

2015-16 ORGANIZATIONAL DOCUMENTS



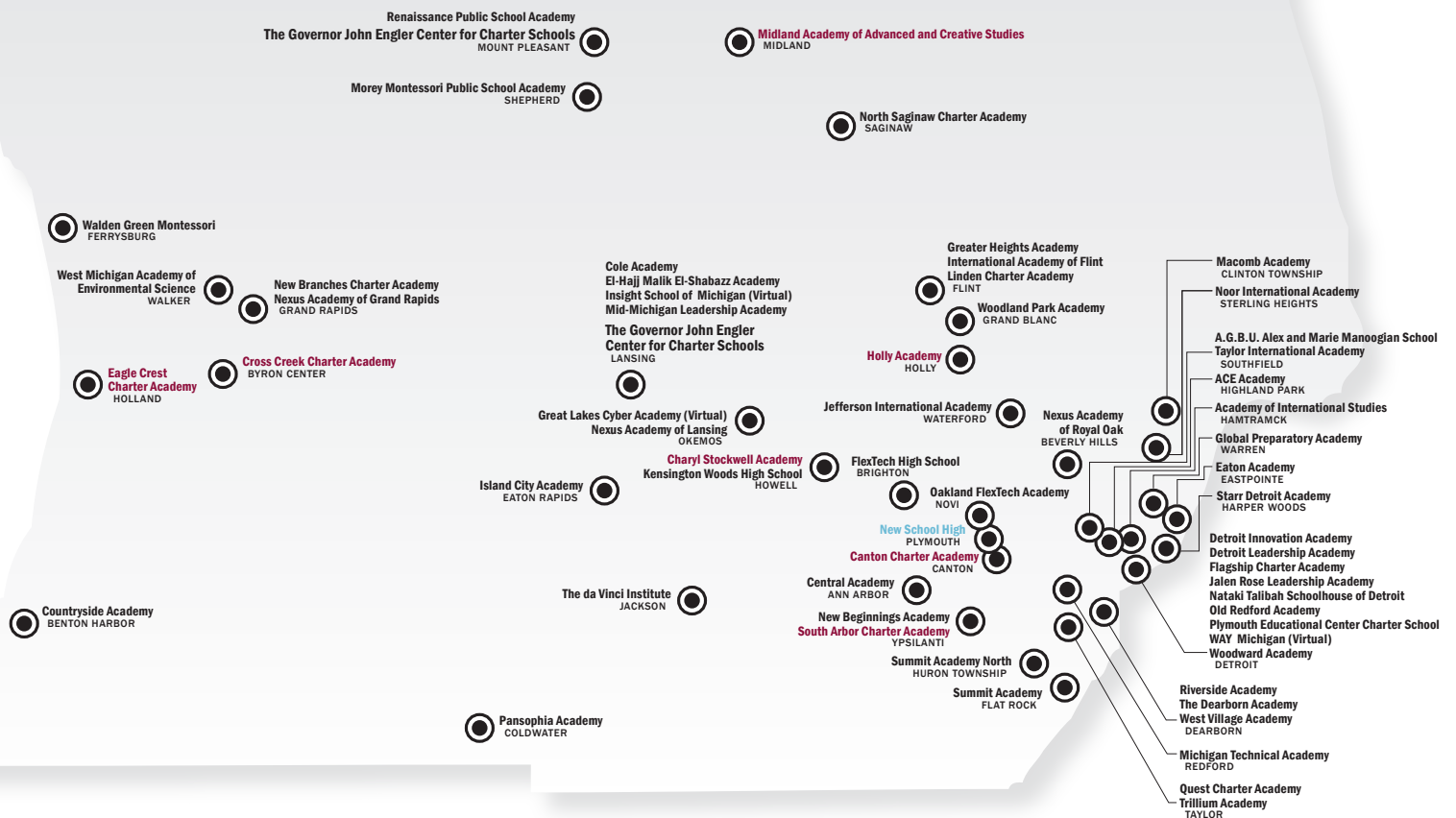
2015-16 SCHOOLS

AUTHORIZED BY CENTRAL MICHIGAN UNIVERSITY

KEY

SCHOOL OF EXCELLENCE

SCHOOL OPENING FALL 2015



OUR MISSION

To transform public education through accountability, innovation and access to quality education for all students.

OUR VISION

We envision a diverse and dynamic public education marketplace that fosters academic excellence for all children.

OUR VALUES

Integrity | Respect | Compassion | Inclusiveness

Social Responsibility | Excellence | Innovation

2015-16 CENTER GOALS

1. **PORTFOLIO MANAGEMENT**

To provide access for all students to a quality education; to ensure that the educational option being offered is of the highest quality.

Wildly Important Goals

1. Utilize the IAM (quantitative) and qualitative data to develop and implement Academy-specific support/oversight strategy.
2. Develop (or utilize) a dashboard to monitor performance at the portfolio and Academy level.
3. Evaluate the impact of Academy specific support/oversight strategy.

2. **STRATEGIC PARTNERSHIPS**

Build relationships and establish partnerships that will create opportunities to further the Center's mission, increase state and national visibility, and further authorizing and oversight best practices throughout the state and nation.

Wildly Important Goals

1. Establish partnerships with five high quality operators by June 30, 2017 that will positively impact our portfolio's performance.
2. Establish relationships and strategic partnerships that position the Center as a thought leader and creates opportunities that will enhance our ability to impact public education.
3. Establish three initiatives by June 30, 2017 through partnerships with the University and leverage CMU's resources that will provide a value add to our schools while increasing CMU's reputation as a leader in education.

3. **ACADEMIC SUPPORT**

Provide expert academic support to increase overall academic performance of CMU-authorized schools.

Wildly Important Goals

1. Establish data cultures for the utilization of data for improved instruction in four (year 1) Falcon Initiative schools by May of 2016.
2. Increase academic achievement in one "problem of practice" area for five (year 2) Falcon Initiative schools by May of 2016.
3. Increase academic achievement in one "problem of practice" area for three (year 3) Falcon Initiative schools by May of 2016.

4. Establish culture of 85% students engaged in classrooms in 11 schools by May of 2016.
5. Deliver New School Support processes for one school by May of 2016.

4. COMMUNICATIONS

Develop and implement a communications and marketing strategy, incorporating the Center's branding proposal, to target key audiences and stakeholders to position the Center as the authority and resource on charter schools, school authorizing and quality public education choices.

Wildly Important Goals

1. Develop a plan to target stakeholders with key messages to position the Center as setting the standards for charter school authorizing and charter school innovation, education, choice and accountability.
2. Develop marketing/communications materials that target key audiences and stakeholders about the Center, and specific programs, services and activities.
3. Create an external website that serves as an effective communications tool, presents a positive image of the Center and serves as a resource for stakeholders and the public.

5. DATA

The Center and CMU authorized schools will use essential data that provides for effective oversight, accountability and informed-decision making necessary for improving performance.

Wildly Important Goals

1. Refine and establish key performance indicators and improve methodology that drive decision making of the Center for use during the 2015-16 reauthorization cycle.
2. Provide essential data to Center staff and schools that will drive decision making and the performance of CMU authorized schools by establishment of the new display of growth for the 2015-16 school year and additional data use by schools (e.g., providing data on problems of practice for the Falcon Initiative).
3. Use research and resources to understand the trends of educational data use that will ensure the Center remains on the cutting edge, including the continued development of dash boarding in 2016 and increased participation of national educational forums.

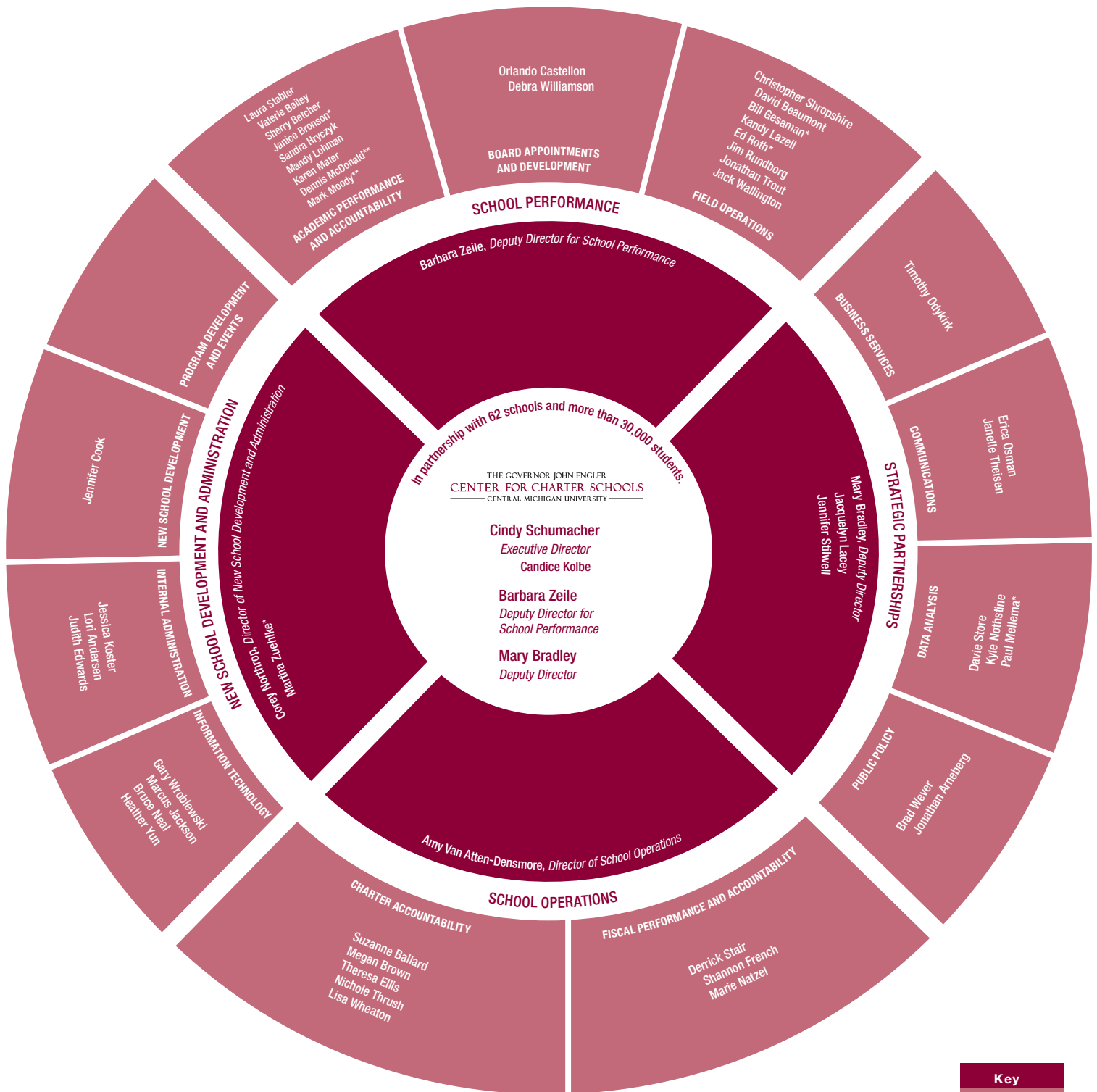
6. LEADER DEVELOPMENT AND ORGANIZATIONAL CAPACITY

To recruit, retain and develop a team of passionate professionals who are committed to the mission of the Center.

Wildly Important Goals

1. Develop a team of leaders.
2. Recruit and retain top talent.

ORGANIZATIONAL WHEEL



12 PRINCIPLES

THAT GUIDE THE CENTER

1. **KIDS FIRST!**
2. **CHARTERS ARE A STRATEGY TO TRANSFORM PUBLIC EDUCATION.**
3. **WILL AND CAPACITY ARE ESSENTIAL INGREDIENTS FOR QUALITY AUTHORIZING.**
4. **THE ONE-SIZE FITS ALL APPROACH DOESN'T MAKE SENSE FOR KIDS, SCHOOLS OR AUTHORIZERS.**
5. **INFORM AND EDUCATE BEFORE OVERSEEING AND ENFORCING.**
6. **THE THREE C'S: CLEAR, CONCISE, CONSISTENT.**
7. **THE THREE F'S: FAIR, FIRM, FRIENDLY, BUT NOT FRIENDS.**
8. **TRUST BUT VERIFY.**
9. **WHAT GETS MEASURED GETS DONE. WHAT GETS REWARDED GETS REPEATED.**
10. **DON'T PUNISH THE WHOLE CLASS FOR THE POOR BEHAVIOR OF ONE.**
11. **IF WE COLLECT IT, WE MUST DO SOMETHING WITH IT.**
12. **CMU VOLUNTARILY ISSUES CHARTERS.**

7 HABITS

OF HIGHLY EFFECTIVE PEOPLE

HABIT 1: **BE PROACTIVE**

HABIT 2: **BEGIN WITH THE END IN MIND**

HABIT 3: **PUT FIRST THINGS FIRST**

HABIT 4: **THINK WIN-WIN**

HABIT 5: **SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD**

HABIT 6: **SYNERGIZE**

HABIT 7: **SHARPEN THE SAW**

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GOOD TO GREAT

CONCEPT SUMMARY

Research shows that building a great organization proceeds in four basic stages; each stage consists of two fundamental principles:

STAGE 1: DISCIPLINED PEOPLE

Level 5 Leadership. Level 5 leaders are ambitious first and foremost for the cause, the organization, the work—not themselves—and they have the fierce resolve to do whatever it takes to make good on that ambition. A Level 5 leader displays a paradoxical blend of personal humility and professional will.

First Who ... Then What. Those who build great organizations make sure they have the right people on the bus, the wrong people off the bus, and the right people in the key seats before they figure out where to drive the bus. They always think first about “who” and then about what.

STAGE 2: DISCIPLINED THOUGHT

Confront the Brutal Facts—the Stockdale Paradox. Retain unwavering faith that you can and will prevail in the end regardless of the difficulties, AND AT THE SAME TIME have the discipline to confront the most brutal facts of your current reality, whatever they might be.

The Hedgehog Concept. Greatness comes about by a series of good decisions consistent with a simple, coherent concept—a “Hedgehog Concept.” The Hedgehog Concept is an operating model that reflects understanding of three intersecting circles: what you can be the best in the world at, what you are deeply passionate about, and what best drives your economic or resource engine.

STAGE 3: DISCIPLINED ACTION

Culture of Discipline. Disciplined people who engage in disciplined thought and who take disciplined action—operating with freedom within a framework of responsibilities—this is the cornerstone of a culture that creates greatness. In a culture of discipline, people do not have “jobs;” they have responsibilities.

The Flywheel. In building greatness, there is no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Rather, the process resembles relentlessly pushing a giant heavy flywheel in one direction, turn upon turn, building momentum until a point of breakthrough, and beyond.

STAGE 4: BUILDING GREATNESS TO LAST

Clock Building, Not Time Telling. Build an organization that can adapt through multiple generations of leaders; the exact opposite of being built around a single great leader, great idea or specific program. Build catalytic mechanisms to stimulate progress, rather than acting as a charismatic force of personality to drive progress.

Preserve the Core and Stimulate Progress. Adherence to core values combined with a willingness to challenge and change everything except those core values—keeping clear the distinction between “what we stand for” (which should never change) and “how we do things” (which should never stop changing). Great companies have a purpose—a reason for being—that goes far beyond just making money, and they translate this purpose into BHAGs (Big Hairy Audacious Goals) to stimulate progress.

UNIVERSITY PRIORITIES AND VALUES

<i>INSTITUTIONAL PRIORITIES</i>	<i>CORE VALUES</i>	<i>SERVICE VALUES</i>
TEACHING AND LEARNING	INTEGRITY	CARE
DIVERSITY AND GLOBAL PERSPECTIVES	REPECT	KNOWLEDGE
RESEARCH AND CREATIVE ACTIVITY	COMPASSION	AVAILABILITY
SERVICE FOR THE PUBLIC GOOD	INCLUSIVENESS	FOLLOW THROUGH
CULTURE OF INTEGRITY	SOCIAL RESPONSIBILITY	
	EXCELLENCE	
	INNOVATION	

CORE VALUES

INTEGRITY

A steadfast adherence to the principles of honesty, trustworthiness, reliability, transparency, and accountability.

RESPECT

Consideration of the rights, opinions, and ideas of others in a civil, fair, and thoughtful manner.

COMPASSION

Empathy, concern and support for the needs and challenges of others.

INCLUSIVENESS

Conducting the activities of the university in a way that embraces shared governance, inspires tolerance, and welcomes diversity into our community.

SOCIAL RESPONSIBILITY

Fostering citizenship to promote the public good, environmental sustainability, global understanding, and informed political engagement.

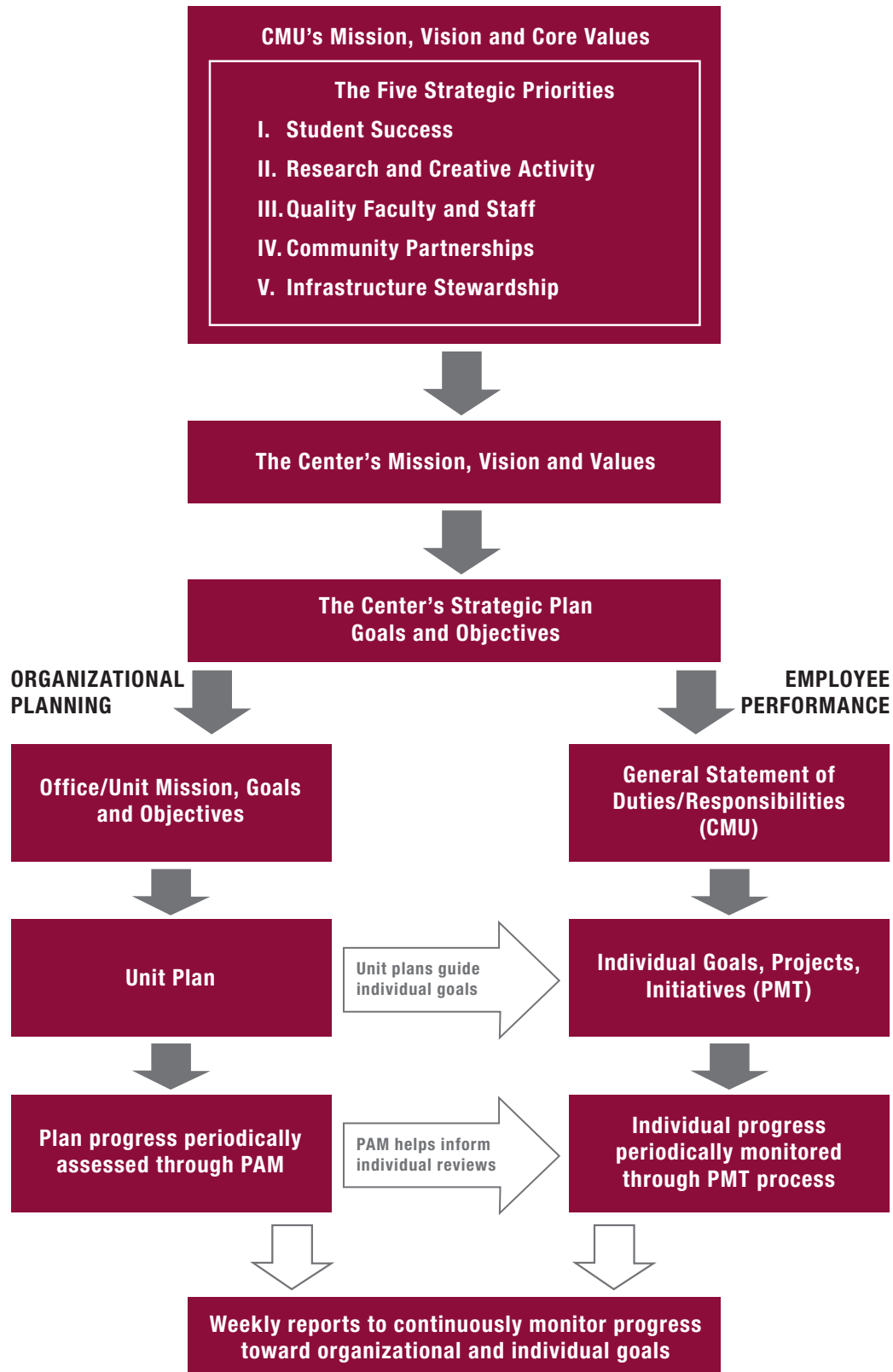
EXCELLENCE

Expectation that all activities are conducted with attention to quality and the highest levels of academic and professional standards.

INNOVATION

Supporting progressive and meaningful research, creative activity, and teaching. Addressing challenges and issues from multiple perspectives to solve problems and advance knowledge.

OFFICE PLANS AND CMU EMPLOYEE PERFORMANCE MANAGEMENT



THE GOVERNOR JOHN ENGLER
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