal to have all centers five stars (highest state rating). Once PRIME TIME had achieved the goal and maintained it for 2 years, it

was removed as a strategic PDSA but continues to be monitored by the PRIME TIME director and team to ensure continued highest quality delivery (Figure 7.5-8)
6.1b(2) The Environmental Scan (Figure 2.1-3) elements of State and Federal statute, local ordinances and policies, I-SS Climate survey(students, parents, teachers), advisory group feedback, Governor's Report Card, Teacher Working Conditions Survey, school SWOT, staff evaluation feedback, supplier, vendor and stakeholder feedback and surveys, stakeholder plus/delta information and Board policy constantly provide information to be considered as requirements for work process consideration. (Figures 6.1-2a&b).
The four data questions are used with all information and data to determine what is to be done with it and how it is to be addressed. This review information is then filtered through the 5 operations questions (Figure 6.1-1b and 6.1-2b) or five key learning questions (Figure 6.1-1a and 6.1-2a) to determine how they will enter a plan or process. The key requirements for student/stakeholder groups (p1b.2) provide the context for the work. Under high student performance the learning triangle questions 4 and 5 address the individual differences in student learning capabilities, rates and styles. Once the predictive assessment or other assessment (question 3) identifies that the student needs help, the instruction guide is used as a reference for determining what needs to happen. This is translated to the classroom or team D in PDSA to ensure the changes are made in instruction. In addition the process for addressing individual differences assists teachers and schools with the level and intensity of intervention. (Fig. 6.1-4)
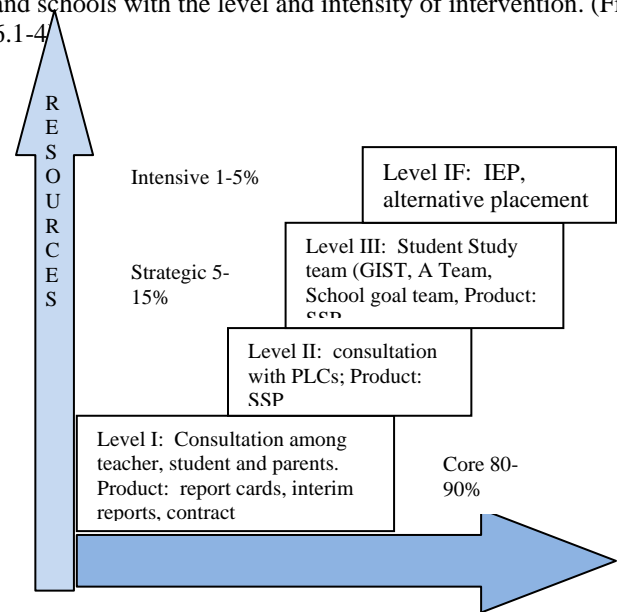
Figure 6.1-4 Process for Addressing Individual Needs

After each predictive assessment and each state assessment the subgroup and individual data is reviewed through the five key question lens and interventions occur based on the improvement of instruction (IG process) and the process for addressing individual differences through differentiated, active learning. The teamwork matrix provides check points for reporting to ensure that all of these best practices take place on

a regular basis. In addition, in July 2007 all administrators and IFs were trained to conduct classroom walkthroughs. This process which is monitored through entry of data into a common database through TEACHSCAPE ensures that the elements we have determined through research and training that are important to the improvement of student achievement are indeed what is happening in the classroom. (CWT data is available on site).

6.1 b(3) In Figure 6.1-2a&b action steps for work processes are determined by setting goals that address the gaps in all key requirements. The strategic/department/school classroom plan of action requires that current educational research best practice and technology be considered in the determination of actions to take. Regular monitoring, evaluating and reporting mechanism like the QAR reports, principal quarterly reviews, CWT reports, surveys depending on the origin of the action step are included in the design.(follows special PDSA template based on design criteria in Fig. 6.1-2) Changes to the process based on the reports may occur at any reporting period and flow up or down through the organization based on the systemic nature of the change that needs to occur. For example, during the 2006 school year, it was determined that the gap in student performance on the computer competency assessment warranted a predictive assessment, which had not been budgeted for that year. At the mid- year SWOT, the report was made from the High Student Performance Team and money was allocated to begin the computer competency PDSA. The almost immediate result was that performance on the state computer competency went from near 70% in 05-06 to 96% by the end of the summer of 07. Any new process design must connect to the 7 Baldrige categories through either drawing a linkage chart of explaining the linkage in a PDSA. In process measures for cycle time, productivity, cost control and other effective and efficient criteria are built into the improvement design plan (Figures 6.1-2a&b).

6.1c (1) Emergency Readiness The senior leader in each work system is the person responsible for ensuring that the system wide drills and preparedness information appropriate to that work system is in place. Iredell-Statesville Schools addresses emergency readiness with a district Safe Schools Plan. This plan requires each school to develop and maintain a site specific Safe School Plan. As a result of studying the Baldrige feedback we learned that these plans needed to be more comprehensive and aligned them to the four phases of crisis management identified by the National Incident Management System which include: Mitigation/Prevention, Preparedness, Response and Recovery. These Safe School Plans now address a range of events and hazards including: severe weather, fire, crime/violence, transportation, medical/public health, and hazardous materials. In addition, five schools that are in the area of McGuire Nuclear Station address radiological emergencies. Drills for fire, bus evacuation, tornado, nuclear event and lock down are routine throughout the district providing support for improvements. For example, when East Elementary moved into modular units during construction, new plans for drills to see that students exit safely, understanding lockdown, etc. were developed and practiced. The Healthy, Safe, Orderly and Caring Schools Committee in each school serve as the primary team for addressing safe school requirements. They review survey data regarding stakeholder perception of safety to determine if
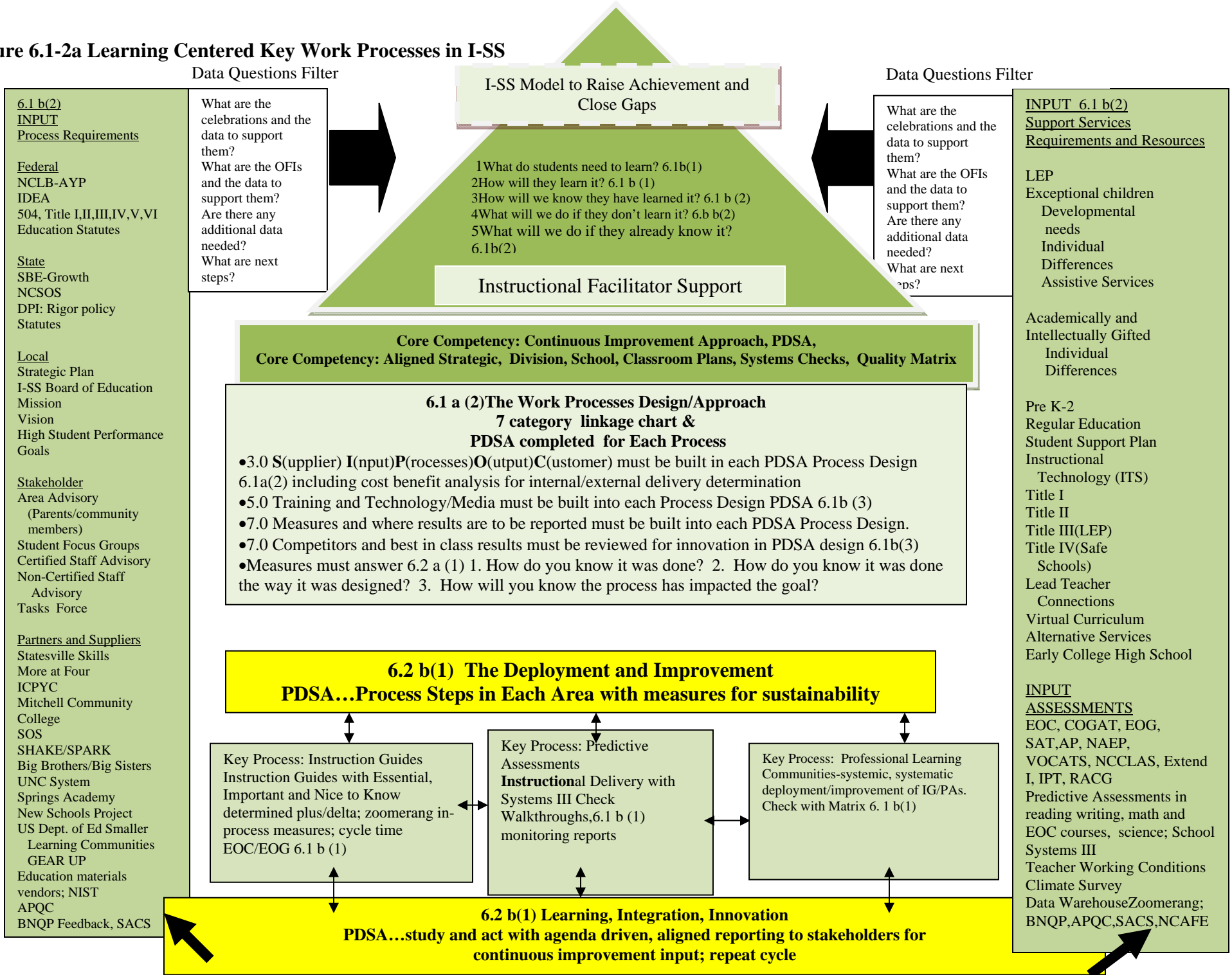
action steps are needed at the school. These teams use the PDSA cycle to set, review, and revise goals for safe schools. Representatives of the school system meet regularly with the Iredell County Office of Emergency Management and other federal, state and local officials for the purpose of collaboration and for participation in table top drills. Recovery is the responsibility of senior leadership in each work process in collaboration with the executive cabinet.

6.2a (1) To ensure processes meet design requirements the three fidelity questions are used (Fig 6.1-2a&b): How do we know it was done? How do we know it was done the way it was designed? How do we know it has impacted the goal (gap in key requirements)? Day to day operational or (action) deployment plans launch from the action steps created in the design. In the 2006-2007 school year there was a pilot for use of High Yield Instructional Strategies in the classroom. Each of the three pilot schools (representing segments elementary, middle and high) was required to develop a deployment (action) plan that ensured the three fidelity questions were answered. Monitoring occurred through classroom walkthroughs between trainings. That process has been deployed in all schools in the 2007-2008 school year and is monitored through CWT data reports and the teamwork matrix. Our supplier (Teachscape) regularly reviews our reports and provides a report based on the goals we collaboratively set for the partnership that is HYIS/CWT in I-SS.

2-WCM(Figure 5.1-1) plus/delta information during steps in action plans, measurements that include surveys from stakeholders built into the design (Figures. 6.1-2a and b), mid and end of year SWOT analysis, area advisories, student advisory, Systems Check III, minutes distributed to all key stakeholders, focused issue bins, and performance checklists are used to make adjustments in processes. Example results are shown in Figure 7.5-1. There are over 100 leading indicators for the I-SS strategic plan and most are in-process measures. Each work system division reports indicators to monthly administrative team and/or cabinet as well as in-team for process improvement based on the data. In the 2007-2008 school year, a more systematic method of reporting not only the indicators but the strategic PDSA's was added to this process through use of a Radar RUBRIC that shows progress quarterly on the PDSAs supporting the leading indicators. Within teams there are process improvement goals that are monitored. One example is listed in Figure7.5-2 which is the reduction of errors and turn around time in administration of predictive assessments.

6.2a(2) It is the role of the principal of the school with the assistance of assistant principals and IFs to prevent variability in the implementation of curriculum, instruction and assessment that may lead to variations in student learning and success. By providing common instruction guides based on the Standard Course of Study with requirements for engagement and differentiation, by establishing certain programs that must be monitored for fidelity such as Thinking Maps (common language for non-linguistic representation, graphic organizers) Write from the Beginning and Emerging Writers (common language aligned with state writing curriculum), High Yield Instructional Strategies (common strategy from meta cognitive analysis for effective instruction improvement) and common textbook adoption, I-SS SLs

Page 44

Figure 6.1-2a Learning Centered Key Work Processes in I-SS

Data Questions Filter

Data Questions Filter

I-SS Model to Raise Achievement and Close Gaps

6.1 b(2)
INPUT
Process Requirements

Federal
NCLB-AYP
IDEA
504, Title I,II,III,IV,V,VI
Education Statutes

State
SBE-Growth
NCSOS
DPI: Rigor policy
Statutes

Local
Strategic Plan
I-SS Board of Education
Mission
Vision
High Student Performance
Goals

Stakeholder
Area Advisory
  (Parents/community
  members)
Student Focus Groups
Certified Staff Advisory
Non-Certified Staff
  Advisory
Tasks Force

Partners and Suppliers
Statesville Skills
More at Four
ICPYC
Mitchell Community
College
SOS
SHAKE/SPARK
Big Brothers/Big Sisters
UNC System
Springs Academy
New Schools Project
US Dept. of Ed Smaller
  Learning Communities
  GEAR UP
Education materials
vendors; NIST
APQC
BNQP Feedback, SACS

What are the celebrations and the data to support them?
What are the OFIs and the data to support them?
Are there any additional data needed?
What are next steps?

1 What do students need to learn? 6.1b(1)
2 How will they learn it? 6.1 b (1)
3 How will we know they have learned it? 6.1 b (2)
4 What will we do if they don't learn it? 6.b b(2)
5 What will we do if they already know it? 6.1b(2)

Instructional Facilitator Support

What are the celebrations and the data to support them?
What are the OFIs and the data to support them?
Are there any additional data needed?
What are next steps?

INPUT 6.1 b(2)
Support Services
Requirements and Resources

LEP
Exceptional children
  Developmental
  needs
  Individual
  Differences
  Assistive Services

Academically and
Intellectually Gifted
  Individual
  Differences

Pre K-2
Regular Education
Student Support Plan
Instructional
  Technology (ITS)
Title I
Title II
Title III(LEP)
Title IV(Safe
  Schools)
Lead Teacher
  Connections
Virtual Curriculum
Alternative Services
Early College High School

INPUT
ASSESSMENTS
EOC, COGAT, EOG,
SAT,AP, NAEP,
VOCATS, NCCLAS, Extend
I, IPT, RACG
Predictive Assessments in
reading writing, math and
EOC courses, science; School
Systems III
Teacher Working Conditions
Climate Survey
Data WarehouseZoomerang;
BNQP,APQC,SACS,NCAFE

Core Competency: Continuous Improvement Approach, PDSA,
Core Competency: Aligned Strategic, Division, School, Classroom Plans, Systems Checks, Quality Matrix

6.1 a (2)The Work Processes Design/Approach
7 category linkage chart &
PDSA completed for Each Process
- 3.0 S(upplier) I(nput)P(rocesses)O(utput)C(ustomer) must be built in each PDSA Process Design 6.1a(2) including cost benefit analysis for internal/external delivery determination
- 5.0 Training and Technology/Media must be built into each Process Design PDSA 6.1b (3)
- 7.0 Measures and where results are to be reported must be built into each PDSA Process Design.
- 7.0 Competitors and best in class results must be reviewed for innovation in PDSA design 6.1b(3)
- Measures must answer 6.2 a (1) 1. How do you know it was done? 2. How do you know it was done the way it was designed? 3. How will you know the process has impacted the goal?

6.2 b(1) The Deployment and Improvement
PDSA…Process Steps in Each Area with measures for sustainability

Key Process: Instruction Guides
Instruction Guides with Essential, Important and Nice to Know determined plus/delta; zoomerang in-process measures; cycle time
EOC/EOG 6.1 b (1)

Key Process: Predictive Assessments
Instructional Delivery with Systems III Check Walkthroughs,6.1 b (1) monitoring reports

Key Process: Professional Learning Communities-systemic, systematic deployment/improvement of IG/PAs. Check with Matrix 6. 1 b(1)

6.2 b(1) Learning, Integration, Innovation
PDSA…study and act with agenda driven, aligned reporting to stakeholders for continuous improvement input; repeat cycle

Figure 6.1-2b Key Work Processes

Key Work Processes 6.1b(1)	I-SS Strategic Plan Goal Cat 2	Key Work System Responsible 6.1	Key Process Requirements & Measures 6.1b (2)	Results Location Cat 7	Innovation Result of Process (6.2 b)	Key Supplier(s) 6.2 a(1)
Design, Development Deployment Of Instruction Guides	1.1.1 1.1.2 3.2.1 3.2.2	Curriculum Division Quality Division	-SCOS compliance -Use and satisfaction (Zoomerang) -TWC Empowerment -QAR reports -Timeline CWT data	-100% -On site -Fig 7.4-5 -On site -Figure 7.5-1 7.4-3	Data warehouse DASH Classroom Walkthroughs	Follette Teachscape Textbook vendors
Design, Development Deployment of Predictive Assessments	1.1.1 1.1.2 3.2.1 3.2.2	Curriculum Division Quality Division	-Correlation with EOG/EOC -Use and satisfaction survey -TWC Empowerment -QAR reports -Reduce rework	- On site -On site -Fig 4-5 -On site -Fig. 7.5-2	Data warehouse DASH High Yield Instructional Strategies READ180 intervention	Follette Teachscape Scholastic
Design, Development Deployment of Professional Learning Communities	1.1.1 1.1.2 3.2.1 3.2.2	Senior Leaders Quality Division Human Resources Division	-Deployment matrix QAR -TWC Prof Dev -TNL reports -APQC	-On site -FIG 7.4-5 -On site -On site	PLC deployment matrix Quarterly SIP review Leadership Academy Pilot PDSA Process Teacher/Principal Eval Instrument	Solution Tree Quality division Teachscape APQC Title II, Lowe's DPI McRel
Design, Development, Deployment of drop out prevention strategies	1.2.1 2.2.1 2.2.2	Student Support Services With support of all divisions	-Athletic Participation -Extra curr. Par. -O-SS rate reduction -Drop Out Rate -Incidents of Crime	Fig. 7.2-6 On site Fig 7.6-2 Fig 7.2-3 Fig 7.2-7	Springs Academy Differentiated Diploma CCTL VPAC Virtual Learning	Community Partners Springs Learn and Earn 21st Century Catawba College Mitchell CC
Budgeting and Allocation Process	2.1.1 5.2.1	Human Resources Finance	-Class Size reduction compliance -Audit Findings	Fig 7.5-4 Fig 7.3-3	Integrated zero budgeting process	Isis
Facilities Task Force	2.3.2	Maintenance Facilities	-On time, what we say, under budget -Maint Satisfaction Climate Survey	On-site Fig 7.4-9 Fig 7.2-2	Prototype ad Green School School Dude	Architects Contractors
Two Way Communication	4.1.1 4.1.2	Public relations Dept.	conference participation community survey	Fig 7.2-11 Fig 7.2-8	Web page	School Wires

ensure training occurs for common understandings. Figure. 6.1-4 shows the interventions that are systematically used to address student need. Through the teacher observation/evaluation system principals verify program requirements are being met. To improve this process classroom walkthroughs are conducted to address the essential elements of instruction, to determine what professional development is needed and to provide support for learning. All schools at all levels are involved in CWTs. In addition in 2007-2008 the QAR reports provide a school and district level monitoring tool for fidelity of key learning processes. The data from the QAR is aggregated and given to divisions and departments for consideration in improving processes.

In operations overall costs minimization is part of the design and monitoring of all key work processes. For example, all elementary schools since the late 1990s have been built on the same green school (environmentally sound) floor plan facilitating healthy, responsible environments for learning. Fire, electrical, boilers, hoods, and transportation have regular inspections/checklists and common trainings to minimize overall costs associated with inspections, tests, audits, etc. Incentive bonuses are available for performance standards in the areas of mechanical, transportation and custodial responsibilities. An incentive bonus has also been made available for testing coordinators who reduce testing errors in the predictive assessment process. Incentive bonuses are available for any classified staff member who develops a

PDSA that reduces cost in any office/school procedure that can be replicated in other schools/departments in the district. These incentive bonuses have prevented errors and rework. Through our energy management system, a systematic cost avoidance system provides capital to schools that are able to reduce energy consumption which in its 3 years of existence have saved over a million dollars.

6.2b(1) The method used for process improvement throughout the organization whether learning or operations is Plan Do Study Act (PDSA). In the P stage the process is defined and several questions are answered: 1) What needs to be improved and what specific outcomes need to occur? 2) What is the current condition and data that supports the need for improvement? 3) Who are the direct customers of the improvement and how will this benefit them? 4) What district priority does this improvement support (alignment core competency) 5) What is the general approach to achieving the outcome? 6) What resources may be needed and who else will be involved 7) When and how will the improvement be evaluated for results? These 7 questions are written in the template that is used to document the process. In the D stage the action steps define who is responsible, results and action step completion date is developed and two questions answered 1) Resources? Will this require additional fiscal resources? Anticipated cost 2) Will this require additional human resources? Anticipated cost? At this point if the team who created the PDSA does not have the resources, the plan goes back through team to cabinet or administrative team to determine if resources can be allocated outside of the regular budgeting process. In addition a PILOT process for documenting innovation is used to monitor promising innovations in teaching and learning. In 2008 Lowe's, a key partner, provided $250,000 to the district in order to support the PILOT process. Agility is built in based on weekly meetings of teams and cabinet. So, the PDSA could be addressed at any time. The action step stage launches a detailed deployment plan that would use both formative and summative assessments in the evaluation columns based on whether a lagging or leading indicator was needed. In the S stage two questions are answered 1) What were the accomplished improvements and outcome results? Use the data questions (Figure 6.1-2a&) for analysis and 2) What was the impact of the improvement on the direct customers? (Survey, plus/delta, performance or other in-process measure). In the A stage four questions are answered 1) How can this be refined or improved? 2) Can the improvement be transferred to other areas of organizations? If so, how? 3) What modifications/refinements will be put in place for the next improvement cycle? and 4) When will this be evaluated again and by whom and with what instrument? Integration occurs through discussion of mutual gaps. When the district needed to find a provider for supplemental services under NCLB, the Prime Time Director working with the supplier VOYAGER made a proposal to the state to be that provider. Not only was there a collaboration of the learning side of the house, with operations but Prime Time provided the business delivery structure enabling a successful innovative solution for both need for additional revenue and meeting the strategic goals of the district while addressing the challenges of our student segments in a safe and familiar environment…a win/win for everyone!

In 2004 the PDSA tool used to conduct the improvement cycle went through a PDSA itself because it was far too complex for the day-to-day activity of a classroom and was not teacher friendly. From that PDSA came the Four Block PDSA for classroom improvement. P: What is our SMART Goal for the week and how will we measure it? D: What strategies will we use to learn it? Teacher and student section S: How did we do this week? A: What do we need to do differently next week to reach our goal? The 4 Block was also adapted in Spring of 2005 for classified staff incentive bonuses. P: What needs improvement? Current performance? Customer requirements? How is this aligned to department mission and goals? What is the approach to improve results? D: What do you as leader to implement the approach? What do the workers need to do? What resources will be needed? How will you evaluate progress? Obtain approval from supervisor to conduct improvement cycle: Chart the progress on improving the outcomes listed in the PLAN phase. S: What improved? What was the impact on the customer listed in PLAN phase? What were the cost savings for I-SS? A list what worked and what did not work, share results with supervisor. What best practices can be transferred to another process in your department or unit? Can this process be improved? If so, begin the cycle again. Supervisor recommends performance pay based on results. There are currently 16 PDSAs that are reported through the district rubric. Communication of PDSA results sharing is a regular part of any meeting held in the district among PLCs and teams at all levels including the classroom and Board of Education. Figure 6.2-1 shows improvement cycles in each category using PDSA.

Figure 6.2-1 PDSA improvements and innovations			
PDSA	**Improvement Made**	**Work System**	**Results impacted and Category**
Senior Leadership System	6 cycles of revision based on semi-annual sue of Systems Check III and subsequent action step revisions	Superintendent's Team	Figure 7.5-111 Category 1
School Improvement Planning Process	6 cycles of revision: most recent, quarterly reviews and revision	QT with CT support	All figures in 7 Category 2
Stakeholder Satisfaction Survey	5 cycles of feedback used to extend survey to all students, tailored to specific groups, new focus survey on partners, chamber, vendors	Superintendent's team, tech team	Fig. 7.2-2, Fig.7.4-5 Category 3
Computer Competency	Inadequate student performance led to ID of need for computers, allocation of resources to purchase computers, realignment of curriculum	Superintendent's team,tech team, CT	Fig. 7.1-10 Category 4
Professional Development	6 cycles of improvement for reporting; led to identifying with APQC to find best practice and switching software providers to TNL	Superintendent's team, tech team, QT	Fig. 7.4-5 Category 5
Predictive Assessments	9 cycles of revision; cycle time, proofreading, copies for all students, changes in administration dates, adding of science and computer competency; realigned assessment	CT, QT	Fig. 7.5-1,2 Category 6

**Figure 6.2-1 PDSA improvements and innovations**

In 2002, Iredell-Statesville student learning results were at or below state level. The Board of Education established a vision that I-SS would be in the "Top Ten" of NC schools. (Fig. 7.1-1) To accomplish this vision, the Board of Education supported the development of a strategic plan with measurable goals. Each of the figures in the results section are aligned with strategic goals and objectives listed in Figure 2.1-4 (Strategic Objectives) and the core competencies and related work processes in Category 6. The BOE adopted the core values of continuous improvement (also a core competency), learning centered focus, teamwork and management by fact.

7.1 Student Learning Outcomes

The I-SS vision is to "… improve student learning…". This vision is supported by our core values of student learning focus, continuous improvement focus, management by fact, and results focus. Figure 7.1-1 shows the NCLB measure of AYP. At first look, it appears that our AYP percentage of goals met has declined. However, it is important to note that the state has re-normed both reading and math assessment scale scores needed to meet AYP and also, the state raises the bar every 3 years for percentage of students required to meet standard in order for the district to meet AYP. In spite of the changing scales, I-SS has maintained its position above comparison and benchmark districts.

Figure 7.1-1 Percentage of NCLB Targets Met
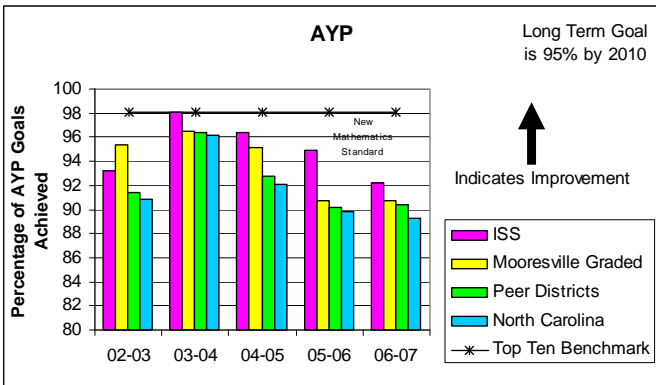
NC provides an annual growth measure at the student, grade, subject, and school level. Staff members receive bonuses based on growth. This measure is also impacted by changing state assessments and scale scores; however, I-SS continues to perform above comparison and benchmark districts.

Figure 7.1-2 ABCs Growth – Percentage of Schools
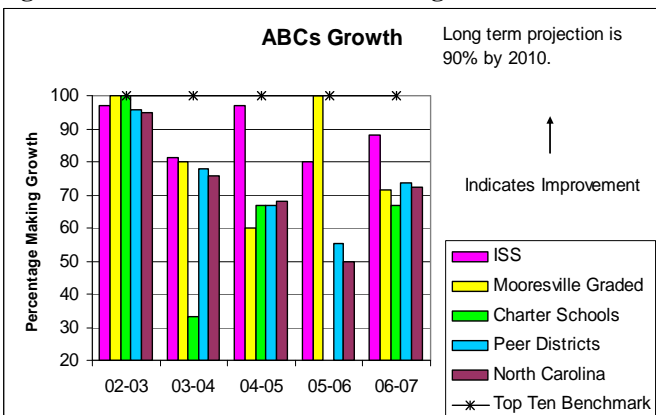
I-SS has placed a great deal of effort on increasing the cohort graduation rate and seen a remarkable increase and positive trend for the past 5 years.

Figure 7.1-3 Cohort Graduation Rate
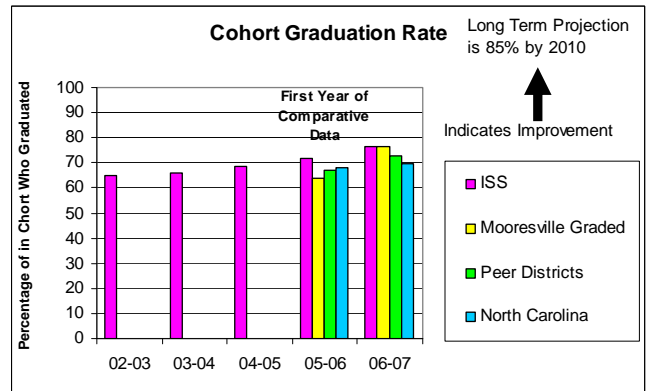
In 2003-04, I-SS began a district PDSA to address SAT scores. As a result of this continuous improvement focus, SAT scores have seen a steady increase in SAT scores.

Figure 7.1-4 SAT Composite
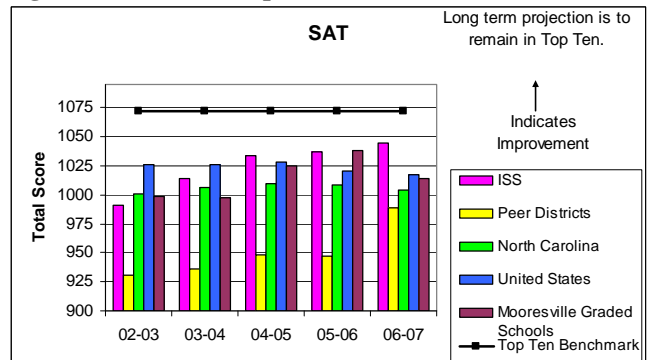
NC tests students in grades 3-8 with and EOG test in reading and mathematics. The state changed the math standard in 2005-06 and this impacted the overall composite of all school districts. However, I-SS competitive position has remained strong and all schools implemented PDSA's during 2006-07 that resulted in improvement in the overall composite.

Figure 7.1-5 EOG Composite
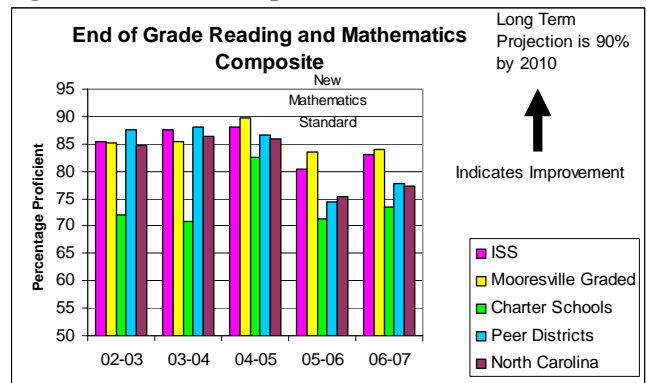
NC also tests students in grades 9-12 with 11 End-of-Course tests. Again, the state changed standards for the assessments in

2006-07 that resulted in overall composite scores for all districts showing a marked decline. I-SS relative position, however, remained strong.

Figure 7.1-6 End of Course Composite
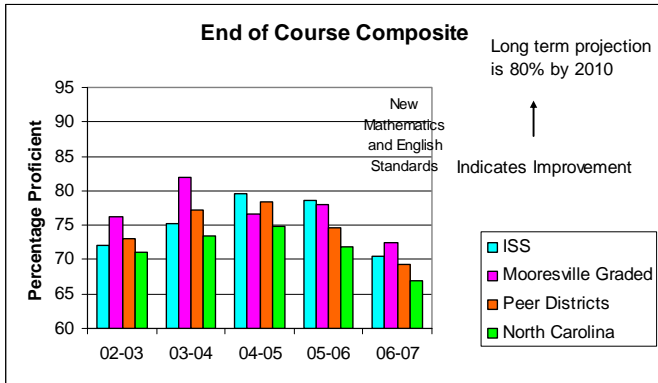
I-SS segments data based on NCLB requirements. Segmented data for all tests (school, grade level, subject, NCLB subgroups) are available on site; however, the two **key** segments (subgroups) for I-SS are African American (17% of population) and EC (12-14% of population). Figure 7.1-7 shows that I-SS has continued to improve performance in reading while at the same time closed the achievement gap for these two key subgroups at a rate better than state comparisons (Figures 7.1-8 and 7.1-9)

Figure 7.1-7 EOG Reading Composite
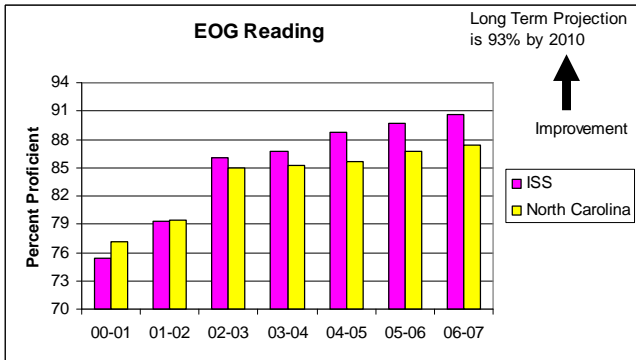
Figure 7.1-8 EOG Reading Gap for African American
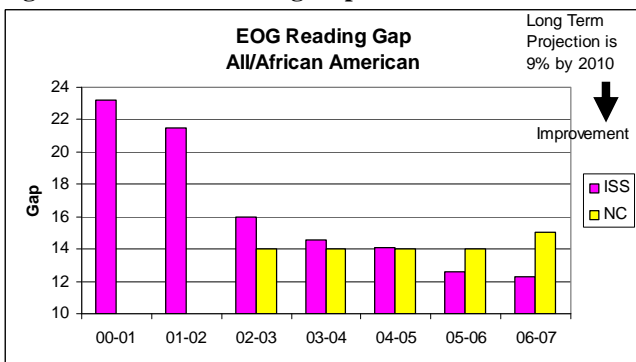
Figure 7.1-9 EOG Reading Gap for EC
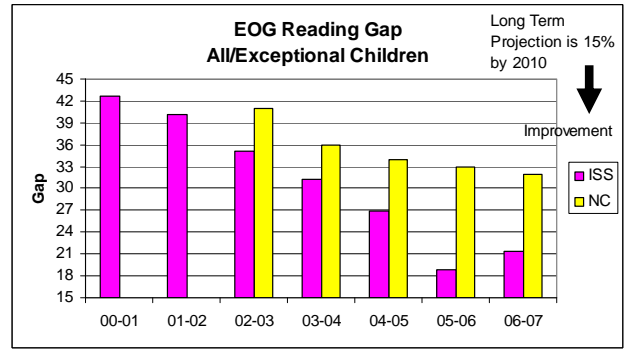
In 2006, I-SS implemented a PDSA to increase computer proficient of 8th grade students. This test is a requirement for graduation and a key measure for 21st century skills. Figure 7.1-10 shows the improvements made as a result of the PDSA and district initiative to upgrade all computers.

Figure 7.1-10 Computer Skills Proficiency
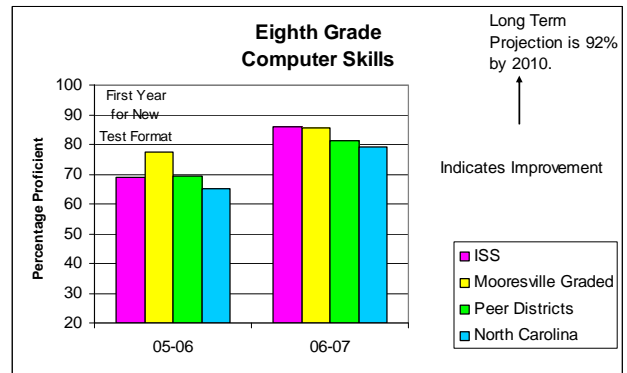
During the 2005-06 school year, DPI began providing value add reports for end of grade tests. Figure 7.1-11 shows math comparisons and Figure 7.1-12 shows reading comparisons. Individual schools generate similar reports to the classroom level and student segment level. I-SS outperformed the state significantly in 9 of 11 math assessments and in 14 of 22 reading assessments.

Figure 7.1-11 Value Add Reports for Math Grades 3-8

Grade	Year	District Effect	Grade	Year	District Effect
3	07	**-.2**	6	06	**1.3**
4	06	**1.2**		07	**1.5**
	07	**1.1**	7	06	**1.1**
5	06	**.9**		07	**1.4**
	07	**.0**	8	06	**1.9**
				07	**2.3**

Figure 7.1-12 Value Add Reports for Reading Grades 3-8

Grade	Year	District Effect	Grade	Year	District Effect
3	05	**.0**	6	05	**.4**
	07	**-.5**		06	**.4**
4	05	**.3**		07	**.2**
	06	**.2**		3 yr	**.3**
	07	**.0**	7	05	**.8**
	3 yr	**.2**		06	**.4**
5	05	**.5**		07	**.3**
	06	**.1**		3 yr	**.5**
	07	**-.2**	8	05	**.5**
	3 yr	**.1**		06	**.6**
				07	**.2**
				3 yr	**.4**

7.1-13 Writing Proficiency

I-SS measures writing as one of its indicators of student achievement.

ISS Writing Performance
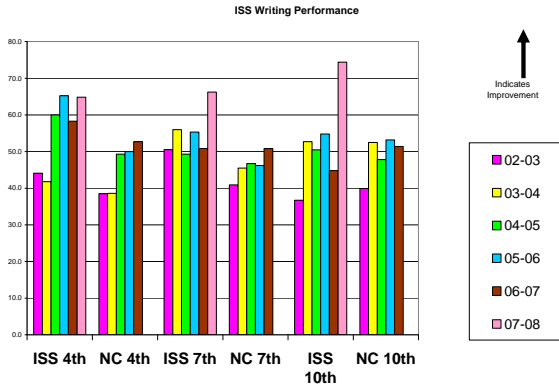
I-SS uses the College Board Advance Placement (AP) Exam as a leading indicator of 21st century readiness. I-SS has seen an increase in percentage of students taking AP courses (from 2% of entire population to 4% of entire population). This increase is evident in the percentage of students earning a level 3 or higher on the AP exam. Most colleges award college credit for level 3 scores or higher. I-SS outperforms state and national averages.

Figure 7.1-13 Percentage of Students earning Level 3 or Higher on AP Exam During High School Career

Year	I-SS	NC	US
2005	18	13.7	11.7
2006	24	18.2	14.7
2007	29	18.5	15.2

Increasing percentages show improvement. Long term projection is 35% by 2010

7.2 Student and Stakeholder-Focused Outcomes

I-SS identifies student attendance as a key measure for student focused results under the strategic priority of HSOC schools. Figure 7.2-1 shows I-SS attendance percentages. While there is some variation from year to year in attendance, I-SS consistently ranks in the Top Ten among NC schools for attendance.

Figure 7.2-1 Attendance
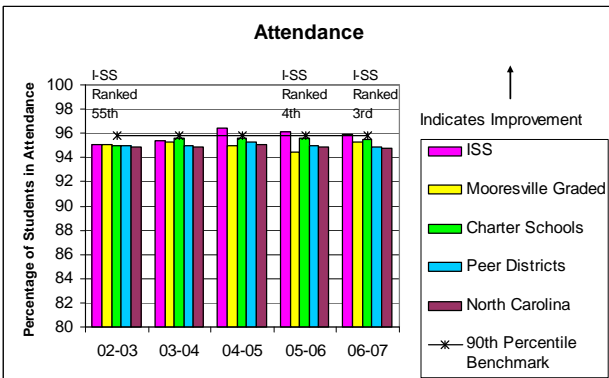
Student and parent satisfaction are measured annually by the I-SS Climate Survey. This 25 item survey utilizes a control chart analysis to identify those questions that show significant improvement or significant decline. The analysis is provided to each school for use in setting goals for the SIPs. Listed below are several of the significant improvements (above

upper control limit) at the district level based on a process variation control chart utilizing 8 years worth of data. Due to the specificity of questions asked, I-SS has not been able to obtain comparative results from other school systems.

Figure 7.2-2 I-SS Climate Survey Results

Survey Item	Segment	Lower Limit	Upper Limit	2007 Performance Significant Imp.
School has clear rules	Student	61.2	75.4	75.9
School is neat and clean	Parents	71.6	83.7	86.1
Students and staff feel safe at school	Parents	71.6	83.7	85.4
Principal makes learning a top goal	Students	61.2	75.4	79.6
Students receive extra help	Students	61.2	75.4	76.3
Staff believe all students can learn	Students	61.2	75.4	81.6
School standards are challenging	Composite	73.5	83.2	85.1
School standards are challenging	Students	61.2	75.4	83.1
Teachers communicate expectations	Parents	71.6	83.7	84.7
Teachers communicate expectations	Students	61.2	75.4	81.6

A key measure for student satisfaction and perceived value is the annual dropout rate. In 1996-97, I-SS had a 10.5% dropout rate. Over the past 6 years I-SS has utilized school and district PDSA's to address the dropout rate. I-SS has been identified as having a model program for dropout prevention. Drop out rate is a leading indicator for Figure 7.1-3 which also reflects student satisfaction as measured by cohort graduation rate.

Figure 7.2-3 Dropout rate
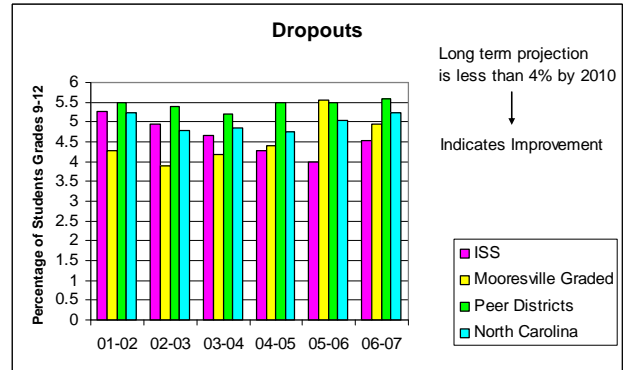
I-SS measures out-of-school suspensions which is a predictor for student success and the cohort graduation rate. The overall three year trend is positive (see Figure 7.6-2 for ratios).

Figure 7.2-4 Out of School Suspension 3 Year Trend
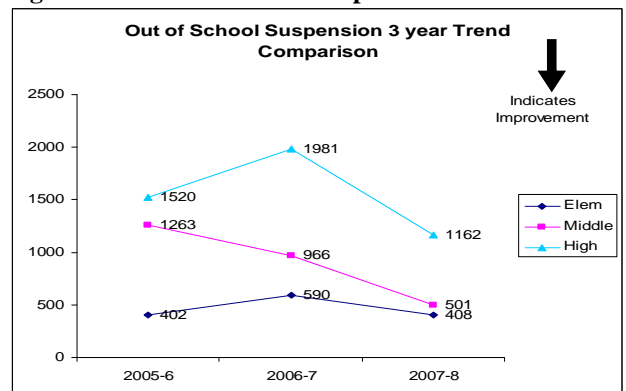
Bus discipline incidents have an impact on attendance, student performance and cohort graduation rate. At present, I-SS has a significant positive decline for the 2007-2008 school year.

Figure 7.2-5 Bus Referrals
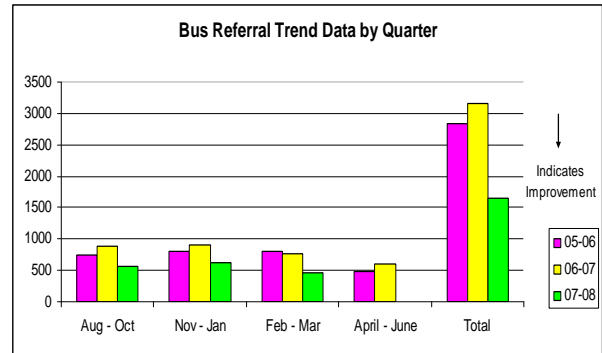
Another measure of perceived value and satisfaction is the athletic participation. This is also a leading indicator for cohort graduation rate. Trend data shows that the athlete group has consistently out-performed the non-athlete group in the seven indicators of student success listed in the chart below for the years 2002-2003 through 2006-2007. I-SS athletic participation rate of 31% is above the state rate of 30%.

Figure 7.2-6 Sample of High School Athletes Performance Data Results

	2006-07		2005-06		2004-05		2003-04		2002-03		NC Compares	
Criteria	At	Non	At	Non	At	Non	At	Non	At	Non	At	Non
Attendance	95.2	91.5	95.6	92.5	96.2	93.6	95.3	93.6	95	93	93.7	88.1
Graduation	96.3	71.6	100	98.1	100	97.9	100	96.5	100	98.1	95.2	68
GPA	3.14	2.58	3.08	2.39	3.08	2.53	3.09	2.37	3.07	2.28	2.98	2.17
Dropout	0	4	4	4.29	0	4.67	0	4.89	0	4.96	.6	10.3

At – athlete non is non athlete Note: Graduation measure changed in 2006-07.Dropout rate is per 100 students

A key measure for parents and the community relates to crime in schools. Many parents look at this data when choosing a school or school system. I-SS is consistently well below state and regional averages.

Stakeholder loyalty, satisfaction and perceived value align closely with I-SS leading indicators of volunteer hours (figure 7.2-9) and business partnerships (Figure 7.2-10).

Figure 7.2-7 Incidents of Crime and Violence

Figure 7.2-9 Volunteer Hours

Based on BNQP feedback reports, I-SS implemented a community survey in 2007 aligned to a strategic goal of 75% positive rating (A or B rating).

Figure 7.2-8 Stakeholder Perceived Value and Positive Referral
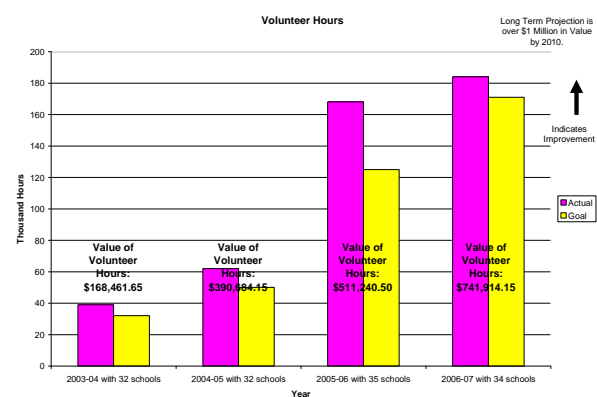
Figure 7.2-10 Business Partners
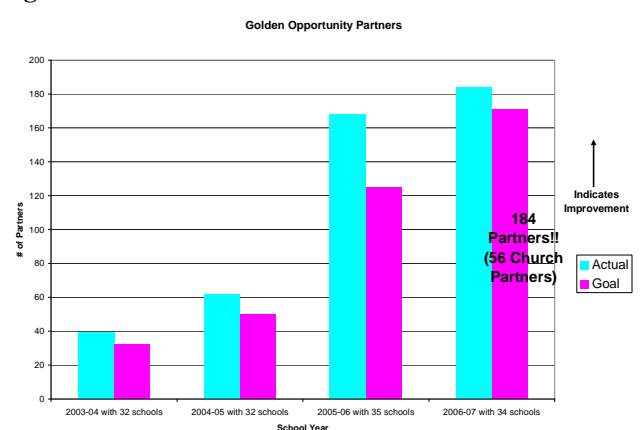
Note: Long term projection is over 200 partners by 2010.

I-SS has a strategic goal of 100% of parents having 2 or more school related conferences per year by 2010. This strategic goal provides a measure of satisfaction, loyalty, and perceived value.

Figure 7.2-11 Conferences Held
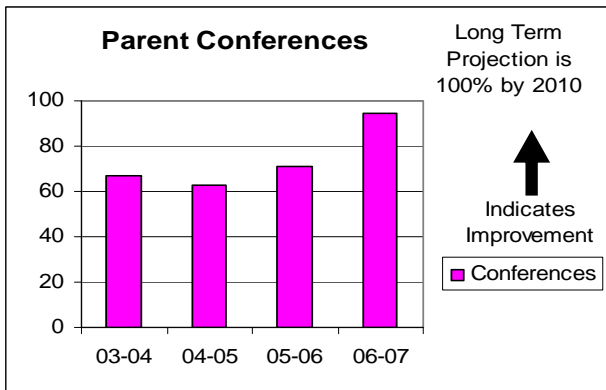
Note: According to NAEP estimates, less than 70% of parents nationally have one or more conferences per year.

A key measure for I-SS as it relates to student and stakeholder outcomes are the external reviews by the NC Awards for Excellence and BNQP. Figure 7.2-12 shows the historical trend and level of performance of Category 3 (Student and Stakeholder Focused Outcomes).

Figure 7.2-12 Student and Stakeholder Outcomes

A key measure for student persistence has been the number of credits that students recover during our summer credit recovery program (Figure 7.2-13) and the number of days saved through our innovative Out of School Reporting Center (Figure 7.2-14). This is a leading indicator for cohort graduation rate.

Figure 7.2-13 High School Summer School Credit Recovery
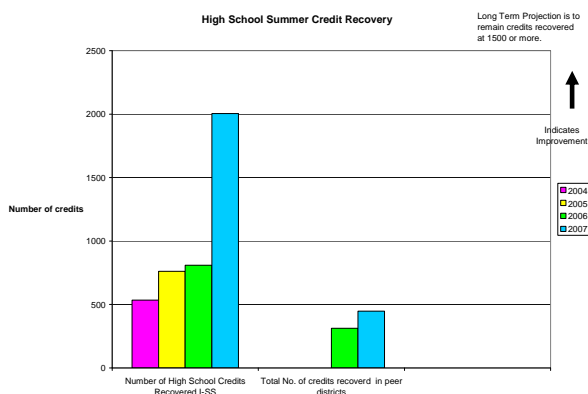
Figure 7.2-14 Out of School Suspension Days Saved

Year	Days Saved
2004-05	4193
2005-06	3905
2006-07	3873
2007-08	3728

I-SS began implementing the fitness gram measure in 2007-08 to address childhood obesity. Students are tested in grades 5,7, and 9 on 13 measures. The summary measure is listed in Figure 7.2-15. NC is reviewing I-SS data to take the measure statewide in 2009-10.

Figure 7.2-15 Fitness Gram Summary Data- 1st Semester

Grade	5th	7th	9th	Total
# Tested	1617	1640	1949	5206
% in HFZ	76%	73.3%	74.25%	74.55%

The goal is 85% by 2010.

7.3 Budgetary, Financial, and Market Results

Through the efficient use of State and Federal funding, I-SS has been able to increase undesignated fund balance from a negative balance in 2001 to $3.4 Million in 2007. Although it is not important for I-SS to increase fund balance every year, it is important for I-SS to maintain a level above 8% (as required by the NC Association of County Commissioners) which it has done since 2003. Unfortunately, although this information is public and can be found in all governmental audit reports, those same governmental units do not publish this information in a central data bank. Therefore, there are no comparisons available.

Figure 7.3-1 Fund Balance
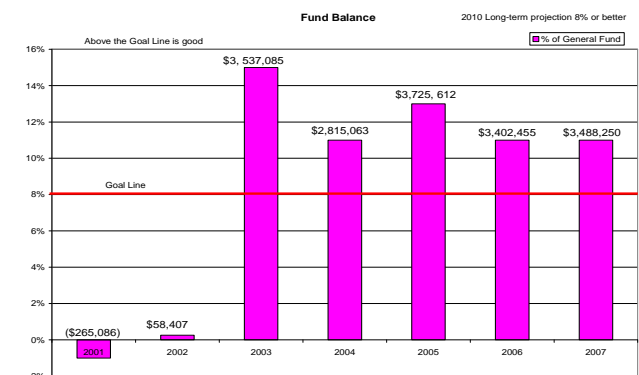
For many years education has attempted to develop a return on investment measure. The I-SS goal for per pupil expenditure is "*By 2010, I-SS per pupil expenditures will be in the lowest quartile of NC school systems and student academic performance will be among the Top Ten NC School Systems.*" Currently I-SS is funded 107th out of 115 school systems in NC which is in the bottom quartile. As indicated in figure 7.1-4, I-SS SAT performance is currently in the Top Ten among NC districts.

Figure 7.3-2 Per Pupil Expenditure

Per Pupil Expenditure
2010 Long-term Projection Lowest Quartile
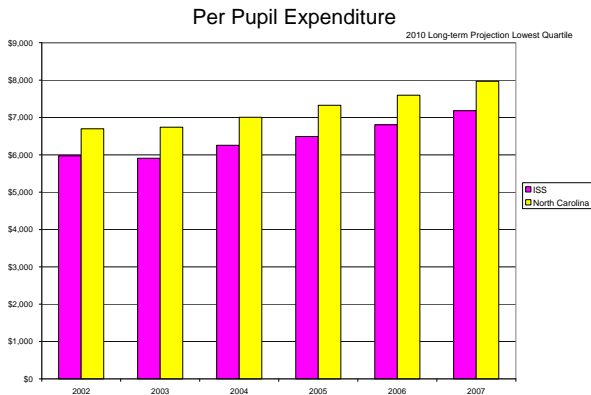
For four of the last 4 years, I-SS has had zero audit findings. This measure is particularly important for stakeholder trust in the leadership and governance of I-SS. Currently, there is no database for obtaining comparative data for audit findings, but with zero being "a perfect score," I-SS feels that we are a benchmark.

Figure 7.3-3 Audit Findings

Audit Findings
2010 Long-term Projection - 0 Audit Findings
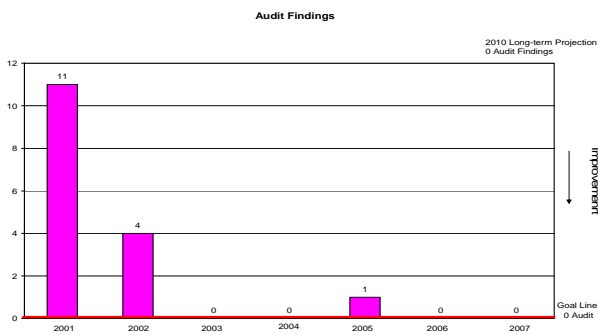
Following a district PDSA, I-SS implemented an energy savings program in 2003-2004. I-SS performance is in the top 5% of national comparisons. Money saved for the energy savings program was returned to individual schools for identified school improvement action steps.

Figure 7.3-4 Energy Savings

Energy Cost Avoidance Trend
2010 Long-term Projection 20% or Better per Year
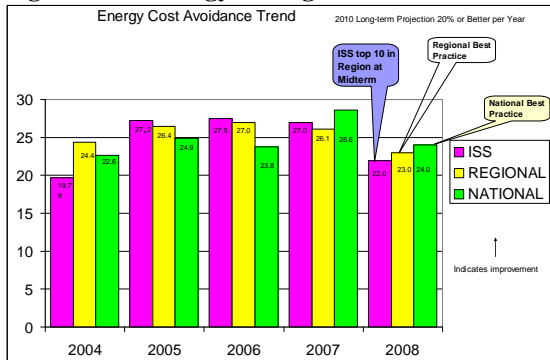
I-SS began operation in 1992-93 school year. At that time, there were very few private and home school options available to parents. Since that time, several private schools have opened and NC has seen a 300% increase in home school students. With the implementation of virtual programs, early college programs, and school facility improvement, I-SS has seen an increase in market share and consistently performs above the state average market share.

Figure 7.3-5 Market Information

2010 Long-term Projection 92% Market Share

Year	State		Iredell	
	Public %	Private Home %	Public %	Private Home%
'06-07	.9	.1	.915	.085
'05-06	.9	.1	.912	.088
'04-05	.9	.1	.918	.082
'03-04	.89	.11	.926	.074
'02-03	.9	.1	.948	.052
'01-02	.9	.1	.951	.049
'92-93	.95	.05	.974	.026

7.4 Workforce-Focused Outcomes

7.4a(1) Workforce Engagement, Satisfaction, and Development

A key measure of workforce satisfaction for I-SS is the local supplement. The local supplement serves as one means to recruit and retain a highly qualified workforce.

Figure 7.4-1 Local Supplement

2010 Long-term Projection 8% and Top Ten

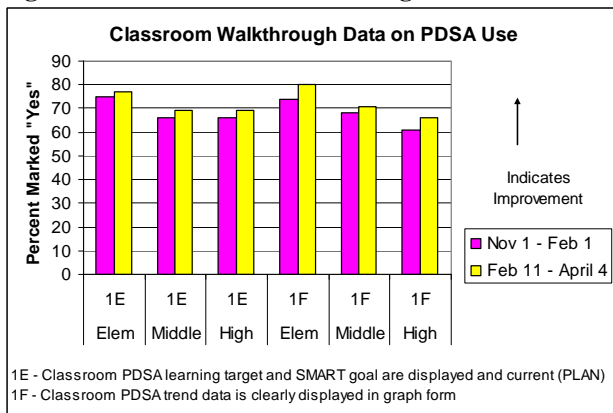|	I-SS	MGSD	Region	State
2002-03	$2,355	$2,033	$3,158	$2,521
2003-04	$2,602	$2,000	$2,227	$2,707
2004-05	$2,841	$2,135	$2,259	$2,865
2005-06	$3,008	$2,000	$2,094	$2,967
2006-07	$3,316	$2,200	$2,485	$3,211

Another key measure of workforce satisfaction is the teacher turnover rate. The I-SS teacher turnover rate has improved significantly. I-SS performance has been lower than the competitor for two years and lower than the state and region for six straight years. I-SS places particular emphasis on retaining our HQ teaching staff. Several initiatives are in place to help in this endeavor, most notably the high salary supplement that is offered to teachers. There have also been initiatives to help in this area at our most at-risk inner-city schools, where turnover is typically higher. For instance, the cutoff date for teacher transfers was moved to the beginning of the summer in 2007 to make sure there was not a loss of HQ teachers in at-risk and Title I schools. Our at-risk schools also get the first choice at the early hires of the district each spring. These processes are in place to make sure that our best teachers are equitably distributed to our most at-risk schools. Lack of experience of the teaching staff in these schools is one cause of turnover, so these programs are aimed to help in that area. Other at-risk bonuses are offered at some schools, such as the alternative school and at Statesville Middle School, a school that has seen historically high turnover due to student demographics. This turnover data is used to design such initiatives and to reward those staff members who serve in our most at-risk schools.

Figure 7.4-2 Teacher Turnover Rate
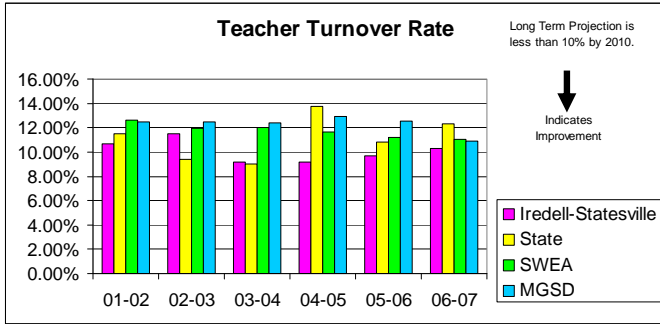
I-SS utilizes classroom walkthroughs to assess current capability of teachers to implement the I-SS model for raising achievement and closing gaps. PLC's discuss this data at the grade/subject level and principals and IFs discuss the data each month at their joint meeting. These data drive decisions about professional development needs at the grade, school, and district levels.

Figure 7.4-3 Classroom Walkthrough Data

1E - Classroom PDSA learning target and SMART goal are displayed and current (PLAN)
1F - Classroom PDSA trend data is clearly displayed in graph form

7.4a(2) Workforce Capability and Capacity

I-SS has witnessed significant improvement in HQ Teacher Percentages (Figure 7.4-4) from 2002 to 2007. This is a significant feat considering the growth the district has witnessed over that time and the continued lack of HQ candidates in key areas, such as EC, math, and science. To alleviate this shortage, I-SS has utilized a signing bonus in these hard to fill teaching areas over the last two years, serving as a benchmark for NC in using signing bonuses to impact this measure. In the four year period, the percentage of HQ Teachers improved from 83.67% to 93.7%. The SW region leads the state in this area and I-SS is above the state average in this area. NCLB requires teachers and assistants to meet the highly qualified definition. I-SS has reached 100% of all assistants meeting HQ requirements.

**Figure 7.4-4 Percentage Highly Qualified Teachers**
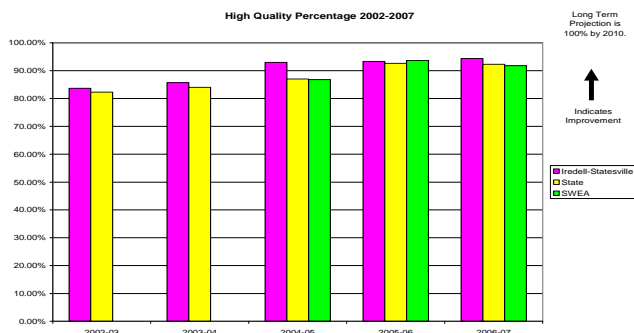
I-SS has witnessed significant improvement in most domains of the TWCS. I-SS improved in Time, Empowerment, and Professional. The I-SS composite remained the same in a time that the region and state average dropped significantly. I-SS is a leader in utilizing the TWCS information to improve school climate. Shepherd Elementary was one of 10 schools statewide to receive the Real Deal Award, awarded to those schools whose commitment to the use of and performance on the TWCS serves as a model for the state of NC. I-SS Superintendent, Dr. Terry Holliday, also serves on the advisory committee for the survey at the state level. Nationally, there is a correlation between high scores on satisfaction surveys and student achievement. In I-SS, the high levels of empowerment, as evidenced in the district's deployment of the PLC model, illustrates our commitment to staff satisfaction and its ultimate impact on student achievement. In addition, to address the time issue, the district allocated 15 additional teachers in the areas of art, music, and PE in 2006 in an effort to give common collaborative planning time for all teachers at the elementary school level. With the additional teachers, all schools were able to gain the additional time they needed to plan effectively for student instruction. This example is a tremendous indicator of the district's commitment to the PEM and using the TWCS data to identify gaps and addressing them with action plans as appropriate, positively impacting change in our ongoing efforts to raise achievement and close gaps.

Figure 7.4-5 Teacher Working Conditions Data
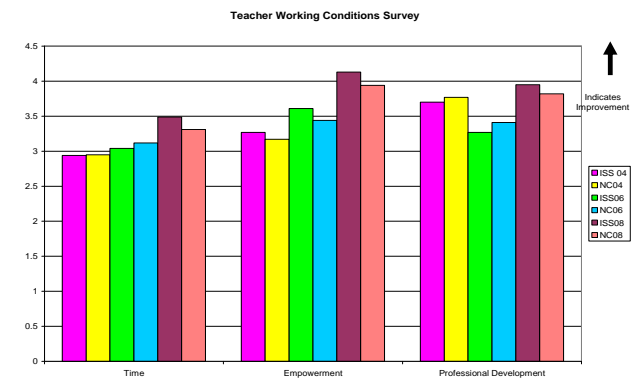
I-SS values our employees and their growth as professionals. A NBCT support group and training is provided to teachers within the district to support teachers in their efforts to become NBCT. This certification not only is professional development in and of itself but also increases a teacher's salary by more than 10%.

Figure 7.4-6 National Board Certified Teachers
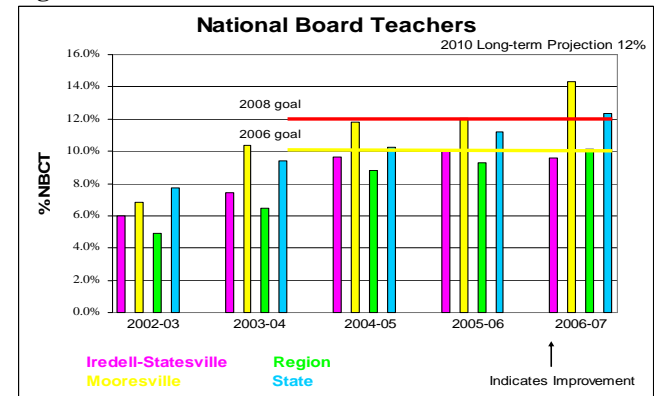
## 7.4a(3) Workplace health, safety, and security.

I-SS has seen significant improvement in incident rate for worker's compensation claims. The I-SS incident rate for 2006 is 2.3 per 100 full-time employees. This rate illustrates a significant improvement over the 2001 rate of 8.4. State and national data for incident rates in 2006 were not available on their websites. The NC rate is expected to be released in late October for the year end of 2006. I-SS tracks this data and uses it to reduce workplace incidents. I-SS works closely with its worker's compensation insurance carrier, Key Risk, to train employees and to close injury gaps. The district safety committee has also helped with innovations as outlined to reduce our incident rate. Key Risk supplies a representative to serve on this committee and to provide appropriate training. The amounts paid in insurance premiums in the past have been significant. The work of the safety committee and the partnership with Key Risk is an effort to reduce those rates so those dollars can be used for the instruction of students. The district employs a safety officer that also serves as the co-lead with the Asst. Superintendent for HR of the committee. Several initiatives are aimed at improving morale, benefits, and safety of employees, all considered to be important indicators of possible workplace injury. Comprehensive benefits are provided to employees, a safety manual was developed and is deployed in all departments, and a Highway to Health initiative to improve overall health was deployed in an effort to curb workplace injuries. The Sheriff's Department also conducts school safety audits to make sure schools are safe from external threats that may lead to workplace injuries.

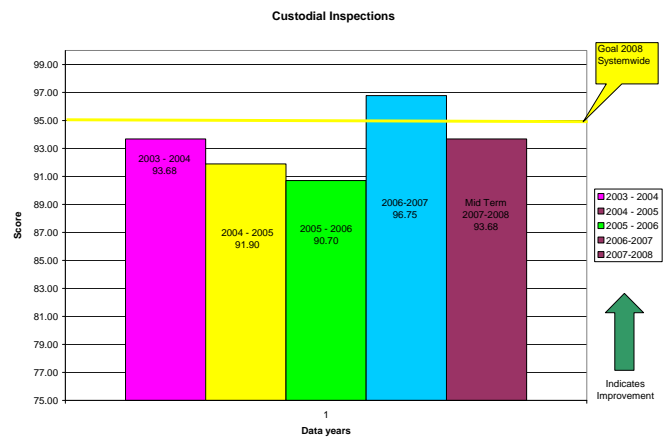**Figure 7.4-7 Workmen's Compensation Incident Rate**
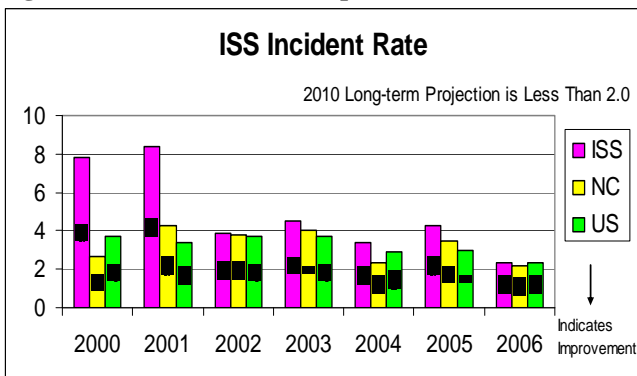
I-SS has demonstrated a marked improvement in our Workmen's comp loss ratio and are at our all time best.

Figure 7.4-8 Workmen's Compensation
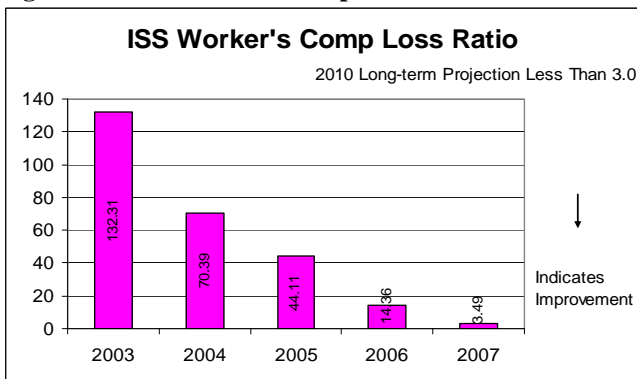
A key measure of a safe and healthy work climate is satisfaction with maintenance in school facilities

Figure 7.4-9 Staff Satisfaction with Maintenance

I-SS maintains a focus on employee safety and satisfaction. Key measures from the I-SS Satisfaction Survey are monitored to ensure staff safety.

Figure 7.4-10 HSOC Climate Survey
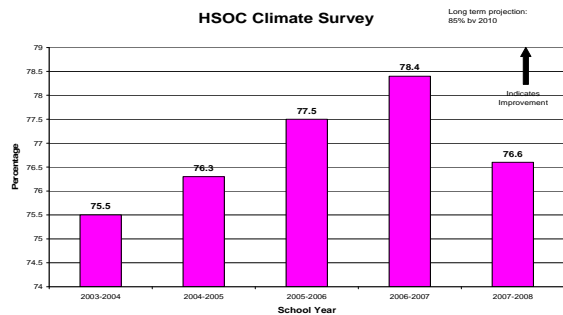
I-SS started a classified employee working conditions survey in 2007 as a means to gauge working conditions for our classified employees, a very important segment of our workforce. There are no known comparisons for I-SS to use at the state level. Numerous districts were contacted in an effort to gain comparisons. No known NC district collects this important data as I-SS does. This data is used at the school and department level to improve employee morale as needed based on the data. The instrument was reviewed and approved by our classified staff advisory committee before being administered. A comparison of classified composite scores was obtained from a previous Baldrige winner as a means to compare overall satisfaction levels in the year the reward was received. In the baseline year for I-SS, the district compares very favorably to the Baldrige winner in classified employee satisfaction.

Figure 7.4-10 Classified Staff Satisfaction, Capacity, and Capability Levels 2006-07 (2007-08 data available 6/1 for classified)

Requirement	06-07 Classified	07-08 Certified	07-08 NC Certified
Time	3.58	3.49	3.31
Facilities	3.97	4.13	3.94
Empowerment	3.43	3.2	2.91
Leadership	3.76	3.95	3.82
Prof. Dev.	3.44	3.62	3.59

See Figure 7.4-5

Figure 7.4-11 Classified Staff Working Conditions Survey

District	Number of Classified Staff	Satisfaction Survey Composite
Iredell-Statesville	1714	3.64
Previous Baldrige Winner	576	3.90

Note: For additional workplace health, safety, and security measures see Figure 7.6-2.

7.5 Process Effectiveness Outcomes

I-SS identified in 6.1 the core work system processes are identified and aligned in Figure 6.1-3. Two examples of cycle refinement for assessments are listed in Figures 7.5-1 and 7.5-2. Quarterly, teachers respond to a plus/delta for improvement of predictive assessments. Edits can be made immediately. Annually the items along with student performance and EOG correlation are reviewed for process improvement. Fig. 7.5-1 and 7.5-2 indicate 4 years of improvement cycles.

Figure 7.5-1 Core Learning Processes Refinement Cycles

Year	Refinement/Innovation	As a Result of Plus/Delta, Zoomerang, Student Performance Data
2003-2004	Developed and deployed leading indicator predictive assessments in reading and math grades 3-8; English I, Algebra I	No systematic process in place to determine student performance prior to EOG/EOC
2004-2005	Improved, deployed leading indicator predictive assessments in 3-8 reading and math, added writing, English I, Algebra I and geometry, US history, biology, piloted 2nd grade	Plus/delta feedback on assessments and student performance, request for more high school course measures, input from teachers on need for connection between K-2 and 3-335
2005-2006	Improved, deployed leading indicator predictive assessments in 3-8 added grade 2, added science in 5 and 8, added to total of 10 EOC course assessments	Plus/delta feedback on the assessments, student performance, correlation analysis with EOG, request for computer PA
2006-2007	Improved, deployed all PAs, added field test of computer competency PA	plus delta feedback, student performance, Zoomerangs
2007-2008	Added K and 1; writing; DASH added for teachers to access results instantly	Reformed Zoomerang to address use instead of preference; use CTG survey data

Figure 7.5-2 Predictive Assessment Process Goal: Reduce Cycle Time and Re-Work

| Work process	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Delivery Process (printing, pick up, collating, bubble sheets)	5 weeks	3 weeks	3 weeks	2.5 weeks	2 weeks
Administration of Assessment	15 days	10 days	7 days	5 days	5 days
Reduction in errors from school to scorers (added 2006)	NA	NA	NA	94 (1st Qtr) 75 (2nd)	40 (3rd Qtr)
Turnaround time administration to	3 days student	3 days student	3 days student	48 hours	This step eliminated
scoring in hands of directors	/2 weeks summary	/2 weeks summary	/2 weeks summary		straight to teachers 3 days
Turnaround time between scoring in hands of directors to schools	5-7 days	5 -7 days	5 days	This step eliminated	This step eliminated
Turnaround time between scores in schools and Plus/Delta delivery	35 days	35 days	30 days	30 days	24 days

I-SS maintains its approach to improve all key work processes. Figure 7.5-3 shows continuous improvement leading to an electronic solution to work orders.

Fig. 7.5-3 Maintenance Process Improvement Cycle Results

	Delivery Process	Admin-ister and Assign	Response Time	Total Time from Report to Response Complete	Initiatives
2003 2004	10 Days	2 Days	3-5 days except emergency	15-20 Days	Baseline
2004 2005	8 Days	2 Days	3-5 days except emergency	13-15 Days	1 point of contact at site to process
2005 2006	5 Days	1 Day	2-3 Days except emergency	8-9 Days	High priority on speedy response and streamline the posting
2006 2007	Electronic instant	Electronic instant	1-2 Days except emergency	1-2 Days except emergency	Implement new School Dude Electronic Work Order System.
2007 2008	Electronic instant	Electronic instant	1-3 Days except emergency	1-3 Days except emergency	Implement new Organizational format. Investigate outsourcing some key areas.

One of our strategies to improve performance is to reduce class size in the core academic courses. I-SS has demonstrated notable reduction in class size over the past three years.

Figure 7.5-4 Class Size Reduction
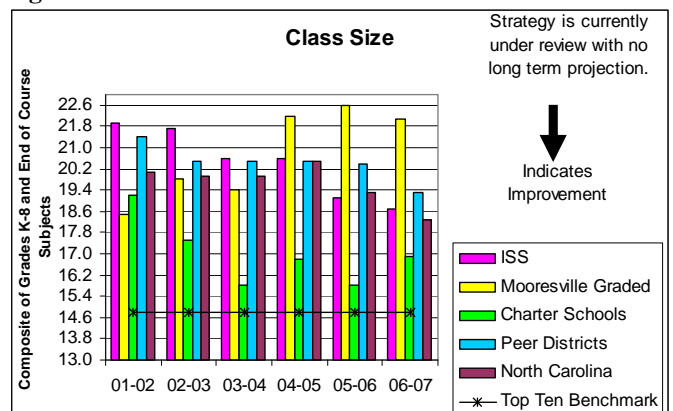
I-SS has implemented a strategy to involve key partners in obtaining grants to impact strategic goals. Figure 7.5-5 shows the success of this strategy with over $8 million in grants being awarded in the last 3 years. Success in these areas

assists in addressing the strategic challenge of sustaining funding.

Figure 7.5-5 Grants and Partnership Strategies

| Year	Innovation/Grant Partner	As a result of
03-04	21st Century K-8 Housing Authority	At Risk Students in South Statesville
04-05	Smaller Learning Communities with Mitchell College	High School Reform
	Learn and Earn- Mitchell College	High School Reform
	Mentoring Big Brother and Big Sister	At Risk Students in South Statesville
05-06	21st Century pre-K Housing Authority	At Risk Students in South Statesville
	QZAB Business Partners	High School Reform
06-07	Blumenthal Center for Performing Arts; Iredell Community Foundation	High School Reform
	Boys & Girls Club	At risk students- Closing the Achievement Gap
	Dreambuilders expansion	At risk students; closing the achievement gap
	Microsoft Grant with Statesville Housing Authority	At risk students; closing the achievement gap
07-08	Lowe's Home Improvement/ technology pilots	Gap in technology available for daily instruction
	21st Century Small Learning Communities Grant	High School Reform (focused learning communities)
	Learn and Earn, Mitchell and Catawba Colleges: Performing Arts high school	Completer program for fine arts
	Sage Grant from DPI	Drop out intervention program
	Reynolds foundation fitness grant	Obesity issues with students

PTO Booster Funds are an indication of stakeholder satisfaction and commitment to the goals of I-SS. I-SS PTOs have increased significantly in 2006-2007.

Figure 7.5-6 PTO Booster Funds
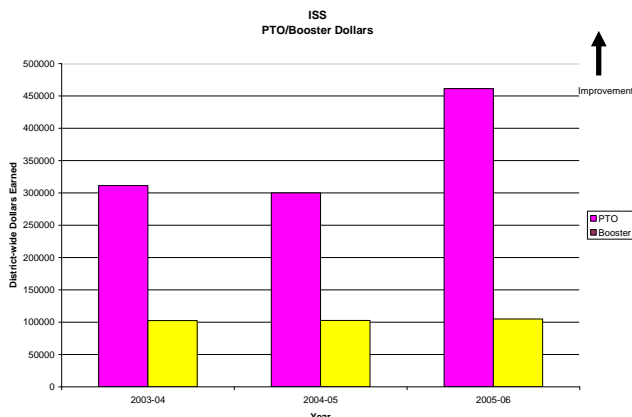
I-SS has led the state in transportation efficiency ratings and continues to meet its goal; however, the model is currently being revised at the state level and will be replaced. Transportation efficiency rating has declined across the state in order to provide services for alternative settings, to address the needs of highly at risk students, and to deploy the innovative early college model. PDSAs on all of these models review balance of the impact of student achievement vs. cost.

**Figure 7.5-7 Transportation Efficiency**
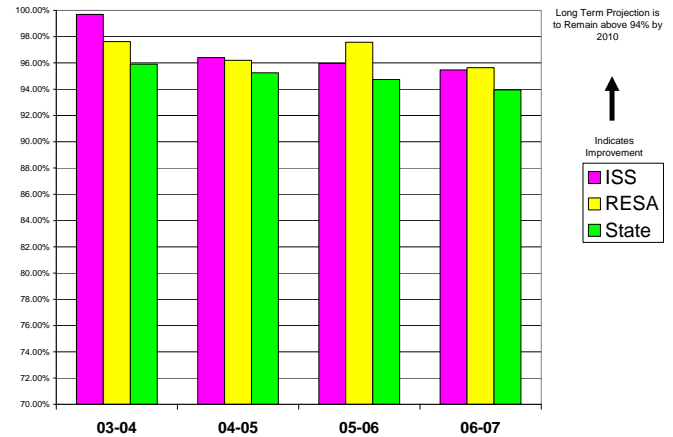
I-SS desires the best for its students including the before and after school year and have achieved the highest ratings for all its Prime Time sites in 2006-2007.

Figure 7.5-8 Prime Time Star Ratings
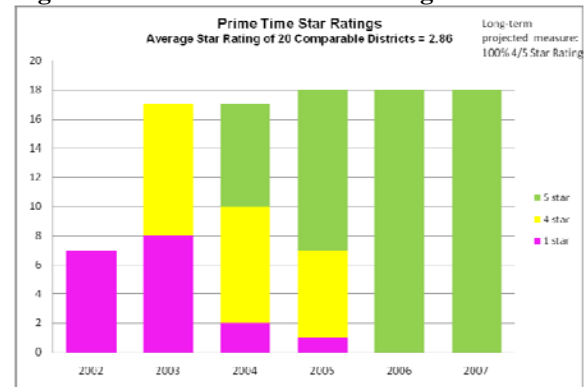
I-SS tracks satisfaction with cleanliness with custodial inspections. In 2007-2008, principals were included in the inspections along with maintenance personnel. The expectations were raised which in turn caused a decline in custodial inspection ratings in 2007-2008.

Figure 7.5-9 Custodial Inspections

Page 57
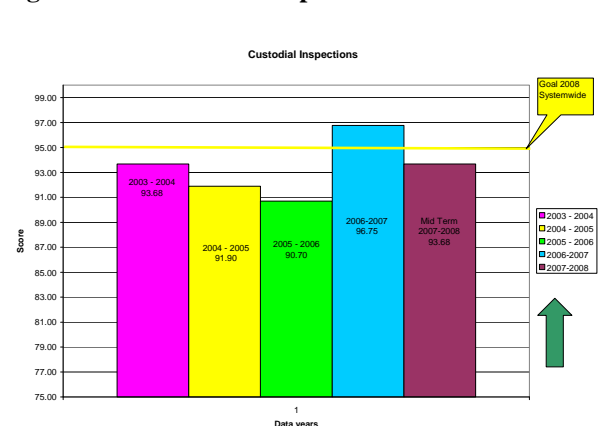
In an effort to keep Child Nutrition a self-sustaining entity, CN tracks its supplemental sales to supplement its "bottom line." CN has seen an increase over the past three years.

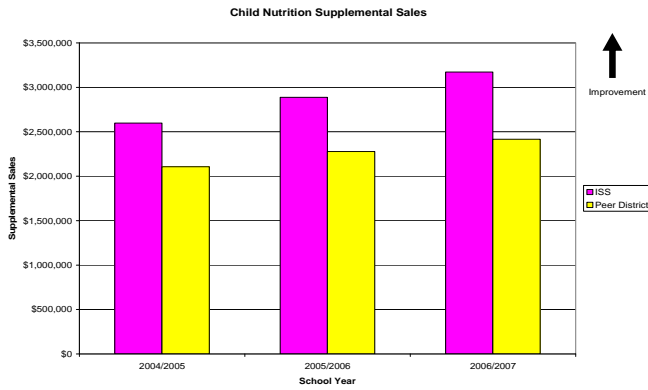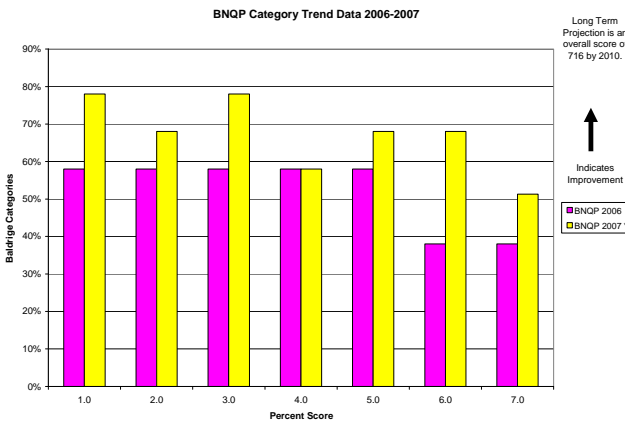**Figure 7.5-10 CN Supplemental Sales Revenue**

Figure 7.5-11-a and b shows the result of external reviews by BNQP and NCAfE. I-SS uses this data has a benchmark for performance against world class organizations across all sectors. I-SS has demonstrated a positive trend over the past four years.

Figure 7.5-11-a BNQP External Review Scores

Figure 7.5-11-b BNQP/NCAfE External Review Scores.
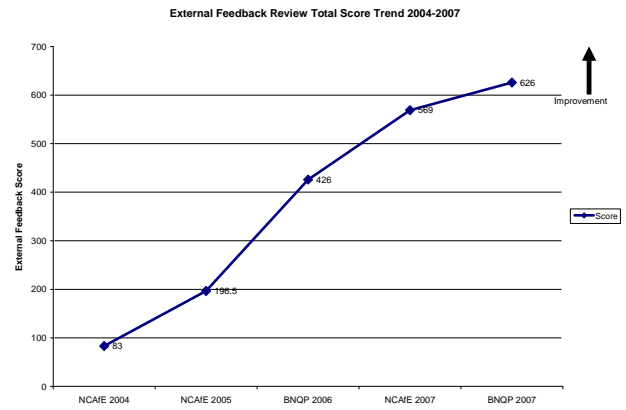
Figure 7.5-12 Technology Uptime Sample

Month/2007-08	Uptime
August	100%
September	100%
October	99.98%
November	100%
December	100%
January	99.98%
Summary for 2007-08	**99.995%**

Figure 7.5-13 Supplier Requirement Compliance Chart

Requirement (p.1-5)	On time deli-very	Competitive pricing	e-procurement (if applicable)	Quality of product or service	Customization for I-SS	Senior Leader Contact
Key Supplier (p.1-5; Fig. 6.1-3)						
Teachscape	x	x	NA	x	x	CAO
True North Logic	x	x	NA	x	x	CATO
Lenovo	x	x	x	x	x	CATO
Architects	x	x	NA	x	x	COO
School Dude	x	x	NA	x	x	COO
Before you Hire	x	x	NA	x	x	Asst. Supt. for HR
ISIS (Timekeeper)	x	x	NA	x	x	CFO
Schoolwires	x	x	NA	x	x	PRO
HRMS; Esolutions	x	x	NA	x	x	Asst. Supt. for HR
Follette	x	x	x	x	x	CATO
Textbook Vendors	x	x	NA (on line state system)	x	x	CAO
Scholastic	x	x	x	x	x	CAO

Figure 7.6-1 Significant Accomplishments of Organizational Strategy and Action Plans – One example per strategic priority is provided. A comprehensive list is available on-site.

Stategy/Acc	2002-2003	2003-2004	2004-2005	2005-2006	2006-07	2007-08
HSP: Created IGs and PAs to deliver curriculum and monitor achievement.	**HSP:** Created RACG task force PDSA to review AYP and ABC subgroup data and make	**HSP:** Developed district IGs and PAs training for teachers to plan instruction and	**HSP**: Integrated IGs and PAs into LTs job responsibilities /training at	**HSP:** Refined the triangle PEM so LTs could support training via PLCs.	**HSP:** Renamed LTs as IFs. Improved PAs and developed IGs for all core subjects.	**HSP:** Implemented PLC TWM and aligned QARs to ensure fidelity of

|	recommendations.	monitor results based on the PEM approach.	school sites.		PA turnaround time improved by 5 days.	deployment. Implemented L to J deployment plan.
HSOC: Attendance issues identified by stakeholders as key focus	**HSOC:** Attendance goals defined by district and in school improvement plans.	**HSOC:** Attendance goals monitored by EDs and principals.	**HSOC:** School based recognition ensues and best practices ID	**HSOC:** Top ten in the state status reached in school based attendance.	**HSOC:** Maintained top 5 performance in attendance.	**HSOC:** Overall Top 5 for 3 year period
QS: Supplement goal set to meet Top 10 status	**QS:** Board approves 6% supplement.	**QS:** Board approves 7% supplement.	**QS:** Board approves 7.25%.	**QS:** Increase to 7.5%	**QS:** Increase to 7.75%.	**QS:** Increase to 7.9% and I-SS reaches Top Ten.
EE: School Dude	**EE:** Work order system initiated for efficiency monitoring and requests.	**EE:** PDSA process used to look at data and target resource allocation.	**EE:** Results analyzed prioritization of capital outlay budget.	**EE:** PDSA deployed for division to allocate people and resources to close gap areas.	**EE:** District improves number of measures and outstanding work orders are reduced.	**EE:** I-SS comparisons show I-SS 2nd in state for efficiency

Figure 7.6-2 Key Measures of Ethical, Stakeholder Trust, Fiscal, Regulatory, Safety, Accreditation, Legal Compliance

Type of Social Responsibility	Requirements	Measure	Goals/ Target	Results 03-04	Results 04-05	Results 05-06	Results 06-07	Results 07-08	Department	Results
Ethical Behavior	No hires with felony violations	Check	0 violations	0	0	0	0	0	HR	On-site
	New employees trained	% trained	100% trained	100%	100%	100%	100%	100%	HR	On-site
	No ethical violations	# violations	0 violations	0	0	1	0	1	HR	On-site
	BOE Ethics Code	# violations	0 violations	0	0	0	0	0	Board	On-site
	Meet BOE Policy/School Handbooks standards	# violations per 100 students	11.5 per 100	21.2	19.7	16.8	17.2	9.8	Student Services	7.2-12
	Reduce bus incidents	Discipline #	Decrease by 5%	NA	NA	2836	3153	1653	Student Services	7.2-13
	DOT (drivers) Board (athletes)	Drug test	0 violations	3/5	4/2	0/0	1/0	1/0	Operations	On-site
Stakeholder Trust	Board of Elections Process	Bond Vote	Passage	NA	Passed by 2:1	NA	NA	NA	Board	On-site
	COPS Approval	Passage and $ Amount	Facilities Task Force	$24m	NA	$37m	NA	$80m	Board	On-site
	Community Survey	A/B Rating	75%	Na	NA	NA	70%	78%	Public Relations	7.2-6
	DHHS	Rating	100% 4 or 5 star	50%	75%	100%	100%	100%	Prime Time	7.5-8
	Transportation Efficiency	Rating	>94%	99.7	96.4	95.96	95.91	95.47	Operations	7.5-7
	NCHSAA/DPI	Eligibility	0 violations	0	0	0	0	0	Athletics	On-site
	NCLB	Highly Qualified	100%	83.7	88.8	93	93.7	98.3	HR	7.3-4
Accreditation	Achieve district accreditation	Site visit	Accreditation	NA	NA	Met	Met	Met	Quality	On-site
Safety	Ensure safe workplace	WC Loss ratio	Decrease 5%	132.31	70.39	44.11	14.36	3.49	HR	7.4-10
	Building and program codes/standard	Audit results	0 Violations	0	0	0	0	0	Construction	On-site
	Electrical/Fire Insurance Inspections	Inspections	Decrease 5%	155	148	139	100	93	Maintenance	On-site
	Safety	Incidents of Crime	Below state average	4.9 met	3.9 met	5.1 met	7.5 met		Operations	7.2-5
	Health Inspections	Sanitation Rating	100 or above	101.5	100	100.5	101	101	Child Nutrition	7.6-2
Legal	Address stakeholder grievances	Lawsuits	0	0	0	0	0	0	Board	On-site
Program Risks	Energy conservation	Savings	20% per year	19.7	27.2	27.5	21	22	Operations	7.3-4
Operations Risk	Errors and Omissions	Claims from NCSBA	0 Claims	0	0	0	0	0	Finance	On-site
	Compliance with policies	Grievances Board Level	0	2	1	0	0	0	HR	On-site
	Highly qualified	HQ%	100%	83.7	88.8	93	93.7	98.3	HR	7.4-7
Community	Involvement	United Way	Increase $	101.000	106,000	121,000	122,000	131,000	Partnerships	7.6-3
	Involvement	Volunteer Hours	Increase Hours	40,000	61,000	164,000	182,000		Partnerships	7.2-7
	Involvement	Grants	Obtain $	$301K	$848K	$994K	$3.8M	$3.7M	Board	7.5-5
	Community Satisfaction	Survey	75% A/B	NA	NA	NA	70	78	Public Relations	7.2-6

I-SS places value in its community and with its 3,000 plus employees found that the United Way offers a way for its employees to give back to its community. I-SS continues to grow in its contributions over the past many years.

Figure 7.6-3 United Way Contributions

United Way Contributions

Improvement 2010 goal is $150,000
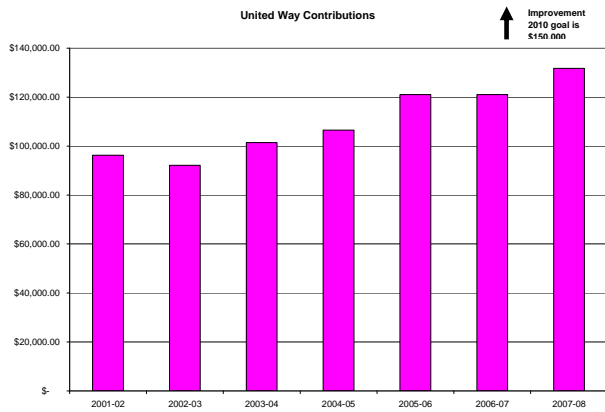
I-SS tracks the opinion of the community to better make adjustments in strategic direction. I-SS began this survey

process in 2007 and saw improvement in 2008. See Figure 7.2-8.

The BOE also tracks the perception of key stakeholders in as part of its comprehensive evaluation of its performance. The BOE supports the PEM and has designed processes to ensure a high level of accountability and performance. The BOE saw an increase in 50% of the areas. A clear majority of key stakeholders agree that the BOE performs at high levels and the I-SS provides a quality education.

The I-SS Board of Education improvement process was recently featured at a NC School Board Association Conference. One of the components of the improvement process is a survey of stakeholders. Figure 7.6-5 shows a few examples of questions from that survey. Additional information is available on site.

Figure 7.6-5 Board of Education Survey

Item	Agreement 04-05	Agreement 05-06	Agreement 06-07
1. The Board of Education works with the Superintendent and staff in a climate of professionalism and mutual respect.	59.6	85.0	86.9
6. The Board of Education is accessible and responsive to the Superintendent, staff, and other stakeholders.	76.7	43.9	84.0
7. Board members use the district process and chain of command to resolve problems and complaints.	76.3	75.0	80.2
11. The Board of Education builds and maintains relationships with the community.	59.5	49.8	83.2
14. The Board of Education provides for adequate district facilities	40.5	45.8	74.4

I-SS is a national best practice for data driven decision making. The I-SS data warehouse allows the system to segment data by grade level, school, and any demographic group for students and staff. Comparative data and peer district data are gathered for the 17 district strategic measures if available. For the over 100 leading indicators used by I-SS, comparative and peer district data are presented if available. Additional updates to several strategic and leading indicators will be available during summer and fall 2008 and available for an on-site visit.