
RIVERVIEW GARDENS SCHOOL DISTRICT



FISCAL YEAR 2013–2017

Rolling Comprehensive School Improvement Plan

EXCELLENCE WITHIN REACH

CLIVE H. COLEMAN, Ph.D.
SUPERINTENDENT

PRESENTED TO THE SPECIAL ADMINISTRATIVE BOARD
MAY 22, 2012

RIVERVIEW GARDENS

SCHOOL DISTRICT

Clive H. Coleman, Ph.D.
Superintendent

ccoleman@rgsd.k12.mo.us
314.869.2505 x2416
1370 Northumberland Drive
St. Louis, MO 63137

A Message from the Superintendent of Schools

This document is a rolling, five-year Comprehensive School Improvement Plan for the Riverview Gardens School District. We have named the plan *Excellence Within Reach* to reflect our strongly held belief that while our learning community faces significant challenges going forward, we also have a tremendous opportunity to transform our District into the institution that our community so richly deserves. We believe that excellence is, indeed, within our reach. This rigorous and aggressive plan provides a roadmap to help us achieve that goal.

This plan was developed over the course of several months with the valuable input of many stakeholders. We solicited the opinion and counsel of our entire staff, the families we serve and residents throughout our community. We analyzed data from our classrooms, and we developed more strategic ways of using our benchmarks to measure our progress toward our goals.

The resulting plan directs our attention to five key focus areas: student performance; highly qualified staff; facilities, support and instructional resources; parent and community involvement; governance and administration. We have developed clear strategic objectives to support these focus areas and concrete strategies and action steps to meet these objectives.

Just as importantly, we have created a framework for reporting our progress to the community. Throughout the five years covered by this plan, the Riverview Gardens School District will provide regular and detailed reports to all stakeholders on the steps we are taking to achieve our objectives.

The successful implementation of this strategic plan will require the support and participation of our entire community. Through this collaborative endeavor, we can ensure that excellence is not only within reach but in hand.

Sincerely,



Clive H. Coleman, Ph.D.
Superintendent of Schools

Rebirth of Educational Excellence



Special Administrative Board: • Lynn Beckwith, Jr., Ed.D., Chair, C.B.M. • Veronica Morrow-Reel, Vice-Chair, C.B.M.
• Mark Tranel, Ph.D., Secretary/Treasurer, C.B.M.

The Administrative Team

SPECIAL ADMINISTRATIVE BOARD

DR. LYNN BECKWITH JR., Chair
MS. VERONICA MORROW-REEL,
Vice-Chair

DR. MARK TRANEL,
Secretary/Treasurer

SUPERINTENDENT

Dr. Clive H. Coleman

ADMINISTRATION

MS. DARLYNN BOSLEY,
Associate Superintendent

MS. PATRICIA JOHNSON,
Assistant Superintendent of
Curriculum & Instruction

MS. ANN SEENEY, Assistant
Superintendent of Human Resources

MS. TAMARA SUNKETT, Executive
Director of Accountability

MS. SHERRI SAMPSON, Executive
Director of Assessment

MR. PAUL FEDCHAK, Financial
Consultant

MR. CARLTON BROOKS, Controller

MR. JASON BROWN, Director
of Fine Arts

MS. KIM BRYANT, Director
of Food Service

MR. RICHARD HUDSON, Director of
Safety & Security

MS. CHRISTINE KULLA-BRANZ,
Director of Early Childhood
Education

DR. JESOLYN LARRY, Director
of Technology

MR. ELLIS MITCHELL, Director
of Facilities

MR. MAURICE NEIL, Director
of Transportation

MS. MELANIE POWELL-ROBINSON,
Director of Communications &
Public Relations

MS. JOYCELYN PUGH, Director of
Federal & State Programs

MS. TINA ADAMS-TURNIPSEED, MIS
Coordinator & Analyst

MS. LAUREN COBB, Coordinator
of Professional Development

MS. SHA FIELDS, Coordinator of
Board Governance

PRINCIPALS

ELEMENTARY

DR. NONA GREENLEE,
Danforth Elementary

MS. CHERI GASTON,
Highland Elementary

MS. GERMAINE STEWART,
Gibson Elementary

DR. RACHELLE RICO,
Glasgow Elementary

MS. STEPHANIE SMALL,
Koch Elementary

DR. STACEY NICHOLS,
Lemasters Elementary

DR. JEANNIE ROBERTS,
Lewis & Clark Elementary

MS. HOLLY REDMAN,
Meadows Elementary

MS. CHAKETA RIDDLE,
Moline Elementary

MIDDLE SCHOOLS

MR. MICHAEL WALLACE,
Central Middle

MS. VALESKA HILL,
Westview Middle

RIVERVIEW GARDENS HIGH SCHOOL

MR. JASON ROBERTS

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SECTION 1:

OVERVIEW



RIVERVIEW GARDENS
SCHOOL DISTRICT

Introduction

In Alan Blankstein’s landmark book, *Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools*, the author argues that a number of common traits can be found in every successful school and school district in America:

- Common mission, vision, values and goals;
- Deliberate strategies to improve instruction and results for all students;
- Staff collaboration and teaming focused on teaching and learning;
- Use of data to guide decision-making and continuous improvement;
- Active engagement from family and community;
- Development of sustainable leadership capacity.

These are precisely the principles that guided the development of this rolling five-year Comprehensive School Improvement Plan (CSIP) for the Riverview Gardens School District. These are the principles that the District must embrace in order to become the high-performing school district its community deserves.

The cost of not adopting these principles is grave and will threaten the district’s very existence. Blankstein notes that schools and school districts that do not exhibit these principles face a daunting future of dysfunction, student conduct issues, tardiness and absenteeism, a lack of collaboration, low morale and strained relationships with parents.

With many of these alarming trends already surfacing in schools within the Riverview Gardens School District, the time to move toward a culture of success is now. The successful implementation of this plan will allow the District to achieve the excellence that is within its reach.

Under the leadership of the Superintendent of Schools, the strategic planning team has developed a detailed roadmap for continual and sustainable improvement over the next five years and beyond. Simply put, the plan identifies where the District wants to go and how it can get there. The plan is not, however, a simple “to-do” list. It also attempts to answer critical questions about the very mission of the Riverview Gardens School District, its vision for the future and the values the entire community must embrace to help students meet their full potential.

ENGAGING THE COMMUNITY

The development of this strategic plan represents a crucial step toward moving the District beyond its current challenges. Indeed, no school district can achieve lasting success without a strategic plan. Yet the mere existence of such a plan does not itself guarantee excellence. Successful strategic plans are developed only after all stakeholders’ voices are heard: district leaders, principals, teachers, staff, students, parents and the community at large. In developing this plan, the Riverview Gardens strategic planning team — with the help and support of outside consultants to keep the process objective — has attempted to do just that by:

Introduction

- Conducting personal interviews with central office administrators, principals and students;
- Completing in-depth community and staff surveys;
- Facilitating meetings with CSIP team leaders, parents and community members;
- Conducting two community meetings to solicit input from parents and community members.

ANALYZING DISTRICT AND STUDENT DATA

The strategic planning team also used data from a range of sources to better understand the District's institutional strengths, weaknesses, opportunities and threats and to develop focus areas for improvement. Data used included:

- The District's Missouri School Improvement Plan;
- Student performance data including:
 - Discovery Education Assessments
 - RGSD Common Formative Assessments
 - Missouri Assessment Program (MAP Testing)
 - End-of-Course exams
 - ACT college entrance exams
 - Additional student-achievement measures
- Missouri School Improvement Grant.

DEVELOPING THE PLAN

Through its wide-ranging engagement with staff, students and community and its in-depth analysis of existing student and District data, the strategic planning team was able to identify five major focus areas for improvement. These five areas form the bedrock of the strategic plan and will be the top priorities for the Riverview Gardens School District in the years to come:

- Student performance;
- Highly qualified staff;
- Facilities, support and instructional resources;
- Parent and community involvement;
- Governance and administration.

To ensure continual and measurable progress, the planning team developed a series of strategic objectives for each focus area, and then appointed a "champion," who will be responsible for spearheading and monitoring progress to meet each objective.

For each objective, a number of strategies were developed, and for each strategy a series of concrete, measurable action steps were established. These steps will be undertaken by individuals throughout the organization.

It is critical to remember that this plan does not end in five years. As a rolling plan, the oversight team will regularly identify objectives, strategies, goals and action steps that will keep the District moving toward continual, sustainable improvement in all focus areas.

Introduction

THE STRATEGIC PLANNING PROCESS

The strategic planning process began with the identification of a leadership team and key stakeholder groups by the superintendent. Once in place, the leadership team — with input from stakeholders — began asking tough questions and tackling major issues related to the District’s past, present and future:



MISSION

Why do we exist?
What is our purpose?



VISION

Where do we want to be?
What will others say about the District in the future?



VALUES AND BELIEFS

How do we do business?
How do we interact with our coworkers, students and community?



SELF ANALYSIS

Who are we? What are the demographics of our students, staff and community?
What are our strengths, weaknesses, opportunities and threats?



STAKEHOLDER EXPECTATIONS

What do our students, parents, staff and community expect of the District?
How do we meet the standards set forth by state and federal governments?



CURRENT STANDINGS

What are our current student performance results?
What are the District’s organizational performance results?



STRATEGIC OBJECTIVES

Where do we want to be?
What are our expectations for student achievement?
What are our expectations for District organizational performance results?
What are our measures for success?



STRATEGIES

What are our short-term (one-month to two-year) plans to achieve our strategic objectives?

Strategic Planning Team Leaders & Committee Members

PATRICIA JOHNSON,
STRATEGIC PLANNING TEAM CO-LEADER

TAMARA SUNKETT,
STRATEGIC PLANNING TEAM CO-LEADER

STUDENT PERFORMANCE TEAM

TEAM LEADER: **PATRICIA JOHNSON**, ASSISTANT
SUPERINTENDENT OF CURRICULUM &
INSTRUCTION

MEMBERS:

TINA ADAMS-TURNIPSEED, MIS
Coordinator & Analyst

STACEY BRADFORD, Parent /
Community Member

MARY OSWALD, Community Member
& Volunteer

KATE PEDERSON, Riverview Gardens
High School Teacher

JASON ROBERTS, Riverview Gardens
High School Principal

SHERRI SAMPSON, Executive Director
of Assessment

TAMARA SUNKETT, Executive Director
of Accountability

SYLVIA WATKINS, Lewis & Clark
Elementary Instructional Coach

ALAN WHEAT, Special School District
Area Supervisor

HIGHLY QUALIFIED STAFF TEAM

TEAM LEADER: **ANN SEENEY**, ASSISTANT
SUPERINTENDENT FOR HUMAN RESOURCES

MEMBERS:

GARY BRADSHAW, Riverview Gardens
High School Teacher

LAUREN COBB, Coordinator of
Professional Development

VALESKA HILL, Westview Middle
School Principal

HOLLY REDMAN, Meadows Elementary
Principal

HOLLY RICHARDSON, Parent /
Community Member

RACHELLE RICO, Glasgow Elementary
Principal

JEANNIE ROBERTS, Lewis & Clark
Elementary Principal

FACILITIES, SUPPORT & INSTRUCTIONAL RESOURCES TEAM

TEAM LEADER: **CARLTON BROOKS**, CONTROLLER

MEMBERS:

KIM BRYANT, Director of Food Service

PAUL FEDCHAK, Financial Consultant

RICHARD HUDSON, Director of Safety
& Security

JESOLYN LARRY, Director of
Technology

ELLIS MITCHELL, Director of Facilities

LAVONDA MOREHOUSE, Parent/
Community Member

Strategic Planning Team Leaders & Committee Members

PARENT & COMMUNITY

INVOLVEMENT TEAM

DARLYNN BOSLEY, ASSOCIATE SUPERINTENDENT

MEMBERS:

JASON BROWN, Director of Fine Arts

CHRIS KULLA-BRANZ, Director of
Early Childhood Education

FELICIA MCGEE, Parent/Community
Member

MELANIE POWELL-ROBINSON,
Director of Communications
& Public Relations

SHEILA POWELL-WALKER, District
Crisis Counselor

JOYCE PUGH, Director of Federal
Programs

CHAKETA RIDDLE, Moline Elementary
Principal

MICHELE WRIGHT, Parent/Community
Member

GOVERNANCE &

ADMINISTRATION TEAM

SHA FIELDS, COORDINATOR OF BOARD
GOVERNANCE

MEMBERS:

JEFF COOK, District Hearing Officer

CHERI GASTON, Highland Elementary
Principal

RITA GOLIDAY, Internal Auditor

NONA GREENLEE, Danforth
Elementary Principal

KATIE KIRCHHOEFER, Community
Advisory Council Member

ALICIA MYLES, Parent/Community
Member

STACEY NICHOLS, Lemasters
Elementary Principal

NOLEN ROSS, AMG Consultant

Mission, Vision, 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.

SECTION 2:

ROLLING LONG-RANGE PLAN FY2013–2017



RIVERVIEW GARDENS
SCHOOL DISTRICT

Summary of Long-Range Plan

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.

Summary of Long-Range Plan

- 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.

- 1.1 All students demonstrate increased academic achievement.
 - 1.1A Develop, implement and evaluate a rigorous curriculum.
 - 1.1B Develop, implement and evaluate a research-based instructional system that actively engages students.
 - 1.1C Develop, implement and evaluate research-based assessment programs.

- 1.2 Students persist in their effort to complete their educational programs and graduation requirements.
 - 1.2A Develop, implement and evaluate an instructional management system that includes the use of Data Teams.
 - 1.2B Develop, implement and evaluate an effective Response to Intervention and Instruction (RTI) program.
 - 1.2C Develop, implement and evaluate a student support services program that is aligned with the Response to Instruction and Intervention (RTI) program.
 - 1.2D Develop, implement and evaluate the K-12 Positive Behavior Interventions and Supports (PBIS) program.

Summary of Long-Range Plan

- 2.0 **HIGHLY QUALIFIED STAFF.** Recruit, attract, develop and retain highly qualified staff to carry out the District’s vision and mission and enhance its culture.
- 2.1 All Riverview Gardens School District staff meets the definition of “highly qualified” for their position and receives satisfactory or better performance ratings.
 - 2.1A Develop, implement and evaluate an employee performance evaluation system that provides employees with timely feedback for skill enhancement, assures District performance standards are met and verifies that employee actions are consistent with District values and policies.
 - 2.1B Develop, implement, monitor and evaluate a process to build capacity for the execution of District initiatives by assessing needs and capability requirements as well as providing necessary professional development including follow-up support.
- 2.2 RGSD is an employer of choice that develops, implements and evaluates processes to build a positive, constructive and productive employee culture.
 - 2.2A Develop, implement and evaluate policies and processes that attempt to provide a compensation and benefits program that meets the needs of the District and its employees.
 - 2.2B Develop, implement and evaluate processes that build a positive, constructive employee culture.

Summary of Long-Range Plan

- 3.0 **FACILITIES, SUPPORT AND INSTRUCTIONAL RESOURCES.** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- 3.1 RGSD provides high-quality, fiscally responsible support services.
 - 3.1A Establish, implement and evaluate documents that describe the “work flow” on how to accomplish every major function of every department.
 - 3.1B Develop, implement, manage and evaluate a budget process that includes the allocation of financial resources that identify District objectives and improvement initiatives.
- 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.
 - 3.2A Meet or exceed federal, state and local life safety codes in all District facilities.
 - 3.2B Develop a facilities plan that addresses both immediate and future needs and costs.
 - 3.2C Develop, implement and evaluate processes that deliver safe, reliable and courteous transportation services to the students and employees of the District.
 - 3.2D Develop, implement and evaluate processes necessary for compliance with the Healthier, Hunger Free Kids Act of 2010.
 - 3.2E Develop, implement and evaluate procedures designed to facilitate the safety and well-being of students, staff and District property by utilizing safety personnel and resources.
 - 3.2F Develop, implement, manage and evaluate plans to ensure the effective use of technology to accommodate instructional and operational needs throughout the District.

Summary of Long-Range Plan

- 4.0 **PARENT AND COMMUNITY INVOLVEMENT.** Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.
 - 4.1 RGSD develops, implements and evaluates collaborative opportunities in which parents/guardians, families and community stakeholders support district programming to increase student achievement and college/career readiness.
 - 4.1A Identify the needs and support required for increased parental and community involvement.
 - 4.1B Develop, implement and evaluate activities to strengthen effective home/school/community relations.
 - 4.1C Develop, implement and evaluate collaborative opportunities that allow parents/guardians, families and community stakeholders to partner in decision-making processes that support the District’s vision and mission.
 - 4.2 RGSD develops, implements and evaluates communication and marketing programs.
 - 4.2A Develop, implement and evaluate activities/materials welcoming new parents and students to the District and provide information regarding academics, programs, policies, procedures and District standards.
 - 4.2B Develop, implement and evaluate communication plans to inform staff, parents/guardians and the community about the integrity and efficiency of District programs and the District’s stewardship of its resources.
 - 4.3 RGSD, parents/guardians and community stakeholders work collaboratively to provide a safe, nurturing environment that prepares students for success.
 - 4.3A Explore the feasibility of expanding the early childhood education program for children ages three and four who are residents of the District.
 - 4.3B Develop, implement and evaluate family-school-community partnership programs to assist in nurturing students and increasing their academic achievement.

Summary of Long-Range Plan

- 5.0 **GOVERNANCE AND ADMINISTRATION.** Govern the District in an efficient and effective manner, providing leadership and representation to benefit students, staff and patrons.
- 5.1 RGSD develops, implements and evaluates an organizational structure that promotes the success of its mission and the attainment of its vision.
 - 5.1A Develop, implement and evaluate processes for establishing an organizational structure that describes functions, accountability and reporting that promote all employees working together to accomplish the District's vision and mission.
- 5.2 RGSD provides the leadership, management, policies and procedures that guide all employees working to achieve the District's vision and mission.
 - 5.2A Develop, implement and evaluate a management model that includes processes for the continual improvement of District programs that enhance student performance results.
 - 5.2B Develop, implement and evaluate processes for the Special Administrative Board to review the District's programs, policies and administrative procedures. This will include the development of an annual calendar for selected agenda items, including periodic review of the District's CSIP results.
 - 5.2C Develop, implement and evaluate processes to review every program, including key program processes and results, at least every other year.
- 5.3 RGSD acquires the funds necessary for the operation of the District and the success of its mission.
 - 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.
- 5.4 RGSD develops, implements and evaluates information-based processes to guide decision-making and the regular evaluation of all programs and their results.
 - 5.4A Develop, implement and evaluate processes to review every program, including key program processes and results at least every other year.
 - 5.4B Develop, implement and evaluate information systems that provide the SAB and all staff with the information they need to make appropriate decisions that result in the continual improvement of programs and student performance results.
- 5.5 RGSD develops, implements and evaluates information-based processes to meet or exceed all applicable federal, state and local compliance requirements.
 - 5.5A Develop, implement and evaluate processes so that the District is in compliance with applicable codes, requirements, standards and statutes.

Summary of Long-Range Plan

INCLUDES MSIP 5TH CYCLE STANDARDS AND RGSD MEASURES

- 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.
- 1.1 All students demonstrate increased academic achievement.
DESE: Goal 1; Objectives 1, 2
MSIP STANDARDS: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 5, MAP Grade-Level Assessments, EOC, Program Evaluations, Accreditation
- 1.1A Develop, implement and evaluate a rigorous curriculum.
MSIP STANDARDS: 1, 2, 3, 5, 6, 7, 8, 9, 11
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 5, MAP Grade-Level Assessments, EOC Exams, Curriculum Matrix, Program Evaluations
- 1.1B Develop, implement and evaluate a research-based instructional system that actively engages students.
MSIP STANDARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Program Evaluation
- 1.1C Develop, implement and evaluate research-based assessment programs.
MSIP STANDARDS: 1, 2, 3, 4, 5
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Program Evaluation
- 1.2 Students persist in their effort to complete their educational programs and graduation requirements.
DESE: Goal 1; Objective 2
MSIP STANDARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 28, 29, 30
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Program Evaluations
- 1.2A Develop, implement and evaluate an instructional management system that includes the use of Data Teams.
MSIP STANDARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, RGSD Formative Assessments including Discovery Education Benchmarks and Common Formative Assessments, Program Evaluations

continued

Summary of Long-Range Plan

- 1.2B Develop, implement and evaluate an effective Response to Intervention & Instruction (RTI) program.
MSIP STANDARDS: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, RGSD Formative Assessments including Discovery Education Benchmarks and Common Formative Assessments, Federal Programs Matrix, Program Evaluations
- 1.2C Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and Instruction (RTI) program (1.2B).
MSIP STANDARDS: 1, 2, 3, 4, 5, 8, 9, 10, 12, 16, 18, 19, 24, 25, 27
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 5, MAP Grade-Level Assessments, EOC Exams, Grade Distributions, Implementation Data, Survey Data, Participation Data, Other measures to be determined as programs are developed, Program Evaluations
- 1.2D Develop, implement and evaluate the K-12 Positive Behavior Interventions and Supports (PBIS) program.
MSIP STANDARDS: 8, 10, 12, 13, 16, 24, 25
MEASURES: PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Data, Student/Staff and Parent Survey Data, Program Evaluations

Summary of Long-Range Plan

- 2.0 **HIGHLY QUALIFIED STAFF.** Recruit, attract, develop and retain highly qualified staff to carry out the District’s vision and mission and enhance its culture.
- 2.1 All Riverview Gardens School District staff meets the definition of “highly qualified” for their position and receives satisfactory or better performance ratings.
DESE: Goal 3; Objectives 1, 2
MSIP STANDARDS: 9, 10, 19, 22, 24, 31, 32, 33, 34, 35, 36, 37
MEASURES: No exceptions regarding certifications and “highly qualified,” Personnel Evaluation Matrix, Program Evaluations
- 2.1A Develop, implement and evaluate an employee performance evaluation system that provides employees with timely feedback for skill enhancement, assures District performance standards are met and verifies that employee actions are consistent with District values and policies.
MSIP STANDARDS: 9, 19, 22, 24
MEASURES: Employee Evaluation Matrix, Federal Programs Matrix, no ethics violations, Program Evaluations
- 2.1B Develop, implement, monitor and evaluate a process to build capacity for the execution of District initiatives by assessing needs and capability requirements as well as providing necessary professional development including follow-up support.
MSIP STANDARDS: 10, 22, 24
MEASURES: Capacity Report that includes data regarding anticipated needs and current capacity, Training Results, Program Evaluations
- 2.2 RGSD is an employer of choice that develops, implements and evaluates processes to build a positive, constructive and productive employee culture.
MSIP STANDARDS: 10, 12, 13, 19, 22, 24, 25, 26
MEASURES: Employee Retention, Employee Satisfaction, Employee Attendance, Program Evaluations, Salary Study, Accreditation
- 2.2A Develop, implement and evaluate policies and processes that attempt to provide a compensation and benefits program that meets the needs of the District and its employees.
MSIP STANDARDS: 19, 24
MEASURES: Annual Salary & Benefits Study, Satisfaction Data, Program Evaluation
- 2.2B Develop, implement and evaluate processes that build a positive, constructive employee culture.
MSIP STANDARDS: 10,12, 13, 19, 22, 24, 25, 26
MEASURES: Employee Retention Data, Employee Satisfaction Data, Employee Attendance Data, Program Evaluation (including Professional Development Results)

Summary of Long-Range Plan

- 3.0 **FACILITIES, SUPPORT AND INSTRUCTIONAL RESOURCES.** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- 3.1 RGSD provides high-quality, fiscally responsible support services.
DESE: Goal 4; Objective 1, 2, 3
MSIP STANDARDS: 18, 19, 22, 23, 24, 25, 26
MEASURES: Financial Audit Report and Management Letter, Federal Program Matrix, Satisfaction Data, Program Evaluations
- 3.1A Establish, implement and evaluate documents that describe the “work flow” on how to accomplish every major function of every department.
MSIP STANDARDS: 22, 23, 24, 25, 26
MEASURES: Process Documents with Results Data, Program Evaluations
- 3.1B Develop, implement, manage and evaluate a budget process that includes the allocation of financial resources that identify District objectives and improvement initiatives.
MSIP STANDARDS: 23, 24
MEASURES: Budget Process, Program Evaluations
- 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.
MSIP STANDARDS: 9, 10, 12, 13, 14, 19, 22, 23, 24, 26, 39
MEASURES: PBIS Data, Program Evaluations, DESE Compliance Data, Facility Study, Code, Regulation and Statute Compliance Data, Accident Reports
- 3.2A Meet or exceed federal, state and local life safety codes in all District facilities.
MSIP STANDARDS: 10, 13, 14, 19, 24, 26
MEASURES: DESE Compliance Data, Federal Programs Matrix, No Code, Regulation and Statute Compliance Violations, Program Evaluations
- 3.2B Develop a facilities plan that addresses both immediate and future needs and costs.
MSIP STANDARDS: 9, 10, 24, 39
MEASURES: Completed Study, Process Progress Data, Program Evaluations

Summary of Long-Range Plan

- 3.2C Develop, implement and evaluate processes that deliver safe, reliable and courteous transportation services to the students and employees of the District.
MSIP STANDARDS: 19, 24
MEASURES: DESE Compliance Data, Customer Survey Data, Missouri State Inspections
- 3.2D Develop, implement and evaluate processes necessary for compliance with the Healthier, Hunger Free Kids Act of 2010.
MSIP STANDARDS: 19, 24
MEASURES: U.S. Department of Agriculture Menu Planning for Recommended Daily Allowance, Student surveys for menu options, Federal Matrix
- 3.2E Develop, implement and evaluate procedures designed to facilitate the safety and well-being of students, staff and District property by utilizing safety personnel and resources.
MSIP STANDARDS: 12, 13, 19, 22, 24
MEASURES: District Safety and Incident Reports, Crisis Management Plan Data, State Drill Reports, Safe School Mandates Data, PBIS Data
- 3.2F Develop, implement, manage and evaluate plans to ensure the effective use of technology to accommodate instructional and operational needs throughout the District.
MSIP STANDARDS: 19, 23, 24
MEASURES: Student Performance Measures, Technology Plan

Summary of Long-Range Plan

- 4.0 **PARENT AND COMMUNITY INVOLVEMENT.** Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.
- 4.1 RGSD develops, implements and evaluates collaborative opportunities in which parents/guardians, families and community stakeholders support District programming to increase student achievement and college/career readiness.
DESE: Goal 2; Objectives 2, 3
MSIP STANDARDS: 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC, 6, 8, 9, 12, 13, 16, 17, 18, 19, 23, 24, 25, 27
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Student Engagement Data, Satisfaction Data, Analysis of Complaints, Election Results, Program Evaluations
- 4.1A Identify the needs and support required for increased parental and community involvement.
MSIP STANDARDS: 13, 18, 19, 23, 24, 25
MEASURES: Attribute List and Program(s) Developed, Student and Parent Satisfaction Data, Participation Data, Volunteer Hours, Program Evaluation
- 4.1B Develop, implement and evaluate activities to strengthen effective home/school/community relations.
MSIP STANDARDS: 12, 18, 19, 23, 24, 25, 27
MEASURES: Survey Data, Satisfaction Data, Complaint Log, Program Evaluations
- 4.1C Develop, implement and evaluate collaborative opportunities that allow parents/guardians, families and community stakeholders to partner in decision-making processes that support the District’s vision and mission.
MSIP STANDARDS: 12, 22, 23, 25
MEASURES: Student Engagement Data, Satisfaction Data, Analysis of Complaints, Program Evaluations
- 4.2 RGSD develops, implements and evaluates communication and marketing programs.
MSIP STANDARDS: 12, 13, 23, 24, 25, 27
MEASURES: Program Evaluations, Implementation Data, Employee, Student, Parent and Community Satisfaction Data

continued

Summary of Long-Range Plan

- 4.2A Develop, implement and evaluate activities/materials welcoming new parents and students to the District and provide information regarding academics, programs, policies, procedures and District standards.
MSIP STANDARDS: 12, 13, 23, 24
MEASURES: Program Developed, Implementation Data, Student, Parent, Staff and Community Survey & Satisfaction Data, Program Evaluations
- 4.2B Develop, implement and evaluate communication plans to inform staff, parents/guardians and the community about the integrity and efficiency of District programs and the District’s stewardship of its resources.
MSIP STANDARDS: 24, 25, 27
MEASURES: Artifacts, Parent/Guardian, Staff and Community Satisfaction Data, Peer Ratings (MOSPRA)
- 4.3 RGSD, parents/guardians and community stakeholders work collaboratively to provide a safe, nurturing environment that prepares students for success.
DESE: Goal 1; Objectives 1, 2
MSIP STANDARDS: 1, 2, 3, 4, 5, 9, 10, 12, 13, 15, 16, 17, 18, 19, 23, 24, 25, 27
MEASURES: DESE AYP/APR Met; MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Data, Survey Data, Program Evaluation
- 4.3A Explore the feasibility of expanding the early childhood education program for children ages three and four who are residents of the District.
MSIP STANDARDS: 9, 10, 17, 18, 19, 24, 25
MEASURES: Local, State and National Program Certifications, Plan to Expand Program, Program Evaluations
- 4.3B Develop, implement and evaluate family-school-community partnership programs to assist in nurturing students and increasing their academic achievement.
MSIP STANDARDS: 1, 2, 3, 4, 5, 16, 25, 27
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Disaggregated PBIS and Safe Schools Data, Partner/Provider Feedback, Program Evaluations

Summary of Long-Range Plan

- 5.0 **GOVERNANCE AND ADMINISTRATION.** Govern the District in an efficient and effective manner, providing leadership and representation to benefit the students, staff and patrons.
- 5.1 RGSD develops, implements and evaluates an organizational structure that promotes the success of its mission and the attainment of its vision.
MSIP STANDARDS: 21, 22, 23, 24
MEASURES: Organizational Chart
- 5.1A Develop, implement and evaluate processes for establishing an organizational structure that describes functions, accountability and reporting that promote all employees working together to accomplish the District's vision and mission.
MSIP STANDARDS: 21, 22, 24
MEASURES: Organizational Chart
- 5.2 RGSD provides the leadership, management, policies and procedures that guide all employees working to achieve the District's vision and mission.
DESE: Goal 1; Objective 1
MSIP STANDARDS: 1, 2, 3, 4, 5, 21, 22, 23, 24
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Survey and Culture Data, Program Evaluations, Accreditation
- 5.2A Develop, implement and evaluate a management model that includes processes for the continual improvement of District programs that enhance student performance results.
MSIP STANDARDS: 1, 2, 3, 4, 5, 8.1, 8.2, 8.3, 8.7, 26
MEASURES: Accreditation, DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Culture and Survey Data, Program Evaluations
- 5.2B Develop, implement and evaluate processes for the Special Administrative Board to review the District's programs, policies and administrative procedures. This will include the development of an annual calendar for selected agenda items, including periodic review of the District's CSIP results.
MSIP STANDARDS: 21, 22, 23, 24
MEASURES: Annual Agenda Calendar, Program Evaluations, SAB Agenda and Minutes, Program Evaluation Format
- 5.2C Develop, implement and evaluate processes to review every program, including key program processes and results, at least every other year.
MSIP STANDARDS: 21, 23, 24
MEASURES: Program Evaluations that include Program/Process Effectiveness Measures, SAB Agenda, SAB Minutes

Summary of Long-Range Plan

- 5.3 RGSD acquires the funds necessary for the operation of the District and the success of its mission.
MSIP STANDARDS: 24, 26
MEASURES: Accreditation, Approved Budget, Financial Audit Report and Management Letter, Budget Reports, End-of-Year Fund Balances meet SAB Goals, Program Evaluations
- 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.
MSIP STANDARDS: 24, 26
MEASURES: Accreditation, Financial Audit Report and Management Letter, Budget Reports, Federal Programs Matrix, Program Evaluations
- 5.4 RGSD develops, implements and evaluates information-based processes to provide information for decision-making and the regular evaluation of all programs and their results.
DESE: Goal 4; Objectives 1, 2
MSIP STANDARDS: 21, 22, 23, 24
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Program Evaluations
- 5.4A Develop, implement and evaluate processes to review every program including key program processes and results at least every other year.
MSIP STANDARDS: 21, 23, 24
MEASURES: Program Evaluations that include Program/ Process Effectiveness Measures, SAB Agenda, SAB Minutes
- 5.4B Develop, implement and evaluate information systems that provide the SAB and all staff with the information they need to make appropriate decisions that result in the continual improvement of programs and student performance results.
MSIP STANDARDS: 23, 24
MEASURES: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Grade-Level Assessments, EOC Exams, Program Evaluations, Accreditation
- 5.5 RGSD develops, implements and evaluates information-based processes to meet or exceed all applicable federal, state and local compliance requirements.
DESE: Goal 4; Objectives 1, 2
MSIP STANDARDS: 19, 24
MEASURES: No “Non-Compliance” Issues, Self-Monitoring Report, Financial Audit, Federal Programs Audit, Program Evaluations

continued

Summary of Long-Range Plan

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

MSIP STANDARDS: 19, 24

MEASURES: Matrix of Compliance Items, Financial Audit and Management Letter, Federal Programs Matrix, Program Evaluations

Focus Area 1: Student Performance

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 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.
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RGSD Strategic Objective: 1.1 All students demonstrate increased academic achievement.
DESE Goal: Goal 1; Objectives 1, 2
Goal Champion: Tamara Sunkett

Measures: AYP/APR Met, MSIP 1, 2, 3, 5, 6, MAP Tests, EOC Exams, Program Evaluations, Accreditation		MSIP Standard(s): 1, 2, 3, 5, 6, 8, 9, 10, 11				
School Year:	Baseline	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:		AYP/APR 6	AYP/APR 8	AYP/APR 10	AYP/APR 12	AYP/APR 14
Results:						
Target Met?	APR 3					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
1.1A Develop, implement and evaluate a rigorous curriculum.	Patricia Johnson	DESE AYP/APR Met, MSIP 1, 2, 3, 5, MAP Tests, EOC Exams, Curriculum Matrix, Program Evaluation				04/01/12	05/01/13 and ongoing	
1.1B Develop, implement and evaluate a research-based instructional system that actively engages students.	Patricia Johnson	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluation				04/01/12	05/01/13 and ongoing	
1.1C Develop, implement and evaluate research-based assessment programs.	Sherri Sampson	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluation				04/01/12	05/01/13	

Focus Area 1: Student Performance

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 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.
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<p>RGSD Strategic Objective: 1.2 Students persist in their effort to complete their educational programs and graduation requirements.</p> <p>DESE Goal: Goal 1; Objective 2</p> <p>Goal Champion: Tamara Sunkett</p>

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations		MSIP Standard(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 28, 29, 30				
School Year:	Baseline	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:	AYP/APR 4	AYP/APR 6	AYP/APR 8	AYP/APR 10	AYP/APR 12	AYP/APR 14
Results:						
Target Met?	APR 3					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
1.2A Develop, implement and evaluate an instructional management system that includes the use of Data Teams.	Sherri Sampson	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations, RGSD Formative Assessments, including Discovery Education Benchmarks and Common Formative Assessments, Program Evaluations				04/01/12	04/01/13 and ongoing	
1.2B Develop, implement and evaluate an effective Response to Intervention and Instruction (RTI) program.	Patricia Johnson	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Federal Programs Matrix, Program Evaluations, RGSD Formative Assessments, including Discovery Education Benchmarks and Common Formative Assessments, Federal Programs Matrix, Program Evaluations				04/01/12	04/01/13 and ongoing	
1.2C Develop, implement and evaluate a student support service program that is aligned with the Response to Intervention and Instruction (RTI) program.	Darlynn Bosley	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Grade Distributions, Implementation Data, Survey Data, Participation Data. Other measures to be determined as programs are developed, Program Evaluations				04/01/12	08/01/12 and then ongoing	
1.2D Develop, implement and evaluate the K-12 Positive Behavior Interventions and Supports (PBIS) program.	Sherri Sampson	PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Data, Student/Staff and Parent Survey Data, Program Evaluations						

Focus Area 2: Highly Qualified Staff

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 2.0 Highly Qualified Staff. Recruit, attract, develop and retain highly qualified staff to carry out the District’s vision and mission and enhance its culture.
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RGSD Strategic Objective: 2.1 All Riverview Gardens School District staff meets the definition of “highly qualified” for their position and receives satisfactory or better performance ratings.
DESE Goal: Goal 3; Objectives 1, 2
Goal Champion: Holly Redman

Measures: No exceptions regarding certifications and “highly qualified,” Personnel Evaluation Matrix, Program Evaluations		MSIP Standard(s): 9, 10, 19, 22, 24, 31, 32, 33, 34, 35, 36, 37				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:	100%	No Exceptions	No Exceptions	No Exceptions	No Exceptions	No Exceptions
Results:	91%					
Target Met?	Baseline (data from FY 2010-11)					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
2.1A Develop, implement and evaluate an employee performance evaluation system that provides employees with timely feedback for skill enhancement, assures District performance standards are met and verifies that employee actions are consistent with District values and policies.	Ann Seeney	Employee Evaluation Matrix, Federal Programs Matrix, No ethics violations				07/01/12	08/01/12 and then ongoing	
2.1B Develop, implement, monitor and evaluate a process to build capacity for the execution of District initiatives by assessing needs and capability requirements as well as providing necessary professional development including follow-up support.	Lauren Cobb	Capacity Report that includes data regarding anticipated needs and current capacity, Training Results Program Evaluations				06/01/12	08/01/12	

Focus Area 2: Highly Qualified Staff

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 2.0 Highly Qualified Staff. Recruit, attract, develop and retain highly qualified staff to carry out the District’s vision and mission and enhance its culture.
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RGSD Strategic Objective: 2.2 RGSD is an employer of choice that develops, implements and evaluates processes to build a positive, constructive and productive employee culture.

DESE Goal: N/A

Goal Champion: Jeannie Roberts

Measures: Employee Retention Data, Employee Satisfaction Data, Employee Attendance Data, Annual Salary Study, Program Evaluations, Accreditation		MSIP Standard(s): 10, 12, 13, 19, 22, 24, 25, 26				
School Year:	Baseline	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:	90% retention	___% Retention ___% Good Work Place ___%Attendance Salary Goal Met	___% Retention ___% Good Work Place ___%Attendance Salary Goal Met	___% Retention ___% Good Work Place ___%Attendance Salary Goal Met	___% Retention ___% Good Work Place ___%Attendance Salary Goal Met	___% Retention ___% Good Work Place ___%Attendance Salary Goal Met
Results:	77% retention					
Target Met?	Baseline (data from FY2010-11)					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
2.2A Develop, implement and evaluate policies and processes that attempt to provide a compensation and benefits program that meets the needs of the District and its employees.	Carlton Brooks	Annual Salary & Benefits Study, Satisfaction Data, Program Evaluation				09/01/12	02/01/13 and then ongoing	
2.2B Develop, implement and evaluate processes that build a positive, constructive employee culture.	Ann Seeney	Employee Retention Data, Employee Satisfaction Data, Employee Attendance Data, Program Evaluation (including Professional Development Results)				04/01/12	10/01/12 and then ongoing	

Focus Area 3: Facilities, Support & Instruction Resources

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 3.0 Facilities, Support and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
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RGSD Strategic Objective: 3.1 RGSD provides high-quality, fiscally responsible support services.
DESE Goal: Goal 4; Objective 1, 2, 3
Goal Champion: Rita Goliday

Measures: Financial Audit Report and Management Letter, Federal Program Matrix, Satisfaction Data, Program Evaluations	MSIP Standard(s): 18, 19, 22, 23, 24, 25, 26
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School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:	Unqualified Audit and address XX_issues on the management letter	Unqualified Audit ___% Satisfaction Data	Unqualified Audit ___% Satisfaction Data	Unqualified Audit ___% Satisfaction Data	Unqualified Audit ___% Satisfaction Data	Unqualified Audit ___% Satisfaction Data
Results:	Unqualified Audit					
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
3.1A Establish, implement and evaluate documents that describe the “work flow” on how to accomplish every major function of every department.	Maurice Neil/Ellis Mitchell	Process Documents with Results Data, Program Evaluations				60 days from acceptance of plan by SAB	11/01/12	
3.1B Develop, implement, manage and evaluate a budget process that includes the allocation of financial resources that identify District objectives and improvement initiatives.	Carlton Brooks	Budget Process, Program Evaluations				04/01/12	10/30/12	

Focus Area 3: Facilities, Support & Instruction Resources

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 3.0 Facilities, Support and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
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RGSD Strategic Objective: 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.

DESE Goal: N/A

Goal Champion: Kim Bryant

Measures: PBIS Data, Program Evaluations, DESE Compliance Data, Facility Study, Code, Regulation, Statute Compliance Data, Accident Reports		MSIP Standard(s): 9, 10, 12, 13, 14, 19, 22, 23, 24, 26, 39				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:		No Violations No Serious Injuries Full Compliance	No Violations No Serious Injuries Full Compliance	No Violations No Serious Injuries Full Compliance	No Violations No Serious Injuries Full Compliance	No Violations No Serious Injuries Full Compliance
Results:						
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
3.2A Meet or exceed federal, state and local life safety codes in all District facilities.	Ellis Mitchell	DESE Compliance Data, Federal Programs Matrix, No Code/Regulation/Statute Violations, Program Evaluations				04/01/12	10/01/30 and then ongoing	
3.2B Develop a facilities plan that addresses both immediate and future needs and costs.	Ellis Mitchell	Completed Study, Process Progress Data, Program Evaluations				04/01/12	11/01/12 and then ongoing	
3.2C Develop, implement and evaluate processes that deliver safe, reliable and courteous transportation services to the students and employees of the District.	Maurice Neil	DESE Compliance Data, Customer Survey Data, Missouri State Inspections						

continued

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
3.2D Develop, implement and evaluate processes necessary for compliance with the Healthier, Hunger Free Kids Act of 2010.	Kim Bryant	U. S. Dept. of Agriculture Menu Planning for Recommended Daily Allowance, Student surveys for menu options, Fiscal Responsibility						
3.2E Develop, implement and evaluate procedures designed to facilitate the safety and well-being of students, staff and District property by utilizing safety personnel and resources.	Richard Hudson	District Safety & Incident Reports, Crisis Management Plan, State Drill Reports, Safe School Mandates, PBIS Data						
3.2F Develop, implement, manage and evaluate plans to ensure the effective use of technology to accommodate instructional and operational needs throughout the District.	Jesolyn Larry	Student Performance Measures, Technology Plan						

Focus Area 4: Parent & Community Involvement

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.
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RGSD Strategic Objective: 4.1 RGSD develops, implements and evaluates collaborative opportunities in which parents/guardians, families and community stakeholders support District programming to increase student achievement and college/career readiness.

DESE Goal: Goal 2; Objectives 2, 3

Goal Champion: Darlynn Bosley

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Student Engagement Data, Satisfaction Data, Analysis of Complaints, Election Results, Program Evaluations	MSIP Standard(s): 1, 2, 3, 4, 5, EOC, 6, 8, 9, 12, 13, 16, 17, 18, 19, 23, 24, 25, 27
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School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:		AYP/APR 6, MSIP Stds 1-5 Met ___% Satisfaction Provisional Accreditation	AYP/APR 10, MSIP Stds 1-5 Met ___% Satisfaction Accreditation	AYP/APR 12, MSIP Stds 1-5 Met ___% Satisfaction Accreditation	AYP/APR 14, MSIP Stds 1-5 Met ___% Satisfaction Accreditation	AYP/APR 14, MSIP Stds 1-5 Met ___% Satisfaction Accreditation
Results:						
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
4.1A Identify the needs and support required for increased parental and community involvement.	Joyce Pugh	Attribute List and Program(s) Developed, Student and Parent Satisfaction Data, Participation Data, Volunteer Hours, Program Evaluation				04/01/12	05/01/12 and then ongoing	
4.1B Develop, implement and evaluate activities to strengthen effective home/school/community relations.	Chaketa Riddle	Survey Data, Satisfaction Data, Complaint Log, Program Evaluations				05/01/12	04/30/12	
4.1C Develop, implement and evaluate collaborative opportunities that allow parents/guardians, families and community stakeholders to partner in decision-making processes that support the District’s vision and mission.	Darlynn Bosley	Survey Data, Satisfaction Data, Complaint Log, Program Evaluations						

Focus Area 4: Parent & Community Involvement

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.
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<p>RGSD Strategic Objective: 4.2 RGSD develops, implements and evaluates communication and marketing programs.</p> <p>DESE Goal: N/A</p> <p>Goal Champion: Melanie Powell-Robinson</p>

Measures: Program Evaluations Implementation Data, Employee, Student, Parent and Community Satisfaction Data,		MSIP Standard(s): 12, 13, 23, 24, 25, 27				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:		___% Student Satisfaction ___% Parent Satisfaction ___% Employee Satisfaction	___% Student Satisfaction ___% Parent Satisfaction ___% Employee Satisfaction	___% Student Satisfaction ___% Parent Satisfaction ___% Employee Satisfaction	___% Student Satisfaction ___% Parent Satisfaction ___% Employee Satisfaction	___% Student Satisfaction ___% Parent Satisfaction ___% Employee Satisfaction
Results:						
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
4.2A Develop, implement and evaluate activities/materials welcoming new parents and students to the District and provide information regarding academics, programs, policies, procedures and District standards.	Rachelle Rico	Programs Developed, Implementation Data, Student, Parent, Staff and Community Survey and Satisfaction Data, Program Evaluations				60 days from acceptance of plan by SAB	12/01/12	
4.2B Develop, implement and evaluate communication plans to inform staff, parents/guardians and the community about the integrity and efficiency of District programs and the District’s stewardship of its resources.	Melanie Powell-Robinson	Artifacts, Parent/Guardian, Staff and Community Satisfaction Data, Peer Ratings (MOSPRA)				60 days from acceptance of plan by SAB	08/01/12 and then ongoing	

Focus Area 4: Parent & Community Involvement

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.
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RGSD Strategic Objective: 4.3 RGSD, parents/guardians and community stakeholders work collaboratively to provide a safe, nurturing environment that prepares students for success.
DESE Goal: Goal 1; Objectives 1, 2
Goal Champion: Darlynn Bosley

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Data, Survey Data, Program Evaluation		MSIP Standard(s): 1, 2, 3, 4, 5, 9, 10, 12, 13, 15, 16, 17, 18, 19, 23, 24, 25, 27				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:	AYP Not Met; APR 3;					
Results:	AYP Not Met; APR 3;					
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
4.3A Explore the feasibility of expanding the early childhood education program for children ages three and four who are residents of the District.	Chris Kulla-Branz	PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Data, Student/Staff and Parent Survey Data, Program Evaluations				60 days from acceptance of plan by SAB	12/01/12	
4.3B Develop, implement and evaluate family-school-community partnership programs to assist in nurturing students and increasing their academic achievement.		DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Disaggregated PBIS Data and Safe Schools Data, Partner/Provider Feedback, Program Evaluations				04/01/2012		

Focus Area 5: Governance & Administration

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 5.0 Governance and Administration. Govern the District in an efficient and effective manner, providing leadership and representation to benefit the students, staff and patrons.
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RGSD Strategic Objective: 5.1 RGSD develops, implements and evaluates an organizational structure that promotes the success of its mission and the attainment of its vision.
DESE Goal: N/A
Goal Champion: Sha Fields

Measures: Organizational Chart		MSIP Standard(s): 21, 22, 24				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:	Organization Chart	Organizational Chart	Organizational Chart	Organizational Chart	Organizational Chart	Organizational Chart
Results:						
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
5.1A Develop, implement and evaluate processes for establishing an organizational structure that describes functions, accountability and reporting that promote all employees working together to accomplish the District's vision and mission.	Clive Coleman	Organizational Chart				05/01/12	06/01/12	

Focus Area 5: Governance & Administration

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 5.0 Governance and Administration. Govern the District in an efficient and effective manner, providing leadership and representation to benefit the students, staff and patrons.
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RGSD Strategic Objective: 5.2 RGSD provides the leadership, management, policies and procedures that guide all employees working to achieve the District’s vision and mission.
DESE Goal: Goal 1; Objective 1
Goal Champion: Ann Seeney

Measures: Accreditation, AYP/APR Met, MSIP 1,2,3,4,5, MAP Tests, EOC Exams and Culture Data, Program Evaluations, Accreditation		MSIP Standard(s): 1, 2, 3, 4, 5, 19, 21, 22, 23, 24				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:		AYP/APR Met, MSIP 1,2,3,5, Map Tests, EOC Exams, Survey Data, Program Evaluations, Accreditation	AYP/APR Met, MSIP 1,2,3,5, Map Tests, EOC Exams, Survey Data, Program Evaluations, Accreditation	AYP/APR Met, MSIP 1,2,3, 4,5,6 Map Tests, EOC Exams, Survey Data, Program Evaluations, Accreditation	AYP/APR Met, MSIP 1,2,3,5, Map Tests, EOC Exams, Survey Data, Program Evaluations, Accreditation	AYP/APR Met, MSIP 1,2,3,5, Map Tests, EOC Exams, Survey Data, Program Evaluations, Accreditation
Results:						
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
5.2A Develop, implement and evaluate a management model that includes processes for the continual improvement of District programs that enhance student performance results.	Patricia Johnson	Accreditation, DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Culture and Survey Data, Program Evaluations				05/01/12	7/01/12 and then ongoing	
5.2B Develop, implement and evaluate processes for the Special Administrative Board to review the District’s programs, policies and administrative procedures. This will include the development of an annual calendar for selected agenda items, including periodic review of the District’s CSIP results.	Sha Fields	Annual Agenda Calendar, SAB Agenda and Minutes, Program Evaluation Format, Program Evaluations				07/01/12	7/30/12 and then ongoing	
5.2C Develop, implement and evaluate processes to review every program, including key program processes and results, at least every other year.	TBD	Program Evaluations that include Program/Process Effectiveness Measures, SAB Agenda, SAB Minutes						

Focus Area 5: Governance & Administration

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 5.0 Governance and Administration. Govern the District in an efficient and effective manner, providing leadership and representation to benefit the students, staff and patrons.
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<p>RGSD Strategic Objective: 5.3 RGSD acquires the funds necessary for the operation of the District and the success of its mission.</p> <p>DESE Goal: N/A</p> <p>Goal Champion: Carlton Brooks</p>
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Measures: Accreditation, Approved Budget, Financial Audit Report and Management Letter, Budget Reports, End-of-Year Fund Balances Meet SAB Goals, Program Evaluations		MSIP Standard(s): 24, 26				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:	AYP/APR Met, MSIP 24, 26, Program Evaluations, Accreditation, SAB Fund Balance Goals	AYP/APR Met, MSIP 24, 26, Program Evaluations, Accreditation, SAB Fund Balance Goals	AYP/APR Met, MSIP 24, 26, Program Evaluations, Accreditation, SAB Fund Balance Goals	AYP/APR Met, MSIP 24,26, Program Evaluations, Accreditation, SAB Fund Balance Goals	AYP/APR Met, MSIP 24, 26 Program Evaluations, Accreditation, SAB Fund Balance Goals	AYP/APR Met, MSIP 24,26, Program Evaluations, Accreditation, SAB Fund Balance Goals
Results:						
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
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.	Carlton Brooks	Accreditation, Financial Audit Report and Management Letter, Budget Reports, Federal Programs Matrix, Program Evaluations				06/01/12	09/01/12	

Focus Area 5: Governance & Administration

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 5.0 Governance and Administration. Govern the District in an efficient and effective manner, providing leadership and representation to benefit the students, staff and patrons.
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RGSD Strategic Objective: 5.4 RGSD develops, implements and evaluates information-based processes to provide information for decision-making and the regular evaluation of all programs and their results.

DESE Goal: Goal 4, Objectives 1, 2

Goal Champion: Tamara Sunkett

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations		MSIP Standard(s): 21, 22, 23, 24				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:		AYP/APR, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams Met, Program Goals Met	AYP/APR, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams Met, Program Goals Met	AYP/APR, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams Met, Program Goals Met	AYP/APR, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams Met, Program Goals Met	AYP/APR, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams Met, Program Goals Met
Results:						
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
5.4A Develop, implement and evaluate processes to review programs, including key program processes and results at least every other year.	TBD	Program Evaluations that include Program/Process Effectiveness Measures, SAB Agenda, SAB Minutes				60 days from plan acceptance by SAB	11/01/12 and then ongoing	
5.4B Develop, implement and evaluate information systems that provide the SAB and all staff with the information they need to make appropriate decisions that result in the continual improvement of programs and student performance results.	Carlton Brooks	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations, Accreditation				60 days from plan acceptance by SAB		

Focus Area 5: Governance & Administration

Excellence within REACH

Riverview Gardens School District

Long-Range Plan	Strategic Focus Area: 5.0 Governance and Administration. Govern the District in an efficient and effective manner, providing leadership and representation to benefit the students, staff and patrons.
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RGSD Strategic Objective: 5.5 RGSD develops, implements and evaluates information-based processes to meet or exceed all applicable federal, state and local compliance requirements.
DESE Goal: Goal 4; Objectives 1, 2
Goal Champion: Joyce Pugh

Measures: No “Non-Compliance” Issues, Self-Monitoring Report, Financial Audit, Federal Programs Audit, Program Evaluations		MSIP Standard(s): 19, 24				
School Year:	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Annual Target:		No Non-Compliance Issues	No Non-Compliance Issues	No Non-Compliance Issues	No Non-Compliance Issues	No Non-Compliance Issues
Results:						
Target Met?	Baseline					

STRATEGY:	PERSON ACCOUNTABLE:	MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET	START DATE	DUE DATE	DATE COMPLETED
5.5A Develop, implement and evaluate processes so that the District is in compliance with applicable codes, requirements, standards and statutes.	Rita Goliday	Matrix of Compliance Items, Financial Audit and Management Letter, Federal Programs Matrix, Program Evaluations				05/01/12	07/01/12	

SECTION 3:

IMPLEMENTATION OF THE LONG-RANGE PLAN



IMPLEMENTATION OF THE
LONG-RANGE PLAN

RIVERVIEW GARDENS
SCHOOL DISTRICT

Implementing the Strategic Plan

As discussed in this document's introduction, no school district can achieve lasting success without an effective strategic plan. Yet *no* plan — no matter how brilliant — has a chance to succeed if it is placed on a shelf and left to gather dust. If the Riverview Gardens School District is to achieve the excellence that is within its reach, the entire community must embrace the principles outlined within this plan and must concentrate its collective energy and attention on the document's five focus areas.

This broad-based, community-wide support will be crucial to the District's future success, but much of this plan will be implemented by individuals and small teams. To ensure that they are making continual progress, these teams and individuals will work from detailed action plans with clear measurements and firm timelines. They will report regularly on the work that is being done toward achieving the objectives outlined in the plan. In short, accountability is a central pillar of this plan.

Leading the plan's execution will be the **CSIP Management and Oversight Team (CSIP-MOT)**. The group consists of senior leaders from the District who are responsible for implementing the plan's strategic objectives. They will do so by:

- Assigning the development, implementation and evaluation of strategies (including start and completion dates) to an Expert Team;
- Setting priorities and overseeing the scope of work for Expert Teams;
- Providing resources and resolving issues;
- Removing barriers for and evaluating results of Expert Teams;
- Tracking the status of CSIP implementation and results;
- Approving changes to Expert Team membership;
- Selecting leaders for Expert Teams.

Once appointed by the CSIP-MOT, **Expert Team Leaders** will have a number of critical responsibilities including:

- Selecting team members who represent various levels, departments and work sites (CSIP-MOT may require approval or consultation before finalization of teams);
- Identifying and articulating duties and responsibilities of team members;
- Establishing schedules and agendas for team meetings;
- Setting expectations and ground rules for team meetings.

The **Expert Teams** will work collaboratively on various facets of the plan including:

- Writing a brief description of the problem to be addressed, how the problem was identified and what opportunities for improvement exist;
- Identifying activities, tasks, deliverables, evidence and measures;
- Identifying individuals responsible for each activity, as well as the start and due date for deliverables;
- Developing action plans to accomplish the strategies and ensuring that plans are aligned throughout the District's departments and sites.

Expert Teams will be called upon to present periodic reports to the CSIP-MOT. When presenting, Expert Teams should:

- Limit reports to 10 – 20 minutes;
- Keep presentation and reporting tools simple and easy to understand;
- Be prepared to answer the question, "How do you know?";
- Comment on deliverables completed since the previous reporting period;
- Comment on upcoming deliverables;
- Identify issues that require CSIP-MOT assistance.

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 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.

STRATEGIC OBJECTIVE: 1.1 All students demonstrate increased academic achievement.

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 5, MAP Tests, EOC Exams, Accreditation, Program Evaluations

MSIP Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11

STRATEGY: 1.1A Develop, implement and evaluate a rigorous curriculum.

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Curriculum Matrix, Program Evaluations

MSIP Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11

Person Accountable: Patricia Johnson

EXPERT TEAM STEPS (GOAL): Review, update and implement RGSD’s Curriculum Development Model.

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 5, MAP Tests, EOC Exams, Program Evaluations, SAB approval of Curricula, SAB approval of basal instructional materials.
Interim Measures: Discovery Education Benchmark Assessments, RGSD Common Formative Assessments

Expert Team Steps (Goal) Sponsor: TBD

Expert Team Steps (Goal) Project Manager: TBD

Sample Bi-Weekly Reports

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Review RGSD model for curriculum.	Complete the curriculum model review with recommendations if appropriate.	Report approved.				04/01/12	05/01/12	
2.		Ensure mathematics curriculum meets District and DESE requirements.	Complete alignment study.	Report/Matrix approved by the SAB.				04/01/12	06/15/12	
3.		Ensure Communications/ Language Arts Curriculum meets District and DESE requirements.	Complete alignment study.	Report/Matrix approved by the SAB.				04/15/12	06/15/12	
4.		Establish the curriculum development and review cycle.	Develop cycle.	Superintendent approval received.				04/01/12	06/01/12	
5.		Review high school advanced course offerings.	Review quantity, quality, enrollments, grades and assessment results.	Report completed. Recommendations approved.				04/01/12	06/01/12	
6.		Review high school course offerings.	Review courses for rigor. Develop recommendations as appropriate.	Matrix completed. Recommendations approved.				04/01/12	08/15/12	
7.		Create curriculum calendar for power standards.	Develop curriculum calendars for each set of power standards.	Calendars developed. Calendars approved by faculty and administrators.				04/01/12	08/15/12	
8.		Develop calendar monitoring system.	Develop process to assure use and report results by school, by grade or course.	Plan developed. Plan approved.				04/01/12	08/15/12	
9.		Implement calendar monitoring system.	Monitor use.	Results and interim assessments reviewed by school by grade/course. Act/Revise as appropriate.				08/15/12	05/30/13	
10.		Work the curriculum development cycle.	Form and empower improvement team for ___ curriculum.	Recommendations approved by SAB.				08/01/12	04/01/13	

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 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.	
STRATEGIC OBJECTIVE: 1.1 All students demonstrate increased academic achievement.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations, Accreditation
MSIP Standards:	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
STRATEGY: 1.1B Develop, implement and evaluate a research-based instructional system that actively engages students.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Person Accountable:	Patricia Johnson
EXPERT TEAM STEPS (GOAL): Review, update and implement RGSD's instructional system.	
Measures:	System Developed, Implementation Data, Program Evaluations
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

Sample Bi-Weekly Reports

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Review current model and provide recommendations as appropriate.	Review report. Make recommendations.	Superintendent approval received with current implementation data.				05/01/12	08/15/12	
2.		Define student engagement.	Develop District-wide definition of engagement with levels (e.g., Schlechty).	Engagement defined and described by specific levels.				05/01/12	08/15/12	
3.		Implement instructional plan.	Develop multi-step implementation for plan.	Plan developed and approved.				05/01/12	08/15/12	
4.		Train instructional staff.	Implement training plan.	Analyze/Act on training measures and results.				05/01/12	10/01/12	
5.		Implement instructional system.	Work the system.	Make interim observations and measures to see if system is working. Academic performance and attendance increased.				08/15/12	05/01/13	
6.		Use student attendance as an aspect of engagement.	Develop plan to increase attendance and reduce chronic absenteeism.	Plan developed, approved and implemented.				05/01/12	08/15/12	See <i>EDWeek</i> , Let's Focus on Chronic Absenteeism by Chang and Balfanz, January 18, 2012. Also: "Chronic Early Absenteeism: A Problem Hidden in Plain Sight", 2011 Also: Attendance Works based in San Francisco and Everybody Graduates Center at Johns Hopkins University.
7.		Implement data system for the reduction of chronic absences.	Identify responsibilities to work the system.	Weekly reports with specific actions taken and results of those actions.				08/01/12	06/01/13	
8.		Conduct a root-cause analysis.	Determine root causes for chronic absence.	Findings are reported.						
9.		Develop and deploy interventions aligned with other RTI, pyramid of supports and partnership interventions.	Implement interventions.	Number of students who are chronically absent decreased.						
10.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 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.

STRATEGIC OBJECTIVE: 1.1 All students demonstrate increased academic achievement.

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations, Accreditation

MSIP Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

STRATEGY: 1.1C Develop, implement and evaluate a research-based assessment programs.

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations

MSIP Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Person Accountable: Sherri Sampson

EXPERT TEAM STEPS (GOAL): Review, update and implement RGSD's assessment programs.

Measures: System Developed, Implementation Data, Program Evaluations

Expert Team Steps (Goal) Sponsor: TBD

Expert Team Steps (Goal) Project Manager: TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?				COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET				
1.											
2.											
3.											

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 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.	
STRATEGIC OBJECTIVE: 1.2 Students persist in their effort to complete their educational programs and graduation requirements.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
STRATEGY: 1.2A Develop, implement and evaluate an instructional management system that includes the use of Data Teams.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams; RGSD Formative Assessments including Discovery Education Benchmarks, Common Formative Assessments, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
Person Accountable:	Sherri Sampson
EXPERT TEAM STEPS (GOAL): Review, update and implement RGSD's Instructional Management System K-12.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations Formative Measures: Discovery Education Benchmarks, Common Formative Assessments
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Review PLC deployment.	Complete review.	Report approved.						
2.		Review use of data teams.	Complete review.	Report approved.						
3.		Determine performance criteria for PLC and data teams for FY 2013.	Prepare process documents.	Documents prepared.						
4.		Develop training and orientation program.	Develop program.	Training program developed and ready for implementation.						
5.		Implement training program.	Provide training to all PLCs.	All PLCs are trained. Data (by building, by grade/course) supports effective use of PLCs and data teams.						
6.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 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.	
STRATEGIC OBJECTIVE: 1.2 Students persist in their effort to complete their educational programs and graduation requirements.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
STRATEGY: 1.2B Develop, implement and evaluate an effective Response to Intervention and Instruction (RTI) program.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, RGSD Formative Assessments including Discovery Education Benchmarks and Common Formative Assessments, Federal Programs Matrix, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19
Person Accountable:	Patricia Johnson
EXPERT TEAM STEPS (GOAL): Review, update and implement RGSD's RTI Program K-12.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Federal Programs Matrix, Program Evaluations, Program Developed, Program Implemented, Program Interim Data
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

Sample Bi-Weekly Reports

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Review status of RGSD's current levels of intervention programs.	Determine what criteria, data or information is used to identify incoming and current students who need extra attention.	Report approved, and includes effectiveness measures of current program.						
2.		Create identification system.	Determine who is responsible for gathering and evaluating the information, when it is done and obstacles that need to be confronted.	Report approved.						
3.		Identify opportunities for improvement.	Review implementation versus standard.	Report completed with recommendations as appropriate.						
4.		Develop an ongoing monitoring system.	Develop criteria that includes what kind of ongoing information about identified students will be collected, how often it will be collected, who provides it and who gathers it. .	Criteria accepted with implementation data.						
5.		Improve process.	Make recommendations for improvement with plans including costs.	Recommendations approved.						
6.		Develop a new training plan.	Training provided for faculty and staff.	Training and implementation completed that includes results data.						
7.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 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.

STRATEGIC OBJECTIVE: 1.2 Students persist in their effort to complete their educational programs and graduation requirements.

Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Data, Survey Data, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 9, 10, 12, 13, 15, 16, 17, 18, 19, 23, 24, 25, 27
STRATEGY: 1.2C Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and Instruction (RTI) program.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Grade Distributions, Implementation Data, Survey Data, Participation Data, Other measures to be determined as programs are developed, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 8, 9, 10, 12, 16, 18, 19, 24, 25, 27
Person Accountable:	Darlynn Bosley
EXPERT TEAM STEPS (GOAL): Implement programs to structure success for students who experience difficulty meeting District academic and conduct expectations.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?				COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET				
1.											
2.											
3.											

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 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.	
STRATEGIC OBJECTIVE: 1.2 Students persist in their effort to complete their educational programs and graduation requirements.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
STRATEGY: 1.2D Develop, implement and evaluate the K-12 Positive Behavior Interventions and Supports (PBIS) program.	
Measures:	PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Rate, Student, Staff and Parent Survey Data, Program Evaluations
MSIP Standards:	8, 10, 12, 13, 16, 24, 25
Person Accountable:	Sherri Sampson
EXPERT TEAM STEPS (GOAL): Implement PBIS Pre-K through Grade 12 to improve student conduct and increase safety and satisfaction of staff, parents and community.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Review current status of implementation.	Complete review.	Report with conclusions developed.						
2.		Determine what must be done for the program to be fully implemented.	Compare current practice by site to the model.	Report shared with each site.						
3.										
4.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 2.0 Highly Qualified Staff. Recruit, attract, develop and retain highly qualified staff to carry out the District’s vision and mission and enhance its culture.

STRATEGIC OBJECTIVE: 2.1 All RGSD staff meets the definition of “Highly Qualified” for their position and receives satisfactory or better performance ratings.

Measures: No exceptions regarding certifications and “highly qualified”, Personnel Evaluation Data

MSIP Standards: 9, 10, 19, 22, 24, 31, 32, 33, 34, 35, 36, 37

STRATEGY: 2.1A Develop, implement and evaluate an employee performance evaluation system that provides employees with timely feedback for skill enhancement, assures District performance standards are met and verifies that employee actions are consistent with District values.

Measures: Employee Evaluation Matrix, Federal Programs Matrix, Program Evaluations

MSIP Standards: 9, 19, 22, 24

Person Accountable: Ann Seeney

EXPERT TEAM STEPS (GOAL): Develop and implement an employee evaluation system.

Measures: Employee Evaluation System in place and implemented

Expert Team Steps (Goal)Sponsor: TBD

Expert Team Steps (Goal) Project Manager: TBD

HOW WILL RGSD REACH THE GOAL?

HOW WILL RGSD KNOW?

STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
					NO IMPROVEMENT	IMPROVEMENT	MET				
1.											
2.											
3.											

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 2.0 Highly Qualified Staff. Recruit, attract, develop and retain highly qualified staff to carry out the District’s vision and mission and enhance its culture.	
STRATEGIC OBJECTIVE: 2.1 All RGSD staff meets the definition of “Highly Qualified” for their position and receives satisfactory or better performance ratings.	
Measures:	No exceptions regarding certifications and “highly qualified”, Personnel Evaluation Data
MSIP Standards:	9, 10, 19, 22, 24, 31, 32, 33, 34, 45, 36, 37
STRATEGY: 2.1B Develop, implement, monitor and evaluate a process to build capacity for the execution of District initiatives by assessing needs and capability requirements as well as providing necessary professional development including follow-up support.	
Measures:	Capacity report that includes data regarding anticipated needs and current capacity, Training Results, Program Evaluations
MSIP Standards:	10, 22, 24
Person Accountable:	Lauren Cobb
EXPERT TEAM STEPS (GOAL): Assure employees have skills needed now and in the future.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
2.										
3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 2.0 Highly Qualified Staff. Recruit, attract, develop and retain highly qualified staff to carry out the District’s vision and mission and enhance its culture.

STRATEGIC OBJECTIVE: 2.2 RGSD is an employer of choice that develops, implements and evaluates processes to build a positive, constructive and productive employee culture.

Measures: Employee Retention Data, Employee Satisfaction Data, Employee Attendance Data, Program Evaluations, Annual Salary Study, Accreditation

MSIP Standards: 10, 12,13, 19, 22, 24, 25, 26

STRATEGY: 2.2A Develop, implement and evaluate policies and processes that attempt to provide a compensation and benefits program that meets the needs of the District and its employees.

Measures: Annual Salary & Benefits Study, Satisfaction Data, Program Evaluation

MSIP Standards: 19, 24

Person Accountable: Carlton Brooks

EXPERT TEAM STEPS (GOAL): Develop recommendations for salary/benefits goals.

Measures: Recommendations with supporting data

Expert Team Steps (Goal)Sponsor: TBD

Expert Team Steps (Goal) Project Manager: TBD

HOW WILL RGSD REACH THE GOAL?

HOW WILL RGSD KNOW?

STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
					NO IMPROVEMENT	IMPROVEMENT	MET				
1.											
2.											
3.											

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 2.0 Highly Qualified Staff. Recruit, attract, develop and retain highly qualified staff to carry out the District’s vision and mission and enhance its culture.	
STRATEGIC OBJECTIVE: 2.2 RGSD is an employer of choice that develops, implements and evaluates processes to build a positive, constructive and productive employee culture.	
Measures:	Employee Retention Data, Employee Satisfaction Data, Employee Attendance Data, Program Evaluations, Annual Salary Study, Accreditation
MSIP Standards:	10, 12,13, 19, 22, 24, 25, 26
STRATEGY: 2.2B Develop, implement and evaluate processes that build a positive, constructive employee culture.	
Measures:	Employee Retention Data, Employee Satisfaction Data, Employee Attendance Data, Program Evaluations (including Professional Development Results)
MSIP Standards:	10, 12, 13, 19, 24, 25, 26
Person Accountable:	Ann Seeney
EXPERT TEAM STEPS (GOAL): Build a more positive employee culture.	
Measures:	TBD
Expert Team Steps (Goal)Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
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Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 3.0 Facilities, Support and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.	
STRATEGIC OBJECTIVE: 3.1 RGSD provides high-quality, fiscally responsible support services.	
Measures:	Audit Report and Management Letter, Federal Program Matrix, Program Evaluations
MSIP Standards:	18, 19, 22, 23, 24, 25, 26
STRATEGY: 3.1A Establish, implement and evaluate documents that describe the “work flow” on how to accomplish every major function of every department.	
Measures:	Process Documents with Results Data, Program Evaluations
MSIP Standards:	22, 23, 24, 25, 26
Person Accountable:	Maurice Neil/Ellis Mitchell
EXPERT TEAM STEPS (GOAL): Describe the work flow for major processes in every department.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?				COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET				
1.											
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Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 3.0 Facilities, Support and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.	
STRATEGIC OBJECTIVE: 3.1 RGSD provides high-quality, fiscally responsible support services.	
Measures:	Financial Audit Report and Management Letter, Federal Program Matrix, Satisfaction Data, Program Evaluations
MSIP Standards:	22, 23, 24, 25, 26
STRATEGY: 3.1B Develop, implement, manage and evaluate a budget process that includes the allocation of financial resources that identify District objectives and improvement initiatives.	
Measures:	Budget Process, Program Evaluations
MSIP Standards:	23, 24
Person Accountable:	Carlton Brooks
EXPERT TEAM STEPS (GOAL): Refine budget development process.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
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Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

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

STRATEGIC OBJECTIVE: 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.

Measures:	PBIS Data, Program Evaluations, DESE Compliance Data, Facility Study, Code, Regulation and Statute Compliance Data, Accident Reports
MSIP Standards:	9, 10, 12, 13, 14, 19, 22, 23, 24, 26, 29
STRATEGY: 3.2A Meet or exceed federal, state and local life safety codes in all District facilities.	
Measures:	DESE Compliance Data, Federal Program Matrix, No Code, Regulation and Statute Compliance Violations, Program Evaluations
MSIP Standards:	10, 13, 14, 19, 24, 26
Person Accountable:	Ellis Mitchell
EXPERT TEAM STEPS (GOAL): Identify and then meet/exceed all requirements.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
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Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 3.0 Facilities, Support and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.	
STRATEGIC OBJECTIVE: 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.	
Measures:	PBIS Data, Program Evaluations, DESE Compliance Data, Facility Study, Code, Regulation and Statute Compliance Data, Accident Reports
MSIP Standards:	9, 10, 12, 13, 14, 22, 23, 24
STRATEGY: 3.2B Develop a facilities plan that addresses both immediate and future needs and costs.	
Measures:	Completed Study, Data that reflects progress of the process, Program Evaluations
MSIP Standards:	9, 10, 24, 39
Person Accountable:	Ellis Mitchell
EXPERT TEAM STEPS (GOAL): Conduct a facilities study, and develop and implement preventive maintenance schedules for major building systems.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?				COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET				
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Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report from Expert Group Action Team

Date:

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

STRATEGIC OBJECTIVE: 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.

Measures:	PBIS Data, Program Evaluations, DESE Compliance Data, Facility Study, Code, Regulation and Statute Compliance Data, Accident Reports
MSIP Standards:	9, 10, 12, 13, 14, 22, 23, 24
STRATEGY: 3.2C Develop, implement and evaluate processes that deliver safe, reliable and courteous transportation services to the students and employees of the District.	
Measures:	DESE Compliance Data, Customer Survey Data, Missouri State Inspections
MSIP Standards:	19, 24
Person Accountable:	Maurice Neil
EXPERT TEAM STEPS (GOAL):	
Measures:	TBD
Goal Sponsor:	TBD
Goal Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
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Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report from Expert Group Action Team Date:

FOCUS AREA: 3.0 Facilities, Support and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.	
STRATEGIC OBJECTIVE: 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.	
Measures:	PBIS Data, Program Evaluations, DESE Compliance Data, Facility Study, Code, Regulation and Statute Compliance Data, Accident Reports
MSIP Standards:	9, 10, 12, 13, 14, 22, 23, 24
STRATEGY: 3.2D Develop, implement and evaluate processes necessary for compliance with the Healthier, Hunger Free Kids Act of 2010.	
Measures:	U.S. Department of Agriculture Menu Planning for Recommended Daily Allowance, Student surveys for menu options, Fiscal Responsibility
MSIP Standards:	19, 24
Person Accountable:	Kim Bryant
EXPERT TEAM STEPS (GOAL):	
Measures:	TBD
Goal Sponsor:	TBD
Goal Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP.	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
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3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report from Expert Group Action Team

Date:

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

STRATEGIC OBJECTIVE: 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.

Measures: PBIS Data, Program Evaluations, DESE Compliance Data, Facility Study, Code, Regulation and Statute Compliance Data, Accident Reports

MSIP Standards: 9, 10, 12, 13, 14, 22, 23, 24

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

Measures: District Safety and Incident Reports, Crisis Management Plan Data, State Drill Reports, Safe School Mandates Data, PBIS Data

MSIP Standards: 12, 13, 19, 22, 24

Person Accountable: Richard Hudson

EXPERT TEAM STEPS (GOAL):

Measures: TBD

Goal Sponsor: TBD

Goal Project Manager: TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
2.										
3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report from Expert Group Action Team

Date:

FOCUS AREA: 3.0 Facilities, Support and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.	
STRATEGIC OBJECTIVE: 3.2 RGSD provides safe, clean, healthy environments and functional services conducive to teaching and learning.	
Measures:	PBIS Data, Program Evaluations, DESE Compliance Data, Facility Study, Code, Regulation and Statute Compliance Data, Accident Reports
MSIP Standards:	9, 10, 12, 13, 14, 22, 23, 24
STRATEGY: 3.2F Develop, implement, manage and evaluate plans to ensure the effective use of technology to accommodate instructional and operational needs throughout the District.	
Measures:	Student Performance Measures, Technology Plan
MSIP Standards:	19, 23, 24
Person Accountable:	Jesolyn Larry
EXPERT TEAM STEPS (GOAL):	
Measures:	TBD
Goal Sponsor:	TBD
Goal Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
2.										
3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.	
STRATEGIC OBJECTIVE: 4.1 RGSD develops, implements and evaluates collaborative opportunities in which parents/guardians, families and community stakeholders support District programming to increase student achievement and college/career readiness.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Student Engagement Data, Satisfaction Data, Analysis Election Results, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 8, 9, 12, 13, 16, 17, 18, 19, 23, 24, 25, 27
STRATEGY: 4.1A Identify the needs and support required for increased parental and community involvement.	
Measures:	Attributes List, Programs Developed, Student and Parent Satisfaction Data, Participation Data, Volunteer Hours, Program Evaluations
MSIP Standards:	13, 18, 19, 23, 24, 25
Person Accountable:	Joyce Pugh
EXPERT TEAM STEPS (GOAL): Increase parent/family support Pre-K through Grade 12.	
Measures:	TBD
Expert Team Steps (Goal)Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Identify attributes.	List parent/guardian/family support attributes.	List developed.						
2.		Identify current programs that promote parent/family support.	List current programs.	List developed.						
3.		Establish effectiveness criteria and review existing programs.	Establish criteria and complete review.	Report accepted.						
4.		Determine if current programs should be continued, improved or eliminated.	Identify what works, what would work with changes, and what areas need new initiatives.	Recommendations accepted.						
5.										
6.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.	
STRATEGIC OBJECTIVE: 4.1 RGSD develops, implements and evaluates collaborative opportunities in which parents/guardians, families and community stakeholders support District programming to increase student achievement and college/career readiness.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Student Engagement Data, Satisfaction Data, Analysis of Complaints, Election Results, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 8, 9, 12, 13, 16, 17, 18, 19, 23, 24, 25, 27
STRATEGY: 4.1B Develop, implement and evaluate activities to strengthen effective home/school/community relations.	
Measures:	Survey Data, Satisfaction Data, Complaint Log, Program Evaluations
MSIP Standards:	12, 18, 19, 23, 24, 25, 27
Person Accountable:	Chaketa Riddle
EXPERT TEAM STEPS (GOAL): Increase satisfaction through effective communication programs.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
2.										
3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.	
STRATEGIC OBJECTIVE: 4.1 RGSD develops, implements and evaluates collaborative opportunities in which parents/guardians, families and community stakeholders support District programming to increase student achievement and college/career readiness.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Student Engagement Data, Satisfaction Data, Analysis of Complaints, Election Results, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 6, 8, 9, 12, 13, 16, 17, 18, 19, 23, 24, 25, 27
STRATEGY: 4.1C Develop, implement and evaluate collaborative opportunities that allow parents/guardians, families and community stakeholders to partner in decision-making processes that support the District’s vision and mission.	
Measures:	Student Engagement Data, Satisfaction Data, Analysis of Complaints, Program Evaluations
MSIP Standards:	12, 22, 23, 25
Person Accountable:	Darlynn Bosley
EXPERT TEAM STEPS (GOAL): Increase satisfaction through effective communication programs.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
2.										
3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.

STRATEGIC OBJECTIVE: 4.2 RGSD develops, implements and evaluates communication and marketing programs.

Measures: Program Evaluations, Implementation Data, Employee, Student, Parent and Community Satisfaction Data

MSIP Standards: 12, 13, 23, 24, 25, 27

STRATEGY: 4.2A Develop, implement and evaluate activities/materials welcoming new parents and students to the District and provide information regarding academics, programs, policies, procedures and District standards.

Measures: Program Developed, Implementation Data, Student, Parent, Staff and Community Survey Data, Satisfaction Data, Program Evaluations

MSIP Standards: 12, 13, 23, 24

Person Accountable: Rachelle Rico

EXPERT TEAM STEPS (GOAL): Welcome all students and parents/families and, from the first contact with the District, promote desired behaviors.

Measures: TBD

Expert Team Steps (Goal)Sponsor: TBD

Expert Team Steps (Goal) Project Manager: TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Identify and review existing programs.	Review completed.	Report accepted.						
2.		Identify communication methods used and means available.	List communication method(s) for each current program and identify alternative methods.	List developed.						
3.		Research best practices.	Review characteristics and methods of successful programs including on-site orientation programs.	Best practices listed for RGSD use.						
4.										
5.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.

STRATEGIC OBJECTIVE: 4.2 RGSD develops, implements and evaluates communication and marketing programs.

Measures: Implementation Data, Employee, Student, Parent and Community Satisfaction Data, Program Evaluations

MSIP Standards: 12, 13, 23, 24, 25, 27

STRATEGY: 4.2B Develop, implement and evaluate communication plans to inform staff, parents/guardians and the community about the integrity and efficiency of District programs and the District’s stewardship of its resources.

Measures: Artifacts, Parent/Guardian, Staff and Community Satisfaction Data, Peer Ratings (MOSPRA)

MSIP Standards: 24, 25, 27

Person Accountable: Melanie Powell-Robinson

EXPERT TEAM STEPS (GOAL): Increase employee, student, family and community knowledge about the District programs, results and stewardship.

Measures: TBD

Expert Team Steps (Goal) Sponsor: TBD

Expert Team Steps (Goal) Project Manager: TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
2.										
3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.

STRATEGIC OBJECTIVE: 4.3 RGSD, parents/guardians and community stakeholders work collaboratively to provide a safe, nurturing environment that prepares students for success.

Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Data, Survey Data, Program Evaluations
MSIP Standards:	1, 2, 3, 4, 5, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 23, 24, 25, 27
STRATEGY: 4.3A Explore the feasibility of expanding the early childhood education program for children ages three and four who are residents of the District.	
Measures:	Local, State and National Program Certifications, Plan to Expand the Program, Program Evaluations
MSIP Standards:	9, 10, 17, 18, 19, 24, 25
Person Accountable:	Chris Kulla-Branz
EXPERT TEAM STEPS (GOAL): Complete feasibility study for expansion of early childhood education program.	
Measures:	Recommendation to Superintendent
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Review existing space.	Study existing and available space for early childhood education programs.	Study completed.						
2.		Determine need for program expansion.	Complete study including factors such as	Study completed.						
3.		Determine start-up and on-going costs.	Complete financial feasibility study.	Report completed.						
4.		Make recommendations.	Prepare recommendations with supporting data.	Recommendations given to Superintendent.						

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 4.0 Parent and Community Involvement. Promote, facilitate and enhance student, family and community involvement in the District’s educational programs.

STRATEGIC OBJECTIVE: 4.3 RGSD, parents/guardians and community stakeholders work collaboratively to provide a safe, nurturing environment that prepares students for success.

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, PBIS Data, Safe Schools Data, Suspension/Expulsion Data, Attendance Data, Survey Data, Program Evaluations

MSIP Standards: 1, 2, 3, 4, 5, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 23, 24, 25, 27

STRATEGY: 4.3B Develop, implement and evaluate family-school-community partnership programs to assist in nurturing students and increasing their academic achievement.

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Disaggregated PBIS and Safe Schools Data, Partner/Provider Feedback, Program Evaluations

MSIP Standards: 1, 2, 3, 4, 5, 16, 25, 27

Person Accountable: TBD

EXPERT TEAM STEPS (GOAL): Use community resources to supplement District initiatives to structure success for students who experience academic, social and emotional difficulties.

Measures: TBD

Expert Team Steps (Goal) Sponsor: TBD

Expert Team Steps (Goal) Project Manager: TBD

HOW WILL RGSD REACH THE GOAL?

HOW WILL RGSD KNOW?

STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
					NO IMPROVEMENT	IMPROVEMENT	MET				
1.								Implement initiatives identified by Richard Phillips in FY12.			
2.											
3.											

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 5.0 Governance and Administration. Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons.	
STRATEGIC OBJECTIVE: 5.1 RGSD develops, implements and evaluates an organizational structure that promotes the success of its mission and the attainment of its vision.	
Measures:	Organizational Chart
MSIP Standards:	21, 22, 23, 24
STRATEGY: 5.1A Develop, implement and evaluate processes for establishing an organizational structure that describes functions, accountability and reporting that promote all employees working together to accomplish the District’s vision and mission.	
Measures:	Organizational Chart
MSIP Standards:	21, 22, 24
Person Accountable:	Clive Coleman
EXPERT TEAM STEPS (GOAL): Develop RGSD organizational chart.	
Measures:	Organizational Chart developed and implemented
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?				COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET				
1.		Review the organizational elements of effective and efficient school districts.	Identify characteristics.	List prepared.					05/01/12	06/01/12	
2.		Review organizational needs of RGSD.	Conduct the review.	List prepared.					05/01/12	06/01/12	
3.		Prepare RGSD organizational chart.	Define reporting/ authority relationships.	Organizational chart finalized and implemented.					05/01/12	06/01/12	
4.		Review chart with administrators.	Reviews completed and approved.	Chart reflects actual practice.							
5.		Define scope of authority for each position.	Administrators know RGSD reporting relationships and their scope of authority.	Administrators act and know when to seek input and when the decision is theirs.							
6.											

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 5.0 Governance and Administration. Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons.	
STRATEGIC OBJECTIVE: 5.2 RGSD provides the leadership, management, policies and procedures that guide all employees working to achieve the District's vision and mission.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Survey and Culture Data, Program Evaluation, Accreditation
MSIP Standards:	1, 2, 3, 4, 5, 19, 21, 22, 23, 24
STRATEGY: 5.2A Develop, implement and evaluate a management model that includes processes for the continual improvement of District programs that enhance student performance results.	
Measures:	Accreditation, DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Survey and Culture Data, Program Evaluations
MSIP Standards:	
Person Accountable:	Patricia Johnson
EXPERT TEAM STEPS (GOAL): Develop and implement a District-wide continual improvement program.	
Measures:	Program developed and implemented
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Review models.	Conduct review.	Report presented.						
2.		Determine decision-making criteria for RGSD.	Apply criteria.	Appropriate models identified.						
3.		Adopt model.	Deploy model and show evidence that model is used.	Model implemented with measurable results.						
4.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

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

STRATEGIC OBJECTIVE: 5.2 RGSD provides the leadership, management, policies and procedures that guide all employees working to achieve the District’s vision and mission.

Measures: DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Survey and Culture Data, Program Evaluation, Accreditation

MSIP Standards: 1, 2, 3, 4, 5, 19 21, 22, 34, 24

STRATEGY: 5.2B Develop, implement and evaluate processes for the Special Administrative Board to review the District’s programs, policies and administrative procedures. This will include the development of an annual calendar for selected agenda items, including periodic review of the District’s CSIP results.

Measures: Annual Agenda Calendar, SAB Agenda and Minutes, Program Evaluation Format, Program Evaluations

MSIP Standards: 21, 22, 23, 24

Person Accountable: Sha Fields

EXPERT TEAM STEPS (GOAL): Select and implement a management model for RGSD that includes processes for the continual improvement of all programs and program performance results.

Measures: TBD

Expert Team Steps (Goal)Sponsor: TBD

Expert Team Steps (Goal) Project Manager: TBD

HOW WILL RGSD REACH THE GOAL? HOW WILL RGSD KNOW?

STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
					NO IMPROVEMENT	IMPROVEMENT	MET				
1.											
2.											
3.											

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 5.0 Governance and Administration. Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons.	
STRATEGIC OBJECTIVE: 5.2 RGSD provides the leadership, management, policies and procedures that guide all employees working to achieve the District's vision and mission.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Survey and Culture Data, Program Evaluation, Accreditation
MSIP Standards:	1, 2, 3, 4, 5, 19 21, 22, 34, 24
STRATEGY: 5.2C Develop, implement and evaluate processes to review every program, including key program processes and results, at least every other year.	
Measures:	Program Evaluations that include Program/Process Effectiveness Measures, SAB Agenda, SAB Minutes
MSIP Standards:	21, 23, 24
Person Accountable:	TBD
EXPERT TEAM STEPS (GOAL):	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?				COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET				
1.											
2.											
3.											

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 5.0 Governance and Administration. Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons.	
STRATEGIC OBJECTIVE: 5.3 RGSD acquires the funds necessary for the operation of the District and the success of its mission.	
Measures:	Accreditation, Approved Budget, Financial Audit Report and Management Letter, End-of-Year Fund Balances Meet SAB Goals, Program Evaluations
MSIP Standards:	24, 26
STRATEGY: 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.	
Measures:	Accreditation, Financial Audit Report and Management Letter, Budget Reports, Federal Programs Matrix, Program Evaluations
MSIP Standards:	24, 26
Person Accountable:	Carlton Brooks
EXPERT TEAM STEPS (GOAL): Determine goals for the District's fund balances and project future expenditures and receipts.	
Measures:	Fund Balances Goals Determined, Budget Process Includes Projected Expenditures and Receipts
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.										
2.										
3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 5.0 Governance and Administration. Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons.	
STRATEGIC OBJECTIVE: 5.4 RGSD develops, implements and evaluates information–based processes to provide information for decision-making and the regular evaluation of programs and their results.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations
MSIP Standards:	21, 22, 23, 24
STRATEGY: 5.4A Develop, implement and evaluate processes to review every program, including key program processes and results, at least every other year.	
Measures:	Program Evaluations that include Program/Process Effectiveness Measures, SAB Agendas, SAB Minutes
MSIP Standards:	21, 23, 24
Person Accountable:	TBD
EXPERT TEAM STEPS (GOAL): Prepare a schedule to review all programs and their results at least every other year.	
Measures:	TBD
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Identify All RGSD programs.	Develop a list of all RGSD instructional and support programs.	List developed.						
2.		Identify programs for annual review.	Review evaluation requirements and desires of SAB.	Lists of programs for annual and every-other-year review presented.						
3.		Program evaluation format and rubrics.	Develop a common format for all RGSD program evaluations, including the review of key processes, performance results as well as recommendations.	Format developed and accepted by SAB.						
4.		Schedule for program evaluations	Prepare a schedule for program evaluations to be presented to the SAB.	Developed schedule meets SAB approval.						
5.		Schedule a reporting process to inform the Superintendent and SAB regarding the progress of the accepted recommendations.	Develop process and schedule.	Results reported in the pre-determined manner.						
6.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 5.0 Governance and Administration. Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons.	
STRATEGIC OBJECTIVE: 5.4 RGSD develops, implements and evaluates information-based processes to provide information for decision-making and the regular evaluation of programs and their results.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations
MSIP Standards:	21, 22, 23, 24
STRATEGY: 5.4B Develop, implement and evaluate information systems that provide the SAB and all staff with the information they need to make appropriate decisions that result in the continual improvement of programs and student performance results.	
Measures:	DESE AYP/APR Met, MSIP 1, 2, 3, 4, 5, MAP Tests, EOC Exams, Program Evaluations, Accreditation
MSIP Standards:	23, 24
Person Accountable:	Carlton Brooks
EXPERT TEAM STEPS (GOAL): Implement a District-wide, integrated information system.	
Measures:	Implementation, System provides information needed for decision-making in a time-sensitive manner
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?			COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT				
1.		Identify information requirements.	Identify Information needed by the various departments.	Information requirements identified.						
2.		Evaluate existing capabilities of District's IT system.	Determine if needed information currently is available in the District's IT systems.	Report made with recommendations.						
3.										

Sample Bi-Weekly Reports

Riverview Gardens School District

FY2013–FY2017 CSIP Bi-Weekly Report Expert Team Form

Date:

FOCUS AREA: 5.0 Governance and Administration. Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons.	
STRATEGIC OBJECTIVE: 5.5 RGSD develops, implements and evaluates information-based processes to meet or exceed all applicable federal, state and local compliance requirements.	
Measures:	No "Non-Compliance" Issues, Self-Monitoring Report, Financial Audit, Federal Programs Audit, Program Evaluations
MSIP Standards:	19, 24
STRATEGY: 5.5A Develop, implement and evaluate processes so that the District is in compliance with applicable codes, requirements, standards and statutes.	
Measures:	Matrix of Compliance Items, Financial Audit and Management Letter, Federal Programs Matrix, Program Evaluations
MSIP Standards:	19, 24
Person Accountable:	Rita Golliday
EXPERT TEAM STEPS (GOAL): Identify compliance items, assure processes for maintaining required information, identify individual(s) responsible for reporting and acting upon information.	
Measures:	Compliance information system implemented and evaluated.
Expert Team Steps (Goal) Sponsor:	TBD
Expert Team Steps (Goal) Project Manager:	TBD

HOW WILL RGSD REACH THE GOAL?				HOW WILL RGSD KNOW?				COMMENTS:	START DATE	DUE DATE	DATE COMPLETED
STEP	WHO IS RESPONSIBLE:	ACTIVITY NAME / DESCRIPTION:	DELIVERABLES & TASKS:	EVIDENCE / MEASURES:	NO IMPROVEMENT	IMPROVEMENT	MET				
1.		Identify compliance requirements for instructional and support programs.	Prepare lists.	List prepared that includes due dates and criteria, e.g., no employee injuries.							
2.											
3.											

SECTION 4:

APPENDICES



APPENDICES

RIVERVIEW GARDENS
SCHOOL DISTRICT

Appendix A: District Snapshot

Data reflect information posted in the Missouri Department of Elementary & Secondary Education's Comprehensive Data System and information provided by Riverview Gardens School District.

Total Pre-K Enrollment	118
Total K-12 Enrollment.....	6,212
Graduation Rate..... <i>(as of June 2011)</i>	78.5%
Attendance Rate.....	94%
APR Points	3
Accreditation Status	Unaccredited
Administrative Staff	28
<i>(includes superintendent, associate superintendent, assistant superintendents executive directors, directors and principals)</i>	
Certified Staff	361
<i>(includes full-time classroom teachers, in-school-suspension teachers, gifted education teachers, librarians, counselors, coordinators, deans and assistant principals)</i>	
Support Staff (full-time equivalent):	335
Student/Classroom Teacher Ratio.....	19:1

Schools

EARLY CHILDHOOD

EDUCATION CENTER

1111 St. Cyr Road
St. Louis, MO 63137
314.869.3211

PRINCIPAL: *Ms. Christine Kulla-Branz*

ENROLLMENT: 118 (pre-K)

FREE & REDUCED LUNCH: N/A

DANFORTH ELEMENTARY

1134 St. Cyr Road,
St. Louis, MO 63137
314.868.9524

PRINCIPAL: *Dr. Nona Greenlee*

ENROLLMENT: 343

FREE & REDUCED LUNCH: 91.6%

GIBSON ELEMENTARY

9926 Fonda Drive
St. Louis, MO 63137
314.869.4845

PRINCIPAL: *Ms. Germaine Stewart*

ENROLLMENT: 400

FREE & REDUCED LUNCH: 89.4%

GLASGOW ELEMENTARY

10560 Renfrew Drive
St. Louis, MO 63137
314.868.4680

PRINCIPAL: *Dr. Rachelle Rico*

ENROLLMENT: 378

FREE & REDUCED LUNCH: 93.5%

Appendix A: District Snapshot

Schools

HIGHLAND ELEMENTARY

174 Shepley Drive
St. Louis, MO 63137
314.868.4561
PRINCIPAL: *Ms. Cheri Gaston*
ENROLLMENT: 350
FREE & REDUCED LUNCH: 95.4%

KOCH ELEMENTARY

1910 Exuma Drive
St. Louis, MO 63136
314.868.3029
PRINCIPAL: *Ms. Stephanie Small*
ENROLLMENT: 355
FREE & REDUCED LUNCH: 97.8%

LEMASTERS ELEMENTARY

1825 Crown Point Drive
St. Louis, MO 63136
314.868.8192
PRINCIPAL: *Dr. Stacey Nichols*
ENROLLMENT: 304
FREE & REDUCED LUNCH: 89.6%

LEWIS & CLARK ELEMENTARY

10242 Prince Drive
St. Louis, MO 63136
314.868.5205
PRINCIPAL: *Dr. Jeannie Roberts*
ENROLLMENT: 227
FREE & REDUCED LUNCH: 97.8%

MEADOWS ELEMENTARY

9801 Edgefield Drive
St. Louis, MO 63136
314.868.2454
PRINCIPAL: *Ms. Holly Redman*
ENROLLMENT: 346
FREE & REDUCED LUNCH: 95.2%

MOLINE ELEMENTARY

9865 Winkler
St. Louis, MO 63136
314.868.9829
PRINCIPAL: *Ms. Chaketa Riddle*
ENROLLMENT: 485
FREE & REDUCED LUNCH: 96.1%

CENTRAL MIDDLE SCHOOL

9800 Patricia Barkalow
St. Louis, MO 63137
314.867.2603
PRINCIPAL: *Mr. Michael Wallace*
ENROLLMENT: 819
FREE & REDUCED LUNCH: 89.6%

WESTVIEW MIDDLE SCHOOL

1950 Nemnich
St. Louis, MO 63136
314.867.0410
PRINCIPAL: *Ms. Valeska Hill*
ENROLLMENT: 679
FREE & REDUCED LUNCH: 90.2%

RIVERVIEW GARDENS HIGH SCHOOL

1218 Shepley Drive
St. Louis, MO 63137
314.869.4700
PRINCIPAL: *Mr. Jason Roberts*
ENROLLMENT: 1,526
FREE & REDUCED LUNCH: 81.3%

Appendix B: Glossary

ACTION PLANS: Action plans divide strategies into more specific responsibilities required to implement the programs and practices described in the strategy.

ANNUAL TARGETS: Benchmarks used to gauge progress.

APR (ANNUAL PERFORMANCE REPORT): This report summarizes how well a school district is performing based on criteria set by the Missouri Department of Elementary and Secondary Education. Districts can earn up to a total of 14 points based on student achievement (based on Missouri Assessment Program and End of Course tests), student attendance, high school students' achievement on the ACT, the number of advanced courses a district offers to high school students, career education, college placement and the graduation rate. Districts are classified as unaccredited for earning five or fewer points; provisionally accredited for earning six to eight points and accredited for earning 9-14 points. Districts with 14 points earn Distinction in Performance status.

AYP (ANNUAL YEARLY PROGRESS): The No Child Left Behind Act (NCLB) of 2001 requires all schools, districts/ local education agencies (LEAs) and states to show that students are making Adequate Yearly Progress (AYP). The Missouri Department of Elementary and Secondary Education has set proficiency targets that students must meet to be considered "proficient" or "advanced" on the state's standardized tests in communication arts and mathematics. Targets also are set for graduation rates and student participation rates (attendance).

BEST PRACTICES: Approaches or practices that have been shown, through research, to demonstrate higher levels of performance results.

CHAMPION: The individual who is ultimately responsible for deploying and monitoring progress toward meeting the strategic objective.

CONTINUAL IMPROVEMENT: An approach to making meaningful change to improve programs, services, processes or organizational effectiveness.

DATA TEAMS: Groups of teachers who collect, analyze and use data from various student assessments to guide instruction and interventions to improve student achievement.

DESE (DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION): The governmental agency in Missouri that oversees, sets standards, evaluates and distributes funding for all public school districts.

EPEGS: The Missouri Department of Elementary and Secondary Education's Electronic Plans and Electronic Grants System, a structure that helps school districts relate their strategic plans to grant funding.

EXPERT TEAMS: The group of individuals that study current performance, identify the obstacles to achieving the desired results and develop plans to improve student and District performance results.

GOALS: Approaches that explain how objectives will be accomplished.

Appendix B: Glossary

MEASUREMENT TOOL: The method used to measure progress on achieving the objective.

MISSION: What the District attempts to accomplish; its purpose.

MSIP (MISSOURI SCHOOL IMPROVEMENT PROGRAM) STANDARDS: Standards and indicators for the classification and accreditation of Missouri school districts that are set by the Missouri Department of Elementary and Secondary Education and the State Board of Education. The goal of the MSIP process is to promote school improvement within each district and on a statewide basis by driving actions for continual improvement in student achievement. The ultimate goal of district improvement is to assure that all students graduate ready for success in college and careers. RGSD's CSIP reflects proposed MSIP 5 standards.

PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS): A framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions that enhance academic and social behavior outcomes for all students.

PROCESS: Linked activities with the purpose of producing a program or service. They are repeatable and measurable.

PROFESSIONAL LEARNING COMMUNITIES: An ongoing process through which teachers and administrators in each school work collaboratively to improve student learning.

RTI (RESPONSE TO INTERVENTIONS AND INSTRUCTION, ALSO KNOWN AS RTI-2): A systematic approach to maximize student achievement for those who are at risk of poor academic outcomes. This approach monitors student progress, provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on a student's responsiveness to different instructional strategies.

STRATEGIC: Something that is important or essential in relation to the plan of action.

STRATEGIC OBJECTIVES: Broadly stated, they are the District's responses to address major change and improvement. These objectives are what Riverview Gardens School District must achieve to remain or become competitive and ensure long-term sustainability. Strategic objectives set the longer-term direction and guide the allocation of resources – human, financial and facilities.

STRATEGIES: Approaches that explain how the strategic objectives will be accomplished. They are the action steps of strategic objectives.

VALUES: Guiding principles and behaviors that embody how the District and its employees are expected to operate. Values reflect and reinforce the desired culture of the District. They support and guide the decision-making of every employee, helping the District accomplish its mission and attain its vision in an appropriate manner.

VISION: Where the District is headed, what it intends to be, and how it wishes to be perceived in the future.

Appendix C: SWOT Analysis

The purpose of conducting a Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis during a strategic planning process is to allow an organization to examine the most important factors that influence its existence and ability to succeed. It can offer the big picture of what an organization's greatest internal strengths are and where its greatest opportunities lie. Once SWOT factors are identified, they can be used to develop objectives and strategies to capitalize on strengths and opportunities, overcome weaknesses and counter any threats that can prevent the full implementation of the strategic plan.

RGSD collected information to develop this SWOT from surveys, community meetings, personal interviews, and CSIP leadership and committee meetings. Information below reflected repeated responses.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Stable Finances/healthy fund balance • Dedicated staff • Parents who care about their children and support District changes • Prop R District improvements • Positive collaboration by the Special Administrative Board (Board is of one accord) • Transparency in governance of District • Early Childhood Education Center • Special Education 	<ul style="list-style-type: none"> • Limited parental involvement • Stigma of failing district • Less than half of students reading at or above grade level • Student/teacher performances • Tax base • Morale among staff • Moving from planning to execution — fear of failure or lack of support • Teachers have a lot of own work to complete for higher degrees • Relationships between students and teachers
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Increase student achievement • Regain accreditation • Grow our own leaders • Develop staff talents • Increase parent participation • Extend planning beyond immediate needs • Develop creative instructional opportunities • Increase internal and external communications 	<ul style="list-style-type: none"> • Unaccredited, “failing” district/lapse • Transient rate/external community & family stresses • Economy (loss of homes and jobs) • Turner case • Charter schools • State funding • Teacher turnover • Trust concerns with a few administrators • Reluctance to address and solve problems

Appendix D: Community Survey Results

RIVERVIEW GARDENS SCHOOL DISTRICT CITIZENS SURVEY

March 2012

OVERVIEW

This report presents the results from a probability survey of 403 Riverview Gardens School District registered voters conducted in March 2012. The topics include assessing the District's performance, views about its finances, the level of concern about selected items within the District, evaluation of the District's graduates, reactions to the District's accreditation status and major sources of information about the District.

Results for respondents having one or more children in their household attending Riverview Gardens schools ("parents") are given for each question. For other demographic factors, results are only reported when they differ significantly from the overall distribution.

ASSESSING THE DISTRICT

DIRECTION. Twenty-one percent think "things in the Riverview Gardens School District are moving in the right direction," 55% say things "are off on the wrong track," 7% have a mixed assessment, and 17% express no opinion. Among parents, 33% reply right direction, 58% wrong track, 6% have a mixed evaluation, and 3% express no opinion.

STRENGTHS. Asked "what do you think is the Riverview Gardens School District's greatest strength," 17% say it has no strengths, 11% reply its teachers, 6% refer to the turnaround effort being made, 5% mention the

curriculum, and 4% point to improved student discipline. Receiving 2% each are the elementary schools, citizen support, facilities, athletics, and state involvement. One percent each mention the transportation operation, the administration, communication with parents, and parental support. Forty-three percent did not mention any strength.

Among parents, 24% mention teachers, 21% say it has no strengths, 15% refer to the turnaround effort, 8% state involvement, 6% improved student discipline, 5% communication with parents, 5% elementary schools, 4% transportation, and 2% the administration. Ten percent did not provide any strength.

WEAKNESSES. Asked "what do you think is the Riverview Gardens School District's greatest weakness," 15% say inadequate student discipline/safety, 13% poor management, 11% its unaccredited status, 11% weak student academic performance, 10% poor/unqualified teachers, 10% lack of parental involvement, 5% lack of school board leadership, 4% inadequate resources, 3% poor communications with parents and other citizens, 2% weak community support, 2% inefficient spending, 1% an ineffective middle school, 1% an ineffective high school, and 1% inadequate physical fitness programs. Eleven percent gave no reply.

Among parents, 22% reply inadequate student discipline/safety, 16% weak student academic performance, 13% poor management, 11% lack of parental involvement, 9% poor/unqualified teachers, 8% its accredited status, 7%

Appendix D: Community Survey Results

poor communications with parents, 5% inadequate resources, 2% an ineffective middle school, 2% lack of school board leadership, and 1% an ineffective high school. Four percent gave no reply.

LETTER GRADES. Given the opportunity to assign a letter grade to the Riverview Gardens School District's quality of work, 2% award an A, 12% a B, 25% a C, 29% a D, 24% a failing grade, and 8% express no opinion. Using the conventional 4.0 grade point average (GPA) scale (A=4, B=3, C=2, D=1, Fail=0), the overall GPA is 1.33.

For parents, the overall GPA is 1.40 (4% A, 10% B, 31% C, 29% D, 24% Fail, 2% no opinion).

Lower GPAs are assigned by those who have lived in the District 21 years or longer (1.13), those with 13 or more years education (1.20), and homeowners (1.22).

As a comparison, respondents also graded "the public schools in the rest of North St. Louis County." The overall GPA is 2.31 (4% A, 33% B, 30% C, 6% D, 5% Fail, and 22% no opinion). For parents, the overall GPA is 2.30.

Parents with one or more children in one of the District's elementary schools were asked to grade that school. The overall GPA is 2.58 (21% A, 39% B, 22% C, 10% D, 7% Fail).

Parents with one or more children in the District's middle school give it an overall GPA of 1.77 (12% A, 27% B, 19% C, 22% D, 20% Fail).

Parents with one or more children in the District's high school assign it an overall

GPA of 1.78 (6% A, 26% B, 22% C, 19% D, 23% Fail, 4% no opinion).

SPECIAL ADMINISTRATIVE BOARD.

Seven percent have a great deal of confidence "in the Special Administrative Board that is now responsible for the Riverview Gardens School District," 5% quite a lot of confidence, 31% some confidence, 36% very little confidence, and 21% express no opinion. Among parents, 14% have a great deal of confidence, 6% quite a lot, 28% some, 49% very little, and 3% express no opinion.

Confidence is lower among those with college degrees: 1% a great deal, 3% quite a lot, 31% some, 49% very little, and 16% no opinion.

ADMINISTRATION. Six percent have a great deal of confidence in "the superintendent and other administrators of the Riverview Gardens Public Schools," 7% quite a lot, 27% some, 37% very little, and 23% express no opinion. Among parents, 11% have a great deal of confidence, 6% quite a lot, 30% some, 41% very little, and 12% express no opinion.

Confidence is lower among college graduates: 3% great deal, 1% quite a lot, 28% some, 48% very little, and 20% no opinion.

TEACHER QUALITY. Six percent say the quality of the teachers in the Riverview Gardens School District is excellent, 28% think it is good, 36% only fair, 10% poor, and 20% express no opinion. The parent ratings are 11% excellent, 37% good, 35% only fair, 11% poor, and 6% no opinion.

Women are less negative (37%

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excellent/good, 42% only fair/poor) than are men (28% excellent/good, 51% only fair/poor).

NON-TEACHING STAFF QUALITY. Six percent think the quality of the non-teaching staff in the Riverview Gardens School District is excellent, 19% say it is good, 31% only fair, 9% poor, and 35% express no opinion. The parent ratings are 12% excellent, 21% good, 33% only fair, 12% poor, and 22% no opinion.

NON-TRADITIONAL SETTING. Three percent rate the Riverview Gardens School District's performance meeting "the needs of students who cannot do well in a traditional classroom setting" as excellent, 10% say it is good, 27% only fair, 28% poor, and 32% express no opinion. The parent ratings are 6% excellent, 11% good, 29% only fair, 32% poor, and 22% no opinion.

BUILDINGS AND OTHER FACILITIES. Nine percent rate the District's building and other facilities as excellent, 34% think they are good, 35% only fair, 12% poor, and 10% express no opinion. The parent ratings are 14% excellent, 40% good, 29% only fair, and 17% poor.

College graduates assign lower ratings (4% excellent, 18% good, 58% only fair, 12% poor, 8% no opinion) while those 65 and older give higher marks (10% excellent, 45% good, 22% only fair, 3% poor, 19% no opinion).

CITIZEN ADVICE AND INPUT. Three percent think the District does an excellent job "getting advice and input from citizens," 21% rate its performance as good, 33% only fair, 30% poor, and 13% express no opinion.

The parent ratings are 3% excellent, 35% good, 41% only fair, 16% poor, and 5% no opinion).

Those who have lived in the District 21 years or longer assign lower ratings: 2% excellent, 13% good, 32% only fair, 38% poor, and 15% no opinion.

DISTRICT FINANCES

ADEQUATE RESOURCES? Fifty-two percent think the Riverview Gardens School District "does not have enough money to do its job," 11% say it has "more money than it needs to do its job," 21% reply it "has about the right amount of money," and 16% express no opinion. Among parents, 61% say it does not have enough money, 7% too much money, 14% about the right amount, and 18% express no opinion.

Those 55 and older are less likely to say the District does not have enough money (43% not enough). Women are more likely to think the District needs more funds (57% not enough) than are men (44% not enough).

SPENDING EFFICIENCY. Four percent say the District spends their tax dollars very efficiently, 34% somewhat efficiently, 45% not very efficiently, and 17% express no opinion. Among parents, 7% reply very efficiently, 43% somewhat efficiently, 38% not very efficiently, and 12% express no opinion.

Men are more critical (54% not very efficiently) than are women (40% not very efficiently).

PROPERTY TAX LEVY INCREASE. Forty-eight percent favor a property tax levy increase "to maintain and improve the District's educational programs,"

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38% oppose it, 10% are undecided, and 4% decline to say. Among parents, 60% favor, 30% oppose, and 10% are undecided.

Support for a levy increase is lower among those 65 and older (34% favor/50% oppose) and those who have lived in the District 21 years or longer (29% favor/52% oppose).

DISTRICT CONCERNS

STUDENT SAFETY. Thirty-three percent say student safety is an extremely serious concern in the Riverview Gardens Schools, another 33% reply that it is a very serious concern, 20% somewhat serious, 8% not very serious, 2% not at all serious, and 4% express no opinion. Among parents, 41% find student safety an extremely serious concern, 30% very serious, 13% somewhat serious, 10% not very serious, 4% not at all serious, and 2% express no opinion.

College graduates have a higher rate of concern (79% extremely/very serious).

ACADEMIC STANDARDS. Thirty-four percent think the Riverview Gardens Schools setting high academic standards is an extremely serious concern, another 34% say it is a very serious concern, 19% somewhat serious, 4% not very serious, 4% not at all serious, and 5% express no opinion. Among parents, 31% say it is extremely serious, 46% very serious, 15% somewhat serious, 2% not very serious, 3% not at all serious, and 3% express no opinion.

There is greater concern among those ages 35 to 54 (78% extremely/very serious) and college graduates (76% extremely/very serious).

PARENTAL INVOLVEMENT. Thirty-eight percent reply that parental involvement in the Riverview Gardens Schools is an extremely serious concern, 34% say it is very serious, 16% somewhat serious, 6% not very serious, 2% not at all serious, and 4% express no opinion. Among parents, 36% find it extremely serious, 39% very serious, 10% somewhat serious, 10% not very serious, 3% not at all serious, and 2% express no opinion.

This concern is more salient among college graduates (79% extremely/very serious).

STUDENT TEST SCORES. Thirty-six percent think student test scores in the Riverview Gardens Schools are an extremely serious concern, 38% very serious, 13% somewhat serious, 3% not very serious, 3% not at all serious, and 7% express no opinion. Among parents, 39% say the test scores are extremely serious, 41% very serious, 9% somewhat serious, 3% not very serious, 4% not at all serious, and 4% express no opinion.

There is greater concern about student test scores among those 44 and younger (81% extremely/very serious).

STUDENT GRADUATION RATE. Thirty-six percent say the student graduation rate in the Riverview Gardens Schools is an extremely serious concern, 34% label it very serious, 15% somewhat serious, 1% not very serious, 3% not at all serious, and 11% express no opinion. Among parents, 44% reply that the graduation rate is extremely serious, 36% very serious, 11% somewhat serious, 3% not at all serious, and 6% express no opinion.

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STUDENT ATTENDANCE. Thirty-five percent think student attendance in the Riverview Gardens Schools is an extremely serious concern, 33% say it is very serious, 15% somewhat serious, 4% not very serious, 4% not at all serious, and 9% express no opinion. Among parents, 34% say it is extremely serious, 41% very serious, 7% somewhat serious, 10% not very serious, 6% not at all serious, and 2% express no opinion.

There is higher concern among those ages 45 to 64 (76% extremely/very serious).

PREPARATION FOR FUTURE ENDEAVORS. Thirty-three percent say how well the Riverview Gardens Schools prepare students for future endeavors is an extremely serious concern, another 33% find it a very serious, 17% somewhat serious, 4% not very serious, 3% not at all serious, and 10% express no opinion. Among parents, 33% think it is extremely serious, 40% very serious, 14% somewhat serious, 5% not very serious, 4% not at all serious, and 4% express no opinion.

Preparation for future endeavors is a greater concern for college graduates (80% extremely/very serious).

DISTRICT GRADUATES

COLLEGE PREPARATION. Two percent think the typical Riverview Gardens Schools graduate is extremely well prepared to succeed in college, 8% say the graduate is very well prepared, 43% somewhat well prepared, 24% not very well prepared, 14% not at all well prepared, and 9% express no opinion. Among parents, 3% reply extremely well prepared, 8% very well prepared, 45% somewhat well prepared, 19% not

very well prepared, 16% not at all well prepared, and 9% express no opinion.

WORK FORCE PREPARATION. Six percent say the typical Riverview Gardens Schools graduate is extremely well prepared to perform adequately on an entry level job in today's work force, 9% think the graduate is very well prepared, 48% somewhat well prepared, 17% not very well prepared, 11% not at all well prepared, and 9% express no opinion. Among parents, 10% reply extremely well prepared, 7% very well prepared, 50% somewhat well prepared, 13% not very well prepared, 14% not at all well prepared, and 6% express no opinion.

BASIC SKILLS. Sixty-six percent agree (24% strongly, 44% somewhat) and 29% disagree (14% strongly, 15% somewhat) that "having a high school diploma from the Riverview Gardens Schools means that a student has at least learned the basic skills of reading, writing, and mathematics." Among parents, 78% agree (26% strongly, 52% somewhat) and 20% disagree (7% strongly, 13% somewhat).

Those who have lived in the District 10 years or less are more likely to concur (80% agree/13% disagree) than those who have resided there 21 years or more (50% agree/40% disagree).

DISTRICT POLICIES

OPEN ENROLLMENT. Sixty-five percent favor (41% strongly, 24% somewhat) and 25% oppose (12% strongly, 13% somewhat) "a policy where Riverview Gardens students in grades kindergarten through five could attend any elementary school in the District." Among parents, 68% favor (45%

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strongly, 23% somewhat) and 27% (14% strongly, 13% somewhat) oppose such a policy.

Those who have lived in the District 10 years or less support open enrollment more (79% favor/18% oppose) than those who have been there 21 years or more (51% favor/34% oppose).

EARLY CHILDHOOD EDUCATION. Seventy-eight percent favor (60% strongly, 18% somewhat) and 17% oppose (10% strongly, 7% somewhat) “the Riverview Gardens School District offering all-day early childhood education for three and four year olds.” Among parents, 83% favor (65% strongly, 18% somewhat) and 15% oppose (6% strongly, 9% somewhat).

Early childhood education has even stronger support among college graduates (85% favor/11% oppose), those who have lived in the District 10 years or less (86% favor/12% oppose), and those ages 18 to 44 (84% favor/13% oppose).

PROFESSIONAL DEVELOPMENT. Sixty-eight percent favor (46% strongly, 22% somewhat) and 24% oppose (16% strongly, 8% somewhat) the current policy where “Riverview Gardens Schools start one hour later each Wednesday morning so that the teachers and staff can use that time for professional development.” Among parents, 73% favor (48% strongly, 25% somewhat) and 25% oppose (20% strongly, 5% somewhat) that policy.

The policy has greater support among those who have lived in the District 10 years or less (79% favor/16% oppose) than it does among those who have

been there 21 years or longer (56% favor/31% oppose).

DISTRICT ACCREDITATION

PROPERTY VALUE IMPACT. After being told that “as you may know, the Riverview Gardens School District is currently not accredited by the State of Missouri,” 65% say that lack of accreditation has hurt residential property values in the Riverview Gardens School District a great deal, 16% quite a lot, 7% some, 8% very little, and 4% express no opinion. Among parents, the replies are 66% a great deal, 16% quite a lot, 4% some, 8% very little, and 6% no opinion.

URGENCY: REGAINING

ACCREDITATION. Sixty-eight percent think it is extremely urgent that the Riverview Gardens School District regain its accreditation, 19% say it is very urgent, 6% somewhat urgent, 1% not very urgent, 4% not at all urgent, and 2% express no opinion. Among parents, 71% say it is extremely urgent, 18% very urgent, 4% somewhat urgent, 6% not very urgent, and 1% express no opinion.

STUDENT TRANSFER. Respondents were read the following hypothetical scenario:

What if you had or have one or more children enrolled in the Riverview Garden Schools? If starting in Fall 2012 this child or these children would be free to attend the public school of your choice in another St. Louis County public school district with no charge for tuition, how likely would you be to do so? Would you be almost 100 percent certain, would the chances be 75 percent or more but less than 100

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percent, would the chances be between 50 percent and 74 percent, between 25 percent and 49 percent, or would they be less than 25 percent?

Here are the responses both for the overall sample and for Riverview Garden School parents:

	Overall	Parents
Almost 100%	63%	70%
75% to <100%	13%	10%
50% to 74%	8%	7%
25% to 49%	2%	3%
Under 25%	9%	9%
Don't Know/ No Answer	5%	1%

DISTRICT INFORMATION SOURCES

Respondents were asked for their “major source of information about what is happening in the Riverview Gardens School District: television, radio, newspapers, school publications such as newsletters, the internet, automated phone messages, friends and neighbors, or somewhere else?”

For the entire sample, television is the number one source with 34% followed by friends/neighbors with 22%, school publications 17%, newspapers 10%, somewhere else 6%, internet 5%, automated phone messages 2%, and radio 1%. An additional 3% did not answer.

For parents, school publications are first with 27% followed by television 21%, friends/neighbors 21%, somewhere else 9%, newspapers 7%, automated phone messages 6%, and internet 4%. Five percent did not answer.

METHODOLOGY

For estimates based on the entire sample, the sampling error at the 95% confidence level is plus-or-minus 5%. The sampling error is higher, up to plus-or-minus 8%, for estimates based on a portion of the sample. The frequency distributions for the demographic questions used in the cross-tabulations are provided in Appendix A.

The survey was designed and supervised by Dr. E. Terrence Jones.

APPENDIX A: DEMOGRAPHIC FREQUENCIES

FOLLOW LOCAL EDUCATION ISSUES:

Very Closely	35%
Somewhat Closely	38%
Not Very Closely	25%
Don't Know/No Answer	2%

ONE OR MORE CHILDREN K-12:

Yes.....	38%
No	62%

ONE OR MORE CHILDREN K-12 IN RIVERVIEW GARDENS:

Yes.....	26%
No	74%

ONE OR MORE CHILDREN K-5 IN RIVERVIEW GARDENS:

Yes.....	18%
No	82%

ONE OR MORE CHILDREN GRADES 6-8 IN RIVERVIEW GARDENS:

Yes.....	10%
No	90%

ONE OR MORE CHILDREN GRADES 9-12 IN RIVERVIEW GARDENS:

Yes.....	10%
No	90%

NUMBER OF YEARS LIVED IN RIVERVIEW GARDENS SCHOOL DISTRICT:

10 or Less.....	33%
11 to 20.....	29%
21 or More.....	36%
Decline to Say.....	2%

YEARS OF EDUCATION:

0-12.....	41%
13-15.....	39%
16 or More.....	18%
Decline to Say.....	2%

EVER ATTEND RIVERVIEW GARDENS PUBLIC SCHOOLS

Yes.....	19%
No	80%
Decline to Say.....	1%

AGE:

18-34.....	26%
35-44.....	20%
45-54.....	18%
55-64.....	15%
65+	15%
Decline to Say.....	6%

OWN OR RENT:

Own.....	69%
Rent	18%
Other.....	6%
Decline to Say.....	7%

GENDER:

Men.....	41%
Women.....	59%

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RIVERVIEW GARDENS SCHOOL DISTRICT CITIZEN SURVEY

Final Questionnaire (3/8/2012)

Citizen Frequencies (N=403)

Hello, I'm calling for Telephone Contact, a professional research firm. We're calling citizens in the Riverview Gardens School District to get their views on educational issues. We are not selling anything. All your responses are confidential and will only be used in statistical summaries.

1. HOW CLOSELY DO YOU FOLLOW LOCAL EDUCATIONAL ISSUES: VERY CLOSELY, SOMEWHAT CLOSELY, OR NOT VERY CLOSELY?

1. Very closely 35.4%
2. Somewhat closely 38.3%
3. Not very closely 25.2%
9. Don't know, no answer 1.0%

2. GENERALLY SPEAKING, ARE THINGS IN THE RIVERVIEW GARDENS SCHOOL DISTRICT HEADED IN THE RIGHT DIRECTION, OR ARE THEY OFF ON THE WRONG TRACK?

1. Right direction 21.1%
2. Wrong track 55.4%
3. Mixed (DO NOT READ) 6.6%
9. Don't know, no answer 16.9%

3. WHAT DO YOU THINK IS THE RIVERVIEW GARDENS SCHOOL DISTRICT'S GREATEST STRENGTH?

(RECORD VERBATIM)

4. WHAT DO YOU THINK IS THE RIVERVIEW GARDENS SCHOOL DISTRICT'S GREATEST WEAKNESS?

(RECORD VERBATIM)

5. STUDENTS ARE GIVEN THE GRADES A, B, C, D, AND FAIL ON THE QUALITY OF THEIR WORK. WHAT GRADE WOULD YOU GIVE THE RIVERVIEW GARDENS SCHOOL DISTRICT: A, B, C, D, OR FAIL?

1. A 2.0%
2. B 11.6%
3. C 24.6%
4. D 28.7%
5. Fail 23.9%
9. Don't know, no answer 9.2%

6. HOW ABOUT THE PUBLIC SCHOOLS IN THE REST OF NORTH ST. LOUIS COUNTY? GENERALLY SPEAKING, WHAT GRADE WOULD YOU GIVE THEM: A, B, C, D, OR FAIL?

1. A 4.0%
2. B 32.9%
3. C 30.4%
4. D 6.4%
5. Fail 5.4%
9. Don't know, no answer 21.0%

7. HOW MUCH CONFIDENCE DO YOU HAVE IN THE SPECIAL ADMINISTRATIVE BOARD THAT IS NOW RESPONSIBLE FOR THE RIVERVIEW GARDENS SCHOOL DISTRICT? A GREAT DEAL, QUITE A LOT, SOME, OR VERY LITTLE?

1. A great deal 7.2%
2. Quite a lot 4.9%
3. Some 30.6%
4. Very little 36.1%
9. Don't know, no answer 21.2%

8. HOW MUCH CONFIDENCE DO YOU HAVE IN THE SUPERINTENDENT AND THE OTHER ADMINISTRATORS OF THE RIVERVIEW GARDENS PUBLIC SCHOOLS? A GREAT DEAL, QUITE A LOT, SOME, OR NOT VERY MUCH?

1. A great deal 5.5%
2. Quite a lot 7.2%
3. Some 27.1%
4. Very little 37.4%
9. Don't know, no answer 22.8%

9. HOW WOULD YOU RATE THE QUALITY OF THE TEACHERS IN THE RIVERVIEW GARDENS SCHOOL DISTRICT? IN GENERAL, ARE THEY EXCELLENT, GOOD, ONLY FAIR, OR POOR?

1. Excellent 5.7%
2. Good 27.5%
3. Only fair 35.7%
4. Poor 10.3%
9. Don't know, no answer 20.8%

10. HOW WOULD YOU RATE THE QUALITY OF THE NON-TEACHING STAFF IN THE RIVERVIEW GARDENS SCHOOL DISTRICT? IN GENERAL, ARE THEY EXCELLENT, GOOD, ONLY FAIR, OR POOR?

1. Excellent 6.0%
2. Good 18.7%
3. Only fair 31.0%
4. Poor 9.3%
9. Don't know, no answer 35.0%

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11. HOW WELL DOES THE RIVERVIEW GARDENS SCHOOL DISTRICT MEET THE NEEDS OF STUDENTS WHO CANNOT DO WELL IN A TRADITIONAL CLASSROOM SETTING? IS ITS PERFORMANCE EXCELLENT, GOOD, ONLY FAIR, OR POOR?

- 1. Excellent 3.1%
- 2. Good 10.4%
- 3. Only fair 26.8%
- 4. Poor 27.7%
- 9. Don't know, no answer 32.0%

12. HOW WOULD YOU RATE THE BUILDINGS AND OTHER FACILITIES IN THE RIVERVIEW GARDENS SCHOOL DISTRICT? IN GENERAL, ARE THEY EXCELLENT, GOOD, ONLY FAIR, OR POOR?

- 1. Excellent 8.8%
- 2. Good 33.6%
- 3. Only fair 35.1%
- 4. Poor 11.9%
- 9. Don't know, no answer 10.9%

13. HOW WOULD YOU RATE THE RIVERVIEW GARDENS SCHOOL DISTRICT IN GETTING ADVICE AND INPUT FROM CITIZENS? EXCELLENT, GOOD, ONLY FAIR, OR POOR?

- 1. Excellent 2.7%
- 2. Good 20.8%
- 3. Only fair 32.9%
- 4. Poor 29.8%
- 9. Don't know, no answer 13.9%

(ROTATE Q. 14A AND Q. 14B)

14A. CURRENTLY DO YOU THINK THE RIVERVIEW GARDENS SCHOOL DISTRICT DOES NOT HAVE ENOUGH MONEY TO DO ITS JOB, HAS ABOUT THE RIGHT AMOUNT OF MONEY, OR HAS MORE MONEY THAN IT NEEDS TO DO ITS JOB? COMBINED

RESULTS: 14A AND 14B

- 1. Not enough money 51.6%
- 2. About the right amount 20.8%
- 3. More money than it needs 10.7%
- 9. Don't know, no answer 16.9%

14B. CURRENTLY DO YOU THINK THE RIVERVIEW GARDENS SCHOOL DISTRICT HAS MORE MONEY THAN IT NEEDS TO DO ITS JOB, HAS ABOUT THE RIGHT AMOUNT OF MONEY, OR DOES NOT HAVE ENOUGH MONEY TO DO ITS JOBS?

- 1. Not enough money
- 2. About the right amount
- 3. More money than it needs
- 9. Don't know, no answer

15. HOW EFFICIENTLY DO YOU THINK THE RIVERVIEW GARDENS SCHOOL DISTRICT SPENDS YOUR TAX DOLLARS: VERY EFFICIENTLY, SOMEWHAT EFFICIENTLY, OR NOT VERY EFFICIENTLY?

- 1. Very efficiently 3.9%
- 2. Somewhat efficiently 33.6%
- 3. Not very efficiently 45.2%
- 9. Don't know, no answer 17.4%

16. I'M GOING TO READ YOU A LIST ABOUT VARIOUS AREAS WITHIN THE RIVERVIEW GARDENS SCHOOLS. FOR EACH ONE, TELL ME WHETHER YOU THINK IT IS NOT A CONCERN AT ALL, IS A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN. (RANDOMIZE Q. 17 THROUGH Q. 23)

17. HOW CONCERNED ARE YOU ABOUT STUDENT SAFETY IN THE RIVERVIEW GARDENS SCHOOL DISTRICT?. IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

- 1. Not a concern at all 2.4%
- 2. Not very serious 7.7%
- 3. Somewhat serious 20.1%
- 4. Very serious 33.1%
- 5. Extremely serious 33.4%
- 9. Don't know, no answer 3.2%

18. HOW CONCERNED ARE YOU ABOUT THE RIVERVIEW GARDENS SCHOOLS SETTING HIGH ACADEMIC STANDARDS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

- 1. Not a concern at all 4.2%
- 2. Not very serious 3.5%
- 3. Somewhat serious 18.8%
- 4. Very serious 34.1%
- 5. Extremely serious 33.5%
- 9. Don't know, no answer 5.9%

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19. HOW CONCERNED ARE YOU ABOUT PARENTAL INVOLVEMENT IN THE RIVERVIEW GARDENS SCHOOLS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	2.2%
2. Not very serious	6.0%
3. Somewhat serious	15.6%
4. Very serious	33.5%
5. Extremely serious	37.5%
9. Don't know, no answer	5.3%

20. HOW CONCERNED ARE YOU ABOUT STUDENT TEST SCORES IN THE RIVERVIEW GARDENS SCHOOLS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	2.7%
2. Not very serious	2.7%
3. Somewhat serious	13.3%
4. Very serious	38.4%
5. Extremely serious	36.2%
9. Don't know, no answer	6.7%

21. HOW CONCERNED ARE YOU ABOUT THE STUDENT GRADUATION RATE IN THE RIVERVIEW GARDENS SCHOOLS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	2.6%
2. Not very serious	1.0%
3. Somewhat serious	14.7%
4. Very serious	33.9%
5. Extremely serious	36.0%
9. Don't know, no answer	11.7%

22. HOW CONCERNED ARE YOU ABOUT STUDENT ATTENDANCE IN THE RIVERVIEW GARDENS SCHOOLS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	4.1%
2. Not very serious	3.8%
3. Somewhat serious	15.0%
4. Very serious	32.6%
5. Extremely serious	34.6%
9. Don't know, no answer	9.9%

23. HOW CONCERNED ARE YOU ABOUT HOW WELL THE ACADEMIC PROGRAMS IN THE RIVERVIEW GARDENS SCHOOLS PREPARE STUDENTS FOR FUTURE ENDEAVORS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	3.4%
2. Not very serious	3.5%
3. Somewhat serious	16.6%
4. Very serious	32.5%
5. Extremely serious	33.3%
9. Don't know, no answer	10.7%

24. NOW FOR A FEW MORE QUESTIONS ABOUT HOW YOU VIEW THE RIVERVIEW GARDENS SCHOOLS. HOW WELL PREPARED DO YOU THINK THE TYPICAL RIVERVIEW GARDENS SCHOOLS HIGH SCHOOL GRADUATE IS TO SUCCEED IN COLLEGE: EXTREMELY WELL PREPARED, VERY WELL PREPARED, SOMEWHAT WELL PREPARED, NOT VERY WELL PREPARED, OR NOT AT ALL WELL PREPARED?

1. Extremely well prepared	1.5%
2. Very well prepared	8.0%
3. Somewhat well prepared	42.9%
4. Not very well prepared	24.1%
5. Not at all well prepared	13.9%
9. Don't know, no answer	9.5%

25. HOW WELL PREPARED DO YOU THINK THE TYPICAL RIVERVIEW GARDENS SCHOOLS HIGH SCHOOL GRADUATE IS TO PERFORM ADEQUATELY ON AN ENTRY LEVEL JOB IN TODAY'S WORK FORCE: EXTREMELY WELL PREPARED, VERY WELL PREPARED, SOMEWHAT WELL PREPARED, NOT VERY WELL PREPARED, OR NOT AT ALL WELL PREPARED?

1. Extremely well prepared	5.6%
2. Very well prepared	9.0%
3. Somewhat well prepared	47.8%
4. Not very well prepared	17.0%
5. Not at all well prepared	11.0%
9. Don't know, no answer	9.8%

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26. DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENT: HAVING A HIGH SCHOOL DIPLOMA FROM THE RIVERVIEW GARDENS SCHOOLS MEANS THAT A STUDENT HAS AT LEAST LEARNED THE BASIC SKILLS OF READING, WRITING, AND MATHEMATICS. (IF AGREE/DISAGREE) DO YOU (AGREE/DISAGREE) STRONGLY OR SOMEWHAT?

1. Strongly agree	23.5%
2. Somewhat agree	42.2%
3. Somewhat disagree	15.4%
4. Strongly disagree	13.5%
9. Don't know, no answer	5.5%

27. DO YOU FAVOR OR OPPOSE A POLICY WHERE RIVERVIEW GARDENS STUDENTS IN GRADES KINDERGARTEN THROUGH FIVE COULD ATTEND ANY ELEMENTARY SCHOOL IN THE DISTRICT? (IF FAVOR/OPOSE) DO YOU (FAVOR/OPOSE) STRONGLY OR SOMEWHAT?

1. Strongly favor	41.1%
2. Somewhat favor	24.4%
3. Somewhat oppose	13.1%
4. Strongly oppose	12.2%
9. Don't know, no answer	9.2%

28. DO YOU FAVOR OR OPPOSE THE RIVERVIEW GARDENS SCHOOL DISTRICT OFFERING ALL-DAY EARLY CHILDHOOD EDUCATION FOR THREE AND FOUR YEAR OLDS? (IF FAVOR/OPOSE) DO YOU (FAVOR/OPOSE) STRONGLY OR SOMEWHAT?

1. Strongly favor	60.1%
2. Somewhat favor	17.6%
3. Somewhat oppose	6.6%
4. Strongly oppose	10.1%
9. Don't know, no answer	5.6%

29. CURRENTLY RIVERVIEW GARDENS SCHOOLS START ONE HOUR LATER EACH WEDNESDAY MORNING SO THAT THE TEACHERS AND STAFF CAN USE THAT TIME FOR PROFESSIONAL DEVELOPMENT. DO YOU FAVOR OR OPPOSE THIS POLICY? (IF FAVOR/OPOSE) DO YOU (FAVOR/OPOSE) STRONGLY OR SOMEWHAT?

1. Strongly favor	46.0%
2. Somewhat favor	21.8%
3. Somewhat oppose	7.8%
4. Strongly oppose	16.1%
9. Don't know, no answer	8.3%

30. AS YOU MAY KNOW, THE RIVERVIEW GARDENS SCHOOL DISTRICT IS CURRENTLY NOT ACCREDITED BY THE STATE OF MISSOURI. HOW MUCH DO YOU THINK THAT HAS HURT RESIDENTIAL PROPERTY VALUES IN THE RIVERVIEW GARDENS SCHOOL DISTRICT: A GREAT DEAL, QUITE A BIT, SOME, OR VERY LITTLE?

1. Great deal	64.8%
2. Quite a lot	16.2%
3. Some	7.1%
4. Very little	8.0%
9. Don't know, no answer	3.8%

31. HOW URGENT IS IT THAT THE RIVERVIEW GARDENS SCHOOL DISTRICT REGAIN ITS ACCREDITATION? IS IT EXTREMELY URGENT, VERY URGENT, SOMEWHAT URGENT, NOT VERY URGENT, OR NOT AT ALL URGENT?

1. Extremely urgent	68.3%
2. Very urgent	18.8%
3. Somewhat urgent	6.2%
4. Not very urgent	1.1%
5. Not at all urgent	3.9%
9. Don't know, no answer	1.8%

32. WHAT IF YOU HAD OR HAVE ONE OR MORE CHILDREN ENROLLED IN THE RIVERVIEW GARDENS SCHOOL? IF STARTING IN FALL 2012 THIS CHILD OR CHILDREN WOULD BE FREE TO ATTEND THE PUBLIC SCHOOL OF YOUR CHOICE IN ANOTHER ST. LOUIS COUNTY PUBLIC SCHOOL DISTRICT WITH NO CHARGE FOR TUITION, HOW LIKELY WOULD YOU BE TO DO SO? WOULD YOU BE ALMOST 100 PERCENT CERTAIN, WOULD THE CHANCES BE 75 PERCENT OR MORE BUT LESS THAN 100 PERCENT, WOULD THE CHANCES BE BETWEEN 50 PERCENT AND 74 PERCENT, BETWEEN 25 PERCENT AND 49 PERCENT, OR WOULD THEY BE LESS THAN 25 PERCENT?

1. Almost 100 percent certain	63.3%
2. 75 percent or more but less than 100 percent	13.1%
3. Between 50 percent and 74 percent	8.2%
4. Between 25 percent and 49 percent	1.9%
5. Less than 25 percent	9.2%
9. Don't know, no answer	4.2%

Appendix D: Community Survey Results

33. WHAT IS YOUR MAJOR SOURCE OF INFORMATION ABOUT WHAT IS HAPPENING IN THE RIVERVIEW GARDENS SCHOOL DISTRICT: TELEVISION, RADIO, NEWSPAPERS, SCHOOL PUBLICATIONS SUCH AS NEWSLETTERS, THE INTERNET, AUTOMATED PHONE MESSAGES, FRIENDS AND NEIGHBORS, OR SOMEWHERE ELSE?

1. Television	33.8%
2. Radio	0.9%
3. Newspapers	10.3%
4. School publications	17.1%
5. Internet	4.6%
6. Automated phone messages	2.1%
7. Friends and neighbors	22.2%
8. Somewhere else	6.5%
9. Don't know, no answer	2.6%

34. WHAT IF THERE WERE A BALLOT PROPOSAL TO INCREASE THE PROPERTY TAX LEVY FOR THE RIVERVIEW GARDENS SCHOOL DISTRICT TO BE USED TO MAINTAIN AND IMPROVE THE DISTRICT'S EDUCATIONAL PROGRAMS? IF THE ELECTION WERE BEING HELD TODAY, WOULD YOU VOTE FOR OR AGAINST THIS PROPOSAL?

1. For	48.5%
2. Against	38.5%
3. Don't know, undecided	10.1%
9. No answer, decline to say	2.9%

35. NOW JUST A FEW MORE QUESTIONS FOR STATISTICAL CLASSIFICATION PURPOSES. ARE ONE OR MORE CHILDREN IN YOUR HOUSEHOLD CURRENTLY ATTENDING SCHOOL SOMEWHERE BETWEEN KINDERGARTEN AND TWELFTH GRADE?

1. Yes (GO TO Q. 36)	38.5%
2. No (GO TO Q. 43)	61.5%
9. No answer (GO TO Q. 43)	0.0%

36. ARE ONE OR MORE CHILDREN IN YOUR HOUSEHOLD ATTENDING THE RIVERVIEW GARDENS PUBLIC SCHOOLS? (ONLY THOSE ANSWERING "1" ON Q. 35)

1. Yes (GO TO Q. 37)	67.1%
2. No (GO TO Q. 43)	32.9%
9. No answer (GO TO Q. 43)	0.0%

37. ARE ANY OF THE CHILDREN IN YOUR HOUSEHOLD CURRENTLY ATTENDING ELEMENTARY SCHOOL IN THE RIVERVIEW GARDENS PUBLIC SCHOOLS? (ONLY THOSE ANSWERING "1" ON Q. 36)

1. Yes (GO TO Q. 38)	71.1%
2. No (GO TO Q. 39)	28.9%
9. No answer (GO TO Q. 39)	0.0%

38. WHAT GRADE WOULD YOU GIVE THAT SCHOOL FOR ITS EDUCATIONAL QUALITY: A, B, C, D, OR FAIL? (ONLY THOSE ANSWERING "1" TO Q. 37)

1. A	21.4%
2. B	38.8%
3. C	22.2%
4. D	10.1%
5. Fail	7.4%
9. Don't know, no answer	0.0%

39. ARE ANY OF THE CHILDREN IN YOUR HOUSEHOLD CURRENTLY ATTENDING MIDDLE SCHOOL IN THE RIVERVIEW GARDENS PUBLIC SCHOOLS? (ONLY THOSE ANSWERING "1" ON Q. 36)

1. Yes (GO TO Q. 40)	38.6%
2. No (GO TO Q. 41)	61.4%
9. No answer (GO TO Q. 41)	0.0%

40. WHAT GRADE WOULD YOU GIVE THAT SCHOOL FOR ITS EDUCATIONAL QUALITY: A, B, C, D, OR FAIL? (ONLY THOSE ANSWERING "1" ON Q. 39)

1. A	11.7%
2. B	27.1%
3. C	19.4%
4. D	22.1%
5. Fail	19.8%
9. Don't know, no answer	0.0%

41. ARE ANY OF THE CHILDREN IN YOUR HOUSEHOLD CURRENTLY ATTENDING HIGH SCHOOL IN THE RIVERVIEW GARDENS PUBLIC SCHOOLS? (ONLY THOSE ANSWERING "1" ON Q. 36)

1. Yes (GO TO Q. 42)	41.0%
2. No (GO TO Q. 43)	58.0%
9. No answer (GO TO Q. 43)	1.0%

Appendix D: Community Survey Results

42. WHAT GRADE WOULD YOU GIVE THAT SCHOOL FOR ITS EDUCATIONAL QUALITY: A, B, C, D, OR FAIL? (ONLY THOSE ANSWERING "1" ON Q. 42)

1. A	6.3%
2. B	26.4%
3. C	22.3%
4. D	19.2%
5. Fail	23.4%
9. Don't know, no answer	2.4%

43. HOW MANY YEARS HAVE YOU LIVED IN THE RIVERVIEW GARDENS SCHOOL DISTRICT: TEN YEARS OR LESS, BETWEEN ELEVEN AND TWENTY YEARS, OR MORE THAN TWENTY YEARS?

1. 10 or less	33.4%
2. 11 to 20	29.3%
3. More than 20/all my life	35.8%
9. Don't know, no answer	1.4%

44. WHAT WAS THE LAST YEAR OF SCHOOL YOU COMPLETED?

1. 0-12	41.3%
2. 13-15	39.3%
3. 16 or more	17.9%
9. No answer	1.6%

45. DID YOU EVER ATTEND THE RIVERVIEW GARDENS PUBLIC SCHOOLS?

1. Yes	19.4%
2. No	79.5%
9. No answer	1.1%

46. IN WHAT YEAR WERE YOU BORN?

1. 1977 or later	26.1%
2. 1967 to 1976	19.8%
3. 1957 to 1966	18.4%
4. 1947 to 1956	15.0%
5. 1946 or earlier	14.5%
9. No answer	6.2%

47. DO YOU OWN OR RENT YOUR HOME?

1. Own	68.9%
2. Rent	17.5%
3. Other	6.0%
9. Don't know, no answer	7.7%

48. RECORD MUNICIPALITY (INCLUDING UNINCORPORATED)

Unincorporated	41.3%
Bellefontaine Neighbors	29.7%
Dellwood	11.8%
Ferguson	4.0%
Jennings	0.4%
Moline Acres	5.9%
Riverview	6.9%

49. RECORD GENDER

1. Men	40.9%
2. Women	59.1%

Thanks for your time. Have a pleasant (DAY/EVENING).

Appendix D: Community Survey Results

RIVERVIEW GARDENS SCHOOL DISTRICT CITIZEN SURVEY

Final Questionnaire (3/8/2012)

Riverview Gardens School District Parents Frequencies (N=104)

Hello, I'm calling for Telephone Contact, a professional research firm. We're calling citizens in the Riverview Gardens School District to get their views on educational issues. We are not selling anything. All your responses are confidential and will only be used in statistical summaries.

1. HOW CLOSELY DO YOU FOLLOW LOCAL EDUCATIONAL ISSUES: VERY CLOSELY, SOMEWHAT CLOSELY, OR NOT VERY CLOSELY?

1. Very closely 49.2%
2. Somewhat closely 44.6%
3. Not very closely 6.2%
9. Don't know, no answer 0.0%

2. GENERALLY SPEAKING, ARE THINGS IN THE RIVERVIEW GARDENS SCHOOL DISTRICT HEADED IN THE RIGHT DIRECTION, OR ARE THEY OFF ON THE WRONG TRACK?

1. Right direction 33.7%
2. Wrong track 58.5%
3. Mixed (DO NOT READ) 5.4%
9. Don't know, no answer 2.5%

3. WHAT DO YOU THINK IS THE RIVERVIEW GARDENS SCHOOL DISTRICT'S GREATEST STRENGTH?

(RECORD VERBATIM)

4. WHAT DO YOU THINK IS THE RIVERVIEW GARDENS SCHOOL DISTRICT'S GREATEST WEAKNESS?

(RECORD VERBATIM)

5. STUDENTS ARE GIVEN THE GRADES A, B, C, D, AND FAIL ON THE QUALITY OF THEIR WORK. WHAT GRADE WOULD YOU GIVE THE RIVERVIEW GARDENS SCHOOL DISTRICT: A, B, C, D, OR FAIL?

1. A 3.6%
2. B 10.2%
3. C 30.8%
4. D 29.4%
5. Fail 24.4%
9. Don't know, no answer 1.6%

6. HOW ABOUT THE PUBLIC SCHOOLS IN THE REST OF NORTH ST. LOUIS COUNTY? GENERALLY SPEAKING, WHAT GRADE WOULD YOU GIVE THEM: A, B, C, D, OR FAIL?

1. A 5.9%
2. B 27.8%
3. C 36.4%
4. D 4.1%
5. Fail 6.0%
9. Don't know, no answer 19.8%

7. HOW MUCH CONFIDENCE DO YOU HAVE IN THE SPECIAL ADMINISTRATIVE BOARD THAT IS NOW RESPONSIBLE FOR THE RIVERVIEW GARDENS SCHOOL DISTRICT? A GREAT DEAL, QUITE A LOT, SOME, OR VERY LITTLE?

1. A great deal 13.0%
2. Quite a lot 5.9%
3. Some 28.0%
4. Very little 46.0%
9. Don't know, no answer 7.1%

8. HOW MUCH CONFIDENCE DO YOU HAVE IN THE SUPERINTENDENT AND THE OTHER ADMINISTRATORS OF THE RIVERVIEW GARDENS PUBLIC SCHOOLS? A GREAT DEAL, QUITE A LOT, SOME, OR NOT VERY MUCH?

1. A great deal 11.0%
2. Quite a lot 6.2%
3. Some 29.9%
4. Very little 40.4%
9. Don't know, no answer 12.5%

9. HOW WOULD YOU RATE THE QUALITY OF THE TEACHERS IN THE RIVERVIEW GARDENS SCHOOL DISTRICT? IN GENERAL, ARE THEY EXCELLENT, GOOD, ONLY FAIR, OR POOR?

1. Excellent 10.6%
2. Good 37.5%
3. Only fair 34.4%
4. Poor 10.5%
9. Don't know, no answer 6.9%

10. HOW WOULD YOU RATE THE QUALITY OF THE NON-TEACHING STAFF IN THE RIVERVIEW GARDENS SCHOOL DISTRICT? IN GENERAL, ARE THEY EXCELLENT, GOOD, ONLY FAIR, OR POOR?

1. Excellent 11.8%
2. Good 21.3%
3. Only fair 32.9%
4. Poor 11.3%
9. Don't know, no answer 22.7%

Appendix D: Community Survey Results

11. HOW WELL DOES THE RIVERVIEW GARDENS SCHOOL DISTRICT MEET THE NEEDS OF STUDENTS WHO CANNOT DO WELL IN A TRADITIONAL CLASSROOM SETTING? IS ITS PERFORMANCE EXCELLENT, GOOD, ONLY FAIR, OR POOR?

- | | |
|--------------------------|-------|
| 1. Excellent | 5.6% |
| 2. Good | 11.2% |
| 3. Only fair | 28.3% |
| 4. Poor | 32.3% |
| 9. Don't know, no answer | 22.6% |

12. HOW WOULD YOU RATE THE BUILDINGS AND OTHER FACILITIES IN THE RIVERVIEW GARDENS SCHOOL DISTRICT? IN GENERAL, ARE THEY EXCELLENT, GOOD, ONLY FAIR, OR POOR?

- | | |
|--------------------------|-------|
| 1. Excellent | 13.2% |
| 2. Good | 40.4% |
| 3. Only fair | 29.0% |
| 4. Poor | 17.3% |
| 9. Don't know, no answer | 0.0% |

13. HOW WOULD YOU RATE THE RIVERVIEW GARDENS SCHOOL DISTRICT IN GETTING ADVICE AND INPUT FROM CITIZENS? EXCELLENT, GOOD, ONLY FAIR, OR POOR?

- | | |
|--------------------------|-------|
| 1. Excellent | 3.2% |
| 2. Good | 35.0% |
| 3. Only fair | 40.8% |
| 4. Poor | 16.5% |
| 9. Don't know, no answer | 4.4% |

(ROTATE Q. 14A AND Q. 14B)

14A. CURRENTLY DO YOU THINK THE RIVERVIEW GARDENS SCHOOL DISTRICT DOES NOT HAVE ENOUGH MONEY TO DO ITS JOB, HAS ABOUT THE RIGHT AMOUNT OF MONEY, OR HAS MORE MONEY THAN IT NEEDS TO DO ITS JOB? COMBINED RESULTS: 14A AND 14B

- | | |
|-----------------------------|-------|
| 1. Not enough money | 60.8% |
| 2. About the right amount | 14.7% |
| 3. More money than it needs | 6.5% |
| 9. Don't know, no answer | 18.0% |

14B. CURRENTLY DO YOU THINK THE RIVERVIEW GARDENS SCHOOL DISTRICT HAS MORE MONEY THAN IT NEEDS TO DO ITS JOB, HAS ABOUT THE RIGHT AMOUNT OF MONEY, OR DOES NOT HAVE ENOUGH MONEY TO DO ITS JOBS?

- | | |
|-----------------------------|--|
| 1. Not enough money | |
| 2. About the right amount | |
| 3. More money than it needs | |
| 9. Don't know, no answer | |

15. HOW EFFICIENTLY DO YOU THINK THE RIVERVIEW GARDENS SCHOOL DISTRICT SPENDS YOUR TAX DOLLARS: VERY EFFICIENTLY, SOMEWHAT EFFICIENTLY, OR NOT VERY EFFICIENTLY?

- | | |
|--------------------------|-------|
| 1. Very efficiently | 6.9% |
| 2. Somewhat efficiently | 42.9% |
| 3. Not very efficiently | 38.6% |
| 9. Don't know, no answer | 11.6% |

16. I'M GOING TO READ YOU A LIST ABOUT VARIOUS AREAS WITHIN THE RIVERVIEW GARDENS SCHOOLS. FOR EACH ONE, TELL ME WHETHER YOU THINK IT IS NOT A CONCERN AT ALL, IS A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN.

(RANDOMIZE Q. 17 THROUGH Q. 23)

17. HOW CONCERNED ARE YOU ABOUT STUDENT SAFETY IN THE RIVERVIEW GARDENS SCHOOL DISTRICT?. IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

- | | |
|--------------------------|-------|
| 1. Not a concern at all | 3.5% |
| 2. Not very serious | 9.6% |
| 3. Somewhat serious | 13.9% |
| 4. Very serious | 29.5% |
| 5. Extremely serious | 40.8% |
| 9. Don't know, no answer | 2.8% |

18. HOW CONCERNED ARE YOU ABOUT THE RIVERVIEW GARDENS SCHOOLS SETTING HIGH ACADEMIC STANDARDS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

- | | |
|--------------------------|-------|
| 1. Not a concern at all | 2.8% |
| 2. Not very serious | 1.5% |
| 3. Somewhat serious | 15.0% |
| 4. Very serious | 45.8% |
| 5. Extremely serious | 31.8% |
| 9. Don't know, no answer | 3.0% |

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19. HOW CONCERNED ARE YOU ABOUT PARENTAL INVOLVEMENT IN THE RIVERVIEW GARDENS SCHOOLS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	2.8%
2. Not very serious	10.6%
3. Somewhat serious	10.2%
4. Very serious	39.1%
5. Extremely serious	36.7%
9. Don't know, no answer	0.7%

20. HOW CONCERNED ARE YOU ABOUT STUDENT TEST SCORES IN THE RIVERVIEW GARDENS SCHOOLS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	3.8%
2. Not very serious	2.5%
3. Somewhat serious	8.9%
4. Very serious	41.3%
5. Extremely serious	39.8%
9. Don't know, no answer	3.8%

21. HOW CONCERNED ARE YOU ABOUT THE STUDENT GRADUATION RATE IN THE RIVERVIEW GARDENS SCHOOLS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	2.5%
2. Not very serious	0.0%
3. Somewhat serious	10.7%
4. Very serious	36.3%
5. Extremely serious	44.2%
9. Don't know, no answer	6.3%

22. HOW CONCERNED ARE YOU ABOUT STUDENT ATTENDANCE IN THE RIVERVIEW GARDENS SCHOOLS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	5.6%
2. Not very serious	10.6%
3. Somewhat serious	6.5%
4. Very serious	41.2%
5. Extremely serious	34.3%
9. Don't know, no answer	1.9%

23. HOW CONCERNED ARE YOU ABOUT HOW WELL THE ACADEMIC PROGRAMS IN THE RIVERVIEW GARDENS SCHOOLS PREPARE STUDENTS FOR FUTURE ENDEAVORS? IS THAT NOT A CONCERN AT ALL, A NOT VERY SERIOUS CONCERN, A SOMEWHAT SERIOUS CONCERN, A VERY SERIOUS CONCERN, OR AN EXTREMELY SERIOUS CONCERN?

1. Not a concern at all	3.8%
2. Not very serious	4.8%
3. Somewhat serious	14.3%
4. Very serious	40.6%
5. Extremely serious	33.2%
9. Don't know, no answer	3.4%

24. NOW FOR A FEW MORE QUESTIONS ABOUT HOW YOU VIEW THE RIVERVIEW GARDENS SCHOOLS. HOW WELL PREPARED DO YOU THINK THE TYPICAL RIVERVIEW GARDENS SCHOOLS HIGH SCHOOL GRADUATE IS TO SUCCEED IN COLLEGE: EXTREMELY WELL PREPARED, VERY WELL PREPARED, SOMEWHAT WELL PREPARED, NOT VERY WELL PREPARED, OR NOT AT ALL WELL PREPARED?

1. Extremely well prepared	2.8%
2. Very well prepared	7.4%
3. Somewhat well prepared	45.1%
4. Not very well prepared	18.9%
5. Not at all well prepared	16.8%
9. Don't know, no answer	9.0%

25. HOW WELL PREPARED DO YOU THINK THE TYPICAL RIVERVIEW GARDENS SCHOOLS HIGH SCHOOL GRADUATE IS TO PERFORM ADEQUATELY ON AN ENTRY LEVEL JOB IN TODAY'S WORK FORCE: EXTREMELY WELL PREPARED, VERY WELL PREPARED, SOMEWHAT WELL PREPARED, NOT VERY WELL PREPARED, OR NOT AT ALL WELL PREPARED?

1. Extremely well prepared	9.5%
2. Very well prepared	6.4%
3. Somewhat well prepared	50.8%
4. Not very well prepared	13.0%
5. Not at all well prepared	14.3%
9. Don't know, no answer	6.0%

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26. DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENT: HAVING A HIGH SCHOOL DIPLOMA FROM THE RIVERVIEW GARDENS SCHOOLS MEANS THAT A STUDENT HAS AT LEAST LEARNED THE BASIC SKILLS OF READING, WRITING, AND MATHEMATICS. (IF AGREE/DISAGREE) DO YOU (AGREE/DISAGREE) STRONGLY OR SOMEWHAT?

1. Strongly agree	26.4%
2. Somewhat agree	51.1%
3. Somewhat disagree	12.4%
4. Strongly disagree	7.1%
9. Don't know, no answer	3.1%

27. DO YOU FAVOR OR OPPOSE A POLICY WHERE RIVERVIEW GARDENS STUDENTS IN GRADES KINDERGARTEN THROUGH FIVE COULD ATTEND ANY ELEMENTARY SCHOOL IN THE DISTRICT? (IF FAVOR/OPPOSE) DO YOU (FAVOR/OPPOSE) STRONGLY OR SOMEWHAT?

1. Strongly favor	44.4%
2. Somewhat favor	23.5%
3. Somewhat oppose	12.8%
4. Strongly oppose	13.1%
9. Don't know, no answer	6.2%

28. DO YOU FAVOR OR OPPOSE THE RIVERVIEW GARDENS SCHOOL DISTRICT OFFERING ALL-DAY EARLY CHILDHOOD EDUCATION FOR THREE AND FOUR YEAR OLDS? (IF FAVOR/OPPOSE) DO YOU (FAVOR/OPPOSE) STRONGLY OR SOMEWHAT?

1. Strongly favor	64.9%
2. Somewhat favor	17.9%
3. Somewhat oppose	8.4%
4. Strongly oppose	5.9%
9. Don't know, no answer	2.8%

29. CURRENTLY RIVERVIEW GARDENS SCHOOLS START ONE HOUR LATER EACH WEDNESDAY MORNING SO THAT THE TEACHERS AND STAFF CAN USE THAT TIME FOR PROFESSIONAL DEVELOPMENT. DO YOU FAVOR OR OPPOSE THIS POLICY? (IF FAVOR/OPPOSE) DO YOU (FAVOR/OPPOSE) STRONGLY OR SOMEWHAT?

1. Strongly favor	48.1%
2. Somewhat favor	25.3%
3. Somewhat oppose	4.6%
4. Strongly oppose	19.8%
9. Don't know, no answer	2.2%

30. AS YOU MAY KNOW, THE RIVERVIEW GARDENS SCHOOL DISTRICT IS CURRENTLY NOT ACCREDITED BY THE STATE OF MISSOURI. HOW MUCH DO YOU THINK THAT HAS HURT RESIDENTIAL PROPERTY VALUES IN THE RIVERVIEW GARDENS SCHOOL DISTRICT: A GREAT DEAL, QUITE A BIT, SOME, OR VERY LITTLE?

1. Great deal	66.1%
2. Quite a lot	16.6%
3. Some	3.6%
4. Very little	7.7%
9. Don't know, no answer	6.1%

31. HOW URGENT IS IT THAT THE RIVERVIEW GARDENS SCHOOL DISTRICT REGAIN ITS ACCREDITATION? IS IT EXTREMELY URGENT, VERY URGENT, SOMEWHAT URGENT, NOT VERY URGENT, OR NOT AT ALL URGENT?

1. Extremely urgent	70.9%
2. Very urgent	18.0%
3. Somewhat urgent	4.2%
4. Not very urgent	0.0%
5. Not at all urgent	6.2%
9. Don't know, no answer	0.7%

32. WHAT IF YOU HAD OR HAVE ONE OR MORE CHILDREN ENROLLED IN THE RIVERVIEW GARDENS SCHOOL? IF STARTING IN FALL 2012 THIS CHILD OR CHILDREN WOULD BE FREE TO ATTEND THE PUBLIC SCHOOL OF YOUR CHOICE IN ANOTHER ST. LOUIS COUNTY PUBLIC SCHOOL DISTRICT WITH NO CHARGE FOR TUITION, HOW LIKELY WOULD YOU BE TO DO SO? WOULD YOU BE ALMOST 100 PERCENT CERTAIN, WOULD THE CHANCES BE 75 PERCENT OR MORE BUT LESS THAN 100 PERCENT, WOULD THE CHANCES BE BETWEEN 50 PERCENT AND 74 PERCENT, BETWEEN 25 PERCENT AND 49 PERCENT, OR WOULD THEY BE LESS THAN 25 PERCENT?

1. Almost 100 percent certain	70.1%
2. 75 percent or more but less than 100 percent	9.3%
3. Between 50 percent and 74 percent	6.6%
4. Between 25 percent and 49 percent	2.9%
5. Less than 25 percent	9.6%
9. Don't know, no answer	1.5%

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33. WHAT IS YOUR MAJOR SOURCE OF INFORMATION ABOUT WHAT IS HAPPENING IN THE RIVERVIEW GARDENS SCHOOL DISTRICT: TELEVISION, RADIO, NEWSPAPERS, SCHOOL PUBLICATIONS SUCH AS NEWSLETTERS, THE INTERNET, AUTOMATED PHONE MESSAGES, FRIENDS AND NEIGHBORS, OR SOMEWHERE ELSE?

1. Television	21.2%
2. Radio	0.0%
3. Newspapers	6.8%
4. School publications	27.2%
5. Internet	4.5%
6. Automated phone messages	6.2%
7. Friends and neighbors	21.1%
8. Somewhere else	9.2%
9. Don't know, no answer	3.8%

34. WHAT IF THERE WERE A BALLOT PROPOSAL TO INCREASE THE PROPERTY TAX LEVY FOR THE RIVERVIEW GARDENS SCHOOL DISTRICT TO BE USED TO MAINTAIN AND IMPROVE THE DISTRICT'S EDUCATIONAL PROGRAMS? IF THE ELECTION WERE BEING HELD TODAY, WOULD YOU VOTE FOR OR AGAINST THIS PROPOSAL?

1. For	60.1%
2. Against	30.2%
3. Don't know, undecided	9.7%
9. No answer, decline to say	0.0%

35. NOW JUST A FEW MORE QUESTIONS FOR STATISTICAL CLASSIFICATION PURPOSES. ARE ONE OR MORE CHILDREN IN YOUR HOUSEHOLD CURRENTLY ATTENDING SCHOOL SOMEWHERE BETWEEN KINDERGARTEN AND TWELFTH GRADE?

1. Yes (GO TO Q. 36)	100.0%
2. No (GO TO Q. 43)	0.0%
9. No answer (GO TO Q. 43)	0.0%

36. ARE ONE OR MORE CHILDREN IN YOUR HOUSEHOLD ATTENDING THE RIVERVIEW GARDENS PUBLIC SCHOOLS? (ONLY THOSE ANSWERING "1" ON Q. 35)

1. Yes (GO TO Q. 37)	100.0%
2. No (GO TO Q. 43)	0.0%
9. No answer (GO TO Q. 43)	0.0%

37. ARE ANY OF THE CHILDREN IN YOUR HOUSEHOLD CURRENTLY ATTENDING ELEMENTARY SCHOOL IN THE RIVERVIEW GARDENS PUBLIC SCHOOLS? (ONLY THOSE ANSWERING "1" ON Q. 36)

1. Yes (GO TO Q. 38)	71.1%
2. No (GO TO Q. 39)	28.9%
9. No answer (GO TO Q. 39)	0.0%

38. WHAT GRADE WOULD YOU GIVE THAT SCHOOL FOR ITS EDUCATIONAL QUALITY: A, B, C, D, OR FAIL? (ONLY THOSE ANSWERING "1" TO Q. 37)

1. A	21.4%
2. B	38.8%
3. C	22.2%
4. D	10.1%
5. Fail	7.4%
9. Don't know, no answer	0.0%

39. ARE ANY OF THE CHILDREN IN YOUR HOUSEHOLD CURRENTLY ATTENDING MIDDLE SCHOOL IN THE RIVERVIEW GARDENS PUBLIC SCHOOLS? (ONLY THOSE ANSWERING "1" ON Q. 36)

1. Yes (GO TO Q. 40)	38.6%
2. No (GO TO Q. 41)	61.4%
9. No answer (GO TO Q. 41)	0.0%

40. WHAT GRADE WOULD YOU GIVE THAT SCHOOL FOR ITS EDUCATIONAL QUALITY: A, B, C, D, OR FAIL? (ONLY THOSE ANSWERING "1" ON Q. 39)

1. A	11.7%
2. B	27.1%
3. C	19.4%
4. D	22.1%
5. Fail	19.8%
9. Don't know, no answer	0.0%

41. ARE ANY OF THE CHILDREN IN YOUR HOUSEHOLD CURRENTLY ATTENDING HIGH SCHOOL IN THE RIVERVIEW GARDENS PUBLIC SCHOOLS? (ONLY THOSE ANSWERING "1" ON Q. 36)

1. Yes (GO TO Q. 42)	41.0%
2. No (GO TO Q. 43)	58.0%
9. No answer (GO TO Q. 43)	1.0%

Appendix D: Community Survey Results

42. WHAT GRADE WOULD YOU GIVE THAT SCHOOL FOR ITS EDUCATIONAL QUALITY: A, B, C, D, OR FAIL? (ONLY THOSE ANSWERING "1" ON Q. 42)

1. A	6.3%
2. B	26.4%
3. C	22.3%
4. D	19.2%
5. Fail	23.4%
9. Don't know, no answer	2.4%

43. HOW MANY YEARS HAVE YOU LIVED IN THE RIVERVIEW GARDENS SCHOOL DISTRICT: TEN YEARS OR LESS, BETWEEN ELEVEN AND TWENTY YEARS, OR MORE THAN TWENTY YEARS?

1. 10 or less	54.5%
2. 11 to 20	31.4%
3. More than 20/all my life	14.1%
9. Don't know, no answer	0.0%

44. WHAT WAS THE LAST YEAR OF SCHOOL YOU COMPLETED?

1. 0-12	48.0%
2. 13-15	34.2%
3. 16 or more	17.8%
9. No answer	0.0%

45. DID YOU EVER ATTEND THE RIVERVIEW GARDENS PUBLIC SCHOOLS?

1. Yes	18.4%
2. No	81.6%
9. No answer	0.0%

46. IN WHAT YEAR WERE YOU BORN?

1. 1977 or later	50.5%
2. 1967 to 1976	22.6%
3. 1957 to 1966	15.2%
4. 1947 to 1956	6.5%
5. 1946 or earlier	1.3%
9. No answer	3.8%

47. DO YOU OWN OR RENT YOUR HOME?

1. Own	59.4%
2. Rent	33.9%
3. Other	2.9%
9. Don't know, no answer	3.8%

48. RECORD MUNICIPALITY (INCLUDING UNINCORPORATED)

Unincorporated	43.1%
Bellefontaine Neighbors	27.3%
Dellwood	10.3%
Ferguson	7.5%
Jennings	0.0%
Moline Acres	1.0%
Riverview	10.8%

49. RECORD GENDER

1. Men	33.2%
2. Women	66.8%

Thanks for your time. Have a pleasant (DAY/EVENING).

Appendix E: Staff Survey Results

RIVERVIEW GARDENS EMPLOYEE SURVEY

March-April 2012

OVERVIEW

This report presents the findings from a survey of the Riverview Gardens School District full-time staff. The survey was conducted over a one-month period by e-mail. It was announced with a mass e-mail to all staff members. Those not responding were subsequently sent several reminders. Overall, 329 staff completed the survey.

Survey topics include the District's setting, clarity of staff roles and expectations, District support for staff, supervisor-staff relationships, staff empowerment, staff ratings of District services, and staff rating of District quality. The rating questions have four response options: excellent (EXC), good (GOOD), only fair (FAIR), poor (POOR). Many respondents did not rate one or more services (DK/NA). The remaining questions have five response options: strongly disagree (DISAGREE+), somewhat disagree (DISAGREE-), neither agree nor disagree (NEUTRAL), somewhat agree (AGREE-), strongly agree (AGREE+).

The results are given for the overall group, job category (elementary teacher, middle school teacher, secondary school teacher, certified staff, non-certified staff), years of service within the District (three years or less, four to nine years, ten years or more), and ultimate employer (Riverview Gardens or the Special School District).

DISTRICT SETTING

The five items addressing the District's setting are "the District administrators share information about the District", "the Riverview Gardens School District is headed in the right direction", "I believe the District works hard to achieve a diverse working environment", "the people I work with cooperate and work as a team", and "I feel safe at work" (SAFE).

Here are the results for the overall group as well as by job category, years of service, and employer.

Appendix E: Staff Survey Results

Share Information about the District

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	6%	15%	14%	38%	26%
Job Category					
Elementary	7%	10%	14%	40%	38%
Middle School	11%	15%	11%	35%	28%
High School	16%	16%	16%	37%	16%
Certified	2%	9%	18%	34%	36%
Non-Certified	2%	26%	13%	41%	18%
Years Served					
0-3	8%	17%	12%	39%	24%
4-9	8%	12%	17%	39%	24%
10+	4%	14%	14%	37%	30%
Employer					
Riverview	6%	15%	13%	38%	27%
Special	5%	13%	21%	40%	21%

Headed in the Right Direction

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	12%	15%	16%	36%	20%
Job Category					
Elementary	11%	16%	19%	31%	23%
Middle School	22%	13%	13%	26%	26%
High School	24%	10%	13%	37%	16%
Certified	6%	11%	16%	47%	20%
Non-Certified	6%	21%	21%	40%	13%
Years Served					
0-3	16%	11%	17%	35%	22%
4-9	18%	17%	17%	34%	15%
10+	5%	17%	18%	37%	22%
Employer					
Riverview	11%	16%	16%	36%	20%
Special	16%	13%	24%	29%	18%

Appendix E: Staff Survey Results

Works Hard for a Diverse Work Environment

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	6%	12%	25%	36%	22%
Job Category					
Elementary	7%	15%	18%	37%	24%
Middle School	4%	11%	35%	26%	24%
High School	13%	16%	26%	32%	13%
Certified	6%	7%	26%	34%	27%
Non-Certified	3%	7%	28%	46%	16%
Years Served					
0-3	6%	13%	31%	31%	19%
4-9	8%	10%	27%	39%	16%
10+	5%	12%	18%	38%	28%
Employer					
Riverview	6%	12%	25%	35%	22%
Special	3%	13%	21%	42%	21%

People Cooperate and Work as a Team

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	4%	10%	6%	34%	47%
Job Category					
Elementary	4%	7%	3%	35%	51%
Middle School	0%	6%	6%	30%	56%
High School	13%	10%	5%	37%	34%
Certified	2%	14%	13%	27%	44%
Non-Certified	2%	13%	3%	38%	44%
Years Served					
0-3	3%	11%	5%	40%	41%
4-9	3%	12%	8%	36%	40%
10+	4%	7%	4%	28%	56%
Employer					
Riverview	4%	9%	5%	35%	48%
Special	3%	18%	10%	29%	40%

Appendix E: Staff Survey Results

I Feel Safe at Work

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	6%	10%	12%	35%	37%
Job Category					
Elementary	4%	15%	11%	35%	35%
Middle School	15%	17%	17%	26%	24%
High School	10%	8%	18%	37%	26%
Certified	4%	9%	11%	34%	42%
Non-Certified	3%	9%	7%	43%	38%
Years Served					
0-3	9%	12%	13%	30%	36%
4-9	6%	14%	8%	45%	28%
10+	4%	12%	14%	33%	37%
Employer					
Riverview	6%	10%	12%	35%	37%
Special	3%	29%	10%	42%	16%

ROLES AND EXPECTATIONS

The six items under this heading are “I understand my role in helping the Riverview Gardens School District achieve its mission and vision,” “I know what is expected of me at work,” “I know the parts of the District’s accountability plan that affect me and my work,” “I know how to measure the quality of my work,” “I feel responsible for students learning and succeeding,” and “The District has high standards and expectations.”

Here are the results for the overall group and by job category, years of service, and employer:

Appendix E: Staff Survey Results

Understand Role in Achieving Mission and Vision

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	2%	3%	5%	27%	64%
Job Category					
Elementary	3%	2%	4%	23%	68%
Middle School	0%	0%	4%	33%	63%
High School	3%	8%	13%	32%	45%
Certified	0%	2%	4%	27%	67%
Non-Certified	2%	4%	4%	26%	63%
Years Served					
0-3	1%	5%	3%	36%	55%
4-9	1%	2%	9%	25%	63%
10+	3%	1%	4%	21%	70%
Employer					
Riverview	1%	3%	4%	26%	65%
Special	5%	0%	13%	32%	50%

I Know What Is Expected of Me at Work

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	3%	5%	3%	27%	61%
Job Category					
Elementary	2%	4%	2%	25%	66%
Middle School	2%	4%	4%	28%	61%
High School	10%	10%	8%	40%	32%
Certified	0%	4%	2%	27%	67%
Non-Certified	4%	4%	4%	22%	65%
Year Served					
0-3	4%	9%	2%	36%	49%
4-9	2%	6%	6%	30%	56%
10+	4%	1%	3%	18%	74%
Employer					
Riverview	3%	6%	3%	27%	61%
Special	5%	0%	5%	26%	63%

Appendix E: Staff Survey Results

Know Accountability Plan That Affects Me and My Work

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	5%	11%	14%	34%	36%
Job Category					
Elementary	2%	11%	12%	34%	42%
Middle School	4%	11%	20%	24%	41%
High School	10%	13%	13%	32%	32%
Certified	4%	11%	11%	36%	38%
Non-Certified	9%	9%	18%	41%	24%
Years Served					
0-3	4%	12%	17%	37%	30%
4-9	9%	14%	16%	32%	30%
10+	3%	8%	11%	34%	44%
Employer					
Riverview	4%	11%	13%	35%	36%
Special	8%	10%	21%	26%	34%

I Know How To Measure the Quality of My Work

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	2%	2%	8%	33%	54%
Job Category					
Elementary	2%	2%	3%	37%	55%
Middle School	0%	2%	15%	26%	56%
High School	5%	3%	16%	29%	47%
Certified	0%	2%	0%	31%	67%
Non-Certified	4%	3%	12%	37%	44%
Years Served					
0-3	2%	2%	11%	40%	45%
4-9	2%	3%	7%	36%	52%
10+	3%	2%	6%	27%	62%
Employer					
Riverview	2%	3%	7%	34%	54%
Special	5%	0%	13%	26%	55%

Appendix E: Staff Survey Results

I Feel Responsible for Students Learning and Succeeding

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	2%	1%	5%	22%	70%
Job Category					
Elementary	2%	2%	0%	20%	76%
Middle School	0%	2%	4%	24%	70%
High School	0%	0%	5%	24%	71%
Certified	0%	0%	4%	20%	76%
Non-Certified	4%	0%	15%	26%	54%
Years Served					
0-3	1%	2%	2%	20%	75%
4-9	1%	0%	4%	28%	66%
10+	2%	1%	7%	20%	69%
Employer					
Riverview	1%	1%	5%	23%	70%
Special	5%	3%	3%	16%	74%

The District Has High Standards and Ethics

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	8%	12%	26%	32%	23%
Job Category					
Elementary	7%	13%	19%	32%	30%
Middle School	6%	13%	30%	26%	24%
High School	18%	8%	34%	24%	16%
Certified	6%	4%	31%	38%	22%
Non-Certified	6%	16%	26%	35%	16%
Years Served					
0-3	6%	11%	24%	37%	22%
4-9	16%	12%	27%	28%	17%
10+	4%	12%	26%	30%	28%
Employer					
Riverview	7%	11%	27%	32%	24%
Special	13%	18%	16%	34%	18%

Appendix E: Staff Survey Results

SUPERVISOR-STAFF RELATIONSHIPS

The three items within this segment are “when I see a problem I feel comfortable letting my supervisor know about it,” “my supervisor seems to care about me as a person,” and “I am held appropriately accountable for my overall performance.”

Here are the results for the overall group and by job category, years served, and employer:

Comfortable About Letting Supervisor Know About Problems

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	12%	12%	5%	26%	45%
Job Category					
Elementary	13%	9%	5%	30%	43%
Middle School	20%	22%	2%	9%	48%
High School	26%	16%	13%	29%	16%
Certified	9%	7%	4%	29%	51%
Non-Certified	2%	10%	4%	28%	56%
Years Served					
0-3	18%	19%	4%	22%	37%
4-9	12%	10%	7%	29%	42%
10+	9%	7%	5%	27%	52%
Employer					
Riverview	12%	12%	5%	26%	44%
Special	13%	8%	8%	24%	47%

Appendix E: Staff Survey Results

My Supervisor Seems To Care About Me as a Person

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	12%	9%	15%	22%	42%
Job Category					
Elementary	9%	14%	13%	19%	45%
Middle School	15%	15%	17%	17%	35%
High School	34%	0%	24%	24%	18%
Certified	14%	2%	18%	24%	42%
Non-Certified	3%	7%	9%	26%	54%
Years Served					
0-3	20%	10%	16%	20%	35%
4-9	14%	10%	17%	17%	43%
10+	6%	8%	13%	26%	46%
Employer					
Riverview	12%	9%	14%	22%	43%
Special	16%	8%	18%	21%	37%

I Am Held Appropriately Accountable for My Overall Performance

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	5%	5%	9%	30%	50%
Job Category					
Elementary	5%	4%	12%	26%	52%
Middle School	6%	4%	11%	30%	48%
High School	10%	18%	8%	24%	40%
Certified	2%	0%	11%	38%	49%
Non-Certified	4%	4%	3%	32%	56%
Years Served					
0-3	7%	8%	15%	31%	39%
4-9	3%	8%	8%	30%	51%
10+	5%	1%	6%	28%	59%
Employer					
Riverview	5%	6%	10%	28%	50%
Special	5%	0%	5%	40%	50%

Appendix E: Staff Survey Results

EMPOWERMENT

The six items covering staff empowerment are “my advice and suggestions are valued,” “I can make changes that will improve my work,” “I can make a difference meeting students’ emotional and social needs,” “the District offers opportunities for me to use my time and talents well,” “I am satisfied with my job,” and “I am allowed to make decisions to solve problems.”

Here are the results for the overall group and by job category, years served, and employer:

My Advice and Suggestions Are Welcome

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	12%	12%	16%	25%	35%
Job Category					
Elementary	12%	11%	20%	23%	34%
Middle School	13%	20%	20%	17%	30%
High School	26%	16%	16%	21%	21%
Certified	13%	7%	13%	31%	36%
Non-Certified	3%	12%	9%	32%	44%
Years Served					
0-3	16%	14%	21%	20%	30%
4-9	16%	17%	12%	26%	29%
10+	7%	8%	14%	29%	41%
Employer					
Riverview	11%	12%	16%	25%	36%
Special	18%	10%	18%	29%	24%

Appendix E: Staff Survey Results

I Can Make Changes That Will Improve My Work

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	1%	5%	6%	31%	57%
Job Category					
Elementary	2%	5%	2%	30%	62%
Middle School	0%	4%	4%	22%	70%
High School	3%	5%	10%	21%	60%
Certified	0%	6%	11%	26%	58%
Non-Certified	2%	3%	6%	50%	40%
Years Served					
0-3	0%	5%	6%	30%	59%
4-9	1%	7%	4%	34%	54%
10+	2%	3%	6%	30%	59%
Employer					
Riverview	1%	4%	6%	32%	57%
Special	5%	5%	5%	21%	63%

I Can Make a Difference Meeting Student Emotional/Social Needs

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	2%	3%	8%	30%	58%
Job Category					
Elementary	2%	3%	8%	34%	52%
Middle School	0%	2%	4%	39%	54%
High School	3%	3%	5%	18%	71%
Certified	0%	4%	4%	18%	74%
Non-Certified	3%	2%	16%	31%	48%
Years Served					
0-3	0%	2%	7%	30%	61%
4-9	1%	6%	10%	32%	52%
10+	4%	1%	8%	28%	59%
Employer					
Riverview	1%	2%	9%	30%	58%
Special	5%	8%	5%	24%	58%

Appendix E: Staff Survey Results

District Offers Opportunities To Use My Time/Talent Well

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	7%	15%	19%	35%	24%
Job Category					
Elementary	8%	15%	15%	38%	25%
Middle School	4%	15%	28%	28%	24%
High School	16%	16%	24%	29%	16%
Certified	2%	20%	20%	38%	20%
Non-Certified	4%	10%	18%	37%	31%
Years Served					
0-3	7%	16%	24%	32%	22%
4-9	9%	18%	18%	34%	21%
10+	5%	12%	17%	38%	28%
Employer					
Riverview	6%	15%	19%	35%	25%
Special	10%	13%	24%	37%	16%

I Am Satisfied with My Job

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	8%	11%	13%	37%	31%
Job Category					
Elementary	8%	14%	9%	40%	29%
Middle School	11%	17%	11%	35%	26%
High School	13%	13%	24%	29%	21%
Certified	6%	4%	14%	38%	38%
Non-Certified	3%	7%	13%	38%	38%
Years Served					
0-3	12%	14%	16%	34%	24%
4-9	8%	13%	17%	32%	30%
10+	4%	8%	8%	44%	36%
Employer					
Riverview	7%	11%	13%	38%	30%
Special	10%	13%	10%	29%	37%

Appendix E: Staff Survey Results

I Am Allowed To Make Decisions To Solve Problems

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	9%	13%	14%	32%	32%
Job Category					
Elementary	8%	13%	16%	34%	29%
Middle School	6%	20%	24%	15%	35%
High School	24%	18%	16%	26%	16%
Certified	6%	9%	6%	44%	36%
Non-Certified	6%	7%	9%	34%	44%

SUPPORT

The five support items are “I receive the support I need from the District’s Central Office,” “I receive the support I need from the administrators in my building,” “the District supports professional development training that will help advance my career,” “I have the tools and resources I need to do my job effectively,” and “the District’s leaders create a work environment that helps me to my job.”

Here are the results overall and by job category, years served, and employer:

I Receive the Support I Need from the District’s Central Office

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	9%	15%	25%	37%	15%
Job Category					
Elementary	7%	18%	25%	38%	12%
Middle School	15%	6%	30%	26%	22%
High School	18%	16%	21%	34%	10%
Certified	9%	22%	16%	29%	24%
Non-Certified	3%	9%	29%	48%	10%
Years Served					
0-3	11%	19%	18%	36%	17%
4-9	14%	10%	34%	33%	10%
10+	5%	15%	24%	40%	16%
Employer					
Riverview	9%	16%	21%	38%	16%
Special	13%	8%	50%	24%	5%

Appendix E: Staff Survey Results

I Receive the Support I Need from My Building Administrators

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	11%	14%	9%	29%	37%
Job Category					
Elementary	8%	16%	7%	33%	36%
Middle School	17%	11%	9%	22%	41%
High School	26%	24%	10%	26%	13%
Certified	7%	9%	11%	27%	46%
Non-Certified	6%	9%	10%	31%	44%
Years Served					
0-3	18%	16%	11%	28%	28%
4-9	12%	17%	10%	25%	36%
10+	5%	10%	6%	33%	45%
Employer					
Riverview	11%	14%	9%	29%	38%
Special	13%	10%	8%	32%	37%

District Support Professional Development Training That Will Help Advance My Career

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	8%	11%	14%	30%	37%
Job Category					
Elementary	7%	14%	8%	31%	39%
Middle School	6%	11%	17%	24%	41%
High School	10%	10%	16%	29%	34%
Certified	9%	6%	20%	30%	34%
Non-Certified	9%	9%	16%	32%	34%
Years Served					
0-3	5%	10%	18%	31%	36%
4-9	16%	14%	16%	28%	27%
10+	6%	9%	10%	30%	44%
Employer					
Riverview	7%	11%	14%	30%	38%
Special	18%	8%	16%	32%	26%

Appendix E: Staff Survey Results

I Have the Tools/Resources I Need To Do My Job Effectively

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	8%	21%	8%	40%	22%
Job Category					
Elementary	5%	26%	7%	40%	22%
Middle School	17%	17%	6%	37%	22%
High School	21%	32%	8%	34%	5%
Certified	9%	14%	13%	36%	27%
Non-Certified	2%	15%	7%	50%	26%
Years Served					
0-3	11%	28%	9%	34%	18%
4-9	12%	21%	9%	42%	16%
10+	4%	16%	6%	44%	29%
Employer					
Riverview	9%	21%	8%	40%	22%
Special	8%	24%	10%	40%	18%

*The District's Leaders Create a Work Environment
That Helps Me Do My Job*

	<u>DISAGREE+</u>	<u>DISAGREE-</u>	<u>NEUTRAL</u>	<u>AGREE-</u>	<u>AGREE+</u>
Overall	12%	22%	18%	29%	19%
Job Category					
Elementary	11%	25%	18%	27%	20%
Middle School	9%	28%	15%	26%	22%
High School	34%	18%	24%	13%	10%
Certified	14%	18%	16%	31%	20%
Non-Certified	3%	19%	18%	41%	19%
Years Served					
0-3	16%	22%	16%	26%	20%
4-9	15%	25%	19%	28%	14%
10+	8%	20%	19%	31%	22%
Employer					
Riverview	12%	21%	19%	28%	20%
Special	10%	34%	13%	32%	10%

Appendix E: Staff Survey Results

Rating District Services

Services You Receive from the District's Finance Office

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	11%	29%	17%	4%	39%
Job Category					
Elementary	9%	35%	15%	3%	38%
Middle School	9%	24%	11%	4%	52%
High School	10%	13%	26%	5%	45%
Certified	7%	31%	14%	6%	42%
Non-Certified	19%	29%	24%	2%	26%
Years Served					
0-3	14%	34%	15%	3%	34%
4-9	11%	16%	29%	4%	39%
10+	9%	34%	12%	4%	42%
Employer					
Riverview	12%	33%	19%	4%	32%
Special	3%	0%	5%	3%	89%

Services You Receive from the District's Information Technology Office

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	29%	39%	17%	8%	8%
Job Category					
Elementary	21%	42%	19%	12%	7%
Middle School	24%	33%	15%	4%	24%
High School	37%	26%	10%	5%	21%
Certified	33%	36%	13%	7%	11%
Non-Certified	35%	40%	18%	4%	3%
Years Served					
0-3	24%	45%	14%	8%	9%
4-9	30%	32%	19%	8%	11%
10+	30%	36%	16%	7%	12%
Employer					
Riverview	29%	39%	17%	8%	8%
Special	24%	24%	10%	8%	34%

Appendix E: Staff Survey Results

Services You Receive from the District's Human Resources Office

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	14%	37%	21%	8%	20%
Job Category					
Elementary	15%	48%	16%	8%	12%
Middle School	15%	24%	20%	9%	33%
High School	16%	21%	24%	8%	32%
Certified	9%	34%	22%	9%	26%
Non-Certified	16%	35%	29%	7%	12%
Years Served					
0-3	17%	37%	24%	8%	14%
4-9	12%	34%	21%	10%	22%
10+	14%	38%	19%	7%	22%
Employer					
Riverview	16%	41%	23%	9%	11%
Special	5%	5%	8%	0%	82%

Services You Receive from the District's Facilities and Maintenance Division

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	16%	38%	23%	11%	13%
Job Category					
Elementary	17%	41%	20%	12%	11%
Middle School	11%	30%	24%	11%	24%
High School	10%	37%	26%	16%	10%
Certified	11%	38%	27%	6%	18%
Non-Certified	22%	37%	24%	10%	7%
Years Served					
0-3	17%	36%	21%	16%	11%
4-9	15%	39%	28%	8%	10%
10+	15%	38%	22%	9%	17%
Employer					
Riverview	16%	40%	23%	11%	11%
Special	16%	24%	24%	10%	26%

Appendix E: Staff Survey Results

District's Fringe Benefits

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	7%	34%	20%	12%	27%
Job Category					
Elementary	7%	34%	22%	13%	24%
Middle School	2%	41%	24%	6%	26%
High School	5%	40%	24%	8%	24%
Certified	7%	24%	13%	18%	38%
Non-Certified	12%	35%	15%	10%	28%
Years Served					
0-3	6%	38%	22%	6%	28%
4-9	4%	24%	20%	18%	34%
10+	9%	38%	17%	12%	23%
Employer					
Riverview	8%	39%	22%	13%	19%
Special	0%	0%	3%	3%	94%

Rating District Performance

Quality of Teachers

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	23%	62%	12%	1%	3%
Job Category					
Elementary	33%	63%	3%	0%	1%
Middle School	24%	63%	13%	0%	0%
High School	26%	66%	8%	0%	0%
Certified	11%	54%	26%	2%	7%
Non-Certified	12%	62%	16%	0%	10%
Years Served					
0-3	26%	56%	14%	0%	5%
4-9	14%	65%	16%	0%	6%
10+	27%	64%	7%	1%	1%
Employer					
Riverview	24%	61%	11%	1%	4%
Special	16%	66%	16%	0%	3%

Appendix E: Staff Survey Results

Quality of the Non-Teaching Staff

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	21%	59%	16%	2%	2%
Job Category					
Elementary	21%	58%	16%	3%	2%
Middle School	30%	56%	13%	0%	0%
High School	24%	42%	26%	3%	5%
Certified	14%	66%	16%	4%	0%
Non-Certified	18%	68%	12%	1%	1%
Years Served					
0-3	24%	54%	19%	3%	1%
4-9	14%	61%	19%	3%	3%
10+	24%	62%	12%	1%	1%
Employer					
Riverview	22%	60%	15%	2%	1%
Special	16%	53%	21%	8%	3%

Quality of the Administrators

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	16%	45%	27%	11%	1%
Job Category					
Elementary	19%	45%	26%	10%	0%
Middle School	20%	39%	28%	13%	0%
High School	5%	42%	24%	29%	0%
Certified	20%	42%	27%	11%	0%
Non-Certified	9%	53%	31%	2%	6%
Years Served					
0-3	22%	41%	22%	15%	0%
4-9	7%	53%	29%	10%	1%
10+	17%	43%	30%	9%	2%
Employer					
Riverview	16%	46%	26%	11%	1%
Special	13%	40%	37%	10%	0%

Appendix E: Staff Survey Results

District Buildings and Other Facilities

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>ONLY FAIR</u>	<u>POOR</u>	<u>DK/NA</u>
Overall	3%	40%	38%	12%	7%
Job Category					
Elementary	4%	43%	41%	7%	5%
Middle School	2%	39%	37%	11%	11%
High School	0%	24%	40%	37%	0%
Certified	6%	44%	34%	7%	9%
Non-Certified	3%	43%	34%	9%	12%
Years Served					
0-3	5%	39%	39%	10%	7%
4-9	0%	35%	42%	16%	8%
10+	4%	44%	34%	10%	7%
Employer					
Riverview	3%	40%	38%	11%	7%
Special	5%	37%	34%	13%	10%

METHODOLOGY

All full-time employees received an e-mail from the researcher asking them to complete the survey. They also received an e-mail notification about the survey from the Riverview Gardens School District. The internet methodology can detect which e-mail address has submitted a survey. That places a limit of only one response for a given e-mail address and enables reminders to be sent only to e-mail addresses that have not yet responded.

Because of rounding, not all totals equal precisely one hundred percent.

Appendix E: Staff Survey Results

Here are the frequencies for the three classification breakouts:

Job Category

Elementary School Teacher:	37%
Middle School Teacher:	14%
High School Teacher:	12%
Certified Staff:	17%
Non-Certified Staff:	21%

Years of Service

0-3 Years:	31%
4-9 Years:	27%
10 Years or More:	42%

Employer

Riverview Gardens School District:	88%
Special School District:	12%

The survey was directed by Dr. E. Terrence Jones.

Appendix F: Community Engagement

Meeting #1 Summary

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN REACH



Community Engagement Meeting #1 February 23, 2011

Communications Timeline

TARGET DATE	TASK	PERSON RESPONSIBLE	DATE COMPLETE
2/13/12	Draft Invite Letter to Parents & CAC to 2/23 Meeting	AMG	2/13/12
2/13/12	Confirm Pre-Mtg w/ Johnson, Sunkett, Ferguson, Mueller for 2/14	Pat Johnson/Tamara Sunkett	
2/14/12	Mtg to finalize planning and outline for CAC mtg and Community Engagement Mtg	Johnson, Sunkett, Paul Doerrer, Roosevelt Ferguson, Michelle Mueller	2/14/12
2/14/12	Confirm Childcare arrangements	Pat Johnson	
2/14/12	Confirm food service arrangements	Pat Johnson	2/14/12
2/14/12	Finalize Letter after childcare confirmed and give to Principals and Sha Fields (to send to CAC)	AMG/M. Mueller	2/14mm
2/14/12	Info on Community Engagement Mtg on Website, SIS (Parent Portal), email to all staff	Pat Johnson	
2/14/12	Finalize announcement for website, SIS, SISCall, email	AMG	2/14
2/15/12	Principals sign & send letters to 10 parents	Individual Principals	
2/15/12	Finalize all materials needed for 2/16 CAC meeting	AMG	2/14
2/16 & 2/17	Principals call same 10 parents w/ follow-up invite	Individual Principals	
2/16/12	CAC Meeting – info shared on CSIP/Strategic Planning Process	Pat Johnson & Tamara Sunkett	
2/16/12	SISCall –all parents about 2/23 Meeting;	Johnson/Sunkett	
2/17/12	Follow-ups w/ facilities, admin, food service, childcare to confirm details for 2/23 meeting at Westview	Johnson/Sunkett	
2/17/12	Half-sheet flyer inviting parents to 2/23 mtg to go home w/all pre-k and elem. students	Johnson/Sunkett	
2/21/12	Finalize all agenda items for 2/23 meeting	AMG/Johnson/Sunkett	2/21/12
2/21/12	Finalize all details for Westview cafeteria, food	Johnson/Sunkett	2/21/12
2/22/12	Make copies of all materials for 2/23 meeting	Johnson/Sunkett	2/23/12
2/23/12	Community Engagement Meeting: 5-7 p.m., WMS library	Johnson/Sunkett/Ferguson	2/23/12

Appendix F: Community Engagement

Meeting #1 Summary

RIVERVIEW GARDENS SCHOOL DISTRICT

EXCELLENCE WITHIN REACH



Community Engagement Meeting #1

Thursday, Feb. 23, 2012

5-7 p.m.

Westview Middle School Library

AGENDA

Attendance (as indicated from sign-in sheet): Sherri Sampson, CO, Martha Burich, RGHS staff; Tamara Sunkett, CO; Roosevelt Ferguson, AMG; Richard Thiess, Meadows staff; Tonji Stringfellow, CMS staff; Chris Kulla-Branz, ECEC staff; Sylvia Watkins, Lewis & Clark staff; Ann Seeney, CO, Melanie Robinson, CO; Michele Wright, Westview PTO parent; Teona McGhaw-Boure, Westview parent; Clive Coleman, CO; J. Larry, Technology Dept.; Jason Roberts, RGHS; Pat Johnson, CO

- I. **4:30-5 p.m. -- Setup** (Person Responsible: Pat Johnson)
 - A. Signage on main entrance of building with arrows to direct people to library
 - B. Sign-In Table at entrance to library(nametags, 5 different color stickers, several sign-in sheets, pens/pencils)
 - C. Food/Drinks (set up by Kim Bryant and team just outside library doors)
 - D. Flip Chart/Jumbo Sticky Pad with Markers
 - E. Podium/microphone needed for opening/closing? Be sure to do sound check beforehand.
 - F. * Five tables in back of room each to accommodate up to 10-12 people
 1. Placards with colors matching stickers (yellow, blue, red, green, black)
 2. 2 pens/pencils
 3. Instruction Sheet
 4. Sheet with Questions
- II. **5-5:30: Arrival of Patrons, light supper (?)** (Greeters at Sign-In Table: _____)
 1. Each guest signs in, gets nametag with sticker and is told to sit at a table that matches the color of their nametag.
- III. **5:30-5:40: Welcome** (Pat Johnson/Dr. Coleman)
- IV. **5:40-6:20: Group discussions of the 4 questions**
- V. **6:20-6:45: Whole Group Sharing** -- Each group spokesperson shares info from group on each question (All share answers to Q1, then all answers Q2, etc.)
- VI. **6:45-6:50: Closing** (Pat Johnson)

Appendix F: Community Engagement

Meeting #1 Summary

RIVERVIEW GARDENS SCHOOL DISTRICT
EXCELLENCE WITHIN REACH



**Feb. 23, 2012 Community Engagement Meeting
Instructions for Small Groups**

We're glad you are here! We value your candid input!

1. Enjoy food and fellowship until 5:30 p.m., at which time we will start our program and begin discussion questions in small groups.
2. Someone at your table needs to volunteer to be the scribe. This person will write down input from everyone at your table as you go through each question. If your handwriting is legible and you don't mind taking notes, consider taking on this task tonight.
3. Someone at your table needs to volunteer to be the timekeeper. This person will make sure the group spends **no more than 10 minutes** discussing each question and will let the group know when it's time to move on to the next question when 10 minutes has lapsed. If you like to watch the clock or check your watch and also like being on time, consider taking on this task tonight.
4. Pick someone at your table to be the spokesperson. This person will stand up and share your table's answers toward the end of the meeting. If you don't mind speaking in front of small crowds, then consider taking on this task tonight.

While discussing each question, please remember to:

- ❖ Respect your neighbor's response. Don't interrupt.
- ❖ Keep your comments constructive.
- ❖ Allow everyone to respond to each question.
- ❖ Be open to other people's opinions even if they are different from yours. Remember there are no "right" or "wrong" answers tonight.

Appendix F: Community Engagement

Meeting #1 Summary

OTHER COMMENTS

DURING DISCUSSION:

- Community help is needed to assist students with various needs. A referral system needs to be established.
- Focus on the “people” aspect of the District lapse.
- A need for mentor programs
- A need to encourage more parent involvement and participation in meetings regarding District improvement

FEB. 23, 2012 COMMUNITY ENGAGEMENT MEETING

QUESTIONS AND ANSWERS FROM SMALL GROUPS

1. WHAT ARE THE STRENGTHS, OR THE STRATEGIC ADVANTAGES, OF THE RIVERVIEW GARDENS SCHOOL DISTRICT? WHAT DO WE DO WELL?

- Knowing and recognizing the whole student
- Educating the whole child
- Adjusting to their needs
- Students involvement in the community through extracurricular activities
- The curriculum boot camp & PD for teachers developing teacher leaders
- Early childhood is accredited
- Hard working community
- Fine arts
- Finances
- Technology
- 9.2 sq mi. district area
- Fresh start with lapsed district
- Writing new curriculum with BYOC
- Appointed board that supports accreditation
- Fund balance

2. WHAT ARE THE SKILLS STUDENTS NEED TO SUCCESSFULLY LIVE, WORK AND PARTICIPATE IN OUR REPRESENTATIVE DEMOCRACY IN THE 21ST CENTURY?

- Strong understanding of rules/laws, governance systems
- Write effectively, communication-verbal and/or written
- Comprehension and understanding the world at large
- How to learn
- How to use/apply information
- How to critically analyze information
- Communication skills

- Adaption/flexible
- Tech. savvy
- Critical thinker
- Self-motivated/disciplined
- Articulate and can collaborate

3. WHAT ARE THE STRATEGIC CHALLENGES THE RIVERVIEW GARDENS SCHOOL DISTRICT WILL HAVE TO ADDRESS OVER THE NEXT THREE YEARS?

- Focus on family accreditation, specific balance, discipline with state to achievement
- Poverty
- Parental involvement
- Very young parents
- Financial challenges with reduced revenue
- Common core
- MSIP 5-APR
- Turner Case
- Increased accountability
- Alternative Educational Program

4. WHAT ARE YOUR EXPECTATIONS OF THE SCHOOL DISTRICT OF RIVERVIEW GARDENS?

- Involve all stakeholders in process
- Put students first
- Continue on the right road
- Provide high quality education
- Provide a safe environment for staff, students and community
- Build an infrastructure for future technology
- Update phone system and a clear way to respond to parents
- Expand early childhood education so all children are ready to learn
- Accreditation

Appendix G: Community Engagement

Meeting #2 Summary

Community Engagement Meeting #2 March 10, 2012

Communications Timeline

TARGET DATE	TASK	PERSON RESPONSIBLE	DATE COMPLETE
2/24/12	Draft Invite Letter to Parents & CAC to 3/10 Meeting	AMG/ Michelle Mueller	2/24
2/24/12	Drafts of communications for 3/10 Engagement mtg provided for review/feedback	AMG/ Michelle Mueller	2/24
2/27/12	Mtg to finalize planning and agenda for 3/10 Community Engagement Mtg and next steps in strategic planning process; review mission, vision, value statements; confirm next steps/responsibilities in planning process	AMG & RGSD Teams Principals' letter to parents approved by Melanie Robinson Pat Johnson notifies principals with instructions for contacting key parents w/phone calls and letters	2/27 2/28 2/29
2/27/12	Alert Kim Bryant about foods for 3/10; confirm menu	Pat Johnson	COMPLETE
2/27/12	Finalize all communication pieces; Give letter to Principals and Sha Fields (to send to CAC) to personally invite targeted parents	AMG/M. Mueller/Johnson	2/27
2/27-3/8	Solicit and confirm free tax prep services and other attendance prizes (free haircuts, parents night out coupons, car washes, etc.) for 3/10 Engagement Meeting	Tamara Sunkett	
2/27-28 2/29-3/2	Principals make calls to key parents in building and sign & send out letters	Individual Principals 2/29-3/2	
2/28/12	Half-Sheet Flyer available at SAB meeting (Sha will also send copies to CAC)	Sha Fields	
2/29/12 3/7/12	Follow up w/ principals to ensure initial phone calls were made and letters were sent out to key parents; get lists of names and contact info of key parents from each school	Johnson/Sunkett	
2/29/12	Give copy for half-sheet flyers to RGSD Print shop to print and distribute to all elementary schools and ECEC for 3/8 backpacks	Johnson	

Appendix G: Community Engagement

Meeting #2 Summary

3/1/12	Post info on Community Engagement Mtg on Website, SIS (Parent Portal), email to all staff and all parents	Johnson/Robinson/Tina Turnipseed	
3/5-3/6	Follow up calls to all key parents identified by principals	Sunkett/Robinson	
3/5/12	Follow-ups w/ facilities, admin to confirm details for meeting	Johnson/Sunkett	
3/5/12	Finalize all agenda items for 3/10 meeting	AMG/Johnson/Sunkett	
3/6/12	Confirm food w/ Kim Bryant (after know approx attendance from key parents)	Johnson	
3/8/12	SISCall and email to all parents; email reminder to all staff and CAC members	Robinson/Fields/Turnipseed	
3/8/12	Half-sheet flyer to go home w/ all pre-k and elementary students; handful available in all school offices	Individual principals/follow up by Sunkett	
3/8-9	Finalize all details for Westview cafeteria, food; gather all items needed for meeting, including all prizes	Johnson/Sunkett	
3/10/12	Community Engagement Meeting: 10 a.m.- 12p.m., WMS	Johnson/Sunkett/Roosevelt Ferguson	

Appendix G: Community Engagement

Meeting #2 Summary

RIVERVIEW GARDENS SCHOOL DISTRICT

EXCELLENCE WITHIN REACH



Community Engagement Meeting #2

Saturday, March 10, 2012

10 a.m. - 12 p.m.

Westview Middle School Cafeteria

AGENDA

Attendance (according to sign-in sheet): Stephanie Small, Koch; Sheryl Fiker, Koch & Westview parent; Heather Coleman, Lewis & Clark Elem and CMS parent; Roosevelt Ferguson, AMG; Syrita Morgan, Highland staff and community member; Donna Wilson, parent; Michelle Mueller, AMG; Elizabeth Smith, Moline; David Johnson, RGHS parent; Elaine Johnson, North Tech parent; Larenda Hutt, RGHS & Moline parent; Tammy Washington Peekins, Lewis & Clark parent; Kim Bryant, Food Service; Sha Fields, CO; Joyce Pugh, CO, Mary Kay Mitchell; Carlton Brooks, CO; Brandon Johnson, parent; Shamika Johnson, parent; Jeannie Roberts, Lewis & Clark; Mia Ford, Lewis & Clark parent; Darlynn Bosley, FCRC; Jason Roberts, RGHS; Lisa Norther, Danforth; Rachelle Rico, Glasgow; Daniel Perkins, Lewis & Clark/Koch parent; David Bobo, City of Moline Acres; Chaketa Riddle, Moline; Sandy White, Highland OASIS volunteer; Vanessa Hardy, Church; Clive Coleman, CO; Holly Redman, Meadows; Ann Seeney, CO; J.F. Larry, Technology Dept., Sherita Crosby, Koch parent; Ella Mitchell, Lewis & Clark parent; Pat Johnson, CO; Melanie Powell-Robinson, CO.

- I. 10-10:30 Arrival of Patrons, breakfast snacks
- II. 10:30-10:40 Welcome and Introduction (Patricia Johnson/Dr. Coleman)
- III. 10:40-11:20 Group discussions of the 4 questions
- IV. 11:20-11:45 Whole Group Sharing -- Each group spokesperson shares information from group on each question
- V. 11:45 – 11:50 Door Prizes
- VI. 11:50-12:00 Closing (Patricia Johnson)

Appendix G: Community Engagement

Meeting #2 Summary

WHILE DISCUSSING EACH QUESTION, PLEASE REMEMBER TO:

- Respect your neighbor's response. Don't interrupt.
- Keep your comments constructive.
- Allow everyone to respond to each question.
- Be open to other people's opinions even if they are different from yours. Remember there are no "right" or "wrong" answers this morning.

MARCH 10, 2012 COMMUNITY ENGAGEMENT MEETING

INSTRUCTIONS FOR SMALL GROUPS

1. Enjoy some breakfast snacks and be sure to add your name to our raffle at the sign-in table.
2. Someone at your table needs to volunteer to be the scribe. This person will write down input from everyone at your table as you go through each question. If your handwriting is legible and you don't mind taking notes, consider taking on this task this morning.
3. Someone at your table needs to volunteer to be the timekeeper. This person will make sure the group spends no more than 10 minutes discussing each question and will let the group know when it's time to move on to the next question when 10 minutes has lapsed. If you like to watch the clock or check your watch and also like being on time, consider taking on this task this morning.
4. Pick someone at your table to be the spokesperson. This person will stand up and share your table's answers toward the end of the meeting. If you don't mind speaking in front of small crowds, then consider taking on this task this morning.

MARCH 10, 2012 COMMUNITY ENGAGEMENT MEETING

SMALL GROUP DISCUSSION

(Note that answers from each group denoted by different bullet icon)

1. WHAT STANDARDS DO YOU USE TO EVALUATE THE QUALITY OF EDUCATION IN THE RIVERVIEW GARDENS SCHOOL DISTRICT?

- Meaningful communications with teachers/principals/parents
- Dialogue between parent/child about learning
- Interactions between students/parents/teachers
- Quality curriculum and student work
- Safe/attractive learning environment
- Compliance with state standards/guidelines

- Use of technology/data/social programs for parents
- Parent involvement
- Graduation rate
- Community engagement
- College prep
- Teacher education/experience
- State and district assessments
- Student exposure to programs beyond the school
- AYP
- Retention of students
- Diverse teaching staff
- Cultural responsiveness
- Comparison with high performing schools
- ◆ High standards based on federal, state and local — comparable to urban/suburban districts
- ◆ Relate to the learning of the child

Appendix G: Community Engagement

Meeting #2 Summary

- ◆ College ready, job preparation — self sufficient, examples of success that are related to our district
 - * Age-appropriate curriculum
 - * Relationship between teacher and students (i.e. recognize problems, recognize need for challenge, etc.)
 - * Attendance
 - * Support services (i.e. Care Team)
 - ❖ Academics – reading, writing, arithmetic
 - ❖ Financial stability
 - ❖ Community/parent engagement
 - ❖ Leadership
 - ❖ Graduation rate
 - ❖ Teacher interaction, teacher effectiveness
 - ❖ Accountability of all stakeholders (staff, parents, students)
 - ❖ Student discipline (when suspended, they're out in the community; more in-house suspension)
 - ❖ Support Services (Care Teams)
 - Experience outside the classroom
 - Global readiness
 - Foreign language K-12
 - Invested, caring teachers
 - Pathway education
 - Etiquette
 - Finances
 - ◆ Proven examples of success from other districts
 - ◆ College readiness, job ready technology ready, ability to use resources within community to be successful
 - ◆ Ability to communicate and collaborate globally
 - ◆ Our students can succeed and adapt in any school environment
 - * Accreditation
 - * College –bound numbers
 - * Excitement of students about school and learning
 - ❖ Grades
 - ❖ Increase in test scores/student achievement
 - ❖ Decrease in student discipline
 - ❖ Volunteers= help form opinions
 - ❖ High expectations = behavior + learning
 - ❖ Develop teachers for urban education
 - ❖ # of scholarships for higher education
 - ❖ # of graduates from higher education
- 2. WHAT WOULD BE EVIDENCE TO YOU THAT STUDENTS FROM THE RIVERVIEW GARDENS SCHOOL DISTRICT RECEIVE A “WORLD-CLASS” EDUCATION?**
- Increased vocabulary and inquiry levels of children
 - Relevant connections to learning – stimulation
 - Improved performance outcomes/ student work/assessment data
 - Increased opportunities to gain global perspective of the world – technology usage
 - Community-District Partnerships
 - Student-driven learning opportunities (learning styles- hands-on engagement)
 - Career ready
 - College acceptance and graduation
- 3. IF YOU COULD BE KEPT INFORMED REGULARLY ABOUT THREE KEY AREAS REGARDING THE RIVERVIEW GARDENS SCHOOL DISTRICT, WHAT WOULD THEY BE? (FOR EXAMPLE: WHAT MY CHILD IS LEARNING IN THE CLASSROOM, THE FINANCIAL HEALTH OF THE DISTRICT, ETC.) WHAT IS THE BEST WAY TO COMMUNICATE THIS INFORMATION TO YOU?**

Appendix G: Community Engagement

Meeting #2 Summary

-
- Inform parents of professional development activities and share professional development opportunities so practices can be reinforced at home
 - What instructional materials are used at school? Can material be sent home?
 - What is the current reality of student performance?
 - Communication methods: email, Facebook, student backpacks, workshops for parents
 - Email, letters by mail, voicemail
 - Want to know what students are learning/curriculum
 - Tell me about discipline and safety
 - Finances/use of finances
 - ◆ Increased communication — phone calls, face-to-face meetings, email, conferences, progress reports sooner — before it's too late
 - ◆ Academically – clear understanding of what is being taught
 - ◆ Establishing real relationship with parents, students, teachers and administration
 - * Regular updates to parent portal – current info
 - * What children are learning in the classroom
 - * Safety and security
 - ❖ More about resources for parents and community
 - ❖ More information about activities (concerts, calendar of events/specials)
 - ❖ Progress Reports
 - ❖ Want communication via newsletters, backpack, phone calls, Town Hall meetings, PTO meetings that coordinate with another school event
 - ❖ Communicate through local businesses/agencies (i.e. library, QT, Schnucks)
- 4. WHAT SERVICES DO WE NEED TO HELP ALL CHILDREN BE SUCCESSFUL IN SCHOOL?**
 - Support services for social/ psychological/ emotional needs of students
 - Independent research opportunities, related field experiences
 - Effective afterschool/community activities
 - Community outreach services for parents/community/students/businesses
 - Key staff (support staff)
 - Resources for students not qualifying for SSD
 - Behavior/reading/math interventionists
 - Core competency specialists
 - Advanced technology
 - Facilities that foster achievement
 - Academic alignment with outside academic resources
 - ◆ Increase family involvement (Explain to families how they should be involved)
 - ◆ Identifying resources for families to use throughout the community
 - ◆ Parents reaching out to parents regarding education
 - ◆ Extend home visits beyond Parents as Teachers
 - * Non-fee based early childhood program
 - * Increased tutoring – on weekends w/ transportation
 - ❖ Increased TA's (more staffing)
 - ❖ Care teams
 - ❖ Local alliances with local law enforcement w/ positive experiences (DARE)
 - ❖ Life skills
 - ❖ Mentoring,
 - ❖ Student services (district-wide vs. individual school for items like uniforms, school supplies, etc.)
 - ❖ Quality alternative education services

Appendix H: CSIP Leadership

Meeting Minutes

RIVERVIEW GARDENS SCHOOL DISTRICT

EXCELLENCE WITHIN R.E.A.C.H.



CSIP Leadership Planning Meeting Minutes **12:30- 1:30 p.m., Feb. 6, 2012** **RGSD Central Office**

Attendance: Pat Johnson, Clive Coleman, Sherri Sampson, Tamara Sunkett, Sha Fields, Melanie Robinson, Carlton Brooks, Terry Jones, Paul Doerrer, Roosevelt Ferguson, Michelle Mueller

A. Debrief Committee Meeting

1. Values and Beliefs – limit to six as a list
2. Send Paul the template for CSIP

B. Two District-wide Community Meetings (TBD)

1. February 23, 2012
 - a. To involve community in providing input in response to guided questions
 - b. Share the beliefs and value; vision and mission statements
2. March 29, 2012 to share draft of plan

C. Survey: External/Community

1. Phone calls to registered voters
2. We need to have an adequate sub sample from each municipalities: 400 calls
3. Default in system to take care of disproportionate response from specific gender and age.
4. Do we not want to include staff who is also a resident in the community survey?
5. Dr. Jones will provide the number of register voters
6. Dr. Jones will provide a general list of questions, but the following represents our list to include:
7. The separation of tax payers and registered voters
 - a. THEMES OF QUESTIONS
 - What does the community want from the District in order to keep them in the District?
 - What would you like to see the District to offer compared to what we currently offer?
 - How do you get information about the District?
 - How do you receive your news in general?
 - How familiar are you with the policies of the District?
 - Feedback on food service and food offerings
 - How involved are you in the District progress toward improved student achievement?
 - The Turner Case
 - Open Enrollment
 - How often do you review the District website: such as Board Docs and the District accountability plan?
 - How would you like the District progress reported to the community?

Appendix H: CSIP Leadership

Meeting Minutes, Feb. 6, 2012

- Rank the listing of possible schools choice:
 - Gender specifics schools
 - Math science accelerated schools
 - K-6 vs. K-5 schools
 - What is the perception of the District's technology?
 - What is the perception of the District's academic programs offered to our students?
 - Questions regarding ECHC increasing tuition based enrollment
 - What is your understanding of the District being unaccredited?
 - Community opinion on alternative school being provided by the District
 - Are we meeting our students' emotional, social and physical/health needs?
 - What is your perception Late-Start Wednesday?
 - How do you feel about District bell times?
8. Classify the responder by the grade level of children in the District.
 9. Performance rating of: staff, administrators and facilities, safety, expectations for academic achievement, curriculum and instruction, financial soundness, District level of transparency and customer service
 10. Information on respondent: age, did they have children in the District and choose to leave?
 11. After the first draft, we will share with the SAB for their suggestions for questions.

D. Internal Survey for all RGSD Staff

1. Staff will get email with link that goes to an outside server to keep respondents anonymous
2. All supervisors will inform staff of the window for the survey and to explain the timeline and opportunity to complete the survey in District through accessing the email.
3. Separate staff by grade level (elementary and secondary)
4. Do not identify by building
5. Separate by professional, certified and support – (Ms. Seeney to answer this question)
6. Make sure that the categories have at least 10 members
7. Some questions may be for teachers only
 - Performance rating for : instruction, transportation, facilities, safety and security
 - Do you feel that your voice is heard?
 - What opportunities do you have for your voice to be heard?
 - What is your perception of customer service provided by the office of: finance, human resource?
 - What is your perception of the support you receive from central office?
 - How do you rate the benefits offered by the District?

E. Current Survey Results Collected in the District:

- Gallup Poll – student information
- Advanced Questionnaire (Secondary staff only)
- Federal Program Parent Needs Assessment
- PD staff Needs Assessment
- Pearson needs assessment (will be administered next week) - staff–

F. Timetable for Surveys by Dr. Jones

Appendix H: CSIP Leadership

Meeting Minutes, Feb. 6, 2012

1. Dr. Jones to provide Draft of questions to us by 2/22/12 at weekly Senior Leader Meeting at 10:45
2. Community survey window for the phone calls can be 48 hours after we approve the questions – so calls can start the first week of March 4th.
3. Dr. Jones will turn around the results within two weeks after surveys are complete
4. Put information on the District website and take home flyers for the window of the phone surveys.
5. Caller promise to try six times to reach the resident. The cooperation rate is usually about 25 – 45%

Appendix H: CSIP Leadership

Meeting Minutes

RIVERVIEW GARDENS SCHOOL DISTRICT

EXCELLENCE WITHIN R.E.A.C.H.



CSIP Leadership Planning Meeting Minutes 8:30-10 a.m., Feb. 8, 2012 RGSD Central Office

Attendance: Pat Johnson, Darlyn Bosley, Ann Seeney, Carlton Brooks, Melanie Robinson, Clive Coleman, Paul Doerrer, Roosevelt Ferguson

A. Debrief Committee Meeting

- Group members Update – Leaders to send any updates to Pat Johnson to prepare a new sign-in sheet.
- Keep central sign-in sheet at front table in addition to team leaders to document present/absent for each group member.
- Have a greeter at the main entrance of the school to guide everyone into the cafeteria, suggested to have signs also.
- Ann suggested to state a time for dinner to be served at 5 p.m.
- Do a technology check.

B. Two District-wide Community Meetings

- Committee members are expected to be present at least one of the community meetings. (Principals are encouraged to be present at **both** meetings.)
- February 23, 2012 meeting to share the purpose and overview of what CSIP is and what it means to RGSD also to allow the community to provide input in response to guided questions; Location – Westview Middle 5:30 – 7 p.m.
- Paul suggested changing the second date to **Saturday, March 10th from 10 a.m.-12:00 p.m.** The purpose will be to continue to provide community engagement and not to share the draft of the final document

C. Surveys

- Ann suggested having respondents to be able to offer comments
- External/Community
- Internal/Staff

D. 2nd Committee Meeting on 2-13-12

- Be sure to have a “Time Keeper”
- Large Group: Mission and Vision Statements (to include Core Beliefs and Values)
- Small Groups
 - **Each group leader** will send a reminder out to all members to front load our work asking members to start to think about the phrases from the last meeting and to use them to craft a mission and vision statements. Each member should be

Appendix H: CSIP Leadership

Meeting Minutes

prepared to share with their group. **Members** in small groups to share suggested statements.

- **Small Groups** come to a consensus
- **Small Groups** share out to Large Group – while we share all five suggestion as a visual on the screen for all to see
- Large Group come to a consensus
 - A Structure is needed to prepare Large Group a process to come to a consensus
- Preparing Binders:
 - A copy of the Accountability Plan – the section for each goal only
 - Trend data to include the APR data
 - Paul to provide a list of suggested data
 - Group leaders will pull current survey data currently in the district

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RIVERVIEW GARDENS SCHOOL DISTRICT

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CSIP Planning Meeting Minutes

11:30 a.m., Feb. 14, 2012

RGSD Central Office

Attendance: Pat Johnson, Melanie Robinson, Clive Coleman, Roosevelt Ferguson, Michelle Mueller

A. Community Engagement Meeting, Feb. 23

*Michelle shared a suggested timeline of district communications that should go out between Feb. 14 and Feb. 23 to encourage attendance at the Feb. 23 meeting. Melanie will be sending announcement information to the **St. Louis Post-Dispatch** for next week's Education Digest column, to city halls within district to share with their constituents, to North County Inc. to share in their e-news, to the North County Chamber to share in their e-blasts and with **North County Community News** (a free weekly publication). Melanie will include both dates of Community Engagement Meetings (Feb. 23 and March 10) since some of the venues only do monthly issues.*

1. Childcare: Point person, Details, RSVPs

After much discussion, it was decided not to offer free childcare at the Feb. 23 meeting due to lack of planning time; may consider offering it for March 10 Community Engagement Meeting

2. Details for Light supper? How many to plan for?

Pat is coordinating. Light supper will be served from 5 to 5:30 p.m. – will need to adjust announcements to reflect this. Meeting will be held in Westview Middle School's library.

3. Communications

a. Email to principals asking for 10 involved/supportive parents to invite to Feb. 23 meeting,

w/sample of principal's letter to be signed by each principal and mailed 2/15 and expectation of follow-up Michelle shared a draft of the parent letter and will make adjustments to reflect changes as discussed. Either principal or designee will follow up by phone call to selected parents to see if they will be attending. Letters should be mailed on 2/15.

b. Coleman's letter/invitation to CAC

Michelle shared a draft of the CAC letter and will make changes as discussed. It was agreed that a letter to the CAC inviting them to the Feb. 23 meeting should be signed by Dr. Coleman; Sha Fields will need to send out the letters since she has the names and addresses of CAC members. Letters should be mailed on 2/15.

c. Announcement for website/SIS parent portal

Michelle shared draft of message for SIS Parent Portal announcement and will make suggested changes so it can be posted Feb. 14 through Feb. 23.

d. SISCall script

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Michelle shared a draft of the announcement for a SISCall to go out on 2/16 and 2/22. Melanie will check to see what other SISCalls are already scheduled during the next 10 days since many schools are sending out calls about Black History events. If many SISCalls are scheduled, only one SISCall about Feb. 23 meeting will go out.

e. Email to staff

Michelle shared draft of email to staff that should be sent out on 2/14 or 2/15.

4. Create Agenda for 2/23 Community Meeting

Dinner from 5-5:30 p.m.; Welcome and overview, 5:30-5:40; Small group work, 5:40-6:20; As people sign in, they get a name tag with a colored sticker on it.

a. Information to share with group as whole

5 minute overview of process; keep it short and simple

b. Method to divide crowd into groups

Nametags will have color-coded dots; 5 groups; a committee leader will be assigned to each group and will ensure that the group keeps on task; each group must designate a recorder, a time keeper, a speaker to share information with the whole group; the committee leader will not be the speaker

c. Items to discuss within small groups (5:40-6:20)

Each group will discuss all 4 questions:

- 1. What are the strengths, or the strategic advantages, of the Riverview Gardens School District? What do we do well?*
- 2. What are the skills students need to successfully live work and participate in our representative democracy in the 21st century?*
- 3. What are the strategic challenges will the Riverview Gardens School District have to address over the next three years?*
- 4. What are your expectations of the School District of Riverview Gardens?*

d. Method for each small group sharing info at end of meeting (6:20-6:45)

Designated speaker from each group will share the top 3 responses to each of the questions (a total of 12 responses from each group); For each question let each group share aloud their answer, then move on to the next question and have groups share aloud their responses.

e. Who will be responsible for bringing pens, set of questions for each group to discuss, microphone, flip chart/overhead(?)

Pat said she will ensure this happens.

Pat or Tamara will record all the answers that people share on a flip charts/giant sticky paper; All sheets from groups should be collected at the end of the meeting;

B. Community Advisory Committee (CAC) Meeting, Feb. 16

1. Information to share

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Pat will find out from Sha Fields how long they will have on the agenda to speak; If only 5 minutes, Pat will give a brief (5 min.?) overview of CSIP process and invite them to the Feb. 23 meeting and let them know they will be receiving a letter about it.

2. Information to gather

If time allows, Pat will ask the CAC members the following questions:

- a. What are the district's 3 top strengths?*
- b. What 3 things could the district do to get you excited/delight you?*

Roosevelt Ferguson will be at CAC meeting.

C. Update on Development of Vision, Mission and Value Statements

Since inclement weather cancelled the Feb. 13 Committee Members meeting, Pat will email committee leaders and ask them to email their drafts of the vision/mission/values statements to her and Roosevelt by Friday, Feb. 16; the mission, vision and values statements will be finalized at the Feb. 22 meeting at 10:30 a.m.

D. Next Steps

Feb. 22: CSIP Committee Leaders Meeting, 10:30 a.m., CO

Feb. 23: 1st Community Engagement Meeting, 5-7 p.m., Westview Middle School

Feb. 27: Committee Members meeting, 5:30 p.m.

March 10: 2nd Community Engagement Meeting, 10 a.m.-12 p.m., Westview Middle School

March 12: Committee Members Meeting, 5:30 p.m.

March 26: Committee Members Meeting, 5:30 p.m.

Dr. Coleman requested Michelle to write up a 1 page (front/back) status update on the CSIP process for the SAB and all constituents; Need to have this ready by Feb. 28.

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RIVERVIEW GARDENS SCHOOL DISTRICT

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CSIP Planning Meeting Agenda

10:15 a.m., Feb. 22, 2012

RGSD Central Office



- I. Community Engagement Meeting #1 – Confirm Agenda Details
Michelle shared proposed agenda for Feb. 23 engagement meeting
- II. Review Community Survey Questions
 - a. Dates of Survey
Not confirmed yet because questions not yet approved
 - b. Communications
Michelle shared draft of text for website posting, SIS alert, SISCall, email to alert people to participate in upcoming community and staff surveys
- III. Review Staff Survey Questions
 - a. Confirm IT person(s) for Feb. 29 conference call – *Tina Turnipseed*
 - b. Dates of emailed survey
Won't know dates until questions are approved; still under review by Dr. Coleman and giving to SAB
- IV. Finalize Mission, Vision, Value Statements
These are still being reviewed by each focus team
- V. March 10 Community Engagement Meeting
 - a. *10 a.m.-12 p.m. at Westview (cafeteria)*
 - b. *Will not offer childcare*
 - c. *Simple breakfast snacks – muffins, Danish, juice*
 - d. *Communications – similar to what was done for Feb. 23 (see attached timeline)*

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RIVERVIEW GARDENS SCHOOL DISTRICT

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CSIP Leadership Planning Meeting Minutes

10:30 a.m., Feb. 27, 2012

RGSD Family Community Resource Center (FCRC)



A. Reviewed Mission, Vision, Value Statements

PROPOSED MISSION: *The Riverview Gardens School District nurtures academic excellence in all students, preparing them for a successful future.*

PROPOSED VISION: *The Riverview Gardens School District creates a community of lifelong learners who become productive and successful citizens.*

PROPOSED 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, parents and community work together supporting each other.

➤ *Integrity*

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

B. Confirm Agenda for 2/27 Committee Meeting (scheduled for 5:30-7 p.m.)

1. *Discuss Mission, Vision, Value Statements (all groups together) – leaders to finalize and get back to Pat Thursday; Michelle to fuse info and finalize for team leaders Friday*
2. *Each team identifies core competencies (3-4 items that you do best)*
3. *Each team meets to fill out SWOT grid and understands how that information will be used*
4. *Whole group meets to report competencies and SWOT to identify DISTRICT core competencies*
5. *Provide Bullet timeline to share*

C. Reviewed and finalized communications for surveys

Pat to get approval from Coleman

D. Reviewed development for final Strategic Plan binder

E. 2nd Community Engagement Meeting, March 10

1. *Finalize details for food*

Pat will finalize with Kim Bryant – muffins, juice, Danish, etc.

2. *Finalize details for securing attendance prizes and procedure for giving out to participants*

Appendix H: CSIP Leadership

Meeting Minutes

Tamara and Pat will solicit trinkets/spirit-wear from schools or other freebies from schools or individuals; possibly make up a basket of items; possibly purchase a gift card to local restaurant

3. Finalized Communications

a. Reviewed and finalized timeline/responsibilities

b. Reviewed and finalized Email to principals asking for approx. 10 involved/supportive parents to invite to March 10 meeting, w/sample of principal's letter to be signed by each principal

Needs to be mailed 3/1 and expectation of follow-up

c. Reviewed and finalized Dr. Beckwith's letter/invitation to CAC

d. Reviewed and finalized announcement for website/SIS parent portal/email content

e. Reviewed and finalized SISCall script

f. Review ed and finalized email to staff

g. Sha to give flyers to CAC members

4. Created Agenda for 3/10 Community Meeting

a. Discussed Information to share with group as whole

b. Method to divide crowd into groups – similar to what planned for 2/23 engagement meeting w/ color coded name tags

c. Discussed Questions for small groups

d. Method for each small group sharing info at end of meeting (20 min at end)? –

Each group will report from their notes

e. Who will be responsible for bringing pens, set of questions for each group to discuss, microphone, flip chart/jumbo sticky notes? -- Pat

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Meeting Minutes

RIVERVIEW GARDENS SCHOOL DISTRICT
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CSIP Leadership Planning Meeting Minutes

10:30 a.m., March 6, 2012
Central Office

Attendance: Tamara Sunkett, Ann Seeney, Paul Doerrer, Roosevelt Ferguson, Michelle Mueller; toward end of meeting, joined by Pat Johnson, Dr. Coleman, Melanie Robinson, Darlynn Bosley, Carlton Brooks

A. Review any Feedback and Finalize Mission, Vision, Value Statements

Only Pat received feedback and made slight adjustments to proposed mission and vision; Pat & Michelle combined revisions to finalize, mission, vision and value statements; group agreed that this is THE final version and should be shared at Community Engagement Meeting on 3/10.

B. Update on the Launch and Communications of Community and Staff Surveys

RGSD made further changes on community survey and provided hard copy with the changes; RGSD will give Paul D. the electronic copy so he can forward it to Dr. Jones.; the group agreed that this is the final version and understands that Dr. Jones may need to adjust the wording to ensure the fidelity of the survey language. Paul explained that if Dr. Jones receives the final version by 3/7, then the surveys should be ready to launch on Monday, 3/12/12. Michelle will revise the communications that alert parents, the community and staff to the surveys to reflect the new launch date of the surveys. The staff survey will be available an extra week to take into consideration that spring break will occur in the middle of the survey.

C. Update on Communications for 3-10 Community Engagement Meeting

1. Each school's list of parents

Pat reported that all schools provided lists of parents with contact information and that principals made initial contact with those key parents to invite them to the 3-10 meeting. Pat indicated that several people at CO will make follow-up calls on 3/7/12 to all parents on those lists to see if they are coming.

2. CAC communications

Sha reported that five CAC members have confirmed they will be attending the 3/10 meeting; She said she will send out another reminder on 3/8-9.

3. Website

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Melanie reported that the webmaster has been delayed in getting information on the website about the community meeting due to other immediate needs in the district. She will follow up.

4. SISCalls

Melanie reported these are set to be launched as indicated on the communications timeline.

5. Emails to all staff and parents

Melanie reported emails went out once and a reminder will be sent again according to the communications timeline.

6. Flyers

Melanie reported that flyers went home once with preK-middle school and will be sent out again later this week. Also, poster-size flyers were put up in every district building except FCRC. Melanie will make sure FCRC also gets one as soon as possible. The flyers also were given to the civic centers and city halls in municipalities within the district.

D. Update on Attendance Prizes for Community Engagement Meeting

Tamara reported that there has not been confirmation if tax preparation services can be provided and the district has not confirmed a Parents Day Out event, so those will not be offered as prizes at the meeting. The group decided to ask each school to donate items with their school name/logo (t-shirts, pencils, etc.) and find out if there's money in the budget to purchase some give baskets from Sam's. Tamara will pursue.

E. Review Agenda for Community Engagement Meeting

See attached.

F. Review Questions for Community Engagement Meeting

Slight changes were made to the proposed questions that will be discussed by small groups; the questionnaire that will be filled out by all attendees will be reworked. Michelle will provide revised versions for RGSD to review.

G. Set Agenda for next Strategic Planning Committee Meeting on 3/12/12

Ran out of time. Pat will call Paul to plan.

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Meeting Minutes

RIVERVIEW GARDENS SCHOOL DISTRICT

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CSIP Leadership Planning Meeting Minutes

8:30 – 10 a.m., March 15, 2012

Central Office



Attendance: Sha Fields, Pat Johnson, Paul Doerer and Roosevelt Ferguson

A. Debrief of Monday's Committee meeting 3-12-12

1. Each leader is to send Pat Johnson the results from the group's task: 5 objectives from their goal
2. Pat Johnson will send all strategic objectives to Paul to review and prepare next steps in the writing process

B. District -wide Interviews

1. Roosevelt Ferguson shared results from interviews (administrators and students) completed. An appointment at the high school still needed.
2. Paul Doerer needs to talk with service departments. He would like to have Food, Transportation and Facilities – together after the break, perhaps 3/28 at CO at 8:15 a.m.

C. Next Steps

1. Next Committee Meeting scheduled for 3/26/12 should be cancelled and rescheduled for Monday 4/2/12. Start with the 5 Objectives for each group and share staff and/or community survey results
2. Ask Dr. Coleman to add CSIP to the agenda of the next Executive Cabinet meeting to discuss SAB involvement in the plan: Do we share the draft for information? Do we share the draft for feedback?
3. Paul shared the structure to connect the Accountability Plan and the MOSIG Plan to the CSIP
 - Continue with the 5 focus areas
 - Decide on 5 objectives from the Accountability plan with 3 Strategies – Action steps
 - Create Expert Groups to align to the MSIP 14 points
 - For example: Attendance –
 - Define to include suspensions and the impact on overall percentage
 - Review Research and data – to rewrite policy and procedures
 - Communicate and train staff on accurate recording
 - Implement, audit and monitor the process
 - The Objectives should be SMART to also include: the causes, the solution, who is responsible, and resources
 - Accreditation is not the goal; it is the measurement.

Next weekly CSIP Leadership Meeting to be held 12-2:30 p.m. on Tuesday, 3/27 at CO

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RIVERVIEW GARDENS SCHOOL DISTRICT

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CSIP Leadership Planning Meeting Minutes

2:30 a.m., April 12, 2012

RGSD Central Office



Attendance: Pat Johnson, Melanie Robinson, Tamara Sunkett, Sha Fields, Carlton Brooks, Charles Simms, Paul Doerrer, Roosevelt Ferguson, Michelle Mueller

- A. Reviewed results of Community Survey and Staff Survey with Dr. Terry Jones
- B. Discussed development of final CSIP book
- C. Sha to check with SAB to possibly add survey presentation and final CSIP presentation to SAB on May 1 in addition to budget workshop.

Appendix I: CSIP Committee

Meeting Minutes

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN REACH

CSIP Committee Meeting Minutes 5:30 p.m., Jan. 30, 2012 Westview Middle School



Attendance: Clive Coleman, Team 1 (Student Performance): Pat Johnson, Sherri Sampson, Tamara Sunkett, Jason Roberts, Tina Turnipseed, Mary Oswald (community), Stacey Bradford (community); Team 2 (Highly Qualified Staff): Ann Seeney, Rachele Rico, Valeska Hill, Lauren Cobb, Gary Bradshaw, Holly Richardson; Team 3 (Parent & Community Involvement): Darlynn Bosley, Jason Brown, Melanie Robinson, Michele Wright (parent), Felicia McGee (parent); Team 4 (Finance/Facilities/Instructional Resources): Carlton Brooks, Kim Bryant, Jesolyn Larry, Maurice Neil, Ellis Mitchell, Paul Fedchak, Richard Hudson, La Vonda Morehouse; Team 5 (Governance & Administration): Sha Fields, Nona Greenlee, Alicia Myles (community), Katie Kirchhoefer (community)

1. Introductions – Pat Johnson
2. Purpose of the Comprehensive School Improvement Plan (CSIP) – Dr. Coleman
3. Overview and Calendar – Pat Johnson
4. Discussed Developing Belief, Mission and Vision Statements – Tamara Sunkett
5. Goal Teams—Team Leaders
6. Things to Do:

Task	Person Responsible
Agenda	P. Johnson
Purpose/Overview PowerPoint	P. Johnson
CSIP Template and MSIP Objectives copies	S. Fields
MSIP Goal Objectives to Diane	Team Leaders
Name Tags	D. Roche
Sign In Sheet with Team Room Assignments	D. Roche
Food and set up	S. Fields and K. Bryant
Members names to Diane	Team Leaders
Technology and Sound Check	D. Roche confirm with Barry

We will make two sided copies showing the CSIP Template on one side and your team MSIP Objectives on the other side. You will be able to use this visual to talk through your 20-minute small group session.

Appendix I: CSIP Commmittee

Meeting Minutes, Jan. 30, 2012

Question #1 : Where should we set up the food? If we set up the food in the cafeteria and hold the meeting in the assembly hall, it will take up too much time and we don't have time to eat built into the schedule. Should we meet in the cafeteria that way we can eat during the meeting?

Question #2: Do you think we should have binders or folders ready for them tomorrow or should we wait until the next meeting? We can hand out the booklet, "Understanding Your AYP" tomorrow in the small group sessions and remind them to bring them back to each meeting. I have those copied already.

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RIVERVIEW GARDENS SCHOOL DISTRICT

EXCELLENCE WITHIN REACH

CSIP Committee Meeting Minutes

5:30 p.m., Feb. 27, 2012

Westview Middle School



Attendance: Clive Coleman, Team 1 (Student Performance): Pat Johnson, Sherri Sampson, Jason Roberts, Alan Wheat, Tamara Sunkett; Team 2 (Highly Qualified Staff): Ann Seeney, Valeska Hill, Lauren Cobb; Team 3 (Parent & Community Involvement): Darlynn Bosley, Felicia McGee, Chaketa Riddle, Chris Kulla-Branz; Team 4 (Finance/Facilities/Instructional Resources): Carlton Brooks, La Vonda Morehouse; Team 5 (Governance & Administration): Sha Fields, Jeff Cook, Stacey Nichols, Nona Greenlee, Katie Kirchoefer

1. Discussed Mission, Vision, Value Statements (all groups together)
2. Each team identified core competencies (3-4 items that you do best) – see attached
3. Each team filled out SWOT grid and understands how that information will be used – see attached
4. Each group reported on competencies and SWOT to identify DISTRICT core competencies
5. Announcement about upcoming community and staff surveys

Next Steps

Week of Feb. 27

- Finalize the District's Vision, Mission and Value Statements

Weeks of March 5 and March 12

- Launch formal community and staff surveys
- Hold a second Community Engagement Meeting (set for 10 a.m.- 12 p.m. on Saturday, March 10 at Westview Middle School)
- Continue to evaluate data and identify direction for future
- Shape the final CSIP (Strategic Plan) document

Looking Ahead

- Review and evaluation of cumulative data, including information collected at community engagement meetings and formal surveys
- Develop and finalize strategic objectives and strategies by leadership team and action teams
- Develop final CSIP document
- Draft of CSIP document for FY 2013-17 presented to SAB for review on April 10, 2012?
- CSIP document for FY 2013-17 presented to SAB for approval on April 24, 2012?

Appendix I: CSIP Committee

Meeting Minutes

RGSD CSIP Committee Meeting Core Competencies - February 27, 2012

RGSD Core Competencies

(Members of all teams identified core competencies to make list, then all members checked if they agreed to narrow down the list of the top core competencies)

1. Meeting the needs of all students ✓
2. RGSD Early Childhood Education Program ✓ ✓ ✓
3. Increased awareness/accountability in terms of assessment ✓
4. Presentation/utilization of data ✓
5. Opportunities for PD focused on District initiatives ✓
6. District leaders respond to change and move forward to improve student achievement ✓
7. Well maintained facilities(define) ✓ ✓
8. Fiscally responsible ✓ ✓ ✓
9. Early Childhood program ✓ ✓
10. Fine Arts program
11. Dedicated to excellence ? ?
12. Inter-educational relationships (federal, state, local programs and other school districts) ??
13. Grant writing, research additional fund sources ?
14. Internal collaboration-- Professional Learning Communities, Data teams ✓ ✓ ✓ N
15. Everybody cares ✓ ✓ ? N
16. Implementation of Professional Learning Communities ✓ ✓ N
17. 97% HQs (no percentage, Are we there?) ✓ ✓
18. New teacher program--formal program ✓ ✓ N
19. Professional development--streamlined (How?) to District initiatives (What?) ✓
20. Governance (What about governance?) ✓ N
21. Financial strength (define this) ✓ ✓ N
22. Communications to all stakeholders ✓ ✓ ✓
23. Data driven decision making (started, need to institutionalized) ✓ N
24. Plan and provide clean, healthy and safe facilities and grounds ✓ ✓
25. Provide safe and secure grounds ✓ ✓ ✓
26. Healthy and nutritious food services ✓ ✓ ✓
27. Safe and timely transportation services ✓ ✓ ✓
28. Balance expenditures and revenues ✓ ✓
29. Strong fund balance ✓ ✓ ✓
30. Planned capital expenditures ✓ ✓
31. Sufficient space to meet enrollment needs, rezoning transportation ✓ ✓ N ? ?
32. Employ qualified staff and provide continued training, where ✓ N ? ?
33. Sufficient community support for capital bond issue ? ? ?
34. Strong federal funding (this year) ✓ N ? ?

Appendix I: CSIP Committee

Meeting Minutes

RGSD CSIP Committee Meeting Core Competencies - February 27, 2012

- 35. Transparency in board meeting ✓✓
- 36. Empowering community to be involved ✓N
- 37. Provide timely feedback and communication ✓NN
- 38. Collection data/sharing information at board meetings ✓✓
- 39. Parent participation in school related events ✓N
- 40. Highlighting school successes ✓✓N
- 41. Assisting with social needs in community (CARE team process) ✓NN
- 42. Training staff properly (PD)-- late start Wednesday ✓✓N
- 43. Promoting District and creating brand names via website, The View, Blast ✓✓
- 44. Recruiting highly qualified staff (hiring process, website) ✓✓
- 45. More sustainability (finances and federal programs, audits) ✓✓✓

Appendix I: CSIP Committee

Meeting Minutes

RIVERVIEW GARDENS SCHOOL DISTRICT

EXCELLENCE WITHIN REACH

SWOT Analysis / February 27, 2012



Each team came up with strengths, weaknesses, opportunities and challenges and then as a large group checked items that they agreed with to identify top items in each box.

<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • Fund balance ✓✓ • Committed people ✓✓✓ • Transparency in governance of District ✓✓✓ • Improvement made to facilities ✓✓✓ • Stable finances are evident ✓✓✓ • Positive board collaboration ✓✓ • ECEC ✓✓ 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Stigma of failing district ✓✓✓ • Less than ½ of students reading at or above grade level ✓✓ • Student/teacher performances ✓✓ • Tax base ✓✓ • Limited parental involvement ✓✓✓ • Shared responsibility ✓✓ • Morale issue with employees due to current situation ✓ • Moving from planning to execution--fear of failure or lack of support ✓
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Grow our own leaders ✓✓✓ • Increase parent participation ✓✓✓ • Extend our planning beyond immediate need ✓✓✓ • Regain accreditation ✓✓ • Creative instructional opportunities ✓✓ 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Triple threat: unaccredited, urban, "failing" district/lapse ✓✓✓ • Transient rate ✓✓ • Turner case ✓✓ • State funding ✓✓ • Retention--leave due to offers at other schools ✓✓ • External community family stresses ✓ • Economy (loss of homes and jobs) ✓

Appendix I: CSIP Committee

Meeting Minutes

RIVERVIEW GARDENS SCHOOL DISTRICT
EXCELLENCE WITHIN REACH

CSIP Committee Meeting Minutes
5:30 p.m., March 12, 2012
Westview Middle School



Attendance: Clive Coleman, Team 1 (Student Performance): Pat Johnson, Tamara Sunkett, Jason Roberts, Alan Wheat, Tina Turnipseed, Kate Pederson; Team 2 (Highly Qualified Staff): Ann Seeney; Team 3 (Parent & Community Involvement): Chaketa Riddle, Elizabeth Smith; Team 5 (Governance & Administration): Sha Fields, Stacey Nichols, Cheri Gaston, Rita Goliday, Nolen Ross, Jeff Cook

1. Shared Final Draft of RGSD Vision, Mission & Vision Statements
2. Goal Teams Reviewed Input from Previous Meetings (2/23 Community Meeting, 2/27 Committee Meeting, 3/10 Community Meeting) and highlighted comments that aligned to own team
3. Reviewed Goal Sections on Accountability Plan
 - A. Identified strategic objectives and strategies from above information
 - B. Individually Identified five most important strategic objectives for CSIP
 - C. Group identified 5 strategic objectives for CSIP
4. Leaders – Prepare group’s findings for next Leadership Meeting

Next Meeting: March 26, 2012

Appendix I: CSIP Commmittee

Meeting Minutes

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN REACH

CSIP Committee Meeting Minutes

5:30 p.m., April 2, 2012

Westview Middle School



Attendance: Clive Coleman; Team 1 (Student Performance): Pat Johnson, Sherri Sampson, Jason Roberts, Kate Pederson; Team 2 (Highly Qualified Staff): Ann Seeney, Jeannie Roberts, Holly Redman, Lauren Cobb; Team 3 (Parent & Community Involvement): Melanie Robinson, Chris Kulla-Branz; Team 4 (Finance/Facilities/Instructional Resources): Carlton Brooks, Jesolyn Larry, Ellis Mitchell, Richard Hudson, Lavonda Morehouse; Team 5 (Governance & Administration): Sha Fields, Rita Goliday, Nolen Ross, Jeff Cook

1. Reviewed the new RGSD Mission, Vision and Value Statements
2. Shared Draft of RGSD CSIP document and reviewed process for continued development and completion of the template
3. Goal Teams worked collaboratively to:
 - A. Review the MSIP 5th Cycle Information for your Goal section and the list of Objectives and provide input
 - B. Review the proposed Strategies List and provide input
 - C. Review the current Accountability Plan for aligned Action Steps or develop new Action Steps

Next Steps:

1. Leaders prepare to share the group's findings and decisions at the next CSIP Leadership Meeting on Tuesday, April 10, 2012.

Appendix J: Interview Summaries

An AMG consultant interviewed District-level leaders during February and March 2012.

To keep their identities anonymous for the purpose of this report, a summary of their comments is provided. The information below reflects notable comments made by one or more people who were interviewed.

Interviewees were asked to identify the District's core competencies, strengths, challenges/opportunities, vision and values.

CORE COMPETENCIES

- Help students achieve

VISION

- Accredited with high-quality teaching staff
- Focus on rigor
- Graduate students who experience success
- Graduate students who become productive adults and contribute to society

VALUES

- Collaboration
- Honesty
- Interdependence
- Respect

INTERVIEWS WITH DISTRICT ADMINISTRATORS

STRENGTHS

- SAB: commitment, integrity, united
- Dedicated Staff
- Parents who care about their children
- Strong push to improve education and instruction
- Experienced bus drivers (most have 3+ years of experience)
- Schedules developed for replacement/maintenance of school buses
- Classroom training for drivers (e.g., management of student conduct)
- Best practices in teaching mathematics
- Collaborative efforts to use PLCs/Data Teams
- Instructional walk-throughs
- Federal Needs Assessment
- Openness/Transparency
- Dedicated staff, hard-working people, disappointed with end results
- Programs to help students be successful
- Early childhood program
- Food service
- Alternative educational programs
- Leadership and management training initiatives
- Student support opportunities
- Finances
- Federal programs
- Special education services
- School nurses
- Community support
- Agreement with what RGSD wants
- Trust/Open communication
- Board Docs
- New administrators
- Instructional system
- MOSIG initiatives
- Team pulling together for a common cause: accreditation

CHALLENGES/OPPORTUNITIES

- Student conduct
- Efforts to see documented evidence of higher achievement
- PBIS
- Staff who believe students cannot learn
- Low morale, especially among those here before the reorganization
- Low morale due to sick day policy change; not respected for service; feeling that people are lucky to have job
- Errors — huge mistakes made without consequences
- SAB not always given complete information (integrity)
- Equity issues
- Some departments do not get work done
- No evaluation process
- Need to develop and implement systematic structures
- Need of visionary leadership
- Continue to place priority on children
- Relationships with parents
- Need for common language to talk about instruction
- Need for a schedule for reporting on results
- Trust/open communication
- Much of “old culture” still permeates
- Ambiguity; roles not clear
- Recruitment
- Need to create standards for positions
- One-way meetings
- Follow established policies, procedures
- Absence of a plan
- Working hard vs. working smart
- Difficult to measure progress
- Alignment of roles; clarify duties
- Change perceptions of staff, students, parents, community, District
- Turner case
- Make certain team meshes together
- Planning; then work the plan
- Organizational structure
- Improve expertise of staff
- Address issues (solve problems)
- Respect towards colleagues, students and parents

Appendix J: Interview Summaries

SUMMARY OF INTERVIEWS WITH ELEMENTARY SCHOOL PRINCIPALS

BACKGROUND

An AMG consultant interviewed principals from eight elementary schools in February and March 2012. To keep their identity anonymous for the purpose of this report, a summary of their comments is provided. The information below reflects notable comments made by one or more principals. If all principals interviewed shared the same information, it is noted.

All eight principals interviewed have been in education for more than 20 years, on average, and have been certified as administrators an average of 7 ½ years. All have been in their present position in the District for the last two years. During the reorganization of the District, all elementary school principals were terminated. Some were rehired but were assigned at different schools. Some of the principals are new to the District.

All of the principals say they are working hard to get their teachers to provide a quality education to their students. They all stressed in their interviews a desire to increase students' test scores. All of the principals interviewed said they have procedures and strategies that, if implemented, will improve their school's test scores.

The students in the elementary schools are about 98 percent African American, but the staff at most schools are approximately 70 percent white. In one elementary school, the staff is 85 percent African American. The adult

male staff is below 5 percent. Principals would like to have more males on their staff, but there are very few male teacher candidates at this time.

FACILITY & TECHNOLOGY ASSESSMENT

All of the elementary schools have different facility needs. Based on interviews, some need larger cafeterias. Another school would benefit from an additional computer lab, but lacks space for it. Another school wants improvements on the grounds around the school. At another school, classroom doors do not have windows on them, preventing others from looking into the classroom if the door is closed. These classrooms also have doors that open to the outside, which poses a security concern. Another school said that the building is in need of some repairs that include heating and cooling, and making the parking area safer.

Technology is a concern. Work orders for computer problems are not taken care of in a timely manner. At some schools, the Smart Boards do not always work. Some principals do not always feel that their concerns are addressed. It is very frustrating to have the technology but not be able to use it because it is not working, they say. At the time of the interviews, only one principal was satisfied with technology and reported that Smart Boards in all classrooms were working, as were two portable Smart Boards. All of the staff is qualified to use the technology in that school. At another school, the principal reported that the building, as well as the computer lab, were in good shape but that updated computers were

Appendix J: Interview Summaries

needed. Several principals reported that teachers are using Smart Boards, and students have active response systems that allow them to interact with the Smart Boards.

THE INSTRUCTIONAL ENVIRONMENT

The schools do not all operate in the same fashion. Some schools have departmentalized the third, fourth and fifth grades. Another school has an assembly for everyone each morning that gives students the opportunity to repeat chants about being respectful. Some offer incentives for student attendance. Some have incentives for students who do not have any discipline referrals. One principal noted that her school groups students according to their academic ability and moves them as a group to the next grade level. The schools have many different programs and all are trying different methods to improve the overall scores of their students.

A collaborative environment is driven by the Professional Learning Community (PLC), which meets on late-start Wednesdays at most of the schools. One principal mentioned that their PLC and data teams meet weekly after school. During PLC meetings, teachers review student assessment data during meetings at least twice a month. Intervention is determined by the data. Everyone takes on a leadership role in the process.

Another school is driven by curriculum. Teachers are encouraged to build their own curriculum, using the PLC model and school improvement plan. Each team leader takes on the

task of attendance, behavior, parent involvement, and student achievement. Teachers must meet, share and set SMART (Specific, Measurable, Attainable, Results oriented, Time bound) goals. One principal lets the leadership team develop objectives for the school. One principal stressed the importance of building good relationship with the staff and giving them tips on how to use the computers to improve teaching and learning. Some principals reported that they always have grade-level meetings to show teachers test results and keep an open door policy if they are having problems.

The Missouri Performance-Based Teacher Evaluation is used to support teachers. One principal described how she uses student data to drive conversations with teachers during their evaluations. The principal then determines how she can help the teacher with instruction and student learning. Her door is always open to assist her teachers in improving how they provide lessons for their students. Principals also use a number of other methods to evaluate teachers. Some principals use the summative evaluation to monitor the teachers. They have weekly walk-throughs. The instructional coach will do walk-throughs along with teachers who are also involved in the evaluation process. They look at all lesson plans, check for teacher and student engagement, ensure that teachers are proficient in using their Smart Boards and look for teachers using a variety of instructional strategies. Some students should be working independently while others

Appendix J: Interview Summaries

are working with teachers in small groups. Principals say they do not want to see many worksheets, but rather see small group discussions and cooperative learning groups. One principal mentioned that teachers submit monthly accountability reports that outline academic, discipline and intervention, constantly update their goals and use data boards and data walls in classrooms. At another school, pre- and post-test data are given to the principal. This information is used to develop future instruction. Principals reported the importance of giving teachers tools, training, word study knowledge, and support with professional development training to encourage them to constantly develop and improve their classroom skills to reach the next level.

PARENT/FAMILY/COMMUNITY INVOLVEMENT

Some principals mentioned having an open-door policy for parents. Parents are encouraged to stay involved with the school. Most schools have monthly events for parents. One principal mentioned that their school had a program with more than 200 parents in attendance. Parents mostly come to school if their children are performing, but they will not come for PTO or other meetings about curriculum. This is very common for all of the elementary schools. Most schools PTOs are very small. One school offers to pick parents up for the meetings. One school has their meetings on Sunday to meet the needs of the community that they serve. A school with many young single parents had a drawing for a free turkey to get parents to come out for reading stations. This

school has a parent resource center and has eight people who volunteer. One principal reports that their school has outstanding parent participation, noting that some popular activities are Muffins with Moms and Donuts with Dads. The parents at this school are involved in writing the school improvement plan and had more than 200 parents attend student-led conferences. The students come with parents and show them their work. There was an incentive given to the class with the most parents.

EXTRACURRICULAR PROGRAMS

All of the elementary schools have some before- and after-school programs. The schools have after-school tutoring. Some schools use Jamison Agency and Sylvan Learning. Some use Lutheran Family & Children's Services to provide therapy for students. Other providers at some of the schools work with low achievers. Some have boys' and girls' classes for students who are at risk with poor social skills. They also have character development programs.

Appendix J: Interview Summaries

INTERVIEW SUMMARY OF ELEMENTARY STUDENTS

An AMG consultant conducted a group interview with students from four different RGSD elementary schools during the 2012 Strategic Planning Process. To keep their identity anonymous for the purpose of this report, a summary of their comments is provided. The information below reflects notable comments made by these students at the different school sites.

STUDENTS FROM ELEMENTARY SCHOOL A

These students walk to school. They said that they felt safe at school and at home. No discipline problems were observed during the interview session. Some of the students interviewed reported that some students at school do get into trouble for bullying. Although they say bullying occurs at times, they all reported that they enjoy being at school.

They said that they are learning at school and that tests sometimes bother them but noted that their teachers always help students. Teachers always help students if needed when new material is presented. Students reported that they are able to get help at home with homework, but that they can finish their homework during recess or after they complete morning class work.

The students in this group say their favorite subjects are math and history.

After-school activities include the Step Team and Magic Club. Students earn pretend money to spend in school when they do well and have good attendance. Four of the students in this group had perfect attendance.

STUDENTS FROM ELEMENTARY SCHOOL B

Students in this group all walk to school. They reported they all feel safe walking to school, in their neighborhoods and while at school. Students noted that many of their peers fought at school over what others say about them or about their clothing.

The students all said that they like school. They get encouragement from their teachers to do well on their assignments and tests. Incentives for doing well in school include tickets that they can earn and exchange for different trinkets. They report that teachers help them with new material. All of them said that they get help with homework at home and that teachers allow them to finish it in class.

Students in this group reported that they like reading and math. They complained that Black History is taught only during February.

Several students mentioned how much they like assemblies and the morning broadcast because they can participate in it. They also noted that they like being involved in the “workforce,” which is a program that allows students to “work/volunteer” in the building.

STUDENTS FROM ELEMENTARY SCHOOL C

Of the four students interviewed, two walk to school and two are driven. The walkers said that they feel safe walking to school. They all said that they feel safe at school and at home, but noted that sometimes they are bothered by middle school students who come by the school since they are dismissed earlier than the elementary school.

Appendix J: Interview Summaries

They all agreed that their teachers are great, and that the teachers treat them with respect. However, they do not like when teachers yell at students when they do something wrong. They said they would rather have teachers take away recess than yell.

These students said some of their peers do not listen to teachers and sometimes use profanity. The students say Mondays and Fridays are not good days for discipline because some students do not want to come to school on Mondays and are ready to leave on Fridays.

When it comes to learning new material, the teachers are encouraging and demonstrate how to understand the lesson. These students said they typically take pre-tests and then work with teachers on the material they did not know. They report that teachers will continue to go over the material until a student understands it even if it means staying in from recess to get extra help.

Several of the students said their teachers tell them always to try to do their homework. Consequences are missing recess or their parents getting a telephone call from the teacher. If they do not do the homework because they do not understand it, teachers will re-teach the material again without a consequence.

These students' favorite subjects are math, science, communications arts and social studies.

After-school activities include the Art Club, tutoring, Chess Club, Cheerleading, and sports. Students said that they would leave this school to attend another if it offered more activities.

STUDENTS FROM ELEMENTARY SCHOOL D

Students in this group get to school by bus, their bicycles, car or walking. They

said they all felt safe in coming and going home from school.

They reported that the biggest problem in school is bullying, which results from jealousy about clothes, problems at home or for no other reason than they think it is funny. One student mentioned having a fight with another student because he was "always getting into my business."

Students in this group said they earned good grades and that teachers said nice things about them. They noted that teachers are helpful and encourage students to do their best. Teachers give help when needed and allow students extra time to finish homework. When they are introduced to a new subject, they can get additional help. They said teachers notice when students are struggling with their work. All reported that their teachers show students how to do their homework on the board the next day. All students get to see how to solve the problems with the correct answers.

One student remarked, "The teachers are pretty awesome, especially my principal."

Students said they are always on task. They like to read. They read about 30 minutes a night. They said they like to learn new things and that tests seem easy. These students all had computers at home and one had a Kindle.

These students' favorite subjects are math, science, reading and social studies.

The after-school programs that were mentioned are the Chess Club, Art Club, music and tutoring. Students are satisfied with their school. They would not want to leave. They do not want to go to Central Middle because they think there are too many fights there.

Appendix J: Interview Summaries

SECONDARY SCHOOL INTERVIEW SUMMARY

BACKGROUND

An AMG consultant interviewed a secondary principal during the strategic planning process. To keep this principal's identity anonymous for the purpose of this report, a summary of this administrator's comments is provided.

All lead principals and assistant principals at RGSD's three secondary schools are relatively new to their positions. The District's School Improvement Grant required new leadership at all secondary schools at the beginning of the 2010-11 school year. One lead principal was hired at the start of 2010-11 school year and continues in that position; another started as lead principal in the middle of the 2010-11 school year; the lead principal at another secondary school started in their position at the beginning of the 2011-12 school year.

The principal interviewed for this report said the school has worked hard to improve student discipline by focusing on decreasing violent and disrespectful behaviors. Last year, the focus was on getting students to understand the expectations of coming to school and being prepared to learn every day. The principal believes they have now turned the corner on this issue and can focus on improving achievement.

STUDENT ACHIEVEMENT & INSTRUCTIONAL SUPPORT

They are helping students who have poor math and reading skills by pulling

them out of class during regular school hours. By providing extra help during the regular school day, they know that students will be in attendance for this program. The principal noted that the advantages of the pullout program during the day far outweigh the disadvantages of taking them out of their regular classes.

The principal noted that technology needs are not addressed in a timely manner. Bandwidth is not adequate, and there is not enough technical support to fix computer software and hardware problems.

Instructional support for teachers includes a collaborative walk-through evaluation process that gives immediate feedback to teachers. The principal interviewed said the school's administrative team and team leaders complete walk-throughs for all classrooms. Teachers are encouraged to apply what they learn from professional development sessions and feedback from walk-throughs to improve classroom instruction. In addition, the principal and teacher coaches meet with grade-level teams to review and improve lesson plans based on student assessment data.

The principal said it was important to build an attractive package to draw highly effective teachers to the school. She wants high expectations of teachers, students, parents and the community to be the motivating factor for teachers to want to work in Riverview Gardens. According to this principal, motivated teachers who enjoy their working environment are the key to improving student achievement.

Appendix J: Interview Summaries

MIDDLE SCHOOL STUDENT INTERVIEWS SUMMARY

An AMG consultant conducted a group interview with middle school students during the 2012 Strategic Planning Process. To keep their identity anonymous for the purpose of this report, a summary of their comments is provided. The information below reflects notable comments made by these students.

The students interviewed ride the bus, walk or are driven to school by parents. Those who ride the bus said they felt safe on the bus but had concerns about the condition of the bus. Walkers felt safe but said they “need to be careful” in some neighborhoods. All said they felt safe in their own neighborhoods.

Students who were interviewed noted that some students who are disruptive in class did not receive serious consequences. One of the consequences mentioned was the teacher calling home. Some students thought that some teachers just added to the problem by talking inappropriately with the disruptive student.

The students reported that they enjoyed attending school. All said they were in advanced classes. They said that some teachers encourage students to do their best, while a couple of teachers appear to be there “just to receive a paycheck” (students’ words). Several of the students reported that some teachers do their own homework for graduate school instead of teaching.

A few of the students said that some teachers act frustrated and do not have patience when students do not

understand new material. Others reported that their teachers would explain the material when they do not understand it. According to a few of the students, behavior problems demonstrated by some students in class also slow down the learning process.

All students who were interviewed said they were able to get help with homework at home. Math homework is given for practice and is not graded.

Social studies, math, science, communication arts, physical education and family and consumer science were mentioned as these students’ favorite classes.

After-school programs mentioned were basketball, track, step teams, gymnastics, Student Council, the Harris Stowe Talent program and the Bridge Program through University of Missouri-St. Louis. The Bridge and Harris Stowe programs are offered during seventh period. One student mentioned that the after-school sports programs needed better coaches with experience in that sport.

None of the students is happy with the cafeteria food. They say that the food is not cooked on campus and is not hot when served.

All of the students interviewed said that they want to go to college. Although they like school, all but one said they would leave if given the opportunity because the district is not accredited.

Appendix K: Communications

RIVERVIEW GARDENS SCHOOL DISTRICT
EXCELLENCE WITHIN REACH



Comprehensive School Improvement Plan/Strategic Plan Update February 28, 2012

Comprehensive School Improvement Plan (CSIP)

Riverview Garden School District's five-year Comprehensive School Improvement Plan (CSIP), also known as the Strategic Plan, provides a roadmap to help the District achieve the performance levels to which it aspires. The Superintendent is responsible for the development and execution of the CSIP. The planning process uses input from staff and community as well as existing District performance results. CSIP is meant to be a rolling, five-year plan. Therefore, the leadership team and action teams should continue to evaluate how strategies are implemented, refine them as needed and develop new strategies and/or objectives at the end of each fiscal year to ensure the fidelity of the plan.

The Strategic Planning Committee

The RGSD Comprehensive School Improvement Plan Committee formed in late January 2012. It is comprised of the planning leadership team and five action teams that represent each of the five goal areas. Each of the teams includes staff and parents. The teams are:

- * Student Performance: Led by Pat Johnson, Assistant Superintendent of Curriculum & Instruction
- * Highly Qualified Staff: Led by Ann Seeney, Assistant Superintendent of Human Resources
- * Parent Involvement: Led by Darlynn Bosley, Associate Superintendent for Student Support Services
- * Finance/Facilities/Instructional Resources: Led by Carlton Brooks, Controller
- * Governance: Led by Sha Fields, Coordinator of Board Governance

At a Jan. 30 meeting, a total of 30 committee members learned about the strategic planning process and began brainstorming ideas for new mission, vision and value statements. Those statements are under development and are expected to be finalized the week of Feb. 28. The Feb. 13, 2012 meeting for all Strategic Planning teams was canceled due to inclement weather. Teams met again on Feb. 27, 2012.

Community and Staff Surveys

The District is currently finalizing questions for a phone survey to be conducted by Dr. Terry Jones with approximately 400 RGSD voters. Survey questions were developed by Dr. Jones with input from RGSD team leaders. Upon approval of the questions from the District by March 1, the survey interviews will take place during the week of March 5 and into the week of March 12. All staff will receive a survey to complete through a link they will receive in their District email account. The survey link goes to an independent server that will prevent identification of the respondents. The staff survey will be launched the week of March 5 and stay live for three weeks for staff to submit their responses, with several

Appendix K: Communications

Community and Staff Surveys *continued*

reminders, if necessary, emailed throughout the survey period. Information from the community and staff surveys will be used in the final development and implementation of the Comprehensive School Improvement Plan.

Community Engagement Meeting #1

The District sponsored the first of two community engagement meetings on Feb. 23, 2012 from 5:30 to 7 p.m. at Westview Middle School. A light supper was provided from 5 to 5:30. Twelve people (10 staff members and two parents) participated in the meeting and provided input on four key questions to gather input on the District's strengths and challenges, what skills students need to be successful, and their expectations of the District. Several methods of communications were recommended to alert the staff and community about the meeting: a postcard mailed to all District parents, an announcement to local media, email to all District parents and staff, the homepage and calendar of the District website, an announcement on SIS parent portal, SISCall to all parents, a half-sheet flyer to be backpacked with all preschool and elementary school students, personal invitations from principals at each school to key parents and a personal invitation from Dr. Coleman to all Community Advisory Committee members. The District also sent out postcards to all parents and sent announcements to local media.

Next Steps in the CSIP Planning Process (Weeks of Feb. 27 and March 4)

- Finalize the District's Vision, Mission and Value Statements
- Launch formal community and staff surveys
- Hold a second Community Engagement Meeting (set for 10 a.m.- 12 p.m. on Saturday, March 10 at Westview Middle School)
- Continue to evaluate data and identify direction for future
- Shape the final CSIP (Strategic Plan) document

Looking Ahead

- Review and evaluation of cumulative data, including information collected at community engagement meetings and formal surveys
- Develop and finalize strategic objectives and strategies by leadership team and action teams
- Develop final CSIP document
- Draft of CSIP document for FY 2013-17 presented to SAB for review on April 10, 2012
- CSIP document for FY 2013-17 presented to SAB for approval on April 24, 2012

Appendix K: Communications

RIVERVIEW GARDENS SCHOOL DISTRICT
EXCELLENCE WITHIN REACH



Comprehensive School Improvement Plan/Strategic Plan Update April 5, 2012

The following information is update on the district's Comprehensive School Improvement Plan since the last update on February 27, 2012.

Comprehensive School Improvement Plan (CSIP)

Riverview Garden School District's five-year Comprehensive School Improvement Plan (CSIP), also known as the Strategic Plan, provides a roadmap to help the District achieve the performance levels to which it aspires. The superintendent is responsible for the development and execution of the CSIP. The planning process uses input from the staff and community, as well as from existing District performance results. CSIP is meant to be a rolling, five-year plan. Therefore, the CSIP Management and Oversight Team will identify champions for each strategy, sponsors and project managers for each Expert Team goal, and members for the Expert Teams who will carry out action steps so that the goals, strategies and objectives can be completed within each focus area. All layers of the CSIP will be monitored continuously to evaluate how strategies are implemented, refine them as needed and develop new strategies and/or action step goals at the end of each fiscal year to ensure the fidelity of the rolling plan.

The Strategic Planning Committee

Since the last Strategic Planning update, The CSIP Leadership Team met on Feb. 27, March 6 and March 27. Members of the Strategic Planning Committee met as a large group on Feb. 27, March 12 and April 2. The teams identified the District's core competencies, created a SWOT analysis, discussed the new Mission, Vision and Value statements, and reviewed information from both of the Feb. 23 and March 10 Community Engagement meetings. The teams also finalized the Mission, Vision and Value statements, discussed how to begin living out these concepts in everything they do in RGSD and how to share them with other staff and stakeholders. The Goal Teams also reviewed the MSIP 5th Cycle information and then provided input for their strategic objectives, strategies and action steps for the final CSIP document.

Internal Interviews Complete

AMG has completed interviews with the chairman of the Special Administrative Board, key Central Office administrators, all building principals (with the exception of Riverview Gardens High School) and groups of students. Summary information from these interviews was used for developing the SWOT analysis, developing the strategic objectives, strategies and goals, and identifying key areas that will need attention during the implementation of the five-year plan. Persons interviewed will not be identified in the reports.

Community and Staff Surveys

The community phone survey is complete. Dr. Jones is awaiting a date to meet with District CSIP leaders to report the findings. The online staff survey is expected to end on Friday, April 6. Dr. Jones also will develop a report of the findings to share with the District.

Appendix K: Communications

SWOT Analysis

Information from surveys, community meetings, personal interviews, and CSIP leadership and committee meetings were used to complete a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. Information below reflected repeated themes.

<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> • Stable Finances/ healthy fund balance • Dedicated staff • Parents who care about their children and support District changes • Prop R District improvements • Positive collaboration by the Special Administrative Board (Board is of one accord) • Transparency in governance of District • Early Childhood Education Center • Special Education 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> • Limited parental involvement • Stigma of failing district • Less than half of students reading at or above grade level • Student/teacher performances • Tax base • Morale among staff • Moving from planning to execution, fear of failure or lack of support • Teachers have a lot of own work to complete for higher degrees • Relationships between students and teachers
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> • Increase student achievement • Regain accreditation • Grow our own leaders • Develop staff talents • Increase parent participation • Extend planning beyond immediate needs • Develop creative instructional opportunities • Internal and external communications 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • Unaccredited, “failing” district/ lapse • Transient rate/ External community family stresses • Economy (loss of homes and jobs) • Turner case • Charter Schools • State funding • Teacher turnover • Perception that a few administrators lack honesty and integrity

Community Engagement Meeting #2

Approximately 40 parents, community members, staff and administrators attended the second Community Engagement Meeting on Saturday, March 10, 2012. The attendees were divided into five groups that provided feedback on the proposed Mission, Vision and Value Statements and then discussed the following questions and shared their group’s answers:

- What standards do you use to evaluate the quality of education in the Riverview Gardens School District?
- What would be evidence to you that students from the Riverview Gardens School District receive a “world-class” education?
- If you could be kept informed regularly about three key areas regarding the Riverview Gardens School District, what would they be? What is the best way to communicate this information to you?
- What services do we need to help all children be successful in school?

In appreciation for their time and input, each participant received an attendance prize and a drawing was held for a gift card to a local restaurant.

Looking Ahead

- District leaders to meet with Dr. Jones to review findings of the community and staff surveys and set date to present findings to the SAB.
- District leaders to finalize strategic objectives, strategies, goals and preliminary action steps; teams to develop their work plan.
- District or Team leaders to identify Strategy Champions and Project Managers, and name members for the Expert Teams to execute the CSIP.
- AMG to present first publish-ready draft (in PDF format) of completed CSIP FY 2013-17 document on April 27, 2012 for leaders to review. District leaders to determine date to present final document to the SAB.

Appendix K: Communications

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN REACH



Community Engagement Meeting #1 February 23, 2011

Communications Timeline

TARGET DATE	TASK	PERSON RESPONSIBLE	DATE COMPLETE
2/13/12	Draft Invite Letter to Parents & CAC to 2/23 Meeting	AMG	2/13/12
2/13/12	Confirm Pre-Mtg w/ Johnson, Sunkett, Ferguson, Mueller for 2/14	Pat Johnson/Tamara Sunkett	
2/14/12	Mtg to finalize planning and outline for CAC mtg and Community Engagement Mtg	Johnson, Sunkett, Paul Doerrer, Roosevelt Ferguson, Michelle Mueller	2/14/12
2/14/12	Confirm Childcare arrangements	Pat Johnson	
2/14/12	Confirm food service arrangements	Pat Johnson	2/14/12
2/14/12	Finalize Letter after childcare confirmed and give to Principals and Sha Fields (to send to CAC)	AMG/M. Mueller	2/14mm
2/14/12	Info on Community Engagement Mtg on Website, SIS (Parent Portal), email to all staff	Pat Johnson	
2/14/12	Finalize announcement for website, SIS, SISCall, email	AMG	2/14
2/15/12	Principals sign & send letters to 10 parents	Individual Principals	
2/15/12	Finalize all materials needed for 2/16 CAC meeting	AMG	2/14
2/16 & 2/17	Principals call same 10 parents w/ follow-up invite	Individual Principals	
2/16/12	CAC Meeting – info shared on CSIP/Strategic Planning Process	Pat Johnson & Tamara Sunkett	
2/16/12	SISCall –all parents about 2/23 Meeting;	Johnson/Sunkett	
2/17/12	Follow-ups w/ facilities, admin, food service, childcare to confirm details for 2/23 meeting at Westview	Johnson/Sunkett	
2/17/12	Half-sheet flyer inviting parents to 2/23 mtg to go home w/all pre-k and elem. students	Johnson/Sunkett	
2/21/12	Finalize all agenda items for 2/23 meeting	AMG/Johnson/Sunkett	2/21/12
2/21/12	Finalize all details for Westview cafeteria, food	Johnson/Sunkett	2/21/12
2/22/12	Make copies of all materials for 2/23 meeting	Johnson/Sunkett	2/23/12
2/23/12	Community Engagement Meeting: 5-7 p.m., WMS library	Johnson/Sunkett/Ferguson	2/23/12

Appendix K: Communications

[NAME OF CAC MEMBER
ADDRESS
CITY, STATE ZIP]

Feb. 27, 2012

Dear [NAME OF CAC MEMBER],

As a dedicated supporter of the Riverview Gardens School District, I personally wanted to invite you to be part of the District's Strategic Planning Process, called "Excellence within Reach," by providing input at a Community Engagement Meeting from 5 to 7 p.m. on Thursday, February 23, 2012 in the library at Westview Middle School, 1950 Nemnich Drive. A light supper will be provided from 5 to 5:30 p.m. with the meeting beginning promptly at 5:30 p.m.

The meeting will focus on small groups working together to define plans to help every student achieve success and the District regain accreditation with a Comprehensive School Improvement Plan. Your input will be valuable as we put together specific goals, strategies and objectives that help ensure student success.

We would appreciate a response to confirm your attendance no later than Monday, Feb. 20, 2012 by e-mailing Mrs. Patricia Johnson, executive director of curriculum and instruction, at pjohnson@rgsd.k12.mo.us or calling 869-2505, ext. 2417. In the event of inclement weather, you will be notified by email if the meeting is postponed.

For more information about the Strategic Planning Process, go to the District website at www.rgsd.k12.mo.us. Please contact me if you have any questions at 869-2505, ext. 2416.

Sincerely,

Dr. Clive Coleman
Superintendent

Appendix K: Communications

[NAME OF PARENT
ADDRESS
CITY, STATE ZIP]

Feb. 15, 2012

Dear [NAME OF PARENT],

As a dedicated parent and committed [NAME OF SCHOOL] supporter, I personally wanted to invite you to be part of the District's Strategic Planning Process, called "Excellence within Reach," by providing input at a Community Engagement Meeting from 5 to 7 p.m. on Thursday, February 23, 2012 in the library at Westview Middle School, 1950 Nemnich Drive. A light supper will be provided from 5 to 5:30 p.m. with the meeting beginning promptly at 5:30 p.m.

The meeting will focus on small groups working together to define plans to help every student achieve success and the District regain accreditation with a Comprehensive School Improvement Plan. Your input will be valuable as we put together specific goals, strategies and objectives that help ensure student success.

We would appreciate a response to confirm your attendance no later than Monday, Feb. 20, 2012 by e-mailing Mrs. Patricia Johnson, executive director of curriculum and instruction, at pjohnson@rgsd.k12.mo.us or calling 869-2505, ext. 2417. In the event of inclement weather, you will be notified by e-mail and SISCall if the meeting is postponed.

For more information about the Strategic Planning Process, go to the District website at www.rgsd.k12.mo.us. Please contact me if you have any questions at [SCHOOL'S PHONE NUMBER].

Sincerely,

[PRINCIPAL'S NAME PRINTED]
Principal, [NAME OF SCHOOL]

Appendix K: Communications

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN REACH

Communications for the Feb. 23 Community Engagement Meeting



Announcement for SIS (on the Parent Portal), parent and staff emails, District website *(Suggested placement on website, SIS and via email on 2/14; follow-up email on 2/22)*

The Riverview Gardens School District invites all parents, staff and community members to be part of the District's Strategic Planning Process, called "Excellence within Reach" by providing input at a Community Engagement Meeting from 5 to 7 p.m. on Thursday, February 23, 2012 at Westview Middle School, 1218 1950 Nemnich Drive. For more information about the Strategic Planning Process, go to the district website at www.rgsd.k12.mo.us.

SISCall Message: (26 SECONDS)

(Suggested activation to all District parents at 7 p.m. on 2/16 and again at 7 p.m. on 2/22)

Hello. This is (NAME) _____ from The Riverview Gardens School District calling to invite you to be part of the district's Strategic Planning Process by attending a Community Engagement Meeting at 5 p.m. on Thursday, February 23rd at Westview Middle School. For more information, go to the District website at www.rgsd.k12.mo.us. Thank you and have a good evening.

Information for Half-Sheet Flyer to go home on Friday, 2/17

(Half-sheet colored paper that includes logo for "Excellence within Reach"; send home with all preschoolers and elementary students; have available in all school offices, Central Office and FCRC.)

You're Invited!

What:

A Community Engagement Meeting on RGSD's Strategic Planning Process

When:

5:30 – 7 p.m. on Thursday, Feb. 23, 2012

Where:

Riverview Gardens High School, 1218 Shepley Drive

Why:

We need your input in creating a 5-year strategic Comprehensive School Improvement Plan (CSIP) that will help the District improve student achievement and regain accreditation!

Appendix K: Communications

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN REACH



Community Engagement Meeting #2 March 10, 2012

Communications Timeline

TARGET DATE	TASK	PERSON RESPONSIBLE	DATE COMPLETE
2/24/12	Draft Invite Letter to Parents & CAC to 3/10 Meeting	AMG/ Michelle Mueller	2/24
2/24/12	Drafts of communications for 3/10 Engagement mtg provided for review/feedback	AMG/ Michelle Mueller	2/24
2/27/12	Mtg to finalize planning and agenda for 3/10 Community Engagement Mtg and next steps in strategic planning process; review mission, vision, value statements; confirm next steps/responsibilities in planning process	AMG & RGSD Teams Principals' letter to parents approved by Melanie Robinson Pat Johnson notifies principals with instructions for contacting key parents w/phone calls and letters	2/27 2/28 2/29
2/27/12	Alert Kim Bryant about foods for 3/10; confirm menu	Pat Johnson	COMPLETE
2/27/12	Finalize all communication pieces; Give letter to Principals and Sha Fields (to send to CAC) to personally invite targeted parents	AMG/M. Mueller/Johnson	2/27
2/27-3/8	Solicit and confirm free tax prep services and other attendance prizes (free haircuts, parents night out coupons, car washes, etc.) for 3/10 Engagement Meeting	Tamara Sunkett	
2/27-28 2/29-3/2	Principals make calls to key parents in building and sign & send out letters	Individual Principals 2/29-3/2	
2/28/12	Half-Sheet Flyer available at SAB meeting (Sha will also send copies to CAC)	Sha Fields	
2/29/12 3/7/12	Follow up w/ principals to ensure initial phone calls were made and letters were sent out to key parents; get lists of names and contact info of key parents from each school	Johnson/Sunkett	
2/29/12	Give copy for half-sheet flyers to RGSD Print shop to print and distribute to all elementary schools and ECEC for 3/8 backpacks	Johnson	
3/1/12	Post info on Community Engagement Mtg on Website, SIS (Parent Portal),	Johnson/Robinson/Tina Turnipseed	

Appendix K: Communications

	email to all staff and all parents		
3/5-3/6	Follow up calls to all key parents identified by principals	Sunkett/Robinson	
3/5/12	Follow-ups w/ facilities, admin to confirm details for meeting	Johnson/Sunkett	
3/5/12	Finalize all agenda items for 3/10 meeting	AMG/Johnson/Sunkett	
3/6/12	Confirm food w/ Kim Bryant (after know approx attendance from key parents)	Johnson	
3/8/12	SISCall and email to all parents; email reminder to all staff and CAC members	Robinson/Fields/Turnipseed	
3/8/12	Half-sheet flyer to go home w/ all pre-k and elementary students; handful available in all school offices	Individual principals/follow up by Sunkett	
3/8-9	Finalize all details for Westview cafeteria, food; gather all items needed for meeting, including all prizes	Johnson/Sunkett	
3/10/12	Community Engagement Meeting: 10 a.m.- 12p.m., WMS	Johnson/Sunkett/R. Ferguson	

Appendix K: Communications

[NAME OF CAC MEMBER
ADDRESS
CITY, STATE ZIP]

Feb. 27, 2012

Dear [NAME OF CAC MEMBER],

As a dedicated supporter of the Riverview Gardens School District, I personally wanted to invite you to be part of the District's Strategic Planning Process, called "Excellence within Reach," by providing input at a Community Engagement Meeting from 10 a.m. to 12 p.m. on Saturday, March 10, 2012 in the cafeteria at Westview Middle School, 1950 Nemnich Drive. In appreciation of your time and valuable input, the District is providing breakfast treats and exciting attendance prizes, including free tax preparation services and free childcare for a future RGSD Parents-Night-Out event.

The meeting will focus on small groups working together to define plans to help every student achieve success and the District regain accreditation with a Comprehensive School Improvement Plan. Your input will be valuable as we put together specific goals, strategies and objectives that help ensure student success.

We would appreciate a response to confirm your attendance no later than Monday, March 5, 2012 by e-mailing Mrs. Sha Fields, coordinator of board governance, at shafields@rgsd.k12.mo.us or calling 869-2505, ext. 2427. In the event of inclement weather, you will be notified by email if the meeting is postponed.

For more information about the Strategic Planning Process, go to the District website at www.rgsd.k12.mo.us. Please contact me if you have any questions at 869-2505, ext. 2416.

Sincerely,

Dr. Clive Coleman
Superintendent

Appendix K: Communications

[NAME OF PARENT
ADDRESS
CITY, STATE ZIP]

Feb. 27, 2012

Dear [NAME OF PARENT],

As a dedicated parent and committed [NAME OF SCHOOL] supporter, I personally wanted to invite you to be part of the District's Strategic Planning Process, called "Excellence within Reach," by providing input at a Community Engagement Meeting from 10 a.m. to 12 p.m. on Saturday, March 10, 2012 in the cafeteria at Westview Middle School, 1950 Nemnich Drive. In appreciation of your time and valuable input, the District is providing breakfast treats and exciting attendance prizes, including free childcare for a future RGSD Parents-Night-Out event.

The meeting will focus on small groups working together to define plans to help every student achieve success and the district regain accreditation with a Comprehensive School Improvement Plan. Your input will be valuable as we put together specific goals, strategies and objectives that help ensure student success.

We would appreciate a response to confirm your attendance no later than Monday, March 5, 2012 by e-mailing Mrs. Patricia Johnson, Assistant Superintendent of Curriculum and Instruction, at pjohnson@rgsd.k12.mo.us or calling 869-2505, ext. 2417. In the event of inclement weather, you will be notified by e-mail and SISCall if the meeting is postponed.

For more information about the Strategic Planning Process, go to the District website at www.rgsd.k12.mo.us. Please contact me if you have any questions at [SCHOOL'S PHONE NUMBER].

Sincerely,

[PRINCIPAL'S NAME PRINTED]
Principal, [NAME OF SCHOOL]

Appendix K: Communications

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN REACH



You're Invited!

What: A Community Engagement Meeting on RGSD's Strategic Planning Process

When: 10 a.m. to 12 p.m. on Saturday, March 10, 2012.*

Where: Westview Middle School cafeteria, 1950 Nemnich Drive

Why: We need your input in creating a 5-year strategic Comprehensive School Improvement Plan (CSIP) that will help the District improve student achievement and regain accreditation!

** In appreciation of your time and valuable input, the District is providing breakfast treats and exciting attendance prizes, including free childcare for a future RGSD Parents-Night-Out event.*

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN REACH



You're Invited!

What: A Community Engagement Meeting on RGSD's Strategic Planning Process

When: 10 a.m. to 12 p.m. on Saturday, March 10, 2012.*

Where: Westview Middle School cafeteria, 1950 Nemnich Drive

Why: We need your input in creating a 5-year strategic Comprehensive School Improvement Plan (CSIP) that will help the District improve student achievement and regain accreditation!

** In appreciation of your time and valuable input, the District is providing breakfast treats and exciting attendance prizes, including free childcare for a future RGSD Parents-Night-Out event.*

Appendix K: Communications

COMMUNICATIONS FOR THE MARCH 10 COMMUNITY ENGAGEMENT MEETING

ANNOUNCEMENT FOR SIS (ON THE PARENT PORTAL), PARENT AND STAFF EMAIL

(Suggested placement on SIS and via parent and staff email on 2/27; follow-up email on 3/8)

The Riverview Gardens School District invites all parents, staff and community members to be part of the District's Strategic Planning Process, called "Excellence within Reach," by providing input at a Community Engagement Meeting from 10 a.m. to 12 p.m. on Saturday, March 10, 2012 at Westview Middle School, 1218 1950 Nemnich Drive. In appreciation of your time and valuable input, the District is providing breakfast treats and exciting attendance prizes, including free childcare for a future RGSD Parents-Night-Out event.

For more information about the Strategic Planning Process, go to the District website at www.rgsd.k12.mo.us.

ANNOUNCEMENT FOR WEBSITE

(posted on front page of website and on website calendar on 2/27)

Dear Riverview Gardens School District Stakeholders,

The Riverview Gardens School District invites all parents, staff and community members to be a part of the District's strategic planning process, called "Excellence within Reach," by providing input at a Community Engagement Meeting from 10 a.m. to 12 p.m. on Saturday, March 10, 2012 at Westview Middle School, 1950 Nemnich Drive. In appreciation of your time and valuable input, the District is providing breakfast treats and exciting attendance prizes, including free childcare for a future RGSD Parents-Night-Out event. For questions about the March 10 meeting, call Ms. Patricia Johnson at 869-2505, ext. 2417.

Sincerely,

The RGSD Excellence within Reach Committee

Appendix K: Communications

SISCALL MESSAGE: (26 SECONDS)

(Suggested activation to all District parents at 7 p.m. on 3/8)

Hello. This is (NAME) _____ from The Riverview Gardens School District calling to invite you to be part of the District’s Strategic Planning Process by attending a Community Engagement Meeting from 10 a.m. to 12 noon on Saturday, March 10th at Westview Middle School. For more information, go to the District website at www.rgsd.k12.mo.us. Thank you and have a good evening.

INFORMATION FOR HALF-SHEET FLYER TO GO HOME ON THURSDAY, 3/8 (SEE ATTACHED)

(Half-sheet colored paper that includes logo for “Excellence within Reach”; send home with all preschoolers and elementary students; have available in all school offices, Central Office and FCRC.)

Appendix K: Communications

COMMUNICATIONS FOR THE COMMUNITY SURVEY

EXCELLENCE WITHIN REACH

(Consider launching message via SIS on parent portal, via email to CAC members and all RGSd parents/guardians, and posted on front of website beginning March 8)

The Riverview Gardens School District is conducting a community survey by phone to get opinions from stakeholders who live within the District. Representatives from an independent survey firm will call randomly selected voters during the weeks of March 12 and March 17 to participate in the survey. Names of respondents will remain confidential and will not be shared with the District. We strongly encourage you to participate in the survey if your phone number is randomly selected. We value your input as we strive toward earning accreditation. Survey results will be used for informational purposes as the District develops its five-year strategic Comprehensive School Improvement Plan (CSIP), called Excellence within Reach. A summary of the survey results will be shared with the Special Administrative Board, administrators and staff, and will be posted on the website for all stakeholders to view. For more information about the CSIP process, go to the District website at www.rgsd.k12.mo.us.

COMMUNICATIONS FOR THE STAFF SURVEY

(Consider launching email message to all staff on March 8 and then reminders on March 14, March 26 and (DATE -- day before survey ends))

The Riverview Gardens School District, through an independent survey firm, is conducting a staff survey via a link on within an email message to get your opinions during the next several weeks. The survey will be launched from an independent server to keep each respondent anonymous. We strongly encourage you to participate in this survey. We value your input as we strive toward earning accreditation. Survey results will be used for informational purposes as the District develops its five-year strategic Comprehensive School Improvement Plan (CSIP), called Excellence within Reach. A summary of the survey results will be shared with the Special Administrative Board, administrators and staff, and will be posted on the website for all stakeholders to view. More information about the CSIP process is available on the District website.

Appendix K: Communications

January 25, 2012

Dear Riverview Gardens School District Staff,

There are several key elements that all successful school districts review to ensure a rich educational environment for students. The Riverview Gardens School District has identified five major areas of accountability which align with MSIP goals. These areas include Student Performance, Highly Qualified Staff, Parent Involvement, Facilities/Instructional Resources and Governance. Information and data from each of these divisions help guide the Riverview Gardens School District's administrative team and will be used to compile a Comprehensive School Improvement Plan (CSIP). The CSIP will allow the District to strategically plan for student success for the next several years.

The Riverview Gardens School District CSIP, *Excellence Within R.E.A.C.H.*, will be the road map to accreditation. Together with staff, parents and community, the District will develop the goals, strategies, objectives and targets for each area that directly impact student achievement. This will be accomplished by collecting data from sub-committee meetings, community assemblies, stakeholder surveys and community recommendations.

As RGSD staff, your commitment, experience and contributions are valued and your input will help shape the District's direction for the next few years. You will receive periodic informational letters with updates on the committee's progress. As a stakeholder, you will be invited to share your thoughts and recommendations at community meetings, by completing surveys and through electronic communication. There will soon be a section on the District website dedicated to the CSIP project.

The investment of your time and effort provides immeasurable benefits to our children now and in their future. We hope you will join with the efforts to help our District obtain the *Excellence Within R.E.A.C.H.*

Sincerely,

The CSIP Committee
Excellence Within R.E.A.C.H.

Appendix K: Communications

RIVERVIEW GARDENS SCHOOL DISTRICT EXCELLENCE WITHIN R.E.A.C.H.

Raising Educational Achievement for all Children through High Expectations



There are several key elements that all successful school districts review to ensure a rich educational environment for students. The Riverview Gardens School District has identified five major areas of accountability which align with the Missouri School Improvement Plan (MSIP) goals. These areas include Student Performance, Highly Qualified Staff, Parent Involvement, Facilities/Instructional Resources and Governance. Information and data from each of these divisions help guide the Riverview Gardens School District's administrative team and will be used to compile a Comprehensive School Improvement Plan (CSIP). The CSIP, *Excellence Within R.E.A.C.H.*, allows the District to strategically plan for student success for the next several years and will be the road map to accreditation.

The Riverview Gardens School District invites all parents, staff and community to be a part of the District's strategic planning process at a Community Engagement Meeting where stakeholder input will help shape the District's direction for the next few years.

Saturday, March 10, 2012

10:00 a.m. - 11:30 a.m.

Westview Middle School - Library

1950 Nemnich Drive, St. Louis, MO 63136

All District parents, residents, community leaders, businesses, churches and organizations are welcome to attend. The investment of your time and effort provides immeasurable benefits to our children now and in the future.

For more information on the Riverview Gardens School District Comprehensive School Improvement Plan (CSIP) please visit the District website at www.rgsd.k12.mo.us

Appendix L: 2011 AYP and APR Reports

2011 AYP OVERALL DISTRICT REPORT



Missouri Assessment Program

Adequate Yearly Progress - Final

School: District Overall

District: RIVERVIEW GARDENS (096111)

OVERALL STATUS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Met
Communication Arts	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Mathematics	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Attendance Rate	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Graduation Rate	Not Met	Not Met	Met	Met	Met	Not Met	Not Met	Met	Not Met	Met	Not Met	Not Met	Met
COMMUNICATION ARTS													
Annual Proficiency Target	18.4	19.4	20.4	26.6	34.7	42.9	51.0	59.2	67.4	75.5	83.7	91.8	100.0
School Total (All Students)	13.6 *	11.7 * N	11.7 * N	14.2 * NP	23.4 * S	21.7 * NP	19.0 * NP	20.9 * NP	21.2 * NP	20.4 * NP	20.4 * NP	20.4 * NP	20.4 * NP
Proficient	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35.0	34.3	31.1	31.1	31.1	31.1
Growth + Prof Pct	2.6	2.3	1.7	2.6	2.4	0.5	0.1	0.3	0.2	0.2	0.2	0.2	0.2
LND													
Asian/Pacific Islanders													
Proficient		0.0	0.0	100.0	25.0	0.0	100.0	40.0	12.5	33.3	33.3	33.3	33.3
Growth + Prof Pct		0.0	0.0	0.0	0.0	0.0	100.0	60.0	12.5	44.4	44.4	44.4	44.4
LND		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Black	12.4 *	10.8 * N	11.2 * N	13.5 * NP	22.8 * S	21.4 * NP	18.8 * NP	20.6 * NP	21.0 * NP	20.2 * NP	20.2 * NP	20.2 * NP	20.2 * NP
Proficient	0.0	0.0	0.0	0.0	0.0	0.0	31.0	34.7	34.2	31.1	31.1	31.1	31.1
Growth + Prof Pct	2.0	2.2	1.7	2.5	2.3	0.5	0.1	0.3	0.2	0.2	0.2	0.2	0.2
LND													
Hispanic	0.0	16.7	0.0	0.0	30.0	30.0	0.0	37.5	12.5	57.1	57.1	57.1	57.1
Proficient	0.0	0.0	0.0	0.0	0.0	0.0	22.2	62.5	12.5	57.1	57.1	57.1	57.1
Growth + Prof Pct	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LND													
American Indian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Proficient	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Appendix L: 2011 AYP and APR Reports

2011 AYP OVERALL DISTRICT REPORT



Missouri Assessment Program Adequate Yearly Progress - Final

District: RIVERVIEW GARDENS (096111) School: District Overall

	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LND	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White	31.0 *	24.7 * Y	22.1 * Y	29.3 * Y	40.4 * Y	34.4 * CI	32.2 * NP	31.9 * NP	31.4 * NP	23.4 * NP	27.7	45.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	47.1	43.1	45.1	27.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LND	3.4	2.2	2.5	4.9	5.0	1.1	0.0	0.0	0.0	3.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multi-Racial	4.3 *	14.3 --		25.0 --	0.0 --	11.1 --	10.0 --												
Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	20.0												
LND	25.8	12.5		0.0	0.0	10.0	4.8												
F/R Lunch	11.5 *	10.5 * N	9.8 * N	13.4 * NP	21.2 * SC	20.3 * NP	16.9 * NP	19.2 * NP	19.7 * NP	18.8 * NP									
Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	30.1	33.6	33.1	29.8									
LND	1.9	2.0	1.6	2.2	2.1	0.4	0.0	0.3	0.3	4.5									
IEP Students	1.1 *	4.0 * N	5.8 * N	4.3 * NP	7.8 * NP	4.8 * NP	2.5 * NP	3.8 * NP	5.4 * NP	7.6 * NN									
Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	18.5	15.1	17.7	16.3									
LND	4.2	6.1	3.8	5.2	4.8	0.9	0.0	0.8	0.2	8.0									
LEP Students	0.0 --	0.0 --	0.0 --	0.0 --	25.0 --	40.0 --	10.0 --	25.0 --											
Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	20.0	37.5											
LND	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									
MATHEMATICS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014						
Annual Performance Target	8.3	9.3	10.3	17.5	26.6	35.8	45.0	54.1	63.3	72.5	81.7	90.8	100.0						
School Total (All Students)	7.8 *	9.5 * Y	11.5 * Y	10.7 * NP	16.0 * NP	18.3 * NP	15.4 * NP	14.9 * NP	18.9 * NP	15.0 * NP									
Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	24.3	25.6	32.5	23.6									
LND	2.7	1.6	1.8	1.8	1.2	0.5	0.1	0.6	0.5	3.1									
Asian/Pacific Islander	0.0 --	0.0 --		66.7 --	75.0 --	50.0 --	100.0 --	33.3 --	25.0 --	11.1 --									
Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	100.0	33.3	25.0	11.1									
LND	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									

Appendix L: 2011 AYP and APR Reports

2011 AYP OVERALL DISTRICT REPORT



Missouri Assessment Program Adequate Yearly Progress - Final

District: RIVERVIEW GARDENS (096111) School: District Overall

	6.7 *	8.9 *N	11.1 *Y	10.2 *NP	15.4 *NP	17.9 *NP	15.0 *NP	14.7 *NP	18.8 *NP	15.0 *NP
Black	Proficient	0.0	0.0	0.0	0.0	0.0	23.9	25.5	32.3	23.5
	Growth + Prof Pct	2.5	1.7	2.0	1.9	0.5	0.1	0.6	0.5	3.2
	LND									
Hispanic	Proficient	14.3 --	0.0 --	0.0 --	33.3 --	30.8 --	20.0 --	0.0 --	12.5 --	12.5 --
	Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	40.0	12.5	25.0	25.0
	LND	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
American Indian	Proficient	0.0 --	0.0 --	0.0 --	0.0 --	0.0 --	0.0 --	0.0 --	0.0 --	0.0 --
	Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	LND	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White	Proficient	21.4 *	19.6 *Y	21.3 *Y	19.7 *Y	36.8 *Y	32.3 *CI	32.9 *NP	26.0 *NP	19.2 *NP
	Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	38.8	29.9	46.0	34.6
	LND	0.8	1.1	0.0	0.0	1.7	0.0	0.0	2.0	0.0
Multi-Racial	Proficient	4.2 --	20.0 --	0.0 --	0.0 --	5.0 --	14.3 --	18.2 --		
	Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	0.0	18.2		
	LND	17.2	0.0	0.0	0.0	0.0	4.3			
F/R Lunch	Proficient	6.5 *	8.8 *N	10.9 *Y	10.5 *NP	14.2 *NP	17.4 *NP	13.0 *NP	17.6 *NP	14.1 *NP
	Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	22.0	24.3	31.5	23.0
	LND	1.6	1.2	1.9	1.6	1.3	0.4	0.6	0.5	2.5
IEP Students	Proficient	3.6 *	2.3 *N	6.7 *N	6.6 *NP	5.5 *NP	6.1 *NP	9.0 *NP	4.6 *NP	6.1 *NP
	Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	21.8	12.7	17.2	12.2
	LND	3.5	5.1	2.8	2.4	1.7	1.3	1.0	0.8	4.0
LEP Students	Proficient	0.0 --	100.0 --	0.0 --	25.0 --	27.3 --	25.0 --	37.5 --		
	Growth + Prof Pct	0.0	0.0	0.0	0.0	0.0	60.0	50.0		
	LND	0.0	0.0	0.0	0.0	0.0	0.0	0.0		

Appendix L: 2011 AYP and APR Reports

2011 AYP OVERALL DISTRICT REPORT



Missouri Assessment Program Adequate Yearly Progress - Final

District: RIVERVIEW GARDENS (096111) School: District Overall

ADDITIONAL INDICATOR -- ATTENDANCE RATE	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
School Total (All Students)	94.5 Met	94.3 Met	94.2 Met	94.3 Met	93.6 Met	93.4 Met	93.2 Met	92.2 Not Met	91.9 Not Met	91.6 Not Met			
ADDITIONAL INDICATOR -- GRADUATION RATE	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
School Total (All Students)	78.50 Met	74.90 Not Met	86.10 Met	85.60 Met	88.00 Met	82.70 Not Met	77.80 Not Met	81.70 Met	65.40 Not Met	81.00 Met			

General Notes:

School level calculations do not include students who have been in the school less than a full academic year. District level calculations do not include students who have been in the district less than a full academic year. To meet AYP, all subgroups that met the minimum cell size requirements must have tested at least 95% of the students and met the Annual Proficiency Target and the additional indicator requirement.

Additional Indicator:

For both school and district reporting, Attendance Rate is used at the elementary and middle levels; at high school level, Graduation Rate is used. (Note: District level reporting is determined by the highest grade level. K-8 districts use Attendance Rate, K-12 districts use Graduation Rate and the K-8 Attendance Rate. The requirement for MET is: Attendance Rate is equal to or greater than 93% OR shows improvement from previous year; Graduation Rate is equal to or greater than 85% or demonstrates improvement from the prior year. If Graduation Rate is 75.0% to 84.9%, improvement must be greater than 2%. If Graduation Rate is less than 74.9%, improvement must be greater than or equal to 5%.

Additional Indicator Symbols

- Y for Attendance Rate indicates that the group met the requirement based on improvement.
- MY for Graduation Rate indicates that group met the requirement based on improvement
- MMY for Graduation Rate indicates that the group met the requirement based on improvement using the group of Total, indicating that the cell size was too small for that group.
- MMY for Graduation Rate indicates that the group was Not Met, indicating that the cell size was too small for that group and the group of Total was used in the determination.

Definitions:

- Proficient --* The percent of students who are Proficient or Advanced
- Growth + Prof Pct --* the percent of students who are Proficient or Advanced plus the percent of students who are on track using the Growth calculation.
- LND -- Level Not Determined (2007-present definition)* the percent of students who did not receive an Achievement Level or did not have a valid attempt on any session of the test. (LND 2002-2006: In addition to the 2007 definition, included students caught cheating). The percent of students who were LND should be five percent or below.

Symbols:

- * Indicates the subgroup meets the minimum cell size requirements. Minimum cell size requirements: 30 for all subgroups. (for 2004, 2005, 2006, and 2007, IEP and LEP subgroups had a minimum cell size of 50.)
- ^ If there are fewer students in the school total, and the State Proficiency Target was not met, the current and two prior years are aggregated. This applies only to the calculation for the school total, not the disaggregated subgroups.
- @ The group met the 95% participation rate using an average of current and prior year, or current and prior two years.

Appendix L: 2011 AYP and APR Reports



2011 AYP OVERALL DISTRICT REPORT

Missouri Assessment Program

Adequate Yearly Progress - Final

District: **RIVERVIEW GARDENS (096111)** School: **District Overall**

AYP Met Symbols:

- Y Annual Proficiency Target Met
- CI Annual Proficiency Target Met with confidence interval
- G Annual Proficiency Target Met using Growth
- S Annual Proficiency Target Met using Safe Harbor provision
- SC Annual Proficiency Target Met using the confidence interval for Safe Harbor

AYP NOT MET Symbols

- N* Annual Proficiency Target Met, but did not have a participation rate of at least 95%
- NC Annual Proficiency Target Met with a confidence interval, but did not have a participation rate of at least 95%
- NP Annual Proficiency Target Not Met
- NN Annual Proficiency Target Not Met and the participation rate was less than 95%

Appendix L: 2011 AYP and APR Reports



2011 APR SUMMARY REPORT
 2011 Final
 District Summary for Annual Performance Report (APR)
 4th Cycle
 RIVERVIEW GARDENS (096111)

Total Points Earned

MSIP Standard/Indicator	GRADE LEVEL					Points Required	Met/Not Met
	Status Points	Progress Points	Status	Progress	Gap Bonus		
9.1*1 MAP Grades 3-5 Mathematics	F=0	A=10 RA=0 3/2=0 @	0	10	0	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met
	F=0	A=0 RA=0 3/2=0 @	0	0	0	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met
9.1*3 MAP Grades 6-8 Mathematics	F=0	A=10 RA=0 3/2=0 @	0	10	0	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met
	F=0	A=10 RA=0 3/2=0 @	0	10	0	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met

Data as of: 9/12/2011
 Report as of: 4/17/2012

<p>SYMBOLS</p> <p>@ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.</p> <p>Met* Met utilizing bonus.</p> <p>* Missing, incomplete, or inaccurate data.</p> <p># Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.</p> <p>& No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.</p>	<table style="width: 100%; text-align: center;"> <tr> <td>H1</td> <td>High 1</td> </tr> <tr> <td>H2</td> <td>High 2</td> </tr> <tr> <td>Avg</td> <td>Average</td> </tr> <tr> <td>BA</td> <td>Below Average</td> </tr> <tr> <td>F</td> <td>Floor</td> </tr> <tr> <td>A</td> <td>Annual Increase</td> </tr> <tr> <td>RA</td> <td>Rolling Average</td> </tr> <tr> <td>3/2</td> <td>3 Over 2</td> </tr> <tr> <td>2/2</td> <td>2 Over 2</td> </tr> </table>	H1	High 1	H2	High 2	Avg	Average	BA	Below Average	F	Floor	A	Annual Increase	RA	Rolling Average	3/2	3 Over 2	2/2	2 Over 2
H1	High 1																		
H2	High 2																		
Avg	Average																		
BA	Below Average																		
F	Floor																		
A	Annual Increase																		
RA	Rolling Average																		
3/2	3 Over 2																		
2/2	2 Over 2																		

Appendix L: 2011 AYP and APR Reports

2011 APR SUMMARY REPORT



2011 Final
District Summary for Annual Performance Report (APR)
4th Cycle

RIVERVIEW GARDENS (096111)

MSIP Standard/Indicator	GRADE LEVEL		GRADE LEVEL		GRADE LEVEL		GRADE EOC		Total Points Earned		Met/Not Met	
	Status Points	Progress Points**	Status Points	Progress Points***	Status Points	Progress Points	EOC Bonus	Gap Bonus	Status + Progress	Points Required		
9.1*5 EOC Algebra I Mathematics	F=0	A=0	#=0	A=0 RA=0	0	0	0	0	0	0	40 Status + Progress + Bonus=Y	Not Met
9.1*6 EOC English II Communication Arts	F=0	A=0	#=0	A=0 RA=0	0	0	0	0	0	0	40 Status + Progress + Bonus=Y	Not Met
BONUS MAP ACHIEVEMENT												
Not Met												

**Only Annual points may be earned for 9-11 grade level test data in Year 6 of the Fourth MSIP Cycle.
***Only Annual and Rolling Average points may be earned for end-of-course assessments in Year 6 of the Fourth MSIP Cycle.

<p>SYMBOLS</p> <ul style="list-style-type: none"> @ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. Met* Met utilizing bonus. * Missing, incomplete, or inaccurate data. # Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded. & No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years. 	<p>H1 High 1</p> <p>H2 High 2</p> <p>Avg Average</p> <p>BA Below Average</p> <p>F Floor</p> <p>A Annual Increase</p> <p>RA Rolling Average</p> <p>3/2 3 Over 2</p> <p>2/2 2 Over 2</p>
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Data as of: 9/12/2011
Report as of: 4/17/2012

Appendix L: 2011 AYP and APR Reports

2011 APR SUMMARY REPORT

2011 Final
 District Summary for Annual Performance Report (APR)
 4th Cycle



RIVERVIEW GARDENS (096111)

SUBJECT AREA AND VOLUNTARY EOC BONUS POINT					
MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Req	Met/Not Met
Grade 5 Science	F = 0	0			
Grade 8 Science	F = 0	0			
Biology 1 Science	# =				
Government Social Studies	# =				
Voluntary					
* Algebra II Mathematics	=	0.0			
* Geometry Mathematics	=				
* English I Communication Arts	=				
* American History Social Studies	=				
TOTAL POINTS		0.0	0.0	3.3	Not Met

SYMBOLS

@ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.

Met* Met utilizing bonus.
 * Missing, incomplete, or inaccurate data.
 # Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.
 & No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.

H1	High 1
H2	High 2
Avg	Average
BA	Below Average
F	Floor
A	Annual Increase
RA	Rolling Average
3/2	3 Over 2
2/2	2 Over 2

Data as of: 9/12/2011
 Report as of: 4/17/2012

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2011 APR SUMMARY REPORT



2011 Final
District Summary for Annual Performance Report (APR)
4th Cycle

RIVERVIEW GARDENS (096111)

MSIP Standard/Indicator	Status Points			Progress Points			Total Points Earned			Points Required (Minimum)	
	F	=	0	A=1 RA=0 3/2=0 @	Status	Progress	Status + Progress	Status + Progress	Status + Progress	Met/Not Met	
9.3 ACT	F	=	0	A=1 RA=0 3/2=0 @	0	1	1	1	4	Not Met	
9.4*1 Advanced Courses	Avg Combined	=	3 4	A=3 RA=3 3/2=0	4	3	7	7	4	Met	
9.4*2 Career Education Courses	4 Combined	=	4 4	A=3 RA=3 3/2=2	4	3	7	7	4	Met	
9.4*3 College Placement	BA Combined	=	2 0	A=2 RA=1 3/2=2	2	2	4	4	4	Met	
9.4*4 Career Education Placement	BA Combined	=	2 0	A=1 RA=1 3/2=0 @	2	1	3	3	4	Not Met	
9.5 Graduation Rate	F	=	0	A=2 RA=1 3/2=0	0	2	2	2	4	Not Met	
9.6 Attendance Rate	F	=	0	A=0 RA=0 3/2=0 @	0	0	0	0	4	Not Met	
9.7 Subgroup Achievement	F	=	0		0	NA	0	0	4	Not Met	
TOTAL POINTS										3	

Performance Accreditation Rating	
H1 High 1 Avg BA F	High 2 Average Below Average Floor
A Annual Increase RA 3/2	Rolling Average 3 Over 2 2 Over 2

Data as of: 9/12/2011
Report as of: 4/17/2012

SYMBOLS
 @ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.
 * Met utilizing bonus.
 # Missing, incomplete, or inaccurate data.
 & Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.
 # No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.

RIVERVIEW GARDENS

SCHOOL DISTRICT

1370 Northumberland Dr.
St. Louis, MO 63137

314.869.2505

www.rgsd.k12.mo.us