

Joplin School District Comprehensive School Improvement Plan 2009-2014



**Involving the Community
in the
Future of Our Kids!**

Presented to...

The Joplin Schools Board of Education

June 23, 2009

Dear Board of Education,

Winston Churchill once wrote, "There is nothing wrong with change, if it is in the right direction." On the following pages of this document you will find the results of a lot of hard work and dedication on the part of many people in our schools and community. I couldn't be more proud of the final product that has become our new Comprehensive School Improvement Plan. As you know, the process began last August 28th when we held our first Board Retreat. Through your leadership you gave me my marching orders to move forward with plans to engage our community in the development of a long range strategic plan.

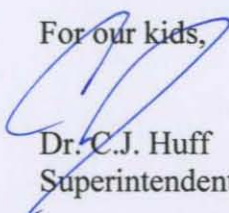
My first step in the process was to put together a district level team representing a cross-section of our community to help in the development a new mission, objectives, and strategies. After nearly three full days of tedious work last fall, this group of dedicated students, citizens, and school personnel finalized our vision for the future of our district and developed seven new aggressive goals to help us achieve this vision. These broad strategies covered important topics such as community relations, student achievement, persistence to graduation, student interventions, financial planning, and facility data collection and planning. It was a labor intensive process that established the foundation of what we will accomplish in the years to come.

Joel Barker, an expert on vision and leadership, once said "Vision without action is just a dream. Action without vision just passes time. Vision and action together can change the world." With the vision firmly in place, the next step was to involve more members of the community in the process by establishing action teams to address six of the seven newly established strategies. Over 100 people responded to our call for help at our "Action Team Kickoff" held on November 18th. From my perspective, it was exciting to have so many concerned citizens representing so many different groups involved in the process from the onset.

After literally hundreds of man hours a final product was received from each of these action teams. These plans were then presented to the District Strategic Planning Team on April 30th. As each of these plans were reviewed by the team, careful consideration was given to the alignment of these plans to with the original strategic intent determined by the planning team in November. The final product lies on the following pages.

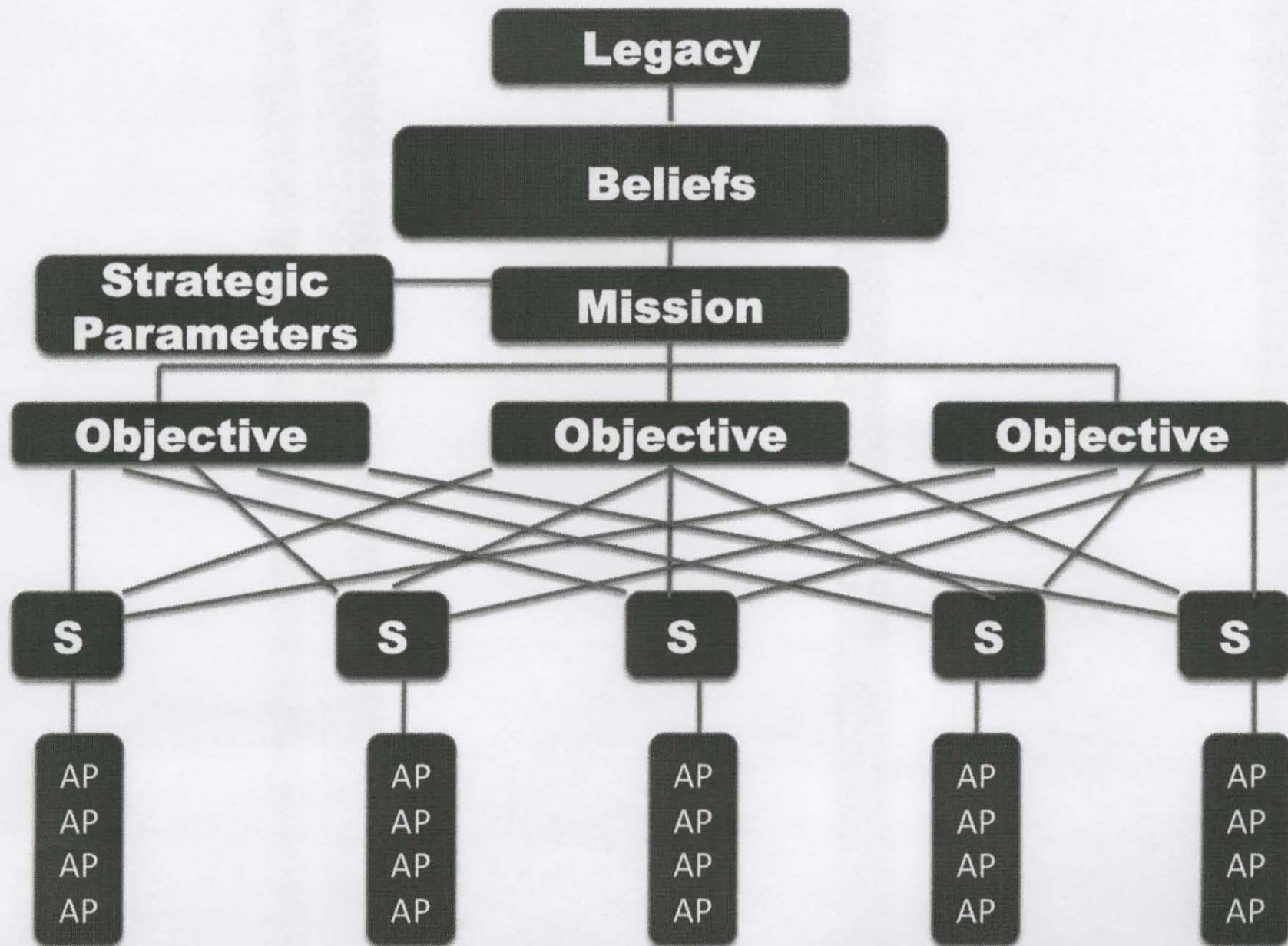
The process you have observed over the past year is the new way we will be doing business in the Joplin Schools. The focus is on continuous improvement, accountability, and most importantly action. I appreciate the Board's support and the support of our school community in our efforts and look forward to continued improvements as we strategically plan for the future progress of our schools.

For our kids,


Dr. C.J. Huff
Superintendent



Strategic Planning Framework



Our Legacy

Our legacy will be defined by our contribution to the education of children in the Joplin School District. It is our time to leave our distinct mark on history which will set us apart from the norm.

We believe first and foremost that all children can learn. Therefore, we understand our legacy will be created as a result of our commitments and actions demonstrating this belief.

Each day on this journey together we find ourselves at a crossroads. We know what we do must mirror what we believe. At every moment we have the opportunity to write our legacy of tomorrow, today.

Joplin Schools Statement of Beliefs

At Joplin Schools we believe...

1. *students are our first priority.*
2. *all children can learn.*
3. *each child is equally important.*
4. *change is necessary for progress.*
5. *excellence is a result of high expectations, continuous improvement and accountability.*
6. *building relationships between school and home is an important catalyst for learning.*
7. *education is a partnership among school, home and community.*
8. *learning is a lifelong process.*
9. *all students deserve an education that is as unique as the individual.*
10. *we are all educators.*
11. *strong, positive relationships with our stakeholders are vital and must be nurtured.*
12. *respecting diversity strengthens our community.*

Joplin Schools Mission Statement

Joplin Schools...

Investing in the Future Today by Inspiring our Students to Pursue Excellence.

We do this by:

- * *providing individualized and diverse opportunities for learning.*
- * *ensuring a safe and positive learning environment.*
- * *inspiring our students to seek knowledge and think independently.*
- * *expanding every student's horizons through academic, co-curricular and extra-curricular opportunities.*
- * *providing high quality, specialized training and professional development for all educators.*
- * *hiring and retaining the best qualified, compassionate and dedicated educators.*
- * *inviting partnerships with families to maximize a students' potential.*
- * *building positive partnerships with our community to ensure mutual success.*
- * *embedding meaningful technology into research-based instruction.*
- * *facilitating positive and effective change.*
- * *celebrating successes.*
- * *demonstrating and reinforcing ethical behavior.*

The Parameters of Joplin Schools

- * *We will not tolerate behaviors that conflict with our Belief and Mission statements.*
- * *We will not become complacent.*
- * *We will maintain a safe, comfortable respectful environment for all students, staff and families by confronting all types of bullying, harassment and discrimination. (We will maintain a safe, comfortable respectful environment for all students, staff and families.)*
- * *Data-based decisions will be made to evaluate programs' current and future success.*
- * *We will be accountable to implement the written, adopted curriculum.*
- * *We will not waste learning time.*
- * *We will not give up on any student.*
- * *We will only accept programs that produce a cost-to-benefit positive outcome.*
- * *All site-level decisions and actions support the Mission.*
- * *We will not mismanage our resources.*
- * *We will always remain positive.*
- * *No excuse will keep us from achieving our Mission.*

Joplin Schools Objectives

Community Relations

Objective: *To engage 100% of the school community in the educational process of students by 2014.*

Finance

Objective: *To have a long-range financial plan that meets 100% of the needs of our students by 2014.*

Student Achievement

Objective: *To improve student achievement district-wide to exceed state averages in all areas by 20% or more by 2014.*

Facilities

Objective: *To have high quality district facilities that meet 100% of the programming needs of our students as well as provide for their social, emotional, and physical development by 2014.*

Outline of the Joplin Schools Comprehensive School Improvement Plan 2009-2014

Graduation Rate Action Plan Summary

Strategy 1: We will develop and support a plan for grades Pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education.

Specific Results:

1. *Create a district-wide (K-12) electronic identification system for students who are at risk to drop out of school.*
2. *Develop a district wide approach to consistently address student behaviors.*
3. *Each school in the district will create a learning center.*
4. *Cultivate the community's participation in students' education through a business/school partnership, partnering with at least 50 businesses to provide resources in time, talent, and treasure for the Joplin School District's Community.*
5. *Cultivate the community's participation in students' education through a faith-based/school partnership, partnering with at least 50 organizations to provide resources in time, talent, and treasure for the Joplin School District's Community.*
6. *Cultivate the community's participation in students' education through a human service/school partnership, partnering with at least 20 human service organizations to provide resources in time, talent, and treasure for the Joplin School District's Community.*
7. *Create a school within a school (SWS) that will focus on the pivotal transition years of the students' educational career for the 9th and 10th grades.*
8. *Establish a district-wide Check and Connect Program for identified at-risk students (K-12).*
9. *Implement a customized mentoring program utilizing high school students trained to mentor and connect with elementary students.*

10. *Each school will create more before and after school clubs and activities to increase the percentage of students connected to school.*
11. *Increase PTO participation in those schools that have fewer than 20 people in the leadership team, in order to enlist PTO resources to increase the involvement of parents of "At Risk" students.*
12. *Increase parent involvement by 10% annually demonstrated by attendance at extra curricular activities designed specifically for parent/family engagement.*
13. *Create an alternative education site and program for high school at-risk students to pursue a non-traditional education tract.*
14. *Create an alternative education site and program for middle school at-risk students to pursue a non-traditional education tract.*
15. *Increase the use of school buildings and resources by individuals, community businesses, not for profits, and faith-based organizations for the purpose of neighborhood betterment.*

Student Interventions Action Plan Summary

Strategy 2: We will develop a comprehensive intervention plan which provides sufficient support to address a student's lack of success at the initial determination of an academic or non-academic need.

Specific Results:

1. *Implement Choices Career Program to be used in all three middle schools.*
2. *Introduce a personal career plan of study with 5th grade students.*
3. *Utilize counselors to follow through with personal plan of study at each middle school grade level.*
4. *Establish 2 full time counselors at each middle school.*
5. *Establish district procedural guidelines for initiating juvenile referrals to juvenile services.*

6. *Prepare a guide of academic interventions to be available to staff, students and parents at each building and available on district website.*

Student Achievement Action Plan Summary

Strategy 3: We will provide high quality, research based instruction and resources in every classroom everyday.

Specific Results:

1. *Provide thorough and on-going professional development for all staff on Ruby Payne's work on poverty.*
2. *Adjust school times to be in sync with adolescent biological Circadian rhythms providing for optimal social, physical, and academic well-being.*
3. *Create a task force to develop a scope and sequence for the Joplin Writing Model.*

Community Relations Action Plan Summary

Strategy 4: Develop and implement a comprehensive community relations plan that informs and engages our community.

Specific Results:

1. *Establish a programming guide for JET-14.*
2. *Saturate local businesses, students, parents, and community members with Joplin Eagle decals.*
3. *Promote Eagle pride by painting an eagle symbol at school facilities. For example: sidewalks, parking lots, and entrances to the schools*
4. *Recognize Joplin community businesses or organizations on bimonthly basis on JET-14.*
5. *Hire a Community/School Public Relations Director.*

Facilities Data Collection Action Plan

Strategy 5: We will develop guidelines and standards that will provide data for the assessment of facility needs, both current and future.

Specific Results:

1. *Create a timeline within the long-range facilities plan that clearly outlines future bond issue projects.*
2. *Establish minimum standards for elementary schools.*
3. *Establish minimum standards for middle schools and the high school.*
4. *The district will hire a consulting firm specializing in school district growth projections and demographics.*
5. *District facilities team will identify and make recommendations regarding inequities among elementary facilities.*

Facilities Long Range Planning Action Plan Summary

Strategy 6: We will use the facility need data that is collected to develop a strategic facilities plan.

(This team will begin work in the summer/fall of 2009)

Finance Action Plan Summary

Strategy 7: We will develop and implement a long-range financial plan that supports the strategic plan of the district

Specific Results:

1. *Utilize the financial resource allocation decision tree as a tool to provide the financial resources needed to implement the district's long-range strategic plan.*
2. *Develop a financial forecasting model.*
3. *Develop and implement rubrics for programs and capital outlay.*
4. *Hire a grant writer for the district.*

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 1
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades Pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Create a district-wide (K-12) electronic identification system for students who are at risk to drop out of school

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify potential students at risk to drop out who meet one of the following school criteria: 1) Lower than 90% attendance 2) An 'F' in Math or English or two 'F's in one semester 3) Over five discipline referrals per semester; or at principal's discretion based on the student's behavior problems				
2.	Identify potential students at risk to drop out who meet one of the following social/economic criteria: 1) Generational poverty 2) Not living with biological parents or homeless 3) Single parent household				
3.	Use Infinite Campus to identify students who are at risk to drop out, using two separate flags: school criteria and social/economic criteria				
4.	Flag students who meet the determined criteria for being at risk to drop out				
5.	Determine interventions for flagged students: (e.g. Check and Connect, customized mentoring, SWS, clubs, activities, Alternative Program, Learning Center, etc)				
6.	Recruit or connect flagged students to the appropriate interventions				

7.	Evaluate flagging system annually to determine if the most at risk population are being correctly tagged and recruited				
8.	Ensure the flagging database has the capacity to aggregate and disaggregate data on at risk students by the end of the first year				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 2
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades Pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Develop a district wide approach to consistently address student behaviors

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Each school (K-12) will select or maintain a behavior support intervention program for students compatible with the district's goals				
2.	Form a collaborative support team for the school composed of school stakeholders				
3.	Determine the needs of the school by looking at the school-wide, classroom, and individual behavior supports currently being used in the building				
4.	Examine the connection between contextual factors (i.e. the different tasks expected, physical environment, staff visibility, or social situations) and their effect upon students' behaviors				
5.	Write a statement of purpose that functions as the mission statement for the desired academic and behavioral outcomes				
6.	Create a clear list of expected behaviors based on the problem behaviors most observed in the school and have "replacement" behaviors for all problem behaviors				
7.	Teach the behaviors to all students. Be attentive to "tell", "show", and "practice" the desired behaviors				

8.	Develop procedures to encourage school-wide expectations				
9.	Develop a continuum of procedures for discouraging problem behaviors. (i.e. strategies to address the following three layers of prevention: 1) primary prevention - all students 2) secondary prevention - students identified as at-risk for behavior patterns 3) tertiary level - students who require intensive behavior supports				
10.	Collect data on discipline referrals and other related topics and develop procedures for monitoring the impact of the school-wide behavior support implementation				
11.	Evaluate the impact of PBS on student behavior, attendance, and grads and adjust the program as needed				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 3
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades Pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Each school in the district will create a learning center

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Each building will implement a central learning center before or after school for all K-12 students. Establish a ratio of 20:1 (student/teacher)				
2.	Maintain a friendly, helpful environment designed to foster student success. By providing quality supplemental assistance, the learning center will increase student achievement				
3.	Participation of students will be voluntary but at-risk flagged students should be fastidiously recruited				
4.	Promote before and after school tutoring as an option for teachers on career ladder. Scheduled times will be determined by building principal				
5.	Recruit a group of teachers to rotate as the daily monitor for the study center. (career ladder, stipend)				
6.	Recruit students to serve as peer tutors for the center. (i.e. National Honor Society students earning hours for peer tutoring outside of the school day or using A-plus student tutors				
7.	Recruit a building level teacher/leader to gather data on efficacy of tutoring center (How will we measure our success?)				

8.	Data gathered will be based on quantity of usage (number of students served at center) and resulting academic gains. This must be grade level specific - elementary, middle and high school (GPA)				
9.	Generate a spreadsheet to record and examine quarterly grades				
10.	Encourage community members (parents, college students, etc.) to participate as learning center facilitators				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 4
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Cultivate the community's participation in students' education through a business/school partnership, partnering with at least 50 businesses to provide resources in time, talent, and treasure for the Joplin School District's community

Note: This strategy is one of three parts that are a collaborative that include Action plans 4, 5, and 6. The staff structure is a 1 FTE that would be the District Resource Development team leader; this could be the same person that would be the Joplin Schools Foundation Director. Three 1/4 FTE's that would be individually responsible for action plans 4, 5, and 6 under the direction of the District Resource Development team leader

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Appoint a District Resources Development Leadership committee (4-6 people) to oversee implementation of resources and strategies. This group's mission would be to develop volunteers, dollars, grants, and in-kind				
2.	Develop an educational crisis PowerPoint presentation and materials to educate the community about this crisis that we are facing (i.e., poverty, single families, unemployment rates, lack of attendance, behavior issues and other like issues). The emphasis of this presentation would hve a business emphasis				
3.	Identify 75 potential business partners to partner and share resources with the Joplin School District				
4.	Contact partners and schedule a meeting to meet with the business partners and present to them the educational/community crisis facing our schools and community. Key: Develop relationships				

Action Plan

STRATEGY NUMBER: 1
PLAN NUMBER: 5
DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Cultivate the community's participation in students' education through a faith-based/school partnership, partnering with at least 50 organizations to provide resources in time, talent, and treasure for the Joplin School District's community

Note: This strategy is one of three parts that are a collaborative that include Action plans 4, 5, and 6. The staff structure is a 1 FTE that would be the District Resource Development team leader; this could be the same person that would be the Joplin Schools Foundation Director. Three 1/4 FTE's that would be individually responsible for action plans 4, 5, and 6 under the direction of the District Resource Development team leader

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Appoint District Resources Development Leadership committee (4-6 people) to oversee implementation of resources and strategies. This group's mission would be to develop volunteers, dollars, grants and in-kind				
2.	The leadership Committee will need to be aware of any legal issues concerning separation of church and state, so that everyone is clear on these types of issues				
3.	Develop an educational crisis PowerPoint presentation and materials to educate the community about this crisis that we are facing (i.e., poverty, single families, unemployment rates, lack of attendance, behavior issues and other like issues). The emphasis of this presentation would have a Faith-based appeal approach				
4.	Identify 75 potential faith-based partners to collaborate and share resources with the Joplin School District				

5.	Contact potential partners and schedule a meeting to assemble the faith-based partners and present to them the educational/community crisis facing our schools and community. Key: Develop relationships				
6.	List collaborative strategies and resources the school and faith-based community can share. List resources and programs by priority that the school(s) need from the community that is not provided for by taxes				
7.	The leadership committee makes sure resources are organized and implemented. It is possible that a collaborative leadership committee could be made up from the business, human services, and faith-based leadership committees to work together for the oversight of strategies 4, 5 and 6				
8.	Evaluate the impact of the faith-based partnership and use of resources with the school district's identified needs. (i.e., survey, chart, tally number of students who benefitted, increased building usage by the community, increase in volunteers				
9.	Renew and sustain the faith-based partnerships through repeating this process annually.				
10.	Create a transparency on the district website to report the outcome(s) of this strategy to the community				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 6
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Cultivate the community's participation in students' education through a Human Service/school partnership, partnering with at least 20 human service organizations to provide resources in time, talent, and treasure for the Joplin School District's community

Note: This strategy is one of three parts that are a collaborative that include Action plans 4, 5, and 6. The staff structure is a 1 FTE that would be the District Resource Development team leader; this could be the same person that would be the Joplin Schools Foundation Director. Three 1/4 FTE's that would be individually responsible for action plans 4, 5, and 6 under the direction of the District Resource Development team leader

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Appoint District Resources Development Leadership committee (4-6 people) to oversee implementation of resources and strategies. This group's mission would be to develop volunteers, dollars, grants and in-kind				
2.	Develop an educational crisis PowerPoint presentation and materials to educate the community about this crisis that we are facing (i.e., poverty, single families, unemployment rates, lack of attendance, behavior issues and other like issues). The emphasis of this presentation would have a human service emphasis (what can they do to help, services, grant writing opportunities, etc.				
3.	Identify 40 potential human service organizations to share resources with the Joplin School District				

4.	Contact human services partners and schedule a meeting to assemble and present to them the educational/community crisis facing our schools and community. Key: Develop relationships				
5.	List collaborative strategies and resources the school and human services can share. List resources and programs by priority that the school(s) need from the community that is not provided for by taxes				
6.	Leadership committee makes sure resources are organized and implemented. It is possible that a collaborative leadership committee could be made up from the business, human services, and faith-based leadership committees to work together for the oversight of strategies 4, 5 and 6				
7.	Evaluate the impact of the partnership and use of resources on the students (i.e., survey, chart, tally number of students who benefitted, increase of services provided)				
8.	Renew and sustain the faith-based partnerships through repeating this process annually.				
9.	Create a transparency on the district website to report the outcome(s) of this strategy to the community				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 7
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Create a school within a school (SWS) that will focus on the pivotal transition years of the students' educational career for the 9th and 10th grades

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	In the first year (SY 10-11), implement a SWS model for approximately 150 at-risk students in the 9 th grade not to exceed a student-to-teacher ration of 25:1. May require additional staff				
2.	Identify Core teachers and elective teachers (e.g. ROTC) to teach in the SWS, whose purpose is to focus on modeling and teaching life skills, social skills, and responsibility, in addition to teaching their core subject				
3.	Develop the criteria to identify students as "At Risk" using the students' academic history and reading level, discipline, and attendance. (Action plan #1)				
4.	Select the 150 at-risk students to be enrolled into the SWS				
5.	Develop a SWS schedule that focuses on students rotating as a cohort				
6.	Identify a location within the high school to house the SWS program so that the school can facilitate an individual identity. The area in the school should be, if possible, in an area that keeps students isolated in order to create the small school environment				

7.	The SWS will develop a refocus center (ISD) in order for the staff to handle negative student behaviors and implement student intervention plans				
8.	Develop a common planning for the core teachers of the SWS program				
9.	SWS teachers will create a system to monitor and follow-up on students' attendance and behavior daily				
10.	Reduce the number of electives available to students in the SWS program to better structure career planning				
11.	Monitor student grades and attendance on a regular basis and teach students to self-monitor using Infinite Campus				
12.	Investigate an automated system to update parents by e-mail or telephone regarding student achievement when grades fall below a "C"				
13.	Develop a system of communication and activities to establish positive relations between school and home				
14.	Evaluate the program by tracking SWS students' attendance, grades, and discipline referrals; may also track standardized test scores and longitudinal attendance, grade, and behavior patterns				
15.	Expand SWS Program to the 10 th grade if 9 th grade program is successful (SY 11-12)				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 8
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Establish a district-wide Check and Connect Program for identified at-risk students (K-12)

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop a mentoring program for all students with at risk markers following the guidelines established in <i>Elements of Effective Practice</i> developed and published by a national panel of mentoring experts brought together by MENTOR/National Mentoring Partnership and United Way of America				
2.	Implement the program Check & Connect to serve as the specific mentoring/monitoring program				
3.	Appoint a director/coordinator in charge of all program matters. The director will be responsible for overall project management, program staff supervision and program evaluation				
4.	Recruit and provide training for program monitors. Identify the types of individuals who will be recruited as monitors (as suggested by Check & Connect program guidelines)				
5.	Employ monitors that hold bachelor's degrees in a human services related field and have experience working with youth and/or families. Monitors will be provided weekly case consultation and ongoing supervision by project personnel				

6.	Monitors will be employed working 40 hours per week with a caseload of 40 to 50 students. The positions will be staffed so monitors can follow students from building to building				
7.	Employ one Support Staff position responsible for data management, mileage reimbursement, and other clerical support				
8.	Select students and prioritize those students who experience interpersonal, environmental, and/or behavioral stressors that interfere in their functioning in one or more of the following areas: poor school performance; academic underachievement; peer conflicts; truancy; poor socialization; behavioral concerns; and low self-esteem (See action plan #1)				
9.	Establish a public relations/communications effort for marketing, feedback, and collaboration				
10.	Develop a comprehensive system for managing program information including a combination of formative and summative assessment of the effectiveness of the district's Check & Connect program				
11.	Develop and implement a program budget and determine the amount of funding needed to start and sustain the program				
12.	Establish guidelines for interventions. Connect procedures also involve outreach to family members. Construct individual interventions that focus on minimizing education-related barriers identified by the family and on facilitating access to resources that directly or indirectly promote the student's connection with school				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 9
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Implement a customized mentoring program utilizing high school students trained to mentor and connect with elementary students

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Write the mentoring/leadership curriculum. See Mentoring attachments				
2.	Identify elementary school students who are at-risk as identified by the Flagging system (Action Plan #1)				
3.	Select the teacher/director who will oversee projects produced by high school seniors, and teach the curriculum				
4.	Identify high school seniors eligible to take this elective and participate in the program as a pass/fail class (50 to 100 seniors if possible). Eligibility depends on transportation and grade point average. Students must maintain a 2.8 GPA with 90% attendance and be on track to graduate. Two letters of recommendations from teachers and an administrator from high school				
5.	Determine the teacher to teach the class and track the students' progress. Use Eagle Time and arrange for teacher(s) to teach the four-week introduction. Use Talon room or cafeteria to train a larger number of students at one time				

6.	HS teacher will coordinate where high school students go to mentor and what elementary schools they will attend and students to be mentored. Elementary school principals make recommendations for students to be mentored			
7.	Coordination between mentor coordinator/teacher and elementary principals will determine the schedule of when (time and day) and where (room location, cafeteria, etc.) the mentoring specifically takes place. Could be completed via email, not a difficult process			
8.	Once a week high school students will turn in their logs, which could include experiences, any assignment generated from week, any data that may have been collected. Continuous work will be compiled toward final presentation. Elementary teachers and principals are evaluating the value of the program throughout the year			
9.	End of school year luncheon for mentors and elementary students. Celebrate successes			
10.	High school students present final presentation for project they have compiled over the year. Students can present to a board at the high school and perhaps a committee from MSSU. Look into developing the program for students to segway into a college leadership program similar to the A+ program. Program is still feasible without college portion			
11.	If program is successful the initial year, phasing in other layers should be considered for year two: e.g. adding HS mentors to middle school or HS or college mentors to high school			

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 10
 DATE: 04/23/09

STRATEGY: We will develop and support a plan for grades pre-k through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Each school will create more before & after-school clubs and activities to increase the percentage of students connected to school.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Each school will evaluate its students' interests and the current percentage of students participating in school activities before or after school.				
2.	Assess what clubs students would be most interested in and which clubs would engage students the most, pay extra attention to the At-Risk population's interests. (e.g. video game clubs, skate clubs, 4 H at the elementary, etc.) We suggest using an interest inventory sheet for all students to fill out at start and/or end of the year.				
3.	Determine what clubs or activities could be offered before, after, or during school.				
4.	Enlist school sponsors to supervise chosen clubs and activities (May be able to partner with community, faith-based organizations, or PTO's on this as well. Action plans #4-6, & action plan #11)				
5.	Determine frequency and length clubs and activities would be offered each week.				
6.	Determine location and equipment for possible clubs.				
7.	Club sponsors strategically pursue students identified as At-Risk in Infinite Campus. (Action plan #1)				

8.	Evaluate transportation needs and possible solutions for students who do not have adequate transportation to the clubs and activities. (Consider permission slips for carpooling home from clubs and activities or consider community or faith-based transportation from school or consider activity busses)				
9.	Track student attendance in clubs and activities.				
10.	Evaluate the percentage of students engaged in clubs and activities quarterly and adjust recruitment, club offerings, and transportation as needed.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 11
 DATE: 4/23/09

STRATEGY: We will develop and support a plan for grades Pre-k through 12 to significantly increase the number of students who successfully complete an elementary and secondary education.

SPECIFIC RESULT: Increase PTO participation in those schools that have fewer than 20 people in the leadership team, in order to enlist PTO resources to increase the involvement of parents of "At Risk" students.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Evaluate PTO effectiveness by comparing all schools current PTO leadership, activity production, and quantity of membership.				
2.	Year 1: Provide ongoing professional intervention, education, and training support to each PTO.				
3.	Strategically recruit volunteers who have the potential for the leadership skills conducive to building capacity. (Note: Many PTO's need male membership)(Note: Consider a larger media campaign to recruit members)				
4.	Implement a district wide PTO leadership team made up of the PTO officers led by a professional staff.				
5.	Orient new PTO members with a specific indoctrination plan that encourages capacity building.				
6.	Implement a periodic evaluation of each building PTO by the district PTO leadership team.				
7.	Partner with and educate the PTO on the need for activities that support the "At Risk" population.				
8.	Encourage the PTO to sponsor activities consistently that will engage the parents and families of the "At Risk" population. (Note: PTO Today example of fun nights at school)				

9.	Enlist PTO help in recruiting parents to assist with classroom and other educational activities. (like Action plans #3 & #10)				
10.	Evaluate the PTO's impact on the school and specifically on family attendance at school events.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 12
 DATE: 4/23/09

STRATEGY: We will develop and support a plan for grades Pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Increase parent involvement by 10% annually demonstrated by attendance at extra curricular activities designed specifically for parent / family engagement.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Evaluate current parent involvement and parent behavior for needed changes				
2.	Catalyze parent involvement during the first few months of school. Advertise, targeting parents of At Risk students that reinforcement will be given for specific demonstrated parent behaviors (e.g. checking on student performance, student attendance, etc.). Choose 3 behaviors that need to be changed, set reinforces, and send advisements to parents.				
3.	Provide monthly community resource awareness events, linked when possible with an incentive that encourages the use of the resource, including an enrichment activity that is valued/needed by the families. Give an incentive to the parents of "At Risk" students for attending the each.				
4.	Provide monthly family enrichment nights (maybe in conjunction with the above resource awareness events) that may include movie nights with food, internet access, computer training and other wholesome enrichment that can be determined through survey. (Action plan #11; PTO Today activities)				

5.	Embed training at each family activity night using a curriculum that promotes family wellness and student readiness to learn (like the Conscious Discipline curriculum). Give special invitation to parents of "At Risk" students with the guarantee of reinforces at the end of the event, upon submitting the invitation.				
6.	Have one parent night per quarter per building with emphasis at early childhood and elementary level. Feed them, have student recognition, have student performance, and educate parents on "The Target Topics of the Quarter" that will be reinforced with tangibles. These topics may include but not be limited to demonstrating and modeling family/school connection and the benefits of maintaining routines that promote student readiness to learn.				
7.	Use partnerships with the PTO's, community businesses, human service agencies, and faith-based groups to co-sponsor/provide these activities that are intended to increase parent involvement.				
8.	Use partnerships with the PTO's, community businesses, human service agencies, and faith-based groups to co-sponsor/provide these activities that are intended to increase parent involvement.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 13
 DATE: 4/23/09

STRATEGY: We will develop and support a plan for grades Pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Create an alternative education site and program for high school at-risk students to pursue a non-traditional, educational tract.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine a location or locations for the alternative education program. (i.e. Memorial MS, MO Career Center, etc.) (Note: different aspects may be housed at different locations)				
2.	Recruit 60 to 100 students in 10th & 11th grade who are flagged as at risk and who would benefit from the alternative site program of studies.				
3.	Test HS flagged candidates with the TABE (practice GED) test. Students should score at the 7th grade level or above to prove academic potential to be in the program.				
4.	Set up computer-aided instruction in the four core areas & use interdisciplinary instruction. (e.g. combine CA and Social Studies)				
5.	Teach character education as a consistent part of the curriculum (Note: Career Choices curriculum)				
6.	Teach job skills and career interest components as consistent parts of the curriculum.				
7.	Provide social worker intervention or counseling services weekly to students.				
8.	Implement a community outreach component, work component, or service-learning component in which students routinely interact with the community and businesses in a productive relationship.				

9.	Create a student incentive system to promote good citizenship and hard work in the program. (e.g. pay students for their work, offer future employment at cooperating sites, etc.)				
10.	Merge students back into MO Options (with a possible work option) or into JHS regular school program during the students' senior year.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
 PLAN NUMBER: 14
 DATE: 4/23/09

STRATEGY: We will develop and support a plan for grades Pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Create an alternative education site and program for middle school at-risk students to pursue a non-traditional, educational tract.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine a location or locations for the alternative education program. (i.e. Memorial MS, etc.) (Note: different aspects of the program may be housed at different locations)				
2.	Recruit 60 to 80 students grades 6-8th who are flagged as "At Risk" and who would benefit from the alternative site program of studies. (Action plan #1)				
3.	Set up computer-aided instruction in the four core areas & use interdisciplinary instruction. (e.g. combine CA and Social Studies)				
4.	Teach character education as a consistent part of the curriculum (Note: Career Choices curriculum)				
5.	Teach job skills and career interest components as consistent parts of the curriculum.				
6.	Provide social worker intervention or counseling services weekly to students.				
7.	Implement a community outreach component, work component, or service-learning component in which students routinely interact with the community and businesses in a productive relationship.				

8.	Create a student incentive system to promote good citizenship and hard work in the program.				
9.	Merge selected students into JHS into the SWS and later into the JHS alternative site program.				
10.	Evaluate the success of the program annually.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 1
PLAN NUMBER: 15
DATE: 4/23/09

STRATEGY: We will develop and support a plan for grades Pre-K through 12 to significantly increase the number of students who successfully complete an elementary and secondary education

SPECIFIC RESULT: Increase the use of school buildings and resources by individuals, community businesses, not for profits, and faith-based organizations for the purpose neighborhood betterment.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Evaluate the building use policy to assure it is friendly to use by target guests.				
2.	Advertise to target groups the availability of the buildings and the guidelines for use.				
3.	Encourage functions through partnerships that benefit the families of students who are At Risk				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 2
 PLAN NUMBER: 1
 DATE: 04/30/09

STRATEGY: Student Interventions-We will develop a comprehensive intervention plan, which provides sufficient support to address a student's lack of success at the initial determination of an academic or non-academic need.

SPECIFIC RESULT: Implement Choices Career Program to be used in all three middle schools

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Purchase the Choices Career Program for each middle school				
2.	Conduct counselor inservice training				
3.	Counselor will administer interest inventory to students at the beginning of the school year				
4.	Counselor will lead all the students through the Choices Career Program throughout the school year by visiting classrooms.				
5.	Each 8th grade student will use the curriculum to develop a personal plan of study, with the counselor, for their entrance into high school.				
6.	The personal plan of study will be passed onto the high school counselors to tailor student interests and needs.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 2
 PLAN NUMBER: 2
 DATE: 04/30/09

STRATEGY: Student Interventions-We will develop a comprehensive intervention plan, which provides sufficient support to address a student's lack of success at the initial determination of an academic or non-academic need.

SPECIFIC RESULT: Introduce a personal career plan of study with 5th grade students

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Administer currently implemented career interest inventory to all 5th grade students in the fall instead of waiting until 8 th grade to administer.				
2.	Counselor at each school will follow up with student in the classroom to discuss the results before students visit the MSSU campus.				
3.	All 5th grade students will visit MSSU campus (fall)				
4.	All 5th grade students will take a visit to FTC campus (spring)				
5.	Students will complete a questionnaire, created by the counselor, at the end of each visit to gain insight into the value of the visit.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 2
 PLAN NUMBER: 3
 DATE: 04/30/09

STRATEGY: Student Interventions-We will develop a comprehensive intervention plan which provides sufficient support to address a student's lack of success at the initial determination of an academic or non-academic need.

SPECIFIC RESULT: Utilize counselors to follow through with personal plan of study at each middle school grade level.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Administer currently implemented personal inventory test to all 7th and 8th grade students in the fall as preparation for their personal plan of study.				
2.	Counselor will analyze, and discuss results with each student.				
3.	Counselor or students will record summarized results in the student information system of Infinite Campus.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 2
 PLAN NUMBER: 4
 DATE: 04/30/09

STRATEGY: Student Interventions-We will develop a comprehensive intervention plan which provides sufficient support to address a student's lack of success at the initial determination of an academic or non-academic need.

SPECIFIC RESULT: Establish 2 full time counselors at each middle school

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Hire a total of two additional full-time counselors for the middle schools with the procedures that are currently established for the job posting and hiring of a school counselor.				
2.	The job description should include counselor shall assist in follow-up of career inventory as students transition to middle school, implement and administer Career Choices curriculum as designated, follow up with individual students regarding their results, and assist in the preparation of 8 th grade students' personal plan of study				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 2
 PLAN NUMBER: 5
 DATE: 04/30/09

STRATEGY: Student Interventions-We will develop a comprehensive intervention plan, which provides sufficient support to address a student's lack of success at the initial determination of an academic or non-academic need.

SPECIFIC RESULT: Establish district procedural guidelines for initiating juvenile referrals to juvenile services.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish district committee to review current procedures				
2.	Counselors and administration from each school meet with juvenile services to establish district procedural guidelines for initiating juvenile referrals to juvenile services.				
3.	Committee create resource that states procedural guidelines				
4.	Distribute procedural guidelines to school personnel and families				
5.	Conduct biannual meetings to review effectiveness of the procedures				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 2
 PLAN NUMBER: 6
 DATE: 04/30/09

STRATEGY: Student Interventions-We will develop a comprehensive intervention plan, which provides sufficient support to address a student's lack of success at the initial determination of an academic or non-academic need.

SPECIFIC RESULT: Prepare a guide of academic interventions to be available to staff, students and parents at each building and available on district website

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	A committee consisting of representatives from each discipline (principal, counselor, regular education, special education, OT, PT, etc.) to compile interventions available.				
2.	Committee would then organize and divide information into sections based on type of need.				
3.	Distribute a hard copy to each school to be kept in a central, accessible location that will be updated annually by this committee.				
4.	Make guide available on district website with hotspots that link to each resources website				
5.	Inservice staff on guide annually and include thorough training for TOPS participants.				
6.	Distribute letter with annual enrollment to inform parents of the guide.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 3
 PLAN NUMBER: 1
 DATE: 03/10/09

STRATEGY: We will provide high-quality, research based instruction and resources in every classroom everyday

SPECIFIC RESULT: Provide thorough and on-going professional development for all staff on Ruby Payne's work on poverty

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Train the TLA (Teaching and Learning) Instructional Coaches in the Ruby Payne strategies for working with students of poverty				
2.	All Staff Members (classified and certified) will receive professional development on Ruby Payne's work on poverty				
3.	New teachers will receive training during TOPS prior to beginning the school year				
4.	Buildings will complete a book study (red book) on Ruby Payne's work on poverty and implement the strategies (blue book) in the classroom				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 3
 PLAN NUMBER: 2
 DATE: 3-12-09

STRATEGY: We will provide high quality, research based instruction and resources in every classroom everyday.

SPECIFIC RESULT: Adjust school times to be in sync with adolescent biological Circadian rhythms providing for optimal social, physical and academic well being.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine most effective time to start school based on the research of adolescent Circadian rhythms in order to reap the most benefits (probably 9:00 a.m. at the earliest).				
2.	Work with transportation department to re-configure bus routes.				
3.	Organize a media blitz to get the information out to the public. Consider using letters mailed to parents/students, TV, radio, newspaper and Joplin Schools website. The three primary pieces of information to be conveyed are: the benefits of Late Start based on adolescent biology, the cost benefit of Late Start, and the new start time.				
4.	Develop a brochure touting the benefits of late start and the research that supports it. Supply statistics and web sites for more information. Distribute brochure widely.				
5.	Ensure that all Joplin School staff and personnel are also well versed in the many benefits of Late Start for adolescents.				
6.	Consider collecting data that will retrospectively show the positive benefits that Late Start has created in the Joplin Schools to be reported on to the public in the future.				
6A.	As an example: Work with the Joplin Police Department in tracking auto accidents for the adolescent age group before and after the Late Start is initiated.				

Responsible:

Action Plan

STRATEGY NUMBER: 3
PLAN NUMBER: 3
DATE: 04/12/09

STRATEGY: We will provide high quality, research based instruction and resources in every classroom everyday

SPECIFIC RESULT: Create a task force to develop a scope and sequence for the Joplin Writing Model

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	The task force will include teachers at all levels to develop the Joplin Writing Model with vertical alignment Pre-K through 12 th grade				
2.	The task force will define the expectations for each grade level using the work done by the assessment committee				
3.	Teachers at each grade level will create anchor papers based on the writing rubrics developed by the assessment committee last spring				
4.	Students writing will be evaluated quarterly				
5.	Common language that matches the MAP will be used by all teachers across the district in the writing process				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 4
PLAN NUMBER: 1
DATE: 04/30/09

STRATEGY: Develop and implement a comprehensive community relations plan that informs and engages our community

SPECIFIC RESULT: Establish a programming guide for JET-14

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Have JET-14 personnel establish a programming schedule				
2.	Publicize programming schedule through local media and school website				
3.	Evaluate annually the effectiveness of the schedule and revise accordingly				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 4
 PLAN NUMBER: 2
 DATE: 04/30/09

STRATEGY: Develop and implement a comprehensive community relations plan that informs and engages our community

SPECIFIC RESULT: Saturate local businesses, students, parents, and community members with Joplin Eagle decals

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine design of decal (size and colors)				
2.	Collect bids for decals				
3.	Determine best bid				
4.	Determine quantity needed				
5.	Determine distribution process and if there would be a fee charged for the decals				
6.	Distribute to community through various school resources				
7.	Evaluate annually the effectiveness of the program and revise accordingly				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 4
 PLAN NUMBER: 3
 DATE: 04/30/09

STRATEGY: Develop and implement a comprehensive community relations plan that informs and engages our community

SPECIFIC RESULT: Promote Eagle pride by painting an eagle symbol at school facilities. For example: sidewalks, parking lots, and entrances to the schools

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine design of eagle symbol (size and colors)				
2.	Determine type of paint needed				
3.	Determine best bid for paint and/or solicit donations				
4.	Seek school organization or student group to complete the painting task				
5.	Determine the number and locations appropriate for each school facility				
6.	Maintain appearance of the symbols on a regular basis				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 4
 PLAN NUMBER: 4
 DATE: 04/30/09

STRATEGY: Develop and implement a comprehensive community relations plan that informs and engages our community

SPECIFIC RESULT: Recognize Joplin community businesses or organizations on bimonthly basis on JET-14

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Selection and recognition guidelines developed by the Community/School Public Relations Director or Business Partner Committee				
2.	Recognize business or organization on JET-14 and the district website twice a month				
3.	Evaluate annually the effectiveness of the program				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 4
PLAN NUMBER: 5
DATE: 04/30/09

STRATEGY: Develop and implement a comprehensive community relations plan that informs and engages our community

SPECIFIC RESULT: Hire a Community/School Public Relations Director

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create job description				
2.	Seek District protocol approval from Cabinet and Board				
3.	Establish salary of director				
4.	Post job opening				
5.	Complete interview process				
6.	Hire person for position				
7.	Evaluate annually the effectiveness of the office and programs				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 5
 PLAN NUMBER: 1
 DATE: 04/30/09

STRATEGY: We will develop guidelines and standards that will provide data for the assessment of facility needs, both current and future.

SPECIFIC RESULT: Create a timeline within the long-range facilities plan that clearly outlines future bond issue projects.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Review outstanding bonds/bonding capacity of the district.				
2.	Prioritize future bond projects as identified in the facilities plan.				
3.	Work with administrative staff to create a timeline of bond issue projects based on prioritized list and bonding capacity/available funds. (Parameter: If at all possible continue with No Tax Increase issues)				
4.	Present timeline to the Board of Education in Work Session.				
5.	Seek Board approval.				
6.	Review timeline on an annual basis.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 5
 PLAN NUMBER: 2
 DATE: 04/30/09

STRATEGY: We will develop guidelines and standards that will provide data for the assessment of facility needs, both current and future.

SPECIFIC RESULT: Establish minimum standards for elementary schools

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine minimum acreage for elementary school site				
2.	Establish optimum classroom size, square footage per student				
3.	Set optimal building attributes, physical therapy rooms, computer labs, special classes, gymnasiums, etc...				
4.	determine life expectancy of air conditioning units and set rotation for replacement				
5.	Roofs will be evaluated, minimal requirements set, and rotation schedule evaluated				
6.	Parking needs will be evaluated and standards will be set				
7.	Sidewalks needs will be evaluated and standards will be set				
8.	Access issues at all existing schools will be evaluated and standards will be set in compliance with ADA.				
9.	Research and set standards for play yards for elementary schools.				
10.	Clearly define minimum maintenance needs for facilities.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 5
 PLAN NUMBER: 3
 DATE: 04/30/09

STRATEGY: We will develop guidelines and standards that will provide data for the assessment of facility needs, both current and future.

SPECIFIC RESULT: Establish minimum standards for middle schools and the high school.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Set optimal building attributes, physical therapy rooms, computer labs, special classes, gymnasiums, etc...				
2.	determine life expectancy of air conditioning units and set rotation for replacement				
3.	Roofs will be evaluated, minimal requirements set, and rotation schedule evaluated				
4.	Parking needs will be evaluated and standards will be set				
5.	Sidewalks needs will be evaluated and standards will be set				
6.	Access issues at all existing schools will be evaluated and standards will be set in compliance with ADA.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 5
PLAN NUMBER: 4
DATE: 04/30/09

STRATEGY: We will develop guidelines and standards that will provide data for the assessment of facility needs, both current and future.

SPECIFIC RESULT: The district will hire a consulting firm specializing in school district growth projections and demographics.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create a spec package to use for bids for demographic study.				
2.	Research companies that provided demographic studies for schools.				
3.	Hire a research company to conduct a demographic study of the district every five years				
4.	Annually track enrollment trends district wide, including specific sub-group data for special education, gifted, free & reduced lunch, and minorities.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 5
 PLAN NUMBER: 5
 DATE: 04/30/09

STRATEGY: We will develop guidelines and standards that will provide data for the assessment of facility needs, both current and future.

SPECIFIC RESULT: District facilities team will identify and make recommendations regarding inequities among elementary facilities.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	District facilities team will use data regarding minimum guidelines and standards of elementary facilities to address this specific result.				
2.	A sub committee of the district facilities team will evaluate each elementary facility in relation to the guidelines and standards				
3.	A formal report will be created which identifies and makes recommendations to address specific inequities in the elementary facilities. Any inequities should be prioritized.				
4.	This report will provide guidance in the development of the long-range capital outlay budget, as well bond issue timeline.				
5.	Square footage per student, classroom, special classrooms, resource room, cafeterias, & libraries				
6.	Specific areas to evaluate include technology, kitchens, parking, location regarding safety, busy roads, etc..., Accessibility				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 7
 PLAN NUMBER: 1
 DATE: 2/17/09

STRATEGY: We will develop and implement a long range financial plan that supports the strategic plan of the district.

SPECIFIC RESULT: Utilize the financial resource allocation decision tree as a tool to provide the financial resources needed to implement the districts long range strategic plan.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Read and familiarize assumptions.				
2.	Follow flow chart designed to determine funding.				
3.	Develop a timetable or calendar for the creation for the Long Range Financial Plan (LRFP).				
4.	Take the LRFP to the board for review.				
5.	Disseminate the LRFP.				
6.	Monitor budget vs. plan vs. actual.				
7.	Continually review and update decision trees				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 7
PLAN NUMBER: 2
DATE: 2/25/09

STRATEGY: We will develop and implement a long range financial plan that supports the strategic plan of the district.

SPECIFIC RESULT: Develop financial forecasting model.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Research other forecasting models in other school districts.				
2.	Develop and determine criteria used to forecast district finances.				
3.	Determine software needs for the forecasting model.				
4.	Determine the timetable for forecasting the District's financial status.				
5.	Implement forecasting model as stated in the Long Range Financial Plan				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 7
 PLAN NUMBER: 3
 DATE: 2/25/09

STRATEGY: We will develop and implement a long range financial plan that supports the strategic plan of the district.

SPECIFIC RESULT: Develop and implement rubrics for programs and capital outlay.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine Committee Members to create rubric				
2.	Review best practice rubrics				
3.	Determine Parameters & Criteria: <ul style="list-style-type: none"> - Tangible & Intangible - Financial & Non-Financial - Students impacted - Alignment with Strategic Objective - Amount of Funding Needed (cost per student) - How will outcomes be monitored - Safety & code compliance for capital items 				
4.	Timing <ul style="list-style-type: none"> - When will they evaluate programs and capital - How often will they evaluate programs and capital. 				
5.	Identify program and/or capital outlay "owners" that are responsible for filling out rubrics.				
6.	Cabinet Members and their delegates will be the owners				

Responsible:

(Shaded areas for administrative use in implementation phase)

Action Plan

STRATEGY NUMBER: 7
PLAN NUMBER: 4
DATE: 2/25/09

STRATEGY: We will develop and implement a long range financial plan that supports the strategic plan of the district.

SPECIFIC RESULT: Hire a grant writer for the district.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine the need for a grant writer for the district.				
2.	Research and determine job classification.				
3.	Develop a job description, including who the grant writer will report to.				
4.	Post job.				
5.	Conduct interviews.				
6.	Hire grant writer for the district.				
7.	Develop and implement an evaluation tool to assess the grant writer's performance.				

Responsible:

(Shaded areas for administrative use in implementation phase)

Joplin School District Strategic Planning
Financial Planning Action Team
Feb. 2009

Long-Term Financial Plan

Assumptions:

- 1) Standard, Operating, State-Mandated Programs (“core services”) are not covered by this process;
- 2) There will not be any basic changes in the financial parameters for the school district during the next 5-year strategic plan time frame;
 - a. No new revenue sources;
 - b. Basic fund reserves policies will remain the same;
- 3) A long-term (5-year) financial trend/forecast model must be prepared and agreed on by the Joplin BOE;
 - a. The model identifies potential shortfalls or excesses under existing environment
- 4) “Owners” of the proposed, new programs and/or capital outlay have created and provided a cost/benefit analysis to the Joplin Board of Education’s (“BOE”) Strategic Planning Committee and the Finance Director;
 - a. Rubric assessment model completed by the program Owners;
 - b. Analysis will estimate total amount of funding needed;
 - c. Analysis will outline nature of costs – ie one-time, ongoing, etc;
 - d. Analysis will identify number of students impacted;
 - e. Analysis will identify district goals addressed
- 5) Program or capital outlay funding considerations will only be determined through the 5-year strategic plan time frame;
 - a. Programs outlay will not be considered in perpetuity
- 6) The programs or capital to be evaluated have been reviewed, approved, and prioritized by the BOE;
 - a. Rubric assessment model to be developed and used to evaluate effectiveness of program;

Joplin School District Strategic Planning
Financial Planning Action Team
Feb. 2009
Long-Term Financial Plan

Decision Tree Questions:

- 1) Will the program replace an existing program?
 - a. Can resources be allocated from an existing program?
- 2) Is this program offered in other school districts?
 - a. Can resources be shared?
 - b. How do the other school districts fund their program?
- 3) What are the financial components of the recommendation?
 - a. Capital expenditure, Materials, or Personnel
 - b. Capital requests must have replacement schedule
 - i. Does the program outline include maintenance costs?
- 4) When will the program require initial funding?
 - a. Is there a long-lead time?
 - b. Will the funds be needed before the program is started?
- 5) Will the program require recurrent funding?
 - a. Annually, Semi-Annually, Quarterly, Monthly, More Frequently
 - b. Will the program drain fund reserves below acceptable levels at any time?
- 6) What funding options are available?
 - a. Current Operating Budget surpluses
 - b. Grants
 - c. Special community fund drive
 - d. Self supporting through fees, etc
 - e. Endowments
 - f. Debt
 - g. Other
 - h. What is the estimated lead-time required for these funding sources?
 - i. How reliable is the funding source?
- 7) What happens if actual spending does not equal proposed amounts?
 - a. What happens if more students participate than expected?
 - b. What happens if unexpected costs are incurred?
 - c. What if the program changes direction from its original design?
- 8) How will the program results be monitored and reported, objectively?
 - a. Can the District develop a standardized Rubric Assessment Model for the programs?
 - b. How will the success of the program be determined?
 - i. How much has been spent?
 - ii. How many students involved / impacted?
 - c. What is the status of future funding availability?
 - d. How often will the results be monitored and reported?

JOPLIN SCHOOLS

LONG RANGE STRATEGIC PLANNING

NOTES TO FINANCIAL STRATEGY FLOWCHARTS

Strategic Process—Finance Function Decision Tree:

This decision tree outlines the process the Joplin Schools' Financial Director will follow to ensure compliance with the financial policies of the School Board ("SB") in the area of funding new or existing programs or capital expenditures. The objective of the decision tree is to develop a means to communicate an objective, long-range financial plan that supports the strategic plan of the SB and identifies potential imbalances in the various school district funds in time for appropriate planning, correction, and coordination by the SB.

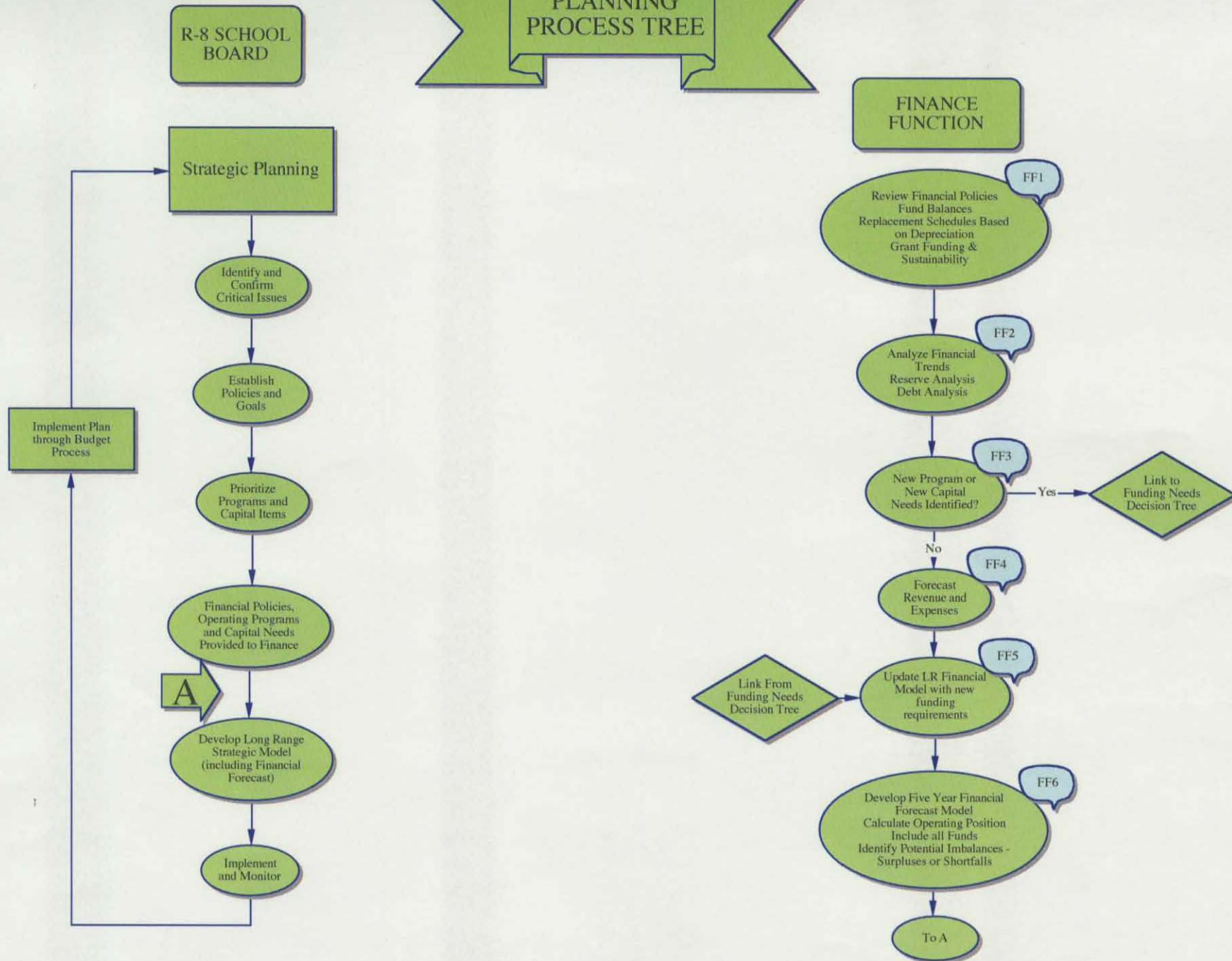
FF1—The Finance Director regularly reviews the financial policies, fund balances, capital replacement priorities and the current sources of funding for compliance with the SB mandates and directives.

FF2—The Finance Director periodically reviews the recent, historical trends in revenue sources, spending, capital outlays, fund levels, and debt levels. The goal is to create and refine an analytical model for forecasting financial resources and needs.

FF3—When the SB identifies and prioritizes new program or capital expenditures; the Finance Director evaluates these based on the criteria defined in the "Funding Needs Decision Tree."

FF4—The Finance Director annually prepares a 5-year Financial Forecast Model for all funds, based on the policies outlined by the SB in FF1, the recent financial trends noted in FF2, and the new programs and capital expenditures noted in FF3. Preliminary versions of the Financial Forecast Model may indicate inconsistencies with the SB policies, and identify potential imbalances between funding sources and operating or capital expenditures needs. These financial models, with potential funding imbalances included, are then presented to the SB (or the Strategic Planning Committee) for review, and development of alternatives to eliminate potential imbalances. A final Financial Forecast Model, that is in compliance with all SB policies will be included as part of the overall Long Range Strategic Model for the district.

STRATEGIC PLANNING PROCESS TREE



Funding Needs Decision Tree:

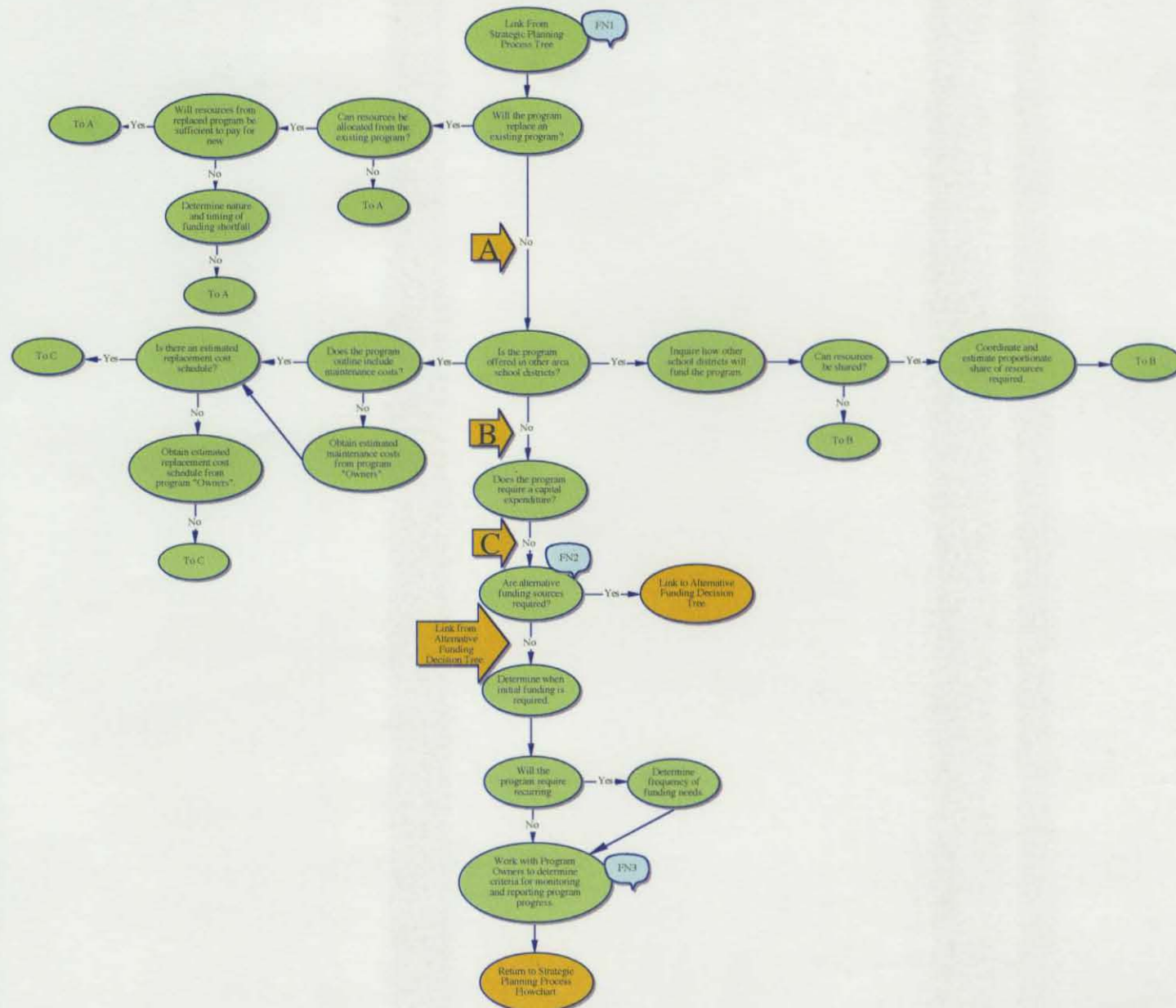
This decision tree outlines the process the Joplin Schools' Financial Director will follow to determine the financial nature of programs and capital expenditures, the timing of their funding needs, and the coordination of these financial needs with the "owners" of the programs and capital expenditures. The objective is to develop a systematic process to gather the relevant financial information for programs and capital expenditures.

FN1—When new programs or capital expenditures have been identified by the SB or the Strategic Planning Committee; the Finance Director will obtain a financial profile from the "owners" of the new programs or capital expenditures. The financial profile will identify the estimated amounts, nature and timing of the funding needs.

FN2—All programs that can be funded through alternative sources will be evaluated for the most efficient and effective funding sources. That process is outlined at the Alternative Funding Decision Tree.

FN3—A standard Rubric Assessment Model for all programs covered by this Long Range Strategic Model process will be developed. The "owners" of the programs or capital expenditures will prepare the Rubric Assessment Model. A standardized method of gathering, reporting and monitoring the financial components of the programs and capital expenditures will be part of the Rubric Assessment Model.

FUNDING NEEDS DECISION TREE



Alternative Funding Decision Tree:

This decision tree outlines the systematic method the Joplin Schools' Financial Director will follow when determining the funding options for programs or capital expenditures covered by the Long Range Strategic Plan. The objective is to enable the Financial Director to identify the most effective and efficient source(s) of funding available for each program or capital expenditure.

AF1—Once the financial nature and timing of programs and/or capital expenditures have been documented through the Funding Needs Decision Tree, the Finance Director will use this systematic process to identify the funding sources that can be used and which will be the most efficient and effective.

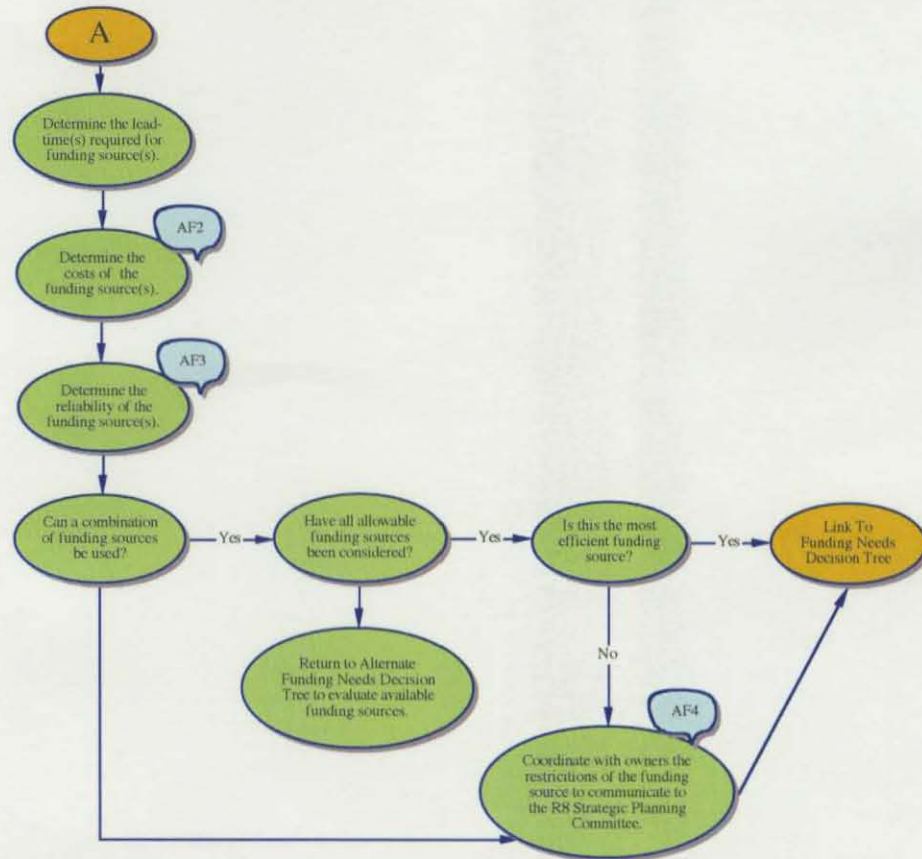
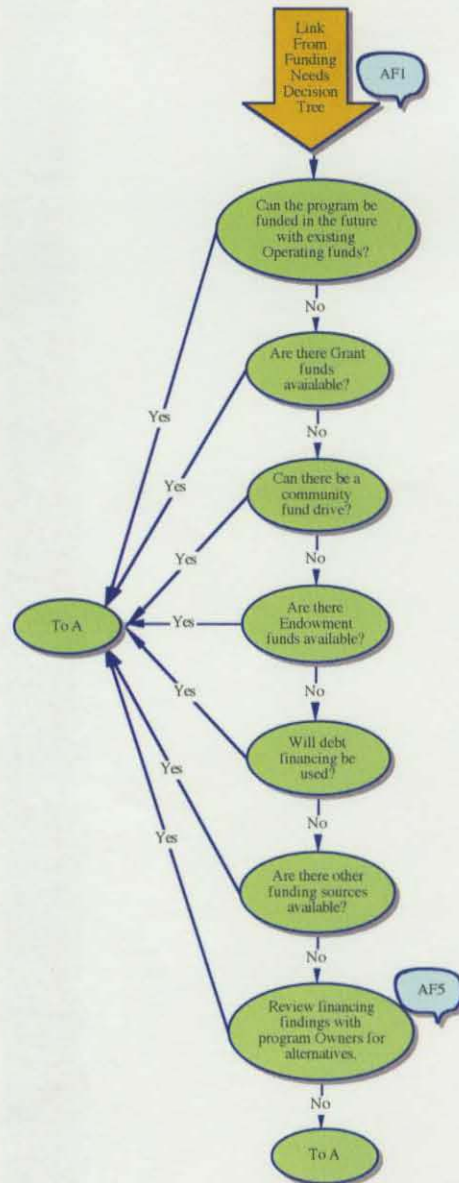
AF2—The Finance Director will estimate the amount of time required for when the application for funding is prepared to when the funding is received or available. The tangible and intangible costs for each funding source will be estimated. This information will be used in the Long Range Financial Model.

AF3—The Finance Director will determine a subjective reliability factor for each funding source. This will be used to determine if alternative funding sources should be considered and if the funding source is the most effective alternative.

AF4—If statutory requirements or other factors limit the selection of the funding sources, then the Finance Director should coordinate with the program or capital expenditure owners the nature of the restriction(s). This information should be provided to the Long Range Strategic Planning Committee for evaluation as to the effectiveness of the funding sources.

AF5—If "traditional" funding sources are determined not to be available for the programs or capital expenditures, then the Finance Director will coordinate with the owners of the programs or capital expenditures to determine what financial alternatives are available.

ALTERNATIVE FUNDING DECISION TREE



ENROLLMENT MONDAY

JUNE 1, 2009

SCHOOL	TOTALS	Pre-K	K	K	K	K	K	GR. 1	GR1	GR. 1	GR.1	GR. 1	GR. 2	GR. 2	GR. 2	GR. 2	GR. 2	GR. 3	GR. 3	GR. 3	GR. 3	GR. 3	GR. 4	GR. 4	GR. 4	GR. 4	GR. 5	GR. 5	GR. 5	GR. 5	
CECIL FLOYD	618		21	19	20	21	20	22	25	21	24	23	20	21	23	24	23	25	25	25	25		21	22	25	25	24	25	25	24	
SELF CONTAINED																															
COLUMBIA	248		23	20				25	24				23	23				18	19				18	18			18	19			
SELF CONTAINED																															
DUENWEG	125		18					16					21					24					21				25				
SELF CONTAINED																															
DUQUESNE	167		25					15	17				24					28					30				28				
SELF CONTAINED																															
EASTMORLAND	286		28	25				24	26				19	18	20			24	22				20	20			21	19			
SELF CONTAINED																															
EMERSON	209		22	23				21	21				25	24				17	14				12	12			18				
SELF CONTAINED																															
IRVING	264		25	24				19	18				20	19				26	28				25	23			18	19			
SELF CONTAINED																															
JEFFERSON	234		20	21				24	22				19	15				17	17				17	19			22	21			
SELF CONTAINED																															
KELSEY NORMAN	260		22	19				22	22				22	22				21	18				24	22			24	22			
SELF CONTAINED																															
MCKINLEY	251		26	22				20	22				23	21				15	16				20	23			20	23			
SELF CONTAINED																															
ROYAL HEIGHTS	294		25	26				27	30				23	23				32	27				26	22			16	17			
SELF CONTAINED																															
STAPLETON	442		22	20	23			31	25	26			23	26	23			26	25	28			25	25	26		22	25	21		
SELF CONTAINED																															
WEST CENTRAL	187		16	14				15	16				20	18				17	13				17	17			24				
SELF CONTAINED																															
TOTAL	3,585		610					643					625					592					575				540				
SCHOOL		GR. 6	GR. 7	GR.8	GR.9	GR.10	GR.11	GR.12																							
NMS	433	150	130	153																											
SMS	534	175	190	169																											
MMS	673	236	210	227																											
TOTAL	1,640	561	530	549																											
JHS	1,941				572	494	451	424																							
GRAND TOTAL	7,166																														
	Aide																														
																							</								

The

Legacy

Lives On!

