

MARIES CO. R-II SCHOOL DISTRICT
**COMPREHENSIVE SCHOOL
IMPROVEMENT PLAN**
2007-12

“BUILDING A LEGACY OF EXCELLENCE FOR ALL STUDENTS”

Board of Education

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OVERVIEW

By definition, a plan is a “detailed scheme, program, or method worked out beforehand for the accomplishment of an objective.” A Comprehensive School Improvement Plan (CSIP) is a plan that focuses on the improvement of the district’s and building’s student achievement/performance levels, programs, and services. A CSIP is created by a district to serve as a “road map” to the long-range improvement the district will make over a five year period. The CSIP incorporates improvement issues related to student performance, utilizing the skills of strategic planning. The strategic plan is both a creative and a participatory process that engenders new insights and assists the district in focusing its effort in pursuit of its mission.

The Maries R-II School District engages in long-range planning and the CSIP will provide the “road map” or “blueprint” by which the district and the individual buildings can carry out the mission and vision of the district. The CSIP identifies the goals and the specific strategies and action steps to bring about positive change within the district:

- To be proactive rather than reactive
- To focus on improvement related to student achievement/performance (MSIP Performance Standards), long-range facility and financial needs, and complex educational program adjustments
- To tie together a series of short-range (yearly) goals and activities in order to achieve a complex or larger goal
- To break complex improvements into manageable steps
- To analyze a complex goal and identify the essential, related components which are necessary to achieve the larger goal and which must be implemented in order for the larger, more complex goal to be realized
- To focus the efforts of the people involved (teachers, parents, community members, students, administrators, etc.) on a vision of the future, thereby encouraging a team effort to solving concerns
- To schedule ancillary support and resources necessary to implement long-range organizational or systemic change, such as professional development, Career Ladder programs, or retraining activities

DEVELOPMENT OF THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

The Maries Co. R-II School District has been working the past several months to develop a comprehensive plan to improve the programs and services provided to the students of the district. The process began in September of 2007 when the district established a Leadership Team composed of district administrators and counselors. The Leadership Team was responsible for the development and leadership of the stakeholder groups that would provide input into the strategic planning process: certified staff, administrators, support staff, parents, business and community leaders, Board of Education members, and students. Meetings were held to develop a draft plan and then this was presented to the stakeholder groups and they presented any changes they felt were necessary. These suggestions were then taken under consideration by the Leadership Team and the final Comprehensive School Improvement Plan was presented to the Board of Education for final approval.

DESCRIPTION OF THE PLANNING PROCESS

The stakeholder groups were asked to brainstorm the strengths and concerns of the district in an open forum. The facilitators from the Leadership Team were asked to guide the CSIP Stakeholder Focus Group through open-ended questions: What are the strengths of the district? What are the concerns of the district? In the following areas:

1. Technology
2. Curriculum
3. Community Involvement/Parent Education
4. Staff Quality/Professional Development
5. Job Satisfaction/Hiring Process
6. Safety/Climate/Discipline
7. Communication/Public Relations
8. Quality of Education/Student Preparedness
9. Transportation/Facilities/Food Service
10. Special Needs Students
11. Extracurricular/Other Programs

The facilitators allowed an open discussion and recorded the major points. These responses were aggregated into the most common responses and the group met together to determine any follow-up thoughts. The group was then asked to suggest possible action steps that would address the identified needs of the district. These were then taken under consideration by the Leadership Team and integrated into the draft CSIP where feasible. The concerns and strategies for improvement that were not used for the CSIP were passed on to the respective principals for consideration.

IDENTIFIED STRENGTHS AND CONCERNS

STRENGTHS

Elementary

- Dedicated, collaborative teachers and staff
- Strong tutoring programs and co-curricular activities
- Teacher recognition of students (e.g., Good Citizens, Academic Stars, MAP rewards, Study Island)
- Teacher active within the community
- Reading series that offers continuity PreK-5
- Strong Character Education Program

Middle School

- Strong Reading Counts Program
- Reading offered through seventh grade as a class
- Library open before and after school
- Availability of tutoring before and after school
- Teacher recognition of students (e.g., 6th, 7th, and 8th grade student of month, Good Citizen, Academic Star)

High School

- Strong vocational program
- Longevity of faculty and staff
- Collegiality of staff
- Availability of Dual Credit and Advanced Placement Courses
- Availability of tutoring before and after school
- A+ Program

District

- Learning Center (Alternative classroom)
- Technology and Curriculum Directors
- Benefits package (e.g., BOE paid insurance, base salary, sick leave, longevity bonuses, etc.)
- eMints Science Classrooms in all buildings (Technology)

- Strong co-curricular programs (e.g., Knowledge Bowl, athletics, etc.)
- Resource Officer
- Staff-student ratios
- Staff retention
- Financial stability
- Career Ladder – Step 2
- Organized food service
- LMCs
- Security (Cameras, Resource Officer)
- Class Size

CONCERNS

Elementary

- Lack of the sharing of best practices
- Lack of differentiated instruction (not just IEP)
- Lack of technology and training
- Lack of uninterrupted instructional time and too many non-MAP related units repeated yearly (e.g., Thanksgiving, pumpkins, etc.)
- Lack of organized commitment to strategies to increase MAP scores
- Lack of organized remediation
- Summer school that is only enrichment
- Overcrowding

Middle School

- Lack of communication between buildings,
- Lack of transportation for students who really benefit from tutoring before or after school
- Low Communication Arts MAP scores

High School

- Low attendance
- Low graduation rate/high drop-out rate
- ACT and MAP scores below state average
- Facilities need up-grading
- Bullying and harassment issues
- ACT scores

District

- Student management program not adequate
- PD not focused
- Lack of communication between buildings and vertical teaming among teachers
- Lack of data for program evaluation for documentation of academic effectiveness
- PAT count low
- Facilities need improvement
- Retention of quality teachers (i.e., need to improve induction program for new teachers and those entering the district)
- Communication between district/buildings and parents/community and need of additional opportunities for parent and community involvement
- Web-site needs to up-date
- Need to meet needs of subgroups
- Need to up-date crisis plan
- Need Lack of substitutes
- Low Communication Arts MAP scores

CSIP COMMITTEE AND FOCUS GROUP MEMBERS

Leadership Team

Zachary Templeton, Chairperson, High School Principal
Dr. Ted Spessard, Superintendent
Jim Bingaman, Technology Director
Alice Taylor, Curriculum Director/A+ Director
Sheryl Doss, Special Education Director
Dwane Smith, Middle School Principal
Maggie Ames, Elementary Principal
Chris Feeler, HS Counselor
Jeff Schultz, MS Counselor
Vanessa Feeler, Elementary Counselor

CSIP Focus Group Members

(Business and Community Members, Parents, Teachers, Students, Senior Citizens, Board of Education Members)

Nancy Janes	Randy Jett
Mareta Sherman	Jennifer Crutsinger
Ben Strobe	Marcia Menendez
Christina Moman	Marilynn Miller
Steve Miller	Mary Maddox
Hope Nilges	Rita Trainor
Jennifer Bacon	John Tackett
Rebecca Smith	Lori Tackett
Curt Keeney	Denise Edwards
Linda Donze	Danielle Tuepker
Bonnie Smith	

DISTRICT MISSION STATEMENT

“Building a legacy of excellence for all students”

DISTRICT CORE VALUES/BELIEF STATEMENTS

The Maries Co. R-II School District believes that:

- *Each student should be recognized as a unique individual*
- *Each student should be academically, socially, emotionally, and physically prepared for educational transitions*
- *Each student should be provided with opportunities and encouragement to be successful to the best of his/ her abilities*
- *Each student should develop a respect for our democratic heritage and develop skills to be a productive member of a global society*
- *Each student should be provided the opportunities necessary for him/ her to become a lifelong learner, an independent thinker, a respectful individual, and a responsible citizen*
- *It is the responsibility of the school district to provide a safe, nurturing, positive learning environment for all students*
- *It is the responsibility of the school district to provide, attract, and retain quality teachers and staff*
- *The education of children is a collaborative community responsibility*

KEY INDICATORS OF DISTRICT/BUILDING SUCCESS

- Increase in percentage of students scoring at proficient or above on the MAP tests
- Increase in student achievement within subgroups
- Increase in points on APR/NCLB indicators and measures

EVALUATION OF CSIP AND ANALYSIS OF STUDENT PERFORMANCE DATA

The Leadership Team will meet annually to evaluate the implementation and effectiveness of the district’s Comprehensive School Improvement Plan. Local input regarding the effectiveness of the measurable improvement objectives will be gathered by the Board of Education, administrators, principals, teachers, parents, community members, and students. It is extremely important to this district that students are improving in achievement, students are smoothly transitioning developmentally, students are participating in various extracurricular activities, students are exhibiting wellness, and that the social and emotional needs of students are being met. Appropriate building and district-level data will be collected and analyzed to determine whether or not the objectives have been achieved. The following types of data will be collected and reported annually to measure the effectiveness of the plan:

Longitudinal Data/Student Academic Data

- MAP, Stanford 10, End of Course Exams, and ACT/SAT scores and data and trends over time
- Common Assessment Data (formative and summative)
- Grades
- A+ Objectives Data

Teacher/Staff Satisfaction Data

- Surveys
- Vocational/college placement
- Increase in dual credit courses
- Teacher data – assignments, number of students, certifications, years of experience, education, etc.
- Resources available for classroom use
- Professional Development participation and types participated in
- Allocation of resources
- Enhancement of teacher competence and certification

Student behavioral Outcomes

- Discipline and Counselor Referral Data
- Attendance
- Persistence to Graduation
- Drop-out Rate

Demographic Data

- Enrollment projections
- Economic Information/community demographics
- At-Risk Student identification
- Special Needs
- Transient rates
- Diversity

Diagnostic Information

- Reading Tests (e.g., SRI)
- Interest Inventories

Parent, business, community satisfaction

- surveys
- focus groups
- open-ended feedback

Other

- Behavioral Scales
- APR Indicators
- Anecdotal Data
- Fitness Tests
- Nursing Staff Data
- Counselor Referrals
- Accident Reports
- A+ Data
- Graduation Follow-Up Data

CSIP GOALS AND MEASURABLE IMPROVEMENT OBJECTIVES

GOAL I: The district will increase student achievement and performance

Communication Arts:

Over the next 5 years, the percent of all students scoring proficient or above on the CA MAP test will increase by an average of 9.1% each year.

Over the next 5 years the percent of students scoring proficient or above on the CA MAP Grades 3-5 will increase by an average of 9.2% each year

Over the next 5 years the percent of students scoring proficient or above on the CA MAP Grades 6-8 will increase by an average of 9.7% each year

Mathematics

Over the next 5 years, the percent of students scoring proficient or above on the MA MAP will increase by an average of 8.5% each year.

Over the next 5 years, the percent of all students scoring proficient or above on the MA MAP Grades 3-5 will increase by an average of 7.8% each year.

Over the next 5 years, the percent of all students scoring proficient or above on the MA MAP Grades 6-8 will increase by an average of 8.4% each year.

Science

Over the next 5 years, the percent of all students scoring proficient or above on the SC MAP test at Grades 5 and 8 will meet the requirements set by AYP.

End of Course Assessments

Beginning in 2010, the percent of all students scoring proficient or above on the End of Course Exams will meet the requirements set by APR

Reading

Over the next 5 years, the percentage of all students reading at or above grade level will increase by an average of 3% each year.

APR Indicators

Over the next 5 years the MSIP APR indicators will increase to meet requirements.

Over the next 5 years, the percent of all graduates scoring above the national average on the ACT will increase by 2.5% each year.

Over the next 5 years, the average percentage of 11th and 12th grade credit earned in advanced courses will increase by 2% each year.

Over the next 5 years, the percent of all 11th and 12th graders enrolled in Career Education will be maintained (90%).

Over the next 5 years, the percentage of graduates entering college will increase by 5% each year.

Over the next 5 years, the percentage of identified students entering appropriate 2-year post-secondary placements, technical or vocational school placements, and high-wage job placement will increase by 2% each year.

Over the next five years, the percentage of entering freshmen who graduate from high school will increase by 3.3% each year.

Over the next 5 years, the average attendance rate will average 95% or greater.

Over the next 5 years, the percent of district IEP students scoring proficient or above will increase by an average of 5% in CA MAP and 5% in MA MAP each year.

Over the next 5 years, the percent of district F & R students scoring proficient or above will increase by an average of 9.4% in CA MAP and 9.8% in MA MAP.

Goal 2: The district will provide resources to support, attract, and maintain a high quality staff.

Over the next 5 years, the rate of retention of certified staff recommended for reemployment will average 90% or above.

Over the next 5 years, the rate of retention on non-certified staff members recommended for reemployment will average 90% or above.

Over the next 5 years, the number of teachers in the district with Masters Degrees or National Board Certification will be at or above the state average.

Goal 3: The district will provide and maintain appropriate resources and support and provide a positive school climate and a safe environment.

Over the next 5 years, the percentage of teachers participating in technology workshops will increase by 5% each year.

Over the next 5 years, the district will update the textbooks used within the district in all the core areas and in other areas as needed following the textbook replacement schedule.

Over the next 5 years, the Lexile scores of the students participating in the SRI program at the Middle School will increase by 5% each year.

Over the next 5 years, the percent of usage of available time in the LMCs will increase by 3% each year.

Over the next 5 years, the LMCs will meet all MSIP requirements for LMCs.

Over the next 5 years when given a needs survey, the majority of students, parents, and teachers will report a perceived positive school climate and a safe environment (e.g., Guidance Survey, Graduate Survey, and MSIP Survey)

Over the next 5 years, facilities throughout the district will be maintained and updated following a designated district facility improvement schedule

Goal 4: The district will promote community and parent involvement in support of the programs and academic achievements of students in the district.

Over the next 5 year, the percentage of parent contacts will increase as documented by teacher/parent contact sheets and telephone logs.

Over the next 5 years, the percentage of students and parents attending elementary reading nights will increase by 3% each year.

Over the next 5 years, the percentage of parents attending Parent-Teacher Conferences will be maintained and/or increased by an average of 3% district-wide.

Goal 5: The district will maintain and improve fiscal stability.

Over the next 5 years, the district will maintain a balanced budget with a 10% reserve.

I. Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable student to meet their personal, academic, and career goals

Goal 1: Increase student achievement and performance

- Measures:
- *Over the next 5 years, the percent of all students scoring proficient or above on the CA MAP test will increase by an average of 9.1% each year.
 - Over the next 5 years the percent of students scoring proficient or above on the CA MAP Grades 3-5 will increase by an average of 9.2% each year.
 - Over the next 5 years the percent of students scoring proficient or above on the CA MAP Grades 6-8 will increase by an average of 9.7% each year.
 - *Over the next 5 years, the percent of all students scoring proficient or above on the MA MAP test will increase by an average of 8.5% each year.
 - Over the next 5 years the percent of students scoring proficient or above on the MA MAP Grades 3-5 will increase by an average of 7.8% each year.
 - Over the next 5 years the percent of students scoring proficient or above on the MA MAP Grades 6-8 will increase by an average of 8.4% each year.
 - *Over the next 5 years, the percent of all students scoring proficient or above on the SC MAP test at Grades 5 and 8 will meet the requirements set by AYP.
 - *Beginning in 2010, the percent of all students scoring proficient on the End of Course Assessments will meet the requirements set by APR
 - *Over the next 5 years, the percentage of all students reading at or above grade level will increase by an average of 3% each year.
 - *Over the next 5 years the MSIP APR indicators will increase to meet requirements
 - Over the next five years, the percent of all graduates scoring above the national average on the ACT will increase by 2.5% each year
 - Over the next five years, the average percentage of 11th and 12th grade credit earned in advanced courses will increase by 2% each year.
 - Over the next 5 years, the percent of all 11th and 12th graders enrolled in Career Education will be maintained. (90%).
 - Over the next 5 years, the percentage of graduates entering college will increase by 5% each year
 - Over the next 5 years, the percentage of identified students entering appropriate 2-year post-secondary placements, technical or vocational school, and/or high –wage jobs will increase by 2% each year.
 - Over the next five years, the percentage of entering freshmen who graduate from high school will increase by 3.3% each year.
 - Over the next five years, the average attendance rate will average 95% or greater
 - Over the next 5 years, the percent of district IEP students scoring proficient or above will increase by an average of 5% in CA and 5% in MA each year.
 - Over the next 5 years, the percent of district F & R students scoring proficient or above will increase by an average of 9.4% in CA and 9.8% in MA.

Communication Arts

	2007	Priority	Desired Growth per Year	2008	2009	2010	2011	2012	5-Year Goal
Elem	38.0%	5 year	9.2%						83.7%
MS	35.9%	5 year	9.7%						83.7%
HS	40.4%	5 year	8.7%						83.7%
District	37.4%	5 year	9.1%						83.7%

Mathematics

	2007	Priority	Desired Growth per Year	2008	2009	2010	2011	2012	5-Year Goal
Elem	42.8%	5 year	7.8%						81.7%
MS	39.7%	5 year	8.4%						81.7%
HS	32.1%	5 year	9.9%						81.7%
District	39.5%	5 year	8.5%						81.7%

Science: To be set after 2009 testing

	2008	Priority	Desired Growth per Year	2009	2010	2011	2012	4-Year Goal
Elem		4 year						
MS		4 year						
HS		4 year						
District		4 year						

NCLB Communication Arts IEP Subgroup

Subgroup	2007	Priority	Desired Growth per Year	2008	2009	2010	2011	2012	5-Year Goal
Elem	8.6	5 year	15%						83.7%
MS	3.8	5 year	16%						83.7%
HS	-0-	5 year	-0-						83.7%
District	5.9	5 year	14.8%						83.7%

NCLB Math IEP Subgroup

Subgroup	2007	Priority	Desired Growth per Year	2008	2009	2010	2011	2012	5-Year Goal
Elem	22.9	5 year	11.75%						81.7%
MS	7.7%	5 year	14.8%						81.7%
HS	9.1%	5 year	14.52%						81.7%
District	15.3%	5 year	13.28%						81.7%

NCLB Communication Arts F & R

Subgroup	2007	Priority	Desired Growth per Year	2008	2009	2010	2011	2012	5-Year Goal
Elem	32.6%	5 year	10.22%						83.7%
MS	28.4%	5 year	11.06%						83.7%
HS	28.6%	5 year	11.02%						83.7%
District	30.5%	5 year	9.444%						83.7%

NCLB Communication Arts F & R

Subgroup	2007	Priority	Desired Growth per Year	2008	2009	2010	2011	2012	5-Year Goal
Elem	32.6%	5 year	10.22%						83.7%
MS	28.4%	5 year	11.06%						83.7%
HS	28.6%	5 year	11.02%						83.7%
District	30.5%	5 year	9.444%						83.7%

NCLB Math Subgroup F & R

Subgroup	2007	Priority	Desired Growth per Year	2008	2009	2010	2011	2012	5-Year Goal
Elem	39.1%	5 year	8.52%						81.7%
MS	28.4%	5 year	10.66%						81.7%
HS	22.2%	5 year	11.9%						81.7%
District	32.5%	5 year	9.82%						81.7%

MSIP GOALS

Indicator	2006/2007	Priority	Desired Growth per Year	2008	2009	2010	2011	2012	5-Year Goal
Advanced Courses	42.6%	5 year	2%						60%
Career Education	90%	5 year	Maintain 90%						90% or above
College Placement	42.9% 4 yr. 21.4% 2-year	5 year	5%/2%						60%/30%
Career Placement	68.8%	5 year	2%						78%
Graduation Rate	85.9%/81.3%	5 year	3.3%						100%
Elem Attendance	94.6%/94.2%	5 year	95% or above						95% or above
MS Attendance	94.6%/93.6%	5 year	95% or above						95% or above
HS Attendance	93.1%/92.8%	5 year	95% or above						95% or above
District Attendance	94.6%/94%	5 year	95% or above						95% or above
ACT Scores	21.6%	5 year	2.5%						45%

I. Student Performance

GOAL #1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas

PLANNING AND IMPLEMENTATION				MONITORING			PROGRESS	
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 3	6.1/6.2	1.1	<p>The district will continue to review and revise curriculum to align with state standards, GLEs/CLEs, DOKs, and any other state or federally mandated requirements to ensure that is rigorous and challenging for all students and meets the high expectations held for all students in the district</p> <ol style="list-style-type: none"> 1. The district will review and revise curriculum core area curriculum through the use of vertical and horizontal committees 2. The district will review and revise non-core area curriculum through the use of vertical committees where possible. 3. Curriculum will be continuously reviewed and revised following the district curriculum revision schedule designated in the District Curriculum Plan. 	Local State Title I PDC	Curriculum Director Principals Teachers	<p>Copies of completed curriculums</p> <p>Curriculum revision schedule (CRS)</p> <p>Copies of BOE minutes</p>	Annually per district program evaluation schedule	On-going

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PLANNING AND IMPLEMENTATION				MONITORING			PROGRESS	
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 3	6.3/ 9.2	1.2	<p>The district will support the Communication Arts Curriculum with resources, professional development, and availability of proven, research-based programs.</p> <ol style="list-style-type: none"> 1. The district will coordinate and continue to implement effective research-based reading/writing programs in all grade levels and schools (K-12) 2. The district will provide Content Reading Strategies in all curriculum areas 3. The Title One program will provide well-trained coaches as needed to adequately support teachers in the implementation of an effective research-based comprehensive literacy model (Running Records, Reading Assessment) 4. The district will provide adequate reading/writing curriculum materials that are appropriately leveled to enhance reading instruction 5. The district will provide resources to support reading and writing best practices and evaluate reading/writing data to guide instruction 6. The district will provide resources and activities that promote student independent reading (SRI, Reading Counts, SSR High School, etc.) 	Local State Title I PDC	Curriculum Director Principals Teachers	Participation rate Student Achievement Data Reading Scores Benchmark Assessments and Data Individual Reading Plan Data Principal Evaluations	Annually per district program evaluation schedule	Ongoing

			7. The district will implement effective reading and writing strategies in classrooms (e.g., Marzano), reading in the content areas, RCA.					
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I. Student Performance

GOAL #1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 3	6.3/ 9.2	1.3	<p>The district will support both the Mathematics and Science Curriculum with resources, professional development, and availability of proven, research-based programs.</p> <ol style="list-style-type: none"> The district will coordinate and continue to implement effective research-based math/science programs in all grade levels and schools (K-12) The district will provide Content Reading Strategies in all curriculum areas The Title One program will provide well-trained coaches as needed to adequately support teachers in the implementation of an effective research-based comprehensive math and science programs. The district will provide adequate math/science curriculum materials that are appropriately leveled to enhance comprehension and instruction. The district will provide resources to support and evaluate math/science data to guide instruction. 	Local State Title I PDC eMints Grant	Curriculum Director Principals Teachers	Participation rate Student Achievement Data Benchmark Assessments and Data Principal Evaluations	Annually per district program evaluation schedule	Ongoing

I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1	6.1/ 6.2	1.4	<p>The district will develop benchmark common assessments (formative and summative) to guide instructional improvement</p> <p>4. The district will develop benchmark common assessments in Communication Arts at all grade levels to provide appropriate formative and summative assessment data and monitor results</p> <p>5. The district will develop benchmark common assessments in Math at all grade levels to provide appropriate formative and summative assessment data and monitor results</p> <p>6. The district will develop benchmark common assessments in Science at all grade levels to provide appropriate formative and summative assessment data and monitor results</p> <p>7. The district will examine and implement software that will provide adequate management of student assessment data for teachers and administrators</p> <p>8. The high school will track the over-arching A+ objectives to provide appropriate data for student achievement and monitor results</p> <p>9. All benchmark tests will be aligned with state standards and GLEs/CLEs</p>	Local State	Curriculum Director Principals Teachers	<p>Copies of Benchmark Tests and Data</p> <p>Anchor Papers (high, middle, low)</p> <p>A+ Assessment</p>	Quarterly	Spring 2008

I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION				MONITORING			PROGRESS	
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 3	6.5	1.5	<p>The district will restructure high school, middle school, and elementary programs to increase student achievement</p> <ol style="list-style-type: none"> 1. The district will apply for a Response to Intervention (RtI) grant for high school and elementary. 2. If the RtI Grant is not received, the district will explore all avenues available to implement the RtI Model in the district 3. The district will explore all avenues available to implement HSTW or PLC in the high school. 4. The district will continue to expand dual credit and advanced placement offerings for the high school students 	<p>Local State</p> <p>Special Education Grant</p> <p>HSTW Grant</p> <p>PDC</p>	<p>Special Education Director</p> <p>Principals</p> <p>A+ Coordinator</p>	<p>Professional Development Data and Dates</p> <p>A+ Data</p> <p>High School Data on A+ Objectives</p> <p>Dual Credit and Advanced Placement Course Data</p>	<p>June 2008</p>	<p>2008-2011</p> <p>Ongoing</p>

I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 4	6.1/ 6.3/ 6.5	1.6	<p>The district will provide effective services/strategies and extend support for students who are at-risk.</p> <ol style="list-style-type: none"> 1. The district will continue to provide A+ tutoring 2. The district will continue to provide Career Ladder tutoring and activities to support at-risk students 3. The district will develop Individual Reading Plans for students Grades 2-6 who fall below reading level. 4. The district will continue to provide an alternative classroom for credit recovery and extend the time it is available to after-school hours. (Learning Center) 5. The district will explore the possibility of extending the high school day to include time for at-risk interventions. 6. The district will track the progress of students involved in the Elementary Homework Helper Program. 7. The district will continue to provide summer school classes to help at-risk students. 8. The district will review and revise the Procedural Guidance Plan to ensure identification and success of at-risk students. 9. The district will continue to develop partnerships with the Division of Family Services and other local and state agencies that will provide support to at-risk students. 	Local State Title I Title IV	<p>Curriculum Director</p> <p>Counselors</p> <p>Principals</p> <p>Teachers</p>	<p>A+ Data</p> <p>Career Ladder Data</p> <p>Reading Plan Data</p> <p>Learning Center Data</p> <p>Achievement Data</p> <p>Benchmark Testing Data</p> <p>Guidance Data</p> <p>Partnership Data</p> <p>District Program Evaluation Form and Data</p> <p>Professional Development Data</p>	<p>PGP Completed by Fall 2008</p> <p>Program Evaluation Guide completed spring 2008</p> <p>Annually per district program evaluation</p>	Ongoing

			<p>10. The district will implement a consistent framework for evaluation to determine successful programs implemented in the district that focuses on data-driven results.</p> <p>11. The district will explore and implement alternative methods of instruction for students at risk of failing.</p>					
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I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/ Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 5	7.1	1.7	The district will eliminate achievement gaps. 1. The district will assist Special Education (SPED) teachers in aligning IEP goals and objective to GLEs/CLEs 2. The district will target SPED student needs on an individual basis to improve MAP achievement. 3. The district will provide professional development to ensure understanding of MAP-A data collection for SPED students. 4. The district will identify and target free and reduced students scoring at basic or below on the MAP tests and implement strategies to help student achievement in deficit areas (CA and MA)	Local State Federal Title I PDC	SPED Director Counselors Title I Director Teachers	APR/AYP Data MAP Data IEPs aligned with GLEs or CLEs Grade reports	Annually per district program evaluation Quarterly grade terms	Ongoing IEP reviews

I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/ Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1	6.3/ 9.3	1.8	<p>The district will implement and sustain comprehensive programs to support students as they transition throughout school and to post-secondary opportunities, such as 2-year and 4-year colleges and universities, technical and vocational schools, military, or workplace).</p> <p>1. The high school will sustain the A+ Program Goals (A) All students will graduate (B) All students will complete high school studies that are challenging and the have identified learning experience (C) All students will proceed from high school graduation to college, post-secondary vocational or technical school or a high wage job with opportunities for workplace learning experiences.</p> <p>2. The district will maintain the A+ Advisory Committee and the Partnership Plan.</p>	Local State	Curriculum Director/A+ coordinator Counselors Principals Teachers	A+ Program Evaluation Data: # of students participating (total and per grade), comparison of attendance and GPA with school as whole, %age of students entering further education, military, and high-wage jobs)	Annually in May	Ongoing

I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/ Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1	9.3	1.9	<p>The district will provide resources to ensure high school curriculum, instruction, and assessments are aligned to ACT outcomes.</p> <ol style="list-style-type: none"> 1. The district will obtain sufficient student ACT data to guide curriculum and instruction decisions. 2. The district will provide adequate print and electronic practice materials in classrooms, labs, and media center. 3. The district will offer ACT preparation for students in school and/or in summer school. 4. The district will gather formative data by administering the PLAN test to 10th graders. 	Local State	<p>HS Counselor</p> <p>HS Principal</p> <p>Teachers</p>	<p>ACT Scores and Data</p> <p>PLAN Test</p> <p>APR</p>	<p>Upon receipt of testing results</p> <p>APR in October</p>	Ongoing

I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1	7.3/ 9.4	1.10	<p>The district will promote appropriate placement of career education students.</p> <ol style="list-style-type: none"> 1. The district will maintain a Career Education Program and promote appropriate placement of career students. 2. The district will continue to evaluate and reform the district vocational programs that are responsive to workplace needs and provide effective preparation for career opportunities and further education. 3. The district will review and revise the Guidance Program as needed (i.e., change from pathways to career clusters). The district will encourage students to pursue the College Prep Certificate and will explore the new Career Prep Certificate 4. The district will continue to encourage students to attend RTI/RTC in Rolla. 	<p>Local State</p> <p>Perkins Grant</p> <p>Vocational enhancement Grants</p> <p>FV-4 Grants</p>	<p>HS Counselor</p> <p>HS Principal</p> <p>A+ Coordinator</p> <p>CTE Teachers</p>	<p>Career Placement Data</p> <p>Guidance Plan Revisions</p> <p>RTI/RTC Student Data</p> <p>APR</p>	<p>Annually per district program evaluation</p> <p>APR in October</p>	<p>Fall 2008 Career Prep Certificate</p>

I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1	9.5	1.11	<p>The district will increase the graduation rate of incoming freshmen.</p> <ol style="list-style-type: none"> 1. The district will provide early intervention strategies and programs for 9th and 10th graders. 2. The district will identify at-risk students by the end of the first grading period. 3. The district will provide A+ tutoring and Career Ladder activities and tutoring. 4. The district will explore the possibility of an extended day to meet early-on the needs of identified at-risk students. 5. The district will seek the resources to implement the MO-OPTIONS Program 	Local State Title I Title IV	HS Counselor HS Principal A+ Coordinator Teachers	Attendance Data Grades Referral and Discipline Data At-Risk Data	APR in October	Ongoing

I. Student Performance

Goal 1: Increase student achievement and performance

Measurement Data:

- Student achievement will be measured using MAP, ACT scores, benchmark common assessments, grade reports, attendance data, discipline data, and the tracking of A+ objectives across all curriculum areas.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/ Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1	9.6/8.1/ 8.11	1.12	<p>The district will investigate and implement ways in which to increase attendance</p> <ol style="list-style-type: none"> 1. The district will review and revise policies for attendance in all buildings. 2. The district will review incentives for student attendance. 3. The district will review and revise transportation procedures and policies. 4. The district will review safety programs, precautions, and procedures at all levels. 5. The district will review and evaluate new programs such as Character Education for its impact on student attendance, behavior/referrals, and achievement. 6. The district will study the effectiveness of the current OSS/ISS program and make revisions as needed. 7. The district will provide professional development for teachers, students, and parents which promotes high levels of attendance (e.g., A+ Program, Character Education). They will collect data at all demographic levels with an emphasis on students who are free and reduced lunch. 	Local State Title I Title IV PDC	Principals Teachers Counselors Safety Coordinator Superintendent	APR PDC data Demographic Data Discipline Data Character Education Data	APR in October Annually per district program evaluation	Ongoing

II. Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency/District) mission, goals, and objectives.

Goal 2: The district will provide resources to support, attract, and maintain a high quality staff.

Measurement Data:

- Over the next 5 years, the rate of retention of certified staff recommended for reemployment will average 90% or above
- Over the next 5 years, the rate of retention of non-certified staff members recommended for re-employment will average 90% or above.
- Over the next 5 years, the number of teachers in the district with Masters Degrees or National Board Certification will be at or above the state average.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 5	6.1/6.7/ 8.4	2.1	<p>The district will develop a plan for the recruitment and retention of quality teachers and other staff.</p> <ol style="list-style-type: none"> 1. The district will revise the district brochure with the help of patrons and community members. 2. The district will develop an action plan for attracting and seeking out qualified teachers which will include increased job fair attendance by administrators and partnerships with universities and colleges that have education programs. 3. The district will review and revise the PBTE to reflect an emphasis on instructional practices and data-driven results. 4. The district will review and revise the Career Ladder Plan to reflect an emphasis on instructional practice and data-driven results. 5. The district will promote programs for teacher advancement (e.g., Masters Programs, National Board Certification) 6. The district will continue to provide mentoring for new teachers their first two years with the district and have and provide an induction program for new hires. 	Local State Title I Title IIA PDC	Superintendent BOE Principals Special Education Director Career Ladder Committee	Copy of Plan New Teacher/Mentoring Handbook PDC Data	Annually in May Annually per district program evaluation	Brochure Spring 2008 Ongoing Fall, 2008

			<p>7. The district will provide effective professional development through the South Central RPDC and other organizations and provide funds for teachers to participate in professional development out-of-district.</p> <p>8. The district will provide professional development on the Marzano strategies for all grade levels.</p> <p>9. The district will provide professional development that focuses on the development of benchmark assessments (formative and summative)</p> <p>10. District will encourage ongoing participation in professional development in the area of mathematics. (MCTM, Interface, RPDC math training)</p>					
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III. Facilities, Support, and Instructional Resources: Provide and maintain appropriate instructional resources, support services, and safe facilities

Goal 3: The district will provide and maintain appropriate resources and support and provide a positive school climate and a safe environment.

Measurement Data:

- Over the next 5 years, the percentage of teachers participating in technology workshops will increase by 5% each year.
- Over the next 5 years, the district will update the textbooks used within the district in all the core areas and in other areas as needed following the Textbook Replacement Schedule.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1	6.4	3.1	<p>The district will update and maintain technology resources and utilize to improve student achievement.</p> <ol style="list-style-type: none"> 1. The district will install eMints classroom technology and equipment and the eMints teachers will complete professional development for the program. Data from the eMints classrooms will be compared with data from regular classrooms. 2. The technology curriculum will be revised to include the eMints objectives. Technology skills will be embedded in all curricula. 3. The district will provide ongoing professional development to train faculty and staff in technology literacy. 4. The district will continue to require keyboarding skills for all Middle School students. 5. The district will continue to expand the use of Smart Boards for improved student achievement. 6. The district will maintain the Network Infrastructure 7. The district will upgrade and/or replace technology software and equipment in each building on a systematic basis, including the district student record system 	<p>Local State eMints Grant</p> <p>Business Technology FV4 Enhancement Grant</p> <p>PDC</p>	<p>Curriculum Director</p> <p>Technology Coordinator</p> <p>Principals</p> <p>Teachers</p>	<p>PDC Data</p> <p>eMints Data</p> <p>Survey Data</p> <p>Textbook Update Schedule</p>	<p>Annually per district program evaluation</p>	<p>Student records system Fall 2008</p> <p>On-going</p>

III. Facilities, Support, and Instructional Resources:

Goal 3: The district will provide and maintain appropriate resources and support and provide a positive school climate and a safe environment.

Measurement Data:

- Over the next 5 years, the Lexile scores of the students participating in the SRI program at the Middle School will increase by 5% each year.
- Over the next 5 years, the percent of usage of available time in the LMCs will increase by 3% each year (e.g., who and how often).
- Over the next 5 years, the LMCs will meet all MSIP requirements for LMCs.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 6	6.3/6.8/ 7.7	3.2	<p>The LMCs will provide an integral part of the total education program.</p> <ol style="list-style-type: none"> 1. The LMCs will continue to host at least one book fair or other community based project each year. 2. The librarians will provide information about the services provided through the LMCs to the community, parents, teachers, and students. 3. The Middle School librarian will continue to monitor the Reading Counts program. 4. All the librarians will provide resource information for classroom teachers and students. 5. The district will schedule and open the LMCs before and after school for students and community as needed 	Local State	Librarian Teachers Principals	LMC Data Newsletters or Articles in the newspaper about services SRI Data	Annually per district program evaluation	Ongoing

III. Facilities, Support, and Instructional Resources:

Goal 3: The district will provide and maintain appropriate resources and support and provide a positive school climate and a safe environment.

Measurement Data:

- Over the next 5 years, when given a needs survey, the majority of students, parents, and teachers will report a perceived positive school climate and a safe environment (e.g., Guidance Survey, MSIP Survey)

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 6		3.3	<p>The district will establish a positive school climate and a safe environment for students and staff.</p> <ol style="list-style-type: none"> 1. The district will review and revise the crisis plan and upgrade or acquire new safety equipment (e.g., evacuation procedures, cameras in hallways, fire extinguishers, etc.) 2. The district will work with the community agencies to prepare for crisis situations. 3. The district will maintain drug, violence, harassment prevention programs for students (e.g., Drug Ed Program, SNAP, Health classes, A+ Program) 4. The district will implement revised emergency response procedures in all school buildings. 5. The district will conduct mandatory testing and inspection of alarms and boiler systems as required by statute. 6. The district will conduct mandatory lock-down and evacuation drills. 	Local State Title IV	Superintendent BOE Local emergency response providers Principals Teachers	Crisis Plan BOE policy Emergency Drill Records Safety Inspection documentation	Annually After safety drills	Crisis plan revision Fall 2008 Ongoing

III. Facilities, Support, and Instructional Resources:

Goal 3: The district will provide and maintain appropriate resources and support and provide a positive school climate and a safe environment.

Measurement Data:

- Over the next 5 years, facilities throughout the district will be maintained and updated following a designated district facility improvement schedule

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/ Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1 DI 6	8.10 8.11	3.4	<p>The district will maintain and improve district facilities.</p> <ol style="list-style-type: none"> 1. A district facilities improvement schedule will be established. 2. Elementary improvements such partitions in bathrooms, playground doors, painting, floors, shades,etc. will be taken care of in a timely amanner 3. Options for overcrowding in the elementary will be explored. (i.e., classrooms, nurse’s office, etc.). 4. Middle school improvements such as restrooms, windows, scoreboard, water leak, etc. will be taken care of in a timely manner. 5. Options for remodeling the locker rooms in the gym will be considered. 6. High school improvements such as bathrooms, ceiling tiles, painting, roof work, etc. will be taken care of in a timely manner. 7. Facilitiy improvements in the high school will be studied: front entrance, classroom doors, bleachers, lockers, windows, student parking lot, sidewalk on east side, concrete at bus curbs etc., 	Local	Superintendent Principals	Buget Completed work requests	Annually	Fall, 2008

IV. Parent and Community Involvement: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Goal 4: The district will promote community and parent involvement in support of the programs and academic achievements of students in the district.

Measurement Data:

- Over the next 5 years, the percentage of parent contacts will increase as documented by teacher/parent contact/telephone logs.
- Over the next 5 years, the percentage of students and parents attending elementary reading nights will increase by 3% each year.
- Over the next 5 years, the percentage of parents attending Parent-Teacher Conferences will be maintained and/or increased by an average of 3% district-wide.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/ Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 6	9.5/8.8/ 7.5/7.6/ 6.1/7.3/ 8.5/ 13.5/7.5	4.1	<p>The district will research, identify, and implement successful strategies for increasing parent and community involvement in PreK-12 education.</p> <ol style="list-style-type: none"> 1. The district will identify and promote ways in which to involve parents and community members in the schools (e.g., A+ Program, PTO, Parent Nights, PT Conferences, Open House, etc.) in a Parent Involvement Handbook. 2. The district will continue to add information to the web-site to inform parents about the schools, about programs provided by the schools, and about activities presented at the schools. In a timely manner (e.g., Calendar of events, Student/Parent Handbooks, A+ Information, etc.) 3. The district will continue to expand the A+ Partnership Plan. 4. The district will have a Freshman Orientation for parents and entering 9th grade students. 5. The district will continue to provide parent and student handbooks at all buildings. 	Local State	Principals Superintendent Teachers	District Parent Involvement Handbook Website Advisory Committee Lists Parent and Student Handbooks for Buildings and A+ Program Correspondence with Community Members (e.g., Newspaper articles, Notes Home, etc.)	Annually Monthly BOE meetings	Parent Involvement Handbook Spring 2008 Ongoing

			<p>6. The district will continue to have parents and community members participate on the Steering Committee and other advisory committees in the district.</p> <p>7. The district will disseminate critical information in a timely manner so that parents and the community are informed as soon as possible.</p> <p>8. The district will investigate software programs on which parents can check student grades, attendance, etc.</p>			Sign-In Sheets		
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V. Governance: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons.

Goal 5: The district will maintain and improve fiscal stability.

Measurement Data:

- Over the next 5 years, the district will maintain a balanced budget with a 10% reserve.

PLANNING AND IMPLEMENTATION					MONITORING			PROGRESS
DI #	MSIP Standard	Strategy Number	Strategy/ Action Steps	Funding	Monitored By	Monitoring Data	Monitoring Dates	
DI 1	6.4/6.8/ 7.1/7.2/ 7.3/8.4/ 8.5/	5.1	<p>The district will provide funds and maintain a balanced budget for the district.</p> <ol style="list-style-type: none"> 1. The district will develop short and long range educational goals and goals for facilities and maintenance. 2. The district will provide adequate instructional supplies to meet the educational needs of all students. 3. The district will provide competitive salaries to attract and maintain quality teachers, administrators, and support staff. 4. The district will secure funds for capital project improvements for buildings (e.g., a building at the Belle campus to decrease class sizes and crowding in the elementary and high school) 5. The superintendent will create a budget and receive BOE approval, prepare monthly financial reports, review on a monthly basis the reserves in the operating and capital funds, and monitor district expenditures compared to budget to determine projections for fiscal year-end spending. 	Local State Loans	Superintendent BOE	District Budget Budget Audit County Tax receipts Tax Levy	January and July BOE meetings August tax levy hearing	Ongoing