

## Alphabet School District's Balanced Scorecard (BSC) Story

- New Superintendent Icana Doitalone is in her first year in the Alphabet School District.
- Superintendent Doitalone came from a district which had used the balanced scorecard approach for strategic planning for several years.
- This will be the fourth year the Alphabet School District has had a Balanced Scorecard. During the first three years there was minor progress for the system towards meeting the performance measures for each strategic goal area.
- Currently the district only has a system level balanced scorecard.
- The system improvement plan and school improvement plans were not aligned with the strategic goal areas of the balanced scorecard during the first three years the district had a balanced scorecard.
- Superintendent Doitalone held a leadership retreat for central office and school level administrators prior to school starting and reworked the districts Mission, Beliefs and Vision. These were brought to the Board for approval during the first month of school after a community forum and series of focus group sessions with community members to get input.
- In addition to reworking the Mission, Beliefs and Vision, Superintendent Doitalone worked with the districts leadership team to create a performance leadership handbook that outlined the district's expectations for performance improvement for leaders. This handbook included a glossary to ensure there was a common vocabulary for performance improvement across the school district.
- District leaders also developed a district strategy map and a strategy cause & effect chart.
- Superintendent Doitalone and administrators created a district level data room that is chunked around the strategic goal areas of the balanced scorecard.
- The 2008-09 district improvement plan is now aligned with the strategic goal areas of the balanced scorecard. The district's strategic initiatives are now shown on the scorecard.
- Superintendent Doitalone has made it non-negotiable that school improvement plans be aligned with the district improvement plan and balanced scorecard.
- Superintendent Doitalone plans to cascade balanced scorecards and data rooms out to the school level next year.

## Alphabet School District's Performance Foundations

### Mission

Our mission is to produce high performing students who graduate on time with the skills they need to become responsible and productive citizens.

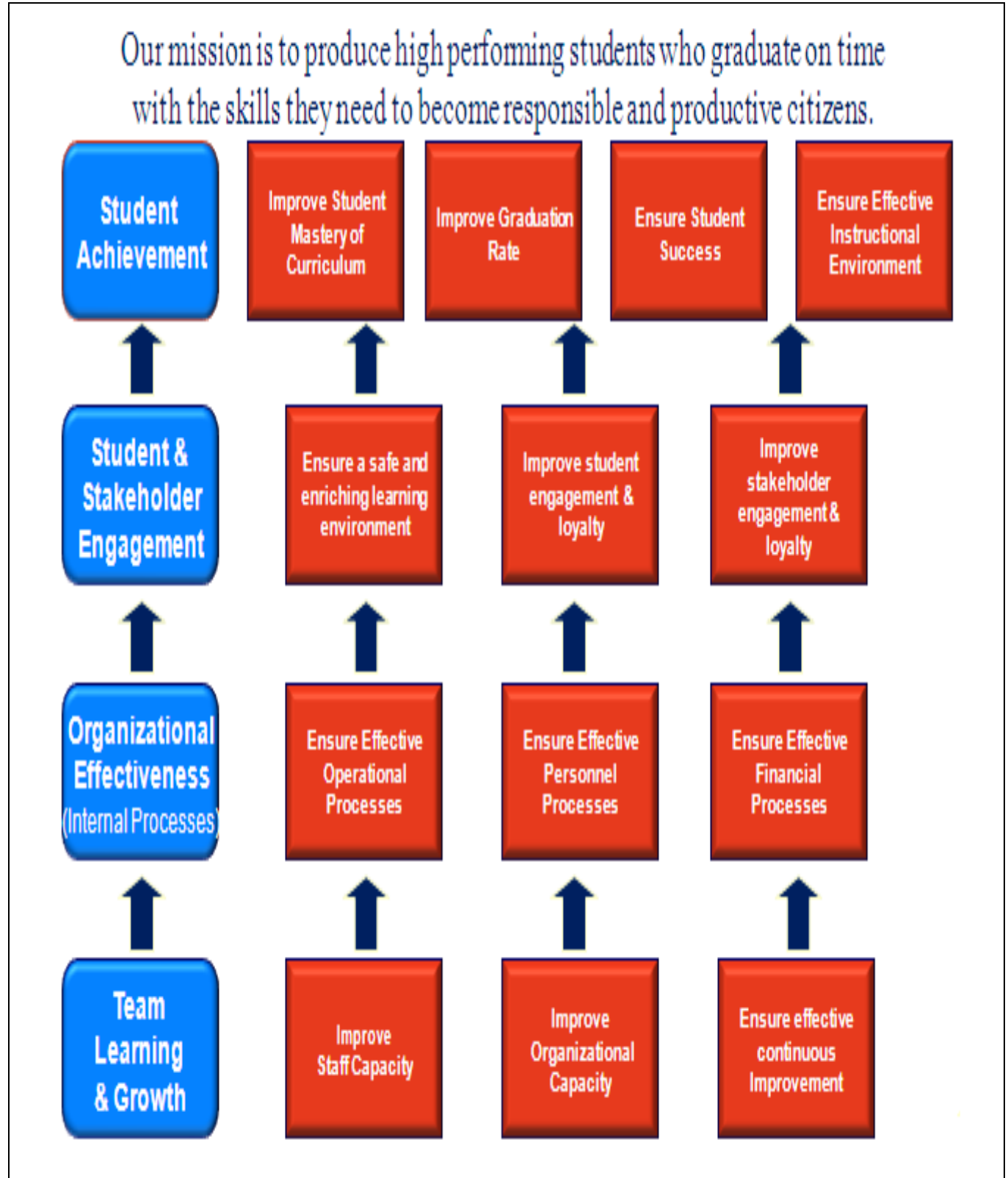
### Vision

Our vision is for all students to meet or exceed accountability measures and for the system to rank in the top 10% of comparable systems in Georgia.

### We believe....

- All students can learn.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Students achieve best when they are actively engaged in the educational process and share accountability for their learning.
- Prompt and regular attendance by students and staff is essential.
- Continuous and balanced assessment improves teaching and increases learning.
- Collaborative learning communities enhance student achievement.
- Staff, parents, students, Board, and the community share responsibility for learning.
- A safe and quality environment promotes student learning.
- Technology should be used to support instructional and operational processes.
- All decisions – instructional and operational – should be data driven.

## Alphabet School District's Strategy Map



## Alphabet School District's Cause and Effect Chart

The Alphabet School District will produce high performing students who graduate on time with the skills they need to become responsible and productive citizens.

