

RIVERVIEW GARDENS SCHOOL DISTRICT



CSIP Mid-Year Status Report

Presented to the Special Administrative Board
February 12, 2013

Statement of Purpose

The District Comprehensive School Improvement Plan is a rolling, five year document. The plan represents the road map to guide the district in reaching its goals of student achievement and accreditation. In keeping our commitment to provide regular progress reports to all stakeholders, the attached summaries provide a six month update from each of the five Goal Areas: Student Performance, Highly Qualified, Parent Involvement, Finance and Facilities, and Governance. The summaries outline the various objectives, strategies and action steps that have been developed and implemented. The bulleted items following each strategy represent action steps. Each action step is rated using a scale score range of 1 to 5 to identify level of implementation (Likert Scale Key).

Ongoing Monitoring

Objectives will be monitored and ratings/scale scores will be adjusted regularly. A continuous monitoring and evaluation process will be documented by using the CSIP Monitoring Scorecard which incorporates: Start Date, Date Completed, Likert Rating, % Met, Person Responsible, Barriers, and Comments. Hyperlinks to Pulse Student Information System will be included in the Scorecard to allow quick access to pertinent data to support progress in meeting objectives (See appendix for Sample).

Mission, Vision, and Value Statements

MISSION:

The Riverview Gardens School District, along with families and the community, nurtures academic excellence in all students, preparing them to be college and career ready in an ever-changing society.

VISION:

The Riverview Gardens School District creates a community of learners equipped to be competitors in a global society and leaders demonstrating social and civic responsibility.

VALUE STATEMENTS:

- **Student Focus**

Students are at the forefront of all decisions.

- **Meeting the Needs of the Whole Student**

A safe learning climate and caring staff are essential to meeting the social, emotional and academic needs of all students.

- **Collaboration**

The school, families and community work together, supporting each other.

- **Integrity**

We demonstrate honesty, transparency, ethical behavior and trustworthiness in everything we do every day.

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Focus Areas

1.0 **Student Performance.** Develop and enhance quality educational/instructional programs to improve performance results and enable students to meet their personal, academic and career goals.

2.0 **Highly Qualified Staff.** Recruit, attract, develop and retain highly qualified staff to carry out the District's mission and enhance its culture.

3.0 **Facilities, Support and Instructional Resources.** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

4.0 **Parent and Community Involvement.** Promote, facilitate and enhance student, family and community involvement in the District's educational programs.

5.0 **Governance and Administration.** Govern the District in an efficient and effective manner, providing leadership and representation to benefit students, staff and patrons.

Likert Scale Key

On a weekly basis, the Plan-identified Owner of each Action Step provides a simple, single digit statement of Plan progress, using the following scale:

5- The Action Step has already been accomplished, and the Plan-identified completion evidence is available.

4- The Action Step has been implemented, and progress ahead of the schedule identified in the Plan timeline.

3- The Action Step has been implemented, and is progressing along the Plan-identified timeline.

2- The Action Step is being implemented, but there is a barrier(s) to progress that must be removed if the Action Step is to be accomplished with the Plan identified timeline.

1- The Action Step cannot be implemented due to a significant barrier(s) to progress.

***** – The Action Step does not fall in the timeframe for consideration or action at this time.



1.0 Student Performance

Focus Area: Develop and enhance quality educational/instructional programs to improve performance results and enable students to meet their personal, academic and career goals.

1.1 All district content area MAP Scores will increase as measured by the Years 2 and 3 Average Progress Target, determined by the Missouri Performance Index Gap and the multiplier of 3% annually.

1.1A Develop, implement and evaluate a rigorous curriculum.

- Boot Camp Cohort 1 – English Language Arts (ELA) and Math implementation and continuous revisions and CCSS alignment (Rating: 4)
- Boot Camp Cohort 2 – Science/Social Studies implementation and revisions CCSS alignment (Rating: 3)
- Boot Camp Cohort 3 – Related Arts (Physical Education, Fine Arts, Music, Career & Technical) (Rating: 2)

Explanation of Rating:

There has been a decrease in the number of staff volunteering to write curriculum compared to previous years.

Solution: *The department will continue to recruit writers.*

- Implement explicit instruction aligned to RGSD Content Priorities and Process Power Standards (Rating: 4)
- Form Building Curriculum Support Teams to communicate and support expectations for effective curriculum implementation (Rating: 3)

1.1B Develop, implement and evaluate a research-based instructional system that actively engages students.

- Continuous training in Kagan and Marzano’s Instructional Strategies; monitoring and providing feedback through Instructional Rounds; RGSD Effective Lesson Plan Model; Common Language through the “Enduring Understanding” document (Rating: 3)
- Implement Literacy and Numeracy Intervention programs: RGSD Model for Literacy and Numeracy; utilizing resources Scholastic Read 180, System 44, Think Through Math, Summer Academy, District-wide professional development in Reading & Writing across Content areas (Rating: 3)

- Transition to Common Core State Standards (CCSS) - district-wide professional development (Rating: 2)

Explanation of Rating:

Time to provide district-wide training has continued to be a challenge. District-wide PD has been focused on the new ELA textbook and curriculum implementation.

Solution: *Collaborate to revise the district calendar to include more district PD days.*

- Improve access to Quality Instructional Textbooks, Resources and Materials (Rating: 3)
 - New K-12 English Language Arts (ELA) textbook training and implementation – aligned to CCSS
 - Train and implement the Balanced Literacy Approach to include Guided Reading
 - Mathematics textbook adoption process to align to CCSS
 - Maintain a focus to increase the interest in reading, increase the volume of reading, improve the quality of classroom libraries and develop building bookrooms - giving students access to more Leveled Text to include more nonfiction text
 - Implement an Electronic Inventory System and Operation Book Clean Up

1.1C Evaluate the effectiveness of the assessment program

- Monitor the usage of Discovery Education K-12 benchmark assessment data (Rating: 4)
- Identification of students' reading levels - Scholastic Reading Inventory and Fountas & Pinnell (Rating: 3)
- Create Building Common Formative Assessments (Rating: 4)
- Create District Common Summative (Science and Social Studies) and District Common Formative Assessments (CFAs) aligned to the District Content Priorities (Rating: 3)

1.2 To increase Graduation Rate Progress by increasing the baseline Average of Years 1 and 2 by 4% annually.

1.2A Develop, implement and evaluate an instructional management system that includes the use of Data Teams.

- Analyze student performance data weekly in Data Team Meetings (Rating: 4)

- Provide ongoing district training in Professional Learning Communities (PLC) model through Cooperating School District (Rating: 4)
- Increase the number of Advance Courses offerings (Rating: 3)
- Conduct Transcript Analysis to monitor and align interventions to improve graduation rate (Rating 2)

Explanation of Rating:

There is a need for improvement in the compliance monitoring and procedures aligned to identifying and supporting students who are challenged in meeting credit hours toward graduation.

Solution: *Improve the accuracy of the analysis and to clearly identify persons accountable, roles, responsibilities and timelines to improve the district's ability to meet the needs of all students.*

1.2B Develop, implement and evaluate an effective Response to Intervention and Instruction (RTI) program.

- Implement district-wide student intervention groups to include RtI tier 3 level support (Rating: 2)

Explanation of Rating:

Time to provide district-wide training has continued to be a challenge. District-wide PD has been focused on the new ELA textbook implementation and Common Core State Standards.

Solution: *To collaborate to revise the district calendar to include more district PD days to include training for Response to Intervention (RtI).*

- Create Building Data Walls to monitor and respond to students' academic progress (Rating: 3)

1.2C Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and Instruction (RTI) program.

- Implement district-wide building incentive programs and monitoring results to increase parent involvement and improve attendance (Rating: 4)
- Implement district-wide Building Care Team support (Rating:2)

Explanation of Rating:

Time to provide district-wide training has continued to be a challenge. District-wide PD has been focused on the new ELA textbook implementation and Common Core State Standards.

Solution: *To collaborate to revise the district calendar to include more district*

PD days to include training for Rtl.

- Collaborate with Special School District staff to analyze data to determine student interventions (Rating: 3)
- Continue to provide counseling and guidance support to meet the needs of middle school students transitioning to high school and monitor high school students' academic performance continuously through Individual Learning Plans (ILPs) (Rating: 2)

Explanation of Rating:

There are a lack of structures, process and procedures to ensure that all middle and high school students are supported with an Individual Learning Plan (ILP) to include post-graduate goals.

Solution: *Improve structures, process and procedures to ensure that all middle and high school students are supported with an Individual Learning Plan (ILP) to include post-graduate goals. Steps have been taken to educate middle school students and parents on the expectations and requirements at the high and college level. Implement structures to support students in creating ILPs, to monitor ILPs and to align appropriate interventions.*

1.2D Develop, implement and evaluate the K-12 Positive Behavior Interventions and Supports (PBIS) program.

- Continue to provide support from Special School District (SSD) to improve implementation of (PBIS) (Rating: 2)

Explanation of Rating:

Additional supports are need for effective implementation of PBIS. Staff "buy-in" to the model is insufficient to promote effective implementation.

Solution: *Next steps are to schedule training and to monitor usage of the Big Five Generator to increase and improve data collection aligned to behavioral infractions and to analyze data to determine interventions. Tier 3 level interventions must be identified and implemented such as Safe and Civil Schools.*

- SSD to conduct school-wide evaluation and data analysis of PBIS implementation (Rating: 3)



2.0 Highly Qualified Staff

Focus Area: Recruit, attract, develop and retain highly qualified staff to carry out the District's mission and enhance its culture.

2.1 All RGSD staff meets the definition of “highly qualified” for their position and receives satisfactory or better performance ratings. Every year 100% of RGSD core staff will meet the “highly qualified” definition on the DESE highly qualified teacher (HQT) report. RGSD will demonstrate improvement in retention from baseline data of 77% in SY10-11 to 90% by 2015 by a 4.5% increase each year.

- Develop, implement and evaluate an employee performance evaluation system (Rating: 2)
 - Participate in the pilot program for the new MO Evaluation tool for teachers and administrators.
 - Designated pilot schools at the elementary and secondary level will participate in the pilot. The Principals of those schools will select teachers in their building to participate in the pilot evaluation.
 - Develop a committee to review the new tool for comparison to the current performance evaluation tool being used in the district.

Explanation of Rating:

Due to the district receiving SIG funds, we are required to participate in the pilot program for the new Missouri Evaluation tool. However, due to language in the pilot agreement, it created a barrier as to how and if we could participate. Once the agreement was clarified by Dr. May in late November, we have since been able to move forward with identifying who will participate in the pilot program for the new evaluation tool.

- Recruit, attract and retain “highly qualified” core staff (Rating: 3)
 - Focus teacher recruitment and selection towards those who are “highly qualified” in their respective content areas by participating in at least 3 local career/job fairs and 2 out of state fairs.
 - Outreach to current student teachers within the district to ascertain interest, certification and placement within district for SY13-14.

2.2 RGSD is an employer of choice that develops, implements, and evaluates processes to build a positive, constructive and productive employee culture. RGSD will improve the overall job satisfaction survey results by 2.5% each year from 68% agree/strongly agree in SY11-12 to 75.5% in SY14-15.

- Develop, implement and evaluate policies and processes that provide compensation and benefits (Rating: 3)
 - Review current staff salary scales in order to conduct a compensation study. Based on the results of the study, the district will determine the need for any adjustments to pay scales.
 - Human Resources will collaborate with Finance to offer benefits that will make the district more competitive for hard to recruit positions, and increase retention with current staff (i.e. health insurance, signing bonus, referral bonus).



3.0 Facilities, Support and Instructional Resources

Focus Area: Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

3.1 RGSD will provide high-quality, fiscally responsible support services for all District operations, first determining the amount of financial support needed annually for these operations, and then ensuring these resources are committed accordingly. To accomplish this objective, RGSD will establish key performance indicators (KPIs) to measure this performance, which will include measures for its facilities, technology, food service, transportation, finance/business services and security operations. These performance measures will be evaluated (at least) quarterly to determine if the District is on track in meeting its performance targets.

3.1A Establish, implement and evaluate documents that describe the “work flow” on how to accomplish every major function of every department.

- Ensure standard operating procedures are documented and in place for all operational district functions. (Rating: 3)
- Communicate with divisional and department management and staff to ensure personnel understand applicable work flows and assignments for all major functions they are responsible for. Utilize KPIs to measure and track the level of performance for the District’s operating functions. (Rating: 3)

3.1B Develop, implement, manage and evaluate a budget process that includes the allocation of financial resources that identify District objectives and improvement initiatives.

- Establish and communicate a budget calendar that details the specific objectives and timelines for the completion of the District’s annualized budget. (Rating: 5)
- Work with budget administrators, staff and other key stakeholders to determine the specific instructional and operational wants and needs district-wide. (Rating: 3)
- With input from the Special Administrative Board (SAB) and all stakeholders, prioritize this list of district-wide wants and needs. (Rating: 3)
- Assess and accurately calculate the revenue sources available to fund prioritized needs/wants. (Rating: 3)

- Build future revenue, expenditure and fund-balance projections throughout the 5-year CSIP period, and work with the SAB to establish minimum operating fund balance expectations. (Rating: 3)
- Work with the Human Resource function and other budget administrators to establish staffing needs and the associated costs district-wide. (Rating: 3)
- Work with the Facilities function to develop a 5-year, long-range capital plan for district facilities. (Rating: 3)
- Work with the Technology function to establish instructional and technology needs to drive instructional and operational goals. (Rating: 3)
- Develop a systematic and rationale plan to allocate the appropriate fiscal resources to prioritized instructional and operational programming over the life of the CSIP plan, striving to maintain fund reserve levels established by the Board. (Rating: 3)

3.2 RGSD will provide safe, clean, healthy environments and functional services conducive to teaching and learning, working with academic and support administration to ensure these services meet District expectations annually. This objective will focus on all operational support services, including technology, facilities, food service, transportation and safety, with a goal of meeting a 97% pre-determined quality satisfaction level for all of these functions.

3.2A Meet or exceed federal, state and local life safety codes in all District facilities.

- Define and educate facilities staff and other District personnel on the applicable federal state and local life safety codes. (Rating: 3)
- Implement a process to measure conformity with these safety codes by applicable personnel via the use of key performance indicators (KPIs), etc. (Rating: 2)

Explanation of Rating:

A barrier exists due to the current Director of Safety & Security vacancy, as that key staff member will be crucial in the development of effective processes and KPIs needed to measure conformity with the applicable safety codes.

3.2B Develop a facilities plan that addresses both immediate and future needs and costs.

- Complete a survey of all District facilities and operations, including projected cost data to repair, renovate or add on to these facilities, while evaluating the condition of these assets in relation to current and future enrollment, staffing levels and quality expectations. (Rating: 3)
- Set parameters that detail quality expectations for all facilities, and establish a mechanism to assess and measure the quality of these facilities in light of the 97% satisfaction level included in the overall plan. (Rating: 2)

Explanation of Rating:

A barrier exists due to the current Director of Facilities vacancy, as the Director will be needed in the development of these quality measures, in addition to establishing the necessary evaluative mechanisms for these expectations going forward. Current interim personnel have helped in this initiative, but it is imperative that the new Facilities Director be included in this process over the life of the CSIP plan.

- Determine an accurate cost to implement and maintain these facilities at goal levels and implement a process to measure conformity with these safety codes by applicable personnel via the use of KPIs, etc. (Rating: 2)

Explanation of Rating:

A barrier exists due to the current Director of Safety & Security & Director of Facilities vacancies, as these key personnel will be crucial in the development of effective processes and key performance indicators (KPIs) needed to measure conformity with the applicable safety codes.

- Develop a plan to allocate appropriate current and future fiscal resources to meet the overall facility plan goals. (Rating: 3)

3.2C Develop, implement and evaluate processes that deliver safe, reliable and courteous transportation services to the students and employees of the District.

- Develop a plan to assess the safety of all student transportation facilities and equipment. (Rating: 3)
- Develop a long-range bus replacement plan and maintenance schedules to ensure school buses are safe and reliable. (Rating: 3)

- Work with the Human Resource Dept. to attract and retain sufficient, competent and reliable personnel. (Rating: 3)
- Train all transportation personnel on bus safety requirements and interactive communications with students, parents and the community. (Rating: 3)
- Implement measures (KPIs) to track bus driver absenteeism and tardiness. (Rating: 3)

3.2D Develop/implement/evaluate processes necessary for compliance with the 2010 Healthier, Hunger-Free Kids Act.

- Ensure staff are trained on the requirements of the Healthier, Hunger-Free Kids Act of 2010. (Rating: 4)
- Implement the required level of food offerings and processes defined by the 2010 Act. (Rating: 4)

3.2E Develop, implement and evaluate procedures designed to facilitate the safety and well-being of students, staff & District property, by utilizing safety personnel and resources.

- Establish a District-wide Safety Committee that includes stakeholders within and outside of the District. (Rating: 5)
 - Work with law enforcement, fire district and other District and regional stakeholders to build a thorough and effective safety plan for the District. (Rating: 4)
 - Implement and ensure the performance of safety drills at all District facilities (tornado, fire, intruder drills, etc.) (Rating: 3)

3.2F Develop, implement, manage and evaluate plans to ensure the effective use of technology to accommodate instructional and operational needs throughout the District.

- Establish a long-range Technology plan for the District. (Rating: 3)
- Ensure the plan incorporates the District's long-range instructional & operational needs. (Rating: 3)
- Evaluate the funding for these resources long-term via GOB, federal program or e-rate funds, etc. (Rating: 3)



4.0 Parental and Community Involvement

Focus Area: Promote, facilitate and enhance student, family and community involvement in the District's educational programs.

4.1 The District will develop and implement a plan to inform parents and the public of District functions four times a year. (MSIP Standard 8.8 and 8.9)

- Title 1 Parent Overview, Fall/Spring Conferences, MAP Night (Rating: 5)
- Increase the percentage of parent and community volunteers (Rating: 3)
- Invite parents to parents and community members to participate in District committees (Rating: 3)
- Establish a student council to provide input of District improvement (Rating: 4)
- Establish a parent advisory group consisting of parents, community members and staff (Rating: 5)

4.2 Positive perception of Riverview Gardens School District by promoting programs and partnership opportunities

- Development of the Board ReView, The View, Public Invitations, Community Advisory Council, District Webpage, School Newsletters and Calendars of Events, Oasis, Boy Scouts, Youth in Need, Joint Safety Task force (Rating: 5)
- Broaden Community and Alumni involvement by increasing communication (Rating: 3)
- Commentary via web articles, other written communications relaying outcomes of meetings with stakeholders (Rating: 4)
- Establish a Title 1 Classroom to increase educational service outreach to underserved preschoolers in the community (Rating: 5)

4.3 The District will implement public/parent engagement event four times a year (Rating: 5)

- Plan open meetings before Board Meetings light refreshment (Rating: 2)

Explanation of Rating:

- *Purpose needs to be defined*
- *Skilled facilitator needed*
- *No budget for food*
- *Is this needed if we have open forums?*
- *Time restraints for staff and work hours for parents*

- Considering after board meetings – Evaluating attendance after the board meeting on 1/29/13
(7/35 attendees from the Community)
- Open forum to discuss district/student achievement (Rating: 3)
- Post District progress on the web page, View and public meeting meetings (Rating: 4)
- Schedule open forums for community discussions (Rating: 2)

Explanation of Rating:

- *Skilled facilitator is needed*
 - *Location at CO or Central Office*
 - *Survey parents to see if this is an avenue they would use*
 - *Time/structure/budget*
 - *Who does the follow up to community concerns*
 - *Does this pull people away from school sponsored events*
 - *Why isn't the community coming to the District board meetings, which is a public forum?*
- Schedule open forums to discuss current status of facilities and maintenance (Rating: 2)

Explanation of Rating:

- *Skilled facilitator is needed*
- *Location at CO or Central Office*
- *Survey parents to see if this is an avenue they would use*
- *Time/structure/budget*
- *Who does the follow up to community concerns*

4.4 The District will develop and implement a plan to include parents and the public in decision making processes

- Administer needs assessment for stakeholders at the beginning of the year and end of the year. Publicize Results (Rating: 1 We will have a survey at the end of the year)
- Publish information on literacy classes and parent university offerings in the community and District. Use district web page. (Rating: 2)

Explanation of Rating:

- *Seeking availability of community resources*
- *Location/transportation*
- *Budget*
- *Facilitator(s) or Program manager*
- *Talents of staff and how many might teach a class (es)*
- *How many will consistently commit?*

4.5 The District will provide a variety of methods for parents, guardians and community members to learn about technological resources and educational opportunities available for students in the District. (MSIP 7.5, 7.6)

- Use a variety of (8) methods to disseminate information about the education, progress and social development of students it serves (Rating: 5)
- Host Open House each year and showcase technology available to students, using the parent portal in SISK12 (Rating: 4)
- All teachers will keep all grades using the electronic grade book, lunch balances, attendance, discipline and available to parents through the portal link (Rating: 4)
- All schools will maintain an up to date webpage linked off the district website listing activities and calendar of events (Rating: 3)
- Parents will be mailed a copy of the district newsletter, a minimum of 4 times per year. Electronic versions will be available on the District website (Rating: 2)

Explanation of Rating:

Costs for mailing and evaluating current modes of communications

- Parents will receive electronic version of the Parent Connections, Nutrition Nuggets and technology newsletter, TechTalk, educational links, education software and variety of topics concerning technology curriculum (Rating: 4)

- SISK Calls to parents informing them of inclement weather, school emergencies and school events (Rating: 5)
- The District will use computer lab, Family and Community Resource Center and other public locations such as the public library to provide access to technology resources for technical enrichment and parental usage. Target number of locations is 5 (Rating: 5)



5.0 Governance and Administration

Focus Area: Govern the District in an efficient and effective manner, providing leadership and representation to benefit students, staff and patrons.

5.1 The superintendent will develop, implement, and evaluate an organizational structure that promotes the success of the mission and the attainment of its vision as measured by 80% confidence interval on stakeholder surveys.

5.1A Develop an organizational structure that describes functions, accountability and reporting that promote all employees working together to accomplish the District's vision and mission.

- Reviewed organizational elements of effective and efficient school districts (Rating: 5)
- Reviewed the organizational needs of RGSD (Rating: 5)
- Prepare RGSD organizational chart (Rating: 5)
- Define scope of authority for each RGSD position (Rating: 4)
- Ensure all administrators know reporting relationships and their scope of authority (Rating: 4)

District organizational chart was created and approved by the SAB 10/2012. Governance Team is currently working on defining the reporting authority and developing written documentation to include expanded explanation of the organizational chart.

5.1B Periodic review of the District's grade level organizational structure.

- Review the needs at building level to determine impact of organizational structure on learning (Rating: 3)
- Develop building/school organizational chart as an example to ensure structure supports the District mission and vision (Rating: 3)
- Define scope of authority for each position at the building level, and an expanded explanation of building/school organizational chart (Rating: 3)

Development of building level organizational chart and expanded explanation will ensure that all position positively impact student learning.

5.2 The Board will develop, implement, and evaluate a process to review the District's programs, policies, and administrative procedures measured quarterly by board meeting agendas and meeting minutes.

5.2A Develop, implement and evaluate a management model that includes a process geared towards continual improvement of District programs that enhance student performance results.

- Review models for program evaluations in successful school district (Rating: 5)
- Determine decision-making criteria for RGSD to evaluate the effectiveness of each program (Rating: 3)
- Adopt model (Rating: 3)

Once an effective program evaluation model is identified, a recommendation will be made to the SAB for adoption of the model.

5.2B Develop, implement and evaluate a process for the Special Administrative Board to review the District's policies and administrative procedures. This will include the development of an annual calendar for selected board agenda items, including a policy review schedule.

- Develop a schedule to identify the program, person responsible and month to present to Board (Rating: 4)
- Review MSBA policy updates on a regular basis (twice a year) (Rating: 3)
- Board members participate in required and continued training and professional development (Rating: 5)

Once an effective program evaluation is identified, a schedule will be developed to ensure that all programs and supporting agenda items are presented to the SAB for either information, discussion or action as deemed appropriate. Board members are required to adopt policies revisions as necessary according to legislative update.

5.2C Develop, implement and evaluate processes to review every program, including key program processes and results, at least every other year.

- Identify All RGSD programs (Rating: 3)
- Identify programs for annual review (Rating: 3)
- Program evaluation format and rubrics (Rating: 3)
- Schedule for program evaluations (Rating: 3)
- Schedule a reporting process to inform the Superintendent and SAB regarding the progress of the accepted recommendations (Rating: 3)

5.3 The Superintendent will maintain and/or exceed the States' required fund balance of greater than 10% as measured by the annual audit report.

5.3A Develop, implement and evaluate processes for the annual review of the District's fund balance goals and a three-year forecast of revenues and expenditures necessary for the operation of the District and the success of its mission.

- Adopt a fund balance policy (Rating: 3)
- Determine percentage of instructional budget related to grants (Rating: 3)

5.4 The Superintendent will develop, implement, and evaluate an effective Comprehensive School Improvement Plan (CSIP); continually monitor and update the plan as measured by completion of quarterly reports and supporting document to the Board of Education.

5.4A Report data towards District goals quarterly to the Board.

Evaluate an effective written evaluation process for the CSIP (Data Dashboard)

- Implement a monitoring system to assess the progress towards CSIP goals (Rating: 4)
- Determine how data on progress made will be routinely report to the SAB (Rating: 3)

MOT leaders met with PULSE Representative Mark Rigsby to discuss various options for reporting CSIP progress to all stakeholders.

5.4B Develop process to provide continuous training to all staff on expectations of CSIP.

- Provide CSIP monitoring system training (Rating: *)

5.5 The Superintendent will develop, implement, and evaluate an effective process to ensure that the District implements policy and procedures to meet or exceed all applicable federal, state and local compliance as measured by statutory guidelines.

5.5A Develop, implement and evaluate processes so that the District is in compliance with applicable codes, requirements, standards and statutes.

- Identify compliance requirements for instructional and support programs (Rating: *)

*The action step does not fall within the timeframe for consideration at this time.

Appendix

CSIP Monitoring Scorecard FY2013–FY2017 Expert Team

| Governance | | Start Date | Date Completed | Likert Rating | %Met | Person Accountable | Barriers | Comments |
|-------------------------|---------|-------------------|-----------------------|----------------------|-------------|---------------------------------|-----------------|---|
| Strategic Objective 5.1 | A, B | 11/7/2012 | | 4 | 0.75 | Clive Coleman, Cabinet Members | | All necessary documents have been collected |
| Strategic Objective 5.2 | A, B, C | 12/1/2012 | | 3 | 0.5 | Sha Fields | | Additional document is still needed to develop building school level organizational |
| Strategic Objective 5.3 | A | 12/1/2012 | | 3 | 0.5 | Carlton Brooks | | Continued research to determine appropriate policy language |
| Strategic Objective 5.4 | A, B | 1/7/2013 | | 2 | 0.25 | Clive Coleman, Patricia Johnson | | The action step does not fall within the timeframe for consideration at this time. |
| Strategic Objective 5.5 | A | 3/15/2013 | | * | | Rita Goliday | | Internal Auditor is in the process of conducting a risk assessment |

5.1 The superintendent will develop, implement, and evaluate an organizational structure that promotes the success of the mission and the attainment of its vision as measured by 80% confidence interval on stakeholder surveys.

| | Strategy | | Date Completed | Likert Rating | %Met | Person Accountable | Barriers | Comments |
|--|-----------------|--|-----------------------|----------------------|-------------|---------------------------|-----------------|--|
| Organizational Chart developed and implemented | 5.1A | | 10/23/2012 | 4.6 | 0.75 | Clive Coleman | | SAB adopted organizational chart 10/23/12. |
| Grade Level Organizational Chart developed and implemented | 5.1B | | | 3 | 0.5 | Clive Coleman | | Additional data is still being collected. |

5.2 The Board will develop, implement, and evaluate a process to review the District's programs, policies, and administrative procedures measured quarterly by board meeting agendas and meeting minutes.

| | Strategy | | Date Completed | Likert Rating | %Met | Person Accountable | Barriers | Comments |
|---|-----------------|--|-----------------------|----------------------|-------------|------------------------------|-----------------|--|
| Develop and implement a District-wide continual improve program | 5.2A | | | 3 | 0.5 | Sha Fields, Patricia Johnson | | MOT Leaders are working with representative of Pulse. |
| Develop annual calendar for selected board agenda items | 5.2B | | | 4 | 0.75 | Sha Fields | | Coordinator working to track current and previous year SAB agenda items. |
| Develop policy review schedule | 5.2B | | | 3 | 0.5 | Sha Fields | | MSBA sends policy update 2 times per year still pending |
| Develop, implement process to review every program, at least every other year | 5.2C | | | 3 | 0.5 | Sha Fields | | |

5.3 The Superintendent will maintain and/or exceed the States' required fund balance of 3% as measured by the annual audit report.

| | Strategy | Date Completed | Likert Rating | %Met | Person Accountable | Barriers | Comments |
|---|----------|----------------|---------------|------|--------------------|----------|--|
| Develop, implement process for annual review of District's fund balance goals | 5.3A | | 3 | 0.5 | Carlton Brooks | | Multi-Year Financial Plan was presented to the SAB on 1/29/13. |

5.4 The Superintendent will develop, implement, and evaluate an effective Comprehensive School Improvement Plan (CSIP); continually monitor and update the plan as measured by completion of quarterly reports and supporting document to the Board of Education.

| | Strategy | Date Completed | Likert Rating | %Met | Person Accountable | Barriers | Comments |
|---|----------|----------------|---------------|------|--------------------|----------|--|
| Report data toward District goals quarterly to the Special Administrative Board | 5.4A | | 3 | 0.5 | Patricia Johnson | | |
| Develop process to provide continuous training to all staff on expectations of CSIP | 5.4B | | * | | | | The action step does not fall within the timeframe for consideration at this time. |

5.5 The Superintendent will develop, implement, and evaluate an effective process to ensure that the District implements policy and procedures to meet or exceed all applicable federal, state and local compliance as measured by statutory guidelines.

| | Strategy | Date Completed | Likert Rating | %Met | Person Accountable | Barriers | Comments |
|---|----------|----------------|---------------|------|--------------------|----------|--|
| Develop, implement process for District compliance with applicable codes, requirements, standards, statutes | | | * | | | | The action step does not fall within the timeframe for consideration at this time. The Internal Auditor is in the process of conducting a risk assessment. |