RECOMMENDATIONS AND TIMELINES

For

CURRICULUM MANAGEMENT AUDIT

KELLER INDEPENDENT SCHOOL DISTRICT

Presentation to the Board of Trustees
September 12, 2005

Printed: August 30, 2005

TABLE OF CONTENTS

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	1st Quarterly Progress Report to Board
March 13, 2006	2nd Quarterly Progress Report to Board
June 12, 2006	3rd 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.

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**	**50%**	**Board/Newton**	**Mon 8/1/05**	**Tue 8/1/06**
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**	**0%**	**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**	**0%**	**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	0%	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	0%	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	0%	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	0%	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**	**0%**	**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	0%	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**	**0%**	**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	0%	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**	**0%**	**Board/ Veitenheimer**	**Thu 8/25/05**	**Fri 8/25/06**
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**	**0%**	**Board/ Veitenheimer**	**Thu 8/25/05**	**Fri 8/25/06**
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**	**0%**	**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	0%	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	0%	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**	**0%**	**Board/ Veitenheimer**	**Mon 8/1/05**	**Tue 8/1/06**
18	^ Direct revision of policy to assure there is alignment of instructional materials to curriculum.	S.1.c.2.3	30-31	1	Governance	0%	Board/ Veitenheimer	Mon 8/1/05	Tue 8/1/06
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**	**0%**	**Veitenheimer**	**Mon 8/1/05**	**Tue 8/1/06**
20	**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**	**0%**	**Newton**	**Mon 8/1/05**	**Tue 8/1/06**
21	**Implement and evaluate the adequacy of the policy and the effectiveness of staff in following the policy.**	**A.1.2**	**225**	**1**	**Administrative**	**0%**	**Veitenheimer**	**Mon 8/1/05**	**Mon 12/12/05**
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**	**0%**	**Newton**	**Mon 8/1/05**	**Tue 8/1/06**
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**	**0%**	**Veitenheimer**	**Mon 8/1/05**	**Tue 8/1/06**
24	**Create an administrative regulations handbook that supports and is aligned to board policy.**	**A.1.5**	**225**	**1**	**Administrative**	**0%**	**Newton**	**Mon 8/1/05**	**Tue 8/1/06**
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	0%	Newton	Mon 8/1/05	Tue 8/1/06
26	**Require each administrator to ensure that staff is aware of, understands, and follows relevant policy.**	**A.1.6**	**225**	**1**	**Administrative**	**0%**	**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	0%	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**	**0%**	**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**	**0%**	**Board/ Veitenheimer**	**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	0%	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**	**27%**	**Benz**	**Thu 7/7/05**	**Fri 9/1/06**
51	^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	^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	0%	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**	**0%**	**Cabinet/ Benz**	**Mon 11/1/04**	**Tue 8/1/06**
54	^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	0%	Benz	Mon 11/1/04	Mon 3/28/05

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	0%	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	0%	Benz	Mon 8/1/05	Tue 8/1/06
57	^Include task of monitoring equity data in appropriate job descriptions.	S.3.2	125	1	Administrative	0%	Cabinet/ Benz	Mon 8/1/05	Tue 8/1/06
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	0%	Benz	Mon 8/1/05	Tue 8/1/06
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**	**55%**	**Veitenheimer**	**Mon 1/10/05**	**Mon 12/12/05**
60	^Develop a consistent walk-through observation form and provide training for campus principals and assistant principals.	S.1.4.1	68	1	Administrative	0%	McBurnett/ Smith	Mon 8/1/05	Mon 12/12/05
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**	**0%**	**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	0%	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	0%	Newton	Mon 8/1/05	Fri 12/16/05
68	^School (Campus Improvement Plans) must be linked with the district long-range plans and all plans must include measurable objectives.	S.1.3.5 Exh.	55- 60	2	Administrative	0%	McBurnett/ Smith	Mon 8/1/05	Wed 8/1/07
69	**Create and adopt policies to provide the framework for a comprehensive curriculum development plan including the following:~~**	**G.3.2**	**233**	**1**	**Governance**	**0%**	**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**	**0%**	**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**	**0%**	**Board/Benz**	**Thu 8/25/05**	**Mon 1/23/06**
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**	**0%**	**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**	**0%**	**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**	**0%**	**Board/ Rountree**	**Wed 2/1/06**	**Mon 5/22/06**
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**	**0%**	**Board/ Veitenheimer**	**Mon 8/1/05**	**Wed 8/1/07**

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
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	0%	Griffin/ McBurnett/ Smith	Mon 8/1/05	Tue 8/1/06
77	^Instructional strategies used in classrooms should reflect district values & expectations.	S.1.c.2.4	112	2	Administrative	0%	Rountree	Mon 10/10/05	Wed 8/1/07
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**	**0%**	**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	0%	Rountree	Wed 2/1/06	Mon 5/22/06
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	0%	LaPlante/ Pool	Wed 2/1/06	Mon 5/22/06
81	^State (AMI, ARI, Gifted/Talented) and federal programs (Title I/LEP) must be revised in order to connect to local curriculum.	S.2.4	102 -106	2	Administrative	0%	LaPlante/ Pool	Wed 3/1/06	Fri 6/29/07
82	^Programs such as BRIDGE, Bilingual/ESL, and Dyslexia need program cohesiveness and alignment to serve specific populations of students.	S.2.4.1 Exh.	103	2	Administrative	0%	LaPlante/ Pool	Thu 9/1/05	Wed 8/1/07
83	^Revise policy to address the alignment of the general curriculum for the Alternative School Programs.	S.1.c.2.5	31	3	Administrative	0%	Pool	Mon 10/3/05	Fri 8/1/08
84	^Develop written (scope & sequence) curriculum for district-wide courses. In addition, curriculum for elective and enrichment courses must be written.	S.2.2.2-3	74-88	4	Administrative	0%	Rountree/ Pool	Mon 8/1/05	Mon 8/3/09
85	^Develop a process on a regular basis to articulate and coordinate curriculum through grade level/curriculum meetings.	S.3.1	122- 123	3	Administrative	0%	Pool	Mon 8/1/05	Fri 8/1/08
86	^Plan and implement comprehensive staff development workshops that address reading, writing, math, and science.	S.3.3.5 Exh.	141- 142	2	Administrative	0%	Rountree/Swan	Thu 9/1/05	Wed 8/1/07
87	**Commit adequate resources to support the curriculum development & review cycle & the training needed to assist staff in designing and delivering a high quality curriculum to all students of the district.**	**G.3.7**	**234**	**2**	**Governance**	**0%**	**Board/ Veitenheimer**	**Mon 8/1/05**	**Wed 8/1/07**

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
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	0%	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.	A.3.2	234	1	Administrative	0%	Newton/ Rountree	Mon 8/1/05	Tue 8/1/06
90	Assess the current (developing scope & sequence and new) curriculum through a specifically designed evaluation procedure.	A.3.3	234	4	Administrative	0%	Rountree/ Barrios	Thu 6/1/06	Fri 5/29/09
91	Adopt and fully implement the expectation in new EG (Local) that requires the Superintendent's approval prior to the implementation of any new programs or interventions.	A.3.4	234	4	Administrative	0%	Rountree/ Barrios	Mon 1/2/06	Fri 5/29/09
92	Design a curriculum management system to include the following:~~	A.3.5	234	4	Administrative	0%	Rountree	Mon 8/1/05	Mon 8/3/09
93	~~The district's philosophical approach to the curriculum;	A.3.5	234	1	Administrative	0%	Rountree	Thu 8/25/05	Mon 1/23/06
94	~~A curriculum review cycle for all disciplines that mandates updating based on state testing standards;	A.3.5	234	4	Administrative	0%	Rountree	Wed 10/26/05	Fri 5/29/09
95	~~An internal as well as external validation process for all curriculum objectives. This step is particularly important given the lack of congruity identified by auditors;	A.3.5	234	4	Administrative	0%	Rountree	Wed 10/26/05	Fri 5/29/09
96	~~A consistent curriculum guide format based on the audit criteria presented in Finding 2.3;	A.3.5	234	4	Administrative	0%	Rountree	Thu 5/31/07	Fri 5/29/09
97	~~Delineation of roles and responsibilities for curriculum related decision-making for district;	A.3.5	235	1	Administrative	0%	Rountree	Thu 8/25/05	Mon 1/23/06
98	~~Expectations for the delivery of the (scope & sequence) curriculum in all classrooms in the district;	A.3.5	235	4	Administrative	0%	Rountree	Wed 10/26/05	Fri 5/29/09
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	0%	Rountree/ McBurnett/Smith	Mon 10/24/05	Wed 10/26/05
100	~~Timing, scope, and procedures for curriculum review and revision;	A.3.5	235	4	Administrative	0%	Rountree	Wed 10/26/05	Fri 5/29/09

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
101	~~Selection procedures for instructional resources that ensures the congruity between the resources and the district objectives;	A.3.5	235	1	Administrative	0%	Rountree	Fri 1/6/06	Wed 5/31/06
102	~~A process for integrating technology into the curriculum; and	A.3.5	235	1	Administrative	0%	Rountree/ Griffin	Fri 1/6/06	Wed 5/31/06
103	~~A process for communicating curricular revisions to the Board, staff, and community.	A.3.5	235	1	Administrative	0%	Rountree	Fri 1/6/06	Wed 5/31/06
104	Design quality curriculum using the following steps:~~	A.3.6	235	4	Administrative	0%	Rountree	Mon 8/1/05	Mon 8/3/09
105	~~Establish a complete set of goals and objectives for all disciplines that are linked to the district's mission and goals, are aligned with state content standards, & meet unique needs &/or requirements of the KISD students;	A.3.6	235	3	Administrative	0%	Rountree/ Pool	Mon 8/1/05	Fri 8/1/08
106	~~Align the objectives with the Texas Assessment of Knowledge & Skills, the College Board exams, & Advanced Placement exams;	A.3.6	236	3	Administrative	0%	Rountree/ Pool	Mon 8/1/05	Fri 8/1/08
107	~~Determine pre-requisite skills needed to learn the objectives for each grade level. Place these pre-requisites in curriculum documents so teachers can see what students were taught the previous grade and what will be taught the next year;	A.3.6	235	3	Administrative	0%	Pool	Mon 8/1/05	Fri 8/1/08
108	~~Match objectives with supplemental instructional resources including, but not limited to, textbooks;	A.3.6	235	3	Administrative	0%	Pool	Wed 10/26/05	Fri 8/1/08
109	~~Integrate instructional technology as a tool for the delivery of the curriculum;	A.3.6	236	2	Administrative	0%	Pool/ Griffin	Mon 8/1/05	Fri 8/3/07
110	~~Design life applications for student activities within the curriculum;	A.3.6	235	3	Administrative	0%	Pool	Mon 8/1/05	Fri 8/1/08
111	~~Establish time ranges for the teaching of each objective. Ensure that the range of time needed fits within the time available;	A.3.6	235	3	Administrative	0%	Pool	Mon 8/1/05	Fri 8/1/08
112	~~Develop specific examples and model lessons on how to approach key concepts or skills in the classroom, including a variety of techniques for enhancing and/or modifying for special needs of students;	A.3.6	235	4	Administrative	0%	LaPlante/ Pool	Fri 6/1/07	Fri 5/29/09

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
113	~~Align instructional strategies with the context of state and local assessments checking for congruence between the intended objective and the activities designed to deliver the learning;	A.3.6	235	3	Administrative	0%	Pool	Mon 10/3/05	Fri 8/1/08
114	~~Obtain feedback from the curriculum users regarding the degree to which all components are easily understood and incorporated in daily lesson planning;	A.3.6	235	4	Administrative	0%	Pool	Wed 8/17/05	Mon 8/3/09
115	~~Use external consultants or "friendly critics" to validate the curriculum content and products during the design stage;	A.3.6	236	3	Administrative	0%	Pool	Tue 9/13/05	Fri 8/1/08
116	~~Field-test the (scope & sequence) curriculum;	A.3.6	236	3	Administrative	0%	Pool	Tue 8/1/06	Fri 8/1/08
117	~~Evaluate the curriculum's effectiveness in terms of student achievement on state-mandated tests and College Board and college entrance tests;	A.3.6	236	4	Administrative	0%	Pool	Tue 5/1/07	Mon 8/3/09
118	~~Revise field-tested curriculum based on feedback and results of student assessment;	A.3.6	236	4	Administrative	0%	Pool	Tue 5/1/07	Mon 8/3/09
119	~~Submit curriculum for adoption to the Board;	A.3.6	236	3	Administrative	0%	Pool	Tue 8/1/06	Fri 8/1/08
120	~~Remove outdated curriculum maps from the schools and district offices;	A.3.6	236	1	Administrative	0%	Pool	Mon 8/1/05	Tue 8/1/06
121	~~Secure sufficient financial resources to accomplish the design and delivery process.	A.3.6	236	2	Administrative	0%	Rountree/ Morrison	Mon 8/1/05	Wed 8/1/07
122	The Superintendent should expect Principals to see that the curriculum is being taught in the classrooms. The following are recommended for the structure of the classroom observations by the principals and/or central staff:~~	A.3.7	236	3	Administrative	0%	Rountree/ Pool/ McBurnett/ Smith	Mon 8/1/05	Fri 8/1/08
123	~~Specify time-on-task (how many students in the room are on-task and/or off-task when observed);	A.3.7	236	2	Administrative	0%	McBurnett/ Smith	Tue 11/1/05	Thu 5/31/07
124	~~Determine the curriculum objective and the cognitive level of the objective that is being taught in the classroom;	A.3.7	236	2	Administrative	0%	McBurnett/ Smith	Tue 11/1/05	Thu 5/31/07
125	~~Compare taught objectives to the district curriculum for congruence;	A.3.7	236	2	Administrative	0%	McBurnett/ Smith	Tue 11/1/05	Thu 5/31/07
126	~~Determine alignment of activities/resources to the objectives being taught;	A.3.7	236	2	Administrative	0%	McBurnett/ Smith	Tue 11/1/05	Thu 5/31/07

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
127	~~Determine effective teaching practices taking place;	A.3.7	236	2	Administrative	0%	McBurnett/ Smith	Tue 11/1/05	Thu 5/31/07
128	~~Specify other objectives and teaching practices observed on walls, charts, chalkboards, centers, etc.; and	A.3.7	236	2	Administrative	0%	McBurnett/ Smith	Tue 11/1/05	Thu 5/31/07
129	~~Plan when feedback will be given to the teacher and whether the feedback will be provided in writing or orally.	A.3.7	236	2	Administrative	0%	McBurnett/ Smith	Tue 11/1/05	Thu 5/31/07
130	Provide staff development for all personnel involved with the design, delivery, and monitoring of the (scope & sequence) curriculum including the following steps:~~	A.3.8	236	3	Administrative	0%	Rountree/Swan	Fri 1/6/06	Fri 8/1/08
131	~~Identify target areas based on board-approved priorities, district and school-level needs assessments with emphasis on curriculum development, effective instructional practices for delivery, curriculum alignment, and student assessment;	A.3.8	236	3	Administrative	0%	Rountree/ Pool/ Swan	Fri 1/6/06	Fri 8/1/08
132	~~Develop a long-term prioritized training and development program that is required for all professional and support staff designed to occur over a three-year time period in order to achieve adequate gains in student achievement;	A.3.8	236	3	Administrative	0%	Rountree/ Pool/ Swan	Mon 10/3/05	Fri 8/1/08
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	0%	Rountree/Swan	Mon 10/3/05	Mon 10/31/05
134	~~Require application of skills and learning with appropriate follow-up coaching and evaluation for all new concepts and skills learned;	A.3.8	236	3	Administrative	0%	Pool/ Swan	Tue 11/1/05	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	0%	Swan/ McBurnett/ Smith	Mon 10/24/05	Wed 10/26/05
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	0%	Swan	Thu 9/1/05	Mon 6/12/06
137	~~Utilize available technology in the Avatar system for documenting the delivery of staff training in the district.	A.3.8	237	1	Administrative	0%	Swan	Thu 9/1/05	Mon 6/12/06

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
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	0%	Swan	Thu 9/1/05	Mon 6/12/06
139	**Design an adequate feedback and assessment system that would include the following features:~~**	**A.3.9**	**237**	**1**	**Administrative**	**0%**	**Rountree/ Barrios**	**Mon 8/22/05**	**Fri 1/6/06**
140	**~~Board policy that effectively directs how data should be used to improve educational practice;**	**A.3.9**	**237**	**1**	**Administrative**	**0%**	**Rountree/ Barrios**	**Mon 8/22/05**	**Fri 1/6/06**
141	**~~Strong accountability leadership that reports to the Superintendent or other high level administrator;**	**A.3.9**	**237**	**2**	**Administrative**	**0%**	**Rountree**	**Mon 8/1/05**	**Wed 8/1/07**
142	**~~Scope of testing program that is adequate in relation to the grades and subjects taught;**	**A.3.9**	**237**	**3**	**Administrative**	**0%**	**Rountree/ Barrios**	**Mon 8/1/05**	**Fri 8/1/08**
143	**~~Assessments that control for bias and are valid and reliable measures of student achievement;**	**A.3.9**	**237**	**3**	**Administrative**	**0%**	**Rountree/ Barrios**	**Mon 8/1/05**	**Fri 8/1/08**
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**	**0%**	**Barrios**	**Thu 9/1/05**	**Fri 1/6/06**
145	**~~Clear, delineated roles and responsibilities of the Board, central office staff, and school-based staff;**	**A.3.9**	**237**	**1**	**Administrative**	**0%**	**Veitenheimer**	**Thu 9/1/05**	**Mon 6/12/06**
146	**~~Clear relationship indicated between district and state assessments;**	**A.3.9**	**237**	**1**	**Administrative**	**0%**	**Pool/ Barrios**	**Thu 9/1/05**	**Fri 1/6/06**
147	**~~An ongoing training plan for various audiences on assessment analysis and interpretation;**	**A.3.9**	**237**	**1**	**Administrative**	**0%**	**Barrios**	**Fri 1/6/06**	**Wed 5/31/06**
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**	**0%**	**Barrios**	**Thu 9/1/05**	**Wed 5/31/06**
149	**~~Alignment of state and local tests with the curriculum with a clear delineation of where gaps exist;**	**A.3.9**	**237**	**2**	**Administrative**	**0%**	**Pool**	**Mon 8/1/05**	**Wed 8/1/07**
150	**~~Test results used effectively to diagnose and improve curricula;**	**A.3.9**	**237**	**3**	**Administrative**	**0%**	**Pool/ Barrios**	**Thu 9/1/05**	**Fri 8/1/08**
151	**~~A communication plan for the student assessment process;**	**A.3.9**	**237**	**1**	**Administrative**	**0%**	**Barrios**	**Thu 9/1/05**	**Fri 1/6/06**
152	**~~Ongoing evaluation of the assessment plan; and**	**A.3.9**	**237**	**1**	**Administrative**	**0%**	**Rountree/ Pool**	**Fri 1/6/06**	**Fri 6/30/06**
153	**~~Budget ramifications of instructional decisions connected to resource allocations.**	**A.3.9**	**237**	**3**	**Administrative**	**0%**	**Rountree/ Morrison**	**Fri 1/6/06**	**Fri 6/30/06**

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
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	0%	Rountree	Fri 1/6/06	Fri 6/30/06
155	**Clearly communicate that the district assessment process is a system-wide decision. Align benchmark assessments with the content standards and grade level/course level objectives of the curriculum including the following steps:~~**	**A.3.10**	**237**	**2**	**Administrative**	**0%**	**Pool**	**Mon 8/1/05**	**Wed 8/1/07**
156	**~~Align benchmark standards with the Texas Assessment of Knowledge and Skills and develop other content/course assessments where needed;**	**A.3.10**	**237**	**2**	**Administrative**	**0%**	**Pool**	**Mon 8/1/05**	**Wed 8/1/07**
157	**~~Align benchmark standards with the curriculum design process to develop Pre-K through grade 12 curriculum; and**	**A.3.10**	**237**	**4**	**Administrative**	**0%**	**Pool**	**Mon 8/1/05**	**Mon 8/3/09**
158	**~~Phase in the development of benchmark standards over a multi-year process so that the effort is supported with staff development and technology and sustained in the annual budget process.**	**A.3.10**	**237**	**4**	**Administrative**	**0%**	**Pool**	**Mon 8/1/05**	**Mon 8/3/09**
159	^Develop and implement a plan to reduce the achievement gaps that exist between ethnicity groups in math, science, social studies, and reading performance.	S.3.2.6 Exh.	129	4	Administrative	0%	Pool	Mon 8/1/05	Mon 8/3/09
160	**Assign a district task force the responsibility of program evaluation and direct them to:~~**	**A.3.11**	**237**	**1**	**Administrative**	**0%**	**Barrios**	**Mon 10/3/05**	**Tue 2/28/06**
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**	**0%**	**Barrios**	**Mon 10/3/05**	**Tue 2/28/06**
162	**~~Base language on best research and practice associated with evaluation of school programs and services;**	**A.3.11**	**237**	**1**	**Administrative**	**0%**	**Barrios**	**Mon 10/3/05**	**Tue 2/28/06**
163	**~~Begin the process of evaluation of all current district/campus programs that should be completed within a three-year period from the receipt of this audit;**	**A.3.11**	**237**	**2**	**Administrative**	**0%**	**Barrios**	**Mon 8/1/05**	**Mon 2/26/07**
164	**~~Require that the task force recommend approval/continuation of the program to the Superintendent based on the developed language agreed upon by the team;**	**A.3.11**	**238**	**2**	**Administrative**	**0%**	**Barrios**	**Mon 8/1/05**	**Mon 2/26/07**

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
165	**~~Assure that program information is available district-wide and that there is a periodic sharing of information about district/campus programs for purpose of replication based upon improved student results;**	**A.3.11**	**238**	**2**	**Administrative**	**0%**	**Barrios**	**Thu 9/1/05**	**Mon 2/26/07**
166	**~~Implement new programs at the district/campus level only after they have been presented and recommended to the Superintendent of Schools/designee and have been evaluated by the district task force;**	**A.3.11**	**238**	**2**	**Administrative**	**0%**	**Barrios**	**Thu 9/1/05**	**Mon 2/26/07**
167	^Develop a district policy/administrative regulation that provides clear direction on how programs are to be brought into the district and indicate that they are aligned with curriculum.	S.4.3	167	2	Administrative	0%	Rountree/ Barrios	Thu 9/1/05	Mon 2/26/07
168	**~~Include methods to periodically report program evaluation and results to the KISD Board of Trustees;**	**A.3.11**	**238**	**3**	**Administrative**	**0%**	**Rountree/ Barrios**	**Fri 3/31/06**	**Fri 2/29/08**
169	^Develop district policies/administrative regulations to provide direction for program design, adoption, implementation, monitoring, evaluation, and alignment with curriculum.	S.4.3.2 Exh.	129	3	Administrative	0%	Rountree	Fri 3/31/06	Fri 2/29/08
170	**~~Strengthen and retain programs that are having the most effect on student achievement and are within the parameters of the district curriculum-based process; and**	**A.3.11**	**237**	**3**	**Administrative**	**0%**	**Rountree**	**Mon 8/1/05**	**Fri 8/1/08**
171	**~~Discontinue programs that do not produce the results needed.**	**A.3.11**	**237**	**3**	**Administrative**	**0%**	**Rountree/ Pool**	**Mon 10/3/05**	**Wed 8/1/07**
172	^Revise Academic Pathways Program to meet the criteria established for Program Intervention.	S.4.3.9 c.1-5	203- 205	2	Administrative	0%	Rountree/ Pool	Mon 10/3/05	Wed 8/1/07
173	**Design and implement administrative procedures that hold central and campus staff responsible for the implementation of the curriculum management plan.**	**A.3.12**	**238**	**3**	**Administrative**	**0%**	**Rountree**	**Mon 8/1/05**	**Fri 8/1/08**
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**	**0%**	**Newton/ Rountree**	**Mon 8/1/05**	**Mon 8/3/09**
175	^Develop and implement a plan to reduce inequities that exist in the identification of gifted/talented minority students.	S.3.2	126	4	Administrative	0%	Pool	Mon 8/1/05	Mon 8/3/09
176	^Develop and implement a plan to reduce the inequities that exist in the identification of gender in the area of special education students.	S.3.2	126	2	Administrative	0%	LaPlante	Thu 6/1/06	Thu 5/31/07
177	^Develop and implement a plan to provide equal access to Advanced Placement Classes at all high schools.	S.3.2	127	1	Administrative	0%	Pool	Thu 9/1/05	Tue 8/1/06

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
178	^Develop and implement a plan to reduce some equity group disparities that exist in number and percentage of placements in AEP, expulsions, and in-school suspensions.	S.3.2.4	128	4	Administrative	0%	McBurnett/ Smith	Mon 8/1/05	Mon 8/3/09

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**	**0%**	**Board/ Veitenheimer**	**Mon 8/1/05**	**Tue 8/1/06**
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	0%	Stone	Mon 8/1/05	Tue 8/1/06
181	**Require performance reports on all district programs to develop baseline data on effects of the programs so that data may be used in the budget planning processes and funding decisions.**	**G.4.2**	**239**	**3**	**Governance**	**0%**	**Veitenheimer**	**Mon 8/1/05**	**Fri 8/1/08**
182	**Direct the Superintendent to present a detailed plan that will ensure an operational performance-driven budgeting process.**	**G.4.3**	**239**	**1**	**Governance**	**0%**	**Board/ Veitenheimer**	**Mon 8/1/05**	**Tue 8/1/06**
183	**Require that district personnel have the training and resources needed to design and implement performance-driven budgeting.**	**G.4.4**	**239**	**2**	**Governance**	**0%**	**Veitenheimer**	**Mon 8/1/05**	**Wed 8/1/07**
184	**Develop, for Board consideration and approval, policies that support the development and implementation of performance-driven budgeting.**	**A.4.1**	**239**	**1**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Tue 8/1/06**
185	**Once policy is approved by the Board, develop administrative regulations to implement the policy. Include role descriptions for all involved and suggested timelines.**	**A.4.2**	**239**	**2**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Wed 8/1/07**
186	**Implement major steps for designing a performance-driven budget.~~**	**A.4.3**	**239**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
187	**~~Review and modify or confirm goals for the district.**	**A.4.3**	**239**	**1**	**Administrative**	**0%**	**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**	**0%**	**Veitenheimer**	**Mon 8/1/05**	**Mon 3/13/06**
189	**~~Identify various educational activities or programs and group them into broad areas of need or purpose served.**	**A.4.3**	**239**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
190	**~~Build budget packages within each of the subgroups by the priority with which they deliver the objectives of the areas of need or purpose.**	**A.4.3**	**239**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
191	~~**Assign the responsibility or preparing the budget packages for each of the identified programs to specific administrators. Each package represents a level of activity that stands alone, but that builds on the previous package.**	**A.4.3**	**239**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
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**
193	~~**Develop a goal statement for each program area that states the purpose it serves. Each should be described to permit evaluation of the consequences of funding or non-funding in terms of performance results.**	**A.4.3**	**239**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
194	~~**Goal statements and budget packages are compiled and given to appropriate staff to gather data to best describe services levels, program outputs, and cost benefits.**	**A.4.3**	**239**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
195	~~**The business office converts the line-item budget into program costs to give each program manager their beginning funding level to work with.**	**A.4.3**	**239**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
196	~~**Budget packages, including costs, are compiled into a worksheet with instructions for evaluating and ranking.**	**A.4.3**	**239**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
197	~~**Budget program packages are presented to the Budget Advisory Committee for evaluation and ranking. Budget requests need to compete with each other for funding based upon evaluation of need and relationship to achievement of program effectiveness.**	**A.4.3**	**239-240**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
198	~~**Build the capital outlay and improvement budget from a zero base each year and include multi-year planning for improvements, including life-cycle replacement and preventative maintenance.**	**A.4.3**	**240**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
199	~~**Submit Budget Advisory Committee recommendations to the Superintendent, who in turn reviews and gives consideration for recommendation to the Board for approval.**	**A.4.3**	**240**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
200	~~**Finalize budget allocations based on revenues available, the appropriate levels to be authorized, and the program funding priorities and rankings by the Superintendent.**	**A.4.3**	**240**	**4**	**Administrative**	**0%**	**Morrison**	**Mon 8/1/05**	**Mon 8/3/09**
201	~~**Have Board review recommendations, evaluate priorities, establish final programs and services to be funded and at what level, and adopt the budget.**	**A.4.3**	**240**	**4**	**Administrative**	**0%**	**Morrison**	**Tue 7/1/08**	**Mon 8/3/09**

ID	DESCRIPTION	IDENTIFIER	PAGE	PRIORITY	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
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**	**0%**	**Morrison**	**Mon 8/1/05**	**Fri 9/1/06**