

UNITED STATES DISTRICT COURT  
CENTRAL DISTRICT OF ILLINOIS, PEORIA DIVISION

SA'DA AND TYJUAN JOHNSON, minors, by their	)	
parent and next friend FELICIA JOHNSON, et al.	)	
Plaintiffs,	)	
v.	)	Case No. 00-1349
	)	
BOARD OF EDUCATION OF CHAMPAIGN	)	Chief Judge Joe B. McDade
COMMUNITY UNIT SCHOOL DISTRICT #4,	)	
Defendant.	)	

**APPENDIX TO DEFENDANT BOARD OF EDUCATION'S  
REPORT TO COURT OF CONSENT DECREE TARGETS AND STEPS**

- A Collaboration Mechanisms
- B Alternative Education Overview and Proposal
- C Strategic Plan
- D Administrator Appraisal Form
- E Preliminary 2006 AYP Status Reports
- F ISAT Trend Analysis (Preliminary 2006)
- G Achievement Program Initiatives
- H Staff Development Plans
- I Attendance Improvement Information
- J Gifted/Enrichment Statistics Summary
- K Gifted EEIP Update
- L Special Education Task Force (SETF) Objectives
- M Special Education EEIP Update
- N Special Education Quarterly Report Information
- O Discipline Program Initiatives
- P Discipline Peer Jury Information

- Q Hiring AAEEEO Excerpts
- R Hiring Initiatives
- S Hiring Grow-Your-Own Information
- T Elementary School Profiles (with school themes)
- U Information Technology Plan

# **Exhibit A**

**Ongoing Collaboration Mechanisms with Plaintiffs**

- Regular phone calls every two weeks, subject to scheduling conflicts, between the Superintendent, Deputy Superintendent and Plaintiffs' counsel to provide Plaintiffs direct access to District leadership and address any concerns of Plaintiffs
- Regular phone conferences every two weeks, subject to scheduling conflicts, between the Deputy Superintendent, Director of Equity, Plaintiffs' counsel and District's counsel to discuss any matter under the Consent Decree
- Monthly meetings between District and Plaintiff representatives and counsel through the Planning and Implementation Committee (PIC), facilitated by Dr. Trent of the Monitoring Team
- Day-long retreat sessions of the PIC at different times during the year
- Regular meetings of the Level III Task Force, including District and Plaintiff representatives and counsel, to address African American student access to and support and success in Level III, AVID and AP courses
- Regular meetings of the Special Education Task Force, including District and Plaintiff representatives and counsel, to address racial disparity and inequities in Special Education programs
- Renewed activity of other District task forces or committees with Plaintiff representation, such as the Attendance Task Force, the Minority Teacher Retention Committee, the Alternative Education Task Force, the Discipline Advisory Committee, the Curriculum Steering Committee, and the Grading/Retention Committee
- Informal discussions between Plaintiff class members and District officials
- Updates and information posted to the District's website, which is monitored by the Monitoring Team and Plaintiffs' counsel, as well as available for individual Plaintiffs and the entire community
- Regular submission of Board of Education agenda packets and minutes to the Monitoring Team and Plaintiffs' counsel
- "Quarterly Meetings" with the Monitoring Team and Plaintiffs' counsel
- Submission of "Quarterly Reports" to the Monitoring Team and Plaintiffs' counsel for review and comment
- Public discussions of Consent Decree matters at regular and special Board of Education meetings every month, where the public has the opportunity to listen and comment

# **Exhibit B**

## ALTERNATIVE EDUCATION

With regard to alternative education programs, the District is guided by EEIP Section E and the Strategic Plan. Oversight for alternative education is the responsibility of the Assistant Superintendent for Achievement and Pupil Services.

### Columbia Alternative Center

Columbia Alternative Center is a behaviorally focused school designed to meet the educational and social-emotional needs of students who have been reassigned from their home campuses through the expulsion/re-assignment or alternative placement committee referral processes. Campus administrators are evaluated regarding the implementation of interventions to reduce any unwarranted placement of students in alternative school settings. Ex. D, Domain III(5). Although enrollment at Columbia Alternative Center typically averages 75-80 students, only 40 students are enrolled for the 2006-2007 school year. Twenty-three students will attend the high school while 17 are enrolled in the middle school. Eighty-five percent of the students are African American and 15% are non-minority. Twenty-two percent of the students receive special education services and 100% are eligible for the free/reduced lunch program.

The school is characterized by a low student-to-teacher ratio in order to give each student personal attention. Other features of the program include the following:

- Individualized educational plan development
- Mental health counseling
- Positive Behavior Facilitation Model (behavior change model)
- Art instruction
- School library
- Virtual high school
- Computer-based learning opportunities
- Credit recovery/credit acceleration opportunities
- Anger management/conflict resolution classes
- Small group counseling/Skills Streaming curriculum
- Success card initiative

A new Principal is leading Columbia Center for SY2007, and the District has added staff such as a literacy specialist, resource teacher, aides, full-time counselor, hall monitor, school resource officer and upgraded the Student Service Coordinator's position to a Dean of Students. With only one exception (long-term high school math substitute), all staff are certified. The District is strengthening instructional leadership and focusing on professional development and retention. As part of the District's TAOEP program, a dedicated attendance specialist works on-site at Columbia. The curriculum at Columbia is consistent with the District's overall curriculum design and is monitored by the Deputy Superintendent. Appropriate placement and implementation of IEPs are monitored by the Director of Special Education.

### Transition From Columbia to Home School

The District continues to monitor the success of students who have transitioned from Columbia back to their home schools through meetings every three weeks with the Transition Team, comprised of the student, parent/guardian, Guidance Counselor, Social Worker, Dean, Columbia Transition Coordinator, as well as Principal, teacher representative or Special Education Case Manager where applicable or possible. Columbia Transition Reports are submitted to the Monitor and Plaintiffs. The parties have discussed the need to reinvigorate monitoring and documentation of these efforts, and the Assistant Superintendent and home school Principals will increase accountability in SY2007 for staff participation in student progress meetings and documentation of the meetings. The District also has a new Transition Coordinator who will monitor the paperwork and progress from each three-week meeting along with Central Office oversight of the process by the Interim Director of Pupil Services, who reports to the Assistant Superintendent of Student Achievement and Pupil Services.

### Academic Alternative School

The District will pilot an academic alternative program in SY2008 and conduct planning activities in SY2007. See the attached proposal, discussed with the Monitoring Team and Plaintiffs during the August 2006 Quarterly Meeting and discussed during the parties' collaboration meeting on August 31, 2006.

**Revised Alternative School Proposal  
for Champaign Community Unit 4 School District  
September, 2006**

**Rationale for Creation of an Academic Alternative School for Champaign Unit 4**

This proposal regarding the creation of an alternative school of choice for Champaign Community Unit #4 students in grades 9-12 is in response to the findings and recommendations found in the following documents or sources:

- Educational Equity Audit: Findings and Recommendations - June 30, 1998 (p.17 and Chapters 4, 7, and 8)
- Court Monitor's Report #1 and #2
- Champaign Unit #4 Strategic Plan (p. 25, item 2.5.1-2.5.10)
- Alternative School Education Plan for Champaign Community Unit #4 School District
- Recommendations of Alternative School Restructuring Task Force

**Theory of Action for Champaign Community Unit Alternative School Programs**

Alternative school programs will operate from the perspective of providing all students with educational choices that increase their opportunities for success. The district will develop and maintain alternative educational programs of high academic quality, based on the assumptions that high expectations for student achievement, access to a rigorous and age appropriate curriculum, frequent monitoring of student progress, strong instructional leadership, active parent-community partnerships, access to community based services, and the maintenance of a safe and orderly environment will play a significant role in increasing the likelihood of student success in an alternative school settings.

**Findings and Recommendations of the Alternative School Restructuring Task Force**

An alternative school restructuring task force was organized in September of 2003 in order to explore the benefits of creating a true alternative school of choice to meet the unique educational needs of the non-traditional or disaffected student. The committee consisted of board members, central office administrators, campus administrators, teachers, PIC (Planning and Implementation Committee) representative, and community representatives. Over the course of the school year, the alternative task force met and assessed the then-present program and made recommendations for improvement.

## **Current Reality**

### **Strengths**

- Small class sizes
- More one-to-one opportunities between student and teacher
- Credit recovery opportunities
- Holistic approach that is not strictly focused on academic
- District curriculum standards are followed
- Customization of program to fit needs of individual student needs
- Separate campuses
- Good assessment of student needs
- Flexible schedule

### **Areas of Improvement**

- Yearly staff turnover
- Lack of community and district awareness of the value of these programs
- Lack of clear entrance/exit criteria
- Poor attendance
- Quality staff difficult to find
- Limited curriculum offered
- Physical environment not inviting
- Lack of extracurricular programs
- Racially identifiable
- Lack of parental involvement or PTA
- Not able to meet the social and emotional needs of students

### **Ideal School Descriptors Identified by Committee**

- Low student-teacher ratio
- Well trained, and ample staff that cares about kids
- Quality elective selections
- Quality extra-curricular program
- New building
- School-within-a-school
- School that would address all the needs and strength of students
- Programs outside the walls of the building
- Families/Communities actively engaged in all areas of school life
- Global society preparation
- Opportunities for youth leadership development
- Portfolio assessments
- Community service component into the school
- Life planning approach that would include vocational, technical, college prep format
- Flexibility in meeting “legal requirements” for graduation
- Culturally competent staff
- School of choice

## **Research/Best Practices Review**

The alternative task force reviewed research and other literature that described model alternative programs. Characteristics highlighted in literature of these model programs included the following:

- Small teacher-to-student ratios
- Curriculum and instruction that is innovative and rigorous
- Students engaged in activity based learning
- Differentiated instruction
- Guided, self-paced activities or modules
- Entrance and exit opportunities provided throughout the school year
- Technology infused into the curriculum
- Computer-based instruction available
- Many programs within the school (i.e., credit recovery, in-house GED, college credit, high school diploma program)
- Non-traditional credit (i.e. credit for work study class)
- Provide workplace skill development opportunities
- Strong counseling component
- Offer some career assistance and counseling
- Active parental involvement activities
- Community-based partnerships and involvement

## **Site Review of Model Sites**

The alternative task force during the month of April 2004 made five on-site reviews of alternative programs in the following locations:

- Progressive High School/M.R.Woods Alternative School - Missouri City, Texas
- Roosevelt High School - Rockford, Illinois
- Hogan Preparatory Academy - Kansas City, Missouri
- Don Boscoe Academy/ - Kansas City, Missouri

These visits further confirmed our assumptions and research of what components are needed to make a successful alternative school:

- Charismatic leader
- Quality staff that is well trained, dedicated, committed, and caring
- Adequate teaching and support staff
- Flexible hours
- Entrance and exit opportunities throughout the year
- Community-based services readily accessible to students
- Career assistance and counseling services offered to the students
- Stand-alone building
- School of choice
- Rigorous and quality curriculum
- Adequate support systems to meet student needs

## **PROPOSED ACADEMIC ALTERNATIVE SCHOOL PILOT**

### **Proposed Alternative School Overview**

Due to budget constraints, the administration proposes to pilot an academic alternative school starting in the fall of the 2007-2008 school year. The school will serve the needs of the non-traditional or disaffected student in grades 9-12. This school will be characterized by voluntary enrollment, low teacher/student ratios, a small student base, clearly defined mission and behavior code, caring and highly qualified faculty, flexible school day, and community involvement and support. In addition, the curriculum will be tailored to address student needs and different learning styles.

### **Target Population**

Champaign Unit #4's alternative school will serve students who, for whatever reasons, do not achieve in the traditional high school program. Some causes of this lack of success may be poor attendance, academic lags, teenage parenthood, family problems, lack of interest or motivation, habitual truancy, and poor social skills. Other reasons could be the student finds little or no success at the home school, does not function at or near potential, lacks school confidence, is short of a few credits needed to graduate, or may be a 5<sup>th</sup> year senior.

### **Admission Requirements**

Admission to the alternative school will be by selection and students must apply to get in. Students who apply must have a strong desire to further their education and complete requirements for graduation. In addition, students should exhibit a positive attitude, be responsible, and maintain regular attendance, punctuality, and production of work. Students may be nominated for admission by parents, principals, counselors, other administrators, attendance officers/social workers, or even the students themselves. An application must be completed and submitted by the nominator to the alternative school principal. A committee will review a nominee's application packet and any other pertinent information to determine whether to admit a student. Students must enter the program with an interview before the admissions committee, attend an hour overview session and participate in a required Orientation Study Skills class. Additionally, all students admitted will be assisted in developing a post secondary education/career plan.

Once admitted, the student is expected to maintain acceptable attendance and exemplary behavior. Students who do not meet these standards, or who violate the Student Code of Conduct, will be exited back to their home campuses. A student, however, may apply to the admissions committee for readmission once after exiting the alternative school, whether voluntarily or involuntarily.

### **Rules and Regulations**

Students must follow the district's Student Code of Conduct. The student may voluntarily exit the program and return to his/her home campus, but only at the semester. Students may, however, enter the alternative school at any time during the school year.

### **Transportation**

Transportation for those who need it will be provided by the Mass Transit District (MTD) or district transportation and hours of operation are to be determined based on student needs.

### **Alternative School Curriculum**

The curriculum at the alternative school will offer self-paced learning opportunities that will allow for customization of the curriculum to meet the needs of a diverse group of learners. Personalized instruction and support will be provided by on-site instructors in the core content areas along with the option to take one or two courses at the home campus. In addition, a student will have credit recovery and acceleration opportunities through computer-based instruction and be able to earn a traditional diploma from the alternative school. Work-study programs will be offered along with allowing students to participate in extracurricular activities through their home campuses.

### **Staffing**

Staffing requirements for the alternative school would consist of the following:

- Core Content Area Teachers - 3
- Current support and administrative staff at Columbia MS/HS

### **Facilities**

During the planning year SY2007, the administration will identify a facility for the alternative school for the pilot program. A long-term goal with appropriate funding would be its own stand-alone facility. A readily identifiable option for the pilot program is to use a wing of the Columbia Alternative Center location as the site for the academic alternative school of choice. Currently, the facility houses the Columbia MS/HS behavior alternative school with an enrollment of 40 students, in addition to housing the Even Start program which serves adults and children in three classrooms. This building is under-utilized and has a seating capacity of 250 students. The current Columbia Center MS/HS could be moved to another location within the district, if a stand-alone facility became affordable later.

The District will also attempt to identify alternative locations or stand-alone locations so the academic alternative program is not confused with the behavior alternative program. The District will also pursue relationships with local colleges to potentially locate the academic alternative program on-site at an institution of higher learning to create an environment that is enriched and attractive because of its location.

## **Budget/Funding**

<u>Item</u>	<u>Budget</u>
Core content area teachers (3)	135,000
Printers*	3,000
Computers	5,000
Supplies	3,000
AV equipment*	2,000
Furniture*	5,000
Staff Development	5,000
<b>TOTAL</b>	<b>158,000</b>

\*Denotes one-time cost

## **Planning**

During SY2007, the Assistant Superintendent for Achievement and Pupil Services will establish a timeline to complete the interim planning steps such as designing appropriate curriculum, identifying the application process and guidelines, creating diverse screening teams, hiring of instructional or other staff, transportation, student orientation or open house, communications to the public, and other steps to successfully implement the pilot. The District will share such information with PIC during SY2007 for additional input. The District will also explore collaboration opportunities with local institutions of higher education, such as granting of college credit or location of the pilot school on a college campus.

# **Exhibit C**

**STRATEGIC PLAN  
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Champaign Community Unit School District #4  
Champaign, Illinois

**2006-07 Leadership Team**

Arthur Culver	Superintendent of Schools
Dorland Norris	Deputy Superintendent, Curriculum Design, Educational Services & Equity
Ecomet Burley	Assistant Superintendent, Achievement and Pupil Services
Beth Shepperd	Assistant Superintendent, Human Resources/Community Relations
Gene Logas	Chief Financial Officer
Fred Clarke	Director, Information and Instructional Technology
Joe Davis	Director, Finance
Suzanne Gibbons	Director, Special Education
Dedrick Martin	Director, Equity and Achievement
Maria Montgomery	Director, ESL and Bilingual Education
Mary Muller	Director, Elementary Curriculum, Gifted/Talented and Assessment
Hattie Paulk	Director, Family Information Center
George Stanhope	Director, Secondary Curriculum

Champaign Community Unit School District #4  
Champaign, Illinois

**1996 Beliefs and Mission Statement**

**BELIEFS**

We believe that:

- all individuals have value.
- all individuals have something to contribute.
- understanding cultural diversity and individual differences leads to a better society for everyone.
- learning is a life-long process essential to thriving in a changing world.
- when people commit to a common vision, they will achieve it.
- a fundamental education for all is essential to a democratic society.
- accountability for one's actions is necessary to sustain community and personal integrity.
- nurturing relationships are vital to emotional, psychological, and physical well being.

**MISSION  
STATEMENT**

The mission of the Champaign Unit #4 School District, in partnership with the community, is to guide all students in gaining knowledge, skills and attitudes necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments and experiences in which people and life-long learning are valued.

Champaign Community Unit School District #4  
Champaign, Illinois

## **Theory of Action**

In Champaign Community Unit School District #4, we are committed to the success of all students. We believe that high expectations for students, learning environments that support equity and excellence, continuous monitoring of student performance and high levels of accountability will ensure exemplary achievement by every student. Consequently, our comprehensive strategic plan guides the alignment of people, policies, programs, practices, systems and resources to produce a world class learning organization.

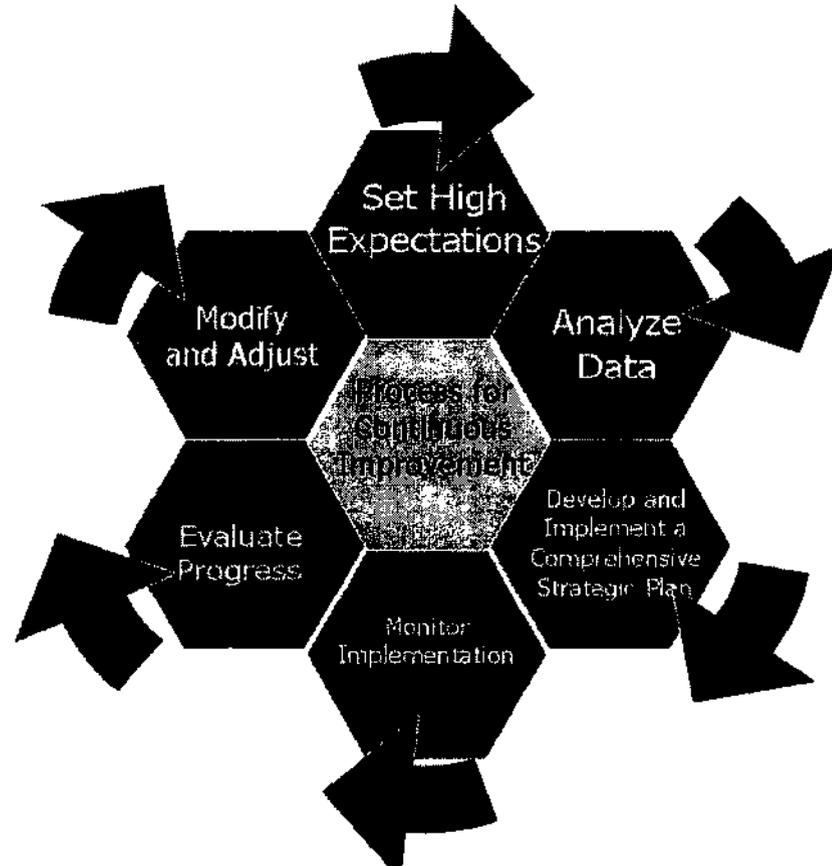
Our Theory of Action emanates from the research-based assumptions that high expectations for student achievement, access to a rigorous curriculum, frequent monitoring of student progress, strong instructional leadership, active parent and community partnerships, and the creation of a safe and orderly learning environment guarantee a high level of student success.

When fully implemented, this Theory of Action, which includes a Process for Continuous Improvement, provides a powerful tool for systemic change. Systemic change is essential to the realization of our vision of excellence for all students.

# Process for Continuous Improvement

High expectations are the starting point for Champaign Unit #4's Process for Continuous Improvement. As illustrated below, this process includes the following steps:

- Set high expectations
- Analyze data
- Develop and implement a comprehensive strategic plan
- Monitor implementation
- Evaluate progress
- Modify and adjust



This Process for Continuous Improvement, embedded within the Action Plans, will enable the District to reach its goals of character development and high academic achievement for all students.

Supporting our Theory of Action are also key, specific Theories of Action, which guide critical areas of the District's obligations under the Consent Decree. These are:

**Theory of Action for Achievement**

To accelerate the achievement of all students and the consistent improvement of instruction, the District will ensure: systemic alignment of the curriculum—both horizontally and vertically—in all curricular areas; a curriculum that identifies the essential learning that must be taught by teachers and mastered by students; consistent monitoring of the curriculum through an assessment system—both written and performance based that is aligned with the District's curriculum; professional development for teachers and administrators, and continuous evaluation, based on the assumption that there must be consistent and high quality instruction and learning taking place in all classrooms.

**Theory of Action for Alternative Education**

To provide all students with educational choices that increase their opportunities for success, the District will develop and maintain alternative educational programs of high academic quality, based on the assumptions that high expectations for student achievement, access to rigorous and appropriate curriculum, frequent monitoring of student progress, strong instructional leadership, active parent-community partnerships, access to community-based services, and the maintenance of a safe and orderly environment will play a significant role in increasing the likelihood of student success. Additionally, the school District is committed to developing and maintaining alternative programs that will eliminate reliance on the use of outside contractors to meet the unique educational needs of some of its students with the ultimate goal of creating a true alternative school of choice. The school will be characterized by low teacher-student ratios, small student base, clearly stated mission and discipline code, a caring faculty, flexible school schedule with community involvement and support, a learning program specific to the student's expectations and learning style, and a total commitment to have each student be a success.

**Theory of Action for Behavior Management**

To allow effective instruction and learning to occur that will increase the likelihood that student achievement will take place on a consistent basis, the District will implement a behavior management system that focuses on educators being proactive and constructive rather than responding with punitive or reactive approaches that major on controlling or suppressing student behavior, based on the assumption that students are generally more responsive to positive approaches that instill in them self-responsibility and self-discipline.

### **Theory of Action for Dropout Prevention**

To ensure that all students will be given the best opportunity to achieve and will want to stay in school, Champaign Community Unit 4 will decrease the dropout rates of demographic groups by identifying barriers, developing interventions, and mobilizing resources within schools, families and the community. Based on the assumption that social, economic, family structures and community elements—especially among low income students—are critical factors influencing students to be at risk of dropping out, the District must strive to identify appropriate interventions. In conjunction with attendance improvement initiatives, data analysis will also be used to identify subgroups among the non-attending student groups. In addition, the District shall develop a Dropout Reduction Plan that incorporates action steps devised from the theories of action for each of the District's three grade levels; elementary, middle and high school.

### **Theory of Action for Educational Climate**

To allow effective instruction and learning to occur that will increase the likelihood that student achievement will take place on a consistent basis, the District will implement a behavior management system that focuses on educators being proactive and constructive rather than responding with punitive or reactive approaches that major on controlling or suppressing student behavior, based on the assumption that students are generally more responsive to positive approaches that instill in them self-responsibility and self-discipline.

### **Theory of Action for Gifted and Talented Programs**

To provide and ensure equitable access to all gifted/talented programs and to maximize the participation and success of low income and minority students at all levels, the District will identify all students who exhibit high performance capacity in at least one or more of the following areas: intellectual, creative, artistic, leadership or specific academic fields; and provide a rigorous curriculum that promotes high expectations for achievement, based on the assumption that effective instruction based on research-based teaching strategies and systems of support will foster outstanding talent and high performance.

### **Theory of Action for Special Education Programs**

To ensure that there is no unwarranted disparity of minority students in special education and that all students in need of special education services are appropriately identified, the District will provide highly qualified staff, appropriate instructional resources, services that reflect the latest research and necessary staff development, based on the assumption that setting high expectations, providing ongoing monitoring of student progress and data, implementing an intensive plan and a continual evaluation process will minimize the need for special education services.

### **Theory of Action for Staffing**

To ensure the employment and retention of a diverse, highly qualified staff committed to excellence for all students, the District will recruit and retain certified and non-certified staff who meets NCLB requirements and who embrace the beliefs and values of Champaign Unit 4 Schools as expressed in the District Strategic Plan. The employment of a highly qualified, diverse staff will occur through the implementation of targeted recruitment plans, by aggressive monitoring of hiring and certification, and by providing incentives for non-certified employees and graduates to enter the teaching force in Unit 4. These actions are based on the assumption that achievement, discipline, attendance and climate are positively affected when the staff reflects the diversity of the student body and when that diversity is celebrated.

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## **CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4 STRATEGIC PLAN UPDATE**

**STRATEGY 1: WE WILL DEVELOP AND IMPLEMENT WITH ACCOUNTABILITY, AN ALIGNED, RIGOROUS CURRICULUM TO MEET THE NEEDS OF ALL LEARNERS.**

### **Specific Results:**

- 1.1 Develop a comprehensive set of Board policies and administrative regulations to direct curriculum design, management, and delivery.
- 1.2 Complete the vertical and horizontal alignment of the curriculum to meet the needs of all learners in all subject areas.
- 1.3 Design and develop specific strategies to address equity issues among curricular programs and schools.
- 1.4 Attain Adequate Yearly Progress (AYP) for all student groups designated by No Child Left Behind (NCLB) and close the achievement gap in all curricular areas.
- 1.5 Develop a comprehensive District assessment program that will provide meaningful data to guide curriculum development.
- 1.6 Establish and maintain comprehensive ESL and bilingual education programs.
- 1.7 Implement a strong, systematic program evaluation plan that focuses on the effectiveness of various instructional programs in promoting improved student achievement.
- 1.8 Review and recommend for implementation findings of a comprehensive curriculum management audit.
- 1.9 Ensure equitable access of all students to curriculum and instruction.

# Action Plan

**Strategy 1, Plan 1:** We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.

**Specific Results:** Develop a comprehensive set of Board policies and administrative regulations to direct curriculum design, management, and delivery.

**Identified Link/Data Source**

Board of Education Policy Handbook  
 District Strategic Plan 1996  
 ISBA Policy Review Results

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Updated Board Policy Handbook

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.1.1	Collect sample curriculum policies from other school districts within and outside the state of Illinois.	CM, SG	Sample curriculum policies	C/I Admin.	2/03	5/03	7/03	7/03
1.1.2	Review policy samples and compare to current Unit #4 policies and IASB recommendations.	SG	Summary report	C/I Admin.	8/03	9/03	11/03	1/04
1.1.3	Create a comprehensive set of curriculum Board policies and accompanying administrative regulations.	SG	New/revised policies and administrative regulations	C/I Admin.	11/03	3/04	5/04	7/04
1.1.4	Submit policy recommendations to Policy Review Committee.	SG	Minutes	C/I Admin.	5/04	6/04	7/04	6/04
1.1.5	Present policy recommendations to Superintendent and the Board of Education.	SG	Board agenda	C. Stack	7/04	8/04 Ongoing	8/04	7/04
1.1.6	Communicate policies and regulations to stakeholders.	SG	Board Agendas and minutes	C/I Admin.	9/04	10/04	11/04	10/04

# Action Plan

**Strategy 1, Plan 2: We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.**

**Specific Results: Complete the vertical and horizontal alignment of the curriculum to meet the needs of all learners in all subject areas.**

**Identified Link/Data Source**

Curriculum Guides and Maps  
 Illinois Learning Standards  
 Illinois Performance Indicators  
 PEP (Personalized Education Partnership) Plans

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Updated curriculum guides and maps demonstrating vertical and horizontal alignment; improved student achievement

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.2.1	Collect curriculum guides/handbooks from Urbana and north suburban school districts.	CM, SG	Samples of guides	M. Muller	2/03	4/03	6/03	6/03
1.2.2	Establish Curriculum Ad Hoc/Vertical Alignment committees: <ul style="list-style-type: none"> <li>• Math, Reading, Language Arts - M. Muller</li> <li>• Science, Social Science - M. Muller</li> <li>• CATE - A. White</li> <li>• Additional subject area teams - M. Muller</li> </ul>	CM, SG	Meeting minutes and agendas, CATE assessments	M. Muller A. Ellis	98-99	6/03	6/03	6/03
1.2.3	Review curriculum documents/guides and resources.	CM, SG	Samples of curriculum guides	C/I Admin.	6/03	7/03	6/04	8/04
1.2.4	Assess needs and determine relationship to adoption cycle.	CM, SG	Ad Hoc meeting minutes, curriculum audit	M. Muller	8/03	9/03	10/03	10/03
1.2.5	Provide training in curriculum development.	SG	Samples of handouts/ lists of participants	C/I Admin. District Coordinators	1/03	8/03	Mid-Year Review	
1.2.6	Review current curriculum and modify and/or write articulated, high-quality curriculum guides: <ul style="list-style-type: none"> <li>• Math, Reading, Language Arts</li> <li>• Science, Social Science</li> <li>• Additional subject area teams</li> </ul>	SG	Samples of curriculum guide; completed curriculum maps	District Coordinators	1/03	Annually	Ongoing	
1.2.7	Provide professional development to support best practice delivery of curriculum.	SG	List of participants; handouts; evaluations; Staff Development Plan	C/I Admin. District Coordinators Principals	8/01	Annually	Ongoing	
1.2.8	Integrate technological tools throughout curriculum and instruction.	SG	Samples of software & curriculum units	F. Clarke	8/02	8/04	Ongoing	
1.2.9	Monitor implementation of curriculum.	SG	Reports from principals and grade level/dept. minutes	C/I Admin. Principals	1/03	Annually	Ongoing	
1.2.10	Maintain comprehensive, research-based Early Childhood and Pre-kindergarten programs.	SG	Early childhood grant review	D. Martin S. Gibbons CECC Principal	12/02	Annually	Annually	

# Action Plan

**Strategy 1, Plan 3:** We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.

**Specific Results:** Design and develop specific strategies to address equity issues among curricular programs and schools.

**Identified Link/Data Source**

Choice Policy  
 Consent Decree  
 Data: Graduation Rate, Level III and Gifted/Talented Enrollment, Dropout Rate, ISAT/PSAE Scores, Attendance Rate  
 Dr. Abers' School Climate Study  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 No Child Left Behind (NCLB)

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Increased graduation rate for minority students; increased enrollment of minority students in Level III and Gifted/Talented courses/programs; reduced dropout rate for minority students; improved ISAT/PSAE scores for minority students; increased attendance rate for minority students

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.3.1	Review all court documents to ensure compliance issues are addressed in an appropriate and timely manner.	CM, SG	Monthly reports, 100% compliance with time lines	D. Norris D. Martin	7/02	Monthly	Ongoing	
1.3.2	Review Dr. Peterkin's Monitoring Report and all related documents with principals and staff members.	CM, SG	Principals agenda, SIP plan	D. Norris D. Martin C/I Admin. Principals	1/03	2/03	3/03 Annually	Completed Annually
1.3.3	Identify specific internal and external programs to ensure success and support for under-represented students.	CM, SG	Program descriptions/ program data	D. Norris D. Martin	3/03	6/03 Quarterly	Ongoing Quarterly	Annually
1.3.4	Monitor the instructional and management practices for the purpose of reducing implicit and explicit exclusionary behaviors among all teachers, support staff, and administrators.	CM, SG	Suspension data, attendance data, grades, ISAT Monitor District's quarterly data	D. Norris C/I Admin. Principals	2/03	7/03 Quarterly	Ongoing	
1.3.5	Review and establish consistent academic policies including but not limited to promotion, retention, grading, and reevaluation.	CM, SG	New/revised policy documents Quarterly grade reports Grading Committee feedback	Norris	12/02	4/03 Ongoing	7/04	8/04; Review annually

# Action Plan

**Strategy 1, Plan 4: We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.**

**Specific Results: Attain Adequate Yearly Progress for all student groups designated by No Child Left Behind (NCLB) and close the achievement gap in all curricular areas.**

**Identified Link/Data Source**

Data: ISAT/PSAE disaggregate data, No Child Left Behind summary, District Diagnostic Assessment scores, Quarterly Assessments results

Dr. Peterkin's Monitoring Report  
Consent Decree

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student achievement of No Child Left Behind student achievement groups; reduced achievement gap

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.4.1	Create data gathering tools to disaggregate data by gender, race, individual student, grade, class, school, and district.	CM, SG	Data marts	F. Clarke	2/03	Monthly	Ongoing	
1.4.2	Develop instructional maps for all core curricular areas: <ul style="list-style-type: none"> <li>• Elementary Reading, Language Arts, Math</li> <li>• Secondary Reading, English, Math</li> <li>• Elementary Science, Social Science</li> <li>• Secondary Science, Social Science</li> </ul>	SG	Timelines with 9-week curriculum chunks	C/I Admin. Content Coordinators	3/03	8/03	8/04	8/04; Review annually
1.4.3	Develop and implement quarterly diagnostic assessments aligned to standards-based curriculum and time line.	CM, SG	Assessments completed, Teacher feedback Achievement data	C/I Admin.	10/03	7/03, 11/03	8/03, 7/04	8/03 ELA Math 8/04; Review annually
1.4.4	Gather, disaggregate, and analyze diagnostic data.	CD, SG	Meeting minutes and agendas	C/I Admin. Principals	12/02	1/03	Ongoing	
1.4.5	Review and modify instruction/instructional maps as warranted.	CD, SG	Review and modify artifacts	C/I Admin.	10/03	2/04; Mid-year	Ongoing	
1.4.6	Create Personal Education Partnership Plans (PEP) for under-achieving students.	CD, SG	Plans filed with principals	C/I Admin. M Muller Principals	11/02	Quarterly	Ongoing	Secondary plans for Level III 8/04  Elementary 8/04
1.4.7	Monitor ongoing implementation of PEP Plans.	CD, SG	Principal data Grade reports	Principals	2/03	11/03; Annually	Ongoing	
1.4.8	Communicate regularly with teachers and families of students with PEP Plans about progress in targeted areas.	CD, SG	PEP artifacts; communication logs	Principals Teachers	12/02	5/03; Annually	Ongoing	
1.4.9	Focus instructional support provided by academic support personnel and agencies with diagnosed areas of deficit. (Boys and Girls Club, American Reads/Counts, Urban League, faith-based supports, after-school program, extended learning, etc.)	CD, SG	Meeting minutes & student rosters	D. Martin	8/03	Annually	Ongoing	
1.4.10	Design and implement tutorial programs in core academic areas.	CD, SG	List of students served; grade data; ISAT/PSAE scores	C/I Admin. Principals	9/04	Quarterly	Ongoing	
1.4.11	Implement the Instructional Effectiveness and Accountability Guide with each school.	SG	Use of guide at campus; meeting notes Principal's evaluation	Supt. Deputy Supt. Principals	3/03	Monthly	Ongoing	

# Action Plan

**Strategy 1, Plan 5:** We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.

**Specific Results:** Develop a comprehensive District assessment program that will provide meaningful data to guide curriculum development.

**Identified Link/Data Source**

Consent Decree  
Dr. Peterkin's Monitoring Report  
Illinois Learning Standards

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student achievement

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.5.1	Review formative and summative assessment options and data generated by each assessment.	CM, SG	Samples of assessment options – Agenda & Minutes from content area meetings.	C/I Admin.	9/04	Quarterly	Ongoing	5/03; Review Annually
1.5.2	Select formative and summative assessments that create a comprehensive assessment model.	CM, SG	Agenda & Minutes from content area meetings.	C/I Admin.	1/04	5/04	8/04	8/04; Review Annually
1.5.3	Design a timeline for when each assessment will be given.	SG	Agenda & Minutes from content area meetings.	C/I Admin. M. Muller T. Dean	4/03	6/03	9/03	8/04; Review Annually
1.5.4	Determine how data will be reported and to whom.	SG	Agenda & Minutes from content area meetings.	C/I Admin. M. Muller T. Dean	1/03	6/03	9/03	9/03
1.5.5	Train faculty on use of each assessment to ensure valid and reliable implementation.	SG	Agenda & Minutes from content area meetings.	M. Muller Principals T. Dean	7/04	9/04; Review Annually	Ongoing	Annually
1.5.6	Establish data reporting timeline to Superintendent and Board of Education.	SG	Timeline for Supt. and Board of Education Agenda & Minutes from content area meetings.	D. Norris	9/04	Quarterly	Ongoing	9/03

# Action Plan

**Strategy 1, Plan 6:** We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.

**Specific Results:** Establish and maintain a comprehensive ESL/bilingual educational program.

**Identified Link/Data Source**

Data: Disaggregated enrollment numbers and student achievement scores  
 ESL Program Development Guidelines  
 Illinois Learning Standards

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement; reduced achievement gap

**LINK:** CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.6.1	Review effectiveness of existing program and its compliance with state and national guidelines/requirements.	CM, SG	Survey evaluation Needs Assessment	C/I Admin. L. Sandoval	12/02	5/03	1/05	6/05; Review Annually
1.6.2	Design research-based instructional program.	SG	Program design presented to ESL Task Force and Leadership Team	C/I Admin. L. Sandoval	4/03	10/03	5/04	01/06
1.6.3	Determine appropriate instructional facility and resource needs.	SG	Facilities audit report	C/I Admin. E. Burley L. Sandoval	1/03	1/04	9/04	9/04
1.6.4	Implement ESL and bilingual programs.	SG	Program established	C/I Admin. Principals M.L. Montgomery	9/03	Ongoing	Ongoing	
1.6.5	Gather and analyze student achievement data; make modifications in instruction as warranted.	SG	Data marts are reviewed	C/I Admin. Principals Teachers M.L. Montgomery	8/03	Ongoing	Ongoing	
1.6.6	Complete and submit district's applications for state bilingual (TBE/TPI), Federal Title III LIPLIPS, Title III Immigrant Education Program (IEP), and Title I Migrant Education Program funds.	SG	Funds are awarded to district from ISBE	M.L. Montgomery	Annually February & May	Annually March & June	Annually March & June	
1.6.7	Implement a summer education program to meet the needs of migrant students.	SG	Program established	M.L. Montgomery	Annually February	Annually June	Annually July	
1.6.8	Establish a Dual Language Committee to review the effectiveness of a Two-Way Immersion(TWI) or Dual Language bilingual education program model.	SG	Review research journals; consult with NABE, CREDE, TESOL, CABE, and ISBE; and visit successful programs.	M.L. Montgomery	05/06	Quarterly	12/07	
1.6.9	Develop and monitor a method of entering and extracting information on English language learners (home language, program entry/exit, etc.) in the database system.	SG	Audit of database system.	F. Clarke M.L. Montgomery	05/06	Quarterly	Ongoing	

# Action Plan

**Strategy 1, Plan 7: We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.**

**Specific Results: Implement a strong, systematic program evaluation plan that focuses on the effectiveness of various instructional programs in promoting improved student achievement.**

**Identified Link/Data Source**

Curriculum Handbooks  
 Data: Promotion/Retention/Graduation Rates  
 Grade Distribution Summaries  
 Illinois Learning Standards  
 Curriculum Maps and Guides  
 Program Descriptions

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement and attendance; reduced suspension, retention and dropout rates

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.7.1	Create and implement Program Evaluation Plan and accompanying documents.	CM, SG	Evaluation criteria grid	D. Schultz	3/03	5/03	Annually Ongoing	
1.7.2	Create program evaluation schedule.	CM, SG	Schedule document	D. Martin STEP Committee	3/03	1/03	1/04	5/04
1.7.3	Complete program evaluation annually as designated by program evaluation schedule.	CM, SG	Completed program evaluations	C/I Admin. STEP Committee	9/03, 9/04	1/04, 1/05	Annually Ongoing	
1.7.4	Present evaluation findings to Leadership Team, Superintendent, and Board of Education.	CM, SG	Summary report; minutes	D. Martin STEP Committee	1/04	1/06	2/04 Ongoing	
1.7.5	Make recommendations for modifications based upon evaluation findings.	CM, SG	List of recommendations	D. Martin STEP Committee	1/04	1/06	2/04 Ongoing	
1.7.6	Modify instructional offerings based upon program evaluations.	CM, SG	High school/middle school course offerings	C/I Admin.	2/04	3/04	8/04 Annually Ongoing	
1.7.7	Incorporate all new courses and programs into evaluation schedule.	CM, SG	Curriculum handbook; course program descriptions	C/I Admin.	8/04	9/04	Annually	

# Action Plan

**Strategy 1, Plan 8:** We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.

**Specific Results:** Review and recommend for implementation findings of comprehensive curriculum management audit.

**Identified Link/Data Source**

Curriculum Handbooks  
 Data: Promotion/Retention/Graduation Rates  
 Grade Distribution Summaries  
 Illinois Learning Standards  
 Curriculum Maps and Guides  
 Program Descriptions

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement and attendance; reduced achievement gap; adequate yearly progress; reduced retention and dropout rates; increased graduation rate for minority students; increased enrollment of minority students in Level III courses; improved ISAT/PSAE scores

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.8.1	Present curriculum management audit proposal to the Board of Education for approval.	SG	Board approval	D. Norris	11/03			12/02
1.8.2	Designate timeline for audit in conjunction with lead auditor.	SG	Schedule of audit dates	D. Norris	2/03	1/02		7/03
1.8.3	Successfully complete on-site audit.	CM, SG	Completed audit received	C/I Admin.	3/03	6/03	7/03	7/03
1.8.4	Analyze and review audit findings.	SG	Establish specific recommendations from completed audit	C/I Admin.	7/03	8/03	11/03	11/03
1.8.5	Establish recommendations based upon audit findings and appropriate implementation timelines.	SG	Recommendations to Leadership Team with time lines	C/I Admin.	9/03	12/03	1/04	1/04
1.8.6	Inform stakeholders of audit findings and related recommendations.	SG	Meeting minutes & agendas	C/I Admin. Principals	10/03	1/04	5/04	5/04
1.8.7	Monitor implementation of recommendations and timelines.	SG	Student achievement data; curricular artifacts based on recommendations	C/I Admin. D. Norris D. Martin E. Burley Principals	11/03	2/04	Ongoing	

# Action Plan

**Strategy 1, Plan 9: We will develop and implement with accountability, an aligned, rigorous curriculum to meet the needs of all learners.**

**Specific Results: Review and recommend for implementation findings of comprehensive curriculum management audit.**

**Identified Link/Data Source**

Data: Enrollment in Level III, Gifted/Talented courses/programs  
 Dr. Peterkin's Monitoring Report  
 Consent Decree

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement and attendance; reduced suspension, retention and dropout rates; increased number of minority students in Level III Gifted/Talented courses/programs

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
1.9.1	Implement innovative, interactive, research-based curriculum and instruction practices.	CM, SG	Curriculum samples; grade level and department meeting minutes	C/I Admin. Asst. Supt.	On-going	11/03	Ongoing	
1.9.2	Ensure that instructional delivery incorporates strategies to address diverse learning styles and multiple intelligences.	CM, SG	Reports from principals; teacher evaluations	C/I Admin. Principals	On-going	11/03	Ongoing	

**CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
STRATEGIC PLAN UPDATE**

**STRATEGY 2: WE WILL ENSURE EQUITABLE ACCESS TO AND ELIMINATE UNWARRANTED DISPARITIES IN STUDENT PARTICIPATION IN ALL EDUCATIONAL PROGRAMS.**

**Specific Results:**

- 2.1 Implement special education programs in an educationally sound and nondiscriminatory manner.
- 2.2 Maximize participation and success of low income and minority students in gifted/talented programs.
- 2.3 Design and implement a comprehensive attendance improvement plan.
- 2.4 Maximize participation and success of low income and minority students in upper level courses at the secondary level.
- 2.5 Provide appropriate educational programs for underperforming and nontraditional students.
- 2.6 Increase the graduation rate of African American high school students.
- 2.7 Maintain the Controlled Choice program that provides choice opportunities and follows racial fairness guidelines for elementary students.
- 2.8 Implement an educationally sound and nondiscriminatory student assignment plan for secondary students.

# Action Plan

**Strategy 2, Plan 1: We will ensure equitable access to and eliminate unwarranted disparities in student participation in all educational programs.**

**Specific Results: Implement special education programs in an educationally sound and nondiscriminatory manner.**

**Identified Link/Data Source**

Consent Decree  
District Strategic Plan 1996  
Dr. Peterkin's Monitoring Report  
Equity Implementation Plan  
Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Reduced number of minority students in special education programs

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
2.1.1	Complete a special education audit which will evaluate the effectiveness of the District's response to student need and include evaluation of: 3 systematic interventions 4 pre-placement services and BST effectiveness 5 resources for students experiencing academic Difficulty	CM, SG	Report on results	M. Jobe	2/03	3/03	Spring/03	7/03
2.1.2	Implement audit recommendations to ensure monitoring the effectiveness of the District's response to student need and make appropriate adjustments.	CM, SG	Implementation of audit recommendations	S. Gibbons	8/03	1/04	6/04 Ongoing	June Annually
2.1.3	Report on student progress to parents, public, and court.	CM, SG	Document	S. Gibbons	3/03	Semi-annually	Ongoing	Dec./May Annually
2.1.4	Continue to assess the appropriateness of student placement by sampling and analyzing the case files of students assigned to each category of special education on an annual basis.	CM, SG	Report on results	S. Gibbons Consultants	6/03	Biannually	6/04 Ongoing	June Annually
2.1.5	Screen students annually pursuant to Illinois School Code.	CM, SG	Report on results	S. Gibbons	10/03	January Annually	6/04 Ongoing	June Annually
2.1.6	Continue to review criteria.	CM, SG	New and reviewed criteria	S. Gibbons	1/03	Annually	Biannually	August Annually
2.1.7	Select sites for special education classes that facilitate Controlled Choice implementation.	CM, SG	Approval by Deputy Supt	S. Gibbons	1/03	Monthly	6/04 Ongoing	June Annually
2.1.8	Ensure racial, ethnic, and gender balance of Building Support Teams (BSTs).	CM, SG	Review membership at each building	S. Gibbons	10/02	Annually	10/04	October Annually
2.1.9	Provide professional development to BST and special education staff to ensure that effective, result-driven services are available to students.	CM, SG	Staff evaluation of training	S. Gibbons	3/03	School SIP days are used	6/04 Ongoing	June Annually
2.1.10	Monitor district, building and grade level referral rates by race, grade and classroom. Monitor referrals from regular education teachers to BST, BST to special education referral, special education referral to special education evaluation, and special education evaluation to eligibility category.	CM, SG	Report of data	S. Gibbons	3/03	Quarterly	8/04; Ongoing	December, March, June Annually
2.1.11	Monitor IEP student transfer and move in rates and special education placements by building and eligibility category in order to ensure students with most needs are not being placed at the most high-risk buildings and that no one building has overrepresentation in special education due to assignment to buildings	CM, SG	Report of data	S. Gibbons	03/06	Quarterly	Ongoing	September, December, March, June Annually

2.1.12	Monitor each component of the referral and (re)evaluation process for every student referred at the building level from the Building Support Team (BST) process through the completion of the special education evaluation and determination of eligibility.	CM, SG	Report of data	S. Gibbons	06/06	Monthly	Ongoing	The end of each month
2.1.13	Provide cultural competence training to special education personnel in order to ensure nondiscriminatory evaluation and identification of students with special needs.	CM, SG	Document	S. Gibbons	08/06	12/06	06/07	Ongoing
2.2.14	Monitor and respond to scientific based research and the continued piloting of Flexible Service Delivery Model or Response to Intervention (RTI) model of identification of students in special education.	SG	Document	S. Gibbons	09/05	12/05	Biannually	Ongoing
2.2.15	Evaluation of all special education initiatives, programs, and grants to ensure equitable allocation of resources and efficiency of delivery of services.	SG	Report on results	S. Gibbons	09/05	Quarterly	12/05 Ongoing	September, December, March, June Annually

# Action Plan

**Strategy 2, Plan 2:** We will ensure equitable access to and eliminate unwarranted disparities in student participation in all educational programs.

**Specific Results:** Maximize participation and success of low income and minority students in gifted/talented programs.

**Identified Link/Data Source**

Dr. Peterkin's Monitoring Report  
Consent Decree

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Increased minority participation in Gifted and Talented/Level III courses

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
2.2.1	Establish a process for evaluating all new-to-district students at the time of their entry into the District.	CM, SG	Recommendation presented to Leadership and C & I Team	M. Muller	10/02	3/03	7/03	7/03
2.2.2	Analyze and disseminate achievement levels of students in part-time and full-time gifted/talented programs by race, gender and socio-economic status.	CM, SG	Summary of achievement levels	M. Muller	4/03	3/06 Update 5/06	Ongoing	
2.2.3	Advertise gifted/talented programs in the minority communities in Champaign.	CM, SG	Samples of brochures and programs	M. Muller	2000-01	3/06	Ongoing	
2.2.4	Provide supplemental support for qualified African American students who have negative academic and social experiences in gifted/talented programs.	CM, SG	List of support systems available	M. Muller C/I Admin.	1/03	3/06	Ongoing	
2.2.5	Track enrichment program participation in District databases.	CM, SG	List of students by race, gender, and SES	M. Muller Enrichment Specialists	12/02	3/06	Ongoing	
2.2.6	Evaluate all first grade students who enter after the district-wide testing date.	CM, SG	NNAT student scores	M. Muller	10/02	3/06	Ongoing	
2.2.7	Train staff regarding gifted selection criteria.	CM, SG	Agendas and minutes from meetings	M. Muller	2000-01	3/06	Ongoing	
2.2.8	Recruit African American staff members to participate in Level I and Level II gifted training.	CM, SG	Number of African-American teachers	M. Muller Principals	2000-01	9/05	Ongoing	
2.2.9	Publicize local minority mentors and minority talented students' success stories.	CM, SG	Samples of success stories, To the Point, News-Gazette	M. Muller Principals	2000-01	3/06	Ongoing	
2.2.10	Offer Level I and Level II gifted training to all staff.	CM, SG	List of teachers who participated	M. Muller	11/02	3/06	Ongoing	

# Action Plan

**Strategy 2, Plan 3:** We will ensure equitable access to and eliminate unwarranted disparities in student participation in all educational programs.

**Specific Results:** Design and implement a comprehensive attendance improvement plan.

**Identified Link/Data Source**

Consent Decree  
 Dr. Abers' School Climate Study  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 No Child Left Behind  
 Superintendent Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Reduced dropout rate; improved student achievement; improved student attendance; increased early intervention strategies; increased positive responses on student survey

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
2.3.1	Establish an attendance improvement team which addresses strategies to increase attendance and reduce dropouts.	CM, SG	Agendas; meeting minutes	J. Davis	12/02	2/03	3/03	3/03
2.3.2	Establish district-wide incentives to improve attendance.	CM, SG	Incentives established; monitor written incentive plans	J. Davis	2/03	Monthly	3/03	3/03
2.3.3	Establish campus attendance review committees consisting of teachers and administrators to review data marts.	CM, SG	Agendas; meeting minutes	J. Davis	8/03	9/03	3/04	
2.3.4	Implement attendance monitoring system.	CM, SG	System in place; written procedures	J. Davis	3/03	6/03	8/03	8/03
2.3.5	Develop a plan of intervention that addresses tardiness and trancies in a non-punitive manner.	CM, SG	Plan proposed	J. Davis	10/03	12/03	1/04	Ongoing

# Action Plan

**Strategy 2, Plan 4:** We will ensure equitable access to and eliminate unwarranted disparities in student participation in all educational programs.

**Specific Results:** Maximize participation and success of low income and minority students in upper level courses at the secondary level.

**Identified Link/Data Source**

Dr. Peterkin's Monitoring Report  
Consent Decree

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Increased minority participation in Gifted and Talented/Level III courses

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
2.4.1	Identify and enroll a cohort of African American students in Level III and AP courses.	CM, SG	List of African American students	D. Norris D. Martin	2/03	5/03 8/04	Ongoing	
2.4.2	Provide support to all students enrolled in Level III and AP courses.	CM, SG	List of students receiving support	D. Norris D. Martin	2/03	5/03 8/04	Ongoing	Annually
2.4.3	Establish Pre-AP classes in middle schools and high schools.	CM, SG	Description of Pre-AP classes	D. Norris M. Muller D. Martin	9/03	1/04	8/04	Pre-AP English 8/04
2.4.4	Develop and monitor a degree plan for each student entering high school.	CM, SG	Sample degree plan	C/I Admin.	3/03	9/03 12/04	5/04	4/05
2.4.5	Establish NCLB State Scholars program in each high school.	CM, SG	Artifacts from State Scholars Program	B. Shepperd	3/03	9/03	6/04	
2.4.6	Evaluate biannually the selection rates and success of African American students and other underrepresented minorities in Level III classes.	CM, SG	List of students, Pentamation data	D. Norris D. Martin	10/02	3/03	10/03 Biannual reports Ongoing	
2.4.7	Establish a support program for African American students in Level III courses.	CM, SG	Summary of mentor program options	D. Norris D. Martin	2/03	6/03 8/04	Ongoing	
2.4.8	Implement AVID program as a means to increase participation of low income and African American students in upper level courses.	CM, SG	List of students, Pentamation data. AVID Site Reports	D. Martin L. Page	1/04	Annual	Ongoing	

# Action Plan

**Strategy 2, Plan 5:** We will ensure equitable access to and eliminate unwarranted disparities in student participation in all educational programs.

**Specific Results:** Provide appropriate educational programs for underperforming and nontraditional students.

**Identified Link/Data Source**

Consent Decree  
 Dr. Abers' School Climate Study  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 No Child Left Behind  
 Superintendent Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement; improved student attendance; increased positive responses on student survey; increased number of minority certified staff; improved campus climate

**LINK: CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
2.5.1	Evaluate the alternative education placement process to eliminate exclusionary practices.	CM, SG	Evaluation completed	E. Burley B. Shoda	1/03	3/03	6/03	7/03
2.5.2	Provide upper-level courses at Columbia Center.	CM, SG	Courses provided	D. Norris C. Stack B. Shoda A. Ellis	3/03	8/04	8/04	NovaNET options 7/04
2.5.3	Train Columbia staff to ensure comparable educational opportunities for all students.	CM, SG	Training completed	C. Hogue	8/03	12/03	Ongoing	
2.5.4	Provide high quality curriculum and instruction in the alternative program so that students can successfully transition back to their campus. Modify the curriculum, instruction, and requirements so that Columbia Center students have the opportunity to continue on to post-secondary education.	CM, SG	Modifications completed	D. Norris E. Burley B. Shoda A. Ellis D. Martin	8/03	12/03 6/05	12/03 Ongoing	8/05
2.5.5	Monitor long-range attendance and academic data.	CM, SG	Data monitored	E. Burley C. Hogue	8/02	Monthly	Ongoing	
2.5.6	Establish an effective transition plan that monitors ongoing student success.	CM, SG	Plan established	E. Burley F. Clarke B. Shoda	3/03	7/03	1/04	9/03
2.5.7	Establish liaisons at each secondary campus to be the point person tracking progress, receiving data, making contact, and disseminating information for each student placed in Storefront or READY. The liaison will coordinate providing transitional support for the students to facilitate their return to the home campus.	CM, SG	Liaison established/ procedures outlined	E. Burley Secondary Principals	2/03	8/03	10/03	8/04
2.5.8	Separate the disciplinary AIE from the academic AIE.	CM, SG	Disciplinary AIE separated from academic AIE	E. Burley C. Hogue	2/03	11/03	2/04	6/04
2.5.9	Ensure that all students enrolled in AIE have parent education partnership plans (PEP).	CM, SG	Plans in place	C. Hogue	9/02	1/03	Ongoing	
2.5.10	Create an Alternative Education Task Force to investigate and propose a plan for an academic alternative education center.	CM, SG	Proposal to the Board	E. Burley B. Shoda Task Force	9/03	11/03	2/04	5/04
2.5.11	Provide a high quality after school program that contains an academic component.	CM, SG	Plan implemented	D. Martin	2/04	5/05	10/05	12/05

# Action Plan

**Strategy 2, Plan 6:** We will ensure equitable access to and eliminate unwarranted disparities in student participation in all educational programs.

**Specific Results:** Increase graduation rate of African American high school students.

**Identified Link/Data Source**

Consent Decree  
 Dr. Abers' School Climate Study  
 Dr. Peterkin's Monitoring Report  
 Illinois Learning Standards  
 No Child Left Behind  
 Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Reduced dropout rates; increased graduation rates; improved student achievement improved campus climate

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
2.6.1	Establish and monitor a 4-year plan for each 8 <sup>th</sup> grade student.	SG	Report or written plan	D. Norris School Admin. Counselors	1/03	Quarterly	1/04 Ongoing	8/04
2.6.2	Monitor quarterly the failure rate at each high school and middle school.	CM, SG	Improved grade distribution results	Principals D. Norris G. Stanhope Counselors	9/03	Quarterly	Ongoing	
2.6.3	Design and implement tutorial programs in core academic areas.	SG	Program evaluation monthly reports	C/I Admin. Principals	1/03	Monthly	9/03 Ongoing	
2.6.4	Create a credit recovery program to assist students in accruing high school credits.	SG, CM	Program implemented & evaluated; increased graduation rates	D. Norris F. Clarke J. Davis	9/03	Quarterly	1/04 Ongoing	7/04
2.6.5	Develop a district-wide monitoring system for tracking African American students in higher level classes.	SG, CM	Report on student progress	D. Norris Principals Counselors D. Martin	9/03	Monthly	Ongoing	

# Action Plan

**Strategy 2, Plan 7:** We will ensure equitable access to and eliminate unwarranted disparities in student participation in all educational programs.

**Specific Results:** Maintain the Controlled Choice program that provides choice opportunities and follows racial fairness guidelines for elementary students.

**Identified Link/Data Source**

Consent Decree  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 No Child Left Behind  
 Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement, improved student attendance, reduced transportation costs

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
2.7.1	Continue implementation of Controlled Choice at the elementary level.	CD, SG	Choice Survey; Choice assignment data	D. Norris D. Martin H. Paulk	1997-98	Quarterly	Ongoing	
2.7.2	Open and enroll the fourth strand of classes at Stratton Elementary School.	CD, SG	Fall enrollment data	D. Norris S. Duckworth	12/02	Bimonthly	8/04	
2.7.3	Establish a middle school assignment plan supported by Dr. Michael Alves and Board approved.	CM, SG	Meeting minutes; Board agenda	C. Stack Leadership Team FIC	9/02	Monthly	5/03	Completed
2.7.4	Provide additional net seating capacity of not less than two elementary strands in north Champaign.	CD, SG	Additional 200 seats	G. Logas D. Norris D. Martin	1/03	Bimonthly	8/04 9/04	
2.7.5	Review and update Controlled Choice policy as necessary to ensure compliance with the Controlled Choice memorandum.	CD, SG	Updated policy	D. Norris D. Martin	9/02	Monthly 9/04	12/03	Annually
2.7.6	Plan an effective outreach for early registration for minority parents.	CD, SG	Number of minority students assigned during early reg.	H. Paulk	9/02	Ongoing	3/04	

# Action Plan

**Strategy 2, Plan 8:** We will ensure equitable access to and eliminate unwarranted disparities in student participation in all educational programs.

**Specific Results:** Implement an educationally sound and nondiscriminatory student assignment plan for secondary students.

**Identified Link/Data Source**

Consent Decree  
Controlled Choice  
Dr. Peterkin's Monitoring Report

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Implemented new middle school student assignment plan

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
2.8.1	Meet with key Central Office administrators to review Alves' three proposed models.	CM, SG	Meeting minutes	C. Stack, FIC, Leadership Team	9/02		9/02	Completed
2.8.2	Meet with middle school principals to review Alves' study.	CM, SG	Meeting minutes	C. Stack	11/02		11/02	Completed
2.8.3	Secure middle-level expertise researchers to participate in planning efforts.	CM, SG	Vitae, meeting minutes	C. Stack	11/02		11/02	Completed
2.8.4	Develop time line for recommendation of model to Board.	CM, SG	Time line artifact	C. Stack, FIC, Leadership Team	12/02		12/02	Completed
2.8.5	Present time line to Board.	CM, SG	Board agenda	C. Stack	1/03		1/03	Completed
2.8.6	Meet with PTA Council to provide information and solicit input for parent outreach.	CM, SG	Sign-in sheet from meeting	C. Stack	1/03		1/03	Completed
2.8.7	Meet with parent groups throughout the community to discuss models and solicit feedback.	CM, SG	Agendas	C. Stack Principals	1/03	2/03	3/03	Completed
2.8.8	Meet with staff representatives from the three middle schools to present/discuss models and solicit input.	CM, SG	Meeting minutes	C. Stack Principals	1/03	2/03	4/03	Completed
2.8.9	Work with Michael Alves/Craig Mitchell on transportation impact study of the proposed models.	CM, SG	Written communications	D. Casing	10/02	1/03, 2/03, 3/03	4/03	Completed
2.8.10	Present monthly progress updates to Board and PIC.	CM, SG	Board agendas	C. Stack	12/02	1/03, 2/03, 3/03	5/03	Completed
2.8.11	Identify stakeholder representatives to meet to review and discuss curricular programming, scheduling, and similar areas/concerns to ensure more equitable and consistent middle schools.	CM, SG	Meeting minutes	C. Stack Principals	1/03	2/03, 3/03, 4/03	5/03	Completed
2.8.12	Prepare recommendation for Board.	CM, SG	Meeting minutes	C. Stack Leadership Team	1/03	3/03, 4/03	5/03	Completed
2.8.13	Bring recommendation for a permanent middle school student assignment plan to Board.	CM, SG	Board agenda	C. Stack	1/03	2/03, 3/03, 4/03	5/03	Completed
2.8.14	Solicit feedback from all stakeholders relative to best middle school practice and desired interests and needs.	CM, SG	Meeting minutes, Steering Committee	C/I Admin. C. Stack D. Casing Principals MS Steering Com	5/03	7/03, 9/03, 10/03	10/03	Completed
2.8.15	Recommendation to Board on program changes to be approved, including any financial implications.	CM, SG	Board agenda	C. Stack	10/03	11/03	12/03	2/04
2.8.16	Implement a process for Board-approved changes.	CM, SG	Meeting minutes; budget modifications	C. Stack C/I Admin. S. Gibbons	11/03	1/04, 3/04, 5/04, 7/04	8/03 Ongoing	2/04

**CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
STRATEGIC PLAN UPDATE**

**STRATEGY 3: WE WILL PROVIDE A SUPPORTIVE CLIMATE THAT IS SENSITIVE TO DIVERSE CULTURES AND PROMOTES SHARED UNDERSTANDING.**

**Specific Results:**

- 3.1 Increase cultural competency of all staff.
- 3.2 Create forums to increase knowledge, understanding, and respect of diverse cultures within the school community.
- 3.3 Implement in-school educational programs for students focused on issues of race, culture, and ethnicity.
- 3.4 Create an environment in which everyone is treated with courtesy, dignity, respect, and professionalism.
- 3.5 Maximize participation in school-sponsored activities and programs for all student populations.

# Action Plan

**Strategy 3, Plan 1: We will provide a climate that is sensitive to diverse cultures and promotes shared understanding.**

**Specific Results: Increase cultural competence of all staff.**

**Identified Link/Data Source**

Consent Decree  
 District Strategic Plan 1996  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement; improved student attendance; increased positive responses on student survey; improved campus climate; increased minority participation in Gifted/Talented and Level III courses; balanced racial makeup on each campus

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
3.1.1	Train staff on issues of cultural sensitivity, institutional racism, history, and power.	CM, CD, SG	In-service agendas; minutes; staff professional growth plans; list of participants	D. Martin Principals	9/03	Quarterly	Ongoing	4/04-2/05
3.1.2	Incorporate appropriate strategies relative to the issues into each school improvement plan.	CM, CD, SG	SIP plan	D. Martin Principals SIP Team	9/03	10/03	Annually	Due 9/04
3.1.3	Implement strategies to address the topics and others at school.	CM, CD, SG	Principal class visits; teacher lesson plans; handouts, teacher evaluation/professional development plans	Teachers Principals	9/03	Quarterly	Ongoing	
3.1.4	Monitor and evaluate each school's efforts to successfully address increasing the cultural competency of all staff.	CM, CD, SG	Principal reports; test results; meeting minutes	C/I Admin. Deputy Supt.	10/03	Quarterly	Ongoing	

# Action Plan

**Strategy 3, Plan 2:** We will provide a climate that is sensitive to diverse cultures and promotes shared understanding.

**Specific Results:** Create forums to increase knowledge, understanding, and respect of diverse cultures within the school community.

**Identified Link/Data Source**

District Strategic Plan 1996  
Dr. Abers' School Climate Study  
Equity Implementation Plan  
School Improvement Plans

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Reduced discipline referrals; increased positive responses on student, and parent surveys; improved campus climate; balanced racial makeup on each campus

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
3.2.1	Create a process for principals to review and discuss climate study results and recommendations in each school, on an ongoing basis, with all staff.	CM, CD, SG	Outline of process	D. Norris D. Martin E. Burley Principals	6/03	Ongoing	1/04 1/05	
3.2.2	Review and discuss climate study results and recommendations in each school on an ongoing basis with all staff.	CM, CD, SG	Meeting minutes	Principals	9/03	Quarterly	Annually	
3.2.3	Create diverse student forums (race, ethnicity, low income) to discuss cultural differences.	CM, CD, SG	Agendas; minutes; handouts; participant lists	Principals	9/03	Quarterly	Annually	
3.2.4	Create opportunities through PTA/PTSA Council to implement diverse racial and ethnic parent forums to promote dialogue.	CM, CD, SG	Agendas; minutes; handouts; participant lists	Principals	9/03	Quarterly	Annually	
3.2.5	Meet with key organizations in the community (Urban League, Black Ministerial Alliance, NAACP, Latino, and Asian) to collaborate on means to promote and build better understanding and communication.	CM, CD, SG	Agendas; minutes; memos	All Administrators	7/03	Quarterly	Ongoing	
3.2.6	Identify what steps are already being taken to address climate and equity issues in each school.	CM, CD, SG	SIP plan; meeting minutes; agendas	Deputy Supts. Principals E. Burley D. Martin	7/03	8/03 11/04	Ongoing	Completed (04 SIP)
3.2.7	Monitor and evaluate each school's efforts to successfully establish forums for students, parents, and staff.	CM, CD, SG	SIP plan; principal evaluations; meeting minutes; PTA agendas	Deputy Supts. Principals E. Burley D. Martin	10/03	Quarterly	Annually	Completed (04 SIP)

# Action Plan

**Strategy 3, Plan 3:** We will provide a climate that is sensitive to diverse cultures and promotes a shared understanding.

**Specific Results:** Implement in-school educational programs for students focused on issues of race, culture, and ethnicity.

**Identified Link/Data Source**

Dr. Abers' School Climate Study  
 District Strategic Plan 1996  
 Equity Implementation Plan  
 School Improvement Plans

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

**Formative:** Quarterly report to Board of Education and Court Monitor  
**Summative:** Improved student achievement; improved student attendance; increased positive responses on student surveys; improved campus climate; increased minority participation in Gifted/Talented and Level III courses; balanced racial makeup on each campus

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
3.3.1	Review curriculum to identify evidence or lack of evidence of a multicultural curriculum.	CM, CD, SG	Curriculum documents	C/I Admin. M.L. Montgomery	7/03	8/03 10/04	Ongoing	
3.3.2	Research additional programs to address issues of race, culture, and ethnicity.	CM, CD, SG	Examples of programs	C/I Admin. D. Norris D. Martin M.L. Montgomery	7/03	8/03, 9/03, 10/03, 10/04 1/05	Ongoing	
3.3.3	Recommend any necessary program needs.	CM, CD, SG	Board Agenda	C/I Admin. D. Norris M.L. Montgomery D. Martin	10/03	11/03 11/04	Ongoing	Annually
3.3.4	Train staff who will be implementing new program(s).	CM, CD, SG	Samples of handouts; lists of participants	C/I Admin. M.L. Montgomery	1/03	8/03 8/04	Ongoing	
3.3.5	Monitor and evaluate program success.	CM, CD, SG	Principal reports; discipline data; test results; meeting minutes; data marts	C/I Admin. M. Muller M.L. Montgomery	9/04	6/04	Ongoing	

# Action Plan

**Strategy 3, Plan 4:** We will provide a climate that is sensitive to diverse cultures and promotes a shared understanding.

**Specific Results:** Create an environment in which everyone is treated with courtesy, dignity, respect, and professionalism.

**Identified Link/Data Source**

District Strategic Plan 1996  
 Dr. Abers' School Climate Study  
 Equity Implementation Plan  
 School Improvement Plans

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Increased positive responses on employee, student and parent surveys; improved campus climate; balanced racial makeup on each campus and increased minority certified staff.

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
3.4.1	Create a task force of parents, students, teachers, community members, counselors, and administrators.	CM, SG	List of participants	C. Stack M. Muller	3/03		4/03	Completed 8/03
3.4.2	Research and evaluate PBIS and any other current District programs that support character education.	SG	Summary of District programs discipline data; meeting minutes	E. Burley	3/03	5/03	Ongoing	
3.4.3	Research additional character education programs.	CM, SG	Summary of other programs meeting minutes	M. Muller C. Stack	4/03	7/03	Ongoing	Completed 8/03
3.4.4	Recommend any necessary program changes for student character education programs.	SG	Board agenda	M. Muller	5/03	9/03	Ongoing	
3.4.5	Train individuals who will be implementing character education programs.	SG	List of participants, handouts	C/I Admin. Lead Teachers	2/04	6/04	Ongoing	
3.4.6	Monitor and evaluate character education plan.	SG	Reports from principals discipline data; meeting minutes; data marts	M. Muller	8/04	Quarterly	Ongoing	

# Action Plan

**Strategy 3, Plan 5: We will provide a climate that is sensitive to diverse cultures and promotes shared understanding.**

**Specific Results: Maximize participation in school-sponsored activities and programs for all student populations.**

**Identified Link/Data Source**

District Strategic Plan 1996  
 Dr. Abers' School Climate Study  
 Equity Implementation Plan  
 School Improvement Plans

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student attendance; increased positive responses on student surveys; increased minority participation in Gifted/Talented and Level III courses and conduct evaluation of mentor program

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
3.5.1	Maintain databases at each school for student participation in every school-sponsored program by gender and race.	CM, SG	Database entries	Principal Teachers	9/03	Quarterly	Ongoing	
3.5.2	Identify students who do not participate in school-sponsored activities.	CM, SG	Lists of student non-participants	Principals Teachers	9/03	Quarterly	Ongoing	
3.5.3	Develop and administer survey to students who do not participate to determine reasons for nonparticipation.	CM, SG	Survey; summary of feedback	Principals	1/04	2/04	3/04	
3.5.4	Share survey results with activity sponsors to review concerns and make appropriate changes as needed.	CM, SG	Reports from principals w/changes being made	Principals	3/04	4/04	5/04	
3.5.5	Monitor student participation, on an ongoing basis, to ensure the greatest student participation possible.	CM, SG	Reports from principals; evidence of trend data per activity	Principals	9/04	Quarterly	Ongoing	

**CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
STRATEGIC PLAN UPDATE**

**STRATEGY 4: WE WILL ESTABLISH AN EDUCATIONAL ENVIRONMENT IN EACH SCHOOL THAT IS CONDUCTIVE TO LEARNING.**

**Specific Results:**

- 4.1 Use student discipline as an intervention strategy as a means to improve student behavior and academic performance.
- 4.2 Eliminate unwarranted disparities in assigning student discipline consequences.

# Action Plan

**Strategy 4, Plan 1:** We will establish an educational environment in each school that is conducive to learning.

**Specific Results:** Use student discipline as an intervention strategy as a means to improve student behavior and academic performance.

**Identified Link/Data Source**

Consent Decree  
 Dr. Abers' School Climate Study  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 No Child Left Behind  
 Superintendent Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Reduced discipline referrals; increased number of equitable and appropriate applications of discipline consequences

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
4.1.1	Campuses will develop a school-based pyramid of intervention model that allows interventions to occur at progressive levels and intensity for students with marginal behavior problems.	CM, SG	Plans established for each campus and submitted to central office staff for review.	Principals	10/02	3/03	4/03	4/03
4.1.2	Develop a one and three year professional development plan for campus level staff that addresses skill development and capacity needs for the effective implementation of PBIS/PBF behavior change models.	CM, CD, SG	Professional development plan is developed and submitted to the office of Curriculum and Instruction.	E. Burley	8/18/06	N/A	8/18/06	8/18/06
4.1.3	Identify and develop behavior modification plans (BMPs) for students identified with chronic problem behaviors.	CM, SG	BMPs are developed and their implementation monitored at the central office level through scheduled monthly meetings of campuses.	E. Burley Principals	10/03	Monthly	Ongoing	
4.1.4	Establish campus reward system for encouraging good behavior.	CM, CD, SG	Copy of behavior improvement incentive plan submitted to central office	Principals E. Burley	8/23/06	Monthly	Ongoing	
4.1.5	Develop a dropout reduction plan to reduce the dropout rate, emphasize specific action steps to address African American males.	CM, SG	Plan developed	J. Davis	08/06	11/06	01/07	
4.1.6	Investigate a system of incremental terms of expulsion/placement for a minimum of 45 days rather than "all year".	CM, SG	Proposal is developed and submitted for review by leadership team and approval by the superintendent of schools	E. Burley C. Hoque	8/23/06	10/06	10/30/06	
4.1.7	Provide monthly reports to the Board of Education and campuses regarding suspensions and disciplinary incident data. Campus level data will be used to develop action plans to address data trends.	CM, SG	Reports provided each month to Board of Education and campuses.	E. Burley	10/2/06	Monthly	Ongoing	
4.1.8	Establish coordinated crisis plans district-wide.	CM, SG	Plans developed and implemented.	E. Burley	9/05	Quarterly Meetings of the Safety Advisory Committee	3/06	5/06
4.1.9	Provide adequate and visible supervision on all campuses. Add a full-time Student Service Coordinator at each elementary campus.	CM, SG	Supervision provided	D. Norris	2/03	6/03	8/03	8/03

# Action Plan

**Strategy 4, Plan 2:** We will establish an educational environment in each school that is conducive to learning.

**Specific Results:** Eliminate unwarranted disparities in assigning student discipline consequences.

**Identified Link/Data Source**

Consent Decree  
 Dr. Abers' School Climate Study  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 No Child Left Behind  
 Superintendent Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Monthly report to Board of Education and Court Monitor  
 Summative: Reduced discipline referrals; reduced suspension rates; increased positive responses on student survey; improved campus climate

**LINK: CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
4.2.1	Review and modify the Student Code of Conduct to ensure fair, nondiscriminatory discipline system at all grade levels.	CM, SG	Code modified and submitted for approval by Board of Education.	E. Burley	1/06	Ongoing	7/31 (yearly)	6/06
4.2.2	Train all staff on Student Code of Conduct annually, including fair discipline, classroom management techniques, and cultural sensitivity.	CM, SG	Staff trained and documentation submitted verifying training occurred. (Agendas)	Principals	August Each Year	Quarterly	Ongoing	
4.2.3	Review Student Code of Conduct three times a year with students at all campuses.	CM, SG	Reviews completed and dates submitted to the office of Student Achievement and Pupil Services.	Principals	August of each school year	Aug., Jan., Apr.	Ongoing	4/07
4.2.4	Establish a Discipline Advisory Committee that includes parents/guardians, advocates, community organizations, counselors, deans, CFT representatives, and administrators.	CM, SG	Committee established	E. Burley	Beginning of each school year	Ongoing	Committee meetings completed by May of each year	
4.2.5	Formulate and implement strategies to reduce the amount of suspensions that are not in proportion to ethnic populations.	CM, SG	Strategies implemented.	E. Burley Principals	11/02	Monthly	Ongoing	
4.2.6	Meet with principals, assistant principals, deans and student service coordinators quarterly to establish equitable and fair application of Student Code of Conduct.	CM, SG	Meeting established	E. Burley D. Norris	9/03	Quarterly	Ongoing	
4.2.7*	District administration will monitor and hold each principal accountable for fair and equitable application of the Student Code of Conduct through the administrative evaluation instrument.	CM, SG	Evaluation instrument is revised to reflect section regarding building climate.	E. Burley D. Norris	8/03	N/A	August/04	Aug/04
4.2.8	Create a discipline management plan.	CM, SG	Plan completed	E. Burley	1/04	Quarterly	8/04	8/04
4.2.9	District administration will require principals to utilize the monthly discipline reports and charts to identify specific strategies to reduce unwarranted disparities.	CM, SG	Monthly meetings with Deans/APs/SSCs	D. Norris E. Burley D. Martin	8/03	Quarterly	Ongoing	
4.2.10*	Implement School Resource Officer Program	CM,SG	School Resource Officer Program implemented	E. Burley	8/05	Monthly	8/06	8/06

**CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
STRATEGIC PLAN UPDATE**

**STRATEGY 5: WE WILL ENSURE HIGH QUALITY STAFF COMMITTED TO EXCELLENCE.**

**Specific Results:**

- 5.1 Implement an aggressive and standardized recruiting program that allows us to attract, identify, and hire qualified staff.
- 5.2 Increase recruitment, hiring, and retention of African American and other minority staff.
- 5.3 Utilize technology to increase the efficiency and data integrity of human resource department functions.
- 5.4 Develop a district-wide mentor program to support teachers new to Champaign Unit 4.
- 5.5 Ensure compliance with No Child Left Behind requirements for highly qualified staff.
- 5.6 Provide a comprehensive, professional staff development plan for all staff that supports District goals.

# Action Plan

**Strategy 5, Plan 1:** We will ensure high quality staff committed to excellence.

**Specific Results:** Implement an aggressive and standardized recruiting program that allows us to attract, identify, and hire qualified staff.

**Identified Link/Data Source**

Consent Decree  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 No Child Left Behind  
 Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Increased number of minority certified staff; improved student achievement

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
5.1.1	Develop print or media materials specifically for teacher recruitment.	CM, SG	Completed document	B. Shepperd	2/03	3/03	8/03	8/03
5.1.2	Evaluate prior year recruitment plans and adjust the schedule according to data.	CM, SG	Recruitment plan	B. Shepperd	1/03	Ongoing	2/03	February Annually
5.1.3	Review and revise the application process to ensure inclusion of internal applicants.	SG	Revised internal application form	B. Shepperd	2/03	4/03	5/03	5/03
5.1.4	Provide training to recruiters and hiring administrators on the interview and screening process.	CM, SG	Use of Gallup process in screening and interviewing	B. Shepperd	3/03	1/03	2/04	2/04 Annual
5.1.5	Obtain permission to offer contracts in shortage areas.	CM, SG	Board approval	B. Shepperd	2/03	Ongoing	1/04	
5.1.6	Develop and implement a Grow Your Own teacher program to provide noncertified staff to become teachers in identified shortage areas, including minority teachers, higher level math, bilingual/ESL and special education.	CM, SG	Enrollment of staff in teacher prep programs	B. Shepperd	11/03	2/03	7/04	7/04
5.1.7	Hire teachers who completed the Grow Your Own Program	CM,SG	Hiring of Teachers	B. Shepperd			1/06	Hire as available
5.1.8	Conduct exit interviews and use the resulting data in improving employee retention.	CM, SG	Summary of Exit Interviews	B. Shepperd	5/03	Ongoing	Ongoing	
5.1.9	Use permanent substitute jobs to hire December graduates in hard to fill areas.	SM, SG	Hiring of teachers for hard to fill areas	B. Shepperd	1/05			Ongoing

# Action Plan

**Strategy 5, Plan 2:** We will ensure high quality staff committed to excellence.

**Specific Results:** Increase recruitment, hiring, and retention of African American and other minority staff.

**Identified Link/Data Source**

Consent Decree  
 Dr. Abers' School Climate Study  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Increased minority participation in Gifted/Talented and Level III courses; improved campus climate; increased number of minority certified staff

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
5.2.1	Monitor percentages and placement of minority employees.	CM, SG	Quarterly Report	B. Shepperd	1/03	Ongoing	Annual AA/EEO Audit	February Annually
5.2.2	Conduct face-to-face interviews with all African American teacher candidates that can be identified through the application process.	CM, SG	Interviews on file	B. Shepperd Admin. Staff	3/03	Ongoing	Ongoing	Completed Annually
5.2.3	Provide intervention for campuses that are not successful in hiring and retaining African American teachers.	CM, SG	Increased number of African American teachers	B. Shepperd	3/03	6/03	9/03	Sept. Annually
5.2.4	Identify resource to support out of state teachers with certification tests.	CM, SG	Resource available	B. Shepperd	8/06		1/07	
5.2.5	Monitor certification on new hires.	CM, SG	Certification complete and approved by ROE	B. Shepperd	7/06		6/07	Annually

# Action Plan

**Strategy 5, Plan 3:** We will ensure high quality staff committed to excellence.

**Specific Results:** Utilize technology to increase the efficiency and data integrity of human resource department functions.

**Identified Link/Data Source**

District Technology Plan  
Dr. Peterkin's Monitoring Report  
Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Reduced staffing costs; increased number of minority certified staff; reduced transportation costs

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
5.3.1	Collaborate with the Business and Technology departments to assess and recommend appropriate software for human resources.	CM, SG	Recommend software purchase to Board for implementation	A. Dudley B. Shepperd	2/03	10/03	12/03	8/04
5.3.2	Establish position control through the use of technology.	SG	Implement and use software in staffing	B. Shepperd	4/04	7/04	8/04	Annually
5.3.3	Develop and implement an on-line application process.	SG	Application on website	F. Clarke B. Shepperd	1/03	3/03	1/05	1/05
5.3.4	Ensure the capability to run staffing reports as necessary for District planning and monitoring.	CM, SG	Use of staff reports	A. Dudley B. Shepperd	2/03	7/03	6/04	8/04

# Action Plan

**Strategy 5, Plan 4:** We will ensure high quality staff committed to excellence.

**Specific Results:** Develop a district-wide mentor program to support teachers new to Champaign Unit 4.

**Identified Link/Data Source**

Consent Decree  
No Child Left Behind  
Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved teacher retention

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
5.4.1	Collaborate with the CFT to identify a model for an effective mentoring program.	CM, SG	Program model	B. Shepperd D. Norris	1/03	3/03	5/03	5/03
5.4.2	Develop Board policies to support the teacher mentor program.	CM, SG	Policy approved	C. Stack B. Shepperd	5/03	6/03	1/04	5/04
5.4.3	Develop a budget for funding the teacher mentor program.	CM, SG	Included in District budget	A. Ellis Mentor Committee	4/03	5/03	5/03	7/03
5.4.4	Design and implement a process for selection of mentor teachers.	CM, SG	Recommendation of committee	B. Shepperd A. Ellis Mentor Committee	1/03	3/03	5/03	5/03
5.4.5	Implement a teacher mentor program for the 2003-04 school year and evaluate using criteria recommended by the mentoring committee.	SG	Program Evaluation Cycle	B. Shepperd Mentor Committee	9/04	1/05	6/05	Annually
5.4.6	Collaborate with CFT to improve existing teacher mentor program.	SG, CM	Program Evaluation	D. Simmons	9/06	1/07	6/07	Annually
5.4.7	Develop a New Teacher Academy to support induction for new teachers.	SG	Academy Evaluations	D. Simmons	9/05	5/06		8/06
5.4.8	Develop a Minority Teacher Retention Committee	SG, CM	Meetings held	D. Simmons	9/05			6/06
5.4.9	Collect and analyze data from Exit Interviews		Data Presented	D. Simmons	7/06		8/07	Annually
5.4.10	Make recommendations for teacher retention		Recommendations presented	D. Simmons	7/06		8/07	Annually

# Action Plan

**Strategy 5, Plan 5:** We will ensure high quality staff committed to excellence.

**Specific Results:** Ensure compliance with No Child Left Behind requirements for highly qualified staff.

**Identified Link/Data Source**

Consent Decree  
District Strategic Plan 1996  
Dr. Peterkin's Monitoring Report  
No Child Left Behind  
Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Compliance with No Child Left Behind; improved student achievement

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
5.5.1	Conduct an audit of teacher certification for NCLB.	CM, SG	Completed audit HS MS ELEM	B. Shepperd	9/03	6/04	TBA by ROE 6/04; Elem/MS 3/05 HS	6/04 Elem/MS
5.5.2	Notify all teachers and principals of any failure to comply with NCLB standards.	CM, SG	Notification sent	B. Shepperd	9/04		11/04	Annual
5.5.3	Provide the staff and community with a clear explanation of NCLB standards.	CM, SG	Press release training for staff/parent letter	B. Shepperd	TBA by ROE		TBA by ROE	
5.5.4	Collaborate with CFT to implement new ISBE recertification guidelines in alignment with NCLB goals.	CM, SG	Negotiated agreement in place	B. Shepperd	7/04	9/04	10/04	Annual
5.5.5	Monitor certification of current staff for NCLB compliance.	CM, SG	Annual review	B. Shepperd	9/04		6/05	Ongoing
5.5.6	Review certification and assignment of all new teachers to the District for NCLB compliance.	CM, SG	Review completed	B. Shepperd	9/05		6/06	Ongoing
5.5.7	Recommend transfers whenever necessary for NCLB compliance.	CM, SG	Transfers recommended	B. Shepperd	9/05		6/06	Ongoing
5.5.8	Notify parents of any noncompliance with NCLB.	CM, SG	Notices sent	B. Shepperd	8/03		9/03	9/03 Annual
5.5.9	Transfer aides from Title I schools who are not NCLB certified.	CM, SG	Transfers	B. Shepperd	1/06		6/06	Annual

# Action Plan

**Strategy 5, Plan 6: We will ensure high quality staff committed to excellence.**

**Specific Results: Provide a comprehensive, professional staff development plan for all staff that supports District goals.**

**Identified Link/Data Source**

Consent Decree  
Equity Implementation Plan  
No Child Left Behind  
Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Increased employee retention; improved student achievement; improved campus climate

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
5.6.1	Collaborate with deputy superintendents to determine certified staff development needs.	CM, SG	Adoption of annual inservice calendar by June, 2003	A. Ellis D. Casing	2/03	Quarterly	Ongoing	6/04
5.6.2	Collect input from the CFT and CESP through department supervisors/principals.	CM, SG	Completed surveys	A. Ellis D. Casing; Staff Develop. Committee	2/03	5/03	7/03 Ongoing	6/04
5.6.3	Collaborate with deputy superintendents and/or department supervisors to plan staff development and align the training with District goals.	CM, SG	Meeting, held	A. Ellis D. Casing	2/03	5/03	7/03 Ongoing	6/04
5.6.4	Produce and disseminate a comprehensive District staff development plan.	CM, SG	Completed plan	A. Ellis D. Casing; Staff Develop. Committee	2/03	5/03	7/03 Ongoing	9/04
5.6.5	Monitor delivery and evaluation of staff development.	CM, SG	Evaluation	A. Ellis D. Casing	8/03	12/03	6/04	6/04

**CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
STRATEGIC PLAN UPDATE**

**STRATEGY 6: WE WILL PROVIDE AND MAINTAIN FACILITIES AND SERVICES IN ALIGNMENT WITH THE DISTRICT'S LONG-RANGE PLANNING.**

**Specific Results:**

- 6.1 Review and recommend for implementation findings of identified facility needs.
- 6.2 Develop a long-range facilities plan that includes adding two or more elementary strands to the north side of the District.
- 6.3 Coordinate future facilities and services with other community entities to improve services and costs for the community with the District.
- 6.4 Ensure that all district facilities and grounds are maintained in a high quality manner.
- 6.5 Provide a safe and healthy environment for all staff and students.
- 6.6 Provide safe and efficient transportation for students.

# Action Plan

**Strategy 6, Plan 1:** We will provide and maintain facilities and services in alignment with the District's long-range planning.

**Specific Results:** Review and recommend for implementation findings of identified facility needs.

**Identified Link/Data Source**

Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved campus climate

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
6.1.1	1) Evaluate 1998 district-wide Facilities Master Plan 2) Complete the 10-Year Health Life Safety Survey 3) Summarize and present initial data to Board at April 2003 board meeting.	CD, SG	4/03 Board of Education minutes	D. Casing G. Slade	1/03	2/03	3/03	4/03
6.1.2	Designate time line for District Facility Audit to be conducted.	CD, SG	RFP's to conduct audit	D. Casing G. Slade D. Norris C. Stack E. Burley	3/03		4/03	4/03
6.1.3	Conduct audit.	CD, SG	Facility Audit completed	D. Casing Auditing Consultant	10/03	11/03	2/04	9/04
6.1.4	Analyze and review audit findings.	CD, SG	Summary of audit findings	G. Slade D. Norris C. Stack E. Burley	8/03	3/04	6/04	9/04
6.1.5	Establish recommendations based upon audit results and appropriate implementation time lines	CD, SG	Written report of recommendations to the Board	A. Culver	9/03	12/03	2/04	01/06
6.1.51	Review information from Referendum vote and re-establish Recommendations based upon audit results and input from Board of Education and Plaintiff.	CD, SG	Write report of recommendation to the Board	A. Culver	4/06	10/06	1/07	
6.1.6	Inform stakeholders of audit findings and related recommendations.	CD, SG	Public forums are conducted News release	A. Culver E. Burley B. Shepperd Legat Architects	8/04	9/04	8/05	1/06
6.1.7	Appoint architect to review previous facility studies and assist with future referendum.	CD, SG	RFP and Board minutes	G. Logas J. Davis	9/05	10/05		12/05

# Action Plan

**Strategy 6, Plan 2:** We will provide and maintain facilities and services in alignment with the District's long-range planning.

**Specific Results:** Develop a long-range facilities plan that includes adding two or more elementary strands to the north side of the District.

**Identified Link/Data Source**

Consent Decree

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student attendance

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
6.2.1	Make appropriate recommendations regarding the final Facility Plan to the Board.	CD, SG	Meetings with Dir. of Facilities & Committee	Committee E. Burley	5/05		3/03	3/03
6.2.2	Set a timeline for increasing seat capacity in north side of District after the Facilities Study is approved by Board.	CD, SG	Presentation to Board of Education at May regular Board meeting	J. Ayers C. Stack E. Burley	5/05		6/05	1/06
6.2.3	Set a time line for increasing seat capacity in north side of District.	CD, SG	Report to Board of Education	G. Logas J. Davis	TBD		TBD	1/06
6.2.31	Review results of March referendum vote and consult with Plaintiff to establish a new timeline for increasing seat capacity in northern section of District.	CD, SG	Report to Board of Education	G. Logas J. Davis	4/06		1/07	
6.2.4	Develop a plan to add appropriate staff and services to support additional seating capacity.	CD, SG	Report to Board of Education	B. Shepperd S. McNish	1/03	3/03	5/03	9/03
6.2.5	Create an advisory citizens facility committee to review facility studies and future facility needs.	CD, SG	Report to Board of Education	G. Logas J. Davis	11/05		3/06	3/06
6.2.6	Create a comprehensive facility plan.	CD, SG	Presentation to Board of Education	G. Logas J. Davis	10/05		1/06	1/06
6.2.7	Make presentation to the community on the district's facility plan.	CD, SG	Meetings with various community groups	G. Logas B. Shepperd F. Clarke	1/06		1/06	3/06

# Action Plan

**Strategy 6, Plan 3: We will provide and maintain facilities and services in alignment with the District's long-range planning.**

**Specific Results: Coordinate future facilities and services with other community entities to improve services and costs for the community and the District.**

**Identified Link/Data Source**

Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Reduced facility costs for school district and community

**LINK: CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
6.3.1	Identify entities to be included in cooperative planning. Potential entities might include but are not limited to: City of Champaign, Park District, Parkland College, Urbana League, Boys and Girls Club, Adult Education, Head Start, Champaign Public Library, UIUC, Chamber of Commerce, Champaign and Illinois Police Departments, Mass Transit District.	SG	Cooperative planning agreements	G. Logas J. Davis	4/03	Annually	Annually June	
6.3.2	Establish and maintain regular and periodic communication with representatives of community agencies and organizations.	SG	District calendar of activities & building monthly letters	Principals G. Logas	In progress	Annually	Ongoing	
6.3.3	Review annually District facilities and services to determine potential areas of coordination of services and facilities.	CD, SG	Cooperative planning agreement	D. Casing J. Ayers	4/03	Annually	Ongoing	
6.3.4	Evaluate options for the relocation of the Family Information Center to a permanent site.	CD, SG	FIC secures new site	D. Casing Relocation Committee	1/03	2/03	5/03	9/03

# Action Plan

**Strategy 6, Plan 4:** We will provide and maintain facilities and services in alignment with the District's long-range planning.

**Specific Results:** Ensure that all District facilities and grounds are maintained in a high quality manner.

**Identified Link/Data Source**

Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved campus climate

**LINK:** CM = Court Monitor      **CD** = Consent Decree      **SG** = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
6.4.1	Review job descriptions for maintenance and custodial personnel.	SG	Written recommendation for any changes to current job descriptions	G. Slade J. Ayers S. McNish B. Shepperd J. Davis	4/03	4/03	Annually June	4/04
6.4.2	Develop and implement periodic task sheets for custodial and maintenance personnel.	SG	Complete a written manual to share with custodial & maintenance staff	G. Slade J. Ayers S. McNish J. Davis	1/03	4/03	Annually June	4/04
6.4.3	Establish daily, weekly, monthly, and annual schedule of inspections of buildings and grounds.  ***** 1) 10-Year Health Life Safety Survey approved by Board 2) 3-Year AHERA Inspection 3) Annual ROE Safety Inspection	SG	Inspections completed Updated reports on file	Building & Grounds Staff J. Davis G. Logas	1/03	7/03	Ongoing	
6.4.4	Maintain schedule for repair and replacement of equipment.	SG	Will file with Asst. Supt. for Financial Services a written schedule	G. Slade J. Ayers J. Davis	1/03	3/03	Annually May Ongoing	
6.4.5	Conduct a review of custodial duties to determine an effective means to provide daily and weekly cleaning in a timely manner.  ***** Evaluate job description using job task analysis and modified daily and weekly schedules to optimize time and task	SG	Review completed	G. Slade S. McNish J. Davis	2/03	9/03	Ongoing	
6.4.6	Conduct a review of how best to allocate custodial and maintenance staff time to provide for appropriate cleaning and maintenance schedule at balanced calendar facilities.	SG	Review completed	G. Slade J. Ayers S. McNish J. Davis	2/03	8/03	Ongoing	
6.4.7	Resurface the outdoor running track at Centennial High School	SG	Inspection	J. Davis J. Ayers	6/05	7/05		8/05
6.4.8	Review annual ROE Building Inspection report and respond to areas noted.	SG	Review completed	J. Davis J. Ayers	4/05	11/05	Ongoing	5/06

# Action Plan

**Strategy 6, Plan 5: We will provide and maintain facilities and services in alignment with the District's long-range planning.**

**Specific Results: Provide a safe and healthy environment for all staff and students.**

**Identified Link/Data Source**

Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved campus climate

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
6.5.1	Provide video surveillance in critical areas of all campuses.	SG	Plan documented	E. Burley	1/05	6/05	8/05	In-progress
6.5.2	Ensure adequate lighting for safety on campuses.	SG	Task Analysis Report	G. Slade	4/03	6/04	Annually	Ongoing
6.5.3	Implement and enforce air and water quality standards for all campuses.	SG	Documentation of changes	G. Slade	6/01	Annually	Ongoing	
6.5.4	Develop a systematic plan for asbestos abatement.	SG	Planning documents; AHERA Maintenance Plan updated every three years *	J. Davis J. Ayers	6/03 9/06	7/03 10/06	11/03 12/06	11/03
6.5.5	Evaluate the need for health services on all campuses.		Evaluation completed	B. Shepperd, M. Jobe, Health Committee	1/03	4/03	7/03	7/03
6.5.6	Implement health services as recommended.		Services consistently implemented	B. Shepperd, Deputy Supts.	8/03	Annually	5/07	
6.5.7	Provide proper nutrition for all students and staff.	SG	ISBE food service audit; monthly menus	Director of Food Services	1/01	Monthly	Ongoing	
6.5.8	Develop plan for Health and Life Safety work during summer of 2005	SG	Inspection and documentation	J. Davis J. Ayers	6/05	7/05		9/05

# Action Plan

**Strategy 6, Plan 6: We will provide and maintain facilities and services in alignment with the District's long-range planning.**

**Specific Results: Provide safe and efficient transportation for students.**

**Identified Link/Data Source**

Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved campus climate

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
6.6.1	Provide diversity training to all bus drivers and bus monitors.	SG	Minutes from training	J. Kirk	8/03	Dec., Apr. Annually	12/04	10/18/04
6.6.2	Provide video surveillance on all school buses.	SG	Documentation	J. Kirk	8/02	10/03	12/03	6/03
6.6.3	Establish communication protocol between bus drivers and campus administrators to ensure immediate response to disciplinary issues.	SG	Protocol documented	J. Kirk E. Burley	7/03	8/03	Annually	8/04
6.6.4	Ensure a safe drop-off and pick-up area for students at each attendance center.	CD, SG	Documentation from principals	J. Kirk Principals	Annually	8/04	8/04	8/04
6.6.5	Provide safe bus transportation to and from all school activities.	CD, SG	Documentation of incident reports	J. Kirk	Ongoing	Ongoing	Ongoing	
6.6.6	Review practices and procedures with District employees and community agencies relating to accident and emergency issues.	SG	Meeting minutes	J. Kirk E. Burley	Annually	9/04	Annually in August	8/04
6.6.7	Review and update Board policy as it relates to student transportation.	SG	Meeting minutes	J. Kirk E. Burley	8/04	1/05	Ongoing	
6.6.8	Update the Edulog student transportation software.	CM, SG	Documentation of update	J. Kirk	8/03	Annually	Ongoing	
6.6.9	Establish bus routes to minimize length of time students must be on buses.	CD, SG	Documentation of routes	J. Kirk	7/03	Annually	Annually in July	8/03
6.6.10	Develop transportation plan to insure each elementary school its own dedicated routes.	SG		J. Kirk	4/05	Annually	Annually in June	6/05
6.6.11	Contract with Mass Transit system to transport middle and senior high students.	SG	Presentation of contract to Board of Education	J. Kirk J. Davis E. Burley	2/05	Annually	5/05	5/05

**CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
STRATEGIC PLAN UPDATE**

**STRATEGY 7: WE WILL ENSURE FISCAL RESPONSIBILITY AND AN EQUITABLE DISTRIBUTION OF RESOURCES.**

**Specific Results:**

- 7.1 Conduct a comprehensive financial audit.
- 7.2 Develop and monitor a budget that supports District goals.
- 7.3 Review and refine internal financial controls.
- 7.4 Ensure the distribution of resources supports the implementation of the Consent Decree and related documents.
- 7.5 Review and update revenue sources for information and expenditure needs.

# Action Plan

**Strategy 7, Plan 1:** We will ensure fiscally responsible and an equitable distribution of resources.

**Specific Results:** Conduct a comprehensive financial audit.

**Identified Link/Data Source**

Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student achievement via efficient use of District resources

**LINK:** CM = Court Monitor

CD = Consent Decree

SG = Supt.'s Goals

CFO = Chief Financial Officer

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
7.1.1	Define parameters of a financial audit.	SG	RFP for audit	CFO	February Annually	March Annually	May Annually	May Annually
7.1.2	Select an audit firm.	SG	Board approval of audit contract	CFO	February Annually	April Annually	May Annually	May Annually
7.1.3	Conduct audit.	SG	On-site review of financial records by audit firm	Audit firm Business Office	August Annually	October Annually	October Annually	October Annually
7.1.4	Present audit to Board/public.	SG	Presentation of audit for acceptance by Board of Education	Audit firm	May Annually	October Annually	December Annually	December Annually
7.1.5	Evaluate audit recommendations.	SG	Plan of implementation	Supt. BOE CFO	November Annually	February Annually	February Annually	February Annually
7.1.6	Implement audit recommendations as appropriate.	SG	Plan of implementation	CFO Business Office	January Annually	February Annually	Ongoing	February Annually

# Action Plan

**Strategy 7, Plan 2:** We will ensure fiscally responsible and an equitable distribution of resources.

**Specific Results:** Develop and monitor a budget that supports District goals.

**Identified Link/Data Source**

District Strategic Plan 1996  
Superintendent's Goals

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student achievement via efficient use of District resources

**LINK:** CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals    CFO = Chief Financial Officer

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
7.2.1	Begin revenue projections for upcoming year	SG	Revenue projections	CFO	January Annually	April Annually	August Annually	August Annually
7.2.2	Review staffing requests for upcoming year	SG	Staffing Considerations List	Principal Dept. Heads Beth Shepperd	January Annually	April Annually	August Annually	August Annually
7.2.3	Present preliminary budget to the Board	SG	Presentation	CFO	January Annually	April Annually	June Annually	July Annually
7.2.4	Refine budget & present to the Board	SG	Presentation	CFO	April Annually	May Annually	August Annually	August Annually
7.2.5	Finalize budget & meet all statutory requirements	SG	Budget Document Quarterly	CFO	September Annually	September Annually	August Annually	August Annually
7.2.6	Monitor budget for changes in actual numbers vs. budgeted numbers	SG	Board of Education responses	CFO	September Annually	November Annually	Ongoing	Ongoing

# Action Plan

**Strategy 7, Plan 3: We will ensure fiscally responsible and an equitable distribution of resources.**

**Specific Results: Review and refine internal financial controls.**

**Identified Link/Data Source**

Illinois State Board of Education Annual Financial Report  
Independent Audit Report

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student achievement via efficient use of District resources

**LINK: CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals    CFO = Chief Financial Officer**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
7.3.1	Review internal practices according to audit recommendations.	SG	Meeting minutes, list of audit recommendations	CFO	December Annually	December Annually	Annually	February Annually
7.3.2	Review and establish efficient fiscal practices.	SG	List of target practices	CFO Business Office	Ongoing	December Annually	Annually	Ongoing
7.3.3	Ensure appropriate internal control procedures.	SG	Annual audit	CFO Business Office	Ongoing	December Annually	Annually	Ongoing

# Action Plan

**Strategy 7, Plan 4:** We will ensure fiscally responsible and an equitable distribution of resources.

**Specific Results:** Ensure the distribution of resources supports the implementation of the Consent Decree and related documents.

**Identified Link/Data Source**

Consent Decree  
Controlled Choice  
Dr. Peterkin's Monitoring Report  
Equity Implementation Plan

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student achievement via efficient use of District resources

**LINK:** CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals    CFO = Chief Financial Officer

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
7.4.1	Develop an equity budget.	CM, SG	Budget documents with specific areas identified	D. Norris CFO	March Annually	June Annually	June Annually	August Annually
7.4.2	Share the equity budget with Planning and Implementation Committee.	CM, SG	Provide copies of tentative budget specific to Equity Plan	D. Norris CFO	June Annually	June Annually	June Annually	August Annually
7.4.3	Monitor the District budget to ensure equitable allocation of resources.	CM, SG	Biannual report to Supt.	D. Norris CFO	August Annually	May & Nov Annually	Biannually Jun. & Dec.	Ongoing
7.4.4	Monitor staffing guidelines to ensure equitable allocation of human resources.	CM, SG	AA/EEO Report; staffing report	B. Shepperd D. Norris	March Annually	April Annually	May Annually	Ongoing

# Action Plan

**Strategy 7, Plan 5: We will ensure fiscally responsible and an equitable distribution of resources.**

**Specific Results: Review and update revenue sources for information and expenditure needs.**

**Identified Link/Data Source**

Revenues: County Clerk and County Supervisors,  
Illinois State Board of Education, Federal  
Department of Education  
Expenditures: Building and Program Administrators

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student achievement via efficient use of District resources

**LINK: CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals      CFO=Chief Financial Officer**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
7.5.1	Contact on a regular basis the County Assessor's Office to update growth information relating to local property taxes.	SG	Maintain file with dates & updated information	CFO	August	October Annually	April	April Annually
7.5.2	Contact on a regular basis the Illinois State Board of Education to update financial information relating to General State Aid (GSA), Categorical Funds, and Federal Program funds.	SG	Regular review of State website to print updates	CFO Grant Admins.	Ongoing	Monthly	Ongoing	Ongoing
7.5.3	Review with Human Resources the staffing needs for all programs so appropriate staffing levels are maintained.	SG	Job postings	B. Shepperd D. Norris CFO	Ongoing	January Annually	July	August
7.5.4	Review all other expenditure areas to provide appropriate program support.	SG	Monthly budget reports	Principals Program/Grant Administrators CFO	Ongoing	January Annually	Ongoing	Ongoing
7.5.5	Determine appropriate General State Aid (GSA) numbers to submit to ISBE	SG	Attendance and enrollment numbers	G. Logas F. Clarke	August	May	June	June

**CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
STRATEGIC PLAN UPDATE**

**STRATEGY 8: WE WILL ESTABLISH AND MAINTAIN TIMELY, EFFECTIVE TWO-WAY COMMUNICATION WITH ALL STAKEHOLDERS.**

***Specific Results:***

- 8.1 Hold quarterly community forum meetings to address questions related to school issues and allow input of ideas from community members.
- 8.2 Provide training and ongoing communication for all stakeholders to ensure understanding of the District's responsibilities as outlined in the Consent Decree and other related documents.
- 8.3 Present information to the staff, Court Monitor, and the Planning and Implementation Committee to communicate progress of the District's implementation of the Consent Decree and related documents.
- 8.4 Provide training for all employees in positive communication skills to build trust and enhance performance.
- 8.5 Ensure effective communication on topics relevant to the school District with staff, families, and the community.

# Action Plan

**Strategy 8, Plan 1:** We will establish and maintain timely, effective, two-way communication with all stakeholders.

**Specific Results:** Hold quarterly community forum meetings to address questions related to school issues and allow input of ideas from community members.

**Identified Link/Data Source**

District Strategic Plan 1996  
 Dr. Abers' School Climate Study  
 Superintendent's Goals  
 AA/EEO report

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved campus climate; increased minority participation in Gifted/Talented and Level III courses; improved student achievement

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
8.1.1	Implement a Key Communicator Network to hold quarterly forums for community members.	CM, SG	Participant sign-in; agenda; evaluation	A. Culver, B. Shepperd	2/03	2/03	2/03	2/03
8.1.2	Expand Key Communicator Network to include a larger email group.	CM, SG	Documentation of emails	B. Shepperd	11/05	1/06	2/06	Ongoing
8.1.3	Provide timely information and high quality data to the Planning Implementation Committee (PIC).	CM, SG	Feedback from PIC at May meeting	D. Norris D. Martin	2/03	4/03	Ongoing	
8.1.4	Establish Superintendent's Communication Council to provide two-way communication with employees.	SG	Agendas; Evaluations; minutes	A. Culver, B. Shepperd	3/03	3/03	Ongoing	

# Action Plan

**Strategy 8, Plan 2:** We will establish and maintain timely, effective, two-way communication with all stakeholders.

**Specific Results:** Provide training and ongoing communication for all stakeholders to ensure understanding of the District's responsibilities as outlined in the Consent Decree and other related documents.

**Identified Link/Data Source**

Consent Decree  
 District Strategic Plan 1996  
 Dr. Abers' School Climate Study  
 Superintendent's Goals  
 AA/EEO report

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Provide training and ongoing communication for all stakeholders to ensure understanding of the District's responsibilities as outlined in the Consent Decree and other related documents.

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
8.2.1	Maintain diverse participation on District and campus-level committees.		Annual report of membership by ethnicity and gender	D. Norris	1/03	9/03	Ongoing	Annual
8.2.2	Implement ongoing training for all staff to ensure understanding of the Consent Decree and related documents.		Documentation of training	D. Norris Principals	1/03	4/03	5/03 Annually for new employees	Sept. 1 Annually
8.2.3	Communicate regular progress on the goals and long-range plan, as they align with the Consent Decree and related documents.		Annual report in the "To The Point" newsletter; monthly report to the Board; quarterly to Dr. Peterkin	D. Norris	1/03	Reports at each Board meeting	Annual report due 7/03	Annually
8.2.4	Publish and disseminate summative report on progress of the long-range plan.		Published report	B. Shepperd	1/03	3/03	9/03	Annually

# Action Plan

**Strategy 8, Plan 3:** We will establish and maintain timely, effective, two-way communication with all stakeholders.

**Specific Results:** Present information to the staff, court monitor, and the Planning and Implementation Committee to communicate progress of the District's implementation of the Consent Decree and other related documents.

**Identified Link/Data Source**

Consent Decree  
 District Strategic Plan 1996  
 Equity Implementation Plan  
 Superintendent's Goals  
 AA/EEO report

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Reduced dropout rate; improved student achievement; reduced discipline referrals; improved student attendance; reduced achievement gap; reduced suspension rate

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
8.3.1	Produce a semi-annual Court Monitor report on the progress of special education students.	CM, SG	Publish in Court Monitor Report	S. Gibbons	6/03	Semiannually to Leadership 6/04; 04/06	Ongoing	
8.3.2	Analyze and produce a Court Monitor report regarding the achievement levels of students in part-time and full-time gifted/talented programs by race, gender, and socio-economic status.	CM, SG	Publish in Court Monitor Report	M. Muller	5/03	Semiannually to Leadership 6/04	6/04	6/04
8.3.3	Analyze and publish Court Monitor reports on drop-out, attendance, discipline, participation in upper-level courses and failure rates.	CM, SG	Publish in Court Monitor Report	F. Clarke D. Martin	5/03	Semiannually to Leadership 6/04	6/04- Ongoing Quarterly	6/04 in Monitor Report
8.3.4	Make semi-annual Court Monitor reports to Planning and Implementation Committee and to staff on the progress of Consent Decree indicators.	CM, SG	Publish in Court Monitor Report	D. Norris	5/03	Semiannually to Leadership 1/04	Annually May	
8.3.5	Share results of the AA/EEO report with Planning and Implementation Committee and with staff.	CM, SG	Presentation of report to Audit Committee & Board of Education	B. Shepperd	1/03	2/03	Annually February	2/03 Annually

# Action Plan

**Strategy 8, Plan 4:** We will establish and maintain timely, effective, two-way communication with all stakeholders.

**Specific Results:** Provide training for all employees in positive communication skills to build trust and enhance performance.

**Identified Link/Data Source**

District Strategic Plan 1996  
 Dr. Abers' School Climate Study  
 Superintendent's Goals  
 AA/EEO report

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved campus climate

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
8.4.1s	Include training for positive communication skills in the District's Staff Development Plan.		Completion of training	A. Ellis	12/03	10/03	5/04	8/04

# Action Plan

**Strategy 8, Plan 5:** We will establish and maintain timely, effective, two-way communication with all stakeholders.

**Specific Results:** Ensure effective communication on topics relevant to the school district with staff, families, and the community.

**Identified Link/Data Source**

District Strategic Plan 1996  
 Dr. Abers' School Climate Study  
 Superintendent's Goals  
 AA/EEO report

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved campus climate; improved student achievement

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
8.5.1	Evaluate and update District print materials.	CM, SG	Present budget to Supt. for updating print materials	B. Shepperd	2/03	3/03	4/03	Annually
8.5.2	Coordinate efforts within the Family Information Center in communicating issues related to the Consent Decree.	CM, SG	Customer service survey	D. Norris H. Paulk B. Shepperd	2/03	3/03	6/03	Annually
8.5.3	Provide regular news releases regarding topics of community interest.	SG	Report annually to leadership numbers of articles published	B. Shepperd	1/03	3/03	6/03 Ongoing	Annually
8.5.4	Publish a quarterly newsletter (To the Point) on topics of community interest.	SG	Published newsletters	B. Shepperd	1/03	4/03	Quarterly	Annually
8.5.5	Evaluate and update the District website for effectiveness.	SG	Revised web site	F. Clarke	6/03	9/03	1/04	7/05

**CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
STRATEGIC PLAN UPDATE**

**STRATEGY 9: WE WILL DIRECT RESOURCES, SERVICES, AND STAFF TO IMPLEMENT THE TECHNOLOGY PLAN, WHICH INCLUDES ESTABLISHING A DISTRICT-WIDE INFORMATIONAL TECHNOLOGY SYSTEM.**

**Specific Results:**

- 9.1 Conduct a comprehensive technology audit.
- 9.2 Establish standards for technology products, i.e. hardware, software, operating systems, and infrastructure.
- 9.3 Ensure equitable distribution of technology resources for all students and staff.
- 9.4 Monitor data integrity in all areas of District operations.
- 9.5 Provide professional development to maximize effective use of technology.
- 9.6 Gather community, faculty, staff, student and administration input in the creation of a new Long-Range Plan for Technology 2006-2009.

# Action Plan

**Strategy 9, Plan 1:** We will direct resources, services, and staff to implement the technology plan, which includes establishing a District wide informational technology system.

**Specific Results:** Conduct a comprehensive technology audit.

**Identified Link/Data Source**

Consent Decree  
 District Technology Plan 2006-09  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 Strategic Plan 1996

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement; reduced achievement gap; increased equitable access to technology resources

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
9.1.1	Gather and review proposals to conduct a technology audit for presentation to the Board of Education for expenditure approval.	CM, SG	Technology audit expenditures brought to the Board for approval	K. Reed	1/03	6/03	11/03	11/03
9.1.2	Utilize the completed technology inventory to identify gaps and/or inequity in the distribution of technology resources.	CM, SG	Gaps and inequity in the distribution of technology resources identified	F. Clarke	7/03	8/03	Ongoing	
9.1.3	Standardize the technology available at all schools, beginning with the high school, moving to the middle schools and then the elementary schools.	CM, SG	Technology at the high, middle, & elementary schools are standardized	F. Clarke	8/02	8/03	9/03 Ongoing	
9.1.4	Provide additional technology resources where necessary at low performing schools to enhance opportunities for students.	CM, SG	Low performing schools have the necessary technology resources to enhance resources to enhance opportunities for students	F. Clarke	8/02	8/03 1/04 8/04 1/05 8/05 1/06	11/06	

# Action Plan

**Strategy 9, Plan 2:** We will direct resources, services, and staff to implement the technology plan, which includes establishing a district-wide informational technology system.

**Specific Results:** Establish standards for technology products, i.e., hardware, software, operating systems, and infrastructure.

**Identified Link/Data Source**

Consent Decree  
 District Technology Plan 2006-09  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 Strategic Plan 1996

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement; reduced achievement gap; increased equitable access to technology resources

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
9.2.1	Establish procedures to transition toward a single platform environment.	CM, SG	Procedures are in place to transition to a single platform environment	F. Clarke	8/02	1/05 1/06 1/07	1/07	
9.2.2	Establish procedures to transition to a single, integrated software package for District communications during the next 4 years.	CM, SG	Procedures are in place to transition to a single platform integrated software package	F. Clarke	8/02	1/05 1/06 1/07	1/07	
9.2.3	Establish standardized software adoptions for all schools based on grade level and curriculum needs.	CM, SG	Software adoptions are standardized for all schools by grade level and curriculum needs	F. Clarke	8/02	1/05 1/06 1/07	1/07	
9.2.4	Establish procedures to transition to a single operating system during the next 4 years.	CM, SG	Procedures are in place to transition to a single operating system	F. Clarke	8/02	1/05 1/06 1/07	1/07	
9.2.5	Establish procedures to transition to a single infrastructure during the next 4 years.	CM, SG	Procedures are in place to transition to a single infrastructure	F. Clarke	8/02	1/05 1/06 1/07	1/07	

# Action Plan

**Strategy 9, Plan 3:** We will direct resources, services, and staff to implement the technology plan, which includes establishing a district-wide informational technology system.

**Specific Results:** Ensure equitable distribution of technology resources for all students and staff.

**Identified Link/Data Source**

Consent Decree  
 District Technology Plan 2006-09  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 Strategic Plan 1996

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement; reduced achievement gap; increased equitable access to technology resources

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
9.3.1	Develop a monitoring system that analyzes student to computer ratios for all ethnographic groups.	CM, SG 170176	A monitoring system in place that analyzes computer ratios for all ethnographic groups	D. Malone	8/02	1/03	8/03	9/04
9.3.2	Redistribute technology resources based on the monitoring system results.	CM, SG 173	Resources are distributed based on the monitoring system results	F. Clarke	8/02	1/03	Ongoing	
9.3.3	Monitor redistribution and purchase of additional resources through the technology replacement program lease.		Redistribution & purchase of additional resources are monitored through the leasing program	F. Clarke	8/02	1/05 1/06 1/07	5/07	

# Action Plan

**Strategy 9, Plan 4:** We will direct resources, services, and staff to implement the technology plan, which includes establishing a district-wide informational technology system.

**Specific Results:** Monitor data integrity in all areas of District operations.

**Identified Link/Data Source**

Consent Decree  
District Technology Plan 2006-09  
Dr. Peterkin's Monitoring Report  
Equity Implementation Plan  
Strategic Plan 1996

**Resources Needed/Funding Source**

Local/State/Federal Funds  
Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
Summative: Improved student achievement; reduced achievement gap; increased equitable access to technology resources

**LINK: CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
9.4.1	Hire a data management coordinator to develop and monitor systems of data entry.	CM, SG 173	Data management coordinator has been hired to monitor status of data entry	K. Reed	3/03 4/03	3/03 4/03	6/03	6/03
9.4.2	Evaluate the student accounting software and make recommendations.		Recommendations have been made for student accounting software	F. Clarke	7/04	1/05	3/05	8/04
9.4.3	Evaluate the Human Resources' software and make recommendations.	CM, SG	Recommendations have been made for Human Resources software	F. Clarke D. Malone	7/03	1/04	3/04	8/04
9.4.4	Evaluate the finance software and make recommendations.	CM, SG	Recommendations have been made for finance software	F. Clarke D. Malone	7/03	1/04	3/04	8/04
9.4.5	Evaluate the transportation software and make recommendations.	CM, SG	Recommendations have been made for transportation software	F. Clarke D. Malone	7/03	1/04	3/04	8/04
9.4.6	Conduct monthly audits of discipline focusing on five identified potential areas of concern.	CM, SG 176	Monthly error reports are produced and disseminated to the buildings, timeline for corrections set	F. Clarke	9/06	Monthly	Monthly	Ongoing
9.4.7	Conduct mandatory monthly meetings with Attendance and discipline data entry personnel	CM, SG 176	Monthly meeting schedule	F. Clarke	9/06	Monthly	Monthly	Ongoing
9.4.8	Establish data auditing procedures to review logical links and trace pathways within the monthly datamart calculating files.	CM, SG 176	Procedures established	F. Clarke	9/06	11/06	1/07	

# Action Plan

**Strategy 9, Plan 5:** We will direct resources, services, and staff to implement the technology plan, which includes establishing a district-wide informational technology system.

**Specific Results:** Provide professional development to maximize effective use of technology.

**Identified Link/Data Source**

Consent Decree  
 District Technology Plan 2006-09  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan  
 Strategic Plan 1996

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement; reduced achievement gap; increased equitable access to technology resources

**LINK:** CM = Court Monitor      CD = Consent Decree      SG = Supt.'s Goals

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
9.5.1	Implement the District Long-Range Plan for technology (2002-2005).	CM, SG 175	The Long-Range Technology Plan has been implemented	K. Reed F. Clarke	7/02	7/03 7/04 7/05	7/05	7/05
9.5.2	Allocate between 20-25% of the technology budget to fund the comprehensive staff development program for technology.	CM, SG 177	Twenty-five percent (25%) of the technology budget is spent on a comprehensive staff development program	F. Clarke	7/02	7/03 7/04 7/05	7/05	Ongoing
9.5.3	Staff development that is conducted will be related to the District's hardware/software to maximize the integration of technology in the teaching/learning process utilizing engaged learning and be based on the District's technology standards that have been developed.	CM, SG 177	Staff development emphasizes District hardware, software, integration of technology in the classroom that is based on the District's technology standards	F. Clarke	7/02	7/03 7/04 7/05	7/05	Ongoing
9.5.4	Implement The Districts Long Range Plan for Technology (2006-2009)	CM, SG, 175	The Long-Range Technology Plan has been implemented	F. Clarke	7/06	10/06 3/07	Ongoing	Ongoing

# Action Plan

**9.6 We will gather community, faculty, staff, student and administration input in the creation of a new Long-Range Plan for Technology 2005-2008**

**Specific Results: Create a Technology Plan that represents the desires and collective vision of the District.**

**Identified Link/Data Source**

Consent Decree  
 District Technology Plan 2006-09  
 Dr. Peterkin's Monitoring Report  
 Equity Implementation Plan

**Resources Needed/Funding Source**

Local/State/Federal Funds  
 Grants

**Evaluation Design**

Formative: Quarterly report to Board of Education and Court Monitor  
 Summative: Improved student achievement; reduced achievement gap;  
 increased equitable access to technology resources

**LINK: CM = Court Monitor    CD = Consent Decree    SG = Supt.'s Goals**

Step #	Action Steps	Link Source	Means of Measure	Assigned	Start Date	Progress Check Date	Due Date	Completed Date
9.6.1	Create a District long-range plan for technology (2006-2009).	CM, SG	The long-range technology plan has been implemented	F. Clarke	12/05	2/06 4/06 6/06	6/06	6/06
9.6.2	Solicit input via surveys and community forums to determine the direction and desires of the community.	CM, SG	Surveys include representation from all stakeholders	F. Clarke	10/04	Quarterly	Ongoing	Ongoing
9.6.3	Present the plan for approval to the District Board of Trustees, the Regional Office of Education, and the State.	CM, SG	Technology Plan approved at local, regional and State level.	F. Clarke	6/06	6/06	6/06	6/06