

Gideon No. 37 School District

DISTRICT-WIDE EVALUATION PLAN

**Approved By
Board of Education
September 9, 2004**

**Revised August 2008
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Table of Contents

Mission Statement	3
Belief Statements	3
District Philosophy	3
Vision Statement	4
District-wide Evaluation Plan	5
Program Evaluation Schedule	10
Program Evaluation Strategies	13
Board of Education Policy	14
Budget	16
Salary Considerations	18
Library/Media Services	21
Operation of Plant	22
Transportation	25
Professional Development	27
A+ Schools.....	29
Summer School	31
Board of Education	33
Food Service	41
Health Services	43
Assessment Program	45
Personnel	47
Curriculum	49
Gifted	51
At-Risk.....	53
Technology	55
Vocational	57
Special Education Services	59
Parents as Teachers	61
Extra-Curricular Activities	63
Federal Programs	65
Philosophy/Mission Statement/Goals	67
Discipline	69
Guidance	71
Community Education / Services.....	74
Instructional Effectiveness Review.....	76
ESOL/ELL Review.....	77
Homeless Review.....	78
Migrant Review	79
School Climate Review.....	80
Safety Review	81
Evaluation Criteria	82

OVERVIEW

OF

EVALUATION PLAN

DISTRICT MISSION STATEMENT

The mission of the Gideon School District is to educate students to become responsible, productive participants in society.

DISTRICT BELIEF STATEMENTS

- We believe all students have inherent value.
- We believe all students are accountable for their actions.
- We believe all students are entitled to a safe and appropriate learning environment.
- We believe all students can learn.
- We believe all students are entitled to a quality education.
- We believe all teachers are responsible for providing instruction and guidance.
- We believe all adults in our school system should be appropriate models for our students.

DISTRICT PHILOSOPHY

An educational philosophy is a definitely thought out, consistent attitude toward education. The philosophy of a school is the foundation upon which educational objectives are established and it is the basis upon which to structure a school program designed to meet the educational objectives. The philosophy is the guideline for doing all that the school does.

For Americans, democracy is the way of life that provides for a high degree of individual freedom and development. Under democracy, the worth and happiness of the individual are of the utmost importance. Democracy recognizes that the very best way to build a better life for all is through a healthy balance of individual and group effort. It must be remembered, however, that democracy is not guaranteed to a people by any higher power without regard to their own efforts. Unless they constantly work to improve their way of life, they will eventually discover that they have lost even that heritage of democracy which has been left to them by their ancestors. The public school system must play a vital role in teaching students the value of democracy and the work that is necessary to maintain democracy.

Democracy recognizes that society is in a constant state of change. All individuals are constantly in a process of physical, mental, social, and emotional change commonly referred to as growth. This growth occurs whether it is directed or not, but when it is directed it is called "education." Many agencies contribute to the education of the individual, but the school is the only agency that has as its specific purpose the direction of such growth. Our goal is to produce graduates that will become productive members of society. Thus, we believe it is our responsibility to provide an educational program that will help produce well-rounded citizens. Our foremost focus must be academics. We have a responsibility to teach students to learn to use their minds well. In addition, we recognize the need to provide education that will lead to healthful living and adequate social and emotional development.

We believe full access to the provisions offered by the public schools of the United States of America is the birthright of every boy and girl in the nation. Public schools, therefore, should accept all students as they are and provide them with a stimulating environment and

opportunities for learning that will result in continuing life benefits for themselves and the society in which they live.

We believe the school's goals should be simple. Each student should master a limited number of essential skills and areas of knowledge. With the rate at which knowledge is multiplying in today's world, it is impossible to teach all knowledge. Thus, we recognize the need to focus on vital knowledge and to provide students with the skills that will allow them to find and construct knowledge on their own. Within this context the school's goals should apply to all students. The school's atmosphere should be marked by an attitude of unanxious expectation, trust, and of decency between faculty and students.

We believe teaching and learning should be personalized to the maximum extent feasible. We realize we must study each pupil under our direction as an individual. We should learn all we can about each student's background, interests, aptitudes, abilities, and desires. We must attempt to direct the student's growth toward success as an individual and as part of the group.

We must teach the basic fundamentals in a better way than we have done before, but we must teach individuals in order that they may develop into well-balanced, well-rounded citizens physically, mentally, morally, and emotionally.

We believe the governing practical metaphor of the school should be the student-as-worker. The student should demonstrate competence in mathematics, science, language, history, and social studies before being awarded a diploma.

We believe public education must be designed to prepare students for the future. Thus, we must be visionary in our application of knowledge, technology, and educational methods. We must provide educational programs that will meet the needs of college-bound students as well as those with more vocational needs. We must offer a breadth in the school program at all levels that will provide for the individual needs, interests, desires, and abilities of all students. We must offer a program of guidance and direction that will enable each student to take the greatest advantage of that part of the school program best suited for him. And we must always work to offer a quality of instruction that will insure speedy and efficient learning on the part of all students. We must accept the obligation to provide an educational program that will help each individual develop his/her social, physical, emotional, and spiritual potentialities to the greatest extent possible.

DISTRICT VISION STATEMENT

All students can learn and have the right to learn. The vision of the Gideon No. 37 School District is to help students acquire the knowledge, attitudes, and skills necessary to become healthy, happy, and productive adults who perpetuate and improve the democratic process through positive impact on their communities, their country, and their world.

All teachers have the right to teach. This school's mission can only be accomplished when all teachers are provided with the appropriate environment conducive to learning and helping students become enthusiastic, lifelong learners capable of adjusting to change. All members of the school and community have the responsibility to make this possible.

DISTRICT-WIDE EVALUATION PLAN

The Gideon No. 37 School District believes it is of utmost importance to provide a plan that coordinates the evaluation of the overall effectiveness and/or efficiency of the district's programs and services and which designates responsible persons and time frames. The plan outlines various components of the district-wide evaluation to be used. This plan will be reviewed at least annually and revisions will be made as deemed necessary. The plan will be made available for review by the public at large.

The district's latest CSIP was approved in 2009 and was a significant departure from earlier versions as we transitioned to the ePeGS system. The ePeGS environment provides the opportunity for our CSIP to be a living document that can be evaluated and updated based on current data and district needs. The CSIP is the basis of our district goals and objectives. The Board of Education reviews or evaluates the district's programs and services annually. Each program and service area has a review process or an evaluation procedure. These results are reviewed by the Board of Education to ascertain program/service effectiveness and to determine programs/services needing revisions. The Board of Education will review some of the district's programs and services each month during the monthly board meeting, reviewing all at least once every two years and reviewing many programs annually. Subject to budgetary restraints, action will be taken to ensure that the programs efficiently achieve their goals.

Information from a variety of resources will be used to determine the extent that district goals and objectives are achieved. School staff uses the following data which includes:

Achievement tests; student attrition rates; placement in special programs; student retention rates, expulsions, suspensions; evaluation of school climate; follow-up data on all school leavers, including graduates; student attendance rates; assessment of student attitudes and interests; delineation of parent expectations; employer satisfaction follow-up studies; parent expectations; participation rates in co-curricular and extra-curricular activities; MAP results; EOC exam results, DIEBELS data, AimsWeb data, the number of students eligible for and enrolled in Title I and special classes; students exiting from compensatory programs; sustaining effects data, etc. This information is shared with the Board of Education.

Programs and services each have their own review or evaluation procedure. This information is used to assist in determining the extent to which the district's goals and objectives are being achieved. This information is shared with the Board of Education on a regular basis.

This master plan to achieve the mission, goals, and objectives of the Gideon No. 37 School District has been developed with the cooperation of staff, administration, and Board of Education members. The plan has provisions for examining programs on a periodical basis, at least once annually.

The plan recognizes the goals, objectives and evaluation procedures of the individual programs.

The district will endeavor to keep staff members informed so they can identify who is accountable for each program in the district.

Personnel

Evaluation of personnel is an important component of the total District-wide Evaluation Plan.

Board of Education policy has delineated procedures for evaluating certificated and non-certificated personnel. Evaluation is performance-based and is used as a method to improve staff performance. Certificated personnel include administrators, teachers, librarians, and counselors. Non-certificated personnel include teacher aides, custodians, cooks, bus drivers, clerical staff, and other support staff. The administrators are responsible for carrying out Board of Education policy in the evaluation of personnel.

Instruction

The Gideon No. 37 School District is committed to providing students in the district with a quality education. This commitment is exemplified in the current curriculum and instructional processes. Curriculum guides have been developed with the input of community personnel and approval of the Board of Education. The district recognizes that curriculum development is a constantly evolving process. It is the responsibility of the teachers to develop and revise curriculum, with administration providing guidance.

Various Data (i.e. MAP scores, EOC exam scores, grades, standardized test scores, etc.) will be used to determine curriculum effectiveness.

Instructional effectiveness will be evaluated as it relates to the following student characteristics: extra-curricular activities, achievement results, attendance rates, drop-out rates, and student follow-up.

Special Programs

Several state and federal programs are available for student utilization. These various programs are under the responsibility of the building principal. All programs will be evaluated to ensure compliance with federal and state guidelines.

Support Programs

The district's transportation, health, food service, custodial and facilities programs will be evaluated annually for program effectiveness. The Board of Education will receive information concerning program effectiveness as well as recommendations for program improvement. All programs will be evaluated to ensure compliance with federal guidelines.

**GIDEON NO. 37 SCHOOL DISTRICT
District-Wide Review/Evaluation Plan**

<i>Area/Program</i>	<i>Month</i>	<i>Evaluated/Reviewed By</i>
<u>Governance:</u>		
Board of Education	October	Board
Philosophy/Mission Statement/Goals	June	Superintendent/Board
Budget	July	Superintendent/Board
Evaluate Budget	Monthly	Superintendent
Salary Considerations	March	SC/Superintendent/ Board
Evaluate Insurance on Buildings and Property	September	Superintendent
Review Annual Audit Report	October	Superintendent/Board
Policy Review	June/July	Board/Administration
Strategic Planning	June	Administration
<u>Personnel:</u>		
Superintendent	December	Board/Superintendent
Building Administrators	January	Superintendent
Teachers	February	Building Administration
Support Staff	February	Building Administration/ Superintendent
Preliminary Staff Evaluations	November	Building Administration/ Superintendent
Professional Development	September	PDC/Superintendent

<i>Area/Program</i>	<i>Month</i>	<i>Evaluated/Reviewed By</i>
<u>Instruction:</u> Curriculum	January	Principals/ Superintendent
Curriculum/Instruction Overview	Monthly	Principals/ Superintendent
Vocational Programs	May	Building Administration/ Principal
Summer School	September	Building Administration/
Assessment	June	Superintendent/ Principals
Performance Data	June/November	Superintendent/ Principals
Special Education Services	May	Director of Special Services
Parents as Teachers	May	PAT Teachers/ Elementary Principal
At-Risk	March	Counselors/ Building Principals
Gifted	March	Counselors/ Building Principal
ESOL/ELL	August	Building Principals ESOL Coordinator
Homeless	August	Building Principals Homeless Coordinator
Migrant	August	Building Principals Migrant Coordinator
Discipline	June	Building Principals
Instructional Effectiveness	February	Director of Instruction Building Principals
School Climate	September	Building Principals

<i>Area/Program</i>	<i>Month</i>	<i>Evaluated/Reviewed By</i>
<u>Instructional Support</u>		
Library/Media Services	July	Librarian/ Administration
Guidance	July	Counselors/ Administration
Technology	April	Technology Director
Federal Programs	May	Administration
<u>Support Services</u>		
Operation of Plant	August	Director of Maintenance/ Superintendent
Facilities and Grounds	Monthly	Director of Maintenance/ Superintendent
Transportation	August	Director of Transportation
Food Services	November	Director of Food Services
Health Services	August	Director of Health Services
Emergency Preparedness	July	Administration
Community Education / Services	October	Building Administration
Safety	July	Director of Maintenance/ Building Principals Superintendent

PROGRAM REVIEW/EVALUATION

SCHEDULE

GIDEON NO. 37 SCHOOL DISTRICT
District-Wide Evaluation
Program Evaluation Schedule

July	Board of Education Policy Budget/Fiscal Management Library/Media Services Guidance Safety
August	Operation of Plant Transportation Health Services ESOL/ELL Homeless Migrant
September	Professional Development Summer School Opening of School School Climate
October	Board of Education School Business Systems Community Education / Services
November	Food Services Assessment/Student Data
December	Superintendent Evaluation
January	Building Administration Evaluations Curriculum Overview
February	Teacher Evaluations Support Staff Evaluations Instruction Instructional Effectiveness
March	Salary Considerations At-Risk Gifted
April	Technology Community Relations

May

Vocational Programs
Special Services
A+ Schools Program
Parents as Teachers
Extra-Curricular Activities
Federal Programs
Budget/Fiscal Management

June

Philosophy, Mission Statement, Goals
Assessment
Discipline

PROGRAM REVIEW/EVALUATION

STRATEGIES

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Board of Education Policy

Person (s) Responsible: Board President / Superintendent

Number of employees: 55

Number of students enrolled/participating in program: _____

Program Evaluation Month: July Date Revised: July 2004

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: All groups

Major types of program expenditures: _____

Program costs (optional): _____

Goal (s):

The Board of education will maintain a current set of Board of Education Policies to guide the operation of the Gideon No. 37 School District. The development of policies is a continuous process with updates made as needed.

Objectives (Can it be measured with data?):

1. The board of education will discuss policy needs/updates during a portion of at least one board meeting per year.
2. Within two months of receiving suggested policy updates from the MSBA Policy Service or other policy service to which the board shall subscribe, the board shall review the suggested updates and take action to bring district policy in line where necessary.

Evaluation Criteria (What gauges success?):

1. Did the Board of Education set aside a portion of at least one board meeting to review Board Policies?
2. Does the board regularly review and take action on suggested policy updates/revisions from the Board Policy Service within two months of receiving suggested policy updates?

Procedures used to evaluate the collected data:

The Superintendent will review policy updates and board minutes for the previous 12 months to determine if the objectives have been achieved for that year.

Who collects the data? Superintendent of Schools

Who reports the data? Superintendent of Schools

Who analyzes the data? Superintendent of Schools

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: _____ Budget _____

Person (s) Responsible: _____ Superintendent of Schools / Board of Education _____

Number of employees: _____ 55 _____

Number of students enrolled/participating in program: _____

Program Evaluation Month: _____ June/July _____ Date Revised: _____ July 2004 _____

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: _____ All Groups _____

Major types of program expenditures: _____

Program costs (optional): _____

Goal (s):

The superintendent, with appropriate input from the staff, will prepare an annual budget as required by law. The budget will be adopted by the Board of Education.

Objectives (Can it be measured with data?):

1. The budget document will contain the proper components to meet the legal requirements for school district budgets.
2. Proper budget amendments will be made during the year as needed.
3. Appropriate development input will be used in compiling the budget.

Evaluation Criteria (What gauges success?):

1. Does the budget document contain the following required items?
 - a. Budget message
 - b. Estimated revenues with a comparative statement of actual or estimated revenues for the past two years
 - c. Proposed expenditures with comparative statement of the past two years
 - d. Amount required for payment of interest charges on the debt of the district
 - e. A budget summary.
2. During the year, was there a need to amend the budget, and if so, were the proper budget amendments made?
3. Did the superintendent use appropriate input in the development of the budget?

Procedures used to evaluate the collected data:

The Board of Education will evaluate the budget at least annually to determine if it meets the legal requirements for school district budgets. The district's financial condition will be reviewed

monthly, and the budget will be updated as needed to reflect any changes to the original document which reflect any significant differences in receipts or expenditures for the budget year.

Who collects the data? Superintendent of Schools

Who reports the data? Superintendent of Schools

Who analyzes the data? Superintendent of Schools

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Salary Considerations

Person (s) Responsible: Superintendent / Board of Education

Number of employees: 56

Number of students enrolled/participating in program: NA

Program Evaluation Month: March (possibly Feb.) Date Revised: January 2008

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: All students

Major types of program expenditures: Salaries

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will provide salaries which are sufficient to attract and retain qualified and competent personnel.

Objectives (Can it be measured with data?):

1. The Gideon No. 37 School District will maintain salary expenditures at a level sufficient to meet required salary compliance requirement set by DESE.
2. The Gideon No. 37 School District salaries for beginning teachers with a bachelor's degree will be in the middle 1/3 of salaries for Bootheel and Tri-County schools as reported on the annually salary survey of schools in the Bootheel/Tri-County Associations with a goal of being at or above the 50th percentile by the 2011-2012 school year.
3. The Gideon No. 37 School District Gideon maximum salary for a teacher with a Master's degree will be in the middle 1/3 of salaries for Bootheel and Tri-County schools as reported on the annually salary survey of schools in the Bootheel/Tri-County Associations with a goal of being at or above the 50th percentile by the 2011-2012 school year.
4. A three year rolling average percent salary increase will be calculated. If this average exceeds the average increase in the CPI over the same time period by at least 1/2 % then the objective will be considered having been met with success for the year.

5. The salary schedule will be analyzed to determine if all columns for all available years of service for all steps has been filled in. Once it has been filled in, this objective will no longer be deemed active.
6. The salary schedule will be analyzed to determine if a column for hours beyond a master's degree has been added. At least one column shall be added every two years until a master's +16 and a specialist column exist.

Evaluation Criteria (What gauges success?):

1. On an annual basis the district will utilize formulas provided by DESE to determine if the district meets the currently defined salary compliance requirement (or an allowable substitute compliance target). The calculation will be based on data from the most recently completed school year. If the district is in compliance the objective will be considered having been met with success that year.
2. Annual salary survey data from the Bootheel and Tri-County Superintendent's Association will be analyzed and divided into thirds. If Gideon's salary for beginning teachers with a bachelors degree falls within the middle 1/3 then this objective will be considered met for years prior to 2010-2011. For the school years of 2011-2012 and forward, the objective will only be considered met if the salaries are at or above the 50% percentile based upon the area salary survey.
3. Annual salary survey data from the Bootheel and Tri-County Superintendent's Association will be analyzed and divided into thirds. If Gideon's maximum salary for a teacher with a masters degree falls within the middle 1/3 then this objective will be considered met for years prior to 2010-2011. For the school years of 2011-2012 and forward, the objective will only be considered met if the salaries are at or above the 50% percentile based upon the area salary survey.
4. A three year rolling average percent salary increase will be calculated. If this average exceeds the average increase in the CPI over the same time period by at least 1/2 % then the objective will be considered having been met with success for the year.
5. The salary schedule will be analyzed to determine if all columns for all available years of service for all steps has been filled in. Once it has been filled in, this objective will no longer be deemed active.
6. The salary schedule will be analyzed to determine if a column for hours beyond a master's degree has been added. At least one column shall be added every two years until a master's +16 and a specialist column exist.

Procedures used to evaluate the collected data:

Certificated salary compliance will data will be collected from the annual Secretary of the Board report.

Copies of the Bootheel/Tri-County Superintendents' Association Annual Salary Survey of Schools will be collected. The data will be analyzed by dividing the appropriate salary data into thirds. The position of Gideon's salaries in that ranking will be determined and compared to the established standard for the appropriate objectives.

The average percentage salary increase for the current year and two previous years will be calculated on an annual basis. This information will be compared to the average increase in the CPI over the same period.

The salary schedule will be analyzed on an annual basis and compared to the previous years' salary schedule to determine if the salary schedule has been filled in for all available years of service and if credit for hours beyond the master's degree has been added.

Who collects the data? Superintendent and Superintendent's Secretary

Who reports the data? Superintendent

Who analyzes the data? Superintendent

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Library Media Centers (Elementary & High School)

Person (s) Responsible: Library Media Specialist

Number of employees: 54

Number of students enrolled/participating in program: 325

Program Evaluation Month: July Date Revised: July 2009

Program required by: Board of Education X State X Federal _____

Group (s) serviced by the program: Students, Teachers, Support Staff

Major types of program expenditures: Materials & Supplies

Program costs (optional): _____

Goal (s):

1. Provide materials that will enrich and support the curriculum, taking into considerations the varied interest, abilities, and maturity levels of the patrons, which they serve.
2. Provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values, and ethical standards.
3. Provide information, which will encourage and enable students to think independently and make intelligent judgments in their daily lives.
4. Place principle above personal opinion and reason above prejudice in the selection of quality materials in order to assure a collection appropriate for the users of those materials.

Objectives (Can it be measured with data?):

Objective #1

Six of the eight collection areas of each LMC will improve at least one level or be maintained at the Premium Level by the end of the 2009 school term.

Objective #2

Information literacy will be an integral part of the district curriculum and will be integrated throughout all curricula in grades two through twelve.

Evaluation Criteria (What gauges success?):

Evaluation of Objective #1

Analysis of the LMC collection according to the Standards and Indicators Manual indicate that 6 of the 8 areas of the collection meet the Premium Level which meets the objective.

Evaluation of Objective #2

All curricula in the district are based on the Grade Level Expectations and the Show-Me Standards, both of which include informational literacy skills in all areas. Information literacy skills are integrated throughout the curriculum meeting the objective. The Communication Arts Curricula contain information literacy skills outlined in the GLE's/CLE's.

Procedures used to evaluate the collected data:

- Evaluation of the LMC collections will be conducted annually utilizing the LMC Standards and Indicators Worksheets & Quantity Tables (*see attached sheets*)
- Data from the reports will be analyzed and reported in the LMC Improvement Plan report
- All collected data will be reported to the Superintendent and Board of Education in the annual LMC Program Evaluation conducted each July

Who collects the data? Library Media Specialist , Curriculum Coordinator

Who reports the data? Library Media Specialist

Who analyzes the data? Library Media Specialist, Curriculum Coordinator

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Operation of Plant

Person (s) Responsible: Director of Maintenance / Superintendent of Schools

Number of employees: 55

Number of students enrolled/participating in program: _____

Program Evaluation Month: August Date Revised: July 2004

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: All students and staff

Major types of program expenditures: Upkeep, Maintenance, Capital Upgrades

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District's building and grounds are appropriate and adequate to allow for the accomplishment of the district's goals. The facilities and grounds are well maintained and a healthful environment is provided for the students, staff, and community. Renovations, replacements, and/or additions are planned to meet the district's needs.

Objectives (Can it be measured with data?):

1. The Gideon No. 37 School District's programs and services will be housed in well kept facilities.
2. School grounds and facilities will be periodically evaluated to determine if any renovations, repairs, or replacements need to be made.
3. Annual maintenance and upkeep of each facility is within the expected guidelines for buildings of our design and age.
4. A Board of Education approved transition plan pursuant to the Americans with Disabilities Act will be in place.

Evaluation Criteria (What gauges success?):

1. Are all the Gideon No. 37 School District's programs and services housed in adequate facilities with sufficient maintenance and custodial services provided to maintain them in a clean, safe, and healthy state?
2. Is an appropriate maintenance/renovation plan in place? Are maintenance, renovation, replacement, and additions to facilities systematically planned?
3. Is there a Board of Education approved transition plan pursuant to the Americans with Disabilities Act?
4. Are facilities and grounds periodically inspected for potential safety hazards, and are potential safety hazards corrected promptly?

5. On an annual basis the maintenance cost of facilities will be evaluated and compared to generally accepted values.

Procedures used to evaluate the collected data:

The superintendent will analyze the data and present a summary to The Board of Education along with recommendations. Based upon the summary presented by the Superintendent, the Board of Education will annually evaluate the Gideon No. 37 School District's buildings and grounds to determine if they are adequate to meet the district's programs. The Board of Education will also determine that they are well maintained and provide a healthful environment.

Who collects the data? Superintendent of Schools

Who reports the data? Superintendent of Schools

Who analyzes the data? Superintendent of Schools

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Transportation

Person (s) Responsible: Director of Transportation / Superintendent

Number of employees: 4

Number of students enrolled/participating in program: Approx 200

Program Evaluation Month: August Date Revised: August 2004

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: All students

Major types of program expenditures: Driver Salary, Fuel, Buses, Bus Maintenance

Program costs (optional): \$80,000 - \$140,000 annually

Goal (s):

The Gideon No. 37 School District will provide safe, efficient, and consistent transportation to and from school in compliance with Missouri statutes, regulations and local Board of Education policies.

Objectives (Can it be measured with data?):

1. Transportation efficiency will improve by at least 1% annually until we are within the state cost factor guidelines.
2. Bus discipline incidents will decrease by at least 5% annually or will be held to no more than one incident per bus per month on average.
3. The Gideon No. 37 School District will file all required reports and comply with all required policies.
4. 100% of our buses will pass the highway patrol annual bus inspection.

Evaluation Criteria (What gauges success?):

1. Efficiency will be evaluated on an annual basis using the DESE calculated cost factor. If the cost factor decreases by 1% over the previous year or if it is within the state cost factor guidelines, the objective will be considered met.
2. If the number of bus discipline incidents decreases by at least 5% annually or is held to no more than one incident per bus per month on average, the objective will be considered met.
3. Are all reports filed on time and does our transportation system comply with all required policies?
4. If 100% of our buses pass the annual highway patrol inspection this objective will be considered met.

Procedures used to evaluate the collected data:

1. Efficiency will be determined by utilizing the district cost factor as calculated on the DESE transportation reports.
2. The building principals will evaluate bus discipline incidents as part of their annual discipline review. A determination of the average number of discipline instances per bus per month will be determined along with the percentage change in total bus discipline incidents from the previous year.
3. The annual audit will be evaluated to note any discrepancies in policy.

Who collects the data? Superintendent of Schools / Building Principals

Who reports the data? Superintendent of Schools

Who analyzes the data? Superintendent of Schools

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Professional Development

Person (s) Responsible: Professional Development Committee/Superintendent/Board of Education

Number of employees: _____

Number of students enrolled/participating in program: _____

Program Evaluation Month: September Date Revised: January 2004 _____

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: Certified/Non-Certified Staff

Major types of program expenditures: Purchased Services, Material & Supplies

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will provide professional and classified staff with a continuous process in acquiring, refining and enhancing skills to reach and sustain a high level of student learning throughout the district.

Objectives (Can it be measured with data?):

1. The professional development program in the Gideon School District will implement and maintain a high-quality staff development program based on the context, process and content standards outlined in the National Staff Development Council's Standards for Staff Development.

Evaluation Criteria (What gauges success?):

1. A checklist/survey based on the *Rubric for Determining Excellence in Professional Development*, from the Missouri Staff Development Leadership Council (MSDLC) and the National Staff Development Council (NSDC), will be developed. In the spring a team of administrators and teachers will evaluate the professional development program utilizing the checklist. If upon completion of the checklist at least 90% of the indicators in each of the areas of context, process and content receive a mark of at least level 3, the objective will be considered met.

Procedures used to evaluate the collected data:

Checklist/survey will be developed and evaluated to ensure all three areas and indicators of the *Rubric for Determining Excellence in Professional Development* are included

Team of administrators and teachers will be formed in the Spring to complete the checklist and analyze information.

Information to complete checklist will collect from, but not limited to, the following sources:

- Workshop attendance lists
- Professional Learning Community TEAM Logs/Notebooks
- Staff Professional Development Surveys
- District/Building School Improvement Plans
- Budget Receipts/Expenditures for Professional Development
- PLC TEAM Schedules/Meetings/Reports
- MAP and Terra Nova Data

Team will evaluate collected data and checklist evaluation

Analysis of data will drive recommendations for changes in the Professional Development Program

Who collects the data? PDC Committee, Assistant Superintendent , Evaluation Team

Who reports the data? Assistant Superintendent

Who analyzes the data? PD Evaluation Team/Assistant Superintendent

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: A+ Schools Program

Person (s) Responsible: A+ Coordinator / High School Principal / HS Counselor

Number of employees: _____

Number of students enrolled/participating in program: 60

Program Evaluation Month: May Date Revised: September 2004

Program required by: Board of Education _____ State X Federal _____

Group (s) serviced by the program: High School Students

Major types of program expenditures: Coordinator Salary, PD

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will maintain the A+ Schools Program in a manner that meets all requirements and benefits the students of the district.

Objectives (Can it be measured with data?):

1. All students will be graduated from high school.
2. All students will complete a selection of high school studies that is challenging and for which there are identified learning expectations.
3. All students will proceed from high school graduation to college or post-secondary vocational or technical school or high wage job placement with skill development opportunities.

Evaluation Criteria (What gauges success?):

1. The High School Graduation Rate is increasing by at least 1% per year.
2. The percentage of credits taken by juniors and seniors in approved advanced courses is increasing by 2% per year or maintained at a high level.
3. The percentage of students placed in an occupation related to a vocational field of study or going on to college is increasing by at least 2% annually or maintained at a high level.

Procedures used to evaluate the collected data:

The graduation rate posted on the annual performance report will be used to gauge annual increases in the graduation rate from the previous year. A “high” rate shall be defined as 95% or higher.

The annual performance report will be used to gather data about the percentage of juniors and seniors enrolled in advanced courses. If this is increased by at least 2% over the previous year or is maintained at 40% or higher, the objective will be considered met.

College placement and vocational placement rates from the annual performance report will be utilized to evaluate objective #3. If a combined total of at least 80% of the students continue their postsecondary education at a community college, a four-year college/university, or a technical school within six months of graduation or if they are successfully place in a career related to their vocational training or if they enter the military, the objective will be considered met.

Who collects the data? A+ Coordinator / High School Principal / HS Counselor

Who reports the data? A+ Coordinator / High School Principal / HS Counselor

Who analyzes the data? A+ Coordinator / High School Principal

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Summer School

Person (s) Responsible: Elementary and High School Principals

Number of employees: 10

Number of student's enrolled/participating in program: Approximately 150

Program Evaluation Month: August Date Revised: July 2004

Program required by: Board of Education State _____ Federal _____

Group (s) serviced by the program: Pre-K through 12th grade students

Major types of program expenditures: Salaries, Materials and Supplies

Program costs (optional): _____

Goal (s):

The Gideon #37 School District will provide pre-kindergarten through grade twelve enrichment and remedial education programs to the students in the school district. This program will also provide the extra reading instruction required by Senate Bill 319.

Objectives (Can it be measured with data?):

Students below grade level expectations in reading and math will demonstrate movement toward grade level achievement in reading and math.

Evaluation Criteria (What gauges success?):

1. The Star test will be used to determine improvement in reading levels. Other assessments such as running records will also be used as is necessary.
2. Pre- and Post-assessments will be used to determine improvement in the area of basic math concepts.

Procedures used to evaluate the collected data:

1. Star data and other appropriate assessment will be evaluated to determine whether or not necessary improvement has occurred in reading and reading comprehension.
2. Pre- and Post-assessment data will be used to determine movement in the area of mathematics.

Who collects the data? Classroom Teachers

Who reports the data? Classroom Teachers

Who analyzes the data? Classroom Teachers, Title I Teacher, Principal

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Board of Education

Person (s) Responsible: Board of Education President/Superintendent

Number of employees: 40

Number of students enrolled/participating in program: 350

Program Evaluation Month: October Date Revised: April 2004

Program required by: Board of Education State Federal

Group (s) serviced by the program: K-12

Major types of program expenditures: NA

Program costs (optional): NA

Goal (s):

The Board of Education will be effective in providing leadership for the school in carrying out the district's philosophy, beliefs, mission statement and goals.

Objectives (Can it be measured with data?):

The Gideon Board of Education will demonstrate effective leadership by attaining an overall average score of at least 4 on a five point scale in each of eight (8) areas assessed on the annual Board of Education Self Evaluation Form.

Evaluation Criteria (What gauges success?):

The evaluation will be conducted on eight dimensions: Orientation, school board meeting, policy/planning, board/superintendent relations, school-community relations, finance, personnel relations, and district planning. If the overall average score for a dimension is 4 or above on a 5 point scale that dimension shall be considered adequate in terms of demonstrating effective leadership.

Procedures used to evaluate the collected data:

Each board member will complete a Board of Education Self Evaluation Form. These forms will be submitted to the Board of Education President or his/her designee. An overall average score for each dimension will be calculated and compared to the evaluation criteria as stated above. If the criteria is not met, the board will discuss the dimension and develop a plan for improvement.

Who collects the data? Board of Education President/Superintendent

Who reports the data? Board of Education President/Superintendent

Who analyzes the data? Board of Education President/Superintendent

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
BOARD OF EDUCATION SELF EVALUATION FORM**

Each question should be answered honestly; the appropriate rating should be circled which best describes your assessment of the board's present operation.

Tabulate your individual evaluations by category and calculate the average score of each category. Also list the item number and score for the item with the lowest score in each category.

Overall average scores will be calculated based on all board member responses. Any category with an overall average score of less than three (3) should be discussed by the board as a whole and a plan of improvement should be developed.

Use the following rating scale when circling the number corresponding to your response:

5 - Always	4 - Frequently	3 - Sometimes	2 - Occasionally	1 - Never
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A. ORIENTATION

1. The board insures that all new board members complete certified board member training as required by law.	1	2	3	4	5
2. The district administrator and administrative staff update board members on new and current programs and operations of the district.	1	2	3	4	5
3. Board members recognize they have no individual power, and operate accordingly.	1	2	3	4	5
4. Board members read their agenda packets before the meeting and are prepared to discuss issues on the agenda.	1	2	3	4	5
5. All board members demonstrate an understanding of current board policy.	1	2	3	4	5
6. The board keeps informed on current educational issues through reading and/or attendance at workshops.	1	2	3	4	5

Orientation: Average Score: _____

Lowest Item and Score: _____/_____

5 - Always	4 - Frequently	3 - Sometimes	2 - Occasionally	1 - Never
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B. SCHOOL BOARD MEETING

1. The board has specific policies which	1	2	3	4	5
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govern the development of the board agenda and the formal meeting procedure, including a process for the hearing of delegations, staff and citizens.					
2. Meetings are scheduled at regular times and locations, with sufficient notice to encourage participation by board members, employees, community members, and the media.	1	2	3	4	5
3. The district administrator with input from the board president prepares the agenda and relevant documentation. The materials are received prior to the meeting with sufficient time for study and preparation.	1	2	3	4	5
4. The board president begins meetings on time, provides orderly procedures, clarifies agenda items, and summarizes discussions and motions before a vote is taken.	1	2	3	4	5
5. Board members relate to each other in a courteous and professional manner.	1	2	3	4	5
6. School board meetings discuss items relevant to the educational program, with professional staff invited to address the board on programs of interest.	1	2	3	4	5
7. Board members always have the educational well-being of children as the top priority.	1	2	3	4	5
8. The board devotes its time to matters pertaining to policy, planning and evaluation and does not needlessly use time discussing administrative matters.	1	2	3	4	5
9. Board members support all actions taken by the board as a whole even if they disagree during the discussion.	1	2	3	4	5
10. Board members respect the confidentiality of executive sessions.	1	2	3	4	5
11. Board members avoid public criticism of staff or staff recommendations.	1	2	3	4	5
12. Board members do not allow their political activities to affect their working as a board on district matters.	1	2	3	4	5

13. The board works toward compromise and consensus when there are disagreements among members and exhibits effective decision making skills	1	2	3	4	5
14. Board members bring community comments and remarks about district personnel to the superintendent to check on and report back before accepting them as true.	1	2	3	4	5

School Board Meeting: Average Score: _____

Lowest Item and Score: _____/_____

5 - Always	4 - Frequently	3 - Sometimes	2 - Occasionally	1 - Never
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C. POLICY/PLANNING

1. The board maintains a comprehensive, codified, and up-to-date policy manual.	1	2	3	4	5
2. The board reviews the existing body of policy on a planned basis.	1	2	3	4	5
3. The board seeks the superintendent's recommendations on policy issues and adopts policy on a regular, planned basis.	1	2	3	4	5
4. Administrators, staff, and board members are encouraged to review policies annually for need and effectiveness. Additions/deletions are made to conform to current law, trends and issues.	1	2	3	4	5
5. The board adopts policies and assigns the implementation and evaluation of policy to the administrative staff.	1	2	3	4	5

Policy/Planning: Average Score: _____

Lowest Item and Score: _____/_____

5 - Always	4 - Frequently	3 - Sometimes	2 - Occasionally	1 - Never
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D. BOARD/SUPERINTENDENT RELATIONS

1. The board acts as a policy-making and governance body, holding the superintendent responsible for administration and evaluation of programs,	1	2	3	4	5
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as well as staff evaluations.					
2. The board provides comparable compensation for the highest level administrative position in the school system.	1	2	3	4	5
3. Budgetary provision is made and encouragement is given for the professional growth of the superintendent.	1	2	3	4	5
4. The board has an annual, systematic process, including a board approved evaluation tool, for the evaluation of the superintendent.	1	2	3	4	5
5. Areas of controversy and conflict are discussed openly with the superintendent. When there are disagreements the board and superintendent disagree respectfully.	1	2	3	4	5
6. A working relationship of mutual trust, respect, and honesty exist between the board and the superintendent. Criticism of either is done in private.	1	2	3	4	5
7. The board and the district administrator keep each other informed of current issues; no "surprises" occur at board meetings.	1	2	3	4	5

The Board and the District Administrator: Average Score: _____
Lowest Item and Score: _____/_____

5 - Always	4 - Frequently	3 - Sometimes	2 - Occasionally	1 - Never
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E. SCHOOL-COMMUNITY RELATIONS

1. The board has adopted a comprehensive school-community relations policy which authorizes an official spokesperson for the board. School personnel are assigned to release information and to communicate school activities, programs, and items of interest to the public.	1	2	3	4	5
2. Citizen participation in the schools is encouraged and citizen advisory committees are utilized, when appropriate.	1	2	3	4	5
3. The district has a positive relationship with the media and information concerning	1	2	3	4	5

school programming and operations is routinely disseminated to the media.					
4. The board provides support and is involved with parent/teacher groups, various community groups, and other governmental bodies.	1	2	3	4	5
5. Board members base decisions on what is best for the entire community and do not represent special interest groups.	1	2	3	4	5

School Community Relations: Average Score: _____

Lowest Item and Score: _____/_____

5 - Always	4 - Frequently	3 - Sometimes	2 - Occasionally	1 - Never
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F. FINANCE

1. The board has policies which ensure efficient methods for the purchase of supplies and equipment, for proper bookkeeping procedures, for adequate insurance coverage, and for the investment of school funds.	1	2	3	4	5
2. The board is aware of the financial base of the community and provides the best educational program from available funds.	1	2	3	4	5
3. The board directs the administration to actively seek alternative funding sources such as federal Title money, private/business donations, and research grants.	1	2	3	4	5
4. The community is kept aware of the financial status of the school system.	1	2	3	4	5
5. The board/administration seeks and secures additional funding, when necessary.	1	2	3	4	5

Finance: Average Score: _____

Lowest Item and Score: _____/_____

5 - Always	4 - Frequently	3 - Sometimes	2 - Occasionally	1 - Never
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G. PERSONNEL RELATIONS

1. The board maintains professional	1	2	3	4	5
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relations with employees of the school system.					
2. The board promotes a healthy relationship with new employees.	1	2	3	4	5
3. The board solicits administrator's recommendations and documentation in the employment, non-renewal, and dismissal of school employees.	1	2	3	4	5
4. Personnel policies provide clear guidelines for employment, employee grievances, and employee benefits.	1	2	3	4	5

Personnel Relations: Average Score: _____

Lowest Item and Score: _____/_____

5 - Always	4 - Frequently	3 - Sometimes	2 - Occasionally	1 - Never
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H. DISTRICT PLANNING

1. All board decisions are based upon what is in the best interest of the children.	1	2	3	4	5
2. The board does not implement any programs that do not conform to our mission, beliefs, objectives, parameters, and strategies.	1	2	3	4	5
3. The board encourages innovative pilot projects by all district staff.	1	2	3	4	5
4. The board employs clear policies on curriculum development, implementation, and review.	1	2	3	4	5
5. The board monitors measures of student achievement, including testing results, and expects administration to utilize these results in the development of professional development plans and school improvement plans.	1	2	3	4	5
6. The board demonstrates a commitment to academic excellence.	1	2	3	4	5

District Planning: Average Score: _____

Lowest Item and Score: _____/_____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Food Service

Person (s) Responsible: Director of Food Service / Superintendent

Number of employees: 4

Number of students enrolled/participating in program: Approx 300

Program Evaluation Month: November Date Revised: September 2004

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: All students, faculty, and staff

Major types of program expenditures: Labor and food supplies

Program costs (optional): \$130,000 - \$155,000

Goal (s):

An efficient school food program which provides a nutritionally balanced breakfast and lunch in accordance with the Federal Child Nutrition Program regulations and guidelines is available to all students.

Objectives (Can it be measured with data?):

1. Meals provided through the food service department will meet the nutritional analysis required by USDA and as calculated using the Nutrient Standard Menu Planning Process.
2. The food service environment will meet the requirements specified by the Missouri Department of Health.
3. Participation rates will increase by at least 3% per year or be maintained above 80% overall for the lunch portion of the food service program.
4. The food service deficit will decrease by at least 10% annually until it is below \$5,000 per year.

Evaluation Criteria (What gauges success?):

1. The food service director will certify that the meals served meet the nutritional requirements required by USDA.
2. Missouri Department of Health inspections will indicate no critical violations in the food service area.
3. Participation rates will be analyzed on an annual basis. If there is at least a 3% increase or if the participation rate is at 80% overall, this objective will be considered met.
4. The food service deficit will be analyzed annually. If there is a 10% decrease from the previous year or if the total deficit is less than \$5,000 for the year, the objective will be considered met.

Procedures used to evaluate the collected data:

1. Weekly menus with nutritional analysis will be used to determine if menus meet the nutritional requirements.
2. Copies of the Health Department inspections will be maintained in the central office. Any critical violations will be noted and addressed.
3. Participation rates will be analyzed on an annual basis.
4. Financial records will be utilized to determine the deficit and compare it to the benchmarks.

Who collects the data? Food Service Supervisor / Superintendent of Schools

Who reports the data? Superintendent of Schools

Who analyzes the data? Superintendent of Schools

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Health Services

Person (s) Responsible: School Nurse / Superintendent of Schools

Number of employees: 1

Number of students enrolled/participating in program: Approx. 350

Program Evaluation Month: August Date Revised: July 2004

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: Students and employees

Major types of program expenditures: Salary and clinic supplies

Program costs (optional): \$25,000

Goal (s):

The Gideon No. 37 School District will provide a comprehensive school health program which is designed to protect and promote the health and well-being of students and staff.

Objectives (Can it be measured with data?):

1. A health services plan will exist to meet student and staff health needs.
2. The school health services program will include provisions for complying with Board of Education policies, statutes, and regulations.
3. Adequate procedures will be in place to handle all kinds of student and staff care.
4. All records and reports will be maintained and kept confidential.
5. Adequate facilities and budget needs will be provided for the health services program.
6. The school nurse will participate in the IEP process and provide instructional support in the development and implementation of the health education curriculum.

Evaluation Criteria (What gauges success?):

1. Does a written health services plan exist which is modified when necessary to better meet the needs of students and staff?
2. Does the school health services program include provisions for complying with Board of Education policies, statutes, and regulations, including contagious and infectious diseases, immunization of students, and reporting child abuse?
3. Are adequate procedures in place for first-aid and emergency care?
4. Are records and reports maintained of the students served?
5. Are appropriate health screenings conducted to assess and evaluate the health and developmental status of students?

6. Are cumulative health records, including immunizations and emergency medical information for students and staff, maintained and regularly updated; and is the confidentiality of the health records maintained?
7. Do procedures exist for follow-up counseling and referral when needed?
8. Are adequate facilities and budget needs provided for the health services program?
9. Does the nurse provide instructional support in the development and implementation of the health education curriculum?
10. Does the nurse participate in the IEP process for students with special health care needs?

Procedures used to evaluate the collected data:

The school nurse will maintain appropriate records in the clinic and in the student records software. An analysis of records and services will be conducted on an annual basis to see if the records and the services are meeting the needs of the students and the necessary requirements. Any shortfalls will be identified and a plan to address those shortfalls will be developed. The status of the health services will be communicated to the superintendent.

Who collects the data? School Nurse

Who reports the data? Superintendent of Schools

Who analyzes the data? School Nurse

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Assessment Program

Person (s) Responsible: Administration

Number of employees: 55

Number of students enrolled/participating in program: 350

Program Evaluation Month: November Date Revised: April 2004

Program required by: Board of Education X State X Federal X

Group (s) serviced by the program: Students

Major types of program expenditures: Testing

Program costs (optional): _____

Goal (s):

The goal of the Gideon School District Assessment Program is to provide data specific information to inform changes and provide direction for improving student learning. The Assessment Program is designed to provide essential information for program planning/revision, and evaluation and budgetary planning for change and improvement throughout the district.

Objectives (Can it be measured with data?):

Changes/revisions in programs, instruction, budgetary planning and improvement initiatives throughout the district will be informed by analysis of data gleaned from the assessment program.

Evaluation Criteria (What gauges success?):

Changes/revisions in programs, instruction, budgetary planning and improvement initiatives throughout the district will be reviewed annually. If upon review, changes/revisions were data driven and informed by assessment program data analysis the objective will be considered met.

Procedures used to evaluate the collected data:

- Assessment data will be collected and evaluated on an on-going basis
- Data will be evaluated on an on-going basis to determine improvement in student learning
- Software such as Excel, Crystal Reports and Clear Access will be utilized to analyze and report data results

Who collects the data? Counselors/Administrators/Teachers

Who reports the data? Administrators/Counselors

Who analyzes the data? Administrators/Counselors/Teachers

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Personnel

Person (s) Responsible: Superintendent/Building Administrators

Number of employees: 40

Number of students enrolled/participating in program: 350

Program Evaluation Month: December Date Revised: April 2004

Program required by: Board of Education State Federal

Group (s) serviced by the program: K-12 Students

Major types of program expenditures: Salaries

Program costs (optional): Approximately 75% of budget

Goal (s):

The Board of Education will employ the best qualified staff members possible for each position within the fiscal constraints of the budget. Certified staff members will demonstrate professional growth by participating in a personal Professional Development Plan.

Objectives (Can it be measured with data?):

1. The percentage of teachers who are appropriately certified for their teaching assignment will be increasing or maintained at a high level.
2. The percentage of teachers demonstrating a proficient level of instructional expertise will be increasing or maintained at a high level.
3. The percentage of non-certified employees demonstrating proficiency on their assignment will be increasing or maintained at a high level.

Evaluation Criteria (What gauges success?):

1. For objective 1, high level shall be defined as 98% or higher. Increasing shall be defined as an increase of at least 3% over the previous year.
2. For objective 2, high level shall be defined as 90% or higher. Increasing shall be defined as an increase of at least 5% over the previous year.
3. For objective 3, high level shall be defined as 90% or higher. Increasing shall be defined as an increase of at least 5% over the previous year. Proficiency shall be defined as an average score on the evaluation form of 4 or higher on a 5 point scale.

Procedures used to evaluate the collected data:

1. The annual core data report will be analyzed to determine the percentage teachers who are appropriately certified for the courses they are assigned to teach. If this percentage is

98% or higher or if it has increased by at least 3% over the previous year the objective will be considered met.

2. Based on classroom observations and evaluations the building principals will categorize the instructional proficiency level of all certified staff on an annual basis. If at least 90% or more of the certified staff is classified as instructionally proficient or if there is an increase of at least 5% over the previous year, the objective will be considered met.
3. An average score shall be calculated on the annual evaluation for non-certified staff. If at least 90% of the non-certified staff have an average score of 4 or higher on a 5 point scale or if there is an increase of at least 5% in the percentage of staff with an average score of 4 or higher, the objective will be considered met.

Who collects the data? Superintendent and building principals

Who reports the data? Superintendent

Who analyzes the data? Superintendent and building principals

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Curriculum

Person (s) Responsible: Building Principals / Superintendent / Board of Education

Number of employees: 54

Number of students enrolled/participating in program: 325

Program Evaluation Month: April Date Revised: February 2009

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: All Students

Major types of program expenditures: _____

Program costs (optional): _____

Goal (s):

The educational needs of the Gideon No. 37 School District students will be assessed, and the school district's curriculum will be developed to meet those needs. Course objectives, assessment methods, and performance expectations are developed and shared with students and their parents/guardians at appropriate times in a clear and concise manner. Each student's progress is monitored continuously with regular information provided to the student(s) and parents/guardians about the student's performance. Ultimately the district will manage curriculum, instruction, and assessment utilizing electronic means to enhance accessibility and curriculum review/modification.

Objectives (Can it be measured with data?):

1. The Gideon No. 37 School District's written curriculum will be followed by 100% of the teaching staff.
2. The curriculum will be modified to incorporate the Missouri State Grade Level/Course Level Expectations and/or the model Missouri State Curriculum as they are available for each course of study. Other curriculum areas will be revised locally.
3. Instructional programs and assessment techniques will be used to continuously monitor student progress that will be shared with the student and his/her parents/guardians.
4. A web based electronic curriculum/instructional management system will be implemented. All curriculums will be managed/stored electronically by the end of the 2010 school year.

Evaluation Criteria (What gauges success?):

1. Teacher evaluations indicate that 100% of the teaching staff are appropriately following the curriculum for their particular course/grade level.
2. Within six months of final adoption, any new grade level expectations and/or model curricula will be reviewed and appropriately incorporated into the existing curriculum. Incorporation can include replacement.
3. Teacher evaluations indicate that 100% of the teachers are appropriately assessing curriculum objectives and sharing appropriate information with the student's parents/guardians.
4. If, at the end of the 2009/2010 school year 100% of the curriculum will be available on the web based system then the objective will be considered met.

Procedures used to evaluate the collected data:

The building principals will collect teacher evaluation data, analyze it to determine if appropriate objectives are met. The superintendent will determine if the appropriate grade/course level expectations or model curricula has been integrated into the curriculum and if the curriculum is available in the web based curriculum management system. This information will be reported to the board along with any recommendations.

Who collects the data? Building Principals / Superintendent

Who reports the data? Superintendent

Who analyzes the data? Building Principal / Superintendent

Success of program based on the data (benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Gifted Education

Person (s) Responsible: Counselors

Number of employees: 2

Number of students enrolled/participating in program: _____

Program Evaluation Month: March Date Revised: August 2004

Program required by: Board of Education State _____ Federal _____

Group (s) serviced by the program: Gifted Students

Major types of program expenditures: Salaries, Materials and Supplies

Program costs (optional): _____

Goal (s):

Provide a process to identify gifted students and to plan differentiated instruction to meet the needs of those students and allow them to reach their greatest potential utilizing their unique strengths.

Objectives (Can it be measured with data?):

1. Procedures will be in place to identify students who are gifted/talented.
2. Procedures will be in place to provide differentiated instruction targeted to the specific talents of the identified gifted/talented students.
3. An enhanced program addressing the needs of our gifted and talented students will be developed and implemented that includes access to resources outside of the regular classroom.

Evaluation Criteria (What gauges success?):

The percentage of students identified as gifted/talented will be within the state guidelines for a population of our size.

Evidence of differentiated instruction that focuses on specific talents or areas of strength for gifted/talented students will exist.

There will be an increase in programming for gifted/talented students in terms of quality and quantity.

Procedures used to evaluate the collected data:

1. The percentage of students identified as gifted/talented will be compared to state guidelines. If the percentage is within the state guidelines the objective will be considered met.
2. The building principals will evaluate submitted lesson plans to determine if they provide differentiated instruction for identified gifted/talented students.
3. The building principals will determine what programming outside of the regular classroom exists for gifted/talented students and will evaluate that programming in terms of quality and quantity. An increase in both are expected over time.

Who collects the data? Building Principals / Counselors

Who reports the data? Building Principals / Counselors

Who analyzes the data? Building Principals / Counselors

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: At-Risk Program

Person (s) Responsible: Counselors / Building Principals

Number of employees: 2

Number of students enrolled/participating in program: _____

Program Evaluation Month: March Date Revised: September 2004

Program required by: Board of Education _____ State X Federal _____

Group (s) serviced by the program: At-Risk Students

Major types of program expenditures: _____

Program costs (optional): _____

Goal (s):

1. Improve the Graduation Rate.
2. Improve attendance.
3. Improve achievement of at-risk students.

Objectives (Can it be measured with data?):

1. The graduation rate as measured by the cohort graduation method will improve by at least 2% per year or will be maintained at a high level as defined by DESE.
2. The district attendance rate will improve by at least 1% per year or be maintained at 95% or higher.
3. At-risk students (as defined by free and reduced lunch) will, as a group, will have the same percentage of students in the upper two levels on the MAP test as in the general population of the district.

Evaluation Criteria (What gauges success?):

1. The graduation rate will be maintained at a high level as defined by DESE or will improve by at least 2% per year.
2. The attendance rate will improve by at least 1% per year or will be maintained at 95% or higher.
3. The percentage of at-risk students in the upper two levels of the MAP test on all four core areas will be at least as high as the percentage of students from the overall school population scoring in the upper two levels.

Procedures used to evaluate the collected data:

The district will use data from the Annual Performance report to analyze objectives number 1 and 2. If the criteria is met, the objectives will be considered met. The district will use disaggregated MAP data to determine if At-Risk students are scoring at least as well as the overall district population.

Who collects the data? Building Principals

Who reports the data? Building Principals

Who analyzes the data? Building Principals

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Technology

Person (s) Responsible: Susan West

Number of employees: 40

Number of students enrolled/participating in program: _____

Program Evaluation Month: April Date Revised: November 2003

Program required by: Board of Education _____ State _____ Federal _____

Group (s) serviced by the program: Students K-12, certified/non-certified staff

Major types of program expenditures: Materials/supplies, salaries, equipment, purchase services

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will provide and utilize technology to enhance and efficiency and effectiveness of instructional and operational programs in meeting the school district's goals as outlined in the district CSIP.

Objectives:

Objective #1:

Staff and students will be provided with adequate access to meet their specific needs as related to management and instructional/learning needs.

Evaluation of Objective #1:

Technology staff will collect and report data required on the annual reporting of Technology Access to DESE. If upon analysis of collected data it is determined that at least a three to one ratio of students to computers is noted and a one to one ratio of teachers to computers if noted the objective will be considered met.

Objective #2:

Staff and students will be provided with adequate technology training to meet their specific needs as related to management and instructional/learning needs.

Evaluation of Objective #2:

In March of each year a list of technology training opportunities within the district will be reviewed and compared to training request made through the district "Helpdesk", email request and requests from surveys and needs assessments. If upon analysis of the collected data 80% of technology training requests were offered through technology training sessions, the objective will be considered met.

Procedures used to evaluate the collected data:

Fall

Objective #1 & #2:

Ongoing

- Requests for technology training will be collected by the technology staff and building principals
- Training opportunities related to the requests and district needs will be provided throughout the school term

Spring (March)

- Technology training list and training requests will be compiled
- Data will be analyzed
- Progress toward meeting the stated Technology Program Objectives will be evaluated

Spring (April)

- Technology Program Evaluation will be provided to the Administration and Board of Education

Who collects the data? Technology Director

Who reports the data? Technology Director

Who analyzes the data? Technology Director/Technology Assistant

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Vocational

Person (s) Responsible: Vocational Teachers / Building Principal / Superintendent

Number of employees: _____

Number of students enrolled/participating in program: Approx 9 - 15

Program Evaluation Month: May Date Revised: August 2004

Program required by: Board of Education _____ State X Federal _____

Group (s) serviced by the program: Students enrolled in vocational courses

Major types of program expenditures: _____

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will provide all students with access to diverse vocational education programs which will prepare them for their roles in the workplace, in their communities and families, and in their pursuits of continuing education.

Objectives (Can it be measured with data?):

1. Students will have access to vocational programs, vocational student organizations, and work-site-based educational opportunities.
2. Vocational Job Placement for students completing a vocational program will increase by at least 5% per year or will be maintained at a high level as defined by DESE.
3. The percentage of students enrolled in a vocational program will increase each year.

Evaluation Criteria (What gauges success?):

1. An analysis of vocational programs will be conducted to determine what programs and activities vocational students have access to.
2. If vocational job placement increases by at least 5% per year or is maintained at a high level as defined by DESE, the objective will be considered accomplished.
3. If the percentage of students enrolled in vocational programs increases by at least 2% per year, the objective will be considered met.

Procedures used to evaluate the collected data:

The building principal will analyze the vocational programs and determine what programs and activities are available to our vocational students.

Data from the Annual Performance Report will be utilized to determine if vocational job placement is increasing at the specified rate or if it is maintained at a high level.

Local enrollment data will be analyzed to determine the percentage of students enrolled in vocational courses. This will be compared to the previous year and compared to the criteria.

Who collects the data? Building Principal

Who reports the data? Building Principal

Who analyzes the data? Building Principal

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Special Education Services

Person (s) Responsible: Special Education Coordinator / Building Principals

Number of employees: 4

Number of students enrolled/participating in program: Approx 58

Program Evaluation Month: May Date Revised: June 2004

Program required by: Board of Education X State X Federal X

Group (s) serviced by the program: All Students with a disability that impedes their academic Success

Major types of program expenditures: Salaries, materials, purchased services

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will provide comprehensive services for all children who are residents of the district and determined to have a disability according to the requirements set forth in the Missouri State Plan for Special Education and required by the Individual with Disabilities Act (PL-94-142) and Chapter 162m RSMO.

Objectives (Can it be measured with data?):

1. Percentages of children served, teacher to student ratio, services, staff, and materials will be monitored to determine that they are adequate to meet the needs of special needs students.
2. Each child suspected of having a disability will be evaluated according to the requirements of Missouri State Plan for Special Education.
3. Parent involvement will be extended whenever possible, and an Individual Education Plan will be developed for each student who is determined to have a disability.
4. Each student will be monitored for regression and recoupment in order to qualify them for Extended School Year services in accordance to their Individual Education Plan.
5. Confidentiality will be practiced in regard to special education programming.

Evaluation Criteria (What gauges success?):

1. How many students were served during the year, and what percentage of students was served in the special education program? How does that percentage compare to the state average?
2. What is the ratio of special education teachers to special education students? Are the students with disabilities mainstreamed into regular education in an appropriate way?

3. Are services being provided for all disability areas, including mentally retarded, emotional disturbance (behavior disorder), learning disability, speech or language delay, autism, and other health impaired? Are there any special needs that are not being met in the special education program?
4. Are adequate staff, materials, and equipment available for use in the classrooms for the students with disabilities?
5. Are parents involved to the fullest extent possible with the education of children who have disabilities?
6. Is an Individual Education Plan (IEP) developed for each student who is determined to have a disability?
7. Is an Evaluation Report being completed for each student who is suspected of having a delay or disability?
8. Is confidentiality practiced in regard to special education programming?

Procedures used to evaluate the collected data:

The Board of Education will evaluate Gideon No. 37 School District's special education programs annually to determine if needs of students with disabilities are being met as required by law.

Who collects the data? Special Education Coordinator / Building Principals

Who reports the data? Special Education Coordinator

Who analyzes the data? Special Education Coordinator

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Parents as Teachers (PAT)

Person (s) Responsible: PAT Coordinator

Number of employees: 3

Number of students enrolled/participating in program: _____

Program Evaluation Month: May Date Revised: August 2004

Program required by: Board of Education _____ State X Federal _____

Group (s) serviced by the program: Parents of preschool children

Major types of program expenditures: Salary, materials and supplies

Program costs (optional): \$17,000 - \$22,000

Goal (s):

The PAT program will work together with parents to increase the parents' knowledge of child development, to detect any potential learning problems early, and to provide children with solid foundations for later school success.

Objectives (Can it be measured with data?):

1. At least 75% of the families eligible to be served by PAT will receive PAT services.
2. At least 80% of the families served will indicate that the services provided by PAT benefited them in helping provide an appropriate intellectual environment for their developing child.
3. At least 80% of the families served who have children entering Kindergarten the next school year will indicate that the services provided by PAT benefited their child in helping them be better prepared to enter Kindergarten.

Evaluation Criteria (What gauges success?):

1. If at least 75% of the families eligible for PAT receive services, the objective will be considered met.
2. When surveyed, if at least 80% of the families receiving PAT services indicate that the program was a benefit to them in dealing with the intellectual development of their child, the objective will be considered met.
3. When surveyed, if at least 80% of the families served who have children entering Kindergarten the following school year indicate that the services provided by PAT helped their child be better prepared to enter Kindergarten, the objective will be considered met.

Procedures used to evaluate the collected data:

The PAT coordinator will calculate the percentage of eligible families actually served and compare this to the criteria.

The PAT coordinator will survey families receiving PAT services to determine how beneficial the program has been. The results will be compared to the criteria to determine if the objective is met.

Who collects the data? PAT Coordinator

Who reports the data? PAT Coordinator

Who analyzes the data? PAT Coordinator

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Extra-Curricular Activities—Sports, Clubs, Student Organizations

Person (s) Responsible: Athletic Director / Building Principals

Number of employees: _____

Number of students enrolled/participating in program: Approx 200

Program Evaluation Month: May Date Revised: August 2004

Program required by: Board of Education X State _____ Federal _____

Group (s) serviced by the program: Potentially All Students

Major types of program expenditures: _____

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will provide students with a well-balanced, comprehensive co-curricular and extra-curricular activities program that is related to the philosophy of the school district.

Objectives (Can it be measured with data?):

1. Opportunities will be provided for all students to participate in extra-curricular/co-curricular activities.
2. The student activities program will be well-balanced, offer appropriate activities, and promote the Gideon No. 37 School District's philosophy.
3. The percentage of students participating in extra-curricular activities will increase by at least 2% per year or will be maintained at a high level.

Evaluation Criteria (What gauges success?):

1. Are opportunities provided for all students to participate in curriculum-related clubs and organizations, intra- and/or inter-scholastic academics, fine and performing arts activities, and intra- and/or inter-scholastic sports?
2. Does a large percentage of the student population participate in extra-curricular and co-curricular student activities or is the percentage increasing?
3. Does the student activities program provide students the opportunity to develop leadership skills, assume responsibilities, exercise initiative, display good sportsmanship, and learn to work as a member of a team?

Procedures used to evaluate the collected data:

The athletic director and the building administrators will monitor the extra-curricular programs. Annually they will review the objectives of the program and the available information from the year. An assessment of the objectives will be completed based on the collected data.

Who collects the data? Athletic Director / Building Principals

Who reports the data? Athletic Director / Building Principals

Who analyzes the data? Athletic Director / Building Principals

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Federal Programs

Person (s) Responsible: Federal Programs Coordinator

Number of employees: 4

Number of students enrolled/participating in program: Approx 200

Program Evaluation Month: May Date Revised: August 2004

Program required by: Board of Education _____ State _____ Federal X

Group (s) serviced by the program: Potentially All Students

Major types of program expenditures: Salary, Materials & Supplies, Capital Items

Program costs (optional): \$190,000 - \$210,000

Goal (s):

The Gideon No. 37 School District will operate federal programs in an efficient manner to provide an educational benefit for the students, to improve student achievement, and to meet the school district's goals.

Objectives (Can it be measured with data?):

1. Student achievement will increase in the areas of Mathematics, Communication Arts, and Reading.
2. Adequate technology will be available for student use.
3. Teachers will receive appropriate professional development to assist them in implementing instructional strategies that will improve the performance of all students.
4. Parents will indicate that the district's Title I programs are providing benefits for their child.

Evaluation Criteria (What gauges success?):

- The percentage of students scoring in the upper two levels on the MAP test in Communication Arts and Mathematics will meet the AYP requirements or will increase by at least 5% over the previous year.
- The percentage of students scoring in the proficient level on the MAP Reading Section will be maintained at a high level or will increase by at least 5% over the previous year.
- The district's student to computer ratio will be maintained at a level of 2:1 or better.
- Instructional strategies will be observed during teacher evaluation visits. At least 80% of the teachers will be using appropriate research based instructional strategies on a regular basis.
- Based on survey responses, at least 75% of the parents will indicated that Title I programs are beneficial to their child.

Procedures used to evaluate the collected data:

- The annual AYP report will be utilized to determine if students have met the AYP requirements in Mathematics and Communication Arts or if they have increased by at least 5% over the previous year.
- MAP reports will be utilized to determine if students scoring in the proficient range is increasing by at least 5% over the previous year or is maintained at a high level.
- The District Census of Technology will be utilized to determine the student to computer ratio. If it is at least 2:1 the objective will be considered met.
- The building principal will calculate the percentage of teachers who regularly utilize research based instructional strategies within their classroom. If this percentage is at least 80% then the objective is considered met.
- Parent survey results will be calculated and if at least 80% of the parents indicate that Title I services are beneficial to their child then the objective will be considered met.

Who collects the data? Building Principal

Who reports the data? Building Principal

Who analyzes the data? Building Principal

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Philosophy / Mission Statement / District Goals

Person (s) Responsible: Board of Education / Superintendent

Number of employees: 55

Number of students enrolled/participating in program: _____

Program Evaluation Month: June Date Revised: June 2004

Program required by: Board of Education X State _____ Federal _____

Group (s) serviced by the program: All students, faculty, and staff

Major types of program expenditures: _____

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will have a current philosophy, mission statement, and goals in place to guide the Board of Education, administration, and staff in determining the policies, rules, regulations, curriculum, and programs for the Gideon No. 37 School District.

Objectives (Can it be measured with data?):

1. The philosophy, mission statement, and goals will be evaluated during the year with revisions being made as deemed necessary.

Evaluation Criteria (What gauges success?):

1. Did the Board of Education evaluate the philosophy, mission statement, and goals during the year?
2. Did the Board of Education adopt a revised philosophy, mission statement, and goals within the past five years?

Procedures used to evaluate the collected data:

The Gideon No. 37 School District's philosophy, mission statement, and goals will be evaluated each year by the Board of Education and administration.

Who collects the data? Superintendent of Schools

Who reports the data? Superintendent of Schools

Who analyzes the data? Superintendent of Schools

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Discipline

Person (s) Responsible: High School Principal, Elementary Principal

Number of employees: 40

Number of students enrolled/participating in program: 350

Program Evaluation Month: June Date Revised: December 2003

Program required by: Board of Education X State _____ Federal _____

Group (s) serviced by the program: K-12

Major types of program expenditures: Salaries, staff development

Program costs (optional): _____

Goal (s):

To provide a safe, orderly and positive environment conducive to learning, in addition to guiding students in developing self-discipline.

Objectives (Can it be measured with data?):

1. The Gideon No. 37 School District will have 10% of teachers using the discipline referral portion of SIS by the end of the next school year.
2. The Gideon No. 37 School District will show a reduction in the number of referrals for the following offenses.
 - a. Fights
 - b. Disrespect
 - c. Not doing work
3. The Gideon No. 37 School District will increase involvement of parents/guardians in solving persistent student behavior problems.

Evaluation Criteria (What gauges success?):

1. Annual data collected at the end of the year using SIS program to see if objective is met.
2. Annual data collection at the end of each year to see if reduction is met in each area.
3. Annual data will be collected from the SIS program involving parents. Notations will be made on referrals when involving parents.

Procedures used to evaluate the collected data:

Discipline files are reviewed at end of year to determine effectiveness

Who collects the data? High School Principal, Elementary Principal

Who reports the data? Teachers, administrators

Who analyzes the data? Administrators, counselors

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Guidance

Person (s) Responsible: Counselors / Building Principals

Number of employees: 2

Number of students enrolled/participating in program: 350

Program Evaluation Month: July Date Revised: July 2004

Program required by: Board of Education State Federal

Group (s) serviced by the program: K-12

Major types of program expenditures: Testing, guidance resources, salaries

Program costs (optional): _____

Goal (s):

To address the students' needs in the areas of career planning/exploration, knowledge of self and others, and educational and career development.

To provide responsive services, individual and small group counseling, crisis counseling, and referral to appropriate agencies.

To work with students to secure college scholarships and financial aid.

Objectives (Can it be measured with data?):

1. The Gideon No. 37 School District will implement a guidance curriculum that addresses proper criteria and competencies through all grade levels.
2. The Gideon No. 37 School District counselors will spend an appropriate amount of time on curriculum activities, which will include career awareness and exploration.
3. The Gideon No. 37 School District counselors will provide information and assistance to students including education, career, college scholarships and financial aid.
4. The Gideon No. 37 School District counselors will provide student counseling, parent consultation, and teacher consultations as needed.
5. The Gideon No. 37 School District will implement a guidance plan, budget, and advisory committee to benefit the guidance program.

Evaluation Criteria (What gauges success?):

1. The guidance department implements the Missouri Comprehensive Guidance program into its curriculum. This curriculum addresses career planning/exploration, knowledge of self and others, and educational and career development at all grade levels. Every three years the guidance department conducts an evaluation through a student evaluation form, teacher evaluation form and parent evaluation form in grades 7-12. In grades K-6 the guidance department conducts an evaluation using the Missouri Comprehensive Guidance Competency Evaluation Survey for students, a parent evaluation form and a teacher evaluation form.

2. Every five years a Missouri Comprehensive Needs Assessment Survey is conducted in grades 4 through 12. Survey forms are completed in the classrooms for students. Parents and teachers are also surveyed. When data is received from Columbia Assessment Resource Center, the frequency percentage of all components is evaluated to determine guidance activities addressed in the classrooms.
3. The Time Distribution Form in the Guidance Procedural Plan is considered when implementing curriculum activities in the classroom. Monthly guidance calendars are kept to determine the time percentages actually spent on these activities. Career awareness and exploration is begun at the elementary level with classroom activities and continued in grades 7-12. All students in grades 7-12 maintain a career portfolio using the computer based Kuder Career Assessment System.
4. Beginning in 7th grade students are introduced to the Kuder Career Assessment System. Students in 8th grade develop a four-year plan for high school. This plan is sent home with the students to be studied and signed by the parent/guardian. The Kuder Assessment and Career Portfolios continue through 12th grade. Educational and vocational information is readily available to students through the counselor's office. Students are provided with ample opportunities to obtain college, scholarship, and financial aid information.
5. Individual, small group, and crisis counseling are provided to students through the elementary and high school counselors' offices. Students may be referred to the counselor through a counselor's referral form. Students may also request the services. Referral services are provided on an as needed basis.
6. Consultation is provided to teachers, administrators, and parents/guardians regarding individual student's academic progress and personal/social concerns. A list of academic progress reports is given to the counselor who sets up consultation meetings on an as needed basis. Parents are able to make appointments for consultation through the counselor's office. Administrators and counselors work together regarding students' progress.
7. The Board of Education has adopted a written, district-wide guidance procedural plan. Adequate resources are available to implement the curriculum and programs. Gideon No. 37 School District has in place an advisory committee composed of school and community members as well as student representatives. The advisory committee meets bi-annually to discuss and review the guidance program activities.

Procedures used to evaluate the collected data:

Data from the program evaluation conducted every three years will be collected and analyzed by principals and counselors. The analyzed data will be used to implement changes in the Gideon No. 37 School District guidance program.

Data from the Missouri Comprehensive Guidance Competency Evaluation Survey Needs Assessment conducted every five years will be collected and analyzed by principals and counselors. The analyzed data will be used to implement changes in the Gideon No. 37 School District guidance program.

Who collects the data? Counselors/Building Principals

Who reports the data? Counselors/Building Principals

Who analyzes the data? Counselors/Building Principals

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM EVALUATION FORM**

Program: Community Education / Services

Person (s) Responsible: Building Administrators / Counselors

Number of employees: 56

Number of students enrolled/participating in program: NA

Program Evaluation Month: October Date Revised: Aug. 2004

Program required by: Board of Education X State X Federal _____

Group (s) serviced by the program: Parents / Community Members

Major types of program expenditures: _____

Program costs (optional): _____

Goal (s):

The Gideon No. 37 School District will provide access to community education services via utilization of facilities, program planning, support services, and ITV access.

Objectives (Can it be measured with data?):

1. At least two community education offerings will be planned on an annual basis based upon community needs surveys.
2. Patrons will have access to the school media center and Internet resources for an average of at least 2 hours per week outside of the regular school day
3. The community and businesses will be surveyed at least every other year to determine community education needs.
4. The number of students from the Gideon community enrolled in a GED program will increase or be maintained at a high level.

Evaluation Criteria (What gauges success?):

1. The number of community education offerings will be compiled on an annual basis. If at least two are offered, the objective will be considered met.
2. The average number of after school hours per week that the media center and Internet resources are available to district patrons outside of the regular school day will be calculated. If this is 2 or more hours per week during the regular school year, the objective will be considered met.
3. If the number of students from the Gideon community enrolled in a GED program increases by at least 1 per year or if at least 25% of the total dropouts from the past 4 years are enrolled in a GED program the objective will be considered met.

Procedures used to evaluate the collected data:

The building principals will coordinate community education offerings and will keep a record of these offerings.

The media center director will schedule the media center to provide access outside of the regular school day. The average number of hours per week that such access is available will be calculated to compare to the standard.

A survey of patrons and businesses will be conducted at least every-other-year to determine community education needs.

Who collects the data? Building principals / Media Center Director

Who reports the data? Building Principals

Who analyzes the data? Building Principals

Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: _____

**GIDEON SCHOOL DISTRICT
PROGRAM/FUNCTION REVIEW FORM**

Function: Instructional Effectiveness

Person (s) Responsible: Director of Instruction/Building Principals

Number of employees: 55

Program Review Month: February Date Revised: October 2009

Group (s) serviced by the function: , Students

Major types of program expenditures: _____

FUNCTION REVIEW SUMMARY:

DATA REVIEWED:

- CSIP
- Attendance
- Graduation Rate
- MAP Data
- ACT
- Other data as appropriate

ACTIONS TAKEN WITHIN THE PAST TWO YEARS BASED UPON DATA ANALYSIS:

RECOMMENDATIONS FOR FUTURE ACTIONS:

PRESENTED TO THE BOARD OF EDUCATION: _____

**GIDEON SCHOOL DISTRICT
PROGRAM/FUNCTION REVIEW FORM**

Function: ESOL/ELL

Person (s) Responsible: Building Principals / ESOL/ELL Coordinator

Number of employees: 55

Program Review Month: August Date Revised: October 2009

Group (s) serviced by the function: , Students

Major types of program expenditures: _____

FUNCTION REVIEW SUMMARY:

DATA REVIEWED:

- Surveys
- #ELL Students Enrolled
- Questions on Enrollment Forms
- Enrollment Information

ACTIONS TAKEN WITHIN THE PAST TWO YEARS BASED UPON DATA ANALYSIS:

RECOMMENDATIONS FOR FUTURE ACTIONS:

PRESENTED TO THE BOARD OF EDUCATION: _____

**GIDEON SCHOOL DISTRICT
PROGRAM/FUNCTION REVIEW FORM**

Function: Homeless

Person (s) Responsible: Building Principals / Homeless Coordinator

Number of employees: 55

Program Review Month: August Date Revised: October 2009

Group (s) serviced by the function: , Students

Major types of program expenditures: _____

FUNCTION REVIEW SUMMARY:

DATA REVIEWED:

Services available
Questions on Enrollment Forms
Enrollment Information
Homeless students enrolled

ACTIONS TAKEN WITHIN THE PAST TWO YEARS BASED UPON DATA ANALYSIS:

RECOMMENDATIONS FOR FUTURE ACTIONS:

PRESENTED TO THE BOARD OF EDUCATION: _____

**GIDEON SCHOOL DISTRICT
PROGRAM/FUNCTION REVIEW FORM**

Function: School Climate

Person (s) Responsible: Director of Instruction/Building Principals

Number of employees: 55

Program Review Month: September Date Revised: October 2009

Group (s) serviced by the function: Faculty, Students

Major types of program expenditures: _____

FUNCTION REVIEW SUMMARY:

DATA REVIEWED:

Surveys
AQ Data
Building Principal Observation

ACTIONS TAKEN WITHIN THE PAST TWO YEARS BASED UPON DATA ANALYSIS:

RECOMMENDATIONS FOR FUTURE ACTIONS:

PRESENTED TO THE BOARD OF EDUCATION: _____

**GIDEON SCHOOL DISTRICT
PROGRAM/FUNCTION REVIEW FORM**

Function: Safety

Person (s) Responsible: Director of Maintenance/Building Administrators / Superintendent

Number of employees: 55

Program Review Month: July Date Revised: October 2009

Group (s) serviced by the function: District Employees, Students, and Patrons

Major types of program expenditures: Safety Inspections, Hazard Mitigation, Safety Improvements

FUNCTION REVIEW SUMMARY:

DATA REVIEWED:

ACTIONS TAKEN WITHIN THE PAST TWO YEARS BASED UPON DATA ANALYSIS:

RECOMMENDATIONS FOR FUTURE ACTIONS:

PRESENTED TO THE BOARD OF EDUCATION: _____

GIDEON NO. 37 SCHOOL DISTRICT
Evaluation Criteria

Program	Timeline	Responsible
Student Assessment Results	November	Principals/Board
Assessments of Students Attitudes/Interests	November	Counselors/ Principals/Board
Attendance Rates	June	Superintendent Principals/Board
Retention Rates	June	Superintendent Principals/Board
Suspension/Expulsion Rates	June	Superintendent Principals/Board
Follow-up Survey(s)- Students		
1 year (includes ACT)	December	Counselors/ Principals/Board
5 year	December	Counselors/ Principals/Board
Drop-out/Data	December	Counselors/ Principals/Board
Employer	December	Counselors/ Principals/Board
Parent or Community Survey(s)	September	Superintendent/ Principals/Board
Staff Survey(s)	September	Superintendent/ Principals/Board
School Climate Evaluations	September	Superintendent/ Principals/Board
Missouri School Improvement Surveys	April	Superintendent/ Principals/Board

Program	Timeline	Responsible
Participation Rates in Co-Curricular/ Extra-Curricular Activities	May	Athletic Director/ Board/Principals
Special Program Placement Rates		
Title 1	March	Building Principals
At-Risk Programs	May	Counselors / Building Principals
Special Education	May	Special Services Director/Board
Information Related to Specific District-Wide or Building-level Goals	July/ August	Principals/Board
Resource Evaluations	June	Superintendent/ Board
Facilities and Safety Evaluations or Inspections	July/ August	Director of Maintenance/ Superintendent/ Board
General Program Evaluations:		
Financial	Monthly	Superintendent/ Board
Professional Development	September	PDC Chair/ Superintendent/ Board
Guidance and Counseling	July	Counselors/Board Administration
Food Service	November	Director of Food Service/Board/ Superintendent
Transportation	August	Director of Transportation/ Superintendent

<u>Program</u>	<u>Timeline</u>	<u>Responsible</u>
Health Services	August	Director of Health Services/Board/ Superintendent
Library/Media Services	July	Librarians/Board/ Administration
Curriculum	Monthly	Superintendent/ Principals/Board
Instructional Effectiveness	February	Superintendent/ Principals/Board
Early Childhood	November	Teachers/Director Of Special Services/Board/ Administration
Special Education Services	May	Director of Special Services/Board
Parents as Teacher	May	PAT Teachers/ Elem. Principal
Vocational Programs	May	H.S. Principal/ Superintendent/ Board
Community Education / Services	October	Building Principals/ Counselors/ Superintendent