

I. CONTINUOUS IMPROVEMENT

A. Current Profile:

Located on the fringes of Jackson, the state's capitol, Clinton has been designated as a Mississippi "Most Livable City"; is home to Mississippi College, one of America's 64 oldest colleges; and proudly supports the Clinton Public School District, considered high performing according to state standards gauged by the Mississippi Accreditation System. Population according to the 2000 census is 23,347. The median family income is \$53,482 (compared to the \$33,659 for the state). The median resident age is 33.1 years (compared to 31.2 for the state). Clinton is governed by a five member Board of Trustees, four appointed by the Board of Aldermen and one elected by qualified voters living outside the city but within the district's territory. Board composition presently is three males and two females and three Caucasian and two African-American.

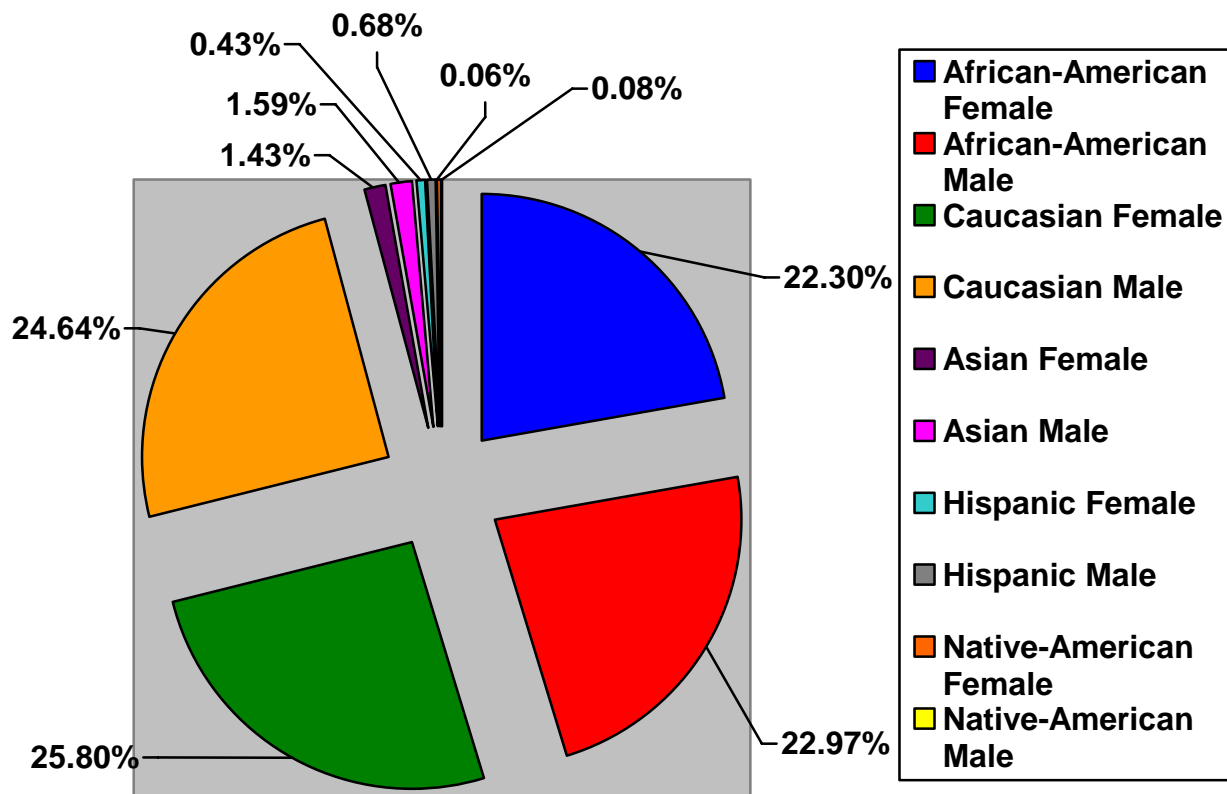
The Clinton Public School District was formed in 1970 by a federal consent decree and encompasses approximately 134 square miles. Unique in its school organizational design, the nine schools are Clinton Park Elementary School, serving kindergarten and first grade; Northside Elementary School, serving second and third grades; Eastside Elementary School, serving fourth and fifth grades; Lovett Elementary School, serving sixth grade; Clinton Jr. High School, serving seventh and eighth grades; Sumner Hill Jr. High School, serving ninth grade; Clinton High School, serving tenth through twelfth; Clinton Career Complex, serving high school students in vocational programs; and Clinton Alternative School, serving students in kindergarten through twelfth grade for academic and/or behavioral improvement.

Due to a relatively low free and reduced rate of 38.17% for the District, a minimal amount of federal funds is received. As a result, only two of the schools, Clinton Park and Northside Elementary, are Title I schools. Title I funds are used primarily to employ intervention specialists who provide supplemental services to struggling students. Presently, there are four Intervention Specialists at each Title school. District and special education funds are used to employ intervention specialists and/or teachers for remedial coursework at Eastside Elementary, Lovett Elementary, Clinton Jr. High, and Sumner Hill Jr. High.

The Clinton Public School District, as reported on the FY06 Mississippi State Report Card, boasts of having 95% of 1,216 core academic classes taught by highly qualified staff as defined by "No Child Left Behind Act of 2001" and 95.5% core academic subject teachers. The graduation rate is 90% and the average attendance rate is 96%.

Student enrollment has remained fairly consistent at approximately 4,800 for the last several years. Ethnic composition is 1,078 or 22.3% African-American female, 1,110 or 22.97% African-American male, 1,247 or 25.8% Caucasian female, 1,191 or 24.64% Caucasian male, 69 or 1.43% Asian female, 77 or 1.59% Asian male, 21 or 0.43% Hispanic female, 33 or 0.68% Hispanic male, 3 or 0.06% Native-American female, and 4 0.08% Native-American male for a total of 4,833. There are 45.27% African-American, 50.44% Caucasian, 3.02% Asian, 1.11% Hispanic, and 0.14% Native-

American. There are 2,415 males and 2,418 females. The chart below displays the enrollment by ethnicity and gender:



Between FY04 and FY06, the Clinton Public School District proudly claims 14 National Merit Semi-Finalists out of which 1 Finalist emerged. In addition to the National Merit Semi-Finalists were 3 Achievement Semi-Finalists (open to minority students only). From the Class of 2006, 124 seniors accepted scholarships from 22 different colleges and universities throughout the United States. Of these, 17 were athletic. The total scholarship money was \$2,772,085. In addition to scholarships, 55 seniors received one time monetary awards from 30 different local, civic, or private organizations. Since 2004, there has been a 69.86% increase in the number of scholarship recipients and a 133.26% increase in the dollar award.

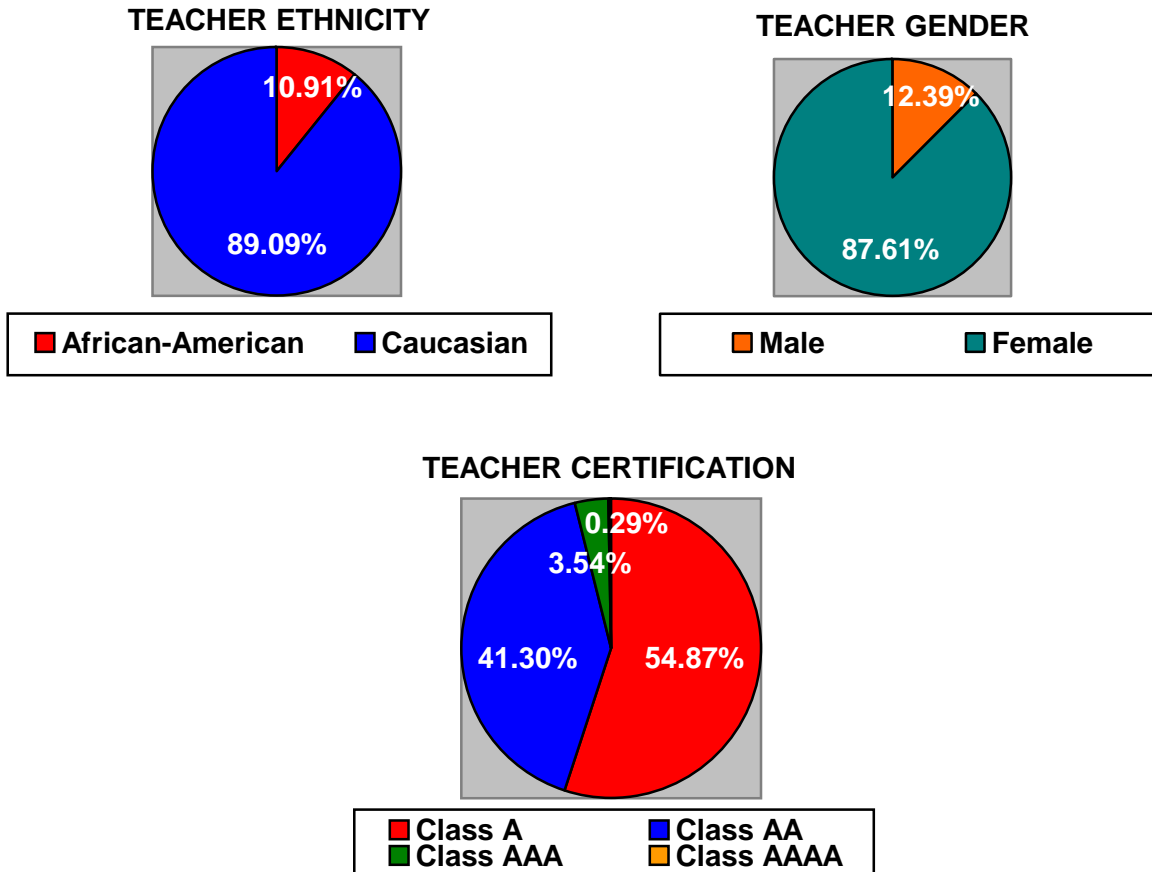
In the Class of 2006, 76 or 26.39% of the 288 graduates finished with an 'A' average. Of the top 10 students, the ACT average score was 29.20 with the highest score being 32 and the lowest score being 26. 90% of graduates enrolled in post-secondary colleges or universities, 50% in community colleges, and 40% in senior colleges. The Core Composite Score for the 96% of seniors taking the ACT was 22.5, compared to the Mississippi Core Composite score of 19.6 and the National Core Composite Score of 21.1. The Scholastic Aptitude Test, a requirement for many universities and for all National Merit Semi-Finalists, was taken by 5% of the senior class and the average scores were as follow: Verbal – 606 and Math – 602.

74% of the students enrolled in Advanced Placement courses, college-level courses giving students the opportunity to earn college credit while still in high school, scored 3 or higher; 9 scored 5; 20 scored 4; and 40 scored 3.

During academic competitions conducted in Mississippi science and math students earned the following honors: 1 student in the top 1% in biology; 1 student in the top 2% in math; 2 students in math and 1 student in chemistry in the top 3%; 5 students in math, 5 students in chemistry, and 1 student in physics in the top 10%; and 2 students in biology, 2 students in math, and 1 student in physics in the top 20%. Clinton High School finished 3rd place in the state tournament.

Students and teams have earned a vast array of honors, too many to mention, in state, regional, and national competitions in the areas of vocation, forensics, football, basketball, baseball, softball, soccer, golf, tennis, volleyball, track, swimming, bowling, power-lifting, art, choir, and band.

There are 339 teachers, 186 or 54.87% Class A, 140 or 41.3% Class AA, 12 or 3.54% Class AAA, and 1 or 0.29% Class AAAA Certification. The average years of service among teachers are 13.34. There are 37 or 10.91% African-American, 302 or 89.09% Caucasian, 42 or 12.39% male, and 297 or 87.61% female employees. Teachers who are National Board Certified number 39. Of the 339 teachers, 214 or 63.13% reside in Clinton. Charts following exhibit data:



To ensure incoming stakeholders are acquainted with District ideals, the Clinton Teacher Induction Program (CTIP) provides annual professional development for all newcomers to the District, both veteran and new teachers alike. Mentors from corresponding school sites are assigned to encourage, assist, and answer questions. This program assists the Clinton Public School District in retaining highly qualified personnel. One key book adopted for training purposes, Why Didn't I Learn This in College?, prepares new teachers for reality of the classroom experiences and arms them with prior knowledge of issues they may face.

The principals are composed of four females—three elementary and one vocational, and five males— one elementary, three secondary, and one at the alternative school. Among the nine are five Caucasian and four African-American. Assistant principals number eight, four females and four males, six Caucasian, and two African-American.

Parental involvement is strong, especially at the lower grade levels. The District employs three part-time Parent Coordinators who host workshops to train parents and guardians in techniques to supplement and/or enhance academics. They keep parents informed on test taking techniques, methods and strategies that strengthen reading and math, and general topics, including being good role models for children. In addition, they prepare packets for check-out by students. These packets are aligned with each specific curriculum objective and serve as supplemental aids for struggling students, as well as enhancers for excelling students. The Parent Coordinators attend parent/teacher conferences to serve as a liaison when needed and for general support of the parents. On many occasions, the Parent Coordinators schedule one-on-one meetings with a parent/guardian to discuss specific problems their children are encountering and to offer strategies for overcoming them.

Parents/guardians volunteer on a regular basis to read in the classrooms, chaperone field trips, host parties, serve as test proctors, and raise funds. Their unselfish service is vital to the success of the schools and students. Annually, a Parent-of-the-Year is selected. This is a difficult task since all the candidates are worthy of this great honor.

Financially supportive businesses, churches which uphold the District with unceasing prayer, and a local government that keeps its thumb on the heartbeat of the District are additional community assets that contribute to the success of its schools. In 2004, a bond issue for \$17.5 million (which did not require a tax increase) overwhelmingly passed by 86% to fund a new kindergarten and first grade elementary school and an athletic complex. Although property assessed evaluations have risen on an average of 2% annually, there has been no local tax increase in four years. The millage rate has remained at 54.57.

Annually, a Prayer Walk for the school district is sponsored by Mississippi College and supported by the local churches. It begins with a breakfast, followed by community members driving to each school, walking the buildings and grounds, and praying. Some churches adopt particular schools and members commit to praying for specific teachers

throughout the year. What a blessing it is to know that one is being remembered daily, and by a stranger, no less!

Mayor Rosemary Aultman appointed Superintendent Tommye Henderson to serve on the Clinton Public Library Task Force. She also serves as chair of the Clinton Chamber of Commerce Education Committee. Through these and other positions, the Superintendent maintains regular communication with government and business officials, as well as community members.

B. Mission:

What makes the Clinton Public School District one of excellence is that the staff, administrators, and Board have always set and continue to uphold high standards for all areas of the district. Continuous improvement in the area of academics is the primary focus. Within the past few years, this has been facilitated through the introduction and use of high-tech databases capable of providing pertinent data, including academia and discipline, to guide the pathway leading to greater opportunities for all students to experience success.

Not only had a compilation of data been difficult to amass, but what to do with it was equally difficult; therefore, to maximize use of all available data capable of impacting improvement, providing quality professional development was of equal importance. Administrators, as well as all educators, had to learn to interpret data and to use the information to guide decisions for the District as a whole as well as for individuals in the classroom. In the beginning, this appeared to be an overwhelming task; however, expending energy to make decisions based on substantiated truth proved to be and will continue to return high dividends and substantial improvement.

Interpretation of data has provided direction. It is also used to validate decisions that in the past had been based on personal and/or group opinions. This moved CPSD from a high degree of subjectivity into the realm of objectivity. Today teachers are able to conduct parent/teacher conferences during which they use data to clarify grades. Proper use of data has taken the guesswork out of education.

That is not to say there are no obstacles yet to climb. As a level 5 Superior-Performing District, one great challenge is maintaining the high level of accomplishment while the demographics are in constant transition. With approximately 16.67% of the enrollment comprised of affidavit students entering from surrounding lower level school districts, an obstacle is presented in assisting these students who have not been held to the same high academic standard and who, as a result, score lower on state-mandated tests, as well as in regular course work. This affects not only the students but the entire school profile. Parents enroll their students under the erroneous assumption that since CPSD is an excellent district, it can give their children the best education, and it can. The problem arises in the lack of an adequate, essential foundation upon which all learning is built; something students coming up in the CPSD acquire in order to achieve promotion.

Another obstacle of a different kind is change. Having participated in school accreditation for years, most participants were familiar with the old accreditation process. It was engrained in their psyche, so the task of unlearning one process and replacing it with another was difficult at first; however, the word “reality” was continuously implanted as a reminder that the new process involved what the district was actually working on.

In 1999, a team of thirty-five (35) professionals from all walks of life worked countless hours developing a written document for the CPSD that would encompass the high standards professed by all. Sub-committees were formed, assigned tasks were undertaken, and ideas and concepts were brought back to the table. The final product became the Strategic Plan for Clinton Public Schools 2000-2005. This was the springboard from which a plan for district accreditation was generated. The mission statement and beliefs were thoughtfully shaped during this time period and retained as a primary component by unanimous decision of the SACS CASI District Planning Committee.

The mission of the Clinton Public School District is to produce successful individuals by guaranteeing challenging learning experiences in a unified, caring community committed to excellence.

And the beliefs are WE BELIEVE.....

In the pursuit of excellence.

All people are created equal, have value, and are worthy of respect.

A strong, supportive family unit is the foundation of society.

Each individual needs the opportunity to succeed.

Faith in God is the cornerstone of our community.

Openness to change is fundamental to growth.

Dynamic, quality leadership is essential.

Safety and security are basic to achievement.

Education develops the mind, body, and spirit.

Everyone has the capacity to learn.

All behavior has consequences and individuals are accountable for their choices and actions.

Life-long learning enhances the quality of life.

Following its mission and belief statements keeps stakeholders and the system accountable for on-going oversight of data, for implementing change when indicated, and for staying on the cutting edge of educational practices.

In an effort to establish a starting place, Tommye Henderson, Superintendent, and Ann Jefcoat, District Test/Federal Programs Coordinator assigned to oversee the SACS CASI District process, attended instructional meeting provided by the Mississippi SACS CASI leader, Dr. Harold Fisher. Since more clarification was needed, Dr. Henderson suggested an advisor be contracted to provide assistance and clarification. After SACS approval, Dr. Hugh Dickens, retired Superintendent from Columbia School District and a

knowledgeable member of SACS CASI Advance-Ed, was contracted. The initial planning meeting was held April 21, 2006.

To help the all parties grasp the differences in school accreditation versus district accreditation, Dr. Dickens spent four hours outlining items that must be addressed as continuous improvement and its components-- vision, profile, action plan or goals, and documentation of goal results, answering questions, and clarifying any misunderstandings or preconceived notions. The session ended with an open-ended invitation to contact him if needed.

Before adjourning, the participants suggested parents and community members, who might enjoy serving on a District Planning Team. The table below is a compilation:

School	Member
Clinton Park	Suzanne Holloway
Northside	Pat Bell
Eastside	Cindy Hamil
Lovett	Richard Burge
Clinton Jr. High	Anthony Goins
Sumner Hill	Teresa Duke
Clinton High	J. Reeves
Clinton Alternative	Bobby Hathorn
Clinton Career Complex	Margeria Harris
Board Member(s)	Denotris Jackson
Parent(s)	Nancy Loome
Community Representative(s)	John Murphy

Thus began the process of designing the SACS CASI Clinton Public School District Accreditation Plan that would be refined by the District Planning Committee.

School teams began following the usual practice of analyzing data, prioritizing areas of weakness that need addressing, creating and/or adjusting goals based on prior years, brainstorming actions necessary to achieve these goals, setting reasonable timelines, assigning responsible parties to each goal, and establishing evaluation instruments to be used to measure growth. Data used in formulating decisions included but was not limited to the following:

GRADE	DATA TYPE	PURPOSE
2-12	E-Z Test Tracker [Mississippi Curriculum Test (MCT) and Subject-Area Test Program (SATP)]	Exhibits all test scores for each student
K-12	MSIS (Mississippi School Information System)	Disciplinary reports
4-12	PRIDE Survey	Safety and drug-free data
K-12	SASI (School Administration Student Information)	Attendance, grade reporting, class scheduling, demographics, health and special services
K-12	Horizon Food Service Package	Poverty rates
K-12	Integrate Pro	Grade reporting
K-1	Developmental Reading Assessment (DRA)	Reading data for pre and post
K-8	AIMS Assessment	Comparative reading data
Pre-K	Battelle Developmental Inventory	Pre-Kindergarten data for SPED
1 (When needed thereafter)	OLSAT (Otis-Lennon School Ability Test)	Gifted determination
K-12 English Language Learners	Stanford English Language Proficiency Test (ELPT)	Reading, listening, speaking, writing, and comprehension levels
K-12	Support Team	Numbers of students requiring remedial or behavioral assistance
K-12	SPED	Students with special need rulings
10-12	Advanced Placement Tests	Scores for advanced placement coursework
10-12	ACT	Score reports
10-12	SAT	Score reports

During continuous district planning committee meetings, the majority being informal such as phone conferences and e-mail contacts, members formulated a set of all-encompassing district goals, assessed site goals to ensure assimilation into the district plan, and began drafting the first instrument that would become the SACS CASI District Accreditation Plan.

C. ACTION PLAN

The District committee carefully created the following set of Five-Year District Goals which encompass 10 major areas of concern:

- (1) Academic achievement
- (2) Professional development
- (3) Intervention process
- (4) Technology
- (5) Safety and security
- (6) Transportation
- (7) Personnel
- (8) Accountability
- (9) Parental involvement
- (10) Facilities

GOAL 1 — Increase student achievement levels on State-Mandated Tests to insure global readiness.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To meet or exceed the national SAT mean score	Annually	SAT scores
2. To meet or exceed the national ACT mean score	Annually	ACT scores
3. To increase the percentage of students passing all Subject-Area Tests Program (SATP) by 2%	Annually	SATP scores
4. To increase the percentage of students scoring proficient on the Mississippi Curriculum Tests (MCT) in all areas in all subgroups by 2%	Annually	MCT scores
5. To increase the percentage of students who graduate with a high school diploma by 1%	Every two years	Mississippi Department of Education (MDE)

ACTIONS:

1. To provide teachers with essential tools to maintain and update performance standards to identify and prioritize critical course content, and address individual differences in the way students learn
 - Use a variety of assessment instruments with pre/post models to measure student mastery of standards.
 - Maintain current alignment of teaching materials and textbooks with standards.
 - Improve professional development in differentiation of instruction for all students.
 - Provide challenging courses for high school students.
 - Structure school days to maximize instructional time for core academic classes.
 - Assess resources to ensure they meet identified needs.

- Evaluate standards continually for relevance and rigor.
 - Address students with disabilities needs for testing on grade level.
 - Incorporate best practices in teaching writing.
2. To enhance a comprehensive student assessment program that accurately identifies level of understanding in reading and math for grades K-8
 - Utilize all available resources, including EZ Test Tracker, to disaggregate assessment data for all subgroups recognized by NCLB legislation.
 - Analyze data from the MDE.
 - Evaluate programs.
 3. To complete an annual revision of the SACS/CASI School Action Plans
 - Evaluate baseline SATP and/or MCT scores to reflect Annual Yearly Progress (AYP) criteria
 - Evaluate and document action plan as to success in meeting measurable objectives.
 - Implement the revised SACS CASI Action plan.
 4. To develop and implement plans to help prevent students from dropping out of school
 - Develop career awareness and career pathways.
 - Provide online credit make-up courses.
 - Allow virtual courses when class is not taught
 5. To decrease absences and tardies among students who are absent more than 15 days per year

GOAL 2 — Improve performance by students, staff, and the organization through results-driven professional development that is standards-based, job embedded and collaborative.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To identify areas of need in training	Annually	Professional Development Survey summary
2. To afford teachers opportunities to grow in areas identified by the survey	Monthly	Sign-in sheets
3. To afford teachers opportunities to grow in identified areas of need not provided in district	Ongoing	Workshop requests

ACTIONS:

1. Provide system-wide standards-based professional development in specific content and instructional strategies that is based on teacher identified needs related to essential teacher knowledge to assure that all students master critical course content objectives.
2. Continue offering courses on the integration of technology and curriculum and provide technology competency training for teachers to comply with State requirements.

3. Provide training for disaggregation and interpretation of data.
4. Continue to enhance the professional development mentoring program through increased mentor training and program representatives at each school.
5. Provide and enhance online professional development.
6. Develop a training program for classified personnel.

GOAL 3 — Develop support, technical assistance and intervention strategies to assure that all students receive adequate and appropriate service to enhance the quality of the school experience.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To provide Tier II supplemental services to identified at-risk students 30 minutes daily	As required	AIMS Assessment results
2. To provide Tier III supplemental services to identified at-risk students 60 minutes daily	As required	AIMS Assessment results
3. To move 75% of Tier II students up to grade level	Annually	AIMS Assessment results
4. To move 10% of Tier III students up to grade level	Annually	AIMS Assessment results
5. To decrease the number of SPED referrals by 50%	2006-2007	District Support Team referral list
6. To increase English acquisition for ELL students by two levels of growth in language proficiency	Annually	Stanford ELPT scores

ACTIONS:

1. Conduct ongoing training to counselors and Intervention Specialists to keep abreast of latest techniques, methods, and strategies
2. Integrate resources to improve student achievement and services.
3. Evaluate growth charts as generated by AIMSWeb Management System.
4. Monitor student growth and rate of growth to determine services.
5. Change methodology and/or supplemental programs as indicated.
6. Provide accommodations as required in regular class room.

GOAL 4 — Technology will be integrated into the curriculum at all grade levels and used to increase school and classroom productivity and efficiency.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To enhance assistive technology awareness through training opportunities	Ongoing	Sign-in sheets
2. To offer refreshment courses in operating Microsoft Office Programs, i.e., Word, Excel, Power Point, Access	Ongoing	Sign-in sheets

3. To integrate some type of technology into the curriculum daily	Ongoing	Lesson plans
4. To operate with electronic lesson plans	2008-2009	Principal records
5. To provide online deposits for student meals	2006-2007	Food Service Department records
6. To increase accuracy in purchase orders via Integrity	2006-2007	Purchase orders
7. To create a computer lab for staff training	2006-2008	Career Complex
8. To update classified personnel in essential operating programs	2007-2008	Sign-in sheets
9. To provide Meal Plan Plus, online	2007-2008	Meal Plan Plus records
10. To increase lunch program participation by 5%	2006-2007	Food Service reports

ACTIONS:

1. Optimize the networking infrastructure to support student learning and the District's technological needs.
2. Provide technical support to each school to help classroom teachers integrate technology successfully.
3. Utilize educational online web links for lesson plans, media resources, databases and curriculum-related activities.
4. Participate with institutions of higher learning programs to train student teachers along with CPSD teachers in best practices utilizing technology in the classroom.
5. Replace paper with electronic online data, including forms and often modified documents such as policy manuals and curriculum guides.
6. Maintain technology security guidelines aimed at protecting critical operations and confidential data.
7. Maintain compliance with the Children's Internet Safety Act (CIPA) through policy and practice.
8. Implement resources and practices to better facilitate the electronic exchange of information and efficient uses of technology.
9. Maintain and update SASI and MSIS.
10. Train on tools that provide electronic planning and scheduling for personnel, resources and facilities.

GOAL 5 — Quality safety and security service will be provided to the District.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To conduct emergency drills	Ongoing	Emergency drill forms
2. To decrease office referrals for student discipline by 10%	2006-2007	SASI discipline reports
3. To decrease fraudulent affidavit	2007-2008	Employ affidavit

students by 25%		specialist
4. To train all new teachers in classroom management	2007-2008	Sign-in sheets

ACTIONS:

1. Maintain and train all staff in the GAME (Guidelines for Arrows Managing Emergencies) Plan – School Safety Plan.
2. Continue to work with Parent-Teacher Associations (PTA) and Parent/Teacher Organizations (PTO) to cultivate and establish relationships that support initiatives related to improving school safety and security.
3. Maintain close working relationship with Clinton Police Department through the School Resource Officer.
4. Create behavior plans when needed.
5. Provide training in classroom management for interested staff.
6. Utilize counseling staff for character education.
7. Continue D.A.R.E. Program.

GOAL 6 — Provide an efficient and proactive transportation system.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To reorganize routes to reduce number of bus stops	2006-2007	Routes
2. To decrease late minutes to within 3 minutes of tardy bell at middle schools and 5 minutes at secondary schools	2006-2007	Time logs
3. To ensure no missed or dropped routes	2006-2011	Dispatch board
4. To monitor bus driver absences	2006-2011	Dispatch board
5. To decrease incident reports by 15%	2006-2007	Annual inspection, incident, and accident reports
6. To employ and retain high-quality bus drivers	2006-2011	Performance assessments
7. To decrease student bus disciplinary referrals by 15% annually	2006-2011	Incident reports
8. To reduce the number of calls/complaints received by 15% annually	2006-2011	Complaint log

ACTIONS:

1. Purchase dispatch board.
2. Provide quality, safe transportation for all students.
3. Provide well qualified, highly skilled drivers through a comprehensive training program.

4. Provide the best qualified, well-trained bus technicians incorporating extensive staff development and career incentive programs.
5. Purchase and install digital video cameras.

GOAL 7 — Retain and recruit highly qualified personnel for all available positions, certified and classified.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To participate in annual recruitment at the four major universities and Mississippi College	2006-2007	Sign-in rosters
2. To employ highly qualified teachers based on NCLB	Annually	Personnel records
3. To provide leadership opportunities for teachers	Ongoing	Personnel records
4. To attend job fair provided by the Mississippi Department of Education (MDE)	Annually	Travel log
5. To maintain Future Educators of America (FEA) Chapters at Sumner Hill and Clinton High School	Annually	Class rosters

ACTIONS:

1. Survey personnel leaving the system in each employment area.

GOAL 8 — Maintain a system of accountability.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To maintain fiscal responsibility	Annually	Audit report
2. To successfully complete monitoring of all major programs, State and Federal, including Title I, II, III, IV, and V; Gifted; MSIS; SPED; and Testing	Annually	MDE letters
3. To maintain Level 5 Exemplary Performing at Lovett, Clinton Jr. High, Sumner Hill, and Clinton High	Ongoing	Mississippi Report Card
4. To attain Level 5 Exemplary Performing at Northside and Eastside	2006-2007	Mississippi Report Card

ACTIONS:

1. Evaluate and update District action plan.
2. Analyze test data to impact instruction and review student achievement.
3. Develop an annual budget through Budget Committee process.

4. Analyze, synthesize and compile disaggregated data reports to reflect student progress and evaluate programs.
5. Prepare and distribute Annual Evaluation of District and School Progress.
6. Communicate school district concerns and educational legislative issues to the state legislature and other audiences.
7. Monitor school student activity accounts.
8. Evaluate instructional programs, i.e., My Reading Coach, Headsprout, Orchard, LightSpan, Rosetta Stone
9. Evaluate school lunch program participation.

GOAL 9 — Maintain community partnerships and increase parental involvement throughout the school system.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To post PRIDE Survey results and other important data on Web sites	2007-2008	Web sites
2. To translate student handbooks into every language/dialect represented in the district	Ongoing	Student handbook translations
3. To increase participation at Parent Resource Centers by 20%	2006-2007	Sign-in logs
4. To continue involvement with PTA/PTO Councils	Annually	Committee sign-in sheets
5. To participate in the Education Recognition Luncheon	Annually	Chamber of Commerce program
6. To host Leadership Clinton	Every 2 years	Sign-in sheets

ACTIONS:

1. Review and evaluate existing partnerships to determine benefits and how they affect student achievement.
2. Disseminate and expand Web sites to provide information relative to educational programs/opportunities to the community-at-large via Internet, written correspondence and interpersonal communication.
3. Modify and expand parental involvement initiatives to increase awareness in assisting with student academics.
4. Provide opportunities for parents to serve as representatives on various committees.

GOAL 10 — Provide adequate facilities for student population growth and maintain all school facilities.

OBJECTIVE	TIMELINE	MEASUREMENT
1. To move successfully from Clinton Park to the new facility	2007	Ribbon cutting
2. To begin using the new athletic facilities	2006-2007	Ribbon cutting

3. To revise an annual plan to a 3-5 five-year maintenance schedule for facilities, including painting, floor and/or roof repair/replacement, electrical and mechanical needs	2007-2008	Plan
4. To implement predictive replacement of major equipment based on usage, age, repair history, energy consumption and approximate life expectancy	Ongoing 2007-2008	Replacement schedule Integrity software
5. To implement computerized document management system (Integrity)	2007-2011	Integrity software records
6. To reorganize storage facility	2007-2008	Hinds County Penal System records (free labor)
7. To conduct custodial training for all custodians	2006-2011	Director's calendar

ACTIONS:

1. Review/Update equipment inventory.
 - b. Evaluate age and condition of equipment
 - c. Determine approximate life expectancy of each piece of equipment.
 - d. Determine date when equipment should be replaced.
 - e. Budget for equipment replacement.
2. Prioritize and categorize documents to be stored.
 - a. Schedule with directors to purge files annually.
3. Annually update facility usage/program.
4. Host classes on maintenance topics.
 - a. Use veterans to train in areas of expertise.
 - b. Share lessons learned—good and bad.
5. Enter updated facility data to reflect building modifications and as built conditions.
6. Store blueprints for convenient retrieval.

D. Results:

Two documents were used primarily to formulate academic goals for the 2006-2011 SACS CASI Clinton Public School District Accreditation Plan: the annual District and Federal Programs Evaluation and the District Report Card. These documents cannot be finalized until the Mississippi Department of Education makes report cards containing current, disaggregated data available. This occurs after the school year begins.

These same documents are used to monitor continuous improvement. Copies of these most recent documents are included; however, to include all data used to create the ten goals would require volumes. Therefore, all data are available upon request from corresponding department heads and/or their assigned teams.

Annual evaluations for each year contained in the Clinton Public School District SACS CASI Plan will be created as a part of ongoing Quality Assurance.