



Ozark R-VI Schools

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Comprehensive School Improvement Plan CSIP

2017-2018

CSIP 2017-18

Strategic Planning is integral for the success of the Ozark R-VI School District. The Comprehensive School Improvement Plan is a tool the District utilizes to plan for growth and improvement based on the Mission and Belief Statements created by the Board of Education. The Mission and Belief Statements can be found on page four of this document. Ozark updates the CSIP annually for planning up to five years into the future. Six goals have been identified for the CSIP. The goals for the CSIP are as follows:

1. Student Performance – Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.
2. Highly Qualified Staff – Recruit, attract, develop and retain highly qualified staff to carry out the Local Education Agency (LEA) mission, goals, and objectives.
3. Facilities and Operations–Provide and maintain appropriate support services with functional and safe facilities.
4. Instructional Resources–Provide and maintain appropriate instructional resources.
5. Parent and Community Involvement –Promote, facilitate and enhance parent, student and community involvement in the LEA/District educational programs.
6. Governance– Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the District.

The Ozark CSIP is made up of eighteen sub-plans the School Board updates annually. The plans are three to five year prospects that help the District continually evaluate, progress and improve. This document provides the action steps necessary to reach the goals of the CSIP. Appendix A is a quick reference to the plans and provides a resource to determine when the Board approves the individual plans. The updated CSIP is approved by the School Board each June to give direction for the next year. Below is a list of the committee members who helped develop this CSIP plan. In conjunction with these individuals, the CSIP and the sub-plans include over 150 individuals: teachers, counselors, administrators, support staff, parents, patrons, and students.

Additions and changes to this plan from the 2016-17 school year include a combination of a few sub-plans. The Gifted and Special Education Plans have been combined and renamed the Special Services Plan. The Curriculum and Assessment Plans have been incorporated into one plan. The Intervention Plan and the Attendance Plan have been combined into a new Intervention Plan. Each sub-plan indicates the metrics used to indicate whether the goals for the sub-plan have been achieved. Each Plan's group chose one to three metrics utilized to determine the overall CSIP Plan Progress Scorecard. An example of this scorecard can be seen in Appendix B. This data is utilized to establish a quick look at how well the District is doing on each Plan. Appendix C includes the CSIP Plan Scorecard Measurement Notes which provides an explanation of the scores on the Scoreboard. The committee has recommended that the Executive Director of Operations, Executive Director of Communications/Technology, and the Chief Financial Officer receive specialized training in the Baldrige Method as it relates to the plans for which each is responsible for the 2018-19 CSIP.

CSIP Team Members

Board Approved June 2017

Kim Barrentine	Teacher, East Elementary
Chris Bauman	Exec. Director of Oper. and Fac.
Skylar Brown	Assistant Principal Middle School
Craig Carson	Asst. Superintendent
Curtis Chesick	Exec. Director of Comm. and Tech.
Jeff Laney	School Board Member
Sarah Adams Orr	School Board Member
Kevin Patterson	Superintendent
Darcy Pohlmann	Community Member
Sandra Roy	Asst. Director, Tiger Paw
Karen Scott	Director of Federal Programs
Jessica Spickard	Community Member
Shelly Treece	Community Member
Sharon Underwood	Principal, West Elementary

Ozark R-VI School District

Student Dedicated Every Day, Student Driven In Every Way

We believe every student should be prepared for success in the path they choose to pursue

We believe student achievement comes through both independence and collaboration

We believe in different methods of instruction because students learn in different ways

We believe every student, regardless of individual challenges, is able to learn in a safe and equitable learning environment

We believe all students serve a vital role in the growth and sustainability of our Ozark community

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

A. Develop and implement a systemic multi-year plan supporting student learning through attendance, extra-curricular programs, and relevant curriculum. (Vertical and horizontal alignment) (Resources in Instructional resources section)

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop and implement a Five Year CTE Plan	Asst. Superintendent, Career – Education Coach	December
2	Review, revise and implement a curriculum /assessment plan.	Asst. Superintendent, Director of Elementary Learning, Director of Secondary Learning	March
3	Review, revise and implement a Wellness Plan (students)	Asst. Superintendent	February
4	Review, revise and implement a Special Education Plan to be part of the special services plan.	Executive Director of Special Services	February
5	Develop and implement a Guidance and Counseling Plan.	Asst. Supt. At-Risk Coordinator	March
6	Develop and implement an early childhood plan.	Director of Early Childhood	December

B. Develop and implement a systemic multi-year plan that aligns instructional practices with assessment of student learning.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop and implement an Intervention Plan. The Attendance Plan will become part of the intervention plan.	Asst Superintendent Director of Federal Programs	April
2	Review, revise and implement a curriculum /assessment plan.	Asst. Superintendent, Director of Elementary Learning, Director of Secondary Learning	March

2. Highly Qualified Staff – Recruit, attract, develop and retain highly qualified staff to carry out the Local Education Agency (LEA) mission, goals, and objectives.

A. Develop and implement a systemic Human Resources and Professional Development Plans for the recruitment and induction of new teachers to the District which are reviewed annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop a Human Resources Plan that includes recruitment processes for highly qualified certified staff (See 2.D)	Executive Director of Operations HR Specialist	November
2	Review, revise and implement the Professional Development Plan (section aligned to new teachers training and support of mentor teachers See section 2-B-1)	Assistant Superintendent, Director of Elementary Learning	March

B. Revise and implement a multi-year professional development plan which is reviewed annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Review, revise and implement a Professional Development Plan. (District)	Assistant Superintendent, Director of Elementary Learning	March

C. Develop and implement a systemic multi-year plan reviewed annually with Professional Learning Communities as the guiding principles.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop, review, revise and implement building plans aligned to the guiding principles of PLC.	Building principals	September

D. Develop and implement a systemic multi-year Human Resources Plan annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop, review, revise and implement a Human Resources Plan that includes the processes for the retention of highly qualified certified staff. (See 2.A)	Executive Director of Operations HR Specialist	November
2	Develop, review, revise and implement a Human Resources Plan that includes the processes for the retention of highly qualified support staff. (See 2.A)	Executive Director of Operations HR Specialist	November

3. Facilities and Operations—Provide and maintain appropriate support services with functional and safe facilities.

A. Facilities: Revise and implement a multi-year Long Range Strategic Facility Plan which is reviewed annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Review and revise Long Range Strategic Facility Plan annually.	Superintendent, Executive Director for Operations	November
2	Gather demographic data to assist in planning.	Superintendent, Executive Director for Operations	November

B: Facilities: Develop, revise and implement a multi-year Facility Improvement and Maintenance Plan which is reviewed annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop, review and implement a multi-year Facility Improvement and Maintenance Plan.	Executive Director of Operations	June
2	Provide training for staff regarding needed components of the maintenance plan.	Executive Director of Operations	June
3	Ensure compliance with OSHA standards as part of the Facility Improvement and Maintenance Plan.	Executive Director of Operations	June

C. Operations: Revise and implement a multi-year Crisis Plan which is reviewed annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop training for the implementation of the Emergency Management Plan.	Executive Director of Operations,	January
2	Review and revise the Emergency Management Plan.	Executive Director of Operations,	January

		Executive Director of Communications and Technology , At-Risk Coordinator	
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D. Operations: Create, implement, and maintain an Operations Plan that includes all stakeholders in its formulation annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop, implement and revise an Operations Plan. (Transportation, Food, Police, Health)	Exec. Director of Operations	October
2	Provide training for transportation staff to support the transportation portion of the plan.	Director of Transportation	October
3	Develop, implement, and review annually the transportation of the Operations Plan.	Director of Transportation	October
4	Develop, implement, and review the annually the food service portion of the Operations Plan.	Director of Food Service	October
5	Develop, implement and review annually the School Police Department portion of the Operations Plan.	Director of School Police Department	October
6.	Develop, implement and review annually the District Health Services portion of the Operations Plan.	Lead School Nurse	October

4. Instructional Resources—Provide and maintain appropriate instructional resources

A. Review, analyze, and implement a multi-year Technology Plan which is reviewed annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Review, revise and analyze types of instructional devices available and needed as part of the technology plan.	Executive Director of Technology and Communications	May
2	Review, analyze and implement a Technology Plan to ensure alignment to instructional needs of District.	Executive Director of Technology and Communications	May

B. Develop vertical alignment of resource materials and manipulatives in the core content areas to ensure implementation of the curriculum with fidelity. The materials and manipulatives should be reviewed on the curriculum cycle. (Part of curriculum plan)

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Review, revise and implement a curriculum /assessment plan annually. (See 1-A-5)	Asst. Superintendent, Director of Elementary Learning, Director of Secondary Learning	March
2	Develop and implement a Federal Programs Plan. (See 1-A-1) as part of the interventions plan	Assistant Superintendent - Director of Elementary Learning	August
3	Develop and implement a 5 Year CTE Plan.	Asst. Superintendent, Career-Education Coach	December
4	Review and implement Special Education Plan to ensure alignment to instructional needs of District as part of the special services plan.	Executive Director of Special Programs	February

C. Review and analyze the need for alternative resources and assistive technology needs for all special programs (special education, Title I, gifted, at risk, ELL)

#	Action steps to be taken	Person(s) Responsible	Board approval date
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1	Review Special Education Plan to ensure alignment to instructional needs of District as part of the special services plan.	Executive Director of Special Program	February
2	Develop and implement a Federal Programs Plan as part of the interventions plan. (See 1-A-1)	Assistant Superintendent - Director of Elementary Learning	April
3	Implement a Lau Plan as part of the interventions plan. (1-A-6)	Assistant Superintendent - Director of Elementary Learning	April
4	Develop, implement and review an annual plan for Gifted Education as part of the special services plan.	Executive Director of Special Programs.	February

5. Parent and Community Involvement –Promote, facilitate and enhance parent, student and community involvement in the LEA/District educational programs.

A. Revise, analyze, and implement a multi-year Communication/Public Relations Plan which is reviewed annually.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Deploy multiple and varied communication strategies including accommodations for diversity.	Executive Director of Technology and Communications	April
2	Effectively engage target audiences through social media.	Executive Director of Technology and Communications	April
3	Support constituent involvement/engagement through communication.	Executive Director of Technology and Communications	April

B. Develop and analyze a public information program based on effective communication practices in accordance with School Board Policy KB.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop a rubric outlining public information based on School Board Policy KB	Executive Director of Technology and Communication	April
2	Add annual review of the public information program based on developed rubric for communication program review.	Executive Director of Technology and Communication	April

6. Governance– Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district.

A. The District will establish an annual plan to ensure local policies, procedures, and handbooks align with the latest statutory requirements, local beliefs, and values which support the educational mission of the District.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Review annually and revise as appropriate District policies as part of the Governance policy/procedure plan.	Superintendent	May
2	Review annually and revise as appropriate District handbooks as part of the Governance policy/procedure plan.	Superintendent	May
3	Review annually and revise as appropriate building handbooks as part of the Governance policy/procedure plan.	Building Principals	May
4	Review annually and revise as appropriate activity handbooks as part of the Governance policy/procedure plan.	Activities Director	May

B. The District will establish and implement and review annually a systemic long-range fiscal plan which supports the educational mission of the District.

#	Action steps to be taken	Person(s) Responsible	Board approval date
1	Develop and implement a fiscal plan.	Chief Financial Officer, Superintendent	June

Appendix A
CSIP Plan Schedule

CSIP Plans	Responsible Individual(s)	CSIP Indicator	Board Approval Month
Building plans aligned to PLC	Building Principals	2c	September
Operations Plan (Nutrition Services, Safety and Security, Health, Transportation)	Executive Director of Operations	3d	October
HR Plan	Executive Director of Operations	2a, 2d	November
Long Range Strategic Facility Plan	Superintendent, Exec. Director of Op.	3a	November
Perkins plan - 5 year Plan CTE	Asst. Supt. - CTE Coordinator	1a, 4b	December
Early Childhood Plan	Director of Early Childhood	1a	December
Emergency Management Plan	Executive Director of Operations	3c	January
Special Services Plan (SPED Plan and Gifted Plan)	Executive Director of Special Programs	1a, 4b, 4c	February
Wellness Plan	Assistant Superintendent	1a	February
Curriculum/Assessment Plan	Asst. Supt. - Dirs or EI & Sec Learning	1a,4b	March
Guidance and Counseling Plan	Asst. Supt - At Risk Coordinator	1a	March
District PD plan	Asst. Supt - Dir. El. Learning	2a,2b	March
Communications Plan	Executive Director of Tech./Comm.	5a,b	April
Intervention plan (ELL, LAU, Federal Programs, RTI, Attendance Plan)	Asst. Supt, Dir. of Elem. Learning	1a, 1b	April
Governance Plan - Policies and Procedures	Superintendent	6a	May
Technology plan	Executive Director of Tech./Comm.	4a	May
Fiscal plan	Chief Financial Officer	6b	June
Multi-year Facility Improvement & Maintenance Plan	Executive Director of Operations	3b	June

Appendix B

Board Approved June 2017

CSIP Plan Progress Scorecard 2017-2018

Plans	Key Indicators	Measures	FY '16	FY '17	Basic			Approaching			Goal	Advanced		
					1	2	3	4	5	6	7	8	9	10
Curriculum / Assessment	MSIP 5 – Standard 1	Scores	X		< 48	48	49	50	51	52	53	54	55	56
	MSIP 5 – Standard 2	Scores	X		< 6	6	7	8	9	10	11	12	13	14
	MSIP 5 – Standard 3	Scores	X		< 22	22	23	24	25	26	27	28	29	30
	Grad. Rate	%	X		< 84	84	86	88	90	92	94	96	98	100
	Diploma &	%	X		10	20	30	40	50	60	70	80	90	100
Operations	Food Service	10 pt scale		X	1	2	3	4	5	6	7.2	8	9	10
	Safety & Se.	10 pt scale		X	1	2	3	4	5	6	7.25	8	9	10
	Health	10 pt scale		X	1	2	3	4	5	6	7.6	8	9	10
	Transportation	10 pt scale		X	1	2	3	4	5	6.95	7	8	9	10
	Facilities	10 pt scale		X	1	2	3	4	5	6	7.0	8	9	10
Human Resource.		10 pt scale		X	1	2	3	4	5	6.7	7	8	9	10
Career Tech. Ed.	WorkKeys Assessment	%	X		< 25	25	35	45	55	65	75	85	95	> 95
Early Childhood	Stud. Perform.	%	X		63	64 - 65	66 - 67	68 - 69	70 - 71	72 - 74	75	76 - 77	78 - 79	> 79
	High Qual.. Staff	%	X		70	71 - 75	76 - 80	81 - 85	86 - 90	91 - 99	100			
	Serv. for Com. Fam.	%	X		43	44	45	46	47	48	49	50	51	52
	PAT	# of PAT Screenings	X		225	226 - 230	231 - 235	236 - 240	241 - 245	246 - 254	255	256 - 260	261 - 269	> 269 (313)
	Learn. Env.	%	X		73	74 - 75	76 - 77	78 - 79	80 - 81	82 - 84	85	86 - 87	88 - 90	> 90 (98)
Op. Management		10 pt scale		X	1	2	3	7	8	9	7.0	8	9*	10
Technology	Tech. Rep. Cyc.	%		X	<50	50	60	70	75	80	85	90	95	100
	Work Orders	%		X	<20	20	30	40	50	60	70	80	90	100
SPED		Tiered Monitor.		X	1	2	3	4	5	6	7.0	8	9	10
Guid./Coun.	DESE Recom. Time Task Anal	Comp. to DESE recom.		X	1	2	3	4	5	6 - 7	8 - 9	10 - 11	12 - 13	14 - 15
District PD	Partic. In District PD	Avg. # of Hrs per Ind.		X	<14	14	15	16	17	18	19	20	21	22
	Satis. Survey	%		X	< 75	75 - 77	78 - 80	81 - 83	84 - 86	87 - 89	90 - 92	93 - 95	96 - 98	> 98

					Basic			Approaching			<u>Goal</u>	Advanced		
Plans	Key Indicators	Measures	FY '16	FY '17	1	2	3	4	5	6	7	8	9	10
Comm. / PR	Varied Communication	NSPR Rubric		X	1	2	3	4	5	6	7	8	9	10
	Social Media	NSPR Rubric		X	1	2	3	4	5	6	7	8	9	10
	Emp.Needs	NSPR Rubric		X	1	2	3	4	5	6	7	8	9	10
	Internal Comm.	NSPR Rubric		X	1	2	3	4	5	6	7	8	9	10
Interventions	Read. Recov.	Discon. Rate %		X	< 25%	25 - 34	34 - 44	45 - 54	55 - 64	65 - 72	73	74 - 89	90 - 94	> 94
	Free & Reduced	% of BB on Map	X		>27	25 - 27	22 - 24	19 - 21	16 - 18	13 - 15	10 - 12	7 - 9	4 - 6	<4
	90/90 Att	Att. %		X	< 85	85	86	87	88	89	90	91	92	>92
Wellness	HRA Participation	% of staff participating	X		0 - 10	11 - 20	21 - 30	31 - 40	41 - 50	51 - 60	60 - 70	71 - 80	81 - 90	91 - 100
	Prof Learn	# of staff. hours	X		200	225	250	275	300	325	350	375	400	425
Gifted		Gifted Audit		X	1	2	3	4	5	6	7.0	8	9	10
Policy./Proc	Parent, Student, Staff Survey	Avg. survey %		X	< 60	60 - 69	70 - 79	80 - 81	82 - 84	85 - 89	90	91 - 95	96 - 99	100
Fiscal	Audit	Unmodified Audit	X		0 mod.	1 unmd	2 unmd	3 unmd	4 unmd	5 unmd	All mod	1 Com m	2 com	3+ comm
	Fund Balance	%		X	<14	15 - 16	17 - 18	19 - 20	21 - 22	23 - 24	25 - 28	29 - 30	31 - 32	33+
	Capital Projects	Mill. in Cap. Project Bal.		X	<1	1 - 1.1	1.2 - 1.3	1.4 - 1.5	1.6 - 1.7	1.8 - 1.9	2 M	2.1 - 4	4.1 - 6	6.1+

Appendix C
CSIP Plan Progress Scorecard - Measurement Notes

Plans	Key Indicators	Measures	Measurement Notes
Curriculum / Assessment	MSIP 5 – Standard 1	MSIP 5 Scores	The Missouri School Improvement Program 5 standard 1 measures the academic achievement of all students grades 3 - 11 who take a state-level assessment.
	MSIP 5 – Standard 2	MSIP 5 Scores	The Missouri School Improvement Program 5 standard 2 measures the subgroup achievement of all students grades 3 - 11 who take a state-level assessment. Subgroups include free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities. This calculation measures how students in subgroups measure in comparison to the general population.
	MSIP 5 – Standard 3	MSIP 5 Scores	The Missouri School Improvement Program 5 standard 3 measures the how well the District provides adequate post-secondary preparation for all students. The measures include data such as ACT, ASVAB, SAT, PLTW, IRC, AP, IB, dual credit and dual enrollment.
	Grad. Rate	% of students who meet the grad. rate	The Missouri School Improvement Program graduation rate measures the the 7 year cohort of graduates.
	Diploma &	% of graduates who qualify for Diploma &	OHS has a SMART goal that every graduate will walk across the platform with their diploma AND a foot forward in the pathway they choose. This calculation represents the percentage of graduates who have completed a personal plan of study along with at least one of the following: College Credit, Job Experience, Advanced Industry Credentials, A+ Scholarship, Military Advanced Enlistment, or a Vocational Rehabilitation Plan.
Operations	Food Service	10 pt scale	The Operations Departments each formed committees appropriate to their area of responsibility. Measureable goals were established and the committees collected data on each of the goals. The success of each of the goals was measured on a ten point scale, then the average of the goals were calculated in order to determine the overall rating for the CSIP plan.
	Safety & Security		
	Health		
	Transportation		
	Facilities		
Human Resources		10 pt scale	The Human Resource Department formed a committee and created measureable goals. Once established and the committee collected data on each of the goals. The success of each of the goals was measured on a ten point scale, then the average of the goals were calculated in order to determine the overall rating for the Human Resource CSIP plan.

Career Technical Education	WorkKeys Assessment.	% of students who take the WorkKeys and pass	The ACT WorkKeys is a job skills assessment system that helps employers develop a high-performance workforce and job seekers promote career success. The OHS SMART goals are based on student successful completion at the Silver or higher levels.
Early Childhood	Student Performance	% of develop. Measures	70% of students will demonstrate 75% of 54 developmental measures
	High Qualified Staff	% Lead Teacher Goals on PD	Lead Teachers will meet 100% of PD Plan goals by Final Review
	Services for Community Families	% Increase Social Data Scores	Early Childhood Outcomes (ECO) social data will increase by 3% of students score a 5 (46%)
	PAT	# of Parents as Teachers Screenings	Increase PAT screenings by 5%
	Learning Environment	% of students responding to beh. supports	At least 85% of our students will respond to tiered intervention supports for behavior as evidenced by discipline referrals of no more than one referral or less during the school year.
Op. Management		10 pt scale	The Emergency Operation Plan committee met and reviewed the current plan and reassessed the Hazard and Vulnerability assessment worksheet. New priorities were established based on this analysis. Areas of emphasis were identified by completing the HVA process. An overall rating of a 7.0 was given on the 2016-2017 plan based on the progress of the construction projects for the storm shelters.
Technology	Technology Replacement Cycle	%	The Ozark School District will meet the five year replacement cycle with a rate of 85% or greater. Replacement will occur within the Technology Department budget.
	Work Orders	% completed within 24 hrs	The average time to resolve a service ticket within 24 hours. This information is tracked utilizing the District's ticketing software. The top 20% of all organizations utilizing the ticketing software maintain a 65% resolution rate.
SPED		Tiered Monitoring	Successfully complete DESE SPED Tiered Monitoring Cycle to demonstrate compliance with IDEA Part B.
Guidance / Counseling	DESE Recom. Time Task Analysis	Comparison to DESE recommendations	<p>1) Guidance and Counseling Curriculum: Each building level has curriculum that consists of lessons with expectations, content standards, and topics by grade level. These may be presented in classrooms or large groups.</p> <p>2) Individual Student Planning: This covers areas including: interpersonal relationship skills, awareness and exploration of occupational possibilities, planning for the future, and developing personal plans of study to assure a student's preparation for postsecondary education or career choices.</p> <p>3) Responsive Services: This area includes individual and small-group counseling, consultation with parents/guardians and other teachers, and referral to other programs and/or outside agencies as needed.</p> <p>4) System Support: A counselor is involved with many areas that are not directly related to working with students as mentioned above. These areas include: working with the community and staff to help them understand the role of the counselor; participating on committees within the school community; reaching out into the community to become aware of resources, community agencies and local labor market information; program management which may include time/task analysis, yearly calendar of activities, and establishing priorities for the year; and, fair-share responsibilities including those responsibilities that all school staff are responsible for and not considered guidance and counseling activities (example- playground duty).</p>

District PD	Partic. In District PD	Avg. # of Hours per Individual	Average number of sessions attended by our certificated staff during a school year
	Satis. Survey	%	Percent of staff members who reported "satisfaction" with the pd offerings
Comm. / PR	Varied Communication	NSPR Rubric	<ul style="list-style-type: none"> • Thorough understanding of the diverse makeup of the District; ongoing mechanism to track changes; comprehensive awareness of cultural preferences for communications among all audience segments • Consistently adjust all communications to meet the needs/preferences of all audience segments • Ongoing support for District and school leaders to deploy multiple and varied communications to audience segments • Accommodations for diversity in communications consistently evaluated for effectiveness and adjusted accordingly
	Social Media	NSPR Rubric	<ul style="list-style-type: none"> • Usage, monitoring and strategies for social media channels incorporated within overall communications plan; coordinated by the school communications department • Selection and usage of social media based on researched audience preferences and profiles, in accordance with RACE • Social media use spans full range of District communications; audiences encouraged to interact with the District via social media • Clear, ongoing proactive coordination exists among people in District with posting rights; team meets regularly • Board policies regarding social media shared with students, parents, staff and public via multiple mechanisms (website, social media channel, students handbooks, employee manuals) • Regular updates for students, staff and parents on best practices and staying safe while using social media channels • Goals established for attaining views or interaction aligned with District communications plan; Leadership team tracks results and adjusts strategies accordingly
	Employee Needs	NSPR Rubric	<ul style="list-style-type: none"> • Integration of faculty and staff listening approaches into Internal Communications Plan (research phase – RACE) • Multiple and regular face-to-face opportunities to hold conversations among employees and leaders • Listening mechanisms differentiated for faculty and staff segments as needed, i.e.: location, language, access to technology, schedules, etc. • School board members, administrators, principals, department chairs and other managers trained in critical listening • Systematic approach for responding to and integrating faculty and staff input • Systematic review of employee satisfaction with opportunities to provide input, i.e.: surveys, focus groups, face-to-face interactions • Comprehensive working conditions survey with results analyzed and action plan implemented at every school (and at the District level)
	Internal Communic	NSPR Rubric	<ul style="list-style-type: none"> • Regular research on leader and manager communication effectiveness; feedback used to update communication action plans and measurement components • Comprehensive, integrated and aligned expectations for leader and manager communications supported by adequate resources and training • Clear articulation of District's communications expectations of schools, i.e.: school website guidelines; school media liaison and partnership liaison job descriptions; teacher website guidelines, etc. • Comprehensive and ongoing professional development in effective communications for leaders and managers including workshops, classes and online resources; includes verbal and nonverbal communication • Communications effectiveness included as a component of leaders' performance evaluation • Sharing of best practices in leadership and management communications internally and benchmarking the same externally to drive improvement
Interventions	Read. Recov.	Discon. Rate	The Reading Recovery national discontinuation rate is 73%. A discontinuation rate reflects the percent of students who have both successfully completed "at class average" and finished a full 12 - 20 week program.
	Free & Reduced	% of Below Basic	This percentage is based upon the number of 3rd - 8th grade students who are eligible for free and reduced priced meals and have scored at "Below Basic" in ELA or MA MAP.
	90 / 90 Cumulative Attendance	Cumulative Attendance %	MSIP 5 measures attendance using a 90 by 90 calculation: 90% of students must be at school at least 90% of the time. The calculation used above is the 90/90 number.

Wellness	HRA Participation	% of staff Participating	To provide appropriate professional learning experiences around health and wellness topics for the Ozark staff, the wellness committee needs a general understanding of the wellness trends for District personnel. The committee has set a goal for the amount of staff members participating in the health risk assessment in the fall of each year.
	Professional Learning Opportunities	# of staff members hours	The wellness committee has yearly SMART goals set around the amount of general wellness, mental health, and required CPR training offered throughout the school year. This data is used to ensure that the District is meeting obligatory and voluntary wellness education to staff members.
Gifted		Gifted Audit	Successfully complete DESE Annual Gifted Desk Audit Process to demonstrate compliance with rules and regulations for state approved gifted programs.
Pol./Proc	Survey	Average of survey items	A survey tool was sent to parents, teachers and students asking three Likert-type scale items about ease to understand, locate, information to locate. This is the percent average of those items for agree and strongly agree.
Fiscal	Audit	Unmodified	Each year the audit has 6 reports that are recorded. An unmodified report is what is considered a clean report. Commendations can be given above the unmodified report.
	Fund Balance	Percentage	The Fund Balance percentage is the ratio of year-end (June 30) operating cash reserves to the overall operating expenditures for the budget year. The goal is 25-28%.
	Capital Projects	Millions in Capital Projects	The Capital Projects fund is a balance of funds that may be utilized for large items such as busses or buildings improvements. The goal for this fund is \$2,000,000