

## II. MEETING STANDARDS:

### ***Standard One: Beliefs and Mission***

A quality system develops and communicates a vision, beliefs, and mission that provide a focus for the quality of the work of the students and quality of the work of the system and schools.

**Indicator 1.1:** Establishes a vision for education in the community through the leadership of the governing board of the system and in cooperation with its stakeholders.

**Indicator 1.2:** Identifies system-wide goals to advance the vision.

**Indicator 1.3:** Establishes an accountability system to document and monitor achievement of its goals.

**Indicator 1.4:** Develops and continuously maintains a profile that describes the system, students, and community.

**Indicator 1.5:** Ensures that the system's vision, mission, and beliefs guide the instruction and curriculum throughout the system and reflect research and best practices concerning teaching and learning.

**Indicator 1.6:** Reviews its vision, mission, and beliefs annually and revises them when appropriate.

The current vision, mission, and beliefs statements for the Clinton Public School District were developed by a group of stakeholders with representatives from the school district, parents, students, and the community in 2000 during a strategic planning process. Much research, brainstorming, and thought were used to create these basic tenets. These are reviewed each year by stakeholders; however, no changes have been recommended due to the comprehensive, stable, and viable nature of the vision, mission, and beliefs.

### ***Standard Two: Governance and Leadership***

A quality system provides for and promotes stability in the leadership, governance, and organizational structure which include a focus in developing and maintaining a vision; an emphasis on improving student learning; and support for innovative efforts that produce desired results.

#### ***Governance***

**Indicator 2.1:** Adopts written policies and procedures that promote the effective operation of the system that include clearly defined lines of authority, relationships, and accountability which support the mission, beliefs, and goals of the system.

**Indicator 2.2:** Permits the administrative team of the system to implement policies and procedures without interference.

**Indicator 2.3:** Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the head of the system and the schools.

**Indicator 2.4:** Implements policies and procedures that provide for the orientation and training of the governing board.

### ***Leadership***

**Indicator 2.5:** Maintains access to legal counsel who can advise or obtain necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates.

**Indicator 2.6:** Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage.

**Indicator 2.7:** Creates and strengthens collaborative networks of community stakeholders to support student learning.

**Indicator 2.8:** Allocates and aligns the human, instructional, financial, and physical resources in support of the vision, beliefs, and mission, and expectations for student learning.

The Clinton Public School District operates under the policies and procedures established by the Mississippi State Board of Education and the Clinton Public School District Board of Trustees.

The major goal of the school district is to produce successful students through the use of successful learning strategies, differentiated methodologies, and a comprehensive curriculum. The focus of each school each day is on the students and providing services to them; therefore, the budget for the district is directed toward the teachers and students.

Because of the focus on students, the District Office staff is small in number. Each staff member has responsibility for many diverse areas. The Superintendent, who has a Ph.D. in Education Leadership, is responsible for the management of the district. Her basic duties as superintendent are outlined in law in the Mississippi Code. In addition to those duties, she is responsible for personnel (reviewing applications and grading employment tests), gifted education (district coordinator for gifted programs), Title IX (district coordinator), board policies (development and updates), board matters (communication, information, and preparation of board packets), custody and guardianship (review and approval), residency (verification and follow-up), enrollment of students (process and schedule), and public relations (district spokesperson).

The Assistant Superintendent, who is currently writing his dissertation, is the district curriculum and instructional specialist. He is responsible for curriculum (development, review, and updates), the assessment program (all federal and state assessments), data compilation (assessment review and training of staff), professional development (development, scheduling, and reporting), District Support Team chair (review of student data, assessments, interventions, reports), textbooks (recommendation and purchasing), and the 504 program (determination of eligibility and monitoring). He also is responsible for all state and federal programs through his supervision of the Federal Programs Coordinator who also serves as the District Test Coordinator.

Support staff for the district includes:

- Director of Finance who prepares and supervises the budget, purchasing, insurance, workman's comp claims and manages sixteenth section properties;

- Director of Special Education who supervises a psychometrist, a Transition Coordinator, and a social worker;
- Director of Food Service who supervises each school's cafeteria staff;
- Director of Transportation who develops and monitors bus routes and supervises the bus drivers;
- Director of Technology who supervises the technology specialists in hardware and software;
- Director of Maintenance who supervises the buildings and grounds staff;
- District Nurse who serves all students in the district.

The function of all District Office and Support Staff is to provide support and services to the students, principals, teachers, and parents.

Each of the nine schools within the district is led by a highly qualified principal who provides instructional leadership while also managing the day-to-day operations of the school. There is an assistant principal at Clinton Park Elementary, Northside Elementary, Eastside Elementary, and Sumner Hill Jr. High School. Clinton Jr. High School and Clinton High School each have two assistant principals. There is no assistant principal at Lovett Elementary (one grade school), Career Complex, and Clinton Alternative School.

Administrator meetings are scheduled on the second Thursday of each month in order to provide information from the board meeting (held the second Tuesday of each month), to have structured time for professional discussions, and to provide an avenue for networking among the principals and directors. Each administrator has an Administrator Handbook which is updated annually. The handbook contains procedures and information pertinent to daily operations. Separate meetings are scheduled for the assistant principals in order to develop them for future principalships and in order for them to network.

Each year, the Superintendent selects a theme for the district which is used as a motivational and focus tool. Recent themes include: "Promote the Positive", "Maximizing Potential: Standards, Safety, Sensitivity", and "Focusing on the Future". Visuals such as "success stones" and success files, "We" cards, "Target" cards, and "Focus Factor" prescriptions provide daily reminders to administrators regarding the theme and the focus on students.

The procedure for working through problems and concerns is to come to a resolution at the lowest level possible, which is generally the school level. Each principal is empowered to make decisions for his/her school based on policy and procedure. Parents are encouraged to work through concerns at the classroom, school, or department level. Any unresolved concern is relayed to the Superintendent. Principals are encouraged to research and to present new ideas and procedures.

Clinton Public School District is a municipal school district governed by a five member Board of Trustees. By law, four of the board members are appointed by the Mayor and

Board of Aldermen, and one is elected to represent the students living within the school district but outside the city limits. To be an appointed board member one must complete an application and an interview with the Mayor and Aldermen before being appointed. The city officials have selected members who are parents with students in the district and have tried to create a balanced board with both male and female representatives, as well as white and African American representatives. Each board member is required to earn six hours of professional development in order to remain a board member. The board has set high academic and behavior standards which are reflected through the board policies.

Due to a recent annexation by the city of Clinton, there are no longer fifteen percent or more students residing outside the city limits but inside the school district lines; therefore, the elected board member will complete his five year term. At the conclusion of his term, the Mayor and Board of Aldermen will appoint a replacement. At this time, all five members will be appointed members.

The attorney for the board works for a local law firm but is an expert in school law, employment law, and special education law. He is available on call to advise the superintendent and the board members on legal matters and attends board meetings and student hearings as needed. Other attorneys within the same law firm may assist with legal matters regarding contracts, construction, or students.

The budget for the district is developed by the Director of Finance working with the superintendent. Each principal and director prepares a prioritized list of needs, including personnel, equipment, materials, etc. Each meets with the Director of Finance and the superintendent to present and discuss the needs. The final budget includes as many of the school and department needs as possible.

Stakeholder involvement in the district is encouraged. A teacher representative elected at each school meets each month as a member of the Superintendent's Advisory Committee. This group brings concerns and ideas to the table. Each school's PTA is an active organization which is involved through fund-raising, volunteer efforts, and input. Parents are also members of various district committees including federal programs, gifted education, and drop-out prevention.

### ***Standard Three: Curriculum***

A quality system offers a research-based curriculum based on clearly defined expectations for student learning that is subject to review and revision at regular intervals.

**Indicator 3.1:** Develops curriculum based on clearly designed expectations for student learning.

**Indicator 3.2:** Provides a curriculum that includes a set of essential knowledge and skills in each content area.

**Indicator 3.3:** Aligns curriculum with clearly defined expectations for student learning across subject areas and grade levels.

**Indicator 3.4:** Ensures that the curriculum reflects a commitment to equity, an appreciation of diversity, recognition of different ways of learning, and challenges each student to excel.

**Indicator 3.5:** Develops written curriculum guides and support materials that serve as a basis for implementing the curriculum.

**Indicator 3.6:** Promotes in the curriculum the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying their learning.

**Indicator 3.7:** Gathers, analyzes, and uses data and research in making curriculum choices.

**Indicator 3.8:** Provides a balance of educational experiences through the curriculum that is based on knowledge of human growth and development and relies on sound learning principles.

The Clinton Public School District offers a rigorous interdisciplinary curriculum that is supported by scientifically research-based practices. The district has taken great lengths to ensure that the curriculum is aligned to the Mississippi curriculum frameworks in order to prepare students for the battery of state testing required. Students are tested in the areas of reading, language, and math for grades 2-8 utilizing the Mississippi Curriculum Test (MCT). In addition, subject area specific tests in the areas of Algebra I, Biology, English II, and U.S. History are also required for graduation by secondary students upon completion of these courses. Curriculum mapping has been utilized to achieve the aim of vertical alignment and is carried out on an ongoing basis by teams of teachers from each grade level and subject area. Curriculum pacing charts have been developed to ensure that all objectives are covered fully. Common assessments have been developed at the elementary levels to show whether students are mastering the necessary competencies and objectives.

Professional development plans for the district have been centered around the curriculum at each building with a focus on differentiating instruction for all students. All schools utilize research-based strategies that include opportunities for students to apply higher order thinking skills and to investigate new approaches to learning. The new language arts and mathematics curriculum frameworks unveiled by the state have been incorporated into the district's curriculum. A focus on depth of knowledge has been placed in all grade levels and subject areas. Teachers at all buildings have been trained in the use of "Thinking Maps", an instructional tool that utilizes graphic organizers to help students connect information to prior knowledge. Language arts teachers have been trained in the use of "Sentence Tree Writing", in order to teach students to become more fluent writers.

State and district test data is disaggregated and studied at each school to identify areas of strength and weakness at each grade level and among different teachers. E-Z Test Tracker, a computer software program, has been utilized to perform this comparative analysis. In grades K-1, where state testing has not been carried out, AIMSweb testing has been conducted to identify students struggling with reading. The district's curriculum is focused to correct these deficiencies and reinforce areas of strength.

Technology integration is a primary focus for teachers throughout the district. Software programs that support instruction and provide remediation are available at all schools. All elementary classrooms have an up-to-date teacher computer as well as at least two student computers. Secondary schools have one or more computer labs for student and teacher use. Teachers utilize United Streaming video to enhance and extend the curriculum. Interactive white boards are also being used at several buildings by select teachers.

***Standard Four: Instruction***

A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum.

**Indicator 4.1:** Analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness.

**Indicator 4.2:** Designs and employs instructional strategies and activities that are research-based and reflective of best practice.

**Indicator 4.3:** Aligns the instructional design, including strategies and action plans with the system's mission and expectations for student learning.

**Indicator 4.4:** Allocates and protects instructional time to support student learning.

**Indicator 4.5:** The instructional design provides all students with instruction that stimulates and enhances intellectual and creative development of higher order thinking skills and requires students to apply their learning.

**Indicator 4.6:** Provides a comprehensive program of information and media services that are aligned with its beliefs, mission, and goals.

The Clinton Public School District is a high performing district that utilizes data driven decision making in all areas of instruction. Each school expects high performance by stressing the need for rigorous and relevant academic standards and assessment systems for every child. The district has developed a system for the analysis of assessment data at each school. Tests include standardized tests, formative and summative tests created by teachers, and norm-referenced testing on specified skills.

All students in grades K-6 are assessed utilizing AIMSweb assessments that measure early literacy skills such as letter naming fluency, letter sound fluency, phonemic awareness fluency, and non-sense word fluency at the K-1 level in addition to oral reading fluency in grades 1-6. These assessments serve as a universal screener for students needing early intervention to prevent failure. These interventions are carried out by the intervention specialists at each building in conjunction with the classroom teacher. The assessment data is correlated with the state testing data received from tests conducted in grades 2-8 and is used in a comparative analysis to see which teachers need professional development in certain areas of instructional delivery.

In the secondary grades 9-12, the state testing program incorporates end of subject testing in the areas of Algebra I, Biology, English II, and U.S. History. The assessment results from these tests help to shape the curriculum and instruction decisions at these grade levels. The E-Z Test Tracker software program allows assessment data to be

disaggregated by teacher, student, subgroup, and sub-skill level in addition to showing growth residual data for each teacher and student.

The master schedules of each school protect the instructional time of teachers by allowing teams of teachers to plan together to meet the instructional needs of their students. A primary focus at grades K-3 is on early literacy skills and the development of reading. Guided reading is utilized to teach children the necessary skills for life-long learning in the area of reading. In grades 1-9, the Accelerated Reading program is used as an incentive to promote a continued love of reading. Teachers receive continual training on the five major areas of reading instruction.

New teachers to the Clinton Public School District receive mentoring and training through the Clinton Teacher Induction Program. This program provides orientation to teachers new to the district as well as year-long training for beginning teachers in order to help them succeed. Mentoring is also provided to help them cope with the many varied pressures faced by new teachers.

***Standard Five: Assessment and Evaluation***

A quality system uses effective and continuous performance management systems for assessing, aligning, and improving student learning and operation performance, including organizational and instructional effectiveness, at all levels and areas of the system.

**Indicator 5.1:** Establishes key indicators and performance expectations for student learning

**Indicator 5.2:** Developments and implements a comprehensive system for assessing student progress on clearly defined student results for learning.

**Indicator 5.3:** Establishes and provides a comprehensive assessment system that includes current data that includes a profile of student performance, community characteristics, system characteristics, and stakeholder perceptions of the system (staff and stakeholder).

**Indicator 5.4:** Employs an assessment system that provides data for making informed decisions for continuous improvement.

**Indicator 5.5:** Conducts a periodic analysis of instructional and organizational effectiveness as a basis for improving the system and schools.

**Indicator 5.6:** Communicates assessment results to all stakeholders.

As mandated by NCLB, student performance expectations are established at the proficiency level by 2014 in all areas on the MCT and passing levels for all Subject-Area Tests required for graduation have also been established. In support, objectives/benchmarks are developed to measure success of knowledge acquisition in each subject area for grades kindergarten through third. Teachers design coursework and tests using MCT format in fourth through eighth grades to prepare students to meet expectations. Annually, these objectives/benchmarks are reviewed by selected curriculum lead teachers to reflect changes implemented by the MDE and to maintain vertical and horizontal alignment. The CPSD prides itself on setting rigorous standards,

above and beyond those set by the State, designed to prepare students for the global economy they will enter.

The comprehensive data system used to monitor student performance includes four primary database systems: EZ Test tracker, MSIS, SASI, and AIMS web Management System, and surveys such as PRIDE, safe and drug-free survey. Monitoring community characteristics, system characteristics, and stakeholder perceptions of the system (staff and stakeholder) are accomplished through the use of an array of surveys: school generated, Title I parent, Title I teacher, and PRIDE. Ongoing input is received when meetings (members from school, parents, and community) are conducted. EZ Test Tracker can not only monitor student academic growth but teacher effectiveness, as well. By retrieving data by teacher across the years, growth residuals can be compared to determine teacher impact. It can be narrowed to objectives in order to identify professional development needed to assist teachers acquire skills that address their deficiencies.

Building principals and directors collect, evaluate, and maintain data for which they are responsible. A summary of this data which analyzes instructional as well as organizational effectiveness is submitted to the Federal Programs Coordinator. Once data from each system and/or survey are received, they are compiled in the District and Federal Programs Evaluation, an annual publication. Copies of the evaluation are distributed to all administrators, principals, the Mayor, President of the Chamber of Commerce, and made available to parents and community members on the district web page. This compilation plus the annual report card keep all parties informed and are used to implement change when indicated.

### ***Standard Six: Resources***

A quality system has qualified staff that is supported by the financial and physical resources necessary to fulfill the vision, mission, and goals of the system.

### ***Financial Resources***

**Indicator 6.1:** Maintains financial accounts in accordance with accepted accounting procedures and are audited annually

**Indicator 6.2:** Secures income from all regular sources that is sufficient to support all regular expenditures and to assure the continuity and stability of services.

**Indicator 6.3:** Manages debt service or lines of credit in such ways as to assure that fiscal responsibility remains under the control of system authority.

**Indicator 6.4:** Maintains and monitors a balance sheet that describes the overall financial operations and financial condition of the system.

**Indicator 6.5:** Develops and implements an annual budget that provides the resources to support the beliefs, mission, and educational programs of each school.

The Clinton Public School District maintains financial accounts in accordance with accepted accounting procedures which are audited annually by a Certified Public Accounting firm. Adequate internal controls are in place throughout the district to

assure compliance with standards established by all local, state, and Federal regulatory agencies.

A budget is adopted annually as a vehicle to provide the necessary funds to carry out the educational master plan of the district. This organized plan represents the financial picture of the school district. It is based on past performance, but it also provides a tool for planning the educational future of the school district. Principals and other administrators develop and submit budget requests for their particular schools and areas after seeking the advice and suggestions of staff members and the public. The budget requests reflect the administrator's judgment as to the most effective way to use resources in achieving progress towards educational objectives of the district. Funds may be limited, but we are committed to providing needed personnel, improvements, supplies, and equipment for a quality education that meets the expectations of the public and the mission of the school district.

Funds are available to assure continuity and stability of all services. This includes instructional expenditures, day-to-day support operations, major capital improvements, and management of debt service activities. These funds are monitored at both the school and district office levels.

The Clinton Public School District has committed itself to financial excellence. A well developed system of financial planning, budgeting, and internal financial controls are being followed. The District plans to continue its sound fiscal management to meet the challenges of the future.

### ***Human Resources***

**Indicator 6.6:** Employs an administrative head of the system that has earned a graduate degree from a regionally accredited or federal or state sanctioned institution with 18 hours in administration and/or supervision as a part of, or in addition to, the degree, or meets the legal qualifications of the state in which employed.

**Indicator 6.7:** Employs system level administrative and supervisory staff members having responsibilities for instructional services that have earned a graduate degree from a regionally accredited or federal or state sanctioned institution with 18 hours in administration and/or supervision as a part of, or in addition to, the degree, or meets the legal qualifications of the state in which employed.

**Indicator 6.8:** Develops and maintains a remuneration plan for all employees.

**Indicator 6.9:** Maintains staffing that is sufficient to meet the vision, mission, and goals of the system.

**Indicator 6.10:** Implements a system of employee evaluation and assessment that includes confidentiality for each staff evaluation or assessment.

The Clinton Public School District prides itself in being a good steward of the local, state, and federal funds it receives. The budget is a roadmap which is used as an accountability tool for the community and as a guide for supporting the goals of the district. All financial operations, reports, and audits are conducted according to local,

state, and federal guidelines. The district has received commendations for several consecutive years for superior financial accounting and for audit results.

Attracting and retaining highly qualified personnel is a top priority of the Clinton Public School District. Due to the long-standing tradition of excellence of the district, the district is fortunate to receive a large number of applications for teaching positions each year. The district has been fortunate to retain its teachers for many years; therefore, the turn-over has been small in comparison with other districts.

The district is proactive in attracting quality personnel. The Federal Programs Coordinator selects principals and other personnel to attend college recruiting fairs in the spring. The personnel who attend recruitment distribute information packets about the district which contain an application and also complete rating sheets on the applicants. District personnel, including district office staff and principals, attend the recruiting fair for Mississippi school districts which is sponsored by the State Department of Education. Applications for licensed and non-licensed positions are available at the District Office and on-line.

A tried and true mechanism for hiring quality personnel has been to place student teachers from various Mississippi colleges and universities with veteran teachers in the district. The student teaching experience allows the principal to observe the potential teacher first hand and allows the student teacher to have a teaching experience in an outstanding district. Many of the teachers in the district were hired as a result of student teaching. Another mechanism for promoting the field of education and for "growing" our own teachers is the Future Educators of America Clubs in grades 9 - 12. The district has also hired many former graduates of Clinton High School who became teachers and returned to apply in their home town.

The Clinton Teacher Induction Program (CTIP) was developed to inform and to support teachers new to the profession and new to the district. All new teachers are required to attend a two day professional development training prior to school beginning in order to become acclimated to the district and to network with each other. The CTIP Program is coordinated by the Assistant Superintendent and two classroom teachers - one elementary and one secondary. Teachers new to the profession are required to participate each month in a CTIP session on designated topics. Teachers new to the district but with teaching experience have the option of attending each session. Each new teacher is also assigned a mentor teacher selected from among the seasoned teachers at each school. The mentor provides daily support for the new teacher. CEU credit is awarded for successful completion of CTIP.

District policy requires each teaching applicant who is recommended for employment to take an employment test consisting of grammar, math, editing, and writing skills. An applicant must score 88 out of 110 in order to be employed. These tests are maintained and graded by the Superintendent.

The Superintendent has a Doctor of Philosophy degree from Mississippi State University in Educational Leadership. She has 36 years of experience in education. Twelve years of experience were in the classroom teaching every grade one through twelve, except grade eight, and teaching students in the regular classroom setting, in the remedial classroom setting, and in the gifted classroom setting. Four years were spent as an assistant principal and a principal. The last twenty years of experience were gained at the district office level. She has been Director of Instruction, Director of Personnel, Coordinator of Staff Development/Public Relations/Grant Writing, and Assistant Superintendent prior to being appointed as Superintendent of Clinton Public School District in January 1999. She has taught adjunct at Mississippi State University and at Mississippi College. She is President-Elect of the Mississippi Association of School Administrators and is a past president of the Mississippi Association of Supervision and Curriculum Development. Her administrators' license is current through 2010.

District-level administrators, directors, and coordinators with responsibilities for instructional services meet and/or exceed all licensure requirements for their positions. All advanced degrees held by these administrators are from accredited colleges and universities. The assistant superintendent is currently working on his requirements to complete an Ed.D. in Curriculum and Instruction from Delta State University.

All directors responsible for support staff services are well-qualified for their positions through past work experiences and completion of continuing education training opportunities.

A salary schedule for payment of all district employees by job category is developed, maintained, and updated as needed. Licensed personnel are paid according to the state salary scale with local supplements added. Non-licensed staff is paid based on salary scales specific to years of experience. These include assistant teachers, clerical, bus drivers, cafeteria staff, custodians, and technical support staff.

In addition to the district's vision, mission, and beliefs, providing students with the best services possible guides the hiring of personnel. Staff needs are based on enrollment projections, returning staff, available funding, class size mandates, and specialized program needs (intervention teachers, art, music, and library assistant teachers, strings teacher). Each kindergarten teacher has a full-time assistant teacher, each first grade teacher shares an assistant with another first grade teacher, and designated special education teachers have assistants. Assistant teachers are used in grades K - 6 to teach art. The librarians at schools with multiple grades have an assistant. The music teachers in grades K - 5 have an assistant. Physical education is taught by assistant teachers at two of the elementary schools. The district makes an effort to hire the most qualified person for any vacancy, including support staff, because the belief is that all personnel impact the success of the students.

The district hired intervention teachers last year to work with at-risk students in grades

K - 8. These teachers give individual and small group assistance in reading and math in addition to the instruction provided by the regular classroom teacher.

Teachers new to the Clinton Public School District are evaluated twice during their first year of teaching by their principal. Veteran teachers are evaluated on a three-year cycle by their principal. New administrators are evaluated during their first year with the district. Veteran administrators are evaluated on a three-year cycle. The administrator evaluation is a two-part evaluation. The teachers at the school complete an evaluation of each principal and assistant principal anonymously using an evaluation instrument and a scantron form. Results are compiled and given to the administrator. Each principal also evaluates his/her assistant principal. The superintendent also evaluates each principal. The evaluations are used to set job targets for the teachers and for the administrators. All results are confidential. The principal evaluations are stored at the district office. The teacher evaluations are maintained at their school.

The quality of the personnel employed in the district has been a major factor in student achievement and success.

***Standard Seven: Student Services***

A quality system identifies and has a network of services that support the development and well-being, including the health and safety, of each student.

**Indicator 7.1:** Designs and provides student support services that meet the needs of students, are continually reviewed, and are aligned with the vision, beliefs, mission, and expectations for student learning.

**Indicator 7.2:** Provides student services coordinated with the school, home, and community.

**Indicator 7.3:** Develops and requires written emergency and security plan(s) that ensure the safety and care of students and stakeholders in the system.

**Indicator 7.4:** Maintains secure, accurate and complete student records system in accordance with state and federal law and regulations.

**Indicator 7.5:** Provides student services, as appropriate, in the areas of health, counseling, nutrition, safety, co-curricular, and transportation.

**Indicator 7.6:** Maintains staffing that is sufficient to meet the vision, mission, and goals Promotes the development of student decision-making skill, ethical and lawful conduct, and responsible citizenship.

**Indicator 7.7:** Employs a process for developing and implementing written guidelines for student conduct and attendance that is communicated to students, parents, and staff.

Student support services are aligned with the CPSD SACS CASI Accreditation Plan and are provided through an array of services such as counseling services, speech therapy, the social worker, district nurse, hospital and homebound by the Department of Special Services, school support teams, a district support team, driver's education, ATTACHE, band, a variety of athletics, debate, honors and advanced placement courses, and the alternative school. Additionally, referrals are made to outside entities such as Department of Health, First Baptist English language classes, and Hinds Community

College and Mississippi College. All services are coordinated among the home, school, and community.

Each school has “The Game Plan” (Guidelines for Arrows Managing Emergencies) which provides instructions to ensure safety and well-being of students and staff. Although each plan is site specific, each addresses four components:

1. Emergencies requiring evacuation: fire, explosion/threat of explosion, bomb threat
2. Emergencies requiring taking cover: tornado
3. Emergencies requiring maintaining position: earthquake, irrational behavior
4. Emergencies concerning personal crises: accidents, life-threatening medical emergencies, fatality

Each game plan also includes an appendix containing the following:

- Floor plan
- Sample messages to parents
- School violence form
- Missing student report form
- Basic first aid and list of supplies
- Emergency drills
- Evacuation procedures

Practice drills including tornado and fire are conducted without prior notice to keep all persons alert. A minimum of four drills are required and one must be conducted in August of each year. Copies of drills are submitted to Central Office. Also, on the first Monday of each month, schools implement some form of a safety reminder.

School Administration Student Information (SASI), district operated, and Mississippi Student Information System (MSIS), state operated, are two databases which house student information. As required by law, school secretaries assisted by a technology assistant input new and maintain current information in MSIS and SASI. Mississippi Department of Education (MDE) agents monitor MSIS and perform site visits on a regular basis.

At the onset of each school year, handbooks that include guidelines for conduct and attendance are distributed to students. For the first two days of school, students are pulled together and administrators review the entire handbook to make certain all students understand the rules and procedures. A form requiring a signature acknowledging the handbook has been read and that the students will abide by the rules is sent home to the parents.

Local district supplements, as well as federal funds (Title II and Special Education) are integrated to provide ample staff necessary to meet the mission and goals designed for student success. A broad selection of curricula, including vocational and honors and advanced placement courses, are available for secondary students. Character and safety education are staples at each school. Additional opportunities such as Student Council, National Honor Society, athletics and booster clubs, counseling services,

service projects, and community events prepare students for making good decisions, for conducting themselves ethically and lawfully, and for becoming responsible citizens.

***Standard Eight: Staff and Stakeholder Communications and Relationships***

A quality system develops and supports organizational patterns or structures that promote effective communications and relationships between and among schools, stakeholders, and system.

**Indicator 8.1:** Provides members of the staff with the information they need concerning students, parents, school operations, and employment status.

**Indicator 8.2:** Demonstrates staff morale where staff reflects a positive attitude toward the system, schools, and stakeholders.

**Indicator 8.3:** Ensures that communications among and between system staff, stakeholders, and schools are clear and effective.

**Indicator 8.4:** Maintains constructive and mutually supportive relationships among and between all levels of the system.

**Indicator 8.5:** Provides evidence of communications with other appropriate agencies such as public or mental health, physicians, and other related professionals.

**Indicator 8.6:** Ensures that records and other correspondence defining students' accomplishments are accurate and consistent with curriculum standards.

**Indicator 8.7:** Involves staff in the process of designing of professional development programs.

**Indicator 8.8:** Provides professional development for staff that support the overall goals and action plans for the system, including building knowledge, skills, and potential for a high level of performance.

**Indicator 8.9:** Ensures that no form of bias or prejudice is practiced or sanctioned.

Staff members are able to access information through a variety of means: SASI, cumulative folders, and MSIS. SASI and the cumulative folders provide data including demographics, attendance, grades, schedules, parent and emergency information, special services, and assessments. Language surveys, birth certificates, immunizations, comprehensive testing, guardianship, and affidavits are among other documents found in the cumulative folders. MSIS is available on a limited basis as determined by the Office of Technology. Parent coordinators, counselors, school resource officers, and counselors provide input, not subject to privacy laws, that otherwise would be unavailable.

Information concerning school operations is distributed through e-mail, printed materials, a district directory, employee handbook, and web sites. Parent surveys are conducted to learn more about community interests. The superintendent conducts monthly administrators' meetings during which school operation information is exchanged. The Superintendent's Advisory Committee, composed of an elected representative from each school, gives and receives updates on school/district activities at monthly meetings.

Before the official onset of each new school year, the community honors the district by hosting a prayer walk that encompasses all schools. Churches adopt schools and employees for whom they offer daily prayers for the entire year. School years begin with

principals honoring their staff by recognizing group and individual efforts measured through academic assessments, committee participation, perfect attendance, and team spirit. PTA/PTO groups flood teachers' lounges with snacks and goodies of all kinds for all employees to show their appreciation for efforts made to help their children. Recognition is extended by peers as the Administrator and Teachers-of-the Year are selected and honored. Plaques are presented; pictures are published; and congratulations are extended by the Board. In conjunction, a District-Teacher-of-the-Year is selected and goes on to participate in regional, then state competition. National Board certified teachers are honored by posting their pictures on the web page. All of these are highlighted in the local newspaper, The Clinton News. And one of the most meaningful forms of recognition comes from the Superintendent who takes the time to write personal notes exhorting and thanking employees for various acts of kindness performed. She always notices and acknowledges when someone goes an extra step! Schools show Board appreciation by entertaining them with a feast. Each school selects a month of choice to provide guided tours through their facility prior to an exquisite meal. All these and many more actions serve to keep morale high.

Different persons and/or groups within the district construct relationships with other agencies. For example, the counselors, social worker, and district nurse work in conjunction with the Department of Human Services, physicians, and health department. The Department of Special Services, as well as the Clinton Park administrators and staff, communicate and plan special services and transition with the local Head Start agency. School adopters support the students and the staff. These relations provide strong alliances with the community.

Benchmark assessments at the elementary level are correlated with state-mandated curriculum standards and revised as changes add rigor. Score reports from these tests are shared with parents through report cards or teacher/parent conferences. AIMSweb Assessment scores that are based on national norms as well as school norms are provided to parents in chart/graph form. Administrators and Intervention Specialists monitor scores for accuracy and consistency.

A professional development survey is administered annually to determine staff preferences and/or needs. In the spring of FY07, the decision to address the state mandated business and technology standards was adopted as the district-wide initiative; however, staff acquires additional skills through attending specialized in-district sessions, outside workshops and training, and higher education classes. Approval is awarded when professional development opportunities support district and/or school overall goals and objectives, including knowledge, skills, and potential for a high level of performance.

Bias is unacceptable as reflected in the beliefs, published in student handbooks, written as policies, and verbalized when and if a need arises.

***Standard Nine: Physical Facilities***

A quality system has the necessary resources to provide the facilities, sites and equipment for the educational programs and services to be fully implemented throughout the system and individual schools.

**Indicator 9.1:** Maintains compliance with applicable local, state, and federal law, standards, and regulations.

**Indicator 9.2:** Ensures that the system sites, facilities, and equipment are maintained to provide an environment that is healthy and safe for all occupants.

**Indicator 9.3:** Has a process in place that includes plans and implementation for maintaining and improving the system sites, facilities, and equipment.

The main objective of the Clinton Public School District is to ensure that all students are given the opportunity to receive a quality education. By maintaining our school facilities and grounds, we are assuring students, faculty, and the community a safe and orderly educational environment. Our maintenance staff is committed to the Clinton Public School District and takes pride in the service they provide.

We use state and local funds to repair, maintain and renovate all schools in the Clinton Public School District. We continue to make long range plans for improvement at all of our schools.

The Clinton Public School District maintenance department strictly adheres to federal, state, and local regulations. Inspections are performed at each school to comply with regulations set forth by the fire department, health department, and environmental control. Our maintenance department strives to take appropriate and timely action to improve our facilities and grounds.

The maintenance director monitors all new construction and renovations to make sure we are in compliance with local and state building codes and ensures that these codes and building specifications are met.

The maintenance department has provided professional training sessions from outside vendors to help our custodial staff improve the cleanliness of our facilities. These training sessions provide product information and proper instruction for cleaning floors, bathrooms, etc.

The Clinton Public School District takes pride in the appearance of all of its schools. We are notified by each facility when a maintenance issue arises. The notification is sent by a work order through our computer system. Once a work order is received, it is given to a maintenance employee to correct the problem.

We routinely change air filters, have grease traps inspected and cleaned, and make sure all outside lighting is working. Our maintenance crew makes routine inspections throughout the district for safety issues at the facilities and on the grounds. We keep maintenance supplies up to date and our grounds equipment in good working order.

The facilities and maintenance department establishes policies and procedures that provide for the effective operation of the schools. Inspections by the maintenance director help to determine major repairs that are non emergency to be scheduled during the summer (such as painting, flooring, carpentry, etc.). Once the needs are identified, the director lists the repairs on a spreadsheet by school location. A copy of the spreadsheet is provided to each maintenance employee a month before school dismissal for the summer.

***Standard Ten: Continuous Process of Educational Improvement***

A quality system establishes, implements, and monitors a continuous process of educational improvement clearly focused on student performance.

**Indicator 10.1:** Develops and implements a strategic plan, aligned with the vision, mission, and beliefs of the system, to guide improvement throughout the system.

**Indicator 10.2:** Engages stakeholders in the development and implementation of plans and processes for continuous improvement.

**Indicator 10.3:** Engages in a continuous process of improvement that:

- Articulates the direction and purpose the system and its schools are pursuing for the future (vision);
- Provides a rich description of the current conditions with a focus on student learning (profile);
- Identifies what actions system personnel will take to improve student learning (plan); and documents what has been accomplished and uses the results to inform what happens next (results).

**Indicator 10.4:** Ensures that each school is engaged in a planning process with improvement goals that complement the system vision and goals.

**Indicator 10.5:** Monitors compliance with accreditation standards by each school in the system.

**Indicator 10.6:** Maintains continuity and collaborative planning among the elementary, middle, and secondary levels in improvement efforts.

**Indicator 10.7:** Provides professional development for system and school personnel to help them implement improvement goals and strategies.

**Indicator 10.8:** Monitors and makes progress in meeting goals and standards for student performance that take into account those required by state and federal agencies.

**Indicator 10.9:** Communicates the results of improvement efforts to stakeholders.

The SACS CASI District Plan, containing the mission and beliefs, serves as a fluid document that is the district roadmap. In the beginning, a district team and school teams consisting of teachers, administrators, parents, business, and community members reviewed available data on which to design the initial action plans. Each stakeholder participated on one or more committees that addressed specific tasks associated with district performance: academic achievement, facilities, technology, transportation, finances, or other.

Continuing the process, committees meet periodically, some monthly while others less often, to assess progress on a continuing basis to determine whether participants are on target to reach objectives at year's end. For many objectives, members will not have

sufficient data until state mandated score reports become available, but for others, data are conveniently at hand.

Individual schools monitor their compliance with accreditation standards but stay abreast of their sister schools progress through participation in principals' meetings, directors' meetings, and the Superintendent's Advisory Committee. Through professional development, workshops, and internet exploration and study, school team members continuously seek innovative, research-based strategies and methods that may lead to improvement that compliments the school as well as district goals and mission. When needed, the District SACS CASI Director assists stakeholders concerning documentation of standards and/or indicators and works closely with the Superintendent and Assistant Superintendent to ensure continuity in improvement efforts.

The Assistant Superintendent oversees all AIMS web assessment results for kindergarten through 6<sup>th</sup> grade, maintains close contact with Excel reading and math teachers in 7<sup>th</sup> and 8<sup>th</sup>, and monitors changes in academic response to supplemental services provided by Intervention Specialists in Tier II and Tier III. In addition, he continues ongoing interchange with administrative personnel to stay abreast of growth as measured by student report cards, the School Support Team Process- academic and behavioral, and benchmark tests. He chairs the District Support Team where decisions are made concerning Tier intervention placement.

Many of the objectives supporting the broad-based goals are monitored on an ongoing basis and all are measured annually to provide growth data. The annual evaluation is devised to report growth in the form of comparative data over two or more years when available, as well as to provide charts, graphs, and tables for visual exhibits of progress and/or decline. Since all state and federal goals are reflected in the Clinton Public School District SACS CASI Plan, results are all inclusive in the annual evaluation.

Upon completion of the annual evaluation, copies are provided to principals and directors at the Administrators' Retreat (the kick-off for the upcoming school year). When staff members return, principals present this information which is then used by various committees to revise objectives as needed. The Superintendent presents copies of the evaluation to Board members, sends copies to the Clinton Mayor and President of the Clinton Chamber of Commerce, and the district Web-Master posts it on the district's web page.