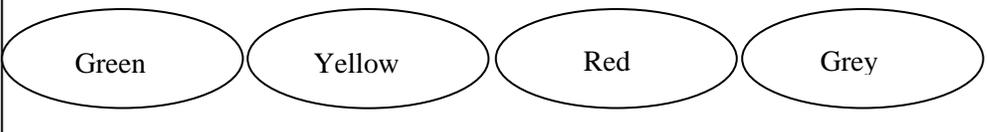
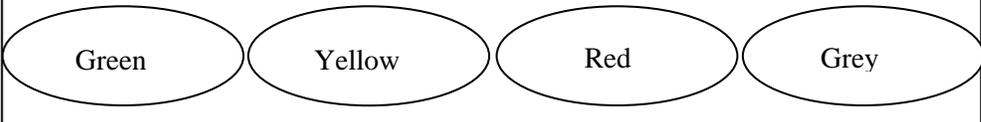
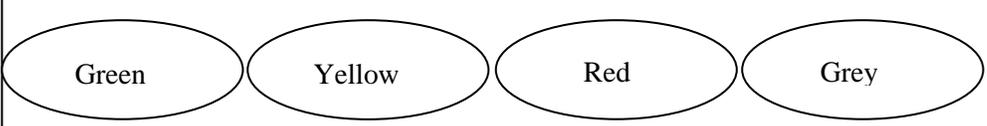


<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	<p>PS#1. Conduct and implement staff development and training in "Best Practices" (e.g. innovative interactive research based curriculum and instructional practices) by content and grade level on an annual basis</p> <p>PS#2. Implement differentiated instruction/strategies used for Gifted/Honors for students in all classrooms.</p>
Positions Accountable for Procedural Step:	Deputy Superintendent, Director of Secondary Curriculum and Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Directors of Curriculum and Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p style="margin: 0;">Green Yellow Red Grey</p> </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Staff development database 2. Classroom observations 3. Principal walkthrough documents
Data Analysis:	<ol style="list-style-type: none"> 1. Review of professional development offerings according to staff development plan for 07-08 2. Review of observations by Principals and Curriculum Department

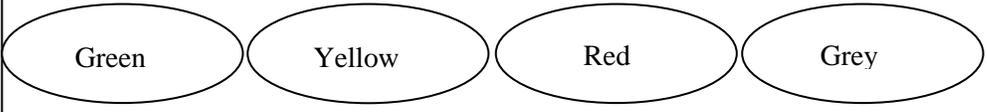
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Principals will analyze observation reports and provide a written assessment of training implementation to their immediate supervisor.2. Results from Curriculum Department observations and meetings will be analyzed.3. Curriculum Department will review implementation data and provide recommendations for support to specific buildings.4. Director of Secondary Curriculum will provide a written assessment of professional development and classroom implementation of recommended strategies.5. Deputy Superintendent submits quarterly analysis to Superintendent.6. The Superintendent responds to this information and makes recommendations.7. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#3. Intensify implementation of curriculum maps, quarterly assessments and benchmark assessments to evaluate the effectiveness of the District's curriculum and student mastery of the grade level and course standards. PS#4. Utilize Mastery Manager to monitor student mastery of grade level content and adjust instruction accordingly.
Positions Accountable for Procedural Step:	Deputy Superintendent, Directors Curriculum, Curriculum Coordinators and Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Directors of Curriculum, Coordinators, Principals, Teachers
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Formative data (Quarterly and Benchmark results), summative data (ISAT,PSAE), grade distribution 2. Principal notebooks 3. Teacher collaboration meeting minutes 4. Teacher survey re: Mastery Manager 5. Curriculum maps
Data Analysis:	<ol style="list-style-type: none"> 1. Review ISAT and PSAE results 2. Review of quarterly assessment results 3. Review of benchmark results 4. Review of grade distribution data

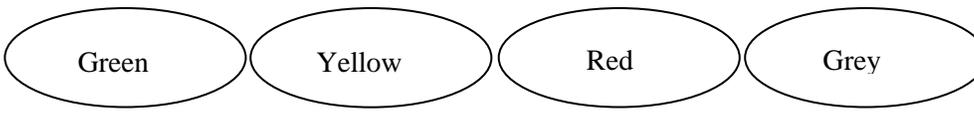
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. District level assessment results will be analyzed and presented to Principals.2. Principals will review building, grade level, subject area and individual classroom results with teachers.3. Principals will schedule individual meetings with teachers whose data indicate a need for intervention. Individual action plans will be developed for classrooms where large numbers of students are not being successful.4. Plans will be submitted to the Principal's Supervisor and monitored.5. District and building level data will be monitored by the Curriculum Department to assess effectiveness of maps and assessments.6. Deputy Superintendent submits quarterly analysis and recommendations to Superintendent.7. The Superintendent responds to this information and makes recommendations.8. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.9. The District will present how it analyzes formative student assessment data to the Monitor and Plaintiffs' counsel at the Fall 2007 Quarterly Meeting.
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<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#5. Implement the Developmental Reading Assessment (DRA) K-8 to determine students' reading accuracy, fluency and comprehension levels. PS#6. Implement approved reading adoption program in grades K-12 to accelerate students reading on or above grade level.
Positions Accountable for Procedural Step:	Deputy Superintendent, Directors Curriculum, Curriculum Coordinators and Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Directors of Curriculum, Coordinators, Principals, Teachers
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. DRA results, Reading Recovery discontinuation rates, Reading grades for the Flex period at middle schools, ELA I & II grades and English grades at the high schools 2. Notes from Principal meetings with supervisor 3. Schools Interoperability Framework 4. Principal and Coordinator walkthrough documents
Data Analysis:	<ol style="list-style-type: none"> 1. Review DRA 2. Review of Reading Recovery student data 3. Review of reading grades

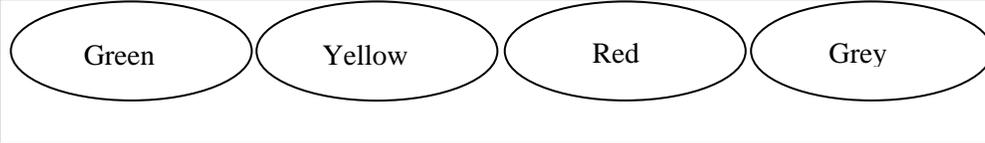
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Principals will review all reading data in collaboration meetings or team meetings with teachers.2. Strategies to accelerate students' reading levels will be shared.3. Principals will provide a written analysis of students' progress in reading to their supervisor and the Deputy Superintendent.4. The Curriculum Department will review data and make determinations for individual building support as needed.5. Deputy Superintendent submits quarterly analysis and recommendations to Superintendent.6. The Superintendent responds to this information and makes recommendations.7. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.8. The District will present how it analyzes formative student assessment data to the Monitor and Plaintiffs' counsel at the Fall 2007 Quarterly Meeting.
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Operational Plan	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#7. Continue implementation of standards-based mathematics curriculum K-12 to accelerate problem-solving and mastery of math concepts.
Positions Accountable for Procedural Step:	Deputy Superintendent, Directors of Curriculum, Curriculum Coordinators and Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Directors of Curriculum and Equity, Coordinators, Principals, Teachers
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. ISAT and PSAE scores 2. Quarterly assessment data 3. Math grade distribution data 4. Principal notebooks 5. Principal walkthrough documents 6. Curriculum maps
Data Analysis:	<ol style="list-style-type: none"> 1. Review and analysis of all data stated above

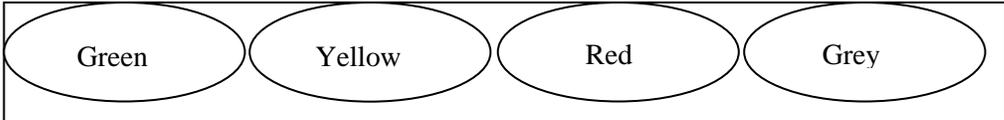
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Principals review data with teachers by building, team and individual teacher.2. Principals provide written analysis to supervisor and Deputy Superintendent.3. Deputy Superintendent /Principal Supervisor review notebooks for supporting documentation.4. Deputy Superintendent meets with Curriculum Department to review any curriculum evaluations from the department. Math coordinators provide written evaluation of curriculum in monthly meetings.5. Deputy Superintendent submits quarterly analysis and recommendations to Superintendent.6. The Superintendent responds to this information and makes recommendations.7. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.8. The District will present how it analyzes formative student assessment data to the Monitor and Plaintiffs' counsel at the Fall 2007 Quarterly Meeting.9. ISAT and PSAE results will be shared with the Monitoring Team as soon as final scores are available.
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<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	<p>PS# 8. Fully implement AVID program in all secondary schools:</p> <ul style="list-style-type: none"> • Provide community information meetings about AVID • Review National Site Team evaluation by Level III Task Force • Codify entrance and exit criteria, interventions and supports <p>PS#9. Aggressively recruit to increase participation rates of African American students to a target level of 70-75% of all AVID participants at each school. Special considerations will be taken into account if a school has high overall minority enrollment.</p>
Positions Accountable for Procedural Step:	Director of Secondary Curriculum, AVID District Site Coordinator, Building level site coordinators
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Director of Equity, Director of Secondary Curriculum, AVID District Site Coordinator, Building level site coordinators, Middle and High School Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Community Information Meeting Agendas 2. Site team meeting minutes regarding the review of National Site Team Evaluation 3. Level III Task Force minutes 4. AVID Site Team agendas and meeting minutes 5. Level III and AP enrollment of AVID students 6. Enrollment data of African American students 7. Middle school orientation documentation 8. Outreach meeting agendas 9. NAAPID documentation 10. Codified Level III procedures

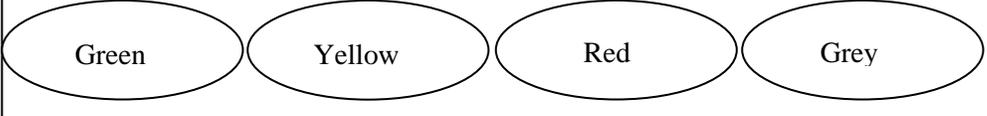
Data Analysis:	1. Review and analysis of all data stated above
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principals will review AVID grade rate distribution and provide a written analysis quarterly to AVID District Coordinator, Director of Equity, Director of Secondary Curriculum, and Deputy Superintendent. 2. Principals and Site Coordinators will review schedules of AVID students related to Honors/Level III and AP courses each semester. 3. Quarterly report with recommendations will be submitted to the Superintendent. 4. Superintendent responds to report and recommendations. 5. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#10. Enroll and support African American students in upper level courses (schedule African American cohorts in upper level courses). PS#11. Maintain Level III Task Force to increase and support successful participation in upper level courses.
Positions Accountable for Procedural Step:	Deputy Superintendent, Director of Equity, Director of Secondary Curriculum, High School Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Director of Equity, Director of Secondary Curriculum, High School Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Documentation of African American student participation in support mechanisms 2. Disaggregated enrollment in Level III/ Honors/AP 3. Review of schedules of African American students to determine cohort groups 4. Level III Task Force minutes and agendas 5. Weekly review of Academic Watch List and documentation of support mechanisms related to Pyramid of Interventions
Data Analysis:	<ol style="list-style-type: none"> 1. Review and analysis of all data stated above

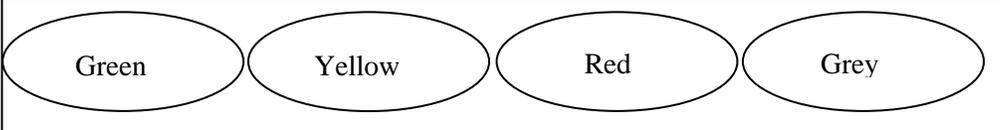
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Principals will review grade rate distributions in Honors/Level III/AP and provide written summary and analysis to supervisor and Deputy Superintendent.2. Principals will review scheduling of African American students and provide written verification of cohort groups.3. Director of Equity and Director of Secondary Curriculum will evaluate course placement and registration of enrichment and honor level students from 5th to 6th and 8th to 9th grades.4. Quarterly report with recommendations is submitted to the Superintendent.5. Superintendent responds to report and recommendations.6. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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Operational Plan	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#12. Create PEP plans for elementary and middle school students not achieving at grade level.
Positions Accountable for Procedural Step:	Principals, Teachers, Principal Supervisor
Positions Accountable for Student Outcome Analysis:	Principals, Teachers
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. PEP plans (building level) 2. Grade reports
Data Analysis:	<ol style="list-style-type: none"> 1. Review and analysis of PEP plans for all identified students/parental signatures 2. Review and analysis of grade distribution reports

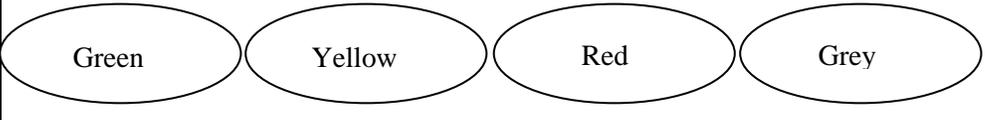
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Teachers develop PEP plans for identified students.2. Plans are reviewed with parents and copies submitted to the Principal.3. Principals monitor student progress via grade reports and meet with individual teachers as determined by data.4. Principals provide written analysis of student progress to the Deputy Superintendent and Principal Supervisor.5. Deputy Superintendent submits quarterly analysis and recommendations to Superintendent.6. The Superintendent responds to this information and makes recommendations.7. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.8. District reports percentage of PEP plans developed on quarterly basis to Monitoring Team.
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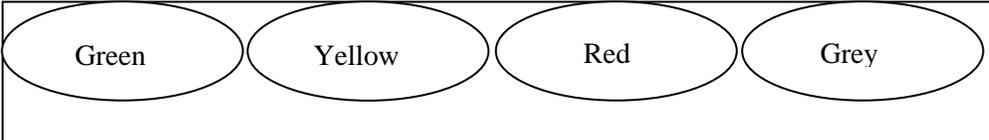
Operational Plan	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#13. Enhance the implementation of a tutorial support program and enhance and refine the delivery methods.
Positions Accountable for Procedural Step:	Deputy Superintendent, Director of Elementary Curriculum, Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Director of Elementary Curriculum, Principals, Teachers
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Extended learning plans by building 2. Documentation of African American student participation in support mechanisms 3. Grade reports by quarter
Data Analysis:	<ol style="list-style-type: none"> 1. Review, analysis and approval of Extended Learning Proposals 2. Review of participation rates 3. Review and analysis of grade distribution reports

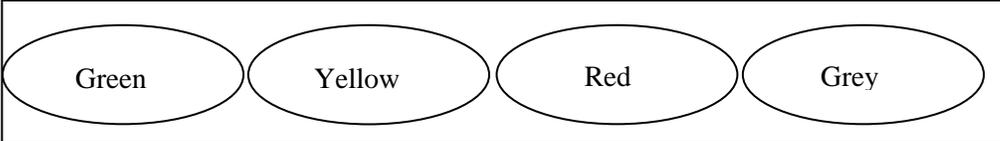
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Principals review tutorial logs with teachers which are submitted weekly.2. Plans are devised (if needed) to increase attendance.3. Principals monitor student progress via grade reports and meet with tutorial teachers as well as classroom teachers to assess student progress.4. Principals provide written analysis of student progress to the Deputy Superintendent and Principal Supervisor.5. Deputy Superintendent submits quarterly analysis and recommendations to Superintendent.6. The Superintendent responds to this information and makes recommendations.7. District submits report on actions taken on quarterly or semi-annual basis to Monitoring Team.
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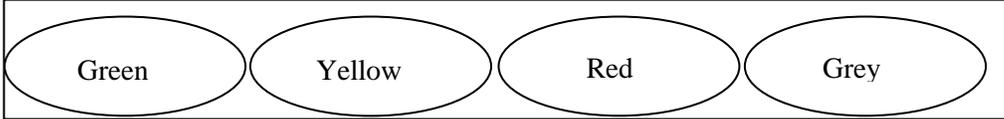
<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Seek to eliminate unwarranted disparities in the enrollment of minority students in upper level courses.
Procedural Steps (PS#):	PS#14. Develop system-wide pyramids of academic interventions for students working below and above grade level.
Positions Accountable for Procedural Step:	Deputy Superintendent, Directors of Curriculum, Curriculum Coordinators and Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Directors of Curriculum and Equity, Curriculum Coordinators, Principals, Teachers
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Distribution of Pyramids of Intervention 2. Referral rates of African American student to Special Education 3. Number and percentage of African American students in AP & Level III courses
Data Analysis:	<ol style="list-style-type: none"> 1. Discussion of intervention steps and academic outcomes for individual students 2. Review number and percentage of African Americans referred to SPED 3. Review number and percentage of African Americans enrolled in AP & Level III courses
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principals will review Pyramid of Interventions and effectiveness with staff for individual students. 2. Curriculum Coordinators, Directors & Deputy Superintendent will discuss effectiveness of Pyramids of Interventions with Principals and recommend modifications based on feedback from teachers and Principals. 3. Principals, Director of Special Education and special education coordinators will review number and percentage of African Americans referred for SPED services and make changes when inappropriate

	<p>referrals are noted.</p> <ol style="list-style-type: none">4. Principals, Directors, Deputy Superintendent and the Level III committee will review number and percentage of African Americans in AP & Level III courses. Administrative regulations and implementation will be reviewed for effectiveness and recommendations for changes will be made when appropriate.5. Deputy Superintendent submits quarterly analysis and recommendations to Superintendent.6. The Superintendent responds to this information and makes recommendations.7. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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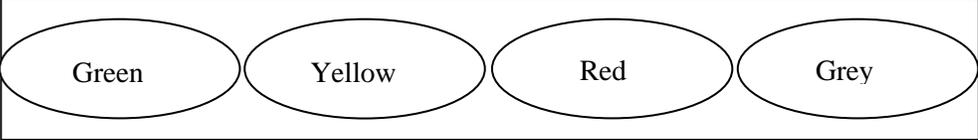
<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS.#):	PS#15. Accelerate use of a credit recovery program for potential dropouts (e.g. NOVEL, NovaNet)
Positions Accountable for Procedural Steps:	Deputy Superintendent, Assistant Superintendent of Achievement and Pupil Services, Director of Pupil Services, Director of Secondary Curriculum, Principals, Counselors and Teachers.
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services, Director of Pupil Services, Principals and Teachers.
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>* Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Semi-Annually
Data Collection:	<ol style="list-style-type: none"> 1. Number and percentage of African American students utilizing NOVEL and NovaNet courses each semester 2. Number and percentage of African American students utilizing NOVEL and NovaNet courses in the new Alternative Education School each semester
Data Analysis:	<ol style="list-style-type: none"> 1. Review number and percentage of African American students completing and receiving credit through NovaNet and NOVEL
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principals report the number of African Americans enrolled and completing NovaNet and NOVEL courses each semester to the Director of Pupil Services and Director of Secondary Curriculum. The access for usage of NovaNet and NOVEL programs will be adjusted to meet the needs of students utilizing these types of courses for credit. 2. Deputy Superintendent submits quarterly analysis to Superintendent. 3. The Superintendent responds to this information and makes recommendations. 4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

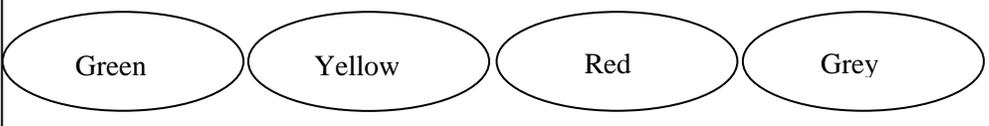
Operational Plan	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#16. Hold monthly meetings with all Principals to discuss and present effective use of data in improving instruction and accelerating student achievement. Review current research on best practices to accelerate student learning.
Positions Accountable for Procedural Step:	Deputy Superintendent, Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Monthly
Data Collection:	<ol style="list-style-type: none"> 1. Meeting minutes, agendas, handouts 2. “Test” of Principal competency on the use of data. 3. Sign in sheets
Data Analysis:	<ol style="list-style-type: none"> 1. Review agendas to ensure goals of collaboration plan are present 2. Evaluate quality of presentations and handouts
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Deputy Superintendent will set agenda and schedule best practices in schools leadership presentations by Principals. All Leadership Team members will have scheduled presentations for these meetings. 2. Updates on curriculum development will be scheduled and presented by the Curriculum Department. 3. Deputy Superintendent submits quarterly analysis to Superintendent. 4. The Superintendent responds to this information and makes recommendations. 5. Results and actions taken will be reported in the District’s Quarterly Reports or End of Year Report to the Monitoring Team.

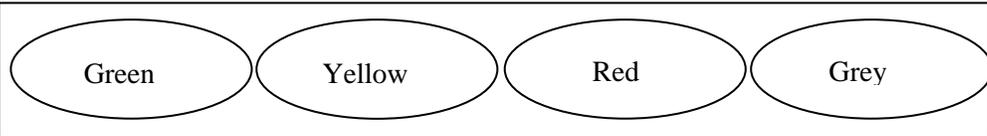
<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#17. Hold quarterly meetings with middle and high school Principals to evaluate students' progress.
Positions Accountable for Procedural Step:	Deputy Superintendent, Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Meeting minutes, handouts 2. Grade distribution data
Data Analysis:	<ol style="list-style-type: none"> 1. Review and analysis of grades in the 4 core areas 2. Review and analysis of participation rates in honors programs
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quarterly meetings will be scheduled with secondary Principals. 2. Principals will submit a written analysis of quarterly grades and any course of action for accelerating student progress. 3. Deputy Superintendent will review Principals' notebooks for appropriate documentation. 4. Deputy Superintendent submits quarterly analysis to Superintendent. 5. The Superintendent responds to this information and makes recommendations. 6. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

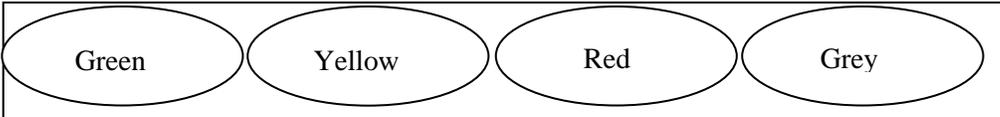
Operational Plan	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS.#):	PS#18. Identify all high school students not on track (credits earned) to graduate in 4 years and provide credit acceleration plan
Positions Accountable for Procedural Steps:	Deputy Superintendent, Assistant Superintendent of Achievement and Pupil Services, Director of Pupil Services, Director of Secondary Curriculum, Principals, Counselors and Teachers.
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services, Director of Pupil Services, Principals and Teachers.
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. * Each step will be individually reported as to its green/yellow/red status. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. 4 Year plans for each student identified by teachers and counselors. (Counselors & Principals) 2. Transcripts, Progress Reports, and Report Cards (Counselors, Principals & Teachers) 3. Graduation Rates
Data Analysis:	<ol style="list-style-type: none"> 1. Review number and percentage of African Americans not on track to graduate on time
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principals will report the number of African Americans not on track to their supervisor and work collaboratively with teachers, counselors, parents and other support staff towards identifying appropriate interventions. Principals and appropriate support staff will implement interventions (based on pyramid of interventions), make course changes, or recommend credit recovery options as appropriate. 2. Deputy Superintendent submits quarterly analysis to Superintendent. 3. The Superintendent responds to this information and makes

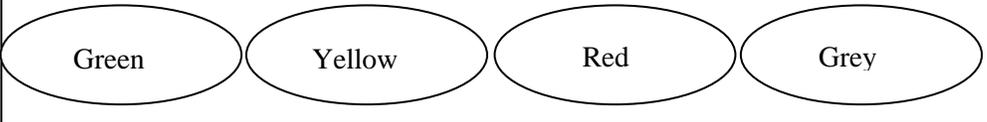
	<p>recommendations.</p> <p>4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.</p>
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<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#19. Develop and defend School Improvement Plans (SIP) to Leadership Team and peer review
Positions Accountable for Procedural Step:	Deputy Superintendent, Director of Elementary Curriculum, Director of Secondary Curriculum, Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Director of Elementary Curriculum, Director of Secondary Curriculum, Principals, Building Leadership Teams
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Annually
Data Collection:	<ol style="list-style-type: none"> 1. Rating instrument from the Leadership Team and Peer Review Team 2. Summary of School Improvement Plan (Plan On A Page) 3. Completed School Improvement Plan that includes disaggregated standardized test data
Data Analysis:	<ol style="list-style-type: none"> 1. Review and analysis of all data stated above
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principals in collaboration with building leadership teams will submit school improvement plans to District Leadership Team/Peer Review Team. 2. District Leadership Team/Peer Review Team will evaluate the submitted plans using standardized rubric instrument. 3. District Leadership Team/Peer Review Team will provide written recommendations to the Principal. 4. Schools not making AYP will submit School Improvement Plan to the Board of Education for approval with submission to the Illinois State Board of Education. 5. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

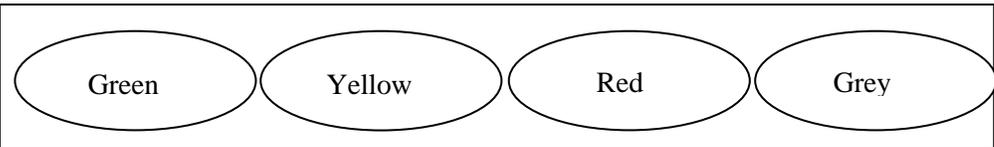
<h2>Operational Plan</h2>	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS.#):	PS#20. Monitor implementation of Grading Policy
Positions Accountable for Procedural Steps:	Deputy Superintendent and Principals
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent and Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>* Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Grade Distribution
Data Analysis:	1. Grade Distribution Analysis (review for unwarranted disparities)
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Deputy Superintendent, Curriculum Directors and Principals will meet with teachers to review and discuss implementation of grading policy and make appropriate adjustments based on feedback from classroom teachers and grade distribution analysis. 2. Deputy Superintendent submits quarterly analysis to Superintendent. 3. The Superintendent responds to this information and makes recommendations. 4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

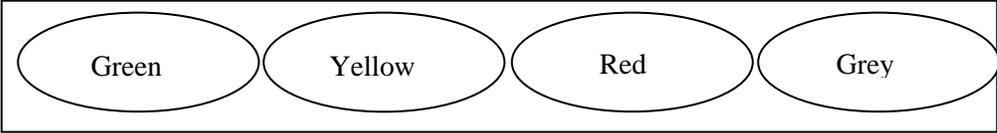
Operational Plan	
Section:	Student Performance
Consent Decree Goal Addressed:	Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.
Procedural Steps (PS#):	PS#21. Continue to review curriculum handbook and course offerings to ensure academic rigor and the elimination of low level classes.
Positions Accountable for Procedural Step:	Deputy Superintendent, Director of Equity, Director of Secondary Curriculum, Curriculum Coordinators, Curriculum Steering Committee
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Director of Equity, Director of Secondary Curriculum, Curriculum Coordinators, Middle and High School Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Semester
Data Collection:	<ol style="list-style-type: none"> 1. Minutes of handbook review meetings 2. Minutes of vertical team meetings 3. Course enrollment disaggregated by race 4. Analysis of benchmark offerings against high-performing diverse school districts 5. Principal walkthroughs and periodic review of lesson plans
Data Analysis:	<ol style="list-style-type: none"> 1. Review and analysis of all data stated above
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principals review disaggregated course enrollment data and provide written analysis and summary to Director of Equity, Director of Secondary Education, and Deputy Superintendent. 2. Curriculum changes are approved by the Curriculum Steering Committee. 3. Curriculum handbook changes are approved by the School Board. 4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Gifted and Talented
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#1. Codify procedures for Gifted and Enrichment programs and upper level courses
Positions Accountable for Procedural Step:	Director of Gifted Services
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green Yellow Red Grey</p> </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Gifted Administrative Regulations were completed June 2007 Annual summer review and fall report
Data Collection:	<ol style="list-style-type: none"> 1. Codified procedures 2. Review of adherence to Administrative Regulations
Data Analysis:	<ol style="list-style-type: none"> 1. Qualitative analysis of alignment between administrative regulations and observed current practice in K-12 Gifted and Talented program by the Director
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Annual report on Administrative Regulations provided to Leadership Team. 2. Memo to Principals and staff and/or a presentation when changes in Administrative Regulations are made that affect practices or procedures in the buildings. 3. Annual report on Administrative Regulations will be included in a Quarterly Report to Monitoring Team.

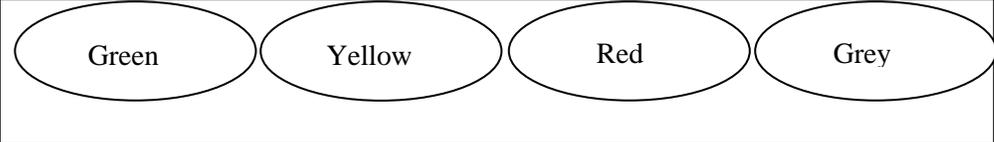
<h2>Operational Plan</h2>	
Section:	Gifted and Talented
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	<p>PS#2. Increase recognition of successful African American students in the gifted program</p> <p>PS#3. Develop networking opportunities for African American gifted and enrichment students moving into middle school honors programs</p> <p>PS#4. Provide after-school tutoring options for middle school honors students and work with community organizations to promote tutoring options for students</p> <p>PS#11. Meet with Parent Advisory Committee (PAC) and encourage diverse participation, including Plaintiff community representative</p>
Positions Accountable for Procedural Step:	Director of Gifted Services and Principals
Positions Accountable for Student Outcome Analysis:	Director of Gifted Services and Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Documentation of recognition efforts/events and networking opportunities (e.g., meeting notices, invitations, agendas, participant lists, news releases) 2. Parent/student surveys and focus groups (e.g., students, parents) 3. African American participation rates in after-school tutoring programs, including analysis of student grades 4. Effort to increase African American participation on the PAC 5. Meeting minutes from PAC
Data Analysis:	<ol style="list-style-type: none"> 1. Summary of recognition efforts/events and whether efforts and events have affected enrollment

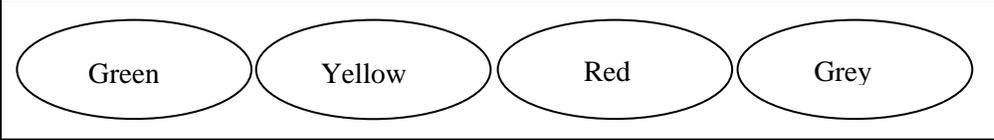
	<ol style="list-style-type: none"> 2. Trend analysis of African American student enrollment and retention in Gifted and Enrichment programs 3. Correlation between student participation in tutoring program and grades in honors courses
<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<ol style="list-style-type: none"> 1. Report analysis findings and recommendations at Principal meetings and Level III meetings. 2. Report findings and recommendations to the Superintendent. 3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Gifted and Talented
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#5. Ensure all first grade students are screened for gifted program except where special needs preclude testing
Positions Accountable for Procedural Step:	Director of Gifted Services; Elementary Principals; Enrichment Specialists
Positions Accountable for Student Outcome Analysis:	Director of Gifted Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Codified screening procedures 2. Reports on number of 1st graders screened 3. Reasons why any first graders were not screened
Data Analysis:	<ol style="list-style-type: none"> 1. Correlation between students enrolled in 1st grade and students tested 2. Analysis of reasons why any first graders were not screened
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principals report to Director of Gifted Services regarding number of 1st graders screened for gifted programs and reasons why particular students were not screened. 2. Director of Gifted Services reports to the Superintendent regarding compliance with screening procedures and any recommended actions. 3. Reports on 1st grader screening will be included in 1st Quarter and End of Year Monitoring Reports.

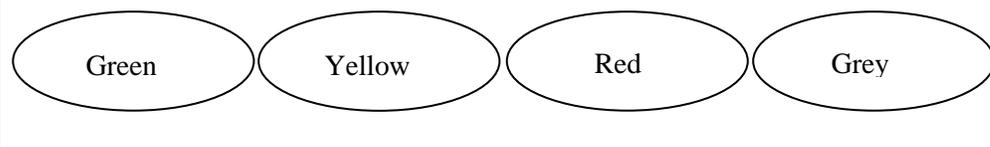
<h2>Operational Plan</h2>	
Section:	Gifted and Talented
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#6. Automatically enroll self-contained elementary gifted students into middle school honors courses and enrichment students where appropriate PS#7. Automatically enroll 8 th grade honors students in upper level high school courses
Positions Accountable for Procedural Step:	Director of Gifted Services; Director of Secondary Curriculum; Principals; Counselors
Positions Accountable for Student Outcome Analysis:	Director of Gifted Services; Director of Secondary Curriculum
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Beginning of 1 st and 2 nd semesters
Data Collection:	<ol style="list-style-type: none"> 1. Course placements of students flagged as gifted in Pentamation in middle school honors courses 2. Course placements of 8th grade honors students in upper level high school courses 3. Reasons why gifted/honors students were not automatically enrolled in honors/upper level courses 4. Number of Enrichment students enrolled into Middle School Honors courses each year 5. Criteria used to enroll Enrichment students into Middle School Honors Courses
Data Analysis:	<ol style="list-style-type: none"> 1. Comparison of students actual course placement to expected course placements in honors and/or upper level classes 2. Analysis of reasons why any students were not automatically enrolled in honors/upper level courses

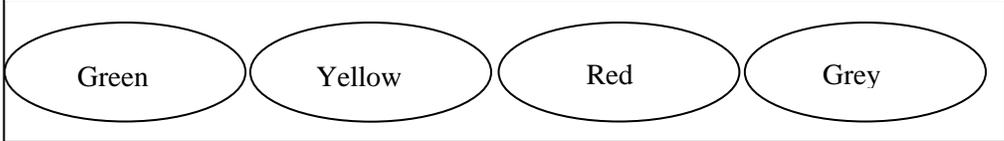
Reporting Progress, Outcome Analysis and Recommended Actions:	1. Report on findings of Honors Placement Analysis at PAC and Level III meetings following registration/placement of students at the beginning of 1 st and 2 nd semesters included in Quarterly and End of Year Reports to Monitors.
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Operational Plan	
Section:	Gifted and Talented
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#8. Seek to increase African American staff teaching gifted classes
Positions Accountable for Procedural Step:	Assistant Superintendent for Human Resources; Director of Gifted Services; Principals
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Semester
Data Collection:	<ol style="list-style-type: none"> 1. Building level course assignments 2. District-wide course assignment 3. Annual staffing review minutes
Data Analysis:	<ol style="list-style-type: none"> 1. Analysis of efforts to increase African American self-contained Gifted and Enrichment teachers
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principal meetings 2. Efforts to increase African American staff teaching gifted classes will be included in the 1st Quarterly Report and End of Year Report to the Monitor.

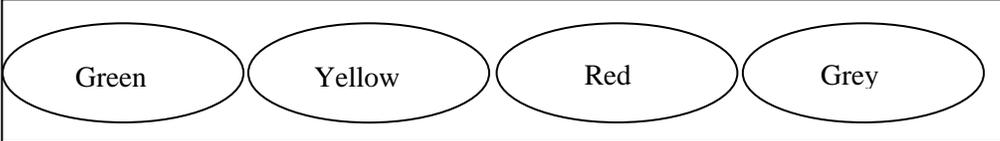
Operational Plan	
Section:	Gifted and Talented
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	<p>PS#9. Intensify staff development regarding identification of giftedness among traditionally underrepresented students; focus on buildings with lowest identification of African American students in Gifted Program</p> <p>PS#10. Ensure that gifted students are not segregated from the regular school population for recess, lunch, music, PE, except when schedules do not allow</p> <p>PS#12. Review the impact of current school assignment policies to determine impact on gifted participation by African American students</p>
Positions Accountable for Procedural Step:	Director of Gifted Services; Director of Student Achievement and Equity; Principals
Positions Accountable for Student Outcome Analysis:	Director of Gifted Services; Director of Student Achievement and Equity Director of Family Information Center (PS#12)
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green Yellow Red Grey</p> </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Enrollment numbers of students in Gifted programs 2. Class/building schedules of students in Gifted programs 3. Parent/student surveys and focus groups 4. Reasons for non-acceptance of Gifted participation by African American students 5. Staff development database 6. Individual student forms
Data Analysis:	<ol style="list-style-type: none"> 1. Whether enrollment in Gifted programs is within racial fairness guidelines 2. Whether staff development regarding identification of giftedness has impacted African American enrollment in gifted programs 3. Whether classroom/building schedules for Gifted programs indicate segregation of Gifted students within a school

<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<p>4. Whether school assignment policies impact gifted participation</p> <ol style="list-style-type: none"> 1. Principals report on staff development regarding giftedness each semester. 2. Principals report on whether gifted students are segregated from the regular school population for recess, lunch, etc. each semester. 3. Director of Gifted Services with the Director of Student Achievement and Equity and Director of the Family Information Center, report on whether school assignment policies affected African American gifted program participation by Fall, annually. 4. Director of Gifted Services reports on steps 9 and 10 to the Superintendent each semester and Step 12 annually. 5. Progress and results, and any actions taken, related to staff development regarding giftedness, whether or not gifted students are segregated from the regular school population and the impact of school assignment policies on gifted participation will be reported in the 1st semester Quarterly Report and End of year report.
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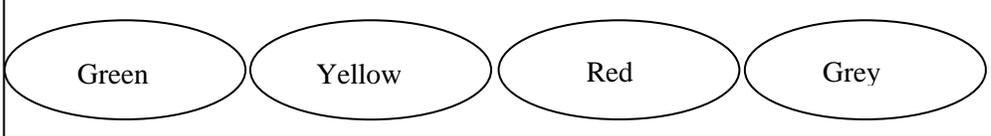
Operational Plan	
Section:	Gifted and Talented
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#13. Evaluate the Enrichment Program as part of the formal District program evaluation
Positions Accountable for Procedural Step:	Director of Gifted
Positions Accountable for Student Outcome Analysis:	Director of Gifted
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Enrichment will begin STEP in 2008
Data Collection:	<ol style="list-style-type: none"> 1. Definition of Enrichment as applied to Gifted Eligible students 2. Description of program at each school (e.g., goals, time, curriculum, outcomes) 3. Enrichment participation rates at each school 4. Parent/student satisfaction surveys 5. Teacher surveys
Data Analysis:	<ol style="list-style-type: none"> 1. Data analysis will be completed following STEP guidelines
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Report to STEP committee, Curriculum Steering Committee, and Board of Education 2. Report in the 2008-2009 End of Year report.

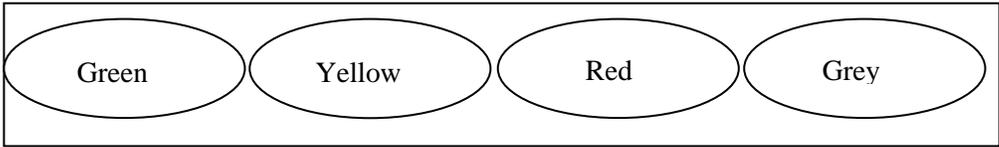
Operational Plan	
Section:	Special Education
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#1. Maintain Special Education Task Force to review special education equity issues and review related reports, and monitor implementation of Consent Decree SPED objectives and interim targets (e.g. BST composition) PS#4. Review implementation of recommendations from SpEd audits and reports that will contribute to reducing unwarranted referrals
Positions Accountable for Procedural Step:	Director of Special Education, SETF members
Positions Accountable for Student Outcome Analysis:	Director of Special Education, Special Education Administrators
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Monthly
Data Collection:	<ol style="list-style-type: none"> 1. SETF meeting minutes 2. Reports related to SETF objectives – e.g. BST data 3. Compilation report of SpEd audit/report recommendations and review of implementation status
Data Analysis:	<ol style="list-style-type: none"> 1. Review of SETF meeting minutes each month and follow up on action items and reports 2. Disaggregation of BST data by building, ethnicity, gender, grade, teacher, participation rate, distribution rates, etc. 3. Review by SETF members of progress reported on each step of the compilation report
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. The Director of Special Education reports to the SETF members on the progress of action items and SETF objectives. 2. The Director of Special Education and SETF members present reports and

	<p>analyses – i.e. BST data.</p> <ol style="list-style-type: none">3. The Director reviews progress of recommendations on the compilation report.4. SETF provide feedback and suggestions for change or follow up.5. The Director makes changes and/or follows up and reports back to the SETF the following month.6. The Director reports work of the SETF to the Deputy Superintendent.7. The Director provides SETF updates to PIC at every PIC meeting.8. SETF work, along with any recommended changes in practice, are reviewed and presented quarterly to the Superintendent and leadership team.9. Superintendent responds to recommendations and District takes action accordingly.10. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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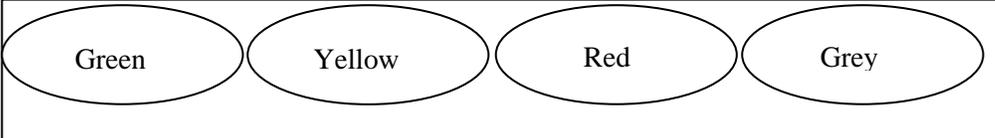
Operational Plan	
Section:	Special Education
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#2.- Develop and implement 3-year plan to provide cultural diversity training for campus administrators, pupil services personnel and teachers (representation from each building is ensured on a rotating basis)
Positions Accountable for Procedural Step:	Deputy Superintendent, Director of Special Education, Director of Secondary Education, Directors, Special Education Administrators, Principals
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Plan for training of District staff to be trainers 2. Evidence of District administrators/staff completing training to be trainers 3. Plan for three year cycle of training other District administrators/staff 4. Evidence of staff attendance at training via staff development database 5. Documentation by building Principals, via walkthroughs, of use of training concepts 6. Documentation by SpEd Administrators, via site review checklist, of use of training concepts 7. School climate survey results
Data Analysis:	<ol style="list-style-type: none"> 1. Analysis of plan for three year cycle of training to ensure training occurs across all campuses and all levels of staff in an equitable manner – i.e. administrators, pupil services personnel and teachers from elementary, middle and high school levels 2. Review of staff development database to ensure attendance at training by variety of administrators/staff

	<ol style="list-style-type: none"> 3. Review of Principal walkthrough information at a building level by SpEd Administrators to determine use of training concepts 4. Review of SpEd Administrator site review checklists by Director of Special Education to determine use of training concepts 5. Review and report of data from School Climate Survey
<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<ol style="list-style-type: none"> 1. Director of Special Education presents plan for three year cycle of training to Deputy Superintendent and Directors. 2. SpEd Administrators, SpEd Department, and Principals report to staff on training requirements and attendance. 3. SpEd Administrators report use of training concepts as noted by Principals to the Director. 4. The Director compiles information from Principals and SpEd Administrators site reviews to determine use of training concepts at individual campuses and need for follow up. 5. The Director reports quarterly to the Superintendent and the leadership team on the status of the training and the evidence of its use at the campus level. 6. The Director updates SETF regarding status. 7. The Director makes recommendations for the need for future trainings, and the District takes action accordingly. 8. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

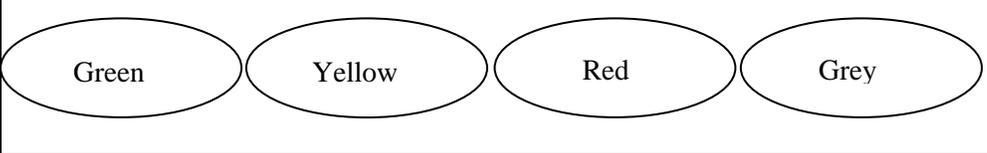
<h2>Operational Plan</h2>	
Section:	Special Education
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#3.- Conduct a comprehensive analysis of referral rates of African American and non-African American students who are identified for Special Education with comparable academic/behavioral profiles
Positions Accountable for Procedural Step:	Director of Special Education, Special Education Equity Coordinator
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Annually
Data Collection:	1. District SpEd referral data for each year for African-American and Non-African American students identified for Special Education with comparable academic/behavioral problems
Data Analysis:	1. Review of referral rates for these students and analysis of indications of disparate placement
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Dir. of Special Education and the Special Education Equity Coordinator report to SETF on the data collection and results. 2. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 3. Superintendent responds to recommendations and District takes action accordingly. 4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Special Education
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	<p>PS#5.-Reconvene program evaluation team to review implementation of BST program evaluation recommendations</p> <p>PS#6.-Develop system-wide pyramids of academic and behavioral interventions for students working below and above grade level</p> <p>PS#7.-Create comprehensive BST manual with procedures, forms and pyramids of intervention</p> <p>PS#8.-Implement BST intervention strategies and document implemented strategies</p> <p>PS#9.-Provide written notification to parents/guardians when a student is referred to BST, invite their participation in the BST process, connect to community advocacy groups as appropriate and provide written notification of BST meeting results</p>
Positions Accountable for Procedural Step:	Director of Special Education, Deputy Superintendent
Positions Accountable for Student Outcome Analysis:	Director of Special Education, Directors, Special Education Administrators, Principals, Building Support Team Members
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Minutes from reconvening of BST program evaluation team 2. Production of an articulated Pyramid of Interventions 3. Reading scores of students in SpEd 4. Compilation of BST Manual 5. Documentation of training of BST Teams 6. BST logs/summaries 7. Copies of parent notifications

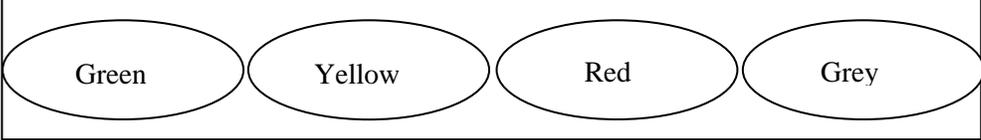
	8. SETF meeting minutes
Data Analysis:	<ol style="list-style-type: none"> 1. Analysis of BST program evaluation team minutes to determine completion of recommendations 2. Quantitative analysis of reading scores of students in SpEd to show an increase in achievement 3. Analysis of staff development database to ensure adequate training of all BST team members 4. Quantitative analysis of BST logs and summaries disaggregated by ethnicity, gender, grade, participation rates, distribution rates. etc. to determine the decrease of unwarranted referrals of African American students to Special Education 5. Qualitative analysis of BST logs to determine implementation of interventions on Pyramid of Interventions resulting in a reduction of unwarranted referrals of African American students for Special Education 6. Analysis of BST logs to determine parent participation in the BST process
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quantitative analysis of BST data is shared with SETF and building Principals/BST teams on a quarterly basis. 2. Areas of concern, on an individual building basis, are discussed with the Principal and Dir. of Special Education/SpEd Administrator. 3. Action plans will be developed, if necessary, inclusive of steps for improvement and monitoring. 4. Progress of BST teams will be reported to the Superintendent and leadership team quarterly, along with recommendations for improvement from the Dir. of Special Education. 5. Superintendent responds to recommendations and District takes action accordingly. 6. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

<h2>Operational Plan</h2>	
Section:	Special Education
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#10. Develop and implement a continuum of service delivery options of instructional and behavioral supports for resource/inclusion and self-contained SPED students
Positions Accountable for Procedural Step:	Director of Special Education, Special Education Administrators
Positions Accountable for Student Outcome Analysis:	Director of Special Education, Special Education Administrators, Principals, Special Education Teachers
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Written articulation of continuum of service delivery options 2. SpEd Administrators report of quarterly building level audits of IEPs 3. Quarterly, SpEd Administrators/Dir. of Special Education compile Principal walkthrough checklist data demonstrating implementation of continuum of service delivery options 4. Quarterly assessment data of students in SpEd at various continuum placements
Data Analysis:	<ol style="list-style-type: none"> 1. Written articulation of continuum of service delivery options is reviewed annually 2. Building level audits of IEPs are reviewed to determine appropriate IEP placement and support for students along continuum 3. The SpEd dept reviews Principal checklist data of implementation of service delivery options in comparison to IEP audit information 4. SpEd Administrators review quarterly assessment data to determine student progress at all placements on the continuum

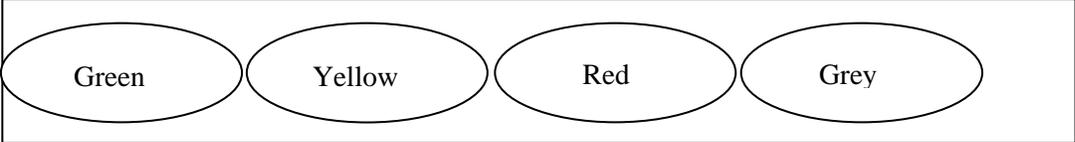
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. The initial continuum of service delivery options will be shared with the SETF. 2. Continuum of service delivery options is presented to/reviewed with all Administrators and SpEd teachers/staff annually. 3. SpEd Administrators/Dir. of Special Education meet with individual building Principals to present any discrepancies/concerns with quarterly IEP audits, Principal walkthrough checklists, and Quarterly assessment data. 4. If necessary, action plans will be made with each campus to correct probable causes of concerns. 5. Dir. of Special Education reports quarterly to Superintendent and leadership team on the progress of action plans, if necessary. 6. If necessary, the District takes further action. 7. Director of Special Education provides status update to SETF. 8. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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<h2>Operational Plan</h2>	
Section:	Special Education
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#11. Establish or expand relationships with local agencies to facilitate minority family engagement in Special Education referral and education processes and, if necessary, explore securing support for ombudsman
Positions Accountable for Procedural Step:	Director of Special Education, Special Education Equity Coordinator
Positions Accountable for Student Outcome Analysis:	Special Education Administrators, Principals, Social Workers, Parent Coordinators
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Feedback from family focus groups 2. Inventory of current practices regarding family comprehension and engagement 3. Inclusion of items on School Climate Survey 4. List of local special education advocacy organizations
Data Analysis:	<ol style="list-style-type: none"> 1. Qualitative analysis of feedback from family focus groups to determine recurring themes 2. Comparison of feedback/recurring themes to inventory of current practices 3. Determination of continuance/discontinuance of current practices, enhancement of current practices, or need for recommendation of new practices
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Feedback analysis is presented at a building level to social workers and Principals and at a district level to parent coordinators. 2. SpEd Administrators/Dir. of SpEd facilitate discussions regarding

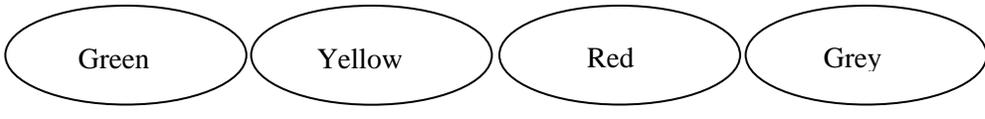
	<p>feedback verses current practices in relation to family engagement in and understanding of the SpEd referral and education process.</p> <ol style="list-style-type: none">3. The SpEd Department compiles final recommendations for District practices related to family engagement, inclusive of recommendations for change, if needed.4. The Dir. of Special Education reports the findings/recommendations to the Superintendent, leadership team and SETF.5. If necessary, the District takes action.6. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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<h2>Operational Plan</h2>	
Section:	Special Education
Consent Decree Goal Addressed:	Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education programs and to operate such programs in an educationally sound and non-discriminatory manner.
Procedural Steps (PS#):	PS#12. Ensure that SpEd students transferred to Columbia Center for discipline infractions are transferred with appropriate SpEd placement and services
Positions Accountable for Procedural Step:	Director of Special Education, Special Education Administrators
Positions Accountable for Student Outcome Analysis:	Columbia Principal, Case Managers
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Documentation of ongoing audit of Columbia IEPs 2. IEPs of Columbia students in SpEd
Data Analysis:	<ol style="list-style-type: none"> 1. As students transfer to Columbia, SpEd Administrator will audit IEPs to determine appropriate placement and services are provided, based on individual student needs. 2. Within 30 days of entry into Columbia, the student's IEP from the sending school will be compared to the newly drafted Columbia IEP. 3. Percent of time in special education and special education services will be detailed
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quarterly, the SpEd administrator will compile a report comparing sending school and Columbia IEPs for students transferring to Columbia. 2. This report will be shared by the SpEd Administrator with the Columbia Principal and case manager(s). 3. If it is determined that students transferring to Columbia are not being appropriately placed and/or served, the SpEd Administrator and Dir. of

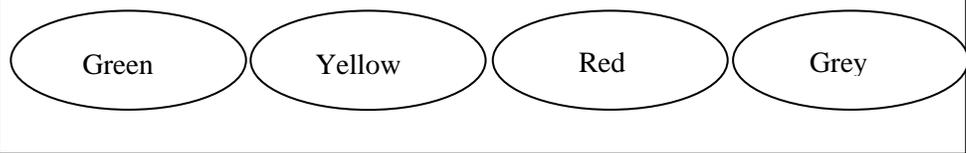
	<p>Special Education, in collaboration with the Columbia Principal, will write a corrective action plan, inclusive of specific corrective action steps and a timeline for implementation.</p> <ol style="list-style-type: none">4. The Dir. of Special Education will report quarterly to the Superintendent and leadership team on any recommendations for future action.5. If necessary, the District will take action accordingly.6. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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Operational Plan	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	PS#1. Reconvene Alternative Education Task Force (including Plaintiff community representative and counsel) to monitor the Columbia Center and Alternative Program Plan
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Maintain sign-in sheets for Alternative Education Task Force 2. Maintain minutes and agendas of all meetings
Data Analysis:	<ol style="list-style-type: none"> 1. Use agendas, minutes and reports on Columbia to determine whether or not we are achieving Task Force objectives 2. Review discipline referrals as it relates to Alternative School assignments
Reporting Progress, Outcome Analysis and Recommended	<ol style="list-style-type: none"> 1. Report of the Task Force activities and the Assistant Superintendent's recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 2. Recommendations for additional alternative education services, if any, and proposed budget will be presented at appropriate times.

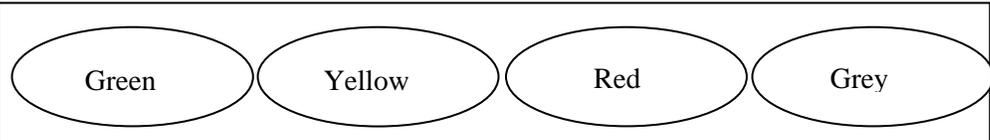
Actions:	<ol style="list-style-type: none"><li data-bbox="402 197 1349 268">3. Superintendent responds to recommendations and District takes action accordingly.<li data-bbox="402 268 1463 340">4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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<h2>Operational Plan</h2>	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	PS#2. Codify steps for alternative placement process PS#3. Review student placement reports to ensure placements are nondiscriminatory, appropriate and efficacious
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Codified alternative placement process 2. Collect program profiles and make sure that placements are consistent with program profiles 3. Collect documentation on intervention steps 4. Maintain log of parental contact 5. List of all students placed at alternative setting, procedure for placement (e.g. Alternative Placement Committee, Board action) and projected length of placement
Data Analysis:	<ol style="list-style-type: none"> 1. Use codified criteria to review placement designations 2. Review discipline referrals as it relates to Alternative School assignments 3. Use disciplinary data to monitor equity issues and implementation of the placement process 4. Continue to review and refine the written procedures as necessary

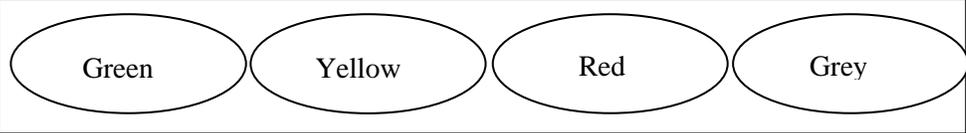
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature.2. Superintendent responds to recommendations and District takes action accordingly.3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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Operational Plan	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	<p>PS#4. Ensure that SpEd students transferred to Columbia Center are transferred with appropriate SpEd placement and services.</p> <p>PS#5. Provide Academic Interventions to support remediation or acceleration in student achievement</p> <ul style="list-style-type: none"> • Intake academic assessment of all students • Individualized instruction plans <p>PS#10. Provide appropriate counseling and behavior modification interventions, if needed, to meet the social/emotional needs of students and facilitate successful transition to home campus</p> <p>PS#14. Recognizing the specialized needs of students enrolled in the program, the District will intensify its efforts to improve academic outcomes at Columbia Center and the new Academic Alternative School</p>
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services, Director of Special Education, Director of Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services, Director of Special Education, Director of Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Documentation of ongoing audit of Columbia IEPs 2. IEPs of Columbia students in SpEd 3. Collect Behavior Management Plan and any alternative strategies used to teach appropriate behavior 4. Collect data from Academic Assessment during intake 5. Use Intake Assessment data to develop Individualized Instruction Plans

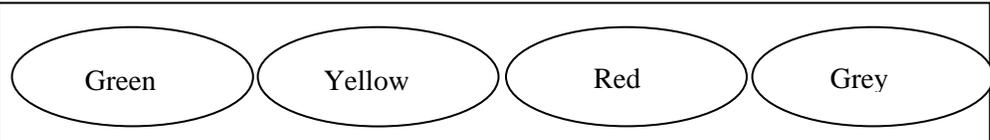
	<p>that includes acceleration and remediation</p> <ol style="list-style-type: none"> 6. Social worker and counselor documentation of student contact will be collected 7. Referrals to partnering social service agencies will be reviewed
Data Analysis:	<ol style="list-style-type: none"> 1. Review pre and post transfer IEP services 2. Audit Columbia IEPs 3. Review student behavior record while enrolled at Columbia 4. Review student academic record while enrolled at Columbia 5. Review Intake assessment data and other assessment data to adapt instructional services to meet individual student needs
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 2. Superintendent responds to recommendations and District takes action accordingly. 3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

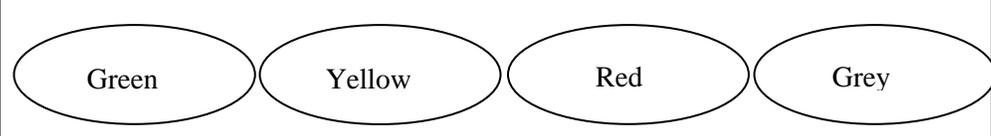
<h2>Operational Plan</h2>	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	PS# 6. Identify School districts with successful programs for at risk students to solicit information on best practices
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Identify a collection of schools across the nation who are deemed effective at improving the academic performance of at risk students 2. Collect academic and demographic data from high performing districts across the nation 3. Gather research articles concerning best practices that include descriptions of the actions taken by high performing districts 4. Information from site visits to schools identified with best practices
Data Analysis:	<ol style="list-style-type: none"> 1. Review the research on high performing districts and share with campus leaders 2. Use cohort study groups of campus leaders to review research and compare to current practice in Unit 4 3. Compile list of best practices by grade level and the implications for practice in Unit 4

Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature.2. Superintendent responds to recommendations and District takes action accordingly.3. Incorporate best practices into Columbia, new Alternative Education School and in plans for additional alternative education programs.4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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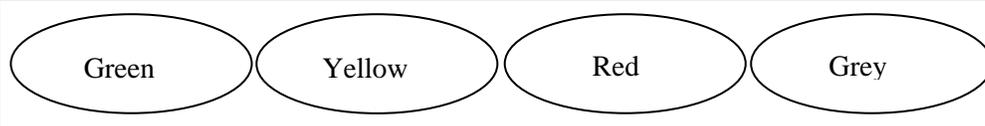
<h2>Operational Plan</h2>	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	PS#7. Maintain teachers certified in content area PS#8. Identify staffing needs; identify and implement staff recruitment and retention initiatives; identify Alternative Education teachers as a shortage area
Positions Accountable for Procedural Step:	Assistant Superintendent of Human Resources
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Human Resources
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green Yellow Red Grey</p> </div> <p>Green – The Procedural Step was taken on schedule and according to plan Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan Red – The Procedural Step was not taken on schedule. Immediate intervention is needed Grey – The Procedural Step does not apply</p> <p>*Each step will be individually reported as to its green/yellow/red status</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Certification of all teachers (HR Database) 2. Semester staff profiles denoting any administrative, teacher or support staff turnover/changes
Data Analysis:	<ol style="list-style-type: none"> 1. Use NCLB guidelines to ensure that teachers meet the highly qualified guidelines 2. Confirm appropriate certification 3. Assess staffing needs and recruitment/retention activities
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Annually, or as personnel changes, the Assistant Superintendent of Human Resources will verify certification of Alternative Education teachers and inform the Assistant Superintendent of Achievement and Pupil Services. 2. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 3. Superintendent responds to recommendations and District takes action

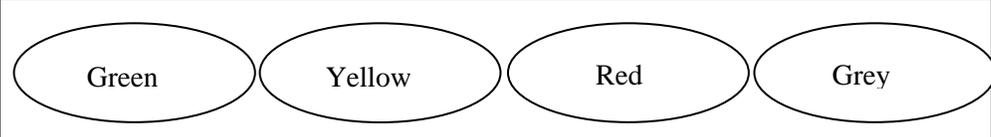
	<p>accordingly.</p> <p>4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.</p>
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<h2>Operational Plan</h2>	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	PS#9. Align Columbia Center MS and HS curriculum with District/State standards and offer appropriate curriculum and courses to meet student needs
Positions Accountable for Procedural Step:	Deputy Superintendent
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Columbia Center Curriculum 2. List of all core and elective Columbia course offerings for the current school year. 3. District curriculum standards and alignment 4. State curriculum standards
Data Analysis:	<ol style="list-style-type: none"> 1. Comparison of Columbia Center Middle School and High School curriculum to District/State standards 2. Review curricular offerings at Columbia Center Middle School and High School for appropriateness and to meet student needs 3. Performance of students on quarterly and state assessment will be analyzed to ascertain the impact of the alignment process
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 2. Superintendent responds to recommendations and District takes action accordingly. 3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

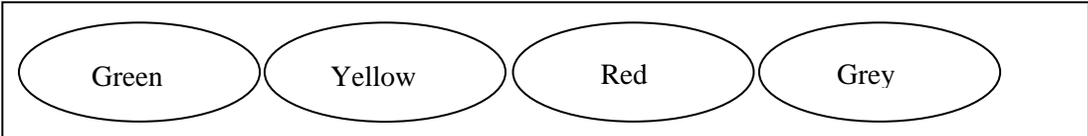
<h2>Operational Plan</h2>	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	PS#11. <ul style="list-style-type: none"> • Prior to the beginning of the school year, provide professional development in Positive Behavior Facilitation (PBF) to all faculty and staff involved in the instructional process • Provide professional development in Therapeutic Crisis Intervention (TCI) for Deans, Assistant Principals and staff who work with ED students • Participate in District-wide professional development
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services Columbia Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Compile all training schedules, professional development agendas and minutes and campus staff development topics 2. Staff Development Database 3. Observation of sample trainings by supervisor
Data Analysis:	<ol style="list-style-type: none"> 1. Review Staff Development Database to monitor who needs training at Columbia 2. Review the evaluations from the training session to measure the effectiveness of the training 3. Collect and review walkthrough data to determine whether training is having an impact on academics, climate, or behavior

Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature.2. Superintendent responds to recommendations and District takes action accordingly.3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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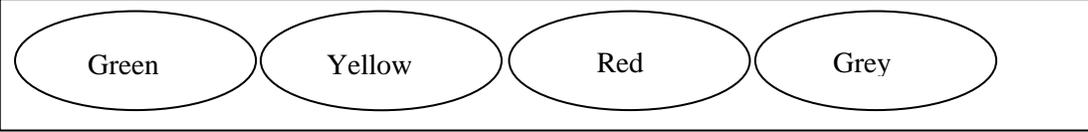
<h2>Operational Plan</h2>	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	PS# 12. Reinvigorate implementation of Transition Support System, including meetings every three weeks with transition teams at home schools PS# 13. Submit comprehensive Columbia transition reports to Plaintiffs and Monitoring Team
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Data from transition team meetings 2. Columbia Transition Reports 3. Assistant Superintendent will attend periodic transition team meetings
Data Analysis:	<ol style="list-style-type: none"> 1. Review transition team data for regular and consistent staff attendance, documentation and follow-up of students 2. Analyze any deficiencies in transition support system and review with Principals accordingly 3. Provide information and analyses via Columbia transition reports
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 2. Superintendent responds to recommendations and District takes action accordingly. 3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

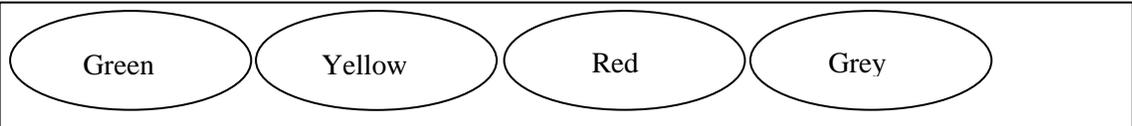
<h2>Operational Plan</h2>	
Section:	Columbia and Alternative Programs
Consent Decree Goal Addressed:	(No Consent Decree Goal) EEIP Objective: eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.
Procedural Steps (PS#):	PS#15. Establish Academic Alternative School Model (target initial enrollment of 50 students) and identify and establish preferred outcomes for alternative high school graduates PS #16. Establish timeline to complete planning and implementation steps PS #17. Conduct interim planning steps PS #18. Identify a facility for the Alternative School PS #19. Open School for start of the SY2007/2008 PS #20. Pursue, through grants, additional funding for alternative academic school
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Academic Alternative School Pilot Proposal 2. Develop a timeline for completion which include required actions of the Alternative Ed Taskforce meeting minutes 3. Identify potential facilities (Ready, Parkland, Columbia) 4. Identify potential grant and donors 5. Review student performance data and academic credits to determine applicant pool

Data Analysis:	<ol style="list-style-type: none"> 1. Use timelines to measure progress toward opening of Alternative School 2. Evaluate financial implications of the alternative school being housed in an offsite property 3. Establish need, or lack thereof, for additional alternative education programs in time for 2008-2009 budget cycle
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 2. Superintendent responds to recommendations and District takes action accordingly. 3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

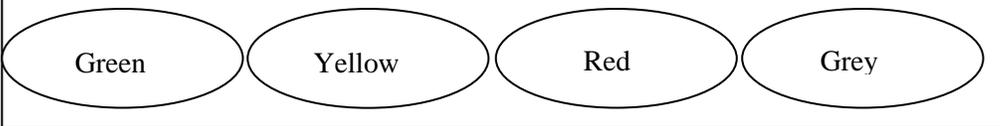
Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS.#):	<p>PS#1. Revised Discipline Advisory Committee (Combined School Safety Committee and Disciplinary Oversight Committee)</p> <ul style="list-style-type: none"> • Quarterly meetings to review and update Student Code of Conduct, review discipline data trends and initiatives and prior recommendations of School Safety Committee. <p>PS#3. Establish Discipline Equity Task Force</p> <ul style="list-style-type: none"> • Monthly meetings to review data, practices and inform operational changes • Task Force reports to PIC
Positions Accountable for Procedural Steps:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Quantitative discipline data from disciplinary referrals and incidents disaggregated by race, infractions, corrective actions, and referring teacher or staff 2. Student Code of Conduct 3. Progress report from data points in prior recommendations 4. Committee meeting agendas and minutes 5. Survey data of meeting participants regarding the use of meeting time, meeting

	<p>frequency, and efficiency and effectiveness of meetings</p> <ol style="list-style-type: none"> 6. PIC minutes 7. Walkthroughs of schools (by school administrators or possibly Task Force members) 8. Review of student data from School Climate Survey
Data Analysis:	<ol style="list-style-type: none"> 1. Meeting agendas and minutes will be used to capture discussions and recommendations from DAC and Task Force. 2. Quantitative data will be analyzed to determine progress of action or initiative. 3. Context for data analysis will be provided by comparing current information with historical data, trend data, and disaggregated group data. 4. Monitoring changes in number of unwarranted discipline referrals will be used to measure the effectiveness of the meetings. 5. Monitoring the implementation of recommendations and initiatives will be used to measure the level of compliance and buy-in of district personnel. 6. Survey data of meeting participants will be used to evaluate the use of meeting time, meeting frequency, and efficiency and effectiveness of meetings. 7. Data dealing with enforcement of Code of Conduct will be used to measure consistent implementation of discipline.
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. A Discipline Advisory Committee report will be shared with PIC quarterly. 2. A Discipline Equity Task Force report will be shared with PIC monthly. 3. Summary findings and recommendations from the Discipline Advisory Committee/Discipline Equity Task Force will be shared with the Superintendent and Principals quarterly. These will be shared with the Monitoring Team at the same time. 4. Recommendations will be made to the Superintendent annually that will be proactive, preventative, remedial, or rehabilitative in nature. For example, whether to increase the frequency of DAC meetings, modify the objectives of Equity Task Force etc. 5. The progress of and any decisions regarding the Committees will be reported in the District End of Year Report to the Monitoring Team.

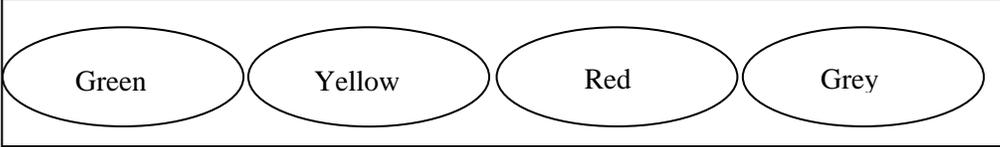
Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS.#):	PS#2. Provide annual staff training on updated Student Code of Conduct. <ul style="list-style-type: none"> • Consistent implementation of Student Code of Conduct; • Training documentation.
Positions Accountable for Procedural Steps:	Assistant Superintendent, Principals
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent, Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Staff Development Database 2. Data regarding adherence to Code of Conduct via weekly building review meetings
Data Analysis:	<ol style="list-style-type: none"> 1. Review compliance with Code of Conduct via weekly building meetings and bi/monthly Assistant Superintendent meetings 2. Review impact on discipline issued and lost instructional time
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 2. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

<h2>Operational Plan</h2>	
Section:	Climate and Discipline
Primary Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS.#):	PS#4. Conduct weekly building level meetings to review discipline data as it relates to equity. PS#5. Conduct monthly meeting to review discipline data with Assistant Superintendent at High Schools and Middle Schools and devise intervention plans for staff or students, as appropriate. PS#6. Conduct meetings every other month to review discipline data with Assistant Superintendent at Elementary Schools and devise intervention plans for staff or students, as appropriate. PS#7. Conduct monthly meetings with Principals and Central Office Administrators with discipline as recurring agenda item.
Positions Accountable for Procedural Steps:	Assistant Superintendent of Achievement and Pupil Services (monthly meetings), Principals (monthly meetings), Administrative Team at the Building Level (weekly meetings)
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services, Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Monthly
Data Collection:	<ol style="list-style-type: none"> Quantitative discipline data from disciplinary incidents, disaggregated by race, including infractions, corrective actions and referring teacher (administrative team at building level) Documentation of weekly discipline reviews (Principals)

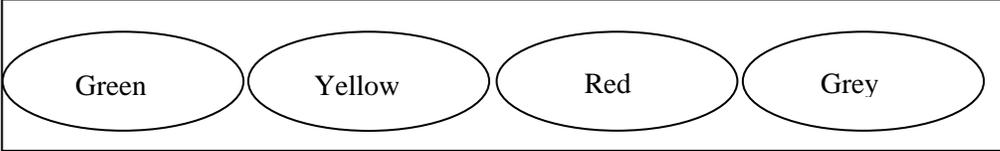
	3. Principal meeting agendas and minutes (Assistant Superintendent)
Data Analysis:	<ol style="list-style-type: none"> 1. Review how many disciplinary incidents occurred 2. Review the types of disciplinary incidents 3. Review patterns in which teachers are issuing discipline 4. Review whether discipline is issued equitably 5. Review whether the discipline is proportional to the offense 6. Assess reductions in unwarranted disparities in discipline 7. Context for data analysis will be provided by comparing current information with historical data, trend data, and disaggregated group data
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. High School and Middle School Principals report monthly to Assistant Superintendent for Achievement and Pupil Services summary findings and recommendations from weekly building level meetings. 2. Elementary School Principals report every other month to Assistant Superintendent for Achievement and Pupil Services summary findings and recommendations from weekly building level meetings. More frequent reporting may be required for elementary schools with significant disciplinary issues or data spikes. 3. Principals and Assistant Superintendent recommend intervention plans for staff or students as appropriate. 4. Discipline trends, findings and recommendations are reviewed monthly by Central Office Administrators with all Principals. 5. Assistant Superintendent provides report to Discipline Equity Task Force on a monthly basis. 6. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 7. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#8. Provide students, who are out of school for a disciplinary reason, opportunities to make up academic work in a timely manner in accordance with the Grading Policy
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Campus Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Grading Policy 2. Student Code of Conduct 3. Assignment forms in student files, samples periodically reviewed by Principals 4. Course Grades of students who have been suspended will be monitored by campus personnel 5. Documentation of tutorial offerings and attendance will be collected from campuses to document the availability of make-up work opportunities
Data Analysis:	<ol style="list-style-type: none"> 1. Course Grades of students who have been suspended will be analyzed to determine whether students are taking advantage of the opportunities provided by the Grading policy. 2. Course Grades of students after suspension will be compared with grades before the suspension to determine if the additional opportunities had any impact on student grades. 3. Sample review of assignments given to students

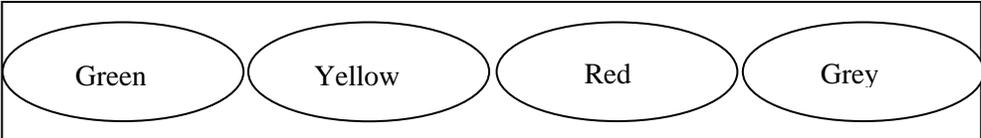
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Principals will be tracking performance of suspended students and report information during our monthly data integrity and equity checks.2. Recommendations concerning the Grading Policy and make up work will be collected on the campus level and forwarded to the Curriculum Department.3. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature.4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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<h2>Operational Plan</h2>	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#9. Implement alternative methods to address tardies to avoid escalating disciplinary consequences that result in lost instructional time
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Campus Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Modified Student Code of Conduct to reflect change in procedures 2. Tardy Procedures 3. Tardy information will be collected and reviewed weekly by the campus Principal 4. Tardies will be collected and organized based on the time of day and the instructor's name 5. Data will be collected from students about the reason for habitual tardiness. 6. Data on number of students assigned punishment that causes lost instructional time will be collected 7. Data will be maintained on the amount of instructional time lost due to ISS and Suspensions
Data Analysis:	<ol style="list-style-type: none"> 1. All tardy data will be collected and analyzed 2. Patterns will be identified from the data and problem areas will be revealed and addressed 3. Principals will be required to devise a proactive plan that will reduce tardy issues and encourage students to attend class

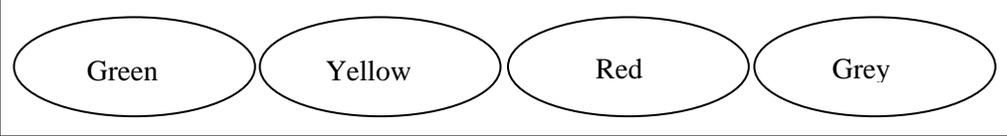
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Principals will be tracking performance of suspended students and report information during our monthly data integrity and equity checks.2. Recommendations concerning the Tardy policy will be discussed during discipline integrity and equity meetings.3. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature.4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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<h2>Operational Plan</h2>	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#10. Train high school administrators and teachers on PBF <ul style="list-style-type: none"> • Goal is to train 25 teachers per year (training cannot be required under CBA) PS#11. Design and pilot PBF evaluation instrument to determine the efficacy of the program
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Campus Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Staff Development Database 2. Evaluations will be conducted upon completion of all training sessions 3. PBF evaluation instrument 4. Survey results will be tabulated and major themes will be extracted from results to evaluate efficacy of the program 5. Survey items will call for both quantitative and qualitative data to be collected
Data Analysis:	<ol style="list-style-type: none"> 1. Survey results will be compared with actual discipline data to determine if there is alignment between the data and the perceptions of teachers. 2. Themes that result from the survey will be used to guide staff development efforts as it relates to PBF.

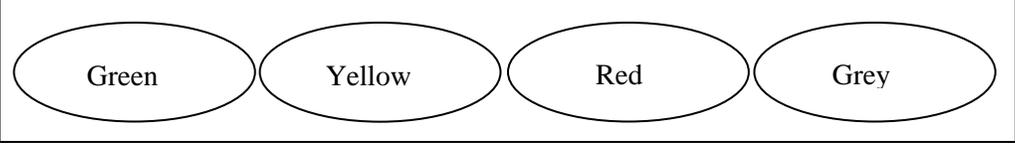
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Reports on PBF training opportunities and attendance will be shared quarterly.2. The results of the PBF survey will be reviewed at the first quarter and recommendations will be made at that time concerning continuation or remediation of PBF training.3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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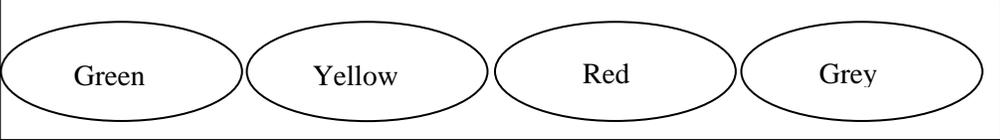
Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	<p>PS#12. Train elementary and middle school administrators and teachers on PBIS</p> <ul style="list-style-type: none"> • Goal is to train 25 teachers per year (training cannot be required under CBA) <p>PS#13. Utilize PBIS evaluation instrument to determine efficacy of the program</p> <p>PS#14. Provide cultural competency and behavior management training to support PBIS at elementary level</p>
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Campus Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Staff Development Database 2. Evaluations will be conducted upon completion of all training sessions 3. Survey results will be tabulated and major themes will be extracted from results to evaluate efficacy of the program 4. Survey items will call for both quantitative and qualitative data to be collected 5. Principal walkthrough documents 6. PBIS evaluation instrument

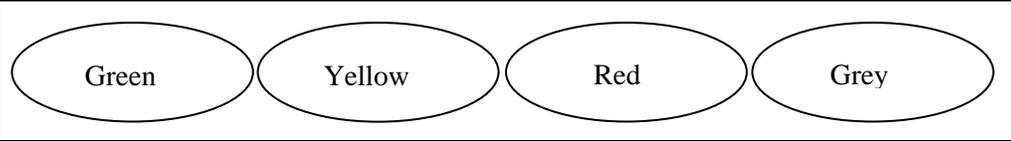
Data Analysis:	<ol style="list-style-type: none"> 1. Survey results will be compared with actual discipline data to determine if there is alignment between the data and the perceptions of teachers. 2. Themes that result from the survey will be used to guide staff development efforts as it relates to PBIS. 3. The results of the survey will be used by administrators to develop proactive plans to positively influence behavior.
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Reports on PBIS training opportunities and attendance will be shared quarterly during data integrity and equity check meetings. 2. The results of the PBIS survey will be reviewed at the end of the first quarter and recommendations will be made at that time concerning continuation or remediation of PBF training. 3. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

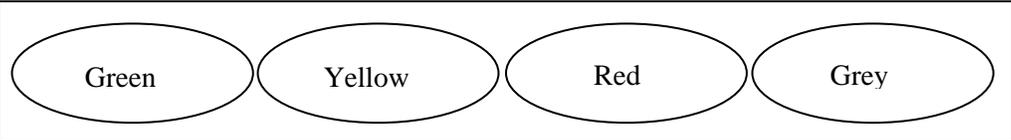
Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#15. Assess the efficacy of piloted and ongoing interventions for the improvement of disciplinary outcomes or school climate (e.g. consistent with “whole child” developmental approaches)
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Campus Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Identification of piloted and ongoing interventions 2. Evaluations will be conducted upon completion of all training sessions 3. Discipline data will be collected weekly on all students to monitor student behavior 4. Teachers, parents, students, and the community will be surveyed to ascertain their perceptions of school climate 5. Time out of instruction due to suspensions and other disciplinary consequences will be monitored

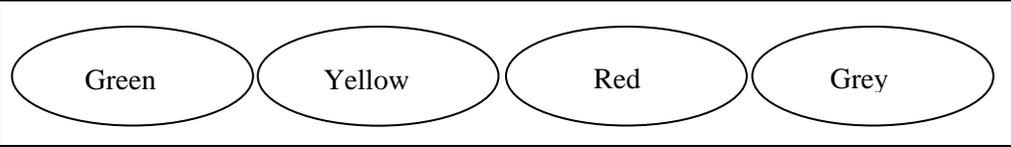
Data Analysis:	<ol style="list-style-type: none"> 1. Survey results will be compared with actual discipline data to determine if there is need for modification to the current intervention. 2. Themes that result from the survey will be used to guide staff development efforts as it relates to implementing campus based behavior management systems. 3. The results of the surveys and the data from disciplinary reports will be used by administrators to develop proactive plans that positively influence behavior.
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quarterly reports will be provided to the Superintendent by the Assistant Superintendent of Achievement and Pupil Services. 2. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

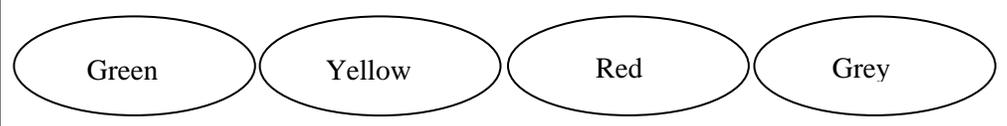
Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#16. Promote cultural diversity curriculum and course offerings. PS#21. Provide diversity training to all new teachers annually and to other teachers on three year cycle
Positions Accountable for Procedural Step:	Deputy Superintendent
Positions Accountable for Student Outcome Analysis:	Campus Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Review course offerings and course enrollments per quarter 2. Maintain sign-in sheets and evaluations as documentation of training 3. Curriculum handbook 4. Documentation of course promotional efforts
Data Analysis:	<ol style="list-style-type: none"> 1. The course offerings and enrollments will be analyzed each quarter to determine the need for additional courses 2. Review evaluations to determine effectiveness of training sessions
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quarterly reports will be provided to the Superintendent by the Assistant for Superintendent of Achievement and Pupil Services. 2. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

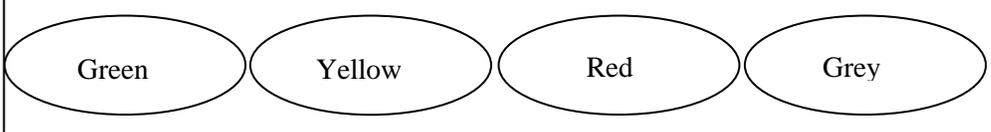
<h2>Operational Plan</h2>	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#17. Review Aber Climate Study recommendations and assess status/efficacy of implemented recommendations PS#18. Conduct a second climate study
Positions Accountable for Procedural Step:	Assistant Superintendent for Achievement and Pupil Services, Deputy Superintendent
Positions Accountable for Student Outcome Analysis:	Campus Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Aber Climate Study survey findings and recommendations 2. Collect discipline data that is most closely related to climate 3. Collect qualitative information concerning people perception 4. Consider collecting data on interventions in Climate Survey (extra-curriculars, Gifted, etc.)
Data Analysis:	<ol style="list-style-type: none"> 1. Results from the survey will be analyzed and major issues or themes will be identified. 2. Themes will be used to guide further actions to address climate and discipline.
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Monthly reports will be provided to the Superintendent by the Assistant Superintendent of Achievement and Pupil Services. 2. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#19. Codify the District's administrative procedures regarding SROs in the schools, including data tracking procedures, with the Monitoring Team Data Specialist and community input.
Positions Accountable for Procedural Step:	Assistant Superintendent For Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Campus Principal
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Codified Regulations 2. Training regarding procedures 3. Data regarding compliance with procedures 4. Data on student contacts with SROs
Data Analysis:	<ol style="list-style-type: none"> 1. Review compliance with administrative regulations 2. Review effectiveness of administrative regulations 3. Review need for SROs on annual basis
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quarterly reports will be provided to the Superintendent by the Assistant Superintendent of Achievement and Pupil Services. 2. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

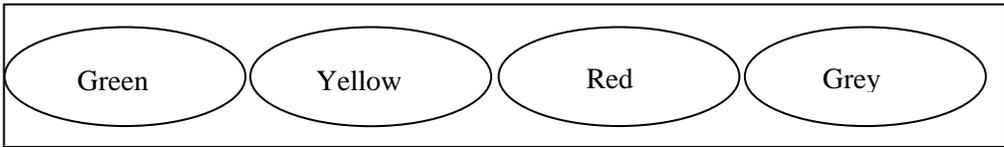
Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#20. Enhanced use of student mentor programs
Positions Accountable for Procedural Step:	District Mentor Coordinator
Positions Accountable for Student Outcome Analysis:	District Mentor Coordinator
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Collect discipline data that relates to students who are part of mentoring program 2. Review recidivism rate of students who are assigned mentors 3. Review progress of mentored students 4. Survey students on value-add of mentors 5. Review grades of students who are assigned a mentor
Data Analysis:	<ol style="list-style-type: none"> 1. Evaluate the results from mentees disciplinary records 2. Evaluate the log book of the mentors
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quarterly reports will be provided to the Superintendent by the Assistant Superintendent of Achievement and Pupil Services. 2. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#22. Implement school safety plans encompassing suggestions made by School Safety Committee, as appropriate; ensure school safety plan crisis teams are diverse and involve community members
Positions Accountable for Procedural Step:	Assistant Superintendent for Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent for Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. School and District Safety Plans 2. Safety audits of each building 3. Schedule of emergency drills for the year 4. List of crisis teams for community response 5. Data regarding effectiveness of safety plan crisis teams
Data Analysis:	<ol style="list-style-type: none"> 1. Evaluate the results of the drills and make adjustments as needed 2. Evaluate effectiveness of school safety crisis teams
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quarterly reports will be provided to the Superintendent by the Assistant Superintendent of Achievement and Pupil Services. 2. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

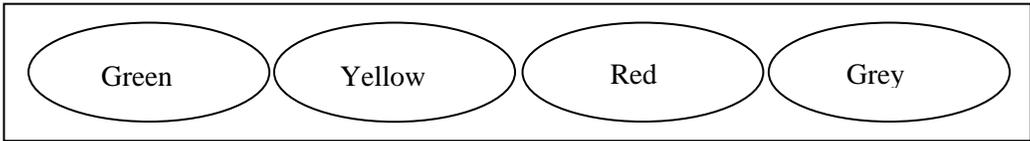
Operational Plan	
Section:	Climate and Discipline
Consent Decree Goal Addressed:	Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools. Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.
Procedural Steps (PS#):	PS#23. Prior to suspension based on nonphysical acts, staff must document interventions and alternatives provided to students
Positions Accountable for Procedural Step:	Assistant Superintendent of Achievement and Pupil Services
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> List of students who are suspended Collect documentation of interventions and alternatives provided to students
Data Analysis:	<ol style="list-style-type: none"> Evaluate the suspension data to determine the root cause of the disciplinary infractions Evaluate the rates at which students who receive an intervention refrain from engaging in behaviors warranting suspension Evaluate effectiveness of interventions and promulgate best practices
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> Quarterly reports will be provided to the Superintendent by the Assistant Superintendent of Achievement and Pupil Services. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities
Procedural Steps (PS#):	<p>PS#1. Focus on students for whom minor improvements in attendance would produce meaningful system-wide improvements in achievement</p> <p>PS#2. Establish an attendance improvement committee which addresses strategies to increase attendance, reduce dropouts and coordinate with campus attendance improvement teams</p> <p>PS#24. Monitor and evaluate current school climate issues to support student attendance and encourage continued enrollment</p>
Positions Accountable for Procedural Step:	Director of Pupil Services; Principals; School-level attendance teams; Attendance Improvement Committee; Assistant Superintendent for Achievement and Pupil Services (PS#24)
Positions Accountable for Student Outcome Analysis:	School-level attendance teams; Principals; Director of Pupil Services; Attendance Improvement Committee; Director of the Family Information Center
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Monthly (PS#1,2) Quarterly (PS#24)
Data Collection:	<ol style="list-style-type: none"> 1. Attendance data 2. Parent contact logs 3. Climate surveys 4. Committee agendas and minutes 5. Letters for early absences 6. Attendance outreach logs
Data Analysis:	<ol style="list-style-type: none"> 1. Review of daily attendance and parent contact logs to determine trends of excessive absences 2. Building level Principals compile data from School level attendance Teams analyzing patterns of absences for areas that demonstrate a need for improvement

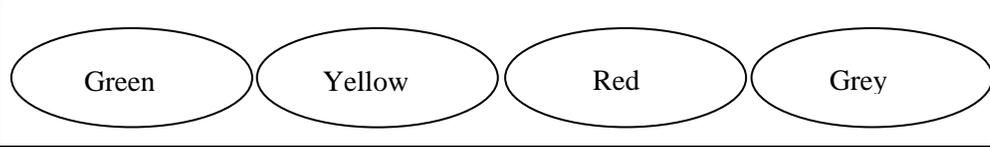
	<ol style="list-style-type: none"> 3. Principals meet monthly with Director of Pupil Services to review monthly data with recommendations for improvement 4. Collect and analyze data from building-level parent surveys regarding attendance to gain information that supports attendance rates at each building level 5. Compare Aber Climate Study results with current information obtained from surveys
<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<ol style="list-style-type: none"> 1. Building level Principals meet with school-level attendance teams to determine specific students needing interventions for improvement of attendance and reports monthly to Director of Pupil Services progress with designated students and makes recommendations for improvement. 2. Results of current survey interpreted and utilized in comparison with Aber Climate Study; this information will be reported to Asst. Supt. for Achievement and Pupil Services and Principals' Attendance Outreach Staff for recommendations. 3. Attendance Improvement Committee reviews progress under these procedural steps and makes recommendations to the Director of Pupil Services. 4. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 5. Superintendent responds to recommendations and District takes action accordingly. 6. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

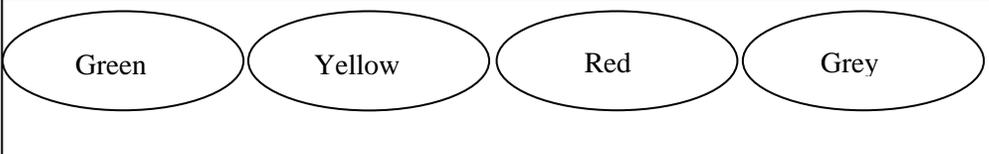
Operational Plan	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities
Procedural Steps (PS#):	<p>PS#3. Establish district-wide incentives to improve attendance</p> <p>PS#4. Monitor compliance with Attendance Procedures and Guidelines</p> <p>PS#8. Design and implement an annual attendance improvement program at each school</p> <p>PS#10. Create and analyze Cognos reports for attendance clusters (i.e. students that walk, asthma, pregnancy, teen parents, etc.) Develop interventions for attendance cluster patterns</p> <p>PS#29. Track in Pentamation the start/stop dates of student participation in TAOEP</p>
Positions Accountable for Procedural Step:	Director of Pupil Services; Principals, Director of Information Technology (#10)
Positions Accountable for Student Outcome Analysis:	Director of Pupil Services, Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Monthly
Data Collection:	<ol style="list-style-type: none"> 1. Annual Attendance Improvement Program 2. District-wide incentives 3. Disaggregated attendance data 4. School Improvement Plans 5. Contact and outreach logs 6. Documentation of incentives 7. Attendance cluster data 8. Contact with FIC and social service agencies

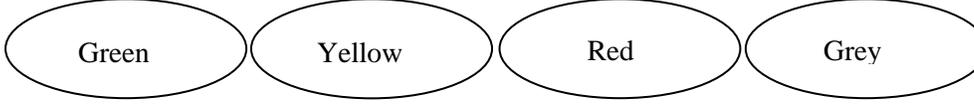
Data Analysis:	<ol style="list-style-type: none"> 1. Principals will analyze the effect of each incentive utilized to improve student attendance 2. Each school will chart their improvement monthly providing this information in the monthly attendance report to the Attendance Improvement Committee, Principal Supervisor, and Director of Pupil Services
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Monthly reports will be compiled and analyzed for an annual report with recommendations for continued improvement of attendance. An annual meeting will be held with the District administration for reporting of progress or lack of progress towards the attendance goal. 2. Attendance Improvement Committee reviews progress under these procedural steps and makes recommendations to the Director of Pupil Services. 3. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 4. Superintendent responds to recommendations and District takes action accordingly. 5. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities
Procedural Steps (PS#):	<p>PS#5. Conduct weekly building level meetings to review attendance data and to develop strategies to address the trends</p> <p>PS#6. Conduct monthly meetings with Principals, deans, student service coordinators, social workers, and counselors to review attendance data, trends and strategies</p> <p>PS#7. When a decrease in attendance is observed in monthly data analysis, develop an immediate attendance improvement initiative</p>
Positions Accountable for Procedural Step:	Director of Pupil Services, Principals, School-level attendance teams
Positions Accountable for Student Outcome Analysis:	Director of Pupil Services, Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Monthly
Data Collection:	<ol style="list-style-type: none"> 1. Meeting Minutes 2. Attendance data 3. Documentation of Attendance improvement initiatives
Data Analysis:	<ol style="list-style-type: none"> 1. Review of daily attendance to determine trends of excessive absences 2. Principals and school-level attendance teams analyze causes of absences and identify strategies to address the trends
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Principals report on the results of their weekly meetings and recommended actions to the Director of Pupil Services monthly. 2. Director of Pupil Services reports campus results and initiatives to the Attendance Improvement Committee. 3. Attendance Improvement Committee and Director of Pupil Services reports

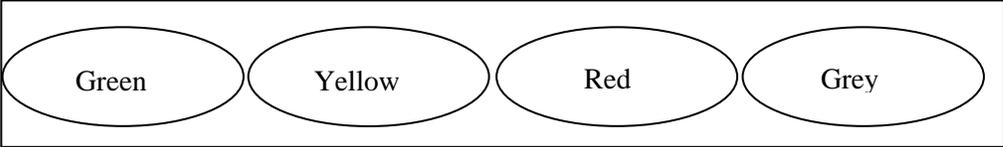
	<p>to the Superintendent and makes recommendations.</p> <ol style="list-style-type: none">4. Superintendent responds to recommendations and District takes actions accordingly.5. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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Operational Plan	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities
Procedural Steps (PS#):	PS#9. Provide a credit recovery program for potential dropouts (e.g. NOVEL, NovaNet)
Positions Accountable for Procedural Step:	See Student Performance PS#15
Positions Accountable for Student Outcome Analysis:	See Student Performance PS#15
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	See Student Performance Procedural Step Number PS#15
Data Collection:	See Student Performance Procedural Step Number PS#15
Data Analysis:	See Student Performance Procedural Step Number PS#15
Reporting Progress, Outcome Analysis and Recommended Actions:	See Student Performance Procedural Step Number PS#15

Operational Plan	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal:
Procedural Steps (PS#):	<p>PS#11. Hold student focus group of students with attendance issues to identify and address concerns and make recommendations for improved attendance</p> <p>PS#27. Assess the efficacy of piloted and ongoing intervention programs for the improvement of school climate (e.g. consistent with “whole child” developmental approaches)</p>
Positions Accountable for Procedural Step:	Attendance Outreach Staff, Principals
Positions Accountable for Student Outcome Analysis:	Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> Results of student focus groups Teacher, parents, students and the community will be surveyed to ascertain their perceptions of school climate
Data Analysis:	<ol style="list-style-type: none"> Information gained from surveys will be utilized to evaluate program implementation
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> Director of Pupil Services will use information gained from surveys and student focus groups in determining the continued direction of the attendance programs for the improvement of school climate and attendance and will report on that to the Superintendent quarterly. Actions taken will be reported to the Superintendent quarterly. Results and actions taken will be reported in the District’s Quarterly Reports or End of Year Report to the Monitoring Team.

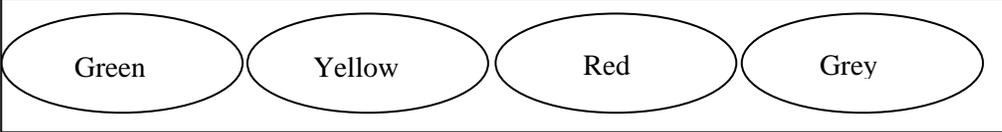
<h2>Operational Plan</h2>	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities
Procedural Steps (PS#):	PS #12. Create and implement strategies to inform parents of the importance of attendance and tips to improve attendance (e.g. brochure with tips for parents to improvement attendance, parent education workshops, parent surveys) PS#13. Implement Phone Master automated dialing program to call parents
Positions Accountable for Procedural Step:	Attendance Improvement Committee Director of Pupil Services
Positions Accountable for Student Outcome Analysis:	Director of Pupil Services, Director of the Family Information Center
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Monthly
Data Collection:	<ol style="list-style-type: none"> 1. Documentation of dissemination of information about the importance of school attendance and ways to support student attendance (e.g., access to medical and social services, brochures, workshop schedules, parent surveys, etc.). 2. Documentation of Phone Master automated telephone calling system to be used to call parents.
Data Analysis:	<ol style="list-style-type: none"> 1. Attendance Improvement Committee reviews/assesses effectiveness of information disseminated to parents and its impact on student attendance rates. 2. Review/assess effectiveness of Phone Master automated dialing program and its impact on student attendance rates.

Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. Attendance Improvement Committee and the Director of Pupil Services will provide summary findings on the strategies used to inform and educate parents about the importance of school attendance and the impact of these on student attendance interim targets to PIC and the Superintendent.2. In December and March, the Director of Pupil Services will provide summary findings on the effectiveness of Phone Master and its impact on student attendance interim targets.3. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature.4. Superintendent responds to recommendations and District takes action accordingly.5. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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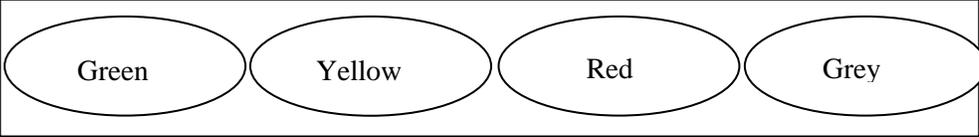
Operational Plan	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities.
Procedural Steps (PS#):	<p>PS#14. Conduct intensive media campaign to promote attendance (e.g., radio, television, billboards)</p> <p>PS#15. Conduct an intensive community campaign, including the use of volunteers from the community to increase attendance.</p> <p>PS#16. Communicate with Ministerial Alliance members and Urban League to discuss attendance improvement</p> <p>PS#17. Attend community outreach meetings to encourage community engagement in attendance initiatives.</p>
Positions Accountable for Procedural Step:	<p>Assistant Superintendent Human Resources and Community Relations (PS#14)</p> <p>Director of Pupil Services (PS#14 & 17)</p> <p>Director of Family Information Center (PS#15)</p> <p>Director of Pupil Services (PS#15 & 16)</p> <p>Attendance Outreach Staff (PS#17)</p> <p>Counsel for Plaintiffs (PS#15)</p>
Positions Accountable for Student Outcome Analysis:	Director of Pupil Services, Director of Family Information Center, Director of Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>The diagram consists of four horizontally aligned ovals, each containing a color name: Green, Yellow, Red, and Grey.</p> </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Documentation of press releases, Public Service Announcements, etc. on appropriate media 2. Documentation of volunteer sign-in sheets, volunteer hours, meeting agenda, minutes, and meeting attendance sheets 3. Review frequency and schedule of radio and television announcements 4. Review number of volunteers/volunteer hours and student attendance data

	<ol style="list-style-type: none"> 5. Review number of participants at community and Ministerial Alliance meetings (sign-in sheets) 6. Review correspondence with the media, potential volunteers, community members, and the Ministerial Alliance
Data Analysis:	<ol style="list-style-type: none"> 1. Review/assess effectiveness of media campaign on target audience 2. Review/assess effectiveness of volunteer efforts on student attendance targets 3. Review/assess effectiveness of community participation/involvement on student attendance targets 4. Review/assess effectiveness of Attendance Outreach Staff's community involvement on increasing student attendance
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Every semester, the Director of Pupil Services provides summary findings on effectiveness of media campaign and adjusts campaign, as needed. 2. The Director of Pupil Services, Director of the Family Information Center and the Counsel for the Plaintiffs provide summary findings on the effectiveness of the community campaign. Quarterly, the Director of Pupil Services will provide summary findings on the effectiveness of the involvement of the Ministerial Alliance and churches in increasing student attendance. 3. Attendance Improvement Committee reviews progress under these procedural steps and makes recommendations to the Director of Pupil Services. 4. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 5. Superintendent responds to recommendations and District takes action accordingly. 6. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

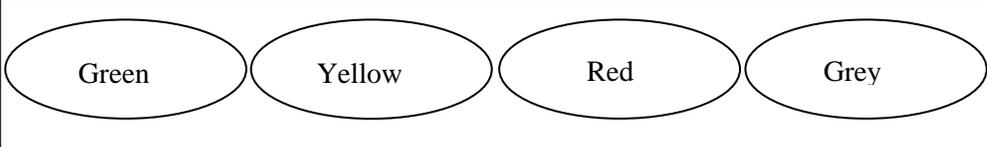
Operational Plan

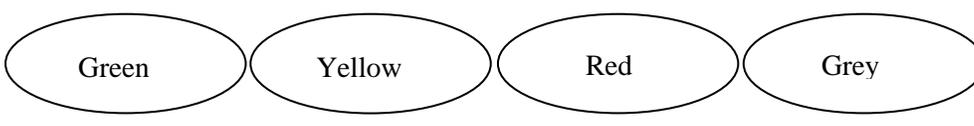
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities.
Procedural Steps (PS.#):	<p>PS#18. Codify role of attendance outreach staff/family liaison to be consistent with these procedural steps</p> <p>PS#19. Ensure attendance outreach staff make connections to families of students with attendance issues</p> <p>PS#25. Attendance outreach staff review 8th graders in order to alert high schools of incoming students to watch for attendance purposes</p> <p>PS#26. Dean, counselors and teachers work collaboratively with attendance outreach staff to monitor and to provide a support for students to attend school</p>
Positions Accountable for Procedural Steps:	Director of Pupil Services, Deans, Counselors, Teachers, Attendance Outreach Staff
Positions Accountable for Student Outcome Analysis:	Director of Pupil Services
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>* Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly Annually (PS#25)
Data Collection:	<ol style="list-style-type: none"> 1. Attendance Outreach Staff/Family Liaison job descriptions 2. Attendance Outreach Staff parent contact logs (home visits, meetings, phone calls, etc.) 3. Development of student database to determine impact of interventions 4. Documentation of early interventions to circumvent absenteeism 5. Documentation of collaboration between building staff and Attendance Outreach Staff to ensure monitoring of student attendance and implementation of student attendance supports/interventions 6. Middle School reports to High School Outreach staff

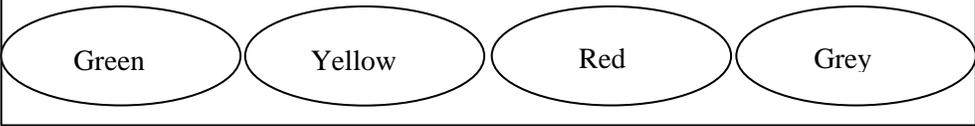
<p>Data Analysis:</p>	<ol style="list-style-type: none"> 1. Review/assess effectiveness of Attendance Outreach Staff/Family Liaison on student attendance 2. Review/assess quantity of family contact provided by Attendance Outreach Staff 3. Review/assess effectiveness of Attendance Outreach Staff’s communications with high schools about incoming 8th graders’ attendance patterns 4. Assess effectiveness of early student attendance monitoring procedures and student attendance supports/interventions
<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<ol style="list-style-type: none"> 1. Monthly, the Director of Pupil Services will provide summary findings on the Attendance Outreach Staff’s and Family Liaison’s efforts. 2. Quarterly, the Director of Pupil Services will provide summary findings on the Attendance Outreach Staff’s family contacts by reviewing contact logs. 3. Annually, the Attendance Outreach Staff will provide reports to high school administrators regarding incoming 8th grade students’ attendance patterns. 4. Monthly, the dean, counselors, teachers, and Attendance Outreach Staff will provide summary findings on student attendance monitoring procedures and student attendance supports/interventions to Principals. 5. Monthly, Principals will provide summary findings and report to Director of Pupil Services. 6. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 7. Superintendent responds to recommendations and District takes action accordingly. 8. Results and actions taken will be reported in the District’s Quarterly Reports or End of Year Report to the Monitoring Team.

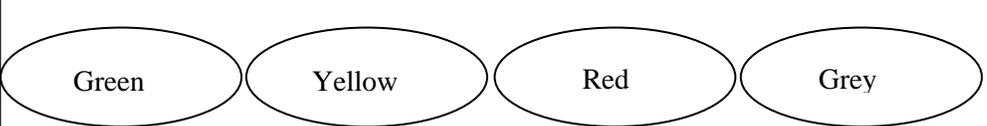
<h1>Operational Plan</h1>	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District’s student attendance rate at each school will be at least 95% for both minorities and non-minorities.
Procedural Steps (PS.#):	<p>PS#20: Identify services that may assist students and their families with attendance problems (e.g., emergency child care services) and make families aware of services that may fit their particular needs</p> <p>PS#21: Coordinate efforts with the Family Information Center and the Department of Achievement and Pupil Services for attendance improvement</p>
Positions Accountable for Procedural Steps:	Assistant Superintendent of Achievement and Pupil Services, Director of Family Information Center, Director of Pupil Services, Attendance Outreach Staff
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent of Achievement and Pupil Services (PS#21) Director of Family Information Center (PS#21) Director of Pupil Services (PS#21) Attendance Outreach Staff (PS#20)
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. * Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Documentation of Attendance Outreach Staff’s dissemination of information about community services 2. Documentation of collaboration between the Family Information Center and the Department of Achievement and Pupil Services to improve student attendance 3. Attendance Outreach logs 4. Community Services Referral list
Data Analysis:	<ol style="list-style-type: none"> 1. Review/assess effectiveness of community service information disseminated by Attendance Outreach Staff and its impact on student attendance rates 2. Review/assess effectiveness of collaboration between Family Information Center and the Department of Achievement and Pupil Services and its impact on student attendance rates

<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<ol style="list-style-type: none"> 1. Quarterly, the Asst. Supt. of Achievement and Pupil Services, the Director of the Family Information Center, and the Director of Pupil Services will provide summary findings and recommendations on the identification, implementation and assessment of attendance improvement strategies and their impact on student attendance interim targets. 2. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 3. Superintendent responds to recommendations and District takes action accordingly. 4. Results and actions taken will be reported in the District’s Quarterly Reports or End of Year Report to the Monitoring Team.
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<h1>Operational Plan</h1>	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District’s student attendance rate at each school will be at least 95% for both minorities and non-minorities.
Procedural Steps (PS.#):	PS#22. Implement strategies to address absenteeism for health-related reasons (e.g., mobile clinics, encourage early physicals, possibility of health education by District Nurses on asthma medication use, etc.)
Positions Accountable for Procedural Steps:	Director of Pupil Services, Director Family Information Center
Positions Accountable for Student Outcome Analysis:	Director of Pupil Services, Director Family Information Center
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. * Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Documentation of intervention strategies to address absenteeism for health-related reasons (e.g., mobile clinic schedule, early physical exams, health education, etc.)
Data Analysis:	1. Review/assess effectiveness of intervention strategies to address absenteeism for health-related reasons on attendance interim targets
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Quarterly, the Director of Pupil Services and the Director of the Family Information Center will provide summary finding on the effect of intervention strategies to address absenteeism for health-related reasons on student attendance and recommendations. 2. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 3. Superintendent responds to recommendations and District takes action accordingly. 4. Results and actions taken will be reported in the District’s Quarterly Reports or End of Year Report to the Monitoring Team.

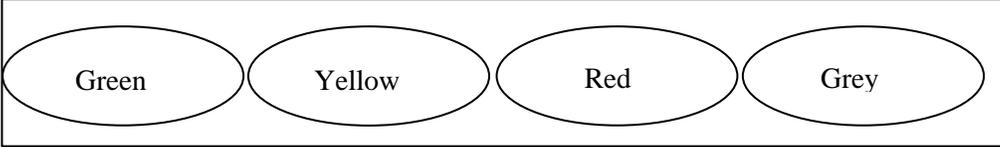
Operational Plan	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities.
Procedural Steps (PS.#):	PS#23. Work with Curriculum Department to provide curriculum pathways and instructional strategies to successfully engage students in school
Positions Accountable for Procedural Steps:	Deputy Superintendent
Positions Accountable for Student Outcome Analysis:	Deputy Superintendent, Curriculum Department
Procedural Step Status Summary:	<div style="text-align: center; border: 1px solid black; padding: 10px;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>* Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	Documentation of curriculum pathways and instructional strategies to successfully engage students in school (e.g., interest survey, high school four-year plans, etc.)
Data Analysis:	<ol style="list-style-type: none"> 1. Review/assess responses on student interest survey 2. Review/assess high school students' four-year plans 3. Review/assess student attendance rates
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. The Deputy Supt. will provide summary findings on the effect of curriculum pathways and instructional strategies to successfully engage students in school and recommendations. 2. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 3. Superintendent responds to recommendations and District takes action accordingly. 4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

Operational Plan	
Section:	Attendance
Consent Decree Goal Addressed:	(No Consent Decree Objective.) EEIP Flexible Goal: The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities.
Procedural Steps (PS.#):	PS#28. Attend truancy hearings of Unit 4 students (e.g., TAOEP/school staff)
Positions Accountable for Procedural Steps:	Principals, School Staff
Positions Accountable for Student Outcome Analysis:	Principals
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green Yellow Red Grey</p> </div> <p>Green – The Procedural Step was taken on schedule and according to plan.</p> <p>Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan.</p> <p>Red – The Procedural Step was not taken on schedule. Immediate intervention is needed.</p> <p>Grey – The Procedural Step does not apply.</p> <p>* Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Annually
Data Collection:	1. Documentation of attendance of truancy hearings
Data Analysis:	1. Review/assess hearing attendance logs
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Annually, Principals and school staff will provide ongoing summary findings on their attendance of truancy hearings and recommendations. 2. Recommendations will be made to the Superintendent quarterly that will be proactive, preventative, remedial, or rehabilitative in nature. 3. Superintendent responds to recommendations and District takes action accordingly. 4. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.

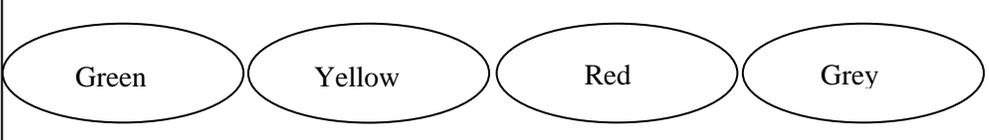
Operational Plan	
Section:	Hiring and Staff Placement and Retention Plan
Consent Decree Goal Addressed:	Seek to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity.
Procedural Steps (PS#):	<p>PS#1. Prepare Affirmative Action Equal Employment Opportunity (AAEEO) Report. (Reporting period ends September 30 of each year.)</p> <p>PS#2. Develop annual recruitment plans (e.g. identify colleges, job fairs and recruitment plans.)</p> <p>PS#3. Continue to implement successful recruitment strategies (eg. Grow Your Own, Martin Luther King Scholarship, Recruitment Stipends, etc.).</p> <p>PS#4. Communicate hiring expectations to Principals and intervene as necessary.</p>
Positions Accountable for Procedural Step:	Assistant Superintendent for Human Resources and Community Relations, Director of Human Resources and Community Relations, Principals
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent for Human Resources and Community Relations
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Annually (PS#1,2), Quarterly (PS#3,4)
Data Collection:	<ol style="list-style-type: none"> 1. National Labor Pool demographics 2. State labor pool demographics 3. Disaggregated Recruitment Data 4. Disaggregated Applicant Data 5. Disaggregated Interview Data 6. Disaggregated Hiring Data 7. Disaggregated Termination Data 8. Recruitment Plans
Data Analysis:	<ol style="list-style-type: none"> 1. National Labor Pool for the AAEEEO demographics is available from National Bureau of Labor and Statistics 2. State labor pool demographics are taken from the Illinois School Report

	<p>Card</p> <ol style="list-style-type: none"> 3. Recruitment data is taken from administrative reports from College Fairs and recruitment information sheets 4. Applicant data is taken from the District’s online application process. The data analysis must include the variable that applicants may be applying to multiple school districts 5. Interview Data is taken from the hiring recommendations that hiring administrators are required to complete 6. Hiring Data is taken from the Human Resource data base of new hires 7. Termination data is taken from termination codes within the District’s payroll system 8. Grow Your Own data is taken from applications and by college progress reports required by the District
<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<ol style="list-style-type: none"> 1. Although data is reported annually, it is used during the following timeline. 2. Data from the AAEEEO is used to identify schools in need of a hiring intervention. Schools that do not successfully hire an African American candidate in two years of six successive hires are identified as needing an intervention. The Assistant Superintendent for Human Resources communicates the need for an intervention to the campus Principal and the Principal’s Supervisor in November. Hiring expectations are again discussed with the Principal and Principal’s Supervisor in February during staffing meetings. The Principal’s Supervisor monitors the Principal’s success through the administrative evaluation process. The Assistant Superintendent monitors the Principal’s success through the AAEEEO reporting process. 3. Recruitment data is compared to interview and hiring data to develop the next year’s recruitment plan. The Director of Human Resources develops the recruitment plan in December based on the data and presents the plan for approval of the Assistant Superintendent for Human Resources. 4. Applicant data is compared to interview data to evaluate the screening process. The new online application process has presented a challenge in this area because the applicant’s ethnicity is not available to the hiring administrator. The District currently receives the demographic data for the previous year in September. For this reason, the recruitment fairs and individual contacts are essential in identifying candidates. 5. Hiring data is compared to available candidates and interviewed applicants. Reasons for not selecting a candidate are given, and these are monitored by the Assistant Superintendent for Human Resources for equity concerns. Any concerns are reported to the hiring administrator and his or her supervisor in February. Improvement will be monitored in the next AAEEEO report. 6. Termination data is used to determine the number of African American candidates leaving the District. The Assistant Superintendent for Human Resources monitors the data to identify any trends in the reasons for candidates leaving. Any negative trends are reported to the hiring administrator and his or her supervisor in February. Improvement is measured in the next AAEEEO report. 7. Recommendations are made to the Superintendent to accelerate positive hiring and retention practices and to intervene where hiring and retention

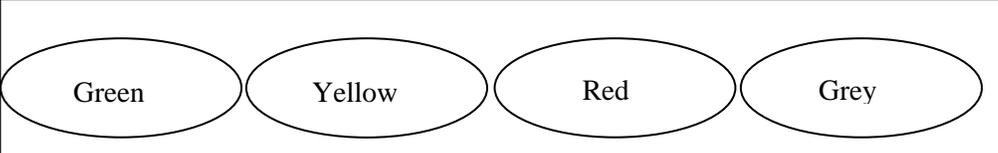
	<p>trends are negative.</p> <ol style="list-style-type: none"> 8. The Superintendent directs the appropriate personnel to respond appropriately. 9. Results and actions taken will be reported in the District’s Quarterly Reports or End of Year Report to the Monitoring Team. 10. Comprehensive data and analysis are reported annually via the AAEEO Report (usually in April) to the Board of Education, Monitoring Team, Plaintiffs and Community.
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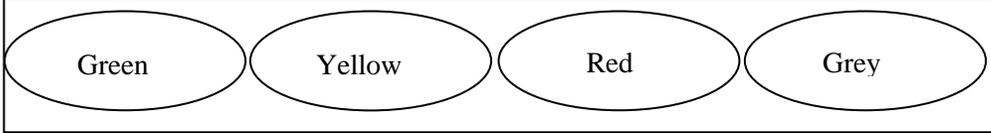
Operational Plan	
Section:	Hiring and Staff Placement and Retention Plan
Consent Decree Goal Addressed:	Seek to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity.
Procedural Steps (PS#):	PS#5. Create an internship/mentoring program to develop and assist certified personnel in preparing for administrator positions.
Positions Accountable for Procedural Step:	Assistant Superintendent for Human Resources and Community Relations
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent for Human Resources and Community Relations
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply.</p> <p>*Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Approved Leadership Academy program 2. Ethnicity and gender of applicants 3. Ethnicity and gender of participants 4. Attendance at training meetings 5. Comparison of participants to administrative hires
Data Analysis:	<ol style="list-style-type: none"> 1. An analysis of the ethnicity and gender of applicants will be compared to the gender and ethnicity of program participants to monitor access. 2. Attendance program meetings will be monitored to ensure that selected participants are in attendance. 3. A comparison of participants to hires will be monitored annually to see if the pool of administrative applicants is increased.

Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none">1. A plan for program implementation will be presented to the Superintendent in September, 2007.2. An approved program will be shared with both bargaining units in October.3. Recruitment will begin in October.4. The Leadership Academy will begin in November.5. An evaluation of the program will be presented to the Superintendent in May. Recommendations will be made for program improvements.6. The Superintendent will direct the administration to respond appropriately to ensure that African American teachers are represented in the program and that all participants are given training on the plans to achieve Consent Decree goals.7. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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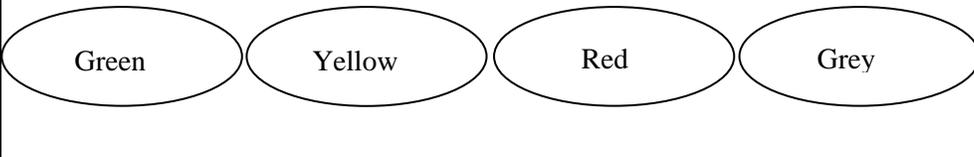
<h2>Operational Plan</h2>	
Section:	Hiring and Staff Placement and Retention Plan
Consent Decree Goal Addressed:	Seek to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity.
Procedural Steps (PS#):	PS#6. Continue to implement successful retention strategies (eg. Novice Teacher Program, Minority Teacher Retention Committee) and track retention patterns.
Positions Accountable for Procedural Step:	Assistant Superintendent for Human Resources and Community Relations
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent for Human Resources and Community Relations
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. The number of novice teachers hired 2. The retention of the novice teachers 3. The evaluations of novice teachers 4. The performance of mentor teachers 5. The ethnicity and gender of novice teachers 6. The ethnicity and gender of mentor teachers 7. The number of novice teachers returning through tenure, as measured annually 8. The number of African American teachers hired each year 9. The number of African American teachers retained annually 10. The reasons for African American teachers leaving annually 11. The minutes of the African American Teacher Retention Committee 12. Documentation of Minority Teacher Retention Committee activities

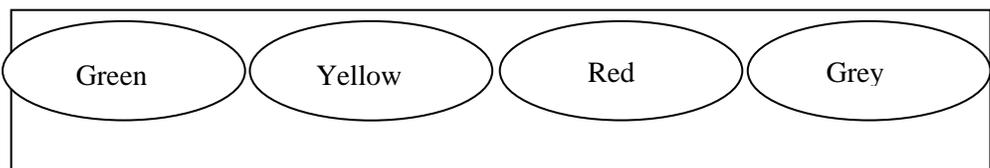
<p>Data Analysis:</p>	<ol style="list-style-type: none"> 1. The retention of teachers new to the District will be measured annually by comparing hire dates with termination dates for each new teacher hired since 2006. The results will be shared with the Superintendent, the Board of Education and the Leadership Team. 2. The performance of mentors will be monitored by campus Principals through a negotiated process. Results will be given to the Assistant Superintendent for Human Resources. 3. The number of African American teachers hired and retained is analyzed through the AAEEEO process (See Step 1) and through the Novice Teacher Program evaluation done annually in June. 4. Activities of the Minority Teacher Retention Committee will be monitored by the Director of Human Resources to ensure that actions addressed documented reasons for leaving given by African American teachers. Results will be reported to the Superintendent as a part of the Human Resources Annual Report to the Superintendent.
<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<ol style="list-style-type: none"> 1. The retention of Novice Teachers is reported annually in September to the Superintendent. Interventions are designed in October. 2. Mentor Performance is reported to the Assistant Superintendent for Human Resources in May. 3. Minutes of the Minority Teacher Retention Committee are given to the Assistant Superintendent for Human Resources monthly. 4. Analysis of AAEEEO data is done in October, November and December. 5. The reasons for African American teachers leaving are collected and documented by the Director of Human Resources. 6. Developing and targeting retention strategies to documented causes of termination is expected to increase retention. This retention is measured in the AAEEEO and reported quarterly to the Court Monitor and Plaintiffs in the District's Quarterly Report.

Operational Plan	
Section:	Hiring and Staff Placement and Retention Plan
Consent Decree Goal Addressed:	Seek to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity.
Procedural Steps (PS#):	PS#7. Codify administrative regulations regarding the hiring and retention process.
Positions Accountable for Procedural Step:	Assistant Superintendent for Human Resources and Community Relations
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent for Human Resources and Community Relations
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Written administrative procedures related to the hiring and retention process
Data Analysis:	1. Practices will be reviewed and codified in administrative procedures
Reporting Progress, Outcome Analysis and Recommended Actions:	1. The Assistant Superintendent for Human Resources provided codified procedures to Superintendent. 2. District provided codified procedures to Plaintiffs and Monitoring Team.

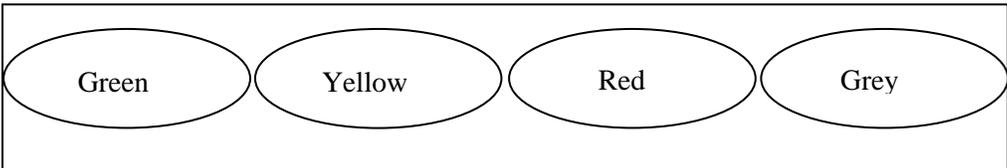
<h2>Operational Plan</h2>	
Section:	Hiring and Staff Placement and Retention Plan
Consent Decree Goal Addressed:	Seek to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity.
Procedural Steps (PS#):	PS#8. Encourage meaningful professional engagement and leadership experiences at the campus and district levels PS#9. Monitor staff assignments for equity and access to teaching assignments.
Positions Accountable for Procedural Step:	Assistant Superintendent for Human Resources and Community Relations
Positions Accountable for Student Outcome Analysis:	Assistant Superintendent for Human Resources and Community Relations
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> Ethnicity of teacher participants in programs including, but not limited to the Chancellor's Academy, the CU Schools Foundation Board, the U of I College Tuition Waiver program, Champaign Federation of Teachers Executive Board, Building Councils and the Superintendent's Communication Council Ethnicity of teacher participants in assignment by building and in Gifted and Honors teaching assignments Minutes of February Staffing Meetings where staffing and assignments are assessed
Data Analysis:	<ol style="list-style-type: none"> The ethnicity of participants in identified programs will be used to measure African American teacher participation in leadership roles. The 2007-08 school year will provide baseline data. The placement of African American teacher will be used to measure access to Gifted and Advanced/Honors teaching assignments.

<p>Reporting Progress, Outcome Analysis and Recommended Actions:</p>	<ol style="list-style-type: none"> 1. The baseline list of African American teachers in meaningful professional engagement and leadership roles will be established in 2007-08. Preliminary results will be reported to the Superintendent in January, 2007. Recommendations to Principals and other persons responsible for participant selection will be made in February, 2007. 2. A report of teaching assignments for African American teachers will be made in November 2007 to the Superintendent and Deputy Superintendent for Equity and Achievement. Recommendations for interventions will be made in February 2007 to Principals. 3. The number of African American teachers engaged in professional learning opportunities and leadership experiences will be monitored by the Assistant Superintendent for Human Resources quarterly and reported to the Deputy Superintendent for Equity and Achievement. 4. Interventions will be made as appropriate and success monitored in September annually. 5. The Superintendent will direct the administration to make any modifications or adjustments necessary to accelerate the inclusion of African American teachers in meaningful professional engagement and leadership roles. 6. An annual report made to the Superintendent in October, 2008 will measure the success of the interventions. 7. Results and actions taken will be reported in the District's Quarterly Reports or End of Year Report to the Monitoring Team.
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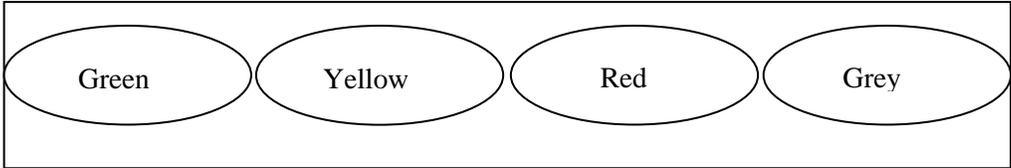
<h1>Operational Plan</h1>	
Section:	Information Technology
Consent Decree Goal Addressed:	(No Consent Decree or EEIP Objectives.) EEIP narrative states: Monitoring implementation of the Plan begins with collecting and maintaining the ‘right’ baseline data, proceeds to data analysis, moves to preparation and submission of a report on the data, and culminates with a discussion by PIC and the District’s Board and Administration on the meaning of the data and its implications for the Plan. (EEIP pg. ii-iii.)
Procedural Steps (PS#):	PS#1. Restructure IT Department <ul style="list-style-type: none"> • Hiring • Redefine job responsibilities
Positions Accountable for Procedural Step:	Unit 4 Board of Education, Director of Information Technology
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Departmental Organizational Charts, job descriptions
Reporting Progress and Recommended Actions:	1. Organizational charts are accurate as of July 1, 2007. Job positions are filled and position job descriptions are accurate.

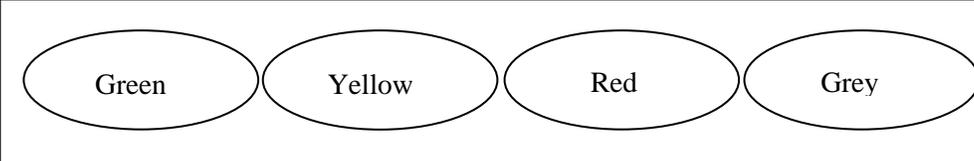
Operational Plan	
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Procedural Steps (PS#):	PS#2. Establish procedures and responsibilities for quality data systems and production. PS#7. Maintain data consistency for purposes of comparability on an annual basis PS#8. Establish data auditing procedures to review logical links and trace pathways within the monthly data mart calculating files PS#9. Develop and implement functional back-ups PS#10. Develop and implement cross-training to eliminate a single point of failure PS#13. Track in Pentamation the start/stop dates of student participation in TAOEP.
Positions Accountable for Procedural Step:	Director of Information Technology, Leadership Team, Principals, Building Level Administrators
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Monthly

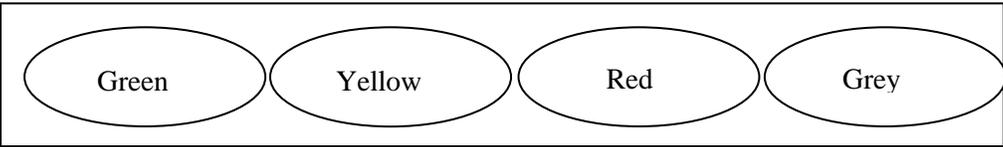
Data Collection:	<ol style="list-style-type: none"> 1. Written documentation of procedures for data systems 2. Identification of responsible parties for data systems 3. Data auditing procedures 4. Internal compliance testing 5. Error Reports 6. Monthly Audit Checklists and cross audits 7. Back-ups are done and tape data verified, bad tapes are identified and pulled from rotation 8. Back-ups are tested by running data verification on a monthly basis. 9. Documentation of cross training 10. Elimination of single points of failure 11. TAOEP datamarts
Reporting Progress and Recommended Actions:	<ol style="list-style-type: none"> 1. Documentation of procedural steps has been done and data manipulation responsibilities have been assigned. Auditing and tracking is done monthly. 2. Error reports are done three times per month. Reports are sent out after the Mid-month data is run, another the next week and a final just before the end of month report. These are tracked and monitored for timely correction. 3. Audit sheets are reviewed by the Director of Information Technology on a monthly basis for completion. 4. Maintenance of data consistency for purposes of comparability will be reported on as appropriate in Quarterly Reports to Monitoring Team. 5. TAOEP Datamart information has been tracked since February of 2007.

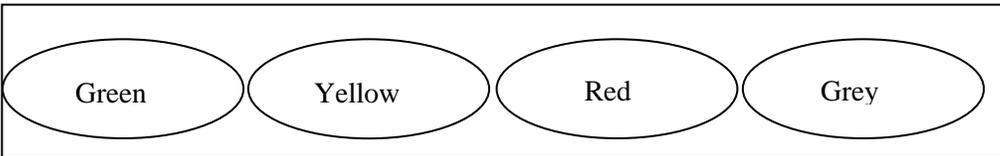
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Procedural Steps (PS#):	<p>PS#3. Collaborate with central and campus administrators for delivery of relevant data in a usable format</p> <p>PS#4. Establish training procedures for teaching effective data entry, extraction, analysis and reporting to building Principals for each area to facilitate data-driven decisions</p> <p>PS#5. Conduct training with administrators and school personnel as appropriate in each area to teach effective data entry, extraction, analysis and reporting to facilitate data-driven decisions by building and District personnel</p> <ul style="list-style-type: none"> • E.g., monthly training sessions for Discipline and Attendance data entry personnel • E.g., other training on data entry, Pivot tables, charts, Cognos, SQL, etc. <p>PS#6. Require at least weekly data entry at the school level (e.g. discipline, attendance)</p>
Positions Accountable for Procedural Step:	Director of Information Technology, Leadership Team, Principals, Building Level Administrators
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Monthly Weekly entry of data (PS#6)

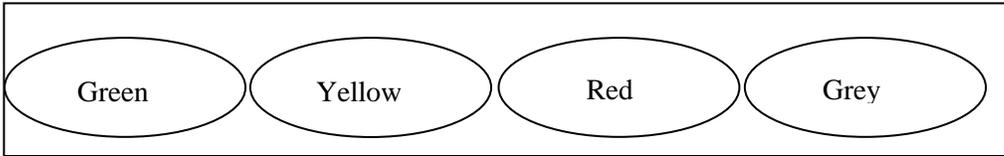
Data Collection:	<ol style="list-style-type: none">1. Sign in sheets for training2. Training materials3. Error reporting and audits of Pentamation4. Secretarial Handbook5. Data requests and responses6. Weekly data entry
Reporting Progress and Recommended Actions:	<ol style="list-style-type: none">1. The District will report on training progress and error report incidents in Quarterly Reports or End of Year Report to the Monitoring Team.

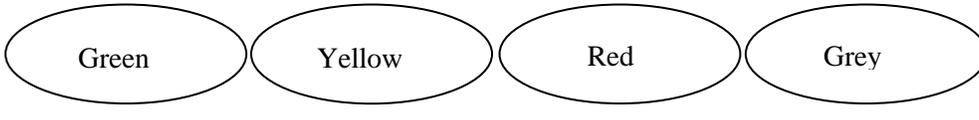
<h1>Operational Plan</h1>	
Section:	Information Technology
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Procedural Steps (PS#):	PS#11. Design and implement Quarterly Reporting schedules that allow for sufficient analysis and review PS#12. Produce Quarterly Reports after first, second and fourth academic quarters of each school year
Positions Accountable for Procedural Step:	Superintendent, Director of Information Technology
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Datamarts are delivered in a timely fashion 2. Quarterly report data is produced on a timely basis 3. Quarterly Report schedules
Reporting Progress and Recommended Actions:	<ol style="list-style-type: none"> 1. The District will issue Quarterly Reports to the Monitoring Team.

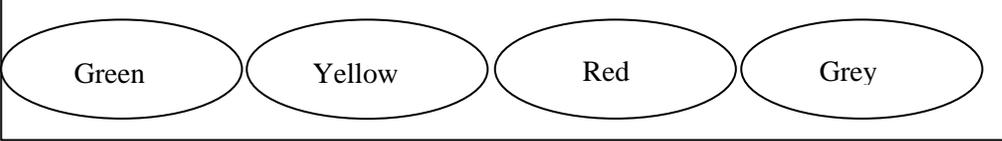
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Procedural Steps (PS#):	PS#14. <ul style="list-style-type: none"> • Leadership Team, IT and Monitoring Team Data Specialist review Collaboration Plan to determine the data to be collected in each area, the frequency of data collection and reporting mechanisms • Meeting with Monitoring Team Data Specialist and Plaintiffs’ counsel to review same
Positions Accountable for Procedural Step:	Director of Information Technology, Leadership Team; IT Department
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	<ol style="list-style-type: none"> 1. Operational Plan 2. Project Plan 3. Quarterly Reports
Reporting Progress and Recommended Actions:	<ol style="list-style-type: none"> 1. The reporting mechanisms for the Collaboration Plan are set forth in the Operational Plan.

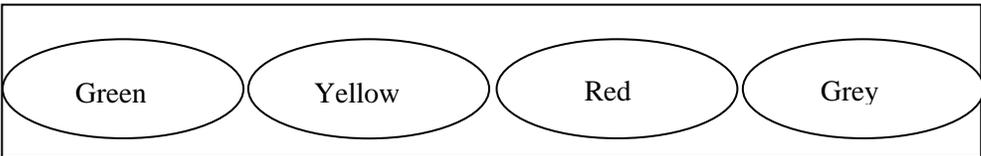
<h2>Operational Plan</h2>	
Section:	Northside Seats/Student Assignment Plan
Consent Decree Goal Addressed:	By the start of the 2005-2006 school year, provide additional net seating capacity of not less than two elementary strands in north Champaign as part of a comprehensive facilities plan for the entire District. Unit 4 will make every good faith effort to find and obtain necessary funding as a condition of this commitment.
Procedural Steps (PS#):	PS#1. Conduct resident enrollment analysis with Dr. Michael Alves.
Positions Accountable for Procedural Step:	Superintendent Culver, Director of Information Technology
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Monthly until completed
Data Collection:	1. Resident enrollment status
Data Analysis:	1. Review of resident enrollment analysis internally and at Northside Seats meetings with Plaintiffs
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Monthly at PIC meetings 2. Northside Seats groups will make recommendations regarding Northside Seat location (See Step 4).

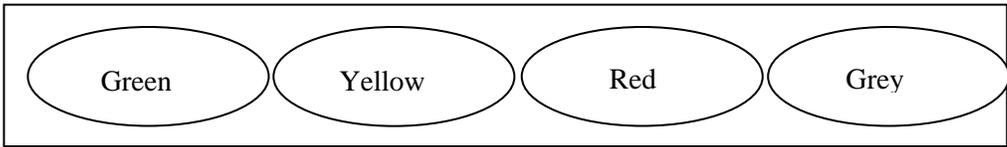
Operational Plan	
Section:	Northside Seats/Student Assignment Plan
Consent Decree Goal Addressed:	By the start of the 2005-2006 school year, provide additional net seating capacity of not less than two elementary strands in north Champaign as part of a comprehensive facilities plan for the entire District. Unit 4 will make every good faith effort to find and obtain necessary funding as a condition of this commitment.
Procedural Steps (PS#):	PS#2. Include North Champaign Seats as standing agenda item at every monthly PIC meeting and in each Quarterly Report to the Monitor.
Positions Accountable for Procedural Step:	Director of Equity, Superintendent
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. PIC meeting minutes
Data Analysis:	N/A
Reporting Progress, Outcome Analysis and Recommended Actions:	1. Reports will be made monthly to PIC and included in the District's Quarterly and End of Year Reports to the Monitoring Team.

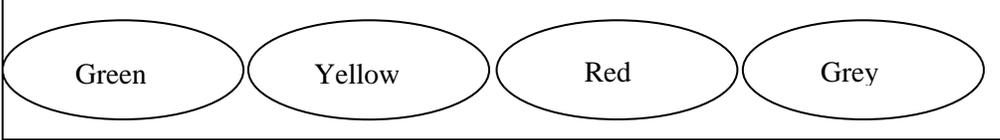
Operational Plan	
Section:	Northside Seats/Student Assignment Plan
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Procedural Steps (PS#):	PS#3. The District Administration recommends that the Board of Education reaffirm its commitment to add seats in North Champaign as set forth in the Consent Decree.
Positions Accountable for Procedural Step:	Superintendent
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	N/A as the step has been completed
Data Collection:	<ol style="list-style-type: none"> 1. Board meeting minutes 2. Board resolution
Data Analysis:	NA
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Report completed action in End-of-year Report and Quarterly Report to the Plaintiffs and Monitoring Team.

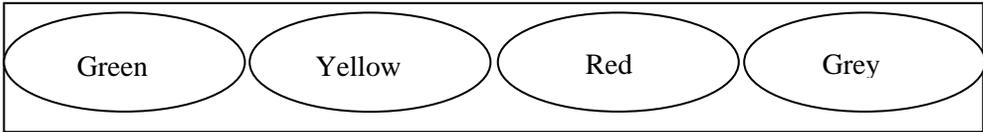
Operational Plan	
Section:	Northside Seats/Student Assignment Plan
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Procedural Steps (PS#):	<p>PS#4. Parties meet regularly to develop a plan to provide additional net seating capacity of not less than two elementary strands in North Champaign</p> <ul style="list-style-type: none"> ▪ Parties to include counsel, Plaintiffs' representative(s) and District ▪ Identify recommended location ▪ Identify recommended educational theme or programming ▪ Parties consult with monitoring team throughout process
Positions Accountable for Procedural Step:	Superintendent, Plaintiffs' Counsel
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Monthly
Data Collection:	<ol style="list-style-type: none"> 1. Documentation of Parties' meetings 2. Parties' recommendations
Data Analysis:	<ol style="list-style-type: none"> 1. Review of meeting documentation and Parties' recommendations
Reporting Progress, Outcome Analysis and Recommended Actions:	<ol style="list-style-type: none"> 1. Parties will make a recommendation to the Board of Northside Seats Plan 2. Parties will report monthly to PIC on status

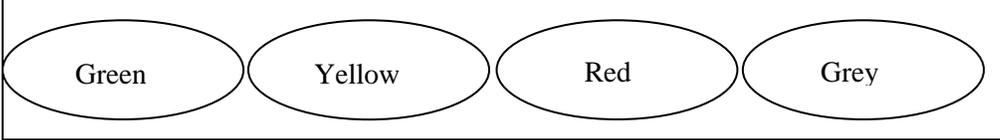
Operational Plan	
Section:	Northside Seats/Student Assignment Plan
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Procedural Steps (PS#):	PS# 5. Proposal presented to Board of Education at public meeting.
Positions Accountable for Procedural Step:	Superintendent
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Board meeting minutes
Data Analysis:	1. Review of Board meeting minutes
Reporting Progress, Outcome Analysis and Recommended Actions:	1. Board will review and designate action. 2. District will report action to Plaintiffs and Monitoring Team.

Operational Plan	
Section:	Northside Seats/Student Assignment Plan
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Procedural Steps (PS#):	PS#6. Conduct Board meeting(s) to allow for community input on North Champaign seat plan.
Positions Accountable for Procedural Step:	Superintendent, Board of Education
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Board meeting minutes
Data Analysis:	1. Review Board meeting minutes
Reporting Progress, Outcome Analysis and Recommended Actions:	1. Board will review community suggestions and conduct further meetings as appropriate.

Operational Plan	
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Procedural Steps (PS#):	PS#7. Board of Education approves plan for North Champaign seats.
Positions Accountable for Procedural Step:	Board of Education
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Board meeting minutes
Data Analysis:	N/A
Reporting Progress, Outcome Analysis and Recommended Actions:	1. District will report results of Board decision to Plaintiffs and Monitoring Team.

Operational Plan	
Section:	Northside Seats/Student Assignment Plan
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Procedural Steps (PS#):	PS#8. Board of Education approves referendum question to be placed on ballot for March 18 election.
Positions Accountable for Procedural Step:	Board of Education
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p> </div>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Referendum 2. Board of Education Meeting minutes
Data Analysis:	N/A
Reporting Progress, Outcome Analysis and Recommended Actions:	1. District will report results of Board decision to Plaintiffs and Monitoring Team.

Operational Plan	
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Procedural Steps (PS#):	PS# 9. Community Committee conducts referendum campaign
Positions Accountable for Procedural Step:	Superintendent, Board of Education
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Green Yellow Red Grey</p> </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Quarterly
Data Collection:	1. Documentation of Community Campaign meetings
Data Analysis:	N/A
Reporting Progress, Outcome Analysis and Recommended Actions:	1. Monthly report to PIC

Operational Plan	
Section:	Northside Seats/Student Assignment Plan
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Procedural Steps (PS#):	PS#10. Referendum voted upon during General Primary Election
Positions Accountable for Procedural Step:	N/A
Positions Accountable for Student Outcome Analysis:	N/A
Procedural Step Status Summary:	<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Green – The Procedural Step was taken on schedule and according to plan. Yellow – The Procedural Step was taken, but there were some problems with timing, with completeness or was not otherwise according to plan. Red – The Procedural Step was not taken on schedule. Immediate intervention is needed. Grey – The Procedural Step does not apply. *Each step will be individually reported as to its green/yellow/red status.</p>
Frequency of Procedural Step Status Reporting:	Reporting will occur when the results of the General Primary Election are received.
Data Collection:	N/A
Data Analysis:	N/A
Reporting Progress, Outcome Analysis and Recommended Actions:	N/A