

**SECOND QUARTERLY REPORT
YEAR 4**

For

**CURRICULUM MANAGEMENT AUDIT
KELLER INDEPENDENT SCHOOL DISTRICT**

**Presentation to the Board of Trustees
March 12, 2009**

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	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
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	4	Governance	75%	Board/ Veitenheimer	Mon 8/1/05	Mon 8/3/09
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	100%	Lopez/ Lockhart	Mon 8/1/05	Mon 6/11/07
90	Assess the current (developing scope & sequence and new) curriculum through a specifically designed evaluation procedure.	A.3.3	234	4	Administrative	60%	Lopez/ Barrios	Thu 6/1/06	Mon 8/3/09
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	100%	Lopez/ Barrios	Mon 1/2/06	Fri 9/12/08
92	Design a curriculum management system to include the following:~~	A.3.5	234	4	Administrative	95%	Lopez	Mon 8/1/05	Mon 8/3/09
94	~~A curriculum review cycle for all disciplines that mandates updating based on state testing standards;	A.3.5	234	4	Administrative	90%	Lopez/ Lockhart	Wed 10/26/05	Mon 8/3/09
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	60%	Lopez/ Lockhart	Wed 10/26/05	Mon 8/3/09
100	~~Timing, scope, and procedures for curriculum review and revision;	A.3.5	235	4	Administrative	60%	Lopez	Wed 10/26/05	Mon 8/3/09
103	~~A process for communicating curricular revisions to the Board, staff, and community.	A.3.5	235	4	Administrative	75%	Lopez	Thu 6/1/06	Mon 8/3/09
104	Design quality curriculum using the following steps:~~	A.3.6	235	4	Administrative	80%	Lopez	Mon 8/1/05	Mon 8/3/09
109	~~Integrate instructional technology as a tool for the delivery of the curriculum;	A.3.6	236	4	Administrative	85%	Griffin/ Ham/ Lockhart	Mon 8/1/05	Mon 8/3/09
110	~~Design life applications for student activities within the curriculum;	A.3.6	235	4	Administrative	75%	Lockhart	Mon 8/1/05	Mon 8/3/09
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	25%	Hughes/ Lockhart/ Martin	Fri 6/1/07	Mon 8/3/09

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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	25%	Lockhart/Hood	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	4	Administrative	60%	Lockhart	Tue 9/13/05	Mon 8/3/09
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	30%	Lockhart/ Barrios	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	35%	Lockhart	Tue 5/1/07	Mon 8/3/09
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	4	Administrative	75%	Lopez/Hood	Fri 1/6/06	Mon 8/3/09
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	4	Administrative	95%	Hood	Mon 10/3/05	Mon 8/3/09
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	4	Administrative	80%	Lopez/Hood	Mon 10/3/05	Mon 8/3/09
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	4	Administrative	75%	Hood	Mon 10/3/05	Mon 8/3/09
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	4	Administrative	75%	Hood	Thu 9/1/05	Mon 8/3/09
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	4	Administrative	50%	Hood	Thu 9/1/05	Mon 8/3/09
139	Design an adequate feedback and assessment system that would include the following features:~~	A.3.9	237	4	Administrative	90%	Lopez/ Barrios	Thu 5/26/05	Mon 8/3/09
148	~~A cycle for program evaluation that has been agreed upon with results used to make curriculum and program decisions;	A.3.9	237	4	Administrative	40%	Barrios	Thu 9/1/05	Mon 8/3/09

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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	4	Administrative	75%	Lopez	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	50%	Lopez	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	50%	Lopez	Mon 8/1/05	Mon 8/3/09
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	4	Administrative	90%	Barrios/ Lopez	Mon 8/1/05	Mon 8/3/09
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	4	Administrative	90%	Barrios/ Lopez	Thu 9/1/05	Mon 9/7/09
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	4	Administrative	90%	Barrios/ Lopez/ Lockhart	Thu 9/1/05	Mon 9/7/09
168	~~Include methods to periodically report program evaluation and results to the KISD Board of Trustees;	A.3.11	238	4	Administrative	75%	Barrios/ Lockhart/ Lopez	Fri 3/31/06	Mon 9/7/09
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	4	Administrative	90%	Barrios/ Lopez/ Holacka	Fri 3/31/06	Mon 9/7/09
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	4	Administrative	50%	Lopez/ Lockhart	Mon 9/10/07	Mon 8/3/09
171	~~Discontinue programs that do not produce the results needed.	A.3.11	237	4	Administrative	75%	Lopez/ Barrios	Mon 10/3/05	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	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
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	4	Governance	75%	Veitenheimer	Mon 8/1/05	Mon 8/3/09
186	Implement major steps for designing a performance-driven (value added) budget.--	A.4.3	239	4	Administrative	75%	Morrison	Mon 8/1/05	Mon 8/3/09
189	--Identify various educational activities or programs and group them into broad areas of need or purpose served (value added).	A.4.3	239	4	Administrative	100%	Morrison/Lopez	Mon 8/1/05	Thu 12/18/08
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	100%	Morrison	Mon 8/1/05	Thu 12/18/08
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	100%	Morrison	Mon 8/1/05	Thu 12/18/08
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	100%	Lockhart/ Morrison/ Lopez/ Barrios	Mon 8/1/05	Thu 12/18/08
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	100%	Morrison	Mon 8/1/05	Thu 12/18/08
196	--Budget packages, including costs, are compiled into a worksheet with instructions for evaluating and ranking.	A.4.3	239	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08
197	--Budget program packages are presented to Cabinet (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	100%	Morrison	Mon 8/1/05	Thu 12/18/08
199	--Submit Cabinet (Budget Advisory Committee) recommendations to the Superintendent, who in turn reviews and gives consideration for recommendation to the Board for approval (value added).	A.4.3	240	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08
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	100%	Morrison	Mon 8/1/05	Thu 12/18/08

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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	100%	Morrison	Tue 7/1/08	Thu 12/18/08