

Riverview Gardens Accountability Plan  
2/17/2012

Objective	ITEM	Start Date	End Date	25% Benchmark	50% Benchmark	75% Benchmark	Completion Evidences	Owner	Likert Scale	Balanced Score Card	Barriers	Responses	Cross-Reference
I	<b>I. Student Performance</b>							Team Leader: Johnson/ Co-Leader: S.					
	<b>Goal: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.</b>												
I.A	<b>Objective A: District will regain and maintain full accreditation.</b>	7/1/2010	ongoing						3 @ 50%				
I.A.1	<b>Strategy 1:</b> Gain a minimum of 1 point in the APR Performance Standard by increasing student performance in reading and mathematics.	#####	7/1/2012	Establish Benchmark Assessment Baseline data 11/5/2010	Discovery Benchmark -- attain 5% increase over baseline 1/1/11	Discovery Benchmark -- attain 10% increase over baseline 3/1/11	Document high predictive correlation between Benchmarks and MAP/EOC performance	Johnson, Sampson, Sunkett					
1.A.1.a	<b>Action Step a:</b> Develop a structure for staff to collaborate in Data Teams to assess students' needs and plan intervention strategies for student improvement.	8/13/2010	7/1/2012	Establish Data Teams purpose, roles and responsibilities 11/17/10	Year to date status of effective implementation of Data Teams by specified Rubric 2/1/11	Year to date status of effective implementation of Data Teams by specific Rubric 5/1/11	Year to date status of effective implementation of Data Teams by specific Rubric	P.Johnson and all building administrators	3 @ 75%				
1.A.1.b	<b>Action Step b:</b> Provide a schedule for Data Team Collaboration meeting weekly on Late-Start Wednesdays.	9/8/2010	6/30/2012	Per Late-Start Wednesday's Building Agendas, Data Teams are collecting and using data to improve student performance 11/17/10	Using structures shared by RPDC training, Data Teams document interventions strategies and results 2/1/11	Data Teams maintain documentation of interventions strategies and results 5/1/11	Correlate intervention strategies to student improvement	P.Johnson and all building administrators	3 @ 50%				
1.A.1.c	<b>Action Step c:</b> Use MAP/EOC math and reading data (targeted GLEs/CLEs for greater emphasis) to identify students' growth potential to increase achievement.	#####	7/1/2012	Each building will identify all "Bubble Students" by 11/1/2010	Each building will create "Data Walls" to record, track and monitor progress of students. Walls will be up by 12/17/10.	Documentation of movement of 75% of students from the originally assigned RTI levels.	Document predictive correlation between benchmark assessment data and state testing	S. Sampson and all building Administrators	3 @ 50%				

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1.A.1.d	<b>Action Step d</b> : Benchmark students in math and reading; assign students to Response to Intervention (RTI) levels.	#####	6/1/2010	First benchmark test are given to all students in math and reading (K-12)	Each building will create "Data Walls" to record, track and monitor progress of students. Walls will be up by 12/17/10.	Documentation of movement of 75% of students from the originally assigned RTI levels.	Document predictive correlation between benchmark assessment data and state testing	S. Sampson and all building administrators	3 @ 50%				
1.A.1.e	<b>Action Step e</b> : Progress monitor students in math and reading using Discovery Education assessment probes and plan interventions.	12/1/2010	7/1/2011	Data Walls will be maintained at the district level and at each building	Individual Interventions are planned all students.	Documentation of movement of 75% of students from the originally assigned RTI levels.	Document predictive correlation between benchmark assessment data and state testing	S. Sampson and all building administrators	3 @ 50%				
1.A.1.f	<b>Action Step f</b> : Continue to progress monitor students (K-12) with IEPs using AIMSweb who are reading below grade level.	8/1/2010	6/1/2012	Determine which students meet criteria of below grade level. New student's names are entered into the system and others checked for accuracy. New teachers are trained in the use of AIMSweb.	Students have been entered into system, benchmarked and have at least 3 data points per month.	Students will be benchmarked 3 times a year and progress monitored weekly.	Increased proficiency in reading per rate of improvement (ROI) equivalent to national 25th percentile for instructional level as measured by average fall to spring CBM benchmark scores for each grade level.	M. Gulliams, SSD staff and all building administrators	3 @ 50%				
1.A.1.g	<b>Action Step g</b> : Continue to utilize Corrective Reading (K-12) as a reading intervention for students with IEPs.	8/1/2010	7/1/2012	Using Jerry Johns and/or AIMSweb students will be identified who need supplemental reading program.	The number of students/classes and teachers needed will be determined.	Materials will be ordered, and schedules will be configured into the master schedule for these classes.	Students will be baselined, and complete the level assigned successfully.	M. Gulliams, SSD staff and all building administrators	3 @ 50%				
1.A.1.h	<b>Action Step h</b> : Develop a plan for the distribution and use of data in a usable format specific to each school site to be used by the administration and school leadership team for instructional decision making to increase student achievement.	9/8/2010	6/1/2012	Administrators and coaches received train-the-trainer model in using Pulse, Jadali and Discovery Education data	Administrators, coaches and teachers understand and have access to various student/teacher data and reports	Administrators, coaches and teachers understand and use various student/teacher data and reports to drive instruction and increase learning	Data Team artifacts, District and building Data Walls and an increase in student performance	S. Sampson and all building administrators	3 @ 50%				

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1.A.1.i	<b>Action Step i:</b> Maintain licensing and Mo. Accreditation standards for the ECEC center	9/1/2010	6/1/2012	Administrator and coach receive training on new DESE early childhood regulations and complete the required documents on OPEN and PARS	Complete the Mo. Accreditation self study	Submit all documentation for Mo. Reaccreditation	Maintain ECEC accreditation and licensing standards	Kulla-Branz, ECEC coach and all ECEC staff	3 @ 50%				
I.A.2	<b>Strategy 2:</b> Engage students in researched based learning strategies to improve performance in reading and math.	#####	7/1/2012	Establish Benchmark Assessment Baseline data 11/5/2010	Discovery Benchmark -- attain 5% increase over baseline 1/1/11	Discovery Benchmark -- attain 10% increase over baseline 3/1/11	Document high predictive correlation between Benchmarks and MAP/EOC performance	Johnson, Sampson, Sunkett					
I.A.2.a	<b>Action Step a:</b> Continue to develop students reading strategies to use computer programs and software for the purposes of improving reading skills.	12/1/2010	7/1/2012	All K-5 teachers will have access to E-Suites computer software from Imagine It	All teachers K-5 will explore the resources from Discovery Education and E-Suites	All teachers K-5 will effectively implement technology resources from Discovery Education and E-Suites	Improved benchmark reading scores	Johnson	3 @ 50%				
I.A.2.b	<b>Action Step b:</b> Special School District staff will implement student specific researched based interventions	8/1/2010	7/1/2013	Provide a list of current research based strategies in reading to special education staff and make available PD opportunities	Staff will implement student specific interventions as needed by examining data gathered through the special education data teams. Baseline data will be	Using the AIMSweb trend line, if the trend line stays the same or is not increasing, the intervention will be changed and the trend line started over.	The intervention is research based, and is making a positive effect on the trend line per AIMSweb or other data.	M.Gulliam and SSD staff	3 @ 50%				
I.B	<b>Objective B: Meet or exceed state standards for Attendance on the APR.</b>	8/1/2010	ongoing						3 @ 50%				
I.B.1	<b>Strategy 1:</b> Maintain accurate attendance reporting.	8/1/2010	ongoing										

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I.B.1.a	<b>Action Step a:</b> Building administrators conduct frequent attendance audit per each building.	1/15/2011	7/1/2012				Measured by meeting with attendance personnel monthly to identify any inaccurate information and enrollment data. Building admin and secretaries making calls on students with consecutive absences.	T. Turnipseed and building administrators	3 @ 25%				
I.B.2	<b>Strategy 2:</b> Increase student and parent engagement to improve students'	10/1/2010	ongoing										
1.B.2.a	<b>Action Step a:</b> Review programs and processes for monitoring the effectiveness of SISCALL	12/1/2010	7/1/2012				Measured by Monitoring the number of delivered calls that are answered via SISCall	S. Sotir, T. Turnipseed, S. Sampson	1 @ 25%				
I.B.2.b	<b>Action Step b:</b> Principals will monitor the implementation of the Attendance procedures	9/1/2010	ongoing					T. Sunkett, D. Bosley and building principals	3 @ 25%				
I.B.2.c	<b>Action Step c:</b> Provide building level and grade level recognition, competitions, incentives and celebration for perfect attendance and increase attendance.	10/1/2010	ongoing					T. Sunkett, D. Bosley, and building principals	3 @ 50%				
I.B.2.d	<b>Action Step d:</b> Incorporate SISCALL daily to inform parents immediately of absences including hourly attendance taken at the secondary level.	8/19/2010	7/1/2012	Teachers are accurately recording attendance daily. Secretaries have verified that all parent contact information in SIS is accurate		Update parent information as needed in SIS. Monitor attendance progress per grade level monthly to acknowledge students who are in attendance. Create building-wide and grade level incentives to motivate students to attend school regularly	Update parent information as needed in SIS. Review attendance reports daily to ensure accuracy. Identify the frequent flyers and hold parent meetings and or send out correspondence to parents regarding attendance policy	There will be less SISCalls made daily to inform parent's of absences. There will be more students participating in monthly student rewards and quarterly perfect attendance ceremonies	V. Hill, M. Wallace, L. Rainey, T. Sunkett	2 @ 25%			
I.B.3	<b>Strategy 3:</b> Decrease out-of-school suspensions.	10/1/2010	ongoing										
I.B.3.a	<b>Action Step a:</b> All building establish an in-school suspension program.	10/1/2010	ongoing					Bosely and building administrators					

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I.B.3.b	<b>Action Step b:</b> Establish and maintain partnerships with local visual and performance art organizations through the E Desmond Lee Collaboration in the Arts.	10/1/2010	6/1/2011	Develop and communicate a process for collecting student participation data for visual and performing art events and determine baseline data.	Obtain artistic educational experiences and resources for students and fine arts staff in RGSD by attending E. Desmond Lee Collaboration monthly meetings.	Document a 75 % increase in student participation in concerts and artistic performance opportunities through the E Desmond Lee Collaborative as well as district and state artistic engagements.	Measured by district-wide student participation data and fine arts professional development data.	Jason Brown	3 @ 50%				
I.B.4.	<b>Strategy 4:</b> Provide developmental and parenting information, as well as resources to help children enter school ready to learn	10/1/2010	ongoing					Kulla-Branz, Parent Educators					
I.B.4.a.	<b>Action Step a:</b> review and pilot the new Parents as Teachers curriculum	11/1/2010	6/1/2012	3 educators will participate in the pilot of the new PAT curriculum	Collaborate with DESE and NPAT on implementation of the new PAT Curriculum	Implement the use of the new on line curriculum	Measured by the NPAT outcome quality standards	Parent Educators	3 @ 75				
I.B.4.b.	<b>Action Step b:</b> Train Parent Educators in the new PAT curriculum	12/3/2010	9/1/2011	3 educators and the Director of Early Ed. Will attend the new curriculum's implementation and model training offered by NPAT	The remaining full time and part time educators will be trained in the new PAT curriculum	Early childhood teachers will be trained in the new PAT curriculum	Measured by parent outcomes	Parent Educators, ECEC Teachers	3 @ 75%				
I.C	<b>Objective C: Improve classroom instruction to increase student engagement, relevance and rigor.</b>	10/1/2010	6/1/2012	Create Learning Walkthrough forms to assess engagement, relevance and rigor to determine baseline data.	Determine baseline data.	Document a 75% increase over a nine month period.	Measured by district Learning Walks Data students are engaged in rigorous instruction	Johnson, Sunkett, Bosley	3 @ 50%				
I.C.1	<b>Strategy 1:</b> Implement effective lesson plans that demonstrate quality instructional strategies and researched best practices.	10/1/2010	6/1/2010	Create a common lesson plan template to be used K-12 and to include essential elements of an effective lesson.	Collect and determine baseline data.	Document a 75% increase over a nine month period.	Measured by district Learning Walks data, students are engaged in quality research-based instructional strategies.	Johnson, Sunkett, Bosley					
I.C.1.a	<b>Action Step a:</b> Coaches and administrators will review lesson plans and monitor classroom instruction to determine if Grade Level Expectations are addressed utilizing a variety of instructional strategies.	10/1/2010	6/1/2012	Collect and determine baseline data for written plans being readily accessible to observers.	District Learning Walks data shows a variety of instructional strategies are being implemented.	Document a 75% increase from baseline data over a nine month period.	Measured by district Learning Walks data, students are engaged in effective lessons planned by teachers.	P. Johnson, instructional coaches and building administrators	2 @ 50%				

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I.C.1.b	<b>Action Step b:</b> Special School District staff will utilize Baldrige's Continuous Improvement Techniques to increase student engagement.	7/1/2011	6/1/2012	Two thirds of special education staff will be trained in Continuous Classroom Instruction and one third will have received follow up coaching.	All of special education staff will be trained in Continuous Classroom Instruction and two thirds will have received follow up coaching.	All of special education staff will be trained, all staff will have received follow up coaching and will be implementing stage 1, first 8 steps.	Measured by a rubric walk through form, teachers are implementing first 8 steps of CCI to include their class creating a mission, vision, goal for the year and charting their personal	M. Guilliams and SSD staff	3 @ 50%				
I.C.1.c	<b>Action Step c:</b> Conduct periodic district Learning Walks to gain a snapshot view of instructional strategies used in classrooms throughout the district.	10/1/2010	6/1/2012	Create a district Learning Walk form that is aligned to the Teacher Performance & Evaluation Tool.	Document a system to conduct and collect data four times a year; distribute data to administrators to provide supports to building staff.	Document a 75% increase over a nine month period.	District-wide data regarding classroom instruction is collected, analyzed and used to make decisions toward improvements.	P. Johnson, instructional coaches	3 @ 75%				
I.C.1.d	<b>Action Step d:</b> Implement the use of teaching strategies Gold on line early childhood development assessment tool and lesson plan	8/8/2010	6/1/2012	Provide training to ECEC staff on teaching strategies gold on line assessment	Document progress, monitor lesson plans and identify additional supports as needed.	All ECEC teachers and Assistants will be effectively using teaching strategies gold and the on line lesson plan tool	Measured by children's progress on their developmental goals	C. Kulla-Branz, ECEC coach and staff	3 @75%				
I.C.2	<b>Strategy 2:</b> Involve students in classroom learning experience that increase students depth of	8/1/2010	ongoing										
I.C.2.a	<b>Action Step a:</b> Staff will work in Professional Learning Communities to collaborate to plan lessons to include research-based instructional strategies and best practices for teaching and learning.	8/1/2010	ongoing	Determine baseline data through district Learning Walks documenting % of teachers writing and implementing best practices.	Document progress and monitor instructional practices and identify additional supports as needed.	Document a 75% increase over a nine month period.	PLC meeting agendas, binders with artifacts and lesson plans	P.Johnson, building administrators and Building Leadership Team	3 @ 50%				
I.C.2.b	<b>Action Step b:</b> Inform teachers of the district identified Power Process Standards with sample instructional strategies.	10/1/2010	ongoing	Develop and communicate a common message regarding expectations of the Process Standards incorporated in lessons and share district-wide.	All teachers are able to identify the 3 Process Standards and provide examples of teaching strategies that align accordingly.	Students will be engaged in learning experiences that emphasize higher order thinking skills: district Power Standards – 1.6 the Pattern Standard, 3.5 the Reasoning Standard and 1.0 the Application Standard	Increase percentage of students involved in learning activities to include higher order thinking skills as measured by district Learning Walk data.	P.Johnson and S. Sampson	3 @ 50%				

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I.C.2.c	<b>Action Step c:</b> Students will be involved in differentiated learning experiences to meet their ability levels	10/1/2010	ongoing	Instructional Coaches and Administrators will document during observations the percentage of teachers differentiating instruction to meet students' needs.	Assessment results are used to differentiate instruction for students.	Each building has provided teachers with support/training in differentiated instruction.	Teacher RTI data /plans and progress monitoring data to show individual student improvement	P. Johnson Building administrators, instructional coaches and teachers	3 @ 50%				
I.C.3	<b>Strategy 3:</b> Improve fidelity of implementation of academic programs	10/1/2010	ongoing										
I.C.3.a	<b>Action Step a:</b> Teachers will plan and implement lessons aligned to the pacing, scope and sequence of the K-5 programs: Imagine It and Everyday Math.	11/1/2010	ongoing	All teachers K-5 receive training in both academic programs to ensure fidelity of implementation.	All teachers K-5 will have access to the necessary materials and resources to ensure fidelity of implementation.	Lesson audits and classroom observations results indicate that 100% of teachers (K-5 ) met the "Look Fors" in teaching the two programs.	Conduct district-wide survey/evaluation of the two programs of the impact on student performance.	P.Johnson and building administrators	3 @ 75%				
I.C.3.b	<b>Action Step b:</b> Instructional Coaches and administrators will monitor the implementation of Everyday Math and Imagine It programs	10/1/2010	ongoing	Identify a common tool to assess "fidelity" of implementation of the two programs - a "Look For" checklist.	Identify teacher leaders to support other teachers and provide time for peer observation and/or co-teaching.	Classroom observation data indicates that instruction is consistent with both program expectations.	Improve student achievement on benchmark assessments and progress monitoring tools.	P.Johnson and building administrators	3 @ 50%				
I.C.3.c	<b>Action Step c:</b> Consultants will observe and complete the ITERS, ECERS-R on all ECEC classrooms	9/1/2010	6/1/2012	Review with staff the ECERS and ITERS evaluation tools	Complete the ECERS and ITERS on 5 out of 9 classroom. Set goals and time lines to meet or exceed a score of 4 on a 7 point scale	Complete the ECERS and ITERS assessment on all ECEC classrooms	ITERS and ECERS documentation reports, goals and time lines. Scores for all individual classrooms meet or exceed a score of 5 on a 7 point scale	Kulla-Branz, ECEC coach and classroom teachers	<a href="#">3 @ 25%</a>				
I.C.4	<b>Strategy 4:</b> Increase integration of technology in classroom instruction.	10/1/2010	ongoing										
I.C.4.a	<b>Action Step a:</b> Provide teachers access to projects that utilize technology with step-by-step directions to encourage reluctant teachers to integrate technology more often.	11/1/2010	ongoing	Teachers are trained in Smart Boards and all teachers have access to PD 360 for individual online training.	All teachers have access to Discovery Streaming to engage students in real life simulations.	Develop a partnership with CSD Technology consultants to create an Instructional Technology Plan for the district.	Per district Learning Walks, technology is integrated throughout instruction and students are engaged using technology to increase depth of knowledge.	P. Johnson, S. Sampson & S. Sotir	3 @ 50%				

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I.C.4.b	<b>Action Step b:</b> Provide students greater access to computers and necessary resources in classrooms and computer labs.	9/1/2010	ongoing	Document computer lab use showing an increase lab time availability for project-based activities				S. Sotir	3 @ 25%				
I.C.4.c	<b>Action Step c:</b> Continue to apply for VOTECH grant each year as a means of updating aging computer labs at the senior high school. Redistribute usable equipment to older labs and recycle obsolete equipment.	6/1/2010	6/30/2012	Meeting between to discuss each year's plan takes palce between Carrer Ed. Tech rep and Technology Dept.	Grant is completed and submitted	Equipment is requested and ordered.	Equipment is installed and funds are recovered from state.	S. Sotir	4 @ 50%				
I.C.4.d	<b>Action Step d:</b> Utilize the tutorial resources from Discovery Education as a reading and math intervention.	10/1/2010	7/1/2011	All students will take the Discovery Education benchmark to determine the interventions needed.	Students are utilizing Discovery Education tutorial videos and probes with documentation of students' progress.	Students are being progress monitored and administrators are monitoring the usage of Discovery Education resources.	Documentation of progress monitoring, benchmark testing's and MAP/EOCs reports increase students performance.	S. Sampson & bldg. administrators.	3 @ 50%				
I.C.5	<b>Strategy 5:</b> Increase teacher collaboration	8/1/2010	ongoing										
I.C.5.a	<b>Action Step a:</b> Implement Professional Learning Communities(PLC) in all buildings district-wide to develop common assessments and to plan quality instruction	9/1/2010	ongoing	Create content/course level teams and grade level teams in each building. Train teachers district wide in PLC concept and plan for implementation	Each building will have a structure in place for weekly meetings, procedures to document group work and support received from RPDC advisors.,	Building leadership teams in each building will monitor and evaluate the effectiveness of the implementation of PLC. The effectiveness is measured using a common rubric.	Evidence that a fully developed plan is implemented in every building indicating a healthy professional culture for teaching and learning.	Building Administrators	3 @ 75%				
I.C.5.b	<b>Action Step b:</b> Implement Building Data Teams to collect and analyze student data to plan instruction to meet individual needs.	9/1/2010	ongoing	District-wide, PLC small groups will function as data teams and be trained in all aspects of data decision making.	Data teams are utilizing and documenting assessment data and analyzing student work to make decisions about instruction and interventions needed.	Documentation indicates that data analysis has an impact on the progress monitoring system to improve student performance.	Evidence indicates individual students are identified, interventions determine, implemented with results of improved performance due to data team collaboration.	Johnson, Sampson & Building Administrators	3 @ 50%				



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I.C.5.c	<b>Action Step c:</b> Special School District teachers meet monthly with area coordinator and data coach to analyze data to meet individual needs.	8/1/2010	6/1/2012	Team leaders are identified in each building for the new school year. Monthly schedules are determined.	Special education staff meet monthly to examine data using AIMSweb, Jerry Johns reading test or other measures to determine progress of students.	Staff demonstrate their data analysis and utilization skills by examining trend lines from AIMSweb and decide on research based intervention strategies.	Using AIMSweb staff will benchmark 3 times a year and progress monitor weekly, changing intervention strategies so that trend lines increase at the student's instructional level.	M. Gulliams	3 @ 50%				
I.C.5.d	<b>Action Step d:</b> Schedule on district calendar days for vertical and horizontal articulation regarding curriculum, assessment and instruction.	8/1/2011	7/1/2012	Secure two calendar half days for teachers to review curriculum and assessments vertically and horizontally.	Analyze data obtained from articulation meetings to identify gaps or concerns.	Determine solutions to concerns and address all gaps in curriculum and assessments	A live curriculum document with ongoing revisions to improve teaching and learning in the areas of math and communication arts.	P.Johnson & L. Cobb	3 @ 25%				
I.C.6	<b>Strategy 6:</b> Improve the learning climate in classrooms	8/1/2010	ongoing										
I.C.6.a	<b>Action Step a:</b> Implement Positive Behavioral Interventions and Supports to include school-wide expectations in every building Pre k-12.	9/1/2010	6/1/2012	RPDC to provide district-wide PD; to provide training to building leadership teams to build capacity through the "train-the-trainer" model.	SSD's Data Support System to generate the "Big five" is accessible to all teachers. All 7 components of Tier I are in place.	All teachers are using the date to make decision about interventions; School-Wide Expectations & 8 Effective Classroom Practices are in place.	Tier II systems and practices have been introduced and a Tier II team is in place to make decision for targeted group of students.	P.Johnson & Building Administrators	3 @ 50%				
I.C.6.b	<b>Action Step b:</b> Building Administrators will develop routines and procedures to decrease disruptions and increase quality instructional time.	8/19/2010	7/1/2012	Teachers are accurately recording attendance daily. Secretaries have verified that all parent contact information in SIS is accurate	Update parent information as needed in SIS.Reveiw attendance reports daily to ensure accuracy. Identify the frequent flyers and hold parent meetings and or send out correspondence to parents regarding attendance policy	Update parent information as needed in SIS. Monitor attendance progress per grade level monthly to acknowledge students who are in attendance. Create building-wide and grade level incentives to motivate students to attend school regularly	There will be less SISCalls made daily to inform parent's of absences. There will be more students participating in monthly student rewards and quarterly perfect attendance ceremonies	Bosley, Sunkett and Building Administrators					

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I.C.6.c	<b>Action Step c:</b> Provide professional development opportunities for teacher to improve the classroom management skills.	2/1/2011	ongoing	Baseline data is documented from district Learning Walks. Training dates are scheduled in the district PD calendar to include a series of sessions. The sessions will include practice, reflections and follow-up supports.	Teachers are implementing strategies learned and documenting successes and challenges. Challenges are addressed with additional guidance and support from coaches and administrators.	With additional supports to overcome challenges, teachers are effectively implementing classroom management strategies.	Per district Learning Walks, data regarding implementation of effective classroom management has increased district wide.	P. Johnson & L. Cobb	3 @ 25%				
I.D.	<b>Objective D: Develop a sound and viable Curriculum in the areas of Mathematics and Communication Arts by the school-year 2012.</b>	10/1/2010	7/1/2012						3 @ 50%				
I.D.1	<b>Strategy 1:</b> Develop and implement a 3-Phase Curriculum Revision process.	9/11/2010	6/30/2010	Completion of Phase I: Identify Content Priorities K-12 for Math and Comm. Arts; Create Common Formative Assessments aligned to Content Priorities.	Completion of Phase II: Revise current district curriculum utilizing BYOC online curriculum management tool.	Completion of Phase III: Develop an ongoing plan for curriculum review and evaluation to include a textbook adoption plan.	A written curriculum for math and comm. Arts based on state standards, current research and best practices and quality materials.	P. Johnson					
I.D.1.a	<b>Action Step a:</b> Plan and recruit teachers to participate in Curriculum Boot Camp.	9/11/2010	6/30/2010	Identify teachers to commit to curriculum training and revision.	All Boot Camp participants are trained in: Interpreting the GLEs, Assessment for Learning and the Backward Design Process	All Boot Camp participants act in the role of teacher leader in their building helping to support and develop the staff.	Capacity is built in each building regarding training and implementation of best practices related to formative assessments and the backward design process.	P. Johnson & Sampson	3 @ 75%				
I.D.1.b	<b>Action Step b:</b> Align Math and Comm. Arts curriculum both vertically and horizontally among grade levels.	10/1/2010	7/1/2012	Content priorities (CP) are identified for both math and comm. Arts for all grade levels K-12.	Common Formative Assessments aligned to CPs are integrated in Unit/lesson planning	Vertical and horizontal team meetings are scheduled in district calendar to be conducted twice a year to discuss progress with Common Formative Assessments and Instruction.	Provide evidence that vertically and horizontal alignment in curriculum and common assessments	P. Johnson & Sampson	3 @ 50%				

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I.D.1.c	<b>Action Step c:</b> Develop a course scope, schedule and sequence for math and comm. Arts K-12.	1/1/2011	7/1/2012	Train teachers on BYOC to manage and align courses, units topic, and lessons K-12 for both math and comm. Arts.	Curriculum Units are developed K-12 for math and communication arts.	All teachers have been trained in how to access the online Curriculum Units.	A quality and guaranteed curriculum is written, articulated and taught K-12 for math and communication arts.	P.Johnson	3 @ 25%				
I.D.2	<b>Strategy 2:</b> Align all assessments with district curricula and focus on using results to inform instruction and improve overall student and district performance.	1/1/2011	7/1/2012										
I.D.2.a	<b>Action Step a:</b> Plan professional development to ensure alignment between curriculum and assessment.	9/1/2010	ongoing	Professional development is incorporated in the Curriculum Boot Camp to include: Interpretation of Standards, Learning Targets-GLEs/CLEs;	Boot Camp participants receive professional development in Understanding By Design and Assessment for Learning	Boot Camp participants receive training the online curriculum management tool, BYOC.	Curriculum units are developed in math and communication arts to include quality formative and summative assessments.	S. Sampson & P. Johnson	3 @ 75%				
I.D.2.b	<b>Action Step b:</b> Create Common Formative Assessment and align them to a quarterly pacing guide for communication arts and mathematics.	1/1/2011	7/1/2012	Common Assessments are created and distributed for field testing by students and teachers for feedback and revision.	Common Assessments are refined and are included in the curriculum pacing guide.	Common Assessments are administered during the instructional process and teachers collaborate to plan instruction and interventions.	Common Assessments results are used for instruction to address and eliminate achievement gaps.	P.Johnson & S. Sampson	3 @ 25%				
I.D.2.c	<b>Action Step c:</b> Create a comprehensive district assessment plan and utilize assessments aligned to the curriculum.	1/1/2011	7/1/2011	State Assessments; ACT/SAT/PLAN/PSAT, Explore; Discovery Education testing windows are determine.	All assessment windows are scheduled into the district calendar.	District Assessment Calendar is distributed and communicated to all staff K-12.	Evidence of a calendar for district-wide assessments to include common summative and formative assessments for math and comm. Arts.	s. Sampson & P. Johnson	3 @ 75%				
I.D.3	<b>Strategy 3:</b> Ensure that the curriculum and its supporting document and materials are aligned to Missouri Show-Me Standards, GLEs/CLEs and NETS.	10/1/2010	ongoing										

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I.D.3.a	<b>Action Step a:</b> Use the Backward Design Process to create Units of Study aligned to state standards, Learning Targets, Topics and lessons to provide improved learning experiences with increase rigor and student engagement.	1/1/2011	ongoing	All Curriculum Boot Camp participants are trained in Build Your Own Curriculum management tool.	Boot Camp participants utilize professional development in Understanding By Design and Assessment for Learning to create Units of Study for math and communication	Units of study are cross checked by an audit committee to ensure accurate alignment to state standards, district expectations and focus.	Math and communication arts curriculum documents evidence of alignment to state standards, district expectations and focus.	P.Johnson	3 @ 25%				
I.D.3.b	<b>Action Step b:</b> Update Computer Business Application Curriculum that incorporates NETS at middle school level.	6/1/2010	7/1/2012	Form committees with reps from Grades 6-12 to modify the current Business curriculum to incorporate the NETS.			the National Technology Standards demonstrate effective	S. Sotir					
I.D.3.c	<b>Action Step c:</b> Evaluate current academic programs for effectiveness and research potential programs/materials for future district adoption.	4/1/2011	ongoing	Create a tool to evaluate academic programs/materials for effectiveness in improving student achievement.	Conduct program evaluations for math and communication arts.	Analyze results of evaluation/surveys and distribute results textbook/program adoption committees.	teachers and students are provided with researched base academic programs and materials to ensure rigor, relevance and	P. Johnson	*				
I.D.3.d	<b>Action Step d:</b> Create a comprehensive district textbook adoption plan and rotational schedule.	4/1/2011	7/1/2011	Form a Review, Research & Adoption Committee to develop a District Plan for Textbook Adoption process to include: research, piloting and selection.	Implement the Adoption Plan with the committee receiving professional development to make informed decisions.	District committee distribute information obtained through research and professional development to all stakeholders regarding potential programs.	An Adoption Calendar is in place; committee formed; procedures followed to gain research-based information regarding the potential of quality academic programs.	P. Johnson	*				
I.D.4	<b>Strategy 4:</b> Provide instructional programs to reach students at all levels from remedial to enrichment	1/1/2011	ongoing										
I.D.4.a	<b>Action Step a:</b> Develop a quality Gifted Program	2/3/2011	7/1/2011	Gifted teachers review and evaluate current district program for revisions.	Gifted teachers are trained to implement current revisions to district program.	Gifted program meets state and federal guidelines.	A research-based comprehensive gifted program is present and I monitored for implementation.	Johnson and Henderson	3 @ 25%				
I.D.4.b	<b>Action Step b:</b> IEP implementation is monitored at the classroom, school, and system level.	9/1/2011	ongoing	A plan is place to identify students with disabilities.	A plan is in place to monitor accommodations for students with IEPs.	A research-based comprehensive program is present and is monitored for implementation.	Federal guidelines for students with disabilities are in placed.	M. Gulliam	3 @ 50%				

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I.D.4.c	<b>Action Step c:</b> All students will develop and monitor their own Individual Learning Plan	3/1/2011	7/1/2011	Identify a template or tool for student to use to guide the development and monitoring of a learning plan.	All students will use the ILP template to have a plan in place at the beginning of the school year 2011.	Teachers will document the implementation and monitoring of all student ILPs.	Building administrators will documentation and trend data on the effectiveness of student ILPs.	Johnson and building administrators	2 @ 25%				
I.D.4.d	<b>Action Step d:</b> Engage students in computer based instruction, tutoring and assessment for ongoing individual progress monitoring	12/1/2010	ongoing	Students will be identified to designated RTI level with planned interventions to include computerized instruction, assessment and tutoring.	Students progress will be monitored and documented by building administrators and district administrators.	Students will make individual improvements in math and reading performance as documented by Discovery Education assessment probes.	There will be evidence of improved performance in math and reading for at least 85% of students monitored.	Johnson, Sampson and building administrators	3 @ 25%				
I.D.5.	<b>Strategy 5:</b> Increase the number of Pre K children attending the Early Childhood Center.	7/1/2011	7/1/2012										
I.D.5.a.	<b>Action Step a:</b> Assess the feasibility of cost and space needed to increase early childhood services offered by the district	1/3/2011	6/1/2012	Evaluate current space for the possibility of expansion in accordance with licensing and accreditation standards	establish a time line and additional funding source for short term and long term growth	Meet short term goal of expanding program by adding a minimum of 3 classrooms.	ECEC enrollment increased by at least 54 pre-k students	Kulla-Branz, Bosley	3 @ 25%				
I.D.5.b	<b>Action Step b:</b> Assess children entering Kindergarten on readiness skills.	1/3/2012	6/1/2012	Evaluate children using the Dial-3 at the ECEC center and at local day care centers through out the district	Students will make individual improvements in their social skills and school readiness skills as documented on the Dial-3 assessment tool	Students progress will be monitored and shared with kindergarten teachers	There will be evidence of increased number of students entering kindergarten ready to learn	Kulla-Branz, Bosley	3 @ 50%				
I.E	<b>Objective E: Increase the Graduation Rate for 2010-11 school year to meet the MSIP standard.</b>	1/3/2011	7/1/2011						2 @ 25%				MSIP Standard: 9.3
I.E.1	<b>Strategy 1:</b> Improve record keeping and student enrollment process.	1/15/2011	ongoing										

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I.E.1.a	<b>Action Step a:</b> Administrators will monitor the record keeping processes involved with enrolling and withdrawing students into the high school to ensure accuracy in coding as identified in the SISK12 software.	9/1/2010	ongoing	Train appropriate staff on proper coding for enrollment and withdrawal with an emphasis on the negative impact improper coding can have on finances and Core Data reporting.	Identify with appropriate staff enrollment records that could be problems. Research and correct when necessary.	Monthly meetings and audits of enrollment records	Results should Evidence more accurate enrollment data.	L.Rainey, T. Turnipseed, Bosley	3 @ 25%				
I.E.2	<b>Strategy 2:</b> Provide alternative educational services for students requiring additional support in meeting the minimum graduation requirements as determined by the district and state of Missouri.	1/15/2011	ongoing										
I.E.2.a	<b>Action Step a:</b> The District will provide alternative education services through ACE Learning Centers and the Gateway to College program for identified students.	8/16/2010	6/1/2011	A team of counselors and administrators will work together to identify students for enrollment into alternative education programs based on credits, age, attendance and discipline.	Students will be participate in a formal intake and evaluation for their official placement in the ACE learning center or Gateway to College programs.	The progress of the students will be monitored during the course of monthly meetings with the directors of both alternative programs.	Students will attain credits toward meeting the district and state requirements for attaining a high school diploma.	L.Rainey, T. Nave & T. Sunkett	3 @ 50%				
I.E.3	<b>Strategy 3:</b> Provide Individual Instructional Plans and 4-Year Pathway plans as cohorts enter 9th grade continuing through graduation.	1/15/2011	ongoing										
I.E.3.a	<b>Action Step a:</b> Assigned Administrator and Counselor will be responsible for development and tracking of IIP's and 4-Year Pathway Plans.	8/16/2010	6/1/2011	Student transcripts and Missouri Connections pathway reports will be reviewed to determine each student's plan of study.	Students will meet with counselors to review their interest pathways for accuracy and update any changes to the student IIP as needed.	Counselors will monitor the progress of students and provide academic intervention plans for students as needed.	Students will complete CTE programs based on their interests and will be academically prepared for their post secondary goals.	L.Rainey , T. Nave & T. Sunkett	2 @ 25%				

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I.E.3.b	<b>Action Step b:</b> Assigned Administrator and Counselor will be responsible for yearly parent conference review of the Matriculation plan which includes (transcript audit, post-secondary interest inventory, Response to Intervention Practices, and Service Learning requirements).	8/16/2010	6/1/2011	Counselors and Administrators will audit the transcripts of all students to ensure accuracy in course selection process and needs for meeting graduation requirements.	Counselors and Administrators will meet with students and inform parents quarterly to assess their progress in meeting the district and state requirements for graduation, as well as, assess their post secondary goals,	Counselors and Administrators will compile ongoing reports of students to assess any intervention or reevaluation needs.	Counselors, Administrators, Students and Parents are continuously made aware of the student's progress or academic needs.	L.Rainey , T. Nave & T. Sunkett	2 @ 25%				
I.F	<b>Objective F: Increase the number of Graduates scoring at or above the national average (%) on the ACT as measured by district APR of 4.2% based on 2010 data.</b>	1/15/2011	8/1/2011						3 @ 50%				
I.F.1	<b>Strategy 1:</b> Provide an opportunity for all juniors and seniors to take the American College Test to increase the opportunity for more students to score at or above the state and national average.	1/15/2011	5/1/2011					S. Sampson & T. Nave					
I.F.1.a	<b>Action Step a:</b> The District will fund the multiple test registration option for all juniors and seniors to take the ACT assessment during the spring semester.	9/1/2010	5/1/2011	who have enough credits to considered a true Junior or Seniors and select the testing dates.	Order the multiple registration packets for all juniors and Seniors	All Juniors and Seniors take the ACT test on given date.	All Juniors and Seniors take the ACT test.	S. Sampson & T. Nave	3 @ 75%				
I.F.2	<b>Strategy 2:</b> Assess all underclassmen with pre-ACT assessments to identify students who will need additional support in identified areas, as well as, those on target for meeting the mark for the state and national average.	1/15/2011	ongoing					S.Sampson & T. Nave					
I.F.2.a	<b>Action Step a:</b> All Freshmen will be given the EXPLORE and all Sophomores will be assessed on the PLAN test. All Juniors will be administered using the PSAT.	9/1/2010	5/1/2011	Order the PLAN, EXPLORE, PSAT test for the Freshman, Sophomores and Juniors.	and PSAT test are given to all Freshman, Sophomores and Juniors.	Results are received and reviewed with individual students by the counselors.	All students have their scores and the interpretation on them.	S. Sampson & T. Nave	3 @ 50%				
I.F.2.b	<b>Action Step b:</b> Instructional Coaches will coordinate with content area teachers to utilize Standardized, formative, and universal Data to identify students for extended enrichment and literacy labs.	10/1/2010	ongoing	Coaches will have professional development on how to use the Discovery Assessment and the student reports	Coaches will provide a train the trainer format to help classroom teachers understand how to use the Discovery	Coaches will facilitate data team meetings as teachers use the Discovery Reports to make decisions on instructional strategies to move students forward	All teachers will have a functioning understanding of Discovery Assessment and report summaries needed to move	S. Sampson & Instructional Coaches	3 @ 75%				

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I.F.3	<b>Strategy 3:</b> Provide ACT preparatory sessions through outside agencies and district partnerships.	1/15/2011	ongoing										
I.F.3.a	<b>Action Step a:</b> The District Secondary Counseling Department and College and Career Coordinator will design and implement Test Prep Series - a three tiered program tailored by grade level and beginning in 9th grade.	10/1/2010	6/1/2012	Team will determine students who need to participate in a Test Prep Series.	Staff will create a plan that determines the teachers that will assist in the test prep course(s) when the test prep will occur and what materials will be needed to make	students will participate in the Test Prep program where student progress will be closely monitored.	Gains in student performance.	S. Sampson & T. Nave	3 @ 50%				
I.F.3.b	<b>Action Step b:</b> Provide Seniors with after-school, ACT preparatory workshops through GEAR UP and Sylvan Learning Center.	10/1/2010	ongoing	Team will determine students who would benefit from the after-school preparatory workshop	KAPLAN will provide some Juniors and Seniors with after-school tutoring to increase test scores	Students are more confident and more prepared to take the ACT test	ACT test scores increase	S. Sampson & T. Nave	3 @ 50%				
I.G	<b>Objective G: Maintain or increase the percentage of students enrolled and earning in approved Career Education Courses as measured by Core Data based on the 2010 school-year of 30.2%</b>	1/3/2011	7/1/2011						3 @ 75%				
I.G.1	<b>Strategy 1:</b> Annually evaluate the effectiveness of the Career and Technical Education program.	2/1/2011	7/1/2012										
I.G.1.a	<b>Action Step a:</b> Ensure that all Career and Technical Education courses are approved by the state and are aligned with the curriculums.	7/1/2010	6/30/2011	CTE Advisory Team will ensure that the program is aligned with state requirements.	CTE Advisory Team will adhere to all DESE updates and follow all guidelines in accordance with DESE regulations.	CTE Advisory Team will meet to discuss the needs of the programs and participate in professional development training as it relates CTE .	All CTE curriculums and courses will be aligned with DESE and teachers will be in compliance with all state mandates.	L.Rainey & C. Boyd	3 @ 25%				
I.G.1.b	<b>Action Step b:</b> Ensure through College and Career Coordinator that student enrollment in qualifying coursework is tracked and monitored.	7/1/2010	6/30/2011	Collect and determine the student enrollment data and course needs through the audit process.	Monitor student progress in qualifying coursework to determine student needs to ensure post secondary success.	Generate semester reports to determine student coursework needs.	All high school students will be enrolled in the appropriate courses to meet their high school and post secondary needs.	L.Rainey & T. Nave					
I.G.2	<b>Strategy 2:</b> Increase the integration of technology in instruction in Career Education course.	2/1/2011	7/1/2012										



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I.G.2.a	<b>Action Step a:</b> Continue Project Lead the way classes at the secondary level.	7/1/2010	7/1/2012	Identify students who have been recommended by a teacher or have shown an interest in engineering with strong math and science skills for the PLTW program.	PLAN, EXPLORE, and PSAT test are given to all Freshman, Sophomores and Juniors.	CTE Teachers will maintain articulation agreements with the community college and ensure that students are receiving the appropriate training in accordance with DESE guidelines for the program.	Students will gain a strong engineering knowledge base for their use at the post secondary level.	L.Rainey & C. Boyd	2 @ 75%				
I.G.3	<b>Strategy 3:</b> Evaluate the facilities and equipment required for the programs to ensure their effectiveness.	2/1/2011	7/1/2011										
I.G.3.a	<b>Action Step a:</b> Maintain records that ensures that all equipment purchased with State/Federal funds is in accordance with the regulations of the funding source and is reasonable and necessary to effectively operate the program and the CTE curriculum.	7/1/2010	7/1/2012	Generate an inventory report of all equipment being utilized in approved CTE courses.	Ensure that all equipment purchased through state/federal funds is being utilized for the primary purpose of approved CTE courses.	Maintain the effectiveness of the equipment by proper maintenance and replacement in accordance with the funding source.	CTE programs will have up to date and properly maintained equipment for student use in approved courses.	C. Boyd	2 @ 25%				
I.G.3.b	<b>Action Step b:</b> Follow DESE equipment guidelines and local policies and procedures in accordance with the Career Education 50/50 and Enhancement Grant, as well as, Perkins Equipment.	7/1/2010	7/1/2012	Generate an inventory report of all equipment being utilized in approved CTE courses.	Ensure that all equipment purchased through state/federal funds is being utilized for the primary purpose of approved CTE courses.	Maintain the effectiveness of the equipment by proper maintenance and replacement in accordance with the funding source.	CTE programs will have up to date and properly maintained equipment for student use in approved courses.	T. Nave & Boyd	2 @ 25%				
I.G.3.c	<b>Action Step c:</b> Actively work in collaboration with the district's technology department for the maintenance and/or repair of CTE lab items.	7/1/2010	7/1/2012	Generate an inventory report of all equipment being utilized in approved CTE courses.	Meet with the Director of Technology to assess the equipment needs for CTE labs.	Work with the district's technology department to maintain proper repairs and updates for all equipment in CTE labs.	All CTE labs will be properly maintained and repaired for effective student use at all times.	C. Boyd & S. Sotir	3 @ 25%				
I.G.4	<b>Strategy 4:</b> Provide additional opportunities for student enrollment in CTE courses.	2/1/2011	ongoing										
I.G.4.a	<b>Action Step a:</b> Increase the number of classes offered each day from six to seven periods, which allows students to enroll in additional courses.	1/3/2011	1/15/2011					Dr. Coleman & SAB	5 @ 100%				
I.G.5	<b>Strategy 5:</b> Monitor the articulation agreements with the community college and proper data reporting.	3/1/2011	ongoing										

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I.G.5.a	<b>Action Step a:</b> Write and submit all updates for articulation agreements with the community college.	7/1/2010	7/1/2011	All articulation agreements will be reviewed for accuracy.	Meet with community college partners to determine any updates needed for articulation agreements.	Review and submit updates for all articulation agreements to the community college as needed to maintain program requirements.	The high school will continue with articulation agreements that allow high school students to receive college credit based on the requirements of the program.	L. Rainey & C. Boyd	4 @ 75%				
I.G.5.b	<b>Action Step b:</b> Monitor proper data reporting of teachers in approved programs using the CATEMA system.	7/1/2010	7/1/2011	CTE Teachers will be provided with the necessary materials to begin enrolling student rosters in the CATEMA system through St. Louis Community College.	CTE teachers will maintain documentation for the grading status of students enrolled in qualifying courses to determine their status in receiving	CTE Teachers will enter the final grading status for students participating in the programs and determine those who have received 80% or higher in the approved course for credit.	CTE students in participating programs with qualifying articulation agreements will receive dual credit for courses taken on the high school	L. Rainey & C. Boyd	3 @ 75%				
I.H	<b>Objective H: Maintain or increase the number of graduates entering college as measured by Core Data base on the previous year from 59.9%.</b>	7/1/2010	7/1/2011						3 @ 50%				
I.H.1	<b>Strategy 1:</b> Increase college access opportunities for students and families in the district.	1/3/2011	ongoing										
I.H.1.a	<b>Action Step a:</b> Host a College and Career Fair for students and parents to get on site information from college admission representatives.	11/1/2010	4/1/2011	fair will be held to promote post secondary opportunities and expose students and parents to the college admissions and career process.	The College and Career fair team will assess the needs of the students to prepare for the spring event.	A spring College and Career fair will be held in collaboration with STEM week to promote Science, Technology and Mathematics.	community will have gained access to various colleges and employers to assist in their student's post secondary goals.	L. Rainey & T. Nave	<a href="#">5 @ 100%</a>				
I.I	<b>Objective I: Maintain or increase the percentage of students enrolled and earning credit in approved Advanced Courses as measured by Core Data based on the 2010 school-year of 45%.</b>	7/1/2010	7/1/2011						3 @ 75%				
I.I.1	<b>Strategy 1:</b> Provide opportunities for students to increase their opportunities to enroll in Advanced Courses.	7/1/2010	ongoing										
I.I.1.a	<b>Action Step a:</b> Increase the number of classes offered each day from six to seven periods, which allows for students to enroll in additional courses.	7/1/2010	8/1/2010				Secondary Schools Schedule Changes	Dr. Coleman & SAB	5 @100%				

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I.I.2	<b>Strategy 2:</b> Provide support and professional development to guidance counselors to ensure that they are properly identifying and enrolling students in advanced courses.	1/3/2011	ongoing										
I.I.2.a	<b>Action Step a:</b> Assigned counselor will conduct yearly annual review with students to review transcripts, pathways, and assign courses for upcoming school term.	3/1/2011	7/1/2012					D. Bosley	3 @50%				
I.I.2.b	<b>Action Step b:</b> College and Career Coordinator and Assigned Counselor will provide opportunities for advance coursework through Advance Placement, and external partnerships such as dual credit.	7/1/2010	6/1/2011	Students will be identified for enrollment into advanced courses through their GPA and various assessment, such as ACT and	Students will complete the registration process for advanced courses/dual enrollment	Students will participate in courses at Florissant Valley	Students will have received transferrable college credit to be used in their post secondary endeavors.	L. Rainey & T. Nave	3 @75%				
I.J	<b>Objective J: Maintain or increase the percentage of graduates completing a career education program placed in occupations relating to training, attending college or in the military as measured by Core Data based on 2010 school-year of 73.6%.</b>	9/1/2010	7/1/2011						3 @25%				
I.J.1	<b>Strategy 1:</b> Provide skills assessments for students to seek occupational opportunities within their career path of study.	1/15/2011	7/1/2012										
I.J.1.a	<b>Action Step a:</b> Assess CTE students using the Missouri Connections program to identify their career pathways and plan of study.	8/18/2010	5/30/2011	All CTE Teachers will be provided with the introductory training on using the new Missouri Connections system.	CTE Teachers will assess freshmen students and all other students needing to create a career pathway using the Missouri Connections.	CTE Teachers will work with the Guidance Counselors to determine the career pathways of students and subsequent course requirements for their plan of study.	All students will have a clear understanding of their career path and will be enrolled in courses related to their plan of study.	L. Rainey & C. Boyd	3 @ 25%				
I.J.2	<b>Strategy 2:</b> Provide job shadowing opportunities for students in CTE programs.	10/1/2010	ongoing										

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I.J.2.a	<b>Action Step a:</b> Students will participate in a Employer Mentoring program through Urban League and The Boeing Company.	10/1/2010	ongoing	Urban League/RGHS staff member will identify participating students.	Students will participate in monthly mentoring activities and workshops at The Boeing Company.	Students will learn skills, such as communication and networking, that will help them in their post-secondary endeavors.	All students will have developed mentoring relationships with select Boeing Employees and have a knowledge base of the skills needed to be successful in their lives beyond high school.	L. Rainey & C. Boyd	3 @ 50%				
I.J.3	<b>Strategy 3:</b> Ensure that students are provided with the skills needed to seek employment upon graduation.												
I.J.3.a	Marketing Coordinators will provide students with the necessary job skills required to gain employment within their career path, as well as assist students with college preparation and technical post-secondary opportunities.	8/16/2010	5/30/2010	professional development, train the trainer model, on how to use the Discovery Assessment and the student reports.	provide a train the trainer format to help classroom teachers understand how to use the Discovery	Coaches will facilitate data team meetings as teachers use the Discovery Reports to make decisions on instructional strategies to move students forward	a functioning understanding of Discovery Assessment and report summaries needed to move	L. Rainey & C. Boyd	1 @ 25%				
I.J.3.b	<b>Action Step b:</b> Supervised Business and Marketing Coordinators will provide students with the necessary job skills required to gain employment within their career path, as well as assist students with college preparation and technical post-secondary opportunities.			Coaches will have professional development, train the trainer model, on how to use the Discovery Assessment and the student reports.	provide a train the trainer format to help classroom teachers understand how to use the Discovery Assessment and the individual reports	Coaches will facilitate data team meetings as teachers use the Discovery Reports to make decisions on instructional strategies to move students forward	All teachers will have a functioning understanding of Discovery Assessment and report summaries needed to move students forward	L. Rainey & C. Boyd	1 @ 25%				
I.K	<b>Objective K: Provide quality professional development to improve teaching and learning to be measured by the increase of students scoring at proficient or advanced on the MAP/EOC tests.</b>								3 @ 75%				
I.K.1	<b>Strategy 1:</b> Decrease disruptions during instruction and increase quality time for teaching and learning.	1/3/2011	7/1/2012										
I.K.1.a	<b>Action Step a:</b> Develop a partnership with CSD/SSD for scheduling continuous district-wide training in Positive Behavioral Supports & Interventions (PBIS) .	9/1/2010	7/1/2011	RPDC to provide district-wide PD; to provide training to building leadership teams to build capacity through the "train-the-trainer" model.	SSD's Data Support System to generate the "Big five" is accessible to all teachers. All 7 components of Tier I are in place.	All teachers are using the data to make decision about interventions; School-Wide Expectations & 8 Effective Classroom Practices are in place.	Tier II systems and practices have been introduced and a Tier II team is in place to make decision for targeted group of students.	P. Johnson	3 @ 75%				

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I.K.1.b	<b>Action Step b:</b> Assign PBIS advisors to each building for on-site support in the implementation of PBIS.	9/1/2010	7/1/2011	RPDC to provide district-wide PD; to provide SSD training to building leadership teams to build capacity through the "train-the-trainer" model.	SSD's Data Support System to generate the "Big five" is accessible to all teachers. All 7 components of Tier I are in place.	All teachers are using the date to make decision about interventions; School-Wide Expectations & 8 Effective Classroom Practices are in place.	Tier II systems and practices have been introduced and a Tier II team is in place to make decision for targeted group of students.	P. Johnson	3 @ 75%				
I.K.2	<b>Strategy 2:</b> Develop and maintain a healthy, professional culture for teacher collaboration.	9/1/2010	7/1/2012										
I.K.2.a	<b>Action Step a:</b> Develop a partnership with Regional Professional Development Center (RPDC) and Special School District (SSD) for scheduling continuous district-wide training in Professional Learning Communities. (PLC).	9/1/2011	7/1/2012	Create content/course level teams and grade level teams in each building. Train teachers district wide in PLC concept and plan for implementation	have a structure in place for weekly meetings, procedures to document group work and support received from RPDC	in each building will monitor and evaluate the effectiveness of the implementation of PLC. The effectiveness is measured using a common rubric.	developed plan is implemented in every building indicating a healthy professional culture for teaching and learning.	P Johnson	3 @ 75%				
I.K.2.b	<b>Action Step b:</b> Assign RPDC advisors to each building for on-site support in the implementation of PLC.	10/1/2011	7/1/2012	RPDC advisors makes initial contact with administrator and staff in every building district wide.	RPDC advisors develop a plan for providing support and guidance to staff in each building district-wide.	RPDC advisors' plan for building support is documented and distributed to staff and to district leaders.	RPDC support and guidance to effective implementation of PLC is evident and progress is documented and distributed to district leaders.	P Johnson	3 @ 75%				
I.K.3	<b>Strategy 3:</b> Develop teachers in the knowledge and skill of analyzing data to make instructional and assessment decisions to improve student achievement.	10/1/2010	7/1/2012										
I.K.3.a	<b>Action Step a:</b> Train teachers in understanding various Discovery Education progress monitoring reports to determine interventions for students.	10/1/2010	ongoing	Coaches will have professional development, train the trainer model, on how to use the Discovery Assessment and the student reports.	Coaches will provide a train the trainer format to help classroom teachers understand how to use the Discovery Assessment and the individual reports	Coaches will facilitate data team meetings as teachers use the Discovery Reports to make decisions on instructional strategies to move students forward	All teachers will have a functioning understanding of Discovery Assessment and report summaries needed to move students forward	S.Sampson	3 @ 75%				

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I.K.3.b	<b>Action Step b:</b> Train teachers in differentiated instructional strategies to be used as interventions to meet students' needs.	2/1/2011	7/1/2012	Deliver the message for common district definitions for: differentiated instruction, modifications, accommodation, and interventions.	District-wide professional development is provided for teachers to be supported in delivering differentiated instruction to students as needed.	Differentiated instruction is evident and documented in classroom observations for at least 75% classrooms observed.	Improved student achievement and gains on Discovery Learning progress monitoring indicates classroom instruction is meeting individual student needs.	P.Johnson & L. Cobb	3 @ 50%				
I.K.3.c	<b>Action Step c:</b> Develop a partnership with RPDC for scheduling continuous district-wide Data Team Training.	9/1/2011	7/1/2012	District-wide training in data teams; teachers PreK-12 are trained in the process data driven decision making.	Building Leadership teams receive training and train staff on effectively implementing Data Teams.	Documentation indicates that data analysis has an impact on the progress monitoring system to improve student performance.	utilizing and documenting assessment data and analyzing student work to make decisions about instruction and interventions needed.	P. Johnson & S.Sampson	3 @ 50%				
I.L.	<b>Objective L :</b> Reform the organizational framework and educational environment of the secondary schools	#####	7/1/2012					T. Sunkett	3 @ 50%				
I.L.1	<b>Strategy 1:</b> Create a task force representative of all stakeholders and external expertise to analyze priorities and create strategic plan for Riverview Gardens High School and Central Middle School	#####	7/1/2012	Communicate, convene, and establish key stakeholders, roles, responsibilities and targets	Communicate, convene, and establish key stakeholders, roles, responsibilities and targets, assign task force teams aligned	Communicate, convene, and establish key stakeholders, roles, responsibilities and targets at 75% completion	Attendance rosters; Meeting agendas, progress monitoring tools	<b>T. Sunkett</b>	3 @ 75%				
I.L.1.a	<b>Action Step a:</b> Create a project management timeline of the process to re-tool RGHS and Central Middle School	#####	7/1/2011	Finalize strategic plan timeline and benchmarks for Stage One (2010) reorganization initiatives	Evidence completion of stages of strategic plan action steps for all owners listed on short term plan; development of action steps for Stage Two (2011) Reorganization plan	Full implementation of the action steps by all listed owners and 75% completion through timeline targets for Stage Two (2011) Reorganization plan	Completed project management timeline, to include owners, goals, strategies, action steps and verification of task completion and implementation	<b>T. Sunkett</b>	3 @ 75%				

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I.L.1.b	<b>Action Step b:</b> Complete initial analysis of priorities and current realities related to safety and security, standard operating procedures, and instructional practice	#####	1/15/2011	Finalize a needs assessment/ audit analyzing attendance, discipline, academic data, standard operating procedures, and instructional practices	Task force has identified the data evidenced areas of need and priority. Prioritization, identification of team(s) to each priority	Task force team has completed statement of need, priorities to be addressed as goals within strategic plan	Evidentiary data on targets of discipline, attendance, academic audit obtained through formal and informal methods of SIS data, surveys, stakeholder meeting minutes	<b>T. Sunkett, Johnson, Hudson, Mitchell</b>	<a href="#">4@75%</a>				
I.L.1.c	<b>Action Step c:</b> Create a progress monitoring system to include MOSIG 30 - day review format	#####	1/30/2011	Implement MOSIG Tracking form to review benchmarks, owners and completion evidence for progress monitoring	MOSIG 30-day Running Records Progress Monitoring for used to Review progress and completion status of goals , objectives, strategies, and action steps for completion and/or necessary revision of plans	MOSIG 30-day Running Records Progress Monitoring for used to Review progress and completion status of goals , objectives, strategies, and action steps to evidence completion, necessary revision, and/or evidence of sustainability	MoSIG 30-day Running Records Progress Monitoring Form	<b>T. Sunkett</b>	<a href="#">4@75%</a>				
I.L.2	<b>Strategy 2:</b> Design a framework for the reorganization of school-wide structures	#####	7/1/2012										
I.L.2.a	<b>Action Step a:</b> Reorganize the master schedule	#####	1/15/2011	Create the addition of eighth period to the master schedule to facilitate the implementation of eight period 4x4 A/B block, effective January	Implementation of transitional eight period 4x4 A/B block for semester 2, 2010; design of small learning community schedules and eight period 4x4 A/B block for the 2011 year	Implementation of master schedule and programs for small learning community organizational structure with eight period 4x4 A/B block for the 2011 year	Master Schedule for 2010 transitional 4x4 A/B block schedule; Master Schedule, class rosters, and student schedules for the 2011 small learning communities eight period 4x4 A/B block	<b>T. Sunkett</b>	<a href="#">4@75%</a>				

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I.L.2.a.1	<b>Action Step a. 1:</b> Reorganize / realign staffing	#####	1/15/2011	Create the addition of eighth period Dynamics of Effective Skills course to instructional schedules; implementation of eight period 4x4 A/B block; realignment of ninth grade staff to achieve 9th grade academy	Implementation of transitional eight period 4x4 A/B block for semester 2, 2010 to include eight period Dynamics of Effective Skills course to instructional schedules; Instructional staff requests and assignment small learning community schedules and eight period 4x4 A/B	Instructional staff in full implementation of small learning communities utilizing framework of PLC for 2011 term	2010 - Master schedule and course rosters inclusive of eight period 4x4 block; 2011 - staffing plan, master schedule inclusive of staffing ratios; highly qualified verifications; course rosters, PLC / leadership team rosters	T. Sunkett	4@25%				
I.L.2.a.2	<b>Action Step a. 2:</b> Reorganize / realign student placements	#####	1/15/2010	Assign students to eighth period Dynamics of Effective Skills course, complete transcript audits; populate senior, ninth grade, and special population status according to short term reorganization plan	Complete transcript audits, complete requests and assignments of students to small learning communities for 2011 term, including placement of special populations	Students fully assigned to small learning communities with completed IIP's and Pathway Plans	Year 2010 - completed course rosters and student schedules to include eighth period; Year 2011 - completed course rosters, student schedules; IIP's, and Pathway Plans	T.Sunkett; L. Rainey, High School Counselors	4@25%				
I.L.2.a.3	<b>Action Step a. 3:</b> Reorganize/realign administrative structure	#####	1/15/2011	Align administrative organization structure that clearly identifies duties, roles, and responsibilities related to support of the Stage One (2010) Reorganization plan, and its goals, objectives, and strategies	Align administrative organization structure that clearly identifies duties, roles, and responsibilities related to support of the Stage Two (2011) Reorganization plan, and its goals, objectives, and strategies	Align administrative organization structure that clearly identifies duties, roles, and responsibilities related to support and sustainability of the Stage Two (2011) Reorganization plan, and its goals, objectives, and strategies	Staffing Org Chart	T. Sunkett; A. Seeney; Dr. Coleman	3@50%				
I..L.2.b	<b>Action Step b:</b> Create Standard Operating Procedures	#####	1/15/2011					T. Sunkett	3@50%				



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I.L.2.b.1	<b>Action Step b.1:</b> Outline standard operating procedures related to academic processes	#####	2/15/2011	Develop and publish standard operating procedures that support the goal, objectives, and strategies for short term Reorganization Plan	Convene teams representative of all stakeholders to review needs assessments, develop and publish standard operating procedures that support 2011 plan	Ensure standard operating procedures are conveyed, implemented with fidelity in accordance with the 2011 Plan	Standard Operating Procedure document; All completed Evaluation Checklist tools; Data charts and measurement results; academic data (report cards, Discovery Data, End of Course)	<b>T. Sunkett &amp; Johnson</b>	<a href="#">3@25%</a>				
I.L.2.b.2	<b>Action Step b.2:</b> Outline standard operating procedures related to systems and operations	#####	2/15/2011	Develop and publish standard operating procedures that support the goal, objectives, and strategies for Stage One (2010) Reorganization Plan	Convene teams representative of all stakeholders to review needs assessments, develop and publish standard operating procedures that support Stage Two 2011 plan	Ensure standard operating procedures are conveyed, implemented with fidelity in accordance with the 2011 Plan	Standard Operating Procedure document; All completed Evaluation Checklist tools; Data charts and measurement results; discipline data; school culture evaluation tool, stakeholder surveys)	<b>T. Sunkett; N. Ross</b>	<a href="#">3@50%</a>				
I.L.2.b.3	<b>Action Step b.3:</b> Outline standard operating procedures related to employee functions and operations	#####	2/15/2011	Develop and publish standard operating procedures that support the goal, objectives, and strategies for short term Reorganization Plan	Convene teams representative of all stakeholders to review needs assessments, develop and publish standard operating procedures that support 2011 plan	Ensure standard operating procedures are conveyed, implemented with fidelity in accordance with the 2011 Plan	Standard Operating Procedure document; All completed Evaluation Checklist tools; Data charts and measurement results	<b>T.Sunkett; A. Seeney</b>	<a href="#">3@50%</a>				
I.L.3.	<b>Strategy 3:</b> Develop a system for monitoring and reporting progress	#####	2/15/2011	Electronic Evaluation checklist Tool developed by each lead in the respective areas (I.L.2.b.1; I.L.2.b.2; I.L.2.b.3)	Electronic Evaluation checklist tool evidence full implementation and forward movement related to the respective areas (I.L.2.b.1;	Electronic Evaluation checklist tool evidences full implementation and 75% gains in successful growth in the respective areas (I.L.2.b.1; I.L.2.b.2; I.L.2.b.3)	All completed Evaluation Checklist tools; Data charts and measurement results	<b>T. Sunkett; P. Johnson; N. Ross; A. Seeney</b>					

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I.L.3.a	<b>Action Step a:</b> Utilize the MOSIG 30-Day strategic Progress Monitoring Tool to assess progress and accountability	1/15/2011	7/1/2012	MOSIG 30-day Running Records Progress Monitoring for used to Review progress and completion status of goals , objectives, strategies, and action steps	MOSIG 30-day Running Records Progress Monitoring for used to Review progress and completion status of goals , objectives, strategies, and action steps for completion and/or necessary revision of plans	MOSIG 30-day Running Records Progress Monitoring for used to Review progress and completion status of goals , objectives, strategies, and action steps to evidence completion, necessary revision, and/or evidence of sustainability	MoSIG 30-day Running Records Progress Monitoring Form	T. Sunkett	3@25%				
I.L.3.b	<b>Action Step b:</b> Create a weekly forum to assess and communicate progress monitoring and accountability	1/3/2011	7/1/2012	Develop and publish calendar of review meetings	Convene and publish minutes from bi-monthly review meetings	Convene and publish minutes for monthly review meetings	Attendance records; MoSIG Running Records; Meeting Minutes	T. Sunkett	3@25%				
I.L.4	<b>Strategy 4:</b> Review and Revision of funding sources to support reorganization plan	#####	7/1/2012										
I.L.4. a	<b>Action Step a:</b> Review, Realign, and submit amendment to SIG Grant in accordance with reorganization plan	#####	1/30/2011	Review, Realign, and submit amendment to SIG Grant in accordance with Stage One (2010) reorganization plan	Review, Realign, and submit amendment to SIG Grant in accordance with Stage Two (2011) reorganization plan	Review efficacy of implementation at 100% of SIG Grant in accordance with Stage Two (2011) reorganization plan	SIG Grant, SIG Grant Budget	T. Sunkett; Building Principals; J. Pugh	2@25%				
I.L.4.b	<b>Action Step b:</b> Review, Realign, and submit amendment to expenditure requests for Title 1, Title 2, Title 2a budgets	#####	1/15/2011	Review, Realign, and submit amendment to expenditure requests for Title 1, Title 2, Title 2a budgets to support Stage One (2010) Reorganization Plan	Review, Realign, and submit amendment to SIP Plans and Title Funds in accordance with Stage Two (2011) reorganization plan	Review efficacy of implementation at 100% of SIP Plans and Title Funds in accordance with Stage Two (2011) reorganization plan	SIP Plans; School Improvement A Budgets and Plans	T. Sunkett; Building Principals; J. Pugh	2@25%				
I.L.4.b	<b>Action Step b:</b> Review, Realign, and submit amendment to expenditure requests for Title 1, Title 2, Title 2a budgets	#####	1/15/2011					T. Sunkett & Pugh	2@25%				
I.M	<b>Objective M : Achieve a school climate and environment conducive to student achievement at Riverview Gardens High School</b>	#####	1/3/2011						3@50%				

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I.M.1	<b>Strategy 1:</b> Conduct audit / analysis to identify critical concerns						Data Binder; Survey results; strategic plan; Stakeholder feedback minutes	T. Sunkett	<a href="#">4@75%</a>				
I.M.1.a	<b>Action Step A:</b> collect and review data								<a href="#">4@75%</a>				
I.M.1.b	<b>Action Step B:</b> conduct, compile, and review data from stakeholder focus groups								<a href="#">4@75%</a>				
I.M.1.c	<b>Action Step C:</b> conduct, compile, and review data from surveys								<a href="#">4@75%</a>				
I.M.1.d	<b>Action Step D:</b> create a task force and strategic plan to identify remedy to identified areas								<a href="#">4@75%</a>				
I.M.2	<b>Strategy 2: Develop task force for analysis, development of strategic plan, and implementation timeline</b>	#####	1/3/2011				Agendas; Sign-In Sheets; email updates; data binders; Acct. Plan; Progress Monitoring Running Record; Calendar(s)	T. Sunkett	<a href="#">4@75%</a>				
I.M.2.a	<b>Action Step A:</b> convene task force								<a href="#">4@75%</a>				
I.M.2.b	<b>Action Step B:</b> Develop strategic plan to remedy concerns								<a href="#">4@75%</a>				
I.M.2.c	<b>Action Step C:</b> develop process monitoring protocol								<a href="#">4@75%</a>				
I.M.2.d	<b>Action Step D:</b> Develop calendar of implementation and completion timelines								<a href="#">4@75%</a>				
I.M.2.e	<b>Action Step E:</b> Develop a calendar of Progress Monitoring meetings								<a href="#">4@75%</a>				

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I.M.3	<b>Strategy 3:</b> Develop a process for transparent, frequent communication to stakeholders	#####	1/3/2011				Letters; Webpage Uploads; Protocols; Forum Agendas and Sign-In sheets; Blog/Message board; Data Thermometer	T. Sunkett; M. Mueller	<a href="#">4@75%</a>				
I.M.3.a	<b>Action Step A:</b> Written communiqué								<a href="#">4@75%</a>				
I.M.3.a.1	A1: general update letters (BIG 5 Plan and Phase Two Plan)								<a href="#">5@75%</a>				
I.M.3.a.2	A2: 9th grade academy letter (families and students; staff and stakeholders; staff impacted by this initiative)								5@75%				
I.M.3.a.3	A3: disciplinary matrix (Big 5 behavior non-negotiable )update								5@75%				
4	A4: parking permit protocol								<a href="#">5@75%</a>				
5	A5: 8 period 4x4 Block letter								5@75%				
I.M.3.a.6	A6: Safe Schools Option and Option Process letters								<a href="#">2@25%</a>				
I.M.3.b	<b>Action Step B:</b> Informational forums							(T. Sunkett)	<a href="#">3@50%</a>				
I.M.3.c	<b>Action Step C:</b> systems for reciprocal communication and feedback							(S. Sotir)	<a href="#">1@25%</a>				
I.M.3.d	<b>Action Step D:</b> progress monitoring and publishing of data points							(S. Sampson)	<a href="#">2@25%</a>				
I.M.3.e	<b>Action Step E:</b> Develop protocols to ensure accuracy in reporting of attendance, discipline, academics							( S. Sampson)	2@25%				
I.M.3.f	<b>Action Step F:</b> Develop clear, consistent common language and data measures to ensure accuracy							(S. Sampson)	2@25%				
I.M.3.g	<b>Action Step G:</b> provide oversight of data accuracy							(S. Sampson)	2@25%				

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I.M.4	<b>Strategy 4:</b> Develop a 9th Grade Academy	#####	1/3/2011				Transcript for each student; Class rosters; IIP's for each student; Master schedule 9th house; Protocols;	L. Rainey	<a href="#">4@50%</a>				
I.M.4.a	<b>Action Step A:</b> Transcript Review and scheduling of true 9th graders for semester 2								<a href="#">3@25%</a>				
I.M.4.b	<b>Action Step B:</b> Identification of classroom space and assignments for building 4								<a href="#">4@75%</a>				
I.M.4.c	<b>Action Step C:</b> Identification of and relocation of all impacted staff								<a href="#">4@75%</a>				
I.M.4.d	<b>Action Step D:</b> Finalize master schedule and transition patterns for true 9th grade								<a href="#">4@75%</a>				
I.M.4.e	<b>Action Step E:</b> Transcript audit, tiering, and placement of non-traditional 9th grade populations								<a href="#">3@50%</a>				
I.M.4.f	<b>Action Step F:</b> Develop Advisor cohort rosters								<a href="#">4@75%</a>				
I.M.4.g	<b>Action Step G:</b> Completion of IIP's for each True 9th Graders								<a href="#">1@25%</a>				
I.M.5	<b>Strategy 5:</b> Identify and provide alternative service action for Non-matriculating students	#####	1/3/2011				Options Referral Packet on Each student	L. Clark; C. Rehg	<a href="#">3@25%</a>				
I.M.5.a	<b>Action Step A:</b> Identify via SIS data students with Safe Schools violations								<a href="#">4@50%</a>				
I.M.5.b	<b>Action Step B:</b> Develop meeting schedule for parent meetings								<a href="#">2@25%</a>				
I.M.5.c	<b>Action Step C:</b> Meeting notification correspondence via mail and phone for Safe Schools Violators								<a href="#">2@25%</a>				
1	C1: verify legal implications with attorneys							A. Seeney					
I.M.5.d	<b>Action Step D:</b> Identify through SIS data and Options Referral profile students for options who meet academic deficiency, attendance deficiency, age-out profile, behavioral deficiency criteria								<a href="#">3@50%</a>				
I.M.5.e	<b>Action Step E:</b> Tier Options students according to appropriate services								<a href="#">2@25%</a>				
I.M.5.f	<b>Action Step F:</b> Identify staff and roster for S.A.C. alternative services pilot (classes in media center)								<a href="#">2@25%</a>				

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I.M.5.g	<b>Action Step G:</b> Develop meeting calendar for option students (January 13-14)								2@25%				
I.M.5.g.1	G1: Parent meetings								2@25%				
I.M.5.g.2	G2: Complete Referrals								2@25%				
I.M.5.g.3	G3: Transfer/Drop Students								2@25%				
I.M.5.h	<b>Action Step H:</b> Officer Hudson will be stationed full time at the high school to oversee and coordinate safety team and issues directly related to safety and security								2@25%				
I.M.5.i	<b>Action Step I:</b> Dr. Mitchell will be on assignment Tuesdays and Thursdays at the high school to coordinate and conduct on-site hearings								3@25%				
I.M.6	<b>Strategy 6:</b> Develop and Implement 8 period 4x4 Block	#####	1/3/2011				Master Schedule; Class rosters; Bell Schedule; D.E.S.E. Syllabi;	T. Sunkett	4@75%				
I.M.6.a	<b>Action Step A:</b> Add 8th period to school day and outline bell time schedule based on 8 periods, inclusive of teacher assignments and student rosters for each								4@75%				
I.M.6.b	<b>Action Step B:</b> Create and publish Master schedule utilizing 8 periods to create 4x4 A/B Block schedule, inclusive of lunch wheel and late start, early release days								4@75%				
I.M.6.c	curriculum framework for Dynamics of Effective Skills course that is tailored to specific population ( 9th - Organization, Study Skills, IIP's, Pathways); (10th grade - Literacy skills; College and Career pathways; Numeracy skills); ( 11th grade - ACT prep, College and Career Pathways, Internship and service learning); ( 12th - College and Career, Internship and service learning, dual credit and virtual classroom)							P. Johnson; T. Sunkett	3@25%				
I.M.6.d	<b>Action Step D:</b> Incorporate and publish on Bell schedule implications for No. County Tech students , coop, and dual enrollment							(T. Nave)	4@75%				

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1.M.6.e	<b>Action Step C:</b> develop and publish calendar for second semester inclusive of 3rd and 4th quarter dates, 2nd semester exam dates, E.O.C. dates, Senior final exams, last day for Seniors, graduation							(T. Sunkett; T. Nave; S. Sampson)	4@75%				
1.M.6.f	<b>Action Step D:</b> develop and publish on master schedule and bell schedule total of instructional minutes based on 4 block								4@75%				
I.M.7	<b>Strategy 7:</b> Re-tier the Discipline Matrix to address major behavior concerns	#####	1/3/2011				Discipline Matrix ; Infraction Descriptions; Duty rosters including posts, roles, responsibilities;	R. Hudson; N. Ross; D. Hollins; B. Jones	3@50%				
I.M.7.a	<b>Action Step A:</b> Identify the "Big Ten" as identified by the audit / data analysis								4@75%				
I.M.7.b	<b>Action Step B:</b> Develop and publish a three tier matrix to identify classroom level (1), referral level (2), or Level 3 violations								4@75%				
I.M.7.c	<b>Action Step C:</b> Develop and publish clear matrix of consequences for "Big Ten " infractions								4@75%				
I.M.7.d	<b>Action Step D:</b> Develop and publish clarified description of infractions								4@75%				
I.M.7.e	<b>Action Step E:</b> Develop and publish roles and responsibilities and duty schedules and locations of all staff (including teaching staff, security staff, administrative staff)								2@25%				
I.M.7.f	<b>Action Step F:</b> Develop and publish letter to communicate to stakeholders the new discipline matrix								4@75%				
I.M.7.g	<b>Action Step G:</b> Publish rule, roles and responsibilities, and expectations for wearing ID's ( All entry required)								4@75%				
I.M.7.h	<b>Action Step H:</b> Publish rule, roles and responsibilities, expectations for uniforms								4@75%				
I.M.7.i	<b>Action Step I:</b> Publish rule, roles and responsibilities, expectations for truancy , tardies, attendance								4@75%				

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I.M.7.j	<b>Action Step J:</b> Publish rule, roles and responsibilities, expectations for electronic devices								4@75%				
I.M.7.k	<b>Action Step K:</b> Publish rule, roles and responsibilities, expectations for cell phones								4@75%				
I.M.7.l	<b>Action Step L:</b> Complete review and compliance with state and local law, and board policy								2@25%				
I.M.8	<b>Strategy 8:</b> Design Traffic and Transition Plan to address safety and security	#####	1/3/2011				Supervision Duty Roster; Bus Rosters for Arrival/Dismissal; Morning Hold Protocol; Lunch Process including printed rosters;	N. Ross; E. Mitchell; B. Jones; L. Westerfield	2@25%				
I.M.8.a	<b>Action Step A:</b> Develop and publish intake process												
I.M.8.a.1	A1: identify bus lineup and align with entry/exit points												
I.M.8.a.2	A2: identify and notify all staff of duty posts and schedules								2@25%				
I.M.8.a.3	A3: identify and publish grade level specific morning intake holding area								2@25%				
I.M.8.a.4	A4: identify and publish morning intake traffic pattern to enter and exit morning hold area {PAC - Seniors Only; Café - Eaters Only; Gym - Main Holding}								2@25%				
I.M.8.a.5	A5: identify and publish protocol for attending breakfast								2@25%				
I.M.8.a.6	A6: Develop and publish protocol, traffic pattern for walkers and car riders								2@25%				
I.M.8.b	<b>Action Step B:</b> Develop and publish dismissal process								2@25%				
I.M.8.b.1	B1: identify bus lineup and align with entry/exit points								2@25%				
I.M.8.b.2	B2: identify and notify all staff of duty posts and schedules								2@25%				
I.M.8.b.3	B3: identify and publish dismissal traffic pattern								2@25%				
I.M.8.b.4	B4: identify and publish protocol for attending after school extra-curricular								2@25%				
I.M.8.b.5	B5: Develop and publish protocol, traffic pattern for walkers and car riders								2@25%				



Riverview Gardens Accountability Plan  
2/17/2012

Objective	ITEM	Start Date	End Date	25% Benchmark	50% Benchmark	75% Benchmark	Completion Evidences	Owner	Likert Scale	Balanced Score Card	Barriers	Responses	Cross-Reference
I.M.8.c	<b>Action Step C:</b> Develop and publish transition plan and traffic pattern for building three area								2@25%				
I.M.8.c.1	C1: construct and install edifice to remove space in building three							E. Mitchell	deleted				
I.M.8.c.2	C2: develop and publish supervision duty roster for building three								1@25%				
I.M.8.d	<b>Action Step D:</b> Develop and publish protocol for student parking to include application, proof of insurance, specific parking place and parking permit registered to specific student							R. Hudson	1@25%				
I.M.8.e	<b>Action Step E:</b> Investigate and institute technology system linked to database that will scan visitor ID's / Drivers Licenses and identify any concerns								2@25%				
I.M.9	<b>Strategy 9:</b> Develop IIP System supported by Advisor/cohort model	#####						M. Wharton; K. Merrill;	1@25%				
I.M.9.a	<b>Action Step A:</b> Develop and implement IIP form, seminar forms, portfolio system								1@25%				
I.M.9.b	<b>Action Step B:</b> In-service teachers and staff on IIP Process, RTI Process, Advisor/cohort model								1@25%				
I.M.9.c	<b>Action Step C:</b> Establish protocol for Advisor Seminar, review of attendance, review of academic progress, parent communication, care team monitoring								1@25%				
I.M.9.d	<b>Action Step D:</b> Develop protocol and oversee quarterly review conferences for tier three students, including all care team members, Parents, and students								1@25%				
I.M.10	<b>Strategy 10:</b> Assure compliance to labor and personnel implications for all strategies and action steps	#####	1/3/2011				Highly Qualified Report; Evaluation Documentation	A. Seeney					
I.M.11	<b>Strategy 11:</b> Assure compliance and address implications for funding sources related to all strategies	#####	1/3/2011				Budget reports; payroll reports;	C. Brooks					
I.M.12	<b>Strategy 12:</b> Assure compliance, amendment of grant, and address implications for all strategies relative to federal funding	#####	1/3/2011				SIP Plans; SIG Plans; Title Budgets	J. Pugh					