

THIRD QUARTERLY REPORT

PRIORITY 1

For

CURRICULUM MANAGEMENT AUDIT

KELLER INDEPENDENT SCHOOL DISTRICT

**Presentation to the Board of Trustees
June 12, 2006**

Printed: June 1, 2006

TABLE OF CONTENTS

Curriculum Management Audit Chronology	Page 1
Report of Components	Page 3
Column Legend	Page 4
Process for Recommendation Adjustments	Page 5
Recommendation 1	Page 6
Recommendation 2	Page 9
Recommendation 3	Page 13
Recommendation 4	Page 18

Curriculum Management Audit Chronology

September 27, 2004	Report to the Board of Trustees-discussion of curriculum audit options
October 11, 2004	Discussion by Board of Trustees for Phi Delta Kappa International to conduct audit through Curriculum Management Systems, Inc.
October 25, 2004	Board authorizes Superintendent to enter into a contract with Curriculum Management Systems, Inc., to conduct the audit at a cost of \$43,375 plus expenses of \$6000. The vending contract proceeds from Coca-Cola were approved to fund the project.
November 8, 2004	Report to the Board of Trustees-Discussion regarding research to utilize services of Phi Delta International to conduct audit
November 10, 2004	Update for Administrative Staff
November 29, 2004	Curriculum Audit timeline, process, and details discussed with Keller ISD Administrative Staff
December 8, 2004	Update for Administrative Staff
December 13, 2004	Report to the Board of Trustees-details of curriculum audit shared
January 5, 2005	Curriculum Committee Meeting-discussed curriculum audit process
January 6, 2005	District documents mailed to audit team
January 10, 2005	Report to Board of Trustees-Curriculum Committee-Curriculum Audit
January 26, 2005	Update for Administrative Staff
February 6-11, 2005	Curriculum Audit Team visited Keller ISD
February 11, 2005	Curriculum Management Audit Exit Conference
February 14, 2005	Report to the Board of Trustees regarding Exit Conference

June 16, 2005	Curriculum Management Audit Final Report Presentation
June 21, 2005	Budget Committee Meeting-Review of Curriculum Audit Items-impact on 2005-2006 budget
July 11, 2005	Report to the Board of Trustees-\$111,500 Proposed Budget Amount for Curriculum Audit implementation and training
July 12-15, 2005	Training for 6 District Administrative Staff Members-Curriculum Audit Management Training Program, "Maximizing Student Achievement Through Curriculum and Assessment and Design and Delivery"-Bloomington, Indiana
August 8, 2005	Report to Board of Trustees-Draft of Curriculum Audit implementation
September 12, 2005	Report to Board of Trustees-Final Curriculum Audit Recommendations and Timelines
December 12, 2005	1 st Quarterly Progress Report to Board
March 27, 2006	2 nd Quarterly Progress Report to Board
June 12, 2006	3 rd Quarterly Progress Report to Board
September 11, 2006	4 th Quarterly Progress Report to Board

Report Components

This document summarizes recommendations found in the May 2005 Curriculum Management Audit Report for Keller Independent School District. The audit was commissioned by the district within the scope of its policy-making authority. It was conducted February 6-11, 2005. Cost implications associated with the recommendations from the Curriculum Audit will be reported through quarterly updates to the Board of Trustees. The report in its entirety may be found on the Keller ISD website.

The report includes the following descriptions:

- **Bold** descriptions are recommendations listed on pages 223-240 of the report.
- “^” and indented descriptions are recommendations embedded in the report, pages 19-221.
- [NOT ACCEPTED] is the description for recommendations that have not been accepted by the Board, Superintendent, and Staff.
- ~~ indicates specific items listed under Recommendations 3 and 4 on pages 233-240 of the report.

For information regarding the columns on the charts, see the “Column Legend” on the following page.

COLUMN LEGEND

Columns:

- 1 ID Number-Identifies the reference to a specific recommendation in the summary report.
- 2 Description-Identifies the specific action to be addressed in the Curriculum Audit Report, June 16, 2005.
- 3 Identifier-Refers to the 4 recommendations (Section IV-Recommendations, pages 233-240) and 5 standards (pages 19-221) in the report.

Symbols include: G-Governance, A-Administrative, S-Standard

Following the symbol, G, A, or S, is the audit recommendation number, such as G.1.1. If an identifier indicates "S", this refers to one of the 5 standards (1,2,3,4,5), pages 19-221. The letter "S", along with a number is embedded in the report, such as S.1.c.1.1. The lower case letter "c" following the number indicates reference to other findings in the audit report. The other numbers following the lower case letter usually refers to an exhibit or table in the report.

- 4 Page-References page numbers found in the Curriculum Audit Report.
- 5 Priority-Refers to the ranking importance the district places on the specific recommendation.
- 6 Function-Identifies the recommendation as Governance (Board/Superintendent) directed or Administrative (Staff) directed.
- 7 Status-Indicates what percentage of the recommendation has been completed at the time of printing the report.
- 8 Dept./Person-Indicates department and/or individual who is accountable for directing or completing the task, such as Board/Superintendent.
- 9 Budget Cost-Refers to the amount of funding to implement the recommendation. (This column will be available for Quarterly Progress Reports.)
- 10 Initiate-Refers to the timeframe when the recommendation/task was or will be started.
- 11 Complete-Refers to the timeframe when the recommendation/task was or will be completed.

PROCESS FOR RECOMMENDATION ADJUSTMENTS

If a Curriculum Management Audit Recommendation is contested by a district administrator or a member of the Board, a process has been developed to ensure appropriate discussion and consensus occur in order to make a final decision. The specific recommendation under consideration may be modified or rejected if the following procedure is utilized.

Administrators:

1. The administrator responsible for the recommendation shall discuss it with the appropriate department.
2. The recommendation is placed on the Superintendent's Cabinet agenda for discussion.
3. The contested recommendation is then discussed as an agenda item for an appropriate board committee.
4. Once the board committee reviews and discusses the recommendation, the entire board is notified about the recommendation.
5. The administrator resubmits the recommendation to the Superintendent's Cabinet for a final decision.
6. The administrator responsible for initiating the request will notify the department.
7. The "Recommendations and Timelines for the Curriculum Management Audit" document will be revised to reflect the decision.

Board Members:

1. During a work session, a member of the board will discuss the contested recommendation with other members of the board.
2. The recommendation will then be discussed by the Superintendent's Cabinet.
3. The contested recommendation will be sent to an appropriate board committee for review and discussion.
4. The recommendation from the board committee will be reviewed by the Superintendent's Cabinet.
5. The recommendation will be discussed by members of the board, and a final decision will be made.
6. The "Recommendations and Timelines for the Curriculum Management Audit" document will be revised to reflect the decision.

Recommendation 1:

Design and Implement Board Policies to Provide for a Sound Local System of Curriculum Management and Control.

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
1	Re-establish a board committee to review all policies. (The process of dissemination for policies must include time at administrative meetings for discussion of implications of the new policies on the operation of district.)	G.1.1	224	1	Governance	100%	Board/Newton	Mon 8/1/05	Mon 3/27/06
2	Conduct a complete policy manual review facilitated by TASB to ensure everyone within the district has same policies.	G.1.2	225	1	Governance	50%	Veitenheimer/ Newton	Mon 8/1/05	Tue 8/1/06
3	Direct the Superintendent to develop a draft comprehensive curriculum management policy that meets the 26 criteria for control, direction, equity, consistency, feedback, and productivity as presented in Exhibit 1.1.2 and 1.1.3.	G.1.3	225 & 26-28	1	Governance	100%	Board/ Veitenheimer	Thu 8/25/05	Mon 1/23/06
4	^ Direct development of a policy to align the written, taught, and tested curriculum (new EG Local).	S.1.c.1.1	28	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
5	^ Direct development of a policy to address philosophical statement for general approach to curriculum which includes framework to curriculum design and delivery (new EG Local).	S.1.c.1.2	28	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
6	^Direct development of a policy to require written curriculum (new EG Local).	S.1.c.2.1	30	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
7	^ Direct development of a policy to provide direction for district/campus curriculum (new EG Local).	S.1.c.2.2	30	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
8	Direct the development of a policy to provide for the integration of programs and program alignment to the curriculum.	G.1.4	225	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
9	^ Direct development of a policy to establish the specific process for determination of approval of curriculum and instruction programs (new EG Local).	S.1.c.1.3	29	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
10	Direct the development of a policy to provide for the articulation and coordination of the curriculum, as well as the predictability of the written curriculum from one level to another.	G.1.5	225	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
11	^Direct development of a policy for the articulation and coordination across grade levels and between campuses (new EG Local).	S.1.c.3.2	32	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
12	Direct the development of policy providing for staff development for all employees, including training for staff in the delivery of the curriculum.	G.1.6	225	1	Governance	100%	Board/ Veitenheimer	Thu 8/25/05	Mon 1/23/06
13	Direct the development of a policy providing for the use of data to determine effectiveness of all district functions.	G.1.7	225	1	Governance	100%	Board/ Veitenheimer	Thu 8/25/05	Mon 1/23/06
14	Direct the development of a policy to improve the budget process by requiring resource allocations tied to curriculum priorities.	G.1.8	225	1	Governance	100%	Board/ Veitenheimer	Thu 8/25/05	Mon 1/23/06
15	^ Direct development of policy to provide direction for the linkage of budgeting to curriculum (new EG Local).	S.1.c.5.1	34	1	Governance	100%	Board/ Veitenheimer	Thu 8/25/05	Mon 1/23/06

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
16	^ Direct development of policy to provide direction to link resource allocations to curriculum priorities. Resources include funding, personnel, facilities, equipment, supplies, material, and time (new EG Local).	S.1.c.5.2	34-35	1	Governance	100%	Board/ Veitenheimer	Thu 8/25/05	Mon 1/23/06
17	Direct the development of a policy to provide more explicit direction for textbook/resource alignment to curriculum and assessment, content area emphasis, and monitoring the delivery of the curriculum.	G.1.9	225	1	Governance	100%	Board/ Veitenheimer	Mon 8/1/05	Mon 1/23/06
18	^ Direct revision of policy to assure there is alignment of instructional materials to curriculum.	S.1.c.2.3	30-31	1	Governance	100%	Board/ Veitenheimer	Mon 8/1/05	Mon 1/23/06
19	Require the development of appropriate administrative regulations to support the curriculum management policy as well as other district policies.	G.1.10	225	1	Governance	100%	Veitenheimer	Mon 8/1/05	Mon 1/23/06
20	[NOT ACCEPTED] Facilitate the policy committee described in Recommendation G.1.1. Develop policies as identified under G.1.3, G.1.4, G.1.6, G.1.7, G.1.8, and G.1.9.	A.1.1	225	1	Administrative	100%	Newton	Mon 8/1/05	Mon 1/23/06
21	Implement and evaluate the adequacy of the policy and the effectiveness of staff in following the policy.	A.1.2	225	1	Administrative	100%	Veitenheimer	Thu 6/16/05	Mon 6/12/06
22	Provide training to all current administrators following the complete review of the policy manual by TASB. Include training for all new administrators on the process for review, adoption, and posting of policies.	A.1.3	225	1	Administrative	100%	Newton	Mon 8/1/05	Mon 6/12/06
23	Evaluate the adequacy of the district policy and the effectiveness of staff in following district policy. Provide yearly reports to the board on policy implementation and effectiveness.	A.1.4	225, 26-28	1	Administrative	100%	Veitenheimer	Mon 8/1/05	Mon 6/12/06
24	Create an administrative regulations handbook that supports and is aligned to board policy.	A.1.5	225	1	Administrative	100%	Newton	Mon 8/1/05	Mon 6/12/06
25	^ Develop Administrative Regulations to include guides, handbooks and forms, as well as other documents defining standard operating procedures and designed regulations.	S.1.1.4	38	1	Administrative	100%	Newton	Mon 8/1/05	Mon 6/12/06
26	Require each administrator to ensure that staff is aware of, understands, and follows relevant policy.	A.1.6	225	1	Administrative	100%	Veitenheimer	Mon 8/1/05	Mon 12/12/05
27	^ Develop an administrative procedure to ensure adherence to the existing policies.	S.2.1	73	1	Administrative	100%	Newton	Mon 8/1/05	Mon 12/12/05
28	Review all school handbooks for consistency in implementation of administrative regulations.	A.1.7	225	1	Administrative	100%	McBurnett/ Smith	Mon 8/1/05	Thu 6/1/06

Recommendation 2:

Restructure the Table of Organization and Job Descriptions to Provide Effective Systems Management.

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
29	Direct the Superintendent to recommend to the Board a revised organizational chart which will illustrate roles and responsibilities that support the design, delivery, and monitoring of the curriculum.	G.2.1	226	1	Governance	100%	Board/ Veitenheimer	Mon 11/1/04	Mon 3/28/05
30	^Develop an organizational chart for Keller ISD to include appropriate span of control for the Superintendent and Asst. Superintendents. Include Asst. Principals and teachers.	S. 1.1.2	43-45	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
31	Use the principles in Exhibit 1.2.1 to evaluate proposed organizational changes to ensure that the major tenets of an effective organizational structure are addressed.	G.2.2	226, 41	1	Governance	100%	Board/ Veitenheimer	Mon 11/1/04	Mon 3/28/05
32	Adopt the approved district organizational structure as board policy.	G.2.3	226	1	Governance	100%	Board/ Veitenheimer	Mon 3/28/05	Mon 3/28/05
33	Direct the Superintendent to begin the process of creating job descriptions for positions that do not have them/weed out all job descriptions that are duplicated or that relate to positions that do not exist in the organization of the district.	G.2.4	226	1	Governance	45%	Board/ Veitenheimer/ Benz	Mon 8/1/05	Tue 8/1/06
34	^Job descriptions need to be developed for all district employees.	S. 1.2.4 Exh.	50-51	1	Administrative	45%	Benz	Mon 8/1/05	Tue 8/1/06
35	Align major functions (instruction, administration, business, operations) by removing all instructional responsibilities from the business side of the organizational chart.	A.2.1	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
36	Create two new positions, Ex. Dir. Secondary and Elementary Schools, using the salaries allotted to unfilled positions.	A.2.2	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
37	Principals should report to Executive Directors of Elementary and Secondary (Administration) Schools.	A.2.3	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
38	Create a Director (Executive Director) of Curriculum & Instruction position.	A.2.4	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
39	District personnel should hire curriculum coordinators in the future based on expertise in curriculum design and delivery rather than on content knowledge.	A.2.5	227	1	Administrative	100%	Veitenheimer	Mon 3/28/05	Mon 6/27/05
40	Create a Director of Staff (Professional) Development to coordinate district staff development.	A.2.6	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 5/23/05
41	[NOT ACCEPTED] Restructure the position of Director of Special Programs to include all special programs other than special education.	A.2.7	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Fri 7/1/05

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT/PERSON	INITIATE	COMPLETE
42	[NOT ACCEPTED] Rename the Executive Director of Technology to be a director position.	A.2.8	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
43	The Athletic Director should report to the Executive Director of Secondary (Administration) Schools.	A.2.9	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
44	[NOT ACCEPTED] Restructure the position of Director of Communications to report to the Assistant Superintendent of Administration and Student Services.	A.2.10	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
45	[NOT ACCEPTED] Remove the reporting responsibility of the Director of Guidance and Counseling from the Assistant Superintendent for Instruction and place that responsibility under the Assistant Superintendent of Administration and Student Services.	A.2.11	227	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
46	[NOT ACCEPTED] Include the evaluation of the personnel responsible for the contracted services to the district in the responsibilities of the Asst. Superintendent for Administration and Student Services.	A.2.12	228	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
47	[NOT ACCEPTED] The Director of Facilities Services should supervise the Coordinator of Rental Agreements.	A.2.13	228	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
48	[NOT ACCEPTED] Align responsibilities under the Assistant Superintendent for Finance as depicted in Exhibit R. 2.4.	A.2.14	228, 231	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
49	[NOT ACCEPTED] Align responsibilities under the Assistant Superintendent for Human Resources as depicted in Exhibit R. 2.5.	A.2.15	228, 232	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05
50	Ensure that all positions are placed appropriately within the salary structure of the district so that scalar relationships can be determined and monitored.	A.2.16	228	1	Administrative	45%	Benz	Thu 7/7/05	Fri 9/1/06
51	^A Pay grades for all positions on the organizational chart need to be identified.	S.1.2	44	1	Administrative	100%	Benz	Thu 7/7/05	Thu 12/1/05
52	^A Revise job descriptions for principals based on specific responsibilities. Pay structure should reflect different levels of responsibilities.	S.1.2.4 Exh.	50	1	Administrative	25%	Benz	Mon 8/1/05	Fri 9/1/06
53	Create new job descriptions or revise existing job descriptions so that they reflect what the job actually requires and how the positions link to the curricular program of the district.	A.2.17	228	1	Administrative	86%	Cabinet/ Benz	Mon 11/1/04	Tue 8/1/06
54	^A Include staff positions for Assistant Superintendent of Instruction, assessment personnel, appropriate supervisors for principals, personnel in charge of long-term district-wide planning.	S.1.2	45	1	Administrative	100%	Benz	Mon 11/1/04	Mon 6/12/06

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
55	^All job descriptions must include signatures indicating the job has been reviewed and approved by appropriate personnel.	S.1.2.4	47-50	1	Administrative	25%	Benz	Mon 8/1/05	Tue 8/1/06
56	^Assistant Superintendent of Instruction job description needs to include curriculum management in the responsibilities.	S.2.1	73	1	Administrative	100%	Benz	Mon 8/1/05	Mon 6/12/06
57	^Include task of monitoring equity data in appropriate job descriptions.	S.3.2	125	1	Administrative	100%	Cabinet/ Benz	Mon 8/1/05	Mon 6/12/06
58	^Job descriptions for principals need to be revised to include the responsibility of monitoring the delivery of written curriculum.	S.3.4.1 Exh.	144 -146	1	Administrative	100%	Benz	Mon 8/1/05	Mon 6/12/06
59	Restructure the existing administrative appraisal system so that all administrators are aware of areas in which they can grow. Include "walk-through" practices.	A.2.18	228	1	Administrative	100%	Veitenheimer	Mon 1/10/05	Wed 1/4/06
60	^Develop a consistent walk-through observation form and provide training for campus principals and assistant principals.	S.1.4.1	68	1	Administrative	100%	McBurnett/ Smith	Mon 8/1/05	Wed 1/4/06
61	[NOT ACCEPTED] Develop principal appraisal instrument which includes the 10 state domains.	S.1.4.5 Exh.	69-70	1	Administrative	100%	Veitenheimer	Mon 1/10/05	Mon 3/28/05
62	^Teacher and Administrator processes need to be linked to staff professional growth.	S.1.4	68	1	Administrative	100%	Veitenheimer	Mon 8/1/05	Mon 9/12/05
63	^Written instructions need to be provided for the administrator evaluation.	S.1.4.7 Exh.	70	1	Administrative	100%	Veitenheimer	Mon 8/1/05	Mon 9/12/05
64	Use the principles found in Exhibit 1.2.1 to modify any future organizational charts for the district.	A.2.19	228	1	Administrative	100%	Veitenheimer	Mon 11/1/04	Mon 3/28/05

Recommendation 3:

Develop and Implement a Comprehensive, Long-Range Plan That Includes Facilities Planning and Curriculum Management Planning That Incorporates the Design, Delivery, and Monitoring of a Deeply Aligned Written, Tested, and Taught Curriculum.

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
65	Create/adopt policies to require comprehensive, long-range planning in the district. Include requirement for facilities planning for new structures and preventative maintenance for existing structures. Include planning calendar in the policy.	G.3.1	233	2	Governance	27%	Board/ Veitenheimer	Mon 8/1/05	Wed 8/1/07
66	^All campuses, including new ones, must submit annual Campus Plans.	S.1.3.2 Exh.	54	1	Administrative	100%	McBurnett/ Smith	Mon 8/1/05	Tue 11/1/05
67	^D.I.P. must include mission statement, critical analysis, assumptions, objectives, measurable evaluation, plan integration, budget timeline, multi-year planning, goals feasibility, campus connections, stakeholder comments, and monitoring.	S.1.3.3 Exh.	55-60	1	Administrative	100%	Newton	Mon 8/1/05	Mon 1/23/06
69	Create and adopt policies to provide the framework for a comprehensive curriculum development plan including the following:--	G.3.2	233	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
70	--Provisions that provide a mission, vision, and clear philosophical framework for the development and deep alignment of the curriculum;	G.3.2	233	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
71	--Provisions that delineate the roles and responsibilities for all professionals within the district for the design and/or delivery of the curriculum, specifically the principals' role, to monitor the delivery of the curriculum; and	G.3.2	233	1	Governance	100%	Board/Benz	Thu 8/25/05	Mon 6/12/06
72	--Provisions for aligning all special programs, whether district or campus-based, with specific curriculum objectives prior to the implementation of the program.	G.3.2	233	1	Governance	100%	Board/ Rountree	Thu 8/25/05	Mon 1/23/06
73	Direct the Superintendent to design a comprehensive, long-range plan to be presented to the Board for approval. The plan should contain components addressing facilities planning, curriculum management planning, and technology integration planning.	G.3.3	233- 234	1	Governance	66%	Board/ Veitenheimer	Mon 8/1/05	Tue 8/1/06
74	Review & fully implement legal & local policies in BR,BQ,EH,EI, and EK. Establish the purpose, scope, & direction for assessing student progress at all grade levels and in all content areas.	G.3.4	234	1	Governance	75%	Board/ Rountree	Wed 2/1/06	Tue 8/1/06
75	Require the Superintendent to make periodic reports to the Board on the results of the assessment process to ensure that data are linked to the district long-range plan & the campus improvement plans.	G.3.5	234	2	Governance	32%	Board/ Veitenheimer	Mon 8/1/05	Wed 8/1/07
76	^Instructional technology planning components need to be included in the Dist. Tech. Plan. Include measurable student goals/objectives, program assessment, staff development. Campus plans need to be aligned with D.I.P.	S.2.6.1	113- 117	1	Administrative	100%	Griffin/ McBurnett/ Smith	Mon 8/1/05	Mon 6/12/06

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
78	Require reports from Superintendent that disaggregate all data so that equal access to a quality curriculum is assured for all students. Provide additional resources to create equity of services if data identifies areas needing attention.	G.3.6	234	4	Governance	10%	Board/ Veitenheimer	Mon 8/1/05	Mon 8/3/09
79	^Develop written policy, new EHAB (Local) to address specific directions for time allocations for required content area curriculum.	S.1.c.2.4	31	1	Administrative	75%	Rountree	Wed 2/1/06	Tue 8/1/06
80	^Develop written policy to address the required curriculum integration and alignment for special education & gifted/talented students. (EHBA and EHBB [Local]).	S.1.c.2.4	31	1	Administrative	75%	LaPlante/ Pool	Wed 2/1/06	Tue 8/1/06
83	^Revise policy to address the alignment of the general curriculum for the Alternative School Programs.	S.1.c.2.5	31	1	Administrative	75%	Pool	Mon 10/3/05	Tue 8/1/06
88	Lead the district in formulating a comprehensive, long-range plan for the district. This plan should span at least three to five years and have all components itemized in Action G.3.1, with an annual update.	A.3.1	234	1	Administrative	75%	Newton	Mon 8/1/05	Tue 8/1/06
89	Assist the Board with the revision or creation of the recommended policies listed in Actions G.3.1, G.3.2, and G.3.4. (Curr. Mgt. System - 93-103)	A.3.2	234	1	Administrative	70%	Newton/ Rountree	Mon 8/1/05	Tue 8/1/06
93	~The district's philosophical approach to the curriculum;	A.3.5	234	1	Administrative	100%	Rountree	Mon 1/23/06	Mon 6/12/06
97	~Delineation of roles and responsibilities for curriculum related decision-making for district;	A.3.5	235	1	Administrative	10%	Rountree	Thu 6/1/06	Tue 8/1/06
99	~Instruction for monitoring the curriculum that includes specific procedures and criteria for principals and other administrative staff. Principals must be trained on the proper walk-through techniques;	A.3.5	235	1	Administrative	100%	Rountree/ McBurnett/Smith	Mon 10/24/05	Wed 1/4/06
101	~Selection procedures for instructional resources that ensures the congruity between the resources and the district objectives;	A.3.5	235	1	Administrative	10%	Rountree	Thu 6/1/06	Tue 8/1/06
102	~A process for integrating technology into the curriculum; and	A.3.5	235	1	Administrative	100%	Rountree/ Griffin	Thu 6/1/06	Mon 6/12/06
103	~A process for communicating curricular revisions to the Board, staff, and community.	A.3.5	235	1	Administrative	10%	Rountree	Thu 6/1/06	Tue 8/1/06
120	~Remove outdated curriculum maps from the schools and district offices;	A.3.6	236	1	Administrative	100%	Pool	Mon 8/1/05	Mon 12/12/05

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
133	--Establish a clearinghouse responsibility for appropriate personnel so that all staff development will be associated with documented needs, be aligned with district goals/objectives, and be evaluated in terms of its impact on student achievement;	A.3.8	236	1	Administrative	55%	Rountree/Swan	Mon 10/3/05	Fri 8/1/08
135	--Require training in walk-through techniques for all central and campus administrators to enhance skills in monitoring the delivery of the curriculum;	A.3.8	236	1	Administrative	100%	Swan/ McBurnett/ Smith	Mon 10/24/05	Wed 2/1/06
136	--Require an evaluation process for all staff development that is ongoing, has multiple sources of information, focuses on all levels of the organization, is based on actual changed behavior, and reflects student achievement;	A.3.8	237	1	Administrative	25%	Swan	Thu 9/1/05	Tue 8/1/06
137	--Utilize available technology in the Avatar system for documenting the delivery of staff training in the district; and	A.3.8	237	1	Administrative	100%	Swan	Thu 9/1/05	Mon 6/12/06
138	--Develop and implement a district staff development program that includes the 14 characteristics as identified in Exhibit 3.3.2.	S.3.3.2	135- 136	1	Administrative	21%	Swan	Thu 9/1/05	Tue 8/1/06
139	Design an adequate feedback and assessment system that would include the following features:--	A.3.9	237	1	Administrative	25%	Rountree/ Barrios	Mon 8/22/05	Tue 8/1/06
140	--Board policy that effectively directs how data should be used to improve educational practice;	A.3.9	237	1	Administrative	100%	Rountree/ Barrios	Mon 8/22/05	Mon 1/23/06
144	--A planning matrix that indicates assessment tools, purposes, subjects to be assessed, type of student tested, and timelines to be used for implementation;	A.3.9	237	1	Administrative	85%	Barrios	Thu 9/1/05	Fri 8/25/06
145	--Clear, delineated roles and responsibilities of the Board, central office staff, and school-based staff;	A.3.9	237	1	Administrative	100%	Veitenheimer	Thu 9/1/05	Mon 6/12/06
146	--Clear relationship indicated between district and state assessments;	A.3.9	237	1	Administrative	75%	Pool/ Barrios	Thu 9/1/05	Fri 8/25/06
147	--An ongoing training plan for various audiences on assessment analysis and interpretation;	A.3.9	237	1	Administrative	50%	Barrios	Mon 5/1/06	Tue 8/1/06
148	--A cycle for program evaluation that has been agreed upon with results used to make curriculum and program decisions;	A.3.9	237	1	Administrative	20%	Barrios	Thu 9/1/05	Fri 8/25/06
151	--A communication plan for the student assessment process;	A.3.9	237	1	Administrative	85%	Barrios	Thu 9/1/05	Fri 8/25/06
152	--Ongoing evaluation of the assessment plan; and	A.3.9	237	1	Administrative	25%	Rountree/ Pool	Fri 1/6/06	Fri 6/30/06

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
153	--Budget ramifications of instructional decisions connected to resource allocations.	A.3.9	237	3	Administrative	15%	Rountree/ Morrison	Fri 1/6/06	Tue 8/1/06
154	^The written plan for student assessment needs to provide clear and sufficient direction to district personnel for the collection and analysis of data for school improvement.	S.4.1	149	1	Administrative	15%	Rountree/ Barrios	Fri 1/6/06	Tue 8/1/06
160	Assign a district task force the responsibility of program evaluation and direct them to:--	A.3.11	237	1	Administrative	25%	Barrios	Mon 10/3/05	Wed 11/15/06
161	--Create language for the evaluation of all current district programs including need, costs, number of students served, implementation timelines, program modifications based on evaluation;	A.3.11	237	1	Administrative	25%	Barrios	Mon 10/3/05	Wed 11/15/06
162	--Base language on best research and practice associated with evaluation of school programs and services;	A.3.11	237	1	Administrative	25%	Barrios	Mon 10/3/05	Wed 11/15/06
174	Assign the responsibility of gathering data to be used to assess equity issues within the district to a specific person. Require reports made to the Board at least annually. Require action plan be incorporated into district plan.	A.3.13	238	4	Administrative	8%	Newton/ Rountree	Mon 8/1/05	Mon 8/3/09
177	^Develop and implement a plan to provide equal access to Advanced Placement Classes at all high schools.	S.3.2	127	1	Administrative	100%	Pool	Thu 9/1/05	Mon 6/12/06

Recommendation 4:

Design and Implement a Process Which Moves Toward Performance-driven Budgeting to Support System Planning and Productivity.

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
179	Direct the Superintendent to revise policies for board consideration and adoption that directs procedures in finance and budgeting to move to a performance-driven budgeting process. Make policy revisions needed to fulfill Recommendation 1.	G.4.1	238	1	Governance	100%	Board/ Veitenheimer	Mon 8/1/05	Mon 1/23/06
180	Develop a policy to require Support Systems (food/transportation) to be focused on the organizational purpose of the district.	S.1.c.5.4	28, 35	1	Administrative	100%	Stone	Mon 8/1/05	Mon 6/12/06
182	Direct the Superintendent to present a detailed plan that will ensure an operational performance-driven budgeting process.	G.4.3	239	1	Governance	100%	Board/ Veitenheimer	Mon 8/1/05	Mon 2/20/06
184	Develop, for Board consideration and approval, policies that support the development and implementation of performance-driven budgeting.	A.4.1	239	1	Administrative	100%	Morrison	Mon 8/1/05	Mon 2/20/06
187	--Review and modify or confirm goals for the district.	A.4.3	239	1	Administrative	100%	Veitenheimer	Mon 8/1/05	Mon 12/12/05
188	--Develop a budget schedule. Planning should be completed prior to budgeting.	A.4.3	239	1	Administrative	100%	Veitenheimer	Mon 8/1/05	Mon 12/12/05
192	--Determine the members of the Budget Advisory Committee.	A.4.3	239	1	Administrative	100%	Board/ Morrison	Thu 1/13/05	Thu 8/18/05
202	Deliver and implement a plan to reduce the funding inequities for campuses with the largest numbers of economically disadvantaged students.	S.4.3, S.3.2.8, & 9 Exh.	131-133, 167-168	1	Administrative	100%	Morrison	Mon 8/1/05	Mon 6/12/06