

Riverview Gardens School District
2010 MSIP Accountability Plan

January-00

Objective	ITEM	Start Date	End Date	25% Benchmark	50% Benchmark	75% Benchmark	Timeline /Benchmark	Completion Evidences	Owner	Likert Scale	Balanced Score Card	Barriers	Responses	Cross-Reference	Funding Source
II	II. Highly Qualified Staff								Team Leader: Ann Seeneey/Co-Leader: Tamara Sunkett						
II	GOAL: Recruit, attract, develop and retain highly qualified staff to carry out the District mission, goals, and objectives.	7/1/2010	8/31/2012												
II.A	Objective A: Hire 100% certified teachers and administrators in all academic areas.	7/1/2010	7/31/2012	Screen all candidates for certification and experience based on District needs	Implement recruitment strategies	Train all Administrators/Principals on effective interviewing techniques and utilization of screening tool		Meet goal to have 100% certificated Teachers/ Administrators	Seeneey/ Berwin/ Kuhlengel						
II.A.1	Strategy 1: Develop and implement a diverse recruitment and selection program.	12/1/2010	8/31/2012	Develop comprehensive recruitment plan utilizing market and District data	Develop activity calendar that allows outreach to diverse populations	Evaluate and monitor selection tool and process for hiring		Demonstrated approach to managing and monitoring recruitment, selection and placement of staff	Berwin						
II.A.1.a	Action Step a: Every position will have a job description outlining essential functions, duties and responsibilities.	1/3/2011	6/30/2012	Audit and review current job descriptions for accuracy and viability	Update current job descriptions related to RGSD positions	All employees review descriptions with supervisor to ensure accuracy to job		All active positions have job descriptions with proper FLSA classifications and position control	Berwin						
II.A.1.b	Action Step b: Develop and implement diverse recruitment strategy;	12/1/2010	7/30/2012	Research area methods for similarly situated districts	Develop plan that identifies needs for District and recruitment	Implement plan through various media and coordinating with similarly situated districts		Demonstrated approach to recruiting for type of district, and build relationships with others in similar districts for more impact	Berwin	3					
II.A.1.c	Action Step c: Build relationships with surrounding universities Career Placement offices	1/3/2011	8/31/2012	Research and identify universities meeting our needs criteria	Meet with Career Offices and provide packet of information on district	Participate in an open house type event for Career Offices		On going relationship where candidates are steered toward our district to build talent pipeline	Berwin	3					
II.A.1.d	Action Step d: Participate in College and Career job fairs	1/3/2011	8/31/2012	Contact universities and programs locally and nationally for event dates	Participate in at least 3 local events	Participate in at least 2 national events		Pool of candidates that are both new and seasoned professionals equipped for RGSD-type environment	Berwin	3					
II.A.1.e	Action Step e: Train all administrators on proper interviewing techniques (behavioral interviewing) for selection	3/15/2011	8/31/2012	Develop calendar dates for administrators/ certified	Develop calendar for concert hiring managers	Implement and utilize techniques during interviews		All Administrators and hiring managers trained on proper techniques for interviewing - assists in choosing proper candidates and reduces legal liability	Berwin	**					
II.A.1.f	Action Step f: Coordinate with colleges and universities with Urban programs	1/7/2011	8/31/2012	Research local and national Institutions with credible Urban education programs	Contact University to identify requirements for developing pipeline	Participate in an open house type event for Urban program students entering graduation		Pool of candidates with desire and equipped to work in an urban school district	Berwin	2					

II.A.2	Strategy 2: Utilize objective screening process to include web-based assessment tool, f2f interview and instructional performance event.	7/1/2010	8/31/2012	All candidates will go through web tool, f2f and performance event	Candidates with scores in acceptable ranges will be forwarded to Administrator/Principal for interview	Candidates interviewed will be assessed based on f2f scores and Principal interview			Consistent use of selection tool to provide candidates that are qualified to teach in the district.	Berwin						
II.A.2.a	Action Step a: Continue to use Haberman online assessment to screen applicants and build candidate pool.	7/1/2010	8/31/2012	All candidates will go through web tool, f2f and performance event	Candidates with scores in acceptable ranges will be forwarded to Administrator/Principal for interview	Candidates interviewed will be assessed based on f2f scores and Principal interview			Consistent use of selection tool to provide candidates that are qualified to teach in the district.	Berwin	3					
II.A.2.b	Action Step b: Train key Administrators on Haberman interview process	7/1/2010	7/1/2012	Identify Administrators who haven't been trained and train	Provide refresher session for those that have been trained	Provide formal process and procedures for interviewing			Administrators will be able to consistently apply selection tool	Berwin	2					
II.A.3	Strategy 3: Design benefit plans (incl fringe benefits) that help retain staff	1/3/2011	8/31/2012	Survey staff of desired benefits	Research benefits identified in survey and costs	Implement and communicate plans that are feasible			Comprehensive benefits package	Triggs/ Brooks						
II.A.3.a	Action Step a: Design Family Strengthening initiatives for District to include: financial strengthening, coordination of agency supports for employees; tuition reimbursement for family	2/1/2011	8/31/2012	Survey needs of employees based on demographics	Research those needs and any supports provided via local, state, federal agencies	Implement and communicate supports and resources available			Provide supports to staff that may need assistance and were not aware of prior	Seeney	2					
II.A.3.b	Action Step b: Research and design loan forgiveness program for new teachers.	2/1/2011	3/30/2012	Research cost of loan forgiveness for new teachers	Design program based on research	Process and procedures o how program will work			Incentive and retainment tool with new teachers	Triggs/ Brooks	2					
II.A.3.c	Action Step c: Research and Design tuition reimbursement program to encourage higher education among all staff	4/1/2011	7/1/2012	Research area tuition reimbursement program for certified and noncertified amongst area districts	Identify education gaps within district; research costs	Outline process and procedures for applying and receiving funds			Highly qualified staff throughout district	Triggs/ Brooks	**					
II.A.3.d	Action Step d: Research components needed for an internal Leadership Academy	4/1/2011	7/1/2012	Research area leadership program for certified and noncertified amongst area districts	Identify education gaps within district; research costs	Outline process and procedures for applying and participating in the program			Build internal pipeline to fill leadership roles within the District; build succession planning and career patching	Seeney/Cobb	**					
II.B	Objective B: Develop evaluation tool and process for administrators to conduct and document staff evaluations	10/31/2010	12/31/2010	Identify tool for performance evaluations	Train administrators on tool	Principals use tool to evaluate staff		Approval at 10/26/10 Board meeting	All certificated staff will have a performance evaluation on file	Triggs						
II.B.1	Strategy 1: Provide training to administrators on performance management; development of professional and departmental goals	12/1/2010	4/30/2012	Administrators trained on tool chosen regarding legal implications of evaluations	Training on how to provide constructive feedback to staff on performance and disciplinary matters	Training on developing goals			All Administrators trained on legal implications of performance evaluations , how to provide feedback, and develop goals	Seeney/ Triggs						
II.B.1.a	Action Step a: Initial attorney training on evaluating probationary teachers in lapse district, legal perspective	12/15/2010	12/15/2010						All Principals were trained on legal implications of evaluations	Seeney	4					
II.B.1.b	Action Step c: Provide on-going training for Principals and Administrators on proper techniques for feedback	1/19/2011	1/19/2012	Schedule dates for SY 10-11	Schedule dates for SY11-12	Confirm with attorneys, Principals and PD Coordinator			Principals receive on-going training regarding techniques for feedback	Seeney/ Triggs	3					
II.C	Objective C: Develop professional development plan that identifies connection between staff, teacher/student performance	9/1/2010	7/31/2012	Review current model in place	Research effective models in similar area districts, modify for RGSD	Implement plan modeled for RGSD			Demonstrate where profession development for teachers directly impacts students	Owner: Seeney/ Johnson						
II.C.1	Strategy 1: Develop and Implement a New Teacher Mentoring Program	4/1/2011	8/31/2012	Review former plan in use in RGSD	Research best practices in local/ state and nationally	Survey "new" teachers in district for what would have liked to see; implementation based on survey results			Revised program strives to meet standards and teacher needs in an innovative way	Cobb						

II.C.1.a	Action Step a: Research best practices, and state standards	4/1/2011	5/31/2011	Review former plan in use in RGSD	Research best practices in local/ state and nationally	Survey "new" teachers in district for what would have liked to see; implementation based on survey results			Revised program strives to meet standards and teacher needs in an innovative way	Cobb						
II.C.1.b	Action Step b: Survey teachers and involve in development process for innovative ideas	3/1/2011	3/1/2011	Identify survey tool and develop questions	Identify teachers new to teaching	Send survey to new teachers			Compilation of data to utilize in developing plan	Turnipseed/ Cobb/ Triggs						
II.C.2	Strategy 2: Align PD plan with District goals and objectives with staff, student/teacher performance	2/1/2011	6/30/2012	Review plan for alignment to Accountability/ Accred (A/A Plan) Plan	Refocus areas of professional development not aligned with A/A plan	Modify professional development plan and establish training scheduled			Evaluation of plan demonstrates alignment	Cobb						
II.C.2.a	Action Step a: Design training to support staff in implementing PBIS in grades K-12.	1/3/2011	6/30/2011	Survey knowledge of staff on PBIS	Review data and design training	Calendar of dates created for training			All certificated staff trained on PBIS and uses it.	Cobb						
II.C.2.b	Action Step b: Design Professional Development sessions related to the Imagine It and Everyday Math programs.	2/1/2011	6/30/2011	Survey knowledge of staff on Everyday Math and Imagine It!	Review data and design training	Calendar of dates created for training			All certificated staff trained on Everyday Math and Imagine It! and uses it.	Cobb						
II.C.2.c	Action Step c: Design Professional Development sessions for Guidance Counselors to ensure they are indentifying and enrolling students properly in advanced courses.	2/1/2011	8/30/2012	Survey knowledge of staff on enrollment and identification of students for advanced placement	Review data and design training	Calendar of dates created for training			All Guidance Counselors trained on identification and enrollment of students for advanced placement	Cobb/Johnson						
II.C.3	Strategy 3: Provide teachers with tools to decrease disruptions during instruction and increase quality time for teaching and learning.															
II.C.3.a	Action Step a: Develop a partnership with CSD/SSD for scheduling continuous district-wide training in Positive Behavioral Supports & Interventions (PBIS) .	9/1/2010	ongoing	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						
II.C.3.b	Action Step b: Assign PBIS advisors to each building for on-site support in the implementation of PBIS.			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						
II.C.4	Strategy 4: Develop and maintain a healthy, professional culture for teacher collaboration.															
II.C.4.a	Action Step a: 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).			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.	P Johnson						
II.C.4.b	Action Step b: Assign RPDC advisors to each building for on-site support in the implementation of PLC.	10/1/2011	ongoing	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						

II.C.5	Strategy 5: Develop teachers in the knowledge and skill of analyzing data to make instructional and assessment decisions to improve student achievement.															
II.C.5.a	Action Step a: 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%					
II.C.5.b	Action Step b: Train teachers in differentiated instructional strategies to be used as interventions to meet students' needs.	2/1/2011	ongoing	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						
II.C.5.c	Action Step c: Develop a partnership with RPDC for scheduling continuous district-wide Data Team Training.	9/1/2011	ongoing	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.			Data teams are utilizing and documenting assessment data and analyzing student work to make decisions about instruction and interventions needed.	P. Johnson & S.Sampson						