

# Student Performance

## Consent Decree Goals:

- Seek to eliminate unwarranted disparities in the enrollment of minority students in upper level courses.
- 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.

## Education Equity Implementation Plan

### *Objectives*

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the enrollment of minority students in upper level courses.
- The District's objective is to ensure that teachers receive training in, and implement, "Best Practices" in their classrooms by the start of the 2002-2003 school year.
- The District's objective is to incorporate "Best Practices" strategies and curriculum into all classrooms, not just self-contained gifted classes.
- The District's objective is to ensure that curriculum and instructional methods take into account students' diverse learning styles so they feel welcome in all District schools.

### *Flexible Goals*

- The District's third grade students will be able to read at grade level by the 2003-2004 academic year.
- The District's students will gain at least one grade level each academic year, as measured by standardized tests for math and reading.
- The District's students enrolled in advanced core classes will be within racial fairness guidelines [\[1\]](#) at each grade level in each school.
- By the 2003-2004 school year, the District's course outcome and grade distribution for all students will approximate and be proportional to racial fairness guidelines.
- In accordance with state and federal requirements, the District's students will have access to all programs within the District.

[\[1\]](#) As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc.

# Student Performance

## Interim Targets [2]

- To the greatest extent practicable, increase enrollment of African American students in upper level courses incrementally each year to meet racial fairness guidelines by June 2009.
- Conduct teacher training in “Best Practices” each year.
- Each school will make adequate yearly progress (AYP) under the federal No Child Left Behind Act (NCLB) per state standards each year.

[2] Pursuant to the Parties’ Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District’s good faith is to be determined consistent with relevant case law.

# Student Performance

	<b>DISTRICT CONTINUOUS IMPROVEMENT</b>
	<b>DROP-OUT PREVENTION AND CREDIT RECOVERY</b>
	<b>PERFORMANCE ACCELERATION</b>
	<b>ACCESS AND PERFORMANCE</b>
	<b>CURRICULUM DEVELOPMENT AND GRADE POLICY</b>
	<b>BEST PRACTICES IN THE CLASSROOM</b>

# Student Performance


**BEST PRACTICES IN  
THE CLASSROOM**

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	1	<b>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.</b>	<ul style="list-style-type: none"> <li>•Training Schedules (e.g., Ex. H to District’s 9/22/06 Report) and evaluation summary data</li> <li>•Staff development database</li> <li>•Classroom observations (standardized instrument)</li> <li>•Grade distribution analysis</li> <li>•Academic Watch list (6-12)</li> </ul>	Deputy Supt.; Directors of Curriculum; Principals	8/06	<ul style="list-style-type: none"> <li>•Quarterly</li> <li>•Weekly (classroom observations)</li> <li>•Mid-quarter (grade distribution analysis)</li> </ul>	Ongoing  Aug. 2007 (staff development database)	
2	2	<b>Implement differentiated instruction/strategies used for Gifted/Honors for students in all classrooms.</b>	<ul style="list-style-type: none"> <li>•Classroom observations (standardized instrument)</li> <li>•Grade distribution analysis</li> </ul>	Principals	8/04	•Quarterly	Ongoing	

# Student Performance


**CURRICULUM DEVELOPMENT  
AND GRADE POLICY**

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
3	6	<b>Implement approved reading adoption program in grades K-12 to accelerate students reading on or above grade level.</b>	<ul style="list-style-type: none"> <li>• Increased reading levels (e.g., DRA results)</li> <li>• Increased percentage of African American students reading on grade level</li> <li>• ISAT results</li> <li>• Quarterly assessment</li> <li>• Principal walk-throughs (standardized instrument)</li> <li>• Coordinator walk-throughs (standardized instrument)</li> </ul>	Deputy Supt.; Director of Elementary Curriculum; ELA Coordinators; Principals; Teachers	8/07	•Quarterly	Ongoing	
4	7	<b>Continue implementation of standards-based mathematics curriculum K-12 to accelerate problem-solving and mastery of math concepts.</b>	<ul style="list-style-type: none"> <li>•Quarterly Assessment data</li> <li>•Benchmark Assessment data</li> <li>•ISAT scores</li> <li>•Principal walk-throughs</li> </ul>	Deputy Supt.; Directors; Math Coordinators; Principals	8/05	•Quarterly	Ongoing	
5	20	<b>Monitor implementation of grading policy.</b>	<ul style="list-style-type: none"> <li>•Grade distribution analysis</li> </ul>	Deputy Supt.; Principals	8/06	•Quarterly	Ongoing	

# Student Performance

## ACCESS AND PERFORMANCE

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
6	8	<p><b>Fully implement AVID program in all secondary schools</b></p> <ul style="list-style-type: none"> <li>• Provide community informational meetings about AVID</li> <li>• Review National Site Team evaluation by Level III Task Force</li> <li>• Codify entrance and exit criteria, interventions and supports</li> </ul>	<ul style="list-style-type: none"> <li>•AVID site team quarterly meeting agenda and minutes</li> <li>•Increased African American participation rates in Level III and honors classes</li> <li>•National site team annual evaluation</li> </ul>	Deputy Supt.; Director of Equity; AVID Coordinator; Principals	8/06	•Semester	6/07	
7	9	<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>•Documentation of African American participation in AVID</li> </ul>	Deputy Supt.; Director of Equity; AVID Coordinator; Principals	5/07	•Semester	Ongoing	
8	10	<p><b>Enroll and support African American students in upper level courses (schedule African American cohorts in upper level courses).</b></p>	<ul style="list-style-type: none"> <li>•Documentation of African American student participation in support mechanisms (e.g., tutoring) and grades</li> <li>•Level III and honors participation</li> <li>•Grade rates in Level III and Honors courses</li> <li>•Monitor student schedules</li> </ul>	Deputy Supt.; Directors of Curriculum; Principals; Counselors	8/03	•Quarterly	Ongoing	

# Student Performance

## ACCESS AND PERFORMANCE

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
9	11	<b>Maintain Level III Task Force to increase and support successful participation in upper level courses.</b>	<ul style="list-style-type: none"> <li>•Adoption of Level III support plan/policy by school board</li> <li>•Task Force meeting minutes and agendas</li> </ul>	Deputy Supt. of Achievement; Directors of Curriculum	8/06	Monthly	7/07	
10	21	<b>Continue to review curriculum handbook and course offerings to ensure academic rigor and the elimination of low level classes.</b>	<ul style="list-style-type: none"> <li>•Benchmark offerings against high-performing districts</li> <li>•Provide classroom enrollment disaggregated by race, course and section</li> </ul>	Curriculum Dept.; High School Principals	8/06	Quarterly	Ongoing	

# Student Performance

## PERFORMANCE ACCELERATION

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
11	12	<b>Create PEP plans for elementary and middle school students not achieving at grade level.</b>	<ul style="list-style-type: none"> <li>•Monitoring PEP plans through completion of plan and described execution of plan</li> <li>•Grade reports</li> <li>•Parental signature on PEP plan</li> </ul>	Principals; Teachers	8/02	•Quarterly	Ongoing	
12	13	<b>Enhance the implementation of a tutorial support program and enhance and refine delivery methods.</b>	<ul style="list-style-type: none"> <li>•Documentation of African American student participation in support mechanisms (e.g., after-school tutoring)</li> <li>•Student survey</li> <li>•Improvement of tutored students' grades/test scores</li> </ul>	Deputy Supt.; Directors; Principals	8/06	•Quarterly	Ongoing	
13	14	<b>Develop system-wide pyramids of academic interventions for students working below and above grade level.</b>	<ul style="list-style-type: none"> <li>•Implementation of pyramids through distribution and training rates for principals and teachers</li> <li>•Decreased referrals to Special Education for African American students</li> <li>•Increase number of African American students in Level III/AP courses</li> </ul>	Deputy Supt.; Directors; Principals	10/06	•Quarterly	6/07	

# Student Performance

## DROP-OUT PREVENTION AND CREDIT RECOVERY

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
14	15	Accelerate use of a credit recovery program for potential dropouts (e.g. NOVEL, NovaNet).	Identification, recommendation, completion, and graduation rates for program participants	Deputy Supt.; Administrator for Special Projects; Dir. of Secondary Curriculum	3/07	•Annually	Ongoing	
15	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.	•Meeting documentation (e.g., minutes and handouts)	Deputy Supt.; Principals	8/02	•Monthly	Ongoing	
16	18	Identify all high school students not on track (credits earned) to graduate in 4 years and provide credit acceleration plan	•4-Year plans •Transcripts •Report card grades •Progress reports •Increased graduation rates	Director of Secondary Curriculum; Counselors; Principals	2/07	•Quarterly	Ongoing	

# Student Performance

## DISTRICT CONTINUOUS IMPROVEMENT

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
17	3	<b>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.</b>	<ul style="list-style-type: none"> <li>•Quarterly Assessment data</li> <li>•Benchmark Assessment data</li> <li>•ISAT/PSAE results (3-12)</li> <li>•Grade distribution analysis</li> <li>•Monitor PEP plans (K-5)</li> <li>•Lesson Plans - Campus level (e.g., classroom or grade level plans)</li> <li>•Academic Watch list (6-12)</li> <li>•Availability of curriculum maps on the District web site</li> </ul>	Deputy Supt.; Directors of Curriculum; Curriculum Coordinators; Principals; Teachers	8/06	•Quarterly	Ongoing	
18	4	<b>Utilize Mastery Manger to monitor student mastery of grade level content and adjust instruction accordingly.</b>	<ul style="list-style-type: none"> <li>•Teacher collaboration meetings minutes</li> <li>•Teacher survey</li> <li>•Mastery Manager training participation rates</li> </ul>	Deputy Supt.; Directors of Curriculum; Curriculum Coordinators; Principals; Teachers	8/04	•Quarterly	Ongoing	
19	5	<b>Implement the Developmental Reading Assessment (DRA) K-8 to determine students' reading accuracy, fluency, and comprehension levels.</b>	<ul style="list-style-type: none"> <li>•DRA assessments usage rates</li> <li>•Increased reading levels (e.g., DRA results)</li> <li>•Discontinuation rates for Reading Recovery</li> <li>•Monitor grades of students in Flex</li> </ul>	Deputy Supt.; Director of Elementary Curriculum; Curriculum Coordinators; Principals; Teachers	8/06	•Quarterly	Ongoing	

# Student Performance

## DISTRICT CONTINUOUS IMPROVEMENT

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
20	17	Hold quarterly meetings with middle and high school principals to evaluate students' progress.	<ul style="list-style-type: none"> <li>• Meeting documentation (e.g. minutes and handouts)</li> <li>• Grade distribution analysis</li> <li>• Level III and honors participation rates</li> </ul>	Deputy Supt.; Principals	8/06	•Quarterly	Ongoing	
21	19	Develop and "defend" School Improvement Plans (SIP) to Leadership Team and peer review.	<ul style="list-style-type: none"> <li>• Summary of SIP ("Plan on a Page")</li> <li>• Rating instrument from the Leadership Team/peer review defense</li> </ul>	Deputy Supt.; Director of Secondary Curriculum; Principals	8/05	•Annually	Ongoing	

# Gifted and Talented

## Consent Decree Goals:

- 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.

## Education Equity Implementation Plan

### *Objectives*

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted education.
- The District's objective is to ensure gifted program is educationally sound and non-discriminatory.

### *Flexible Goals*

- The District will initially identify eligible students for each of the gifted and talented programs, cluster/enrichment and self-contained classes, within racial fairness guidelines at each school level.<sup>[1]</sup>
- The District will enroll students in gifted programs, cluster/enrichment and self-contained classes, within racial fairness guidelines at each school level.

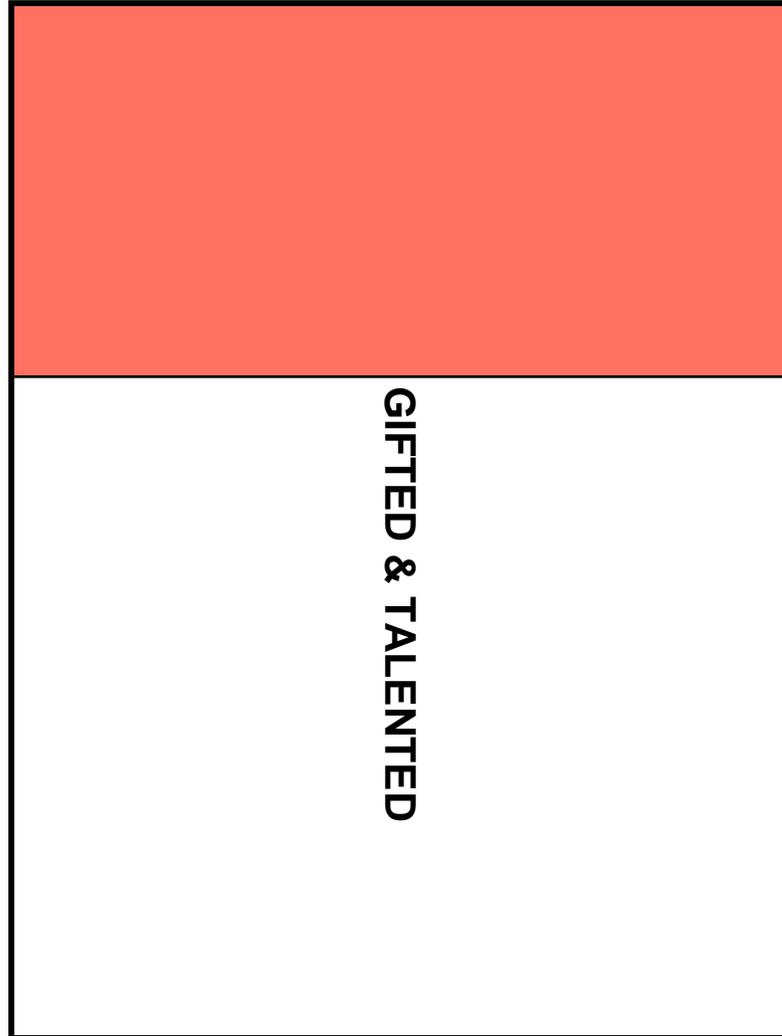
## Interim Targets<sup>[2]</sup>

- Maintain African American enrollment in elementary school enrichment program within racial fairness guidelines and increase enrollment to the greatest extent practicable.
- To the greatest extent practicable, enroll African American students in middle school gifted/honors classes within racial fairness guidelines by June 2007 and maintain such enrollment through June 2009.
- To the greatest extent practicable, increase enrollment of African American students in elementary school self-contained classes incrementally each year to meet racial fairness guidelines by June 2009.

<sup>[1]</sup> As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc. EEIP pg. 1 footnote 3.

<sup>[2]</sup> Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

# Gifted & Talented



# Gifted & Talented



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	1	<b>Codify procedures for Gifted and Enrichment programs and upper level courses</b>	<ul style="list-style-type: none"> <li>• Codification of procedures</li> <li>• Consistent application of Gifted and Enrichment initiatives</li> </ul>	Dir. of Gifted	10/06	4/07	6/07	
2	2	<b>Increase recognition of successful African American students in the gifted program</b>	<ul style="list-style-type: none"> <li>• Documentation of recognition efforts/events</li> <li>• Increased African American enrollment in gifted program</li> <li>• Retention of African American students in gifted program</li> </ul>	Dir. of Gifted; Principals	10/06	•Quarterly	Ongoing	
3	3	<b>Develop networking opportunities for African American gifted and enrichment students moving into middle school honors programs</b>	<ul style="list-style-type: none"> <li>• Documentation of networking opportunities</li> <li>• Increased African American enrollment in middle school honors program</li> <li>• Retention of African American students in honors program</li> </ul>	Dir. of Gifted; Principals	12/06	•Quarterly	Ongoing	
4	4	<b>Provide after-school tutoring options for middle school honors students and work with community organizations to promote tutoring options for students</b>	<ul style="list-style-type: none"> <li>• Documentation of tutoring services</li> <li>• Grade improvement of tutored African American students</li> <li>• Retention of honors students</li> </ul>	Dir. of Gifted; Principals	2/07	•Monthly	Ongoing	

# Gifted & Talented



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
5	5	Ensure all first grade students are screened for gifted program except where special needs preclude testing	• Number of screened 1 <sup>st</sup> graders	Dir. of Gifted; Principals; Enrichment Specialists	Fall 2006	•Monthly	Ongoing	
6	6	Automatically enroll self-contained elementary gifted students into middle school honors courses and enrichment students where appropriate	• Monitor course enrollments	Dir. of Gifted; Dir. of Secondary Curriculum; Principals; Counselors	Spring enrollment 2007	•Annually	Ongoing	
7	7	Automatically enroll 8th grade honors students in upper level high school courses	• Monitor course enrollments	Dir. of Gifted; Dir. of Secondary Curriculum; Principals; Counselors	Spring enrollment 2007	•Annually	Ongoing	
8	8	Seek to increase African American staff teaching gifted classes	• Increased African American staffing for gifted classes	Asst. Supt. Human Resources; Dir. of Gifted; Principals	4/07	•Annually	Ongoing	

# Gifted & Talented



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
9	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	<ul style="list-style-type: none"> <li>• Documentation of completed staff development and use of acquired knowledge</li> <li>• Increased African American enrollment in gifted program</li> </ul>	Dir. of Gifted; Dir. of Secondary Curriculum	8/06	• Annual scheduled training	Ongoing	
10	10	Ensure that gifted students are not segregated from the regular school population for recess, lunch, music, PE, except when schedules do not allow	<ul style="list-style-type: none"> <li>• Monitor classroom schedules</li> </ul>	Dir. of Gifted; Dir. of Student Achievement and Equity; Principals	8/06	• Quarterly	Ongoing	
11	11	Meet with Parent Advisory Committee and encourage diverse participation, including Plaintiff community representative	<ul style="list-style-type: none"> <li>• Meeting minutes and committee composition</li> <li>• Maintain or increase diverse parent participation</li> </ul>	Dir. of Gifted	1995	• Oct., Jan. and Apr. (annually)	Ongoing	
12	12	Review the impact of current school assignment policies to determine impact on gifted participation by African American students	<ul style="list-style-type: none"> <li>• Compile and examine reasons for non-acceptance of Gifted participation by African American students</li> </ul>	Dir. of Gifted	1/07	• Quarterly	Ongoing	

# Gifted & Talented



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
13		Evaluate the Enrichment Program as part of the formal District program evaluation (STEP).	<ul style="list-style-type: none"> <li>STEP evaluation and report</li> </ul>	Dir. of Gifted; Dir. of Student Achievement and Equity	In STEP schedule	•2008	Ongoing	

# Special Education

## Consent Decree Goals:

- 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.

## Education Equity Implementation Plan

### *Objectives*

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education.

### *Flexible Goals*

- In accordance with federal and state law requirements, the District will refer and identify students in each special education category for each school level within racial fairness guidelines.(1)
- Beginning the 2000-2001 academic year, the District will sample the evaluations and placements for students in identified special education categories each academic year in order to facilitate and monitor the implementation plan.

## Interim Target(2)

- To the greatest extent practicable, eliminate identified unwarranted disparities in the assignment of minority students to each special education category with the goal of reducing such disparities by at least one third each year.

(1) As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc. EEIP pg. 1, footnote 3.

(2) Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

# Special Education

	<b>CODIFY SUCCESSFUL STRATEGIES</b>
	<b>PARENT &amp; COMMUNITY ENGAGEMENT</b>
	<b>NONDISCRIMINATION IN SPED REFERRALS</b>
	<b>BEST PRACTICES IN THE CLASSROOM</b>
	<b>BEST PRACTICES IN BST/REFERRAL PROCESS</b>

# Special Education



## BEST PRACTICES IN THE BST/REFERRAL PROCESS

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	1	<b>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).</b>	<ul style="list-style-type: none"> <li>•Progress in meeting annual Task Force objectives</li> <li>•Task Force meeting minutes</li> <li>•PIC meeting updates</li> </ul>	Dir. of Special Education; SETF members	3/05	• Monthly	Ongoing	
2	2	<b>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).</b>	<ul style="list-style-type: none"> <li>•Documentation of training sessions</li> <li>•Principal walk-throughs (standardized instrument)</li> <li>•Special education site reviews</li> </ul>	Deputy Supt.; Dir. of Special Education; Dir. of Secondary Education; Directors; SpEd Administrators; Principals	3/07	Mar. 2007 At least quarterly in 2008, 2009	6/09	
3	5	<b>Reconvene program evaluation team to review implementation of BST program evaluation recommendations.</b>	<ul style="list-style-type: none"> <li>•Assess status/efficiency of implemented recommendations</li> <li>•Identify recommendations to continue or modify</li> </ul>	Dir. of Special Education; Principals	8/06	• Quarterly	6/07	
4	8	<b>Implement BST intervention strategies and document implemented strategies.</b>	<ul style="list-style-type: none"> <li>•BST logs/summaries</li> <li>•Reduce unwarranted referrals of African American students</li> </ul>	Dir. of Special Education; SpEd Administrators Principals	2005	<ul style="list-style-type: none"> <li>•Monthly (campus)</li> <li>• Quarterly (District)</li> </ul>	Ongoing	

# Special Education



## BEST PRACTICES IN THE CLASSROOM

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
5	6	Develop system-wide pyramids of academic and behavioral interventions for students working below and above grade level.	<ul style="list-style-type: none"> <li>•Implementation of pyramids</li> <li>•Increased reading scores</li> <li>•Decreased unwarranted referrals of African American students to Special Education</li> </ul>	Deputy Supt.; Directors; Principals	10/06	• Quarterly	Ongoing	
6	10	Develop and implement a continuum of service delivery options of instructional and behavioral supports for resource/inclusion and self-contained SPED students.	<ul style="list-style-type: none"> <li>• Building level audits of IEPs</li> <li>• Principal walk-throughs</li> <li>• Quarterly assessment data</li> </ul>	Dir. Of Special Education; Principals; Special Education teachers	3/07	• Quarterly	Ongoing	
7	12	Ensure that SpEd students transferred to Columbia Center for discipline infractions are transferred with appropriate SpEd placement and services.	<ul style="list-style-type: none"> <li>• Audit of Columbia IEPs</li> </ul>	Dir. of Special Education; Columbia Principal; Case Managers	8/06	• Quarterly	Ongoing	

# Special Education

## NONDISCRIMINATION IN SPED REFERRALS

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
8	3	<ul style="list-style-type: none"> <li>• Compare referral rates of African American and non-African American students who are identified for Special Education with comparable academic/behavioral profiles</li> <li>• Explore the feasibility of comparing referral rates for African American students who are identified for Special Education and non-African American students who have not been identified for Special Education with comparable academic/behavioral profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Review of referral rates</li> <li>• Reduction of unwarranted in placements</li> <li>• Determination of the feasibility of the comparison (e.g. explore existing database)</li> </ul>	Dir. Of Special Education; Special Education Equity Coordinator	5/07	• Annually	Ongoing	
9	4	Review implementation of recommendations from SpEd audits and reports that will contribute to reducing unwarranted referrals.	<ul style="list-style-type: none"> <li>• Progress in implementing recommendations</li> <li>• Reduction in unwanted referrals</li> </ul>	Deputy Supt.; Dir. Of Special Education	6/07	• Monthly	Ongoing	

# Special Education



## PARENT & COMMUNITY ENGAGEMENT

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
10	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.	<ul style="list-style-type: none"> <li>• Written notification provided to parents/guardians</li> <li>• Parent involvement</li> </ul>	Dir. Of Special Education; Principals; Building Support Team Members	8/06	• Quarterly	Ongoing	
11	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.	<ul style="list-style-type: none"> <li>• Feedback from family focus groups</li> <li>• Inventory of current practices regarding family comprehension and engagement</li> </ul>	Dir. Of Special Education; Special Education Equity Coordinator; Social Workers; Principals; Parent Coordinators	4/07	• Quarterly	Ongoing	

# Special Education



## CODIFY SUCCESSFUL STRATEGIES

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1 2	7	<p><b>Create comprehensive BST manual with procedures, forms and pyramids of intervention.</b></p>	<ul style="list-style-type: none"> <li>• Delivery of and training on BST Manual</li> <li>• Intervention strategies to reduce unwarranted referrals of African American students</li> </ul>	Deputy Supt.; Dir. Of Special Education; Director of Secondary Curriculum	10/06	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	6/07	

# Columbia/Alternative Education

## Education Equity Implementation Plan

### *Objectives*

- The District's objective is to eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.

### *Flexible Goals*

- The District's students enrolled in alternative programs or Columbia Center's Middle and High School will be within racial fairness guidelines at the school level for each set of transfers, District referrals and self-referrals. (1)
- The District's students referred to private alternative day programs will be within racial fairness guidelines at each school level.

### Interim Target(2)

- To the greatest extent practicable, eliminate identified unwarranted disparities in student enrollment in Unit 4 alternative programs or Columbia Center Middle and High Schools with the goal of reducing such disparities by at least one third each year.
- To the greatest extent practicable, eliminate identified unwarranted disparities for students referred to private alternative day programs with the goal of reducing such disparities by at least one third each year.

(1) The District's students who are enrolled in alternative programs or Columbia Center's Middle and High Schools for violation objective categories of the discipline code (e.g., weapons, sale or possession of drugs, violence) are not subject to racial fairness guidelines.

(2) Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.



# Columbia/Alt. Ed.


ACCESS TO CURRICULUM

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	4	Ensure that SpEd students transferred to Columbia Center are transferred with appropriate SpEd placement and services.	<ul style="list-style-type: none"> <li>The Administration will share pre and post transfer IEP services with Plaintiffs' counsel and Monitoring Team after entry of a protective order.</li> <li>Audit of Columbia IEPs.</li> </ul>	Dir. of Special Education; Columbia Principal; Case Managers	8/06	• Quarterly	Ongoing	
2	5	Provide academic interventions to support remediation or acceleration in student achievement <ul style="list-style-type: none"> <li>Intake academic assessment of all students</li> <li>Individualized instruction plans</li> </ul>	<ul style="list-style-type: none"> <li>Intake assessments</li> <li>Individualized instruction plans</li> </ul>	Dir. of Secondary Curriculum; Columbia Principal	2/07	• Quarterly	Ongoing	
3	9	Align Columbia Center MS and HS curriculum with District/State standards and offer appropriate curriculum and courses to meet student needs.	<ul style="list-style-type: none"> <li>Implementation of curriculum maps</li> <li>Improved academic performance of African American students</li> </ul>	Deputy Supt. of Curriculum Design; Columbia Principal	8/06	• Quarterly	Ongoing	

# Columbia/Alt. Ed.



## DISCIPLINE AS INTERVENTION

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
<b>4</b>	10	<b>Provide appropriate counseling and behavior modification interventions, if needed, to meet the social/emotional needs of students and facilitate successful transition to home campus.</b>	<ul style="list-style-type: none"> <li>• Review counselor and social worker documentation of student contact</li> <li>• Review referrals to partnering social services agencies</li> <li>• Implementation of behavior modification intervention programs, if needed</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Columbia Principal; Transition Coordinator	1/07	• Quarterly	Ongoing	
<b>5</b>	12	<b>Reinvigorate implementation of Transition Support System, including meetings every three weeks with transition teams at home schools.</b>	<ul style="list-style-type: none"> <li>• Documentation of transition meetings and full staff participation</li> <li>• Successful transition of students</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Columbia Principal; Home School Principals; Transition Coordinator	8/06	• Quarterly	Ongoing	
<b>6</b>	13	<b>Submit comprehensive Columbia transition reports to Plaintiffs and Monitoring Team.</b>	<ul style="list-style-type: none"> <li>• Distribution of transition reports (via Quarterly Reports)</li> </ul>	Asst. Supt. for Achievement and Pupil Services	3/07	• Quarterly	Ongoing	

# Columbia/Alt. Ed.

	<b>NONDISCRIMINATION</b>
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
<b>7</b>	2	<b>Codify steps for alternative placement process:</b> •Placements consistent with program profiles •Document intervention steps taken •Document parental involvement •Monitor the implementation of the process	<ul style="list-style-type: none"> <li>•Written procedures</li> <li>•Adherence to placement criteria</li> <li>•Consistent application of procedures for appropriate placement of African American students</li> </ul>	Alternative Placement Comm.; Asst. Supt. for Achievement and Pupil Services	9/06	N/A	1/07	
<b>8</b>	3	<b>Review student placement reports to ensure placements are nondiscriminatory, appropriate and efficacious.</b>	<ul style="list-style-type: none"> <li>• Review alternative placements to eliminate any unwarranted disparities</li> <li>• See Discipline Plan Item #4</li> </ul>	Alternative Placement Comm; Asst. Supt. for Achievement and Pupil Services	8/06	• Quarterly	Ongoing	

# Columbia/Alt. Ed.



## DROPOUT PREVENTION/ ALTERNATIVE LEARNING OPPORTUNITIES

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
9	15	Establish academic alternative school model (target initial enrollment of 50 students) and identify and establish preferred outcomes for alternative high school graduates.	<ul style="list-style-type: none"> <li>Identify and recommend school models</li> <li>Establish preferred outcomes</li> </ul>	Asst. Supt. For Achievement and Pupil Services	8/06	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	8/07	
10	16	Establish timeline to complete planning and implementation steps (e.g. designing appropriate curriculum, identify facility and community partnerships, identifying the application process and guidelines, creating diverse screening teams, hiring of instructional staff, orientation and communication with the public).	<ul style="list-style-type: none"> <li>Distribution of timeline information to PIC</li> </ul>	Asst. Supt. For Achievement and Pupil Services	8/06	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	4/07	
11	17	Conduct interim planning steps.	<ul style="list-style-type: none"> <li>Completion of interim planning steps.</li> </ul>	Asst. Supt. for Achievement and Pupil Services	8/06	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	8/07	

# Columbia/Alt. Ed.


DROPOUT PREVENTION/  
ALTERNATIVE LEARNING OPPORTUNITIES

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1 2	18	Identify a facility for the Alternative School.	<ul style="list-style-type: none"> <li>Proposal of facility site to Board</li> </ul>	Asst. Supt. For Achievement and Pupil Services	8/06	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	4/07	
1 3	19	Open school for start of SY2007-08.	<ul style="list-style-type: none"> <li>School opening</li> </ul>	Asst. Supt. for Achievement and Pupil Services	N/A	N/A	8/07	
1 4	20	Pursue, through grants, additional funding for alternative academic school.	<ul style="list-style-type: none"> <li>Grant proposal(s)</li> </ul>	Asst. Supt. for Achievement and Pupil Services	3/07	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	Ongoing	

# Columbia/Alt. Ed.

## BEST PRACTICES FOR STUDENT PERFORMANCE

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
15	1	Reconvene Alternative Education Task Force (including Plaintiff community representative and counsel) to monitor the <u>Columbia Center and Alternative Programs Plan</u> .	<ul style="list-style-type: none"> <li>Establish objectives, initial agendas and detailed timelines for Task Force</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Dir. of Secondary Curriculum; Columbia Principal	4/07	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	Ongoing	
16	6	Identify school districts with successful programs for at risk students to solicit information on best practices.	<ul style="list-style-type: none"> <li>Identification of and assessment of best practices for at-risk students.</li> </ul>	Asst. Supt. for Achievement and Pupil Services	2/07	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	Ongoing	
17	7	Maintain teachers certified in content area.	<ul style="list-style-type: none"> <li>Certification of all teachers</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Asst. Supt. For Human Resources; Columbia Principal	8/06	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	Ongoing	For SY07, all staff are certified except for one long-term math substitute

# Columbia/Alt. Ed.

## BEST PRACTICES FOR STUDENT PERFORMANCE

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
18	8	Identify staffing needs; identify and implement staff recruitment and retention initiatives; identify Alternative Education teachers as shortage area.	<ul style="list-style-type: none"> <li>Hiring and retention of appropriate staff.</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Asst. Supt. for Human Resources; Columbia Principal	8/06	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	Ongoing	For SY07, added staff: New principal, literacy specialist, resource teacher, aides, full time counselor, hall monitor, school resource officer
19	11	<ul style="list-style-type: none"> <li>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</li> <li>Provide professional development in Therapeutic Crisis Intervention (TCI) for Deans, Assistant Principals and staff who work with ED students</li> <li>Participate in District-wide professional development</li> </ul>	<ul style="list-style-type: none"> <li>Staff development database</li> <li>Principal walk-throughs</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Columbia Principal	8/06	<ul style="list-style-type: none"> <li>Quarterly (begin training ASAP - special Supt. Emphasis)</li> </ul>	Ongoing	
20	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.	<ul style="list-style-type: none"> <li>Individualized instruction plans</li> <li>Improved academic performance of students.</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Columbia Principal	3/07	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	Ongoing	

# Climate & Discipline

## Consent Decree Goals:

- 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.

## Education Equity Implementation Plan

### *Objectives*

- The District's objective is to provide educational tools and alternative learning resources to eliminate to the greatest extent practicable unwarranted disparities in student discipline.
- The District's objective is to view and use student discipline as an intervention strategy only and as a means to improve student performance and academic behavior.

### *Flexible Goals*

- The District will reduce the total number of student suspensions in the District each year by an amount consistent with District-wide and building goals through the use of the PBIS process.
- The District will dispense discipline to students in each category of discipline within racial fairness guidelines for each school level. (1)
- The District will dispense discipline to students such that minority and non-minority students receive comparable discipline for comparable misconduct.

## Interim Targets (2)

- To the greatest extent practicable, eliminate identified unwarranted disparities in student discipline with the goal of reducing such disparities by at least one third each year for the Consent Decree goals, objectives and flexible goals stated above.

(1) As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc. EEIP pg. 1 footnote 3.

(2) Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

# Climate & Discipline

<b>CODE/POLICIES</b>	<b>PROACTIVE INTERVENTIONS</b>	<b>CLIMATE</b>	<b>DISTRICT CONTINUOUS IMPROVEMENT</b>

# Climate & Discipline

	CODE/POLICIES
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	1	<b>Revised Discipline Advisory Committee (Combined School Safety Committee and Disciplinary Oversight Committee)</b> •Quarterly meetings to review and update Student Code of Conduct, review discipline data trends and initiatives and prior recommendations of School Safety Committee	<ul style="list-style-type: none"> <li>• Annual update of Student Code of Conduct</li> <li>• Assess progress in meeting annual objectives</li> <li>• Distribute agenda and meeting minutes</li> </ul>	Asst. Supt. for Achievement and Pupil Services	10/06	• Quarterly	Ongoing	
2	2	<b>Provide annual staff training on updated Student Code of Conduct.</b>	<ul style="list-style-type: none"> <li>• Consistent implementation of Student Code of Conduct</li> <li>• Training documentation</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	8/02	• Annually	Ongoing	
3	3	<b>Establish Discipline Equity Task Force</b> •Monthly meetings to review data, practices and inform operational changes •Task Force reports to PIC	<ul style="list-style-type: none"> <li>• Establish objectives, initial agendas and detailed timelines</li> <li>• Review and revise strategies to achieve reductions in unwarranted disparities in discipline</li> </ul>	Asst. Supt. for Achievement and Pupil Services	4/07	• Monthly	Ongoing	
4	8	<b>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.</b>	<ul style="list-style-type: none"> <li>• Documentation in Code of Student Conduct</li> <li>• Monitor implementation of assignment form (standardized instrument)</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals; Deans	2/07	4/07	Ongoing	

# Climate & Discipline


CODE/POLICIES

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
5	9	Implement alternative methods to address tardies to avoid escalating disciplinary consequences that result in lost instructional time.	<ul style="list-style-type: none"> <li>Identify and recommend alternative practice.</li> <li>Reduced lost instructional time.</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	12/06	• Monthly	2/07	
6	19	Codify the District's administrative procedures regarding SROs in the schools, including data tracking procedures, with community input.	<ul style="list-style-type: none"> <li>Review documentation of administrative regulations regarding SROs.</li> </ul>	Asst. Supt. for Achievement and Pupil Services	Spring 2007	• Monthly	7/07	
7	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.	<ul style="list-style-type: none"> <li>School safety plans</li> <li>District safety plans</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	Spring 2006	• Annually	Ongoing	

# Climate & Discipline

	<b>PROACTIVE INTERVENTIONS</b>
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
8	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).	<ul style="list-style-type: none"> <li>Identify interventions the District will continue</li> <li>Identify appropriate implementation strategies and appropriate student groups</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	3/07	• Quarterly	Ongoing	
9	20	Enhanced use of student mentoring programs.	<ul style="list-style-type: none"> <li>Mentoring program evaluation instrument.</li> </ul>	District Mentoring Coordinator	8/06	• Annually	Ongoing	
10	23	Prior to suspension based on nonphysical acts, staff must document interventions and alternatives provided to students.	<ul style="list-style-type: none"> <li>Documentation of interventions</li> <li>Student suspension letters</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals; School staff	4/07	• Quarterly	Ongoing	

# Climate & Discipline



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
11	10	<b>Train high school administrators and teachers on PBF</b> •Goal is to train 25 teachers per year (training cannot be required under the CBA)	<ul style="list-style-type: none"> <li>Completed training</li> <li>Principal walk-throughs</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	8/05	• Annual training sessions	6/09	Administrators: all completed except one high school principal  Teachers: Approx. 90 completed
12	11	<b>Design and pilot PBF evaluation instrument to determine the efficacy of the program</b>	<ul style="list-style-type: none"> <li>Creation of evaluation instruments</li> <li>Review of evaluation instruments</li> </ul>	Asst. Supt. for Achievement and Pupil Services; High School Principals	3/07	• Monthly	8/07	
13	12	<b>Train elementary and middle school administrators and teachers on PBIS</b> •Goal is to train 25 teachers per year (training cannot be required under the CBA)	<ul style="list-style-type: none"> <li>Completed training</li> <li>Principal walk-throughs</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	8/05	• Jan. 16, 2007; Feb. 22, 2007; Apr. 17, 2007	6/09	

# Climate & Discipline



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
14	13	Utilize PBIS evaluation instrument to determine efficacy of the program.	<ul style="list-style-type: none"> <li>•Review of evaluation instruments</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	8/06	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	Ongoing	
15	14	Provide cultural competency and behavior management training to support PBIS at elementary level.	<ul style="list-style-type: none"> <li>• Principal walk-throughs</li> </ul>	Asst. Supt. for Achievement and Pupil Services	2/07	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	4/07	
16	16	Promote cultural diversity curriculum and course offerings.	<ul style="list-style-type: none"> <li>• Curriculum Handbook</li> <li>• Increased enrollment in cultural diversity courses</li> </ul>	Deputy Supt.	Fall 2007	1/08	Ongoing	

# Climate & Discipline



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
17	17	<b>Review Aber Climate Study recommendations and assess status/efficacy of implemented recommendations.</b>	<ul style="list-style-type: none"> <li>Identify recommendations the District will continue or modify to achieve desired results</li> </ul>	Asst. Supt. for Achievement and Pupil Services	3/07	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	Ongoing	
18	18	<b>Conduct a second climate study.</b>	<ul style="list-style-type: none"> <li>Review of climate study report</li> </ul>	Deputy Supt.	Fall 2007	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	Spring 2008	
19	21	<b>Provide diversity training:</b> <ul style="list-style-type: none"> <li>to all new teachers annually</li> <li>to other teachers on a three-year cycle</li> </ul>	<ul style="list-style-type: none"> <li>Staff Training Schedules</li> <li>Staff development database</li> </ul>	Deputy Supt.	8/06	<ul style="list-style-type: none"> <li>Annually</li> </ul>	Ongoing	

# Climate & Discipline



## DISTRICT CONTINUOUS IMPROVEMENT

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
20	4	Conduct weekly building level meetings to review discipline data as it relates to equity.	<ul style="list-style-type: none"> <li>Review: 1) how many disciplinary incidents occurred; 2) the types of incidents; 3) patterns in which teachers are issuing discipline; 4) whether discipline is issued equitably; and 5) whether the discipline is proportional to the offense</li> <li>Document discipline reviews</li> </ul>	Administrative Team at the Building Level	8/06	• Monthly	Ongoing	
21	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.	<ul style="list-style-type: none"> <li>Review: 1) how many disciplinary incidents occurred; 2) the types of incidents; 3) patterns in which teachers are issuing discipline; 4) whether discipline is issued equitably; and 5) whether the discipline is proportional to the offense</li> <li>Document discipline review</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	8/06	• Monthly	Ongoing	
22	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.	<ul style="list-style-type: none"> <li>Review: 1) how many disciplinary incidents occurred; 2) the types of incidents; 3) patterns in which teachers are issuing discipline; 4) whether discipline is issued equitably; and 5) whether the discipline is proportional to the offense</li> <li>Document discipline review</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	8/06	• Every other month	Ongoing	
23	7	Conduct monthly meetings with Principals and Central Office Administrators with discipline as recurring agenda item.	<ul style="list-style-type: none"> <li>Meeting agendas and minutes</li> <li>Assess reductions in unwarranted disparities in discipline</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	8/06	• Monthly	Ongoing	

# Attendance

## Education Equity Implementation Plan

### Flexible Goal

- The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities.

### Interim Target (1)

- At each school, decrease by one-third each year the difference between the 2005/2006 attendance rate and the attendance rate goal of 95%.

- (1) Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

# Attendance

<b>TRUANCY</b>	<b>COMMUNITY ENGAGEMENT</b>	<b>CLIMATE</b>

# Attendance

	<b>TRUANCY</b>
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	1	Focus on students for whom minor improvements in attendance would produce meaningful system-wide improvements in achievement .	<ul style="list-style-type: none"> <li>Increased attendance for non-chronic truants</li> </ul>	Administrator for Special Projects; Principals; School-level attendance teams	8/06	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	Ongoing	
2	2	Establish an attendance improvement committee which addresses strategies to increase attendance, reduce dropouts and coordinate with campus attendance improvement teams.	<ul style="list-style-type: none"> <li>Establish annual objectives and meeting agendas</li> <li>Assess progress at meeting annual objectives</li> </ul>	Administrator for Special Projects; Attendance Improvement Committee	11/02	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	Ongoing	
3	3	Establish district-wide incentives to improve attendance.	<ul style="list-style-type: none"> <li>Identify and implement incentives</li> <li>Increased student attendance rates to meet interim target</li> </ul>	Administrator for Special Projects; Principals	9/06	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	2/07 and annually	
4	4	Monitor compliance with <u>Attendance Procedures and Guidelines</u> .	<ul style="list-style-type: none"> <li>Principals review logs to assess compliance and share log information with Principal Supervisors</li> </ul>	Administrator for Special Projects; Principal Supervisors; Principals	10/06	<ul style="list-style-type: none"> <li>Weekly/ Monthly</li> </ul>	Ongoing	

# Attendance

	TRUANCY
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
5	5	Conduct weekly building level meetings to review attendance data and to develop strategies to address the trends.	<ul style="list-style-type: none"> <li>•Review data/trends</li> <li>•Identify and implement strategies</li> </ul>	Principal Supervisors; Principals	9/06	• Weekly	Ongoing	
6	6	Conduct monthly meetings with principals, deans, student service coordinators, social workers, and counselors to review attendance data, trends and strategies.	<ul style="list-style-type: none"> <li>•Examine agenda and meeting minutes for indications of progress</li> <li>•Efficacy of strategies to address current trends</li> </ul>	Administrator for Special Projects; Principals	9/06	• Monthly	Ongoing	
7	7	When a decrease in attendance is observed in monthly data analysis, develop an immediate attendance improvement initiative.	<ul style="list-style-type: none"> <li>•Effective implementation of initiatives and interventions.</li> </ul>	Administrator for Special Projects; Principals; School-level attendance teams	9/06	• Monthly	Ongoing	
8	8	Design and implement an annual attendance improvement incentive program at each school.	<ul style="list-style-type: none"> <li>•Effective implementation of incentive program</li> <li>•Increased student attendance rates to meet interim target</li> </ul>	Dept. Supt.; Asst. Supt. for Achievement and Pupil Services; Dir. Equity and Achievement; Principals	8/06	•Annually	Ongoing	

# Attendance

	<b>TRUANCY</b>
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
9	9	Provide a credit recovery program for potential dropouts (e.g. NOVEL, NovaNet).	<ul style="list-style-type: none"> <li>• Identify and recommend program participants</li> <li>• Decreased dropout rate</li> </ul>	Administrator for Special Projects	11/04	• Annually	Ongoing	
10	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	<ul style="list-style-type: none"> <li>•Increased attendance rates of clusters</li> </ul>	Dir. Data Management; Administrator for Special Projects	9/06	• Monthly	Ongoing	
11	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 improve attendance, parent education workshops, parent surveys).	<ul style="list-style-type: none"> <li>•Documentation of implemented strategies (e.g., distribution of brochure, workshop schedule)</li> <li>•Increased student attendance rates to meet interim target</li> </ul>	Attendance Improvement Committee	9/05	• Annually	Ongoing	
12	13	Implement Phone Master automated dialing program to call parents .	Review of phone log to determine compliance with established procedures	Administrator for Special Projects	10/06	•12/06	3/07	

# Attendance

## TRUANCY

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
13	25	Attendance outreach staff review 8th graders in order to alert high schools of incoming students to watch for attendance purposes.	<ul style="list-style-type: none"> <li>•Reports to high school administrators regarding students to watch</li> <li>•Early interventions for attendance issues</li> <li>•Increased student attendance rates to meet interim target</li> </ul>	Attendance Outreach Staff	Spring, annually	• Annually	Ongoing	
14	28	Attend truancy hearings of Unit 4 students (e.g., TAOEP/school staff).	•Hearing Attendance Log	Principals; School staff	2/07	• Annually	Ongoing	
15	29	Track in Pentamation the start/stop dates of student participation in TAOEP.	•Datamarts	Dir. of Info. Tech.; TAOEP Coordinator	4/07	• Monthly	Ongoing	

# Attendance

	<b>COMMUNITY ENGAGEMENT</b>
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
16	14	<b>Conduct intensive media campaign to promote attendance (e.g., radio, television, billboards).</b>	<ul style="list-style-type: none"> <li>• Correspondence, advertising of initiatives</li> <li>• Increased student attendance rates to meet interim target</li> </ul>	Asst. Supt. Human Resources and Community Relations; Administrator for Special Projects	10/06	• Semester	Annually (Fall)	
17	15	<b>Conduct an intensive community campaign, including the use of volunteers from the community to increase attendance.</b>	<ul style="list-style-type: none"> <li>• Correspondence with potential volunteers</li> <li>• Involvement of community in increasing student attendance</li> </ul>	Dir. of Family Information Center; Dir. of Pupil Services; Counsel for Plaintiffs	2/05	• Annually	Ongoing	
18	16	<b>Communicate with Ministerial Alliance members and Urban League to discuss attendance improvement.</b>	Correspondence, meetings Involvement of Ministerial Alliance and churches in increasing student attendance	Director of Pupil Services	9/05	• Quarterly	Ongoing	Met in Nov. 2006, will continue follow-up

# Attendance

	COMMUNITY ENGAGEMENT
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1 9	17	<b>Attend community outreach meetings to encourage community engagement in attendance initiatives.</b>	Involvement of community in increasing student attendance.	Administrator for Special Projects; Attendance Outreach Staff	11/05	•Monthly	Ongoing	
2 0	18	<b>Codify role of attendance outreach staff/family liaison to be consistent with these procedural steps.</b>	<ul style="list-style-type: none"> <li>• Job description</li> <li>• Performance of duties consistent with procedural steps</li> </ul>	Director of Pupil Services	4/07	• Monthly	6/1/07	
2 1	19	<b>Ensure attendance outreach staff make connections to families of students with attendance issues.</b>	•Contact logs	Administrator for Special Projects; Attendance Outreach Staff	4/07	• Quarterly	Ongoing	

# Attendance

## COMMUNITY ENGAGEMENT

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
22	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.	<ul style="list-style-type: none"> <li>•Community services referral list</li> </ul>	Attendance Outreach Staff	9/06	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	Ongoing	
23	21	Coordinate efforts with the Family Information Center and the Department of Achievement and Pupil Services for attendance improvement.	<ul style="list-style-type: none"> <li>•Identification, implementation and assessment of strategies</li> <li>•Increased student attendance rates to meet interim target</li> </ul>	Asst. Supt. of Achievement and Pupil Services; Dir. of Family Information Center; Dir. Of Pupil Services	9/06	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	Ongoing	
24	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.).	<ul style="list-style-type: none"> <li>•Documentation of strategies (e.g., mobile clinic schedule of visits)</li> <li>•Increased student attendance rates to meet interim target</li> </ul>	Administrator for Special Projects; Dir. Family Information Center	9/06	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	Ongoing	

# Attendance

## CLIMATE

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
25	11	<b>Hold student focus groups of students with attendance issues to identify and address concerns and make recommendations for improved attendance.</b>	<ul style="list-style-type: none"> <li>• Review meeting notes and identify recommendations to implement</li> <li>• Effective implementation of agreed-upon recommendations</li> </ul>	Attendance Outreach Staff	9/05	• Quarterly	Ongoing	
26	23	<b>Work with curriculum department to provide curriculum pathways and instructional strategies to successfully engage students in school.</b>	<ul style="list-style-type: none"> <li>• Interest Survey</li> <li>• High School Students' Four-year Plans</li> <li>• Increased student attendance rates to meet interim target</li> <li>• Decreased dropout rates</li> </ul>	Deputy Supt.	9/05	• Ongoing	Ongoing	
27	24	<b>Monitor and evaluate current school climate issues to support student attendance and encourage continued enrollment.</b>	<ul style="list-style-type: none"> <li>• Implementation of Aber Climate Study Recommendations</li> <li>• Student Focus Groups Feedback</li> <li>• Increased student attendance rates to meet interim target</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals; Attendance Outreach Staff	2/07	• Quarterly	Ongoing	

# Attendance

## CLIMATE

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
28	26	Dean, counselors and teachers work collaboratively with attendance outreach staff to monitor and to provide a support for students to attend school.	<ul style="list-style-type: none"> <li>• Implementation of student supports</li> <li>• Increased student attendance rates to meet interim target</li> </ul>	Deans; Counselors; Teachers; Attendance Outreach Staff	2/07	• Quarterly	Ongoing	
29	27	Assess the efficacy of piloted and ongoing intervention programs for the improvement of school climate (e.g. consistent with “whole child” developmental approaches).	<ul style="list-style-type: none"> <li>• Identify interventions the District will continue</li> <li>• Identify appropriate implementation strategies</li> </ul>	Principals	2/07	• Quarterly	Ongoing	

# Hiring & Staffing

## Consent Decree Goals:

- 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.

## Education Equity Implementation Plan

### *Objectives*

- The District's objective is 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 (e.g., changing school climate and closing the achievement gap).

### *Flexible Goals*

- The District's diversity goal for classified staff is a minority representation at least equal to the proportion of African Americans qualified for jobs not requiring certification in the availability pool.
- The District will hire African American certified and classified staff in accordance with their availability in the Champaign labor market.
- The District will establish at least four at-large teaching positions for assignment to vacancies in schools for diversity purposes in consultation with building principals.
- The District will monitor all hires, transfers and terminations of staff and maintain, through aggressive action, diverse personnel in all schools.

## Interim Target(1)

- Maintain a substantial level of racial diversity of certified and classified staff District-wide and at each school level.

(1) Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

# Hiring & Staffing

	<b>CODIFYING SUCCESSFUL STRATEGIES</b>
	<b>MONITORING A/EEO PROGRESS</b>
	<b>RETENTION</b>
	<b>HIRING</b>

# Hiring & Staffing



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	2	Develop annual recruitment plans (e.g. identify colleges, job fairs and recruitment teams)	<ul style="list-style-type: none"> <li>• Implementation of recruitment plan</li> <li>• Recruit African American and diverse pool of applicants each year</li> </ul>	Asst. Supt. for Human Resources	11/06	<ul style="list-style-type: none"> <li>• Annually (Nov.)</li> </ul>	Ongoing	
2	3	Continue to implement successful recruitment strategies (e.g. Grow Your Own, Martin Luther King scholarship, recruitment stipends, etc.)	<ul style="list-style-type: none"> <li>• AAEEEO report (annual)</li> <li>• Quarterly Reports</li> <li>• Recruit African American and diverse pool of applicants each year</li> </ul>	Asst. Supt. for Human Resources	8/06	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	Ongoing	
3	4	Communicate hiring expectations to principals and intervene as necessary.	<ul style="list-style-type: none"> <li>• Administrative evaluation process</li> <li>• AAEEEO report (annual)</li> <li>• Quarterly Reports</li> <li>• Buildings hire to achieve or maintain a substantial level of racial diversity</li> </ul>	Asst. Supt. for Human Resources; Principals	8/06	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	Ongoing	
4	5	Create an internship/mentoring program to develop and assist certified personnel in preparing for administrator positions.	<ul style="list-style-type: none"> <li>• Documentation of internship and mentoring program.</li> <li>• African American participation in program</li> </ul>	Asst. Supt. for Human Resources; Dir. of Human Resources	8/07	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	Ongoing	

# Hiring & Staffing

	RETENTION
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
5	6	<b>Continue to implement successful retention strategies (e.g. Novice Teacher Program, Minority Teacher Retention Committee) and track retention patterns.</b>	<ul style="list-style-type: none"> <li>• Administrative evaluation process</li> <li>• AA/EEO reports (annual)</li> <li>• Quarterly reports</li> <li>• Buildings retain teachers to achieve substantial level of racial diversity</li> </ul>	Asst. Supt. for Human Resources	8/06	• Quarterly	Ongoing	
6	8	<b>Encourage meaningful professional engagement and leadership experiences at the campus and District levels</b>	<ul style="list-style-type: none"> <li>• Campus involvement</li> <li>• Committee involvement</li> <li>• Buildings retain teachers to achieve substantial level of racial diversity</li> </ul>	Asst. Supt. for Human Resources; Principal Supervisors; Principals	2/07	• Quarterly	Ongoing	
7	9	<b>Monitor staff assignments for equity and access to teaching assignments</b>	<ul style="list-style-type: none"> <li>• Equitable course assignments</li> <li>• Buildings achieve and maintain a substantial level of racial diversity</li> </ul>	Principals; Principal Supervisors; Asst. Supt. for Human Resources	2/07	• Quarterly	Ongoing	

# Hiring & Staffing

	<b>MONITORING AA/EEO PROGRESS</b>
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
8	1	<b>Prepare Affirmative Action Equal Employment Opportunity (AAEEO) Report</b> (Reporting period ends September 30 of each year)	<ul style="list-style-type: none"> <li>Distribute report to hiring administrators, present at community and Board meetings</li> </ul>	Asst. Supt. for Human Resources	SY1990-1991	<ul style="list-style-type: none"> <li>Annually (Spring)</li> </ul>	Annually (Spring)	

# Hiring & Staffing


**CODIFYING SUCCESSFUL STRATEGIES**

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
9	7	Codify administrative regulations regarding the hiring and retention process	<ul style="list-style-type: none"> <li>Administrative regulations</li> </ul>	Asst. Supt. for Human Resources	8/06	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	6/07	

# Information Technology

## Education Equity Implementation Plan

As Information Technology is not an enumerated area in the Consent Decree, nor is it one of the six sections set forth in the Education Equity Implementation Plan, there are no established objectives or flexible goals in Information Technology. Nevertheless, the Education Equity Implementation Plan states in the introduction:

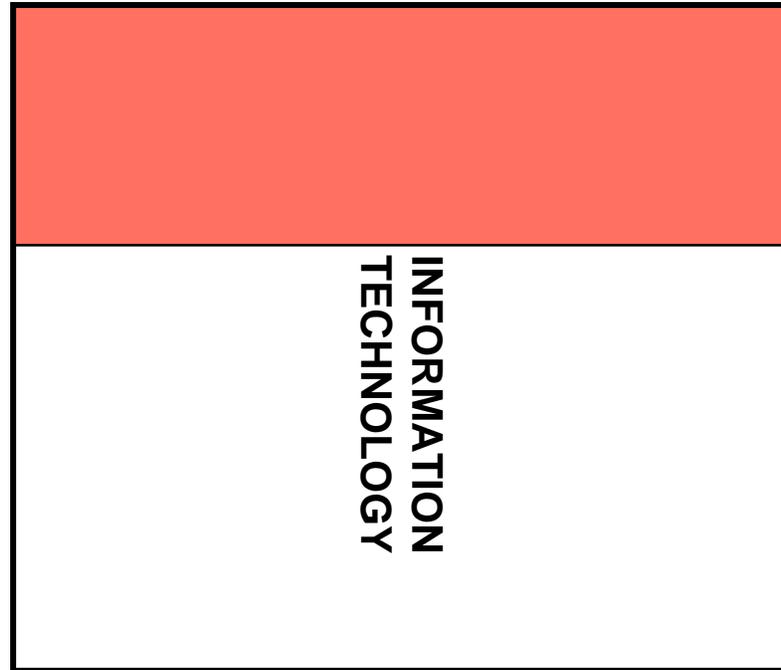
“The Education Equity Agreement requires the Plan to include ‘monitoring systems.’ The District’s Superintendent and Assistant Superintendent for Equity and Education are primarily responsible for developing and maintaining effective monitoring systems. Monitoring implementation of the Plan begins with 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. The parties envision quarterly reports on selected areas and an annual report covering all areas. The parties also expect that the data to be collected and maintained will be the same type of data collected and analyzed in the Educational Equity Audit. Further, the parties have agreed that this data will be presented in the same format as the Audit. Indeed, as stated in the Audit, ‘[i]f a district is to enhance expectations of equitable student access and quality student outcomes, that district needs to inspect the very kinds of data that was requested in this educational equity audit.’ Monitoring implementation of the Plan is key to measuring the success of the Plan’s flexible goals and actions and assessing achievement of the Plan’s objectives.” (EEIP pg. ii-iii.)

## Interim Targets<sup>[1]</sup>

- Implement and maintain data collection and extraction to ensure data integrity.
- Increase capacity for data analysis and reporting on Consent Decree areas.

<sup>[1]</sup> Pursuant to the Parties’ Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District’s good faith is to be determined consistent with relevant case law.

# Information Technology



# Information Technology



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	1	<b>Restructure IT department</b> •Hiring •Redefine job responsibilities	• Restructured IT department organization and staffing	Unit 4 Board of Education	8/06	N/A	N/A	9/06: two positions created and filled; 10/06 entire team restructured
2	2	<b>Establish procedures and responsibilities for quality data systems and production</b>	• Written documentation of procedures for data systems • Identification of responsible parties for data systems • System audit (e.g. error reports) • Internal compliance testing	Dir. of Information and Instructional Technologies	9/06	• Quarterly	Ongoing	
3	3	<b>Collaborate with central and campus administrators for delivery of relevant data in a usable format</b>	• Document the response to data requests from District personnel and District committees	Dir. of Information and Instructional Technologies; Leadership Team	9/06	• Weekly	Ongoing	
4	4	<b>Establish training procedures for teaching effective data entry, extraction, analysis and reporting to building principals for each area to facilitate data-driven decisions</b>	• Documentation of training materials, procedures and personnel • Secretarial Handbook	Dir. of Information and Instructional Technologies; Leadership Team; Principals	9/06	• Monthly	Feb. 2007 for Secretary Handbk; Ongoing for other docum.	

# Information Technology



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
5	5	<p>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"> <li>•E.g., monthly training sessions for Discipline and Attendance data entry personnel</li> <li>•E.g., other training on data entry, Pivot tables, charts, Cognos, SQL, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of training</li> <li>• Effective data entry extraction, analysis and reporting</li> </ul>	Dir. of Information and Instructional Technologies; Leadership Team; Principals	9/06	• Monthly	Ongoing	
6	6	Require at least weekly data entry at the school level (e.g. discipline, attendance)	<ul style="list-style-type: none"> <li>• Weekly data entry</li> <li>• Error Reports</li> <li>• Pentamation Audits</li> </ul>	Dir. of Information and Instructional Technologies; Leadership Team; Principals; Building level administrators	8/06	• Monthly	Ongoing	
7	7	Maintain data consistency for purposes of comparability on an annual basis	<ul style="list-style-type: none"> <li>• Data reports</li> </ul>	Dir. of Information and Instructional Technologies	9/06	• Monthly	Ongoing	
8	8	Establish data auditing procedures to review logical links and trace pathways within the monthly datamart calculating files	<ul style="list-style-type: none"> <li>• Establishment of data auditing procedures</li> <li>• Cross-Audits</li> <li>• Monthly Audit Checklist</li> </ul>	Dir. of Information and Instructional Technologies	10/06	• Monthly	June 2007	63

# Information Technology



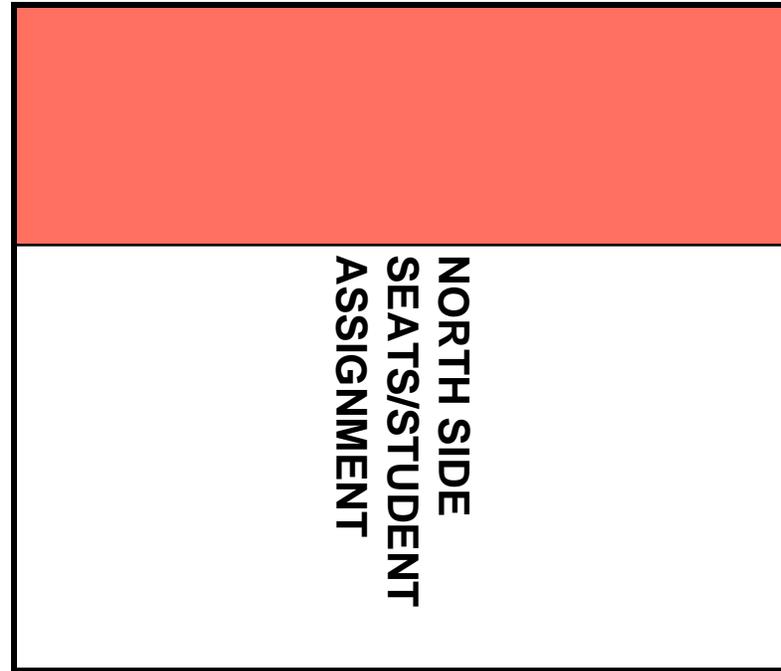
#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
9	9	<b>Develop and implement functional back-ups</b>	<ul style="list-style-type: none"> <li>• Documentation of back-up procedures</li> <li>• Ability to restore irretrievable data</li> </ul>	Dir. of Information and Instructional Technologies	8/06	• Daily	Ongoing	
10	10	<b>Develop and implement cross-training to eliminate a single point of failure</b>	<ul style="list-style-type: none"> <li>• Documentation of cross-training</li> <li>• Elimination of single point of failure</li> </ul>	Dir. of Information and Instructional Technologies	10/06	• Monthly	Ongoing	
11	11	<b>Design and implement Quarterly Reporting schedules that allow for sufficient analysis and review</b>	<ul style="list-style-type: none"> <li>• Completed annual schedules</li> <li>• Timely Quarterly Reporting</li> </ul>	Supt.; Dir. of Information and Instructional Technologies	1/06	• Monthly	6/07	Schedule completed for SY07
12	12	<b>Produce Quarterly Reports after first, second and fourth academic quarters of each school year</b>	<ul style="list-style-type: none"> <li>• Completed Quarterly Report</li> </ul>	Supt.; Dir. of Information and Instructional Technologies	6/04	• Quarterly	Ongoing	

# Information Technology



#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
13	13	Track in Pentamation the start/stop dates of student participation in TAOEP	<ul style="list-style-type: none"> <li>Datamarts</li> </ul>	Dir. of Information and Instructional Technologies; TAOEP Coordinator	4/07	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	Ongoing	
14	14	<ul style="list-style-type: none"> <li>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</li> <li>Meeting with Monitoring Team Data Specialist and Plaintiffs' counsel to review same</li> </ul>	<ul style="list-style-type: none"> <li>Establish and implement data collection and reporting procedures</li> </ul>	Leadership Team; IT Dept.	4/07	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	5/1/07	

# North Side Seats/Student Assignment



# North Side Seats

## STUDENT ASSIGNMENT

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1	1	Conduct resident enrollment analysis with Dr. Michael Alves	<ul style="list-style-type: none"> <li>• Completion of resident enrollment analysis</li> </ul>	IT Dept.; Dr. Alves	12/06	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	4/07	
2	2	Include North Champaign Seats as standing agenda item at every monthly PIC meeting and in each Quarterly Report to the Monitor	<ul style="list-style-type: none"> <li>• PIC meeting minutes</li> <li>• Quarterly Report</li> </ul>	Dir. of Equity	4/06	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	Ongoing	
3	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	<ul style="list-style-type: none"> <li>• Board meeting minutes</li> </ul>	Superintendent	4/08	N/A	4/08	
4	4	<p>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"> <li>•Parties to include counsel, Plaintiffs' representative(s) and District</li> <li>•Identify recommended location</li> <li>•Identify recommended educational theme or programming</li> <li>•Parties consult with monitoring team throughout process</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation to Board of North Champaign seats plan</li> </ul>	Supt.; Plaintiffs' counsel	4/07	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	7/07	

# North Side Seats

**STUDENT ASSIGNMENT**

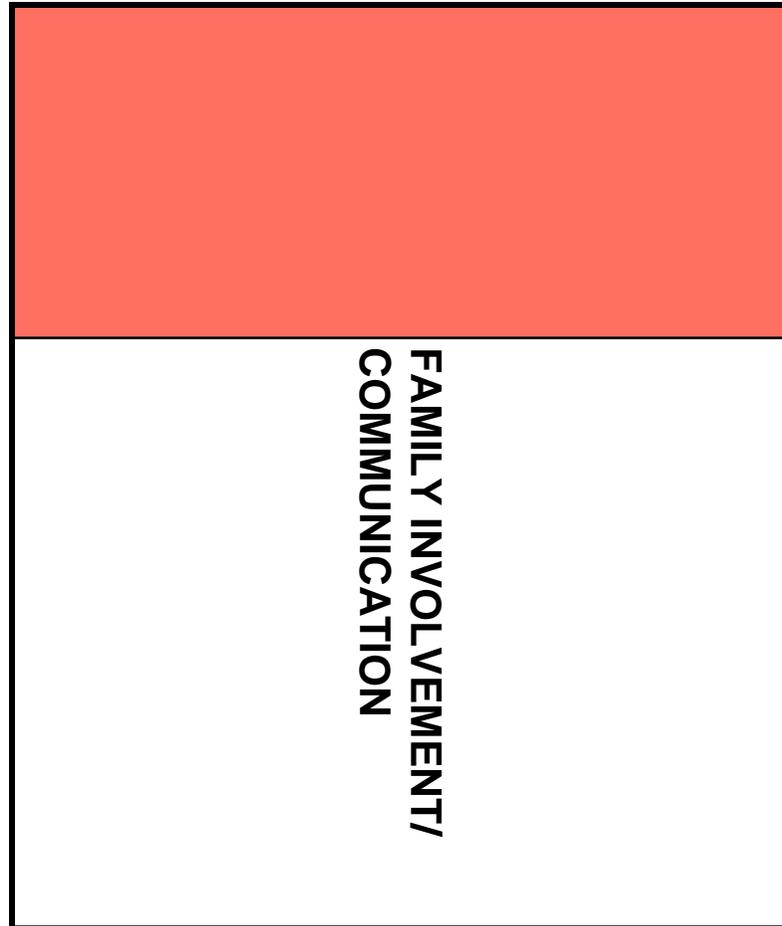
#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
5	5	Proposal presented to Board of Education at public meeting	<ul style="list-style-type: none"> <li>Board meeting minutes</li> </ul>	Supt.; Plaintiffs' counsel	8/07	N/A	8/07	
6	6	Conduct Board meeting(s) to allow for community input on North Champaign seat plan	<ul style="list-style-type: none"> <li>Board meeting minutes</li> </ul>	Board of Educ.	8/07	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	10/07	
7	7	Board of Education approves plan for North Champaign seats	<ul style="list-style-type: none"> <li>Board meeting minutes</li> </ul>	Board of Educ.	10/07	N/A	10/07	
8	8	Board of Education approves referendum question to be placed on ballot for March 18 election	<ul style="list-style-type: none"> <li>Board meeting minutes</li> </ul>	Board of Educ.	1/08	N/A	1/08	

# North Side Seats

## STUDENT ASSIGNMENT

#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
9	9	Community Committee conducts referendum campaign	<ul style="list-style-type: none"> <li>• Committee minutes</li> </ul>	Community Committee	10/07	Weekly	3/08	
10	10	Referendum voted upon during General Primary Election	<ul style="list-style-type: none"> <li>• Election results</li> </ul>	N/A	3/18/08	N/A	3/18/08	

# Family Involvement



# Family Involvement

	<b>FAMILY INVOLVEMENT/ COMMUNICATION</b>
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
1		Seek and establish racial diversity on District and campus-level committees and Task Forces.	<ul style="list-style-type: none"> <li>Committee membership lists</li> </ul>	Leadership Team; Principals (building level committees); Plaintiffs' counsel	3/07	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	Ongoing	
2		Include family/community sessions for major initiatives.	<ul style="list-style-type: none"> <li>Training sessions – families notified</li> </ul>	Deputy Supt.	3/07	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	Ongoing	
3		Superintendent to meet with African American community leaders (NAACP, Urban League, Ministerial Alliance, etc.) to promote initiatives and receive feedback quarterly throughout the year. Counsel for plaintiffs will work with the District to facilitate meaningful and successful sessions.	<ul style="list-style-type: none"> <li>Board meeting minutes</li> </ul>	Superintendent; Plaintiffs' counsel (coordinating meetings)	4/07	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	Ongoing	

# Family Involvement

	<b>FAMILY INVOLVEMENT/ COMMUNICATION</b>
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#	District Plan #	Procedural Step	Measurability	Responsibility	Start date	Progress check dates	Due date	Completed date
4		Conduct parent conferences and/or create and provide more informative and user friendly documents for parents (e.g., report cards/progress reports, information regarding options in Special Education, discipline procedures and alternatives, etc.).	<ul style="list-style-type: none"> <li>• Analysis of documents</li> <li>• Redrafting of documents for user-friendliness</li> </ul>	PIC; Dir. of Equity	3/07	• Monthly	Ongoing	
5		Counsel for Plaintiffs will work with community members to support involvement and awareness on issues related to attendance, achievement, discipline, gifted and talented and other Consent Decree related issues.	<ul style="list-style-type: none"> <li>• Increased community participation</li> </ul>	Plaintiffs' counsel	3/07	• Monthly	Ongoing	
6		Counsel for Plaintiffs will participate in ensuring Plaintiff participation in task forces and committees.	<ul style="list-style-type: none"> <li>• Plaintiff representative participation in task forces and committees</li> </ul>	Plaintiffs' counsel	3/07	• Monthly	Ongoing	